

THREE COUNTRY AUDIT OF THE LOWER SECONDARY CITIZENSHIP AND HUMAN RIGHTS EDUCATION CURRICULUM



Reflection of the
principles of the
Charter on Education
for Democratic
Citizenship and Human
Rights Education in
the curricula of France,
Finland and Ireland

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FOREWORD

This Three Country Audit report aims to determine to what extent the lower secondary education curricula in Finland, France and Ireland share the key principles of the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education. During the time of the audit the three countries were each reforming their curricula and the process and the results of the audit are likely to influence policy development and implementation.

This report is published in the framework of the EU/Council of Europe's Pilot Projects Scheme "Human Rights and Democracy in Action" that aims to implement the principles of the Council of Europe's Charter. As a pilot project this audit also highlights sustainable and potentially transferable mechanisms and good practice examples that promote citizenship and human rights education not only in the participating countries but also in the wider European context.

The partner countries of this audit were represented by the following national experts who had identified a value in developing a practical and simple auditing mechanism to good practice and outline areas that could be improved in the implementation of Education for Democratic Citizenship and Human Rights Education using the Charter as a frame of reference:

Ms Kristina Kaihari, Counsellor of Education from the Finnish National Board of Education.

Ms Kaihari led the exercise and chaired the meetings related to the audit.

Mr Aidan Clifford, Director of the City of Dublin Education and Training Curriculum Development Unit from Ireland

Ms Elisabeth Fröchen, Former Deputy Head of Department of International Affairs, DG for Schools, Ministry of Education and

Mr Francois Parain, Department of International Affairs, DG for Schools, Ministry of Education.

The representatives of the partner countries and the Council of Europe met three times in the coordination meetings that were hosted by the French Ministry of Education in Paris on 31 July, 25 September and 22 October 2013.

Ms Jaana Puukka, Strategy Consultant of Innovation Engage and a former OECD analyst, acted as the secretary of the coordination meetings and analysed, collected and drafted the audit report on the basis of country inputs, desk research and interviews. As a Finnish national based in France, her task was to focus on the Finnish and French education systems, while Ms Mella Cusack, an Irish consultant and specialist in citizenship and development education provided expertise in analysing Ireland's EDC/HRE.

Ms Yulia Pererva and Mr Marc Hory of the Council of Europe's Education Department provided valuable support and comments during the audit.

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INTRODUCTION

The recent developments in Europe and throughout the world, such as economic and job crisis, wide spread youth unemployment, widening socio-economic gaps, political, ideological and religious extremism, racism, xenophobia and the perception of an ever widening democratic deficit, challenge the foundations of human rights and endanger democratic stability. There seems to be a consensus today among education decision makers that the main goal of schools is to ensure that all children and youth leave school work-ready and prepared for lifelong learning. However, while it is important to raise the education attainment levels in Europe and provide the youth with relevant skills, it is also increasingly important that schools prepare our children and youth for democratic citizenship. This is why Education for Democratic Citizenship and Human Rights Education (EDC/HRE) need to become a priority for governments.

The concept of democratic or active citizenship refers to citizens' participation in the political, social and civil life of society, and is based on respect for a common set of values of democratic societies (Hoskins et al., 2006). The civic competences needed for active citizenship in the European context include: knowledge of basic democratic concepts and an understanding of society and social and political movements, major social developments and the European integration process and EU structures. Civic competences also require skills such as critical thinking, media and communication skills, and the ability and willingness to participate constructively in the public domain, including in the decision-making process through voting. Finally, a respect for democratic values and diversity as well as support for sustainable development is also highlighted as integral components of civic competences.

In the context of this report, education for democratic citizenship and human rights education refer to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live. It encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society.

Education for Democratic Citizenship and Human Rights Education go hand in hand as they both aim at strengthening democracy and respect for human dignity. They lead children and young people to acquire knowledge, skills and dispositions for civic engagement. Education for democratic citizenship educates children and youth on their rights and responsibilities as active members of their communities. Human rights education emphasises equality and empowerment for everyone. Human rights education includes citizenship as one of its key themes, and education for democratic citizenship builds on human rights values. Both serve the development of democracy, human rights and peace.

What is the focus of the Three-Country Audit?

In the light of these policy developments, the present Three-Country Audit of the lower secondary education curricula analyses the policies and measures relating to EDC/HRE in Finland, France and Ireland. More specifically it provides an analysis of the EDC/HRE curriculum against the Council of Europe Charter on Citizenship and Human Rights Education. It examines the EDC/HRE curriculum in the broadest sense, taking into consideration the total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and norms and values which relate to the school's operational culture.

The ways students develop EDC/HRE-related knowledge, skills, attitudes and behaviour are influenced by their education systems and the national, regional and local contexts in which those systems operate. Each country's history, political, social and educational system and the size of the student population play a role when developing and implementing curricula for EDC/HRE. It is important to ensure that these countries which are reforming their curricula will shape the new curricula so that it will facilitate participation among all young people, and will help them take the full ownership of the society.

The Three Country Audit aims to determine to what extent the lower secondary education curricula in Finland, France and Ireland share the key principles of the Charter and to identify possible gaps. The audit has a special focus on how citizenship and human rights education contributes to non-discrimination and the protection and promotion of children's rights. It highlights five proven approaches to EDC/HRE based on international experience and takes stock of good practice, initiatives, programmes and collaborative efforts in EDC/HRE curriculum development and implementation. Finally, it provides Pointers for Development for the decision makers in the audit countries and other Member States.

Why is the Three-Country Audit useful and timely?

Analysing the curricula of Finland, France and Ireland is helpful and timely because they each represent different educational systems and are currently reforming their curricula; their approaches can inform the process in other Member States and also provide valuable feedback on the ongoing reform.

Finland has a decentralised education system where the national core curriculum defines objectives and core competencies, but municipalities, schools and teachers have the freedom to decide on the implementation. France has a centralised education system where the curricula are defined, implemented and assessed at the national level. Ireland represents a semi-centralised system where the curriculum is defined at the national level, but the centralised assessment will be replaced by a school-based assessment process.

The participating countries are in different stages of curricula reform: Finland reforms its school curriculum at regular intervals and aims to have new curricula in place at schools in August 2016. France intends to have new programmes ready for September 2015. Ireland is in the final phases of the curricula development: a proposal for new curricula for civic social and political education for lower education is going to public consultation in October and November 2013.

Policy Framework for the Three-Country Audit

The Three Country Audit is published in the framework of the EU/Council of Europe's Pilot Projects Scheme "Human Rights and Democracy in Action". The framework for action for this Pilot Projects Scheme is the implementation of the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) that was adopted by the 47 member states in 2010. This Charter invites Member States "to co-operate with each other and through the Council of Europe in pursuing the aims and principles of the Charter", to foster "multilateral and trans-frontier activities", to exchange, develop, codify and ensure the dissemination of good practices. The goal of the Pilot Projects is to contribute to the development of sustainable mechanisms promoting citizenship and human rights education in the participating countries. Each pilot project collects and shares information on existing forms of EDC/HRE. It involves at least two and up to five states party to the European Cultural Convention, including at least one member state to the European Union in order to contribute to the development of sustainable mechanisms of promotion of EDC/HRE.

In addition to the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education, a range of other European and international policies and documents emphasise the role of the human rights and democracy as key components in the sound political operation of states and their renewed economic growth and call for education systems to support these values. The Charter of Fundamental Rights as well as the European Council conclusions of 12 May 2009 established a Strategic framework for European cooperation in education and training (ET2020) in the perspective of the EU2020 Strategy, stating that its "primary goal ...is to support the further development of education and training systems in the Member States..." whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue". The current priorities of the Council of Europe Strategy on the Rights of the Child (2012-2015) are the promotion of child-friendly services and systems, elimination of all forms of violence against children; guaranteeing the rights of children and young people in vulnerable situations and the promotion of child and youth participation. Corresponding priorities are also identified under the EU Agenda for the Rights of the Child (COM (2011) 60 final). Civic/citizenship competences are, for the European institutions, a priority area reflected in the EU2020 Strategy and in the Communication "Rethinking Education". Important reports such as the Eurydice report on "Citizenship education at schools in Europe" (2012), the CRELL report on "active citizenship competence composite indicator" (2012) and the CoE report on the implementation of the Council of Europe Charter on Citizenship and Human Rights Education (2012) all emphasize the role of education in fostering the values inherent to democratic citizenship, to which human rights provide the main inspiration.

Content of this report

This report consists of four chapters. Chapter I presents what is happening in the curricula reform in the three countries. Why Finland, France and Ireland are all reforming their curricula and how are they doing it.

Chapter II outlines the different approaches to EDC/HRE in the three countries and reviews the EDC/HRE curricula against the key points of the Council of Europe Charter. The chapter identifies the main aims and content of EDC/HRE and the different forms of competencies that students should acquire as a result.

Chapter III identifies the five proven practices through which EDC/HRE is delivered in practice in the three countries: i) classroom instruction, ii) extracurricular activities including community service and service learning, iii) student participation in school governance, iv) democratic processes simulations and gaming, and v) actions to combat school bullying and protect students. The chapter evaluates the extent to which each of the countries is implementing these approaches and highlights good practice examples.

Chapter IV provides a summary of the report, discusses the areas which are in need of development in order to ensure that EDC/HRE becomes a key focus of learning. It identifies five areas where progress is required: learning methods, student's participation, teacher training, assessment and school climate and protection of vulnerable student. Finally the chapter provides some pointers for future for policy makers.

Annex I consists of the self-assessment tool that schools, education providers, ministries and students can use, to understand to which extent the principles of the Charter on EDC/HRE is enshrined in their curriculum.

CHAPTER I. WHAT IS HAPPENING IN THE CURRICULA REFORM: WHAT, WHY AND HOW?

The three audit countries – Finland, France and Ireland – have different education systems and approaches to curriculum development. Finland has a decentralised education system where the national core curriculum defines objectives and core contents, and final-assessment criteria for each subject but schools and municipalities decide how they implement the curriculum and carry out assessment. There is no school inspection. The ideology is to steer schools through information, support and funding. France has a centralised education system where the national curriculum is defined, implemented and assessed at the national level. Ireland falls between the two countries: it is moving to a semi-centralised system where the curriculum will be defined at the national level, but the centralised assessment will be replaced by continuous school-based assessment.

Despite these differences, the countries share common points that make the current audit timely and useful for policy development and implementation. First, each country is in different stages of curriculum reform with different timetables and different approaches on how to include stakeholders in the curricula reform.

- Finland aims to have new curricula in place at schools in August 2016. Subject-specific parts, including those relevant for EDC/HRE are under preparation. Local curricula are scheduled to be developed in 2015 based on the national framework curriculum, the core curriculum. The national core curriculum is determined by the Finnish National Board of Education in collaboration with a wide range of stakeholders.
- France is undergoing an extensive curriculum reform with the aim to have new programmes ready for September 2015. A high level curriculum strategy group responsible for the school programmes began its operations in October 2013 (“Le Conseil Supérieur des Programmes” CSP).
- Ireland is in the final phases of the curricula development. A proposal for new curricula for civic social and political education for lower education

WHAT ARE THE KEY POLICY CHALLENGES?

Finland’s curriculum reform aims to foster active participation among the youth.

France has a special focus on discrimination, school dropout and challenges faced in underprivileged groups in distressed neighbourhoods and suburbia.

In Ireland, the key issues focus on the mounting anxieties and scepticism among the youth and Irish population in general in the face of the supranational decisions which are perceived as undemocratic.

was submitted to public consultation in October and November 2013.

Second, the audit is useful because Finland, France and Ireland need to address emerging policy challenges that centre on citizenship and human rights. All three countries face challenges in citizenship participation and inclusion/exclusion. The curriculum reforms need to help people take ownership of the society and more specifically facilitate participation among the youth while protecting the rights of the young people in vulnerable situation.

This chapter presents the differing approaches of Finland, France and Ireland in terms of the curriculum reform, the calendar of the current reform and key issues related to the EDC/HRE. It also highlights to what extent stakeholders outside of education are engaged in the reform.

Finland

Finland represents a nationally steered but decentralised education system where the national core curriculum defines the framework curriculum with objectives and core contents. Within this framework, schools and local authorities then form their own curriculum regulations that are sensitive to the local context. Municipalities, as providers of education and schools decide on the conceptualisation of the curriculum. A key concept of the Finnish curriculum development and implementation system is shared management and supervision as well as evaluation and development of education planning in schools. Schools determine how the goals of the curriculum are achieved. The teachers have pedagogical autonomy and they decide themselves the methods of teaching as well as textbooks, other materials used and learning environments.

Finland applies no central assessment of skills, with the exception of the matriculation examination at the end of the upper secondary education. The teachers carry out assessment in their respective subjects based on the objectives written in the curriculum.

The Finnish curriculum reform calendar

Finland reforms its school curriculum every ten years in order to meet and anticipate changing skills needs required by the quickly changing society. During the current reform the aim is to have new curricula implanted at schools in August 2016. The national core curriculum preparation continues with the launching of the third round of online public consultations in April 2014, including those relevant for EDC/HRE. Official feedback is expected in September –October 2014 and the finalisation of the National Core Curricula and FNBE decision on the new National Core Curricula by the end of the year. Local curricula are scheduled to be developed in early 2015. Local curricula must be approved prior to 1st August 2016, so as to enable provision of education in accordance with the new curricula as from the beginning of the autumn term in 2016.

Forthcoming changes in the curriculum

Finland's new national core curriculum will increase the role of the social studies (2 hours at the lower secondary level) with emphasis on active participation, exerting influence, media literacy skills and in-depth business studies, including financial literacy. The new core curriculum aims to bring an added emphasis on the notion of the operational culture of the school (see Chapter 2) in order to strengthen democratic governance and pupils' empowerment by ownership including a strong emphasis on pupils' real opportunities to influence school society, like planning their studies (what to learn, how to learn) in collaboration with teachers and other stakeholders. Moreover the reform aims at reducing inequalities, enhance students' diverse growth, support interaction based on mutual respect and promote sustainable development.

The new curriculum will address new skills needs including 7 broad-based competences arising from globalisation and challenges of a sustainable future (changes in the children's growth environment, demographics, technologies, nature work, natural environments and increasingly complex societies). The focus is on learning to learn skills rather than on what to learn as well as identity, self-direction and responsibility, self-expression, communication and dialogue skills, co-operation and collaboration skills, thinking and problem solving skills, knowledge building in networks and sustainable lifestyles.

Key issues relevant to EDC/HRE

In international comparisons such as PISA and ICCS¹ study have shown that Finnish school education scores high on knowledge, but performs less well participatory aspects and school liking. There is evidence of declining participation among the youth. The current curriculum reform aims to address these issues with a stronger focus on social competencies and tools that facilitate (intercultural) collaboration, participation and ownership. According to the changes of the Basic Education Law of 31st December 2013, school councils are mandatory in all basic schools (primary and secondary schools) from 1st of January 2014.

Stakeholders

In Finland the curriculum development involves broad-based co-operation with stakeholders and experts nationally and locally. Stakeholders directly involved in the curricula reform include representatives of relevant ministries and national institutions (education, social affairs and health), universities, teacher training schools, university researchers, school principals, teachers, parents,, language and minority groups and ethnic relations (Swedish speaking teachers, Sami, Roma), local and regional authorities, trade unions and the Confederation of Finnish Industries (including businesses).

¹The ICCS study (IEA, 2010a, 2010b) measures the civic knowledge, attitudes, and engagement among lower-secondary students.

France

France represents a centralised education system where the national curricula are defined, implemented and assessed at the national level. Instead of the “curriculum” the French system refers to “subjects”, “programmes” and “horaires” (schedules) that are combined with the “La Vie Scolaire” (School Life) and “educational actions”.

The French curriculum reform

The French curriculum is changed on a needs basis and as a response to changes in the political agenda and challenges at schools. Curriculum development has previously involved “general inspection”, general directorate for schools and public consultation. In 2013, a new system was introduced with the launch of “Le Conseil supérieur des programmes” (CSP) that is responsible for the programmes at school. The CSP began its operations in October 2013. It is a high level independent group of 18 internationally renowned experts that at the request of the ministry drafts the basic requirements of the programme and selects an expert group that designs it. The CSP ensures that the draft programme meets the basic requirements and may seek additional expert opinion before it submits the proposal to the ministry. After public consultation the summary of the consultation is published. In case of differing opinions, the proposal is either returned to the CSP for revision or published.

Forthcoming changes in the curriculum

France is currently in the process of developing new curricula for primary and lower secondary education. The aim is to simplify “the common base of knowledge and skills” consisting of seven key skills that has proved cumbersome to use and assess; new programmes are scheduled to be ready for September 2015. In the common base, pillars 6 and 7 are relevant to EDC/HRE (No 6 = social and civic skills; No 7 = developing autonomy and initiative).

As part of the ongoing curriculum development, France has published a review report “Morale Laïque, pour un enseignement laïque de la morale” (Ministère de l’Éducation Nationale, 2013). A designated working group is going to be established for curriculum development.

Key issues relevant to EDC/HRE

France is looking at ways to address discrimination, school dropout and challenges faced particularly in underprivileged groups in distressed neighbourhoods and suburbia. There are action plans of non-discrimination but no overall view on the impact. The ministry is currently working on new tools to measure the outcomes.

France also aims to reaffirm the principles of secularism in schools in order to ensure equal treatment of students and dignity of all citizens. Secular values are supported through a charter which is a tool to teach the secular values and rules as well as educational online resources. The teaching of secularism is integrated into the teaching of citizenship through different disciplines: civics, history and philosophy.

France has not taken part in the ICCS study so lacks internationally comparative data on learning outcomes in this area.

Ireland

Ireland represents a semi-centralised system in education whereby curriculum is defined at the national level but there is some flexibility in terms of implementation at school level. For example, under the current reform of the junior cycle (the first three years of the secondary education) schools must provide opportunities for all students to achieve core statements of learning, together with a number of key skills, but there is some allowance in terms of how schools may organise to do so. Ireland is gradually moving away from centralised terminal assessment towards continuous school-based assessment of teaching and learning: under the new junior cycle framework all subjects (200 hour specifications) and short courses (100 hour specifications) (with the exception of English, Irish and Mathematics) will be continuously assessed by the individual school or school networks rather than by the State Examinations Committee (SEC).

Current Irish curriculum reform

The current focus of Irish national-level curriculum development is the reform of the junior cycle. This reform aims to: i) place the needs of students at the core, ii) improve the quality of learning experiences and outcomes, iii) raise educational standards and iv) more generally operationalise the National Literacy and Numeracy Strategy. Curriculum development at a national level is facilitated by the National Council for Curriculum and Assessment (NCCA) which uses a committee system to involve a broad range of stakeholders, including representatives from teacher trade unions, umbrella associations for the various faith based and secular school systems, higher education authorities, parent bodies etc.

The NCCA is the statutory body charged with advising the Minister for Education and Skills on curriculum and assessment issues from early childhood to the end of second level. There are no official terms for the curriculum reform; rather reform is introduced in a responsive manner. For example, the current junior cycle reform is a response to practical needs and pressures arising from international comparisons of key skills and learning outcomes (PISA and PIAAC) together with findings from national level research commissioned by the NCCA. These findings have provided evidence that

“a significant number of first-year students do not make progress, particularly in English and Mathematics. A number of students in second year become disengaged from the learning process. In third year, the Junior Certificate examination dominates the experiences of students; the focus of learning narrows, the emphasis is on rote learning and for many students, the examination does not lead to positive learning experiences and outcomes.” (Department of Education and Skills, 2012)

The NCCA is coordinating a rolling implementation of the proposed changes at junior cycle level, with a target September 2019 as the first year when the changes will be implemented across all three years of the junior cycle. The first phase of implementation begins in the

2014/15 academic year with the introduction of the revised English specification and a number of sample short courses which have been developed by the NCCA (including a Civic, Social and Political Education short course). Schools will elect to offer or develop/adapt short courses on the basis of their need to address the required statements of learning.

A number of the statements of learning forming the core of the revised junior cycle are directly related to EDC/HRE (for example, “the student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts” (DES, 2012).

Ireland’s compulsory Civic, Social and Political Education (CSPE) course was introduced in the late 1990s and is currently 70-hour programme which is timetabled across the three years of the junior cycle. The concept of Human Rights and Responsibilities and documents such as the UNDHR and UNCRC form the foundation of student learning. The NCCA has commissioned the development of a revised and extended CSPE course, a draft of which has been open for public consultation during October and November 2013. It is envisaged that the course will be finalised and available to schools from September 2014.

Key issues relevant to EDC/HRE

In the ICCS, Ireland has scored well (ranked 7th among 36 participating countries) in EDC/HRE related measures. In the recent 2012 Pisa, Ireland was ranked 7th among 65 participating countries in print reading and in mathematics, was ranked 13th out of 34 OECD countries and 20th out of all participating countries. However between 2003 and 2012, students’ sense of belonging to school has decreased significantly in Ireland,

An emerging political issue in Ireland is to what extent the shaping of the curriculum is helping people to take ownership of the society and to what extent curricula is reflecting the current controversial issues. Key issues include the mounting anxieties and scepticism among the youth and Irish population in general in the face of the EU decisions. The 2011 Euro barometer survey shows Ireland has second lowest levels of trust in the EU, with support dropping from 40% to 24%, well below the EU average of 34%.

In January 2014, the Minister for Education and Skills announced the imminent introduction of Politics and Society as a new subject at upper secondary level which will build on student learning at lower secondary level through Civic, Social and Political Education (CSPE).

Stakeholders

In Ireland, The National Council for Curriculum and Assessment (the advisory body to the Minister for Education and Skills) adopts a partnership approach to curriculum development and consults with a wide variety of stakeholders including teacher trade unions, teacher professional networks, principal associations, parents, higher education bodies etc. The same participatory approach is implemented also in curricula development. The CSPE short course was submitted to public consultation in October and November.

CHAPTER II. REVIEW OF THE CURRICULA FOR EDC/HRE IN THE THREE COUNTRIES

This chapter outlines the EDC/HRE-related curricula in Finnish, French and Irish school, focusing on lower secondary level. It identifies the EDC/HRE content and the expected learning outcomes and competences that students should acquire through EDC/HRE. It presents the key aspects of the operational culture of schools. Finally it provides a detailed review of the Finnish, French and Irish EDC/HRE curricula against the key points of the Council of Europe Charter. This review is presented in a table format based on the key principles of the Charter that were identified by the partner countries and the Council of Europe. They relate to:

- The relationship between education for democratic citizenship and human rights education in the curricula (Article 3)
- The inclusion of EDC/HRE in the curricula (Article 6)
- The promotion of democratic governance in schools (Article 8)
- The inclusion of EDC/HRE in teacher training (Article 9)
- The role of NGOs, youth organisations and other stakeholders in EDC/HRE (Article 10)
- The evaluation of the effectiveness of EDC/HRE (Article 11)
- The development of research on EDC/HRE-related issues (Article 12)
- The development of skills for promoting social cohesion, valuing diversity and handling differences and conflict (Article 13)
- The evaluation and review of the national strategies and policies with respect to the Charter (Article 14)

EDC AND HRE

EDC/HRE is closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices.

EDC focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society.

HRE is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

(The Council of Europe Charter)

Democracy, civics and human rights education in Finland

In Finland, education on democracy and active citizenship is included in the general part of the core curricula for all grades and in specific cross-curricular themes such as participatory citizenship and entrepreneurship that links together all disciplines. In lower and upper secondary education, EDC/HRE is included in all school activities and subjects. EDC/HRE related issues are mainly dealt with in compulsory social studies as well as in history, geography, religion and ethics, home economics and health education. Human rights education was strengthened in history and ethics in the national core curriculum by law in August 2010, and in practice, the provision of human rights education varies widely.

Formulation of the curriculum in EDC/HRE

The Finnish curriculum is decentralised: the state, municipalities and schools contribute to the overall shape of the curriculum. Democracy, civics and human rights education is included in the core curriculum which is the basis on which the local and school-based curriculum is formulated. The task and objectives of the cross-curricular themes are included in the subject-specific sections of the National Core Curriculum. The cross-curricular themes are complemented, updated and established within the local curriculum. While the decentralised process is likely to produce variations in the conceptualisation of the curriculum, the system relies on the deeply rooted democratic values that ensure that EDC/HRE is expressed in the curriculum and students have a say in matters that affect them.

Democracy, civics and human rights education in schools

Democracy, civics and human rights education in the Early Years Education: Finland's pre-primary education is child-centered and based on learning by playing in contrast to systems that focus on school type learning. EDC/HRE values are embedded in the pre-primary learning. The pre-primary curriculum is currently under development as part of the basic education reform, following the transfer of responsibilities from the Ministry of Social and Health to the Ministry of Education and Culture in 2013.

VALUES IN FINNISH EDUCATION

The underlying values of Finnish basic education are human rights, equality, democracy, the preservation of biodiversity, the viability of the environment, and the endorsement of multiculturalism.

Basic education fosters a sense of community, responsibility and respect for the rights and freedoms of individuals.

Democracy, civics and human rights education in the Primary School Curriculum: EDC/HRE are embedded in the Finnish primary school curriculum through cross-curricular themes, such as participatory citizenship and entrepreneurship. EDC/HRE is also built in the classes on the environmental and natural sciences and history, religion, ethics, biology and geography.

Democracy, civics and human rights education in the Lower Secondary Curriculum (Grades 7-9. Grade 10 is optional): In the lower secondary education EDC/HRE is delivered through a separate subject, social studies, and integrated in history, religion, ethics, health education biology, geography and home economics. Cross-curricular themes, such as participatory citizenship and entrepreneurship embed EDC/HRE within all lower secondary curricula.

Democracy, civics and human rights education in the Upper Secondary Curriculum: In the upper secondary education EDC/HRE is delivered through two compulsory courses in social studies and two in-depth courses. Cross-curricular themes, such as participatory citizenship and entrepreneurship embed EDC/HRE within all upper secondary curricula through practical exercises and personal experiences of participation and influence.

EDC/HRE in Finland's Lower Secondary Curriculum

In the lower secondary education EDC/HRE is delivered through a separate compulsory subject, social studies, and integrated also in history and some other subjects, such as biology and geography. The core curriculum in social studies supports the students' growth as a tolerant, democratic citizen with experience in social action and democratic participation while history aims to strengthen students' own identity and familiarise them with other cultures.

Human Rights Education was included more in detail in the national core curriculum by law in August 2010: new content was then added to the teaching of history for 7th to 9th graders, covering human rights issues and co-operation between nations.² Students learn about human rights and the key human rights treaties, including the UN Convention on the Rights of the Child.

Cross-curricular themes in the Finnish National Core Curriculum

A range of cross-curricular themes, particularly participatory citizenship and entrepreneurship embed EDC/HRE within all lower secondary curricula. In the current curricula, seven cross-curricular themes form a central emphasis of teaching and learning in Finnish schools. Their objectives and contents are incorporated into the teaching of all subjects, whether core or optional, and help address the topical issues and challenges. Cross-curricular themes are implemented through all events and school life and in various subjects from different perspectives, and in a manner suitable for the student's developmental phase. They also manifest themselves in the school's operational culture and events and other extra-curricular activities.

In basic education four out of the seven cross-curricular themes are closely related to EDC/HRE: Participatory citizenship and entrepreneurship, Growth as a person, Cultural

² Human rights violations, such as genocide, the Holocaust and other cases of persecution targeting a particular nation, UN operations, the Universal Declaration of Human Rights, The Convention on the Rights of the Child, the European Convention on Human Rights and other key human rights conventions.

identity and internationalism, and Media skills and communication. Table 1 presents the goals, expected learning outcomes and key contents of the themes. The cross-curricular theme "Participatory citizenship and Entrepreneurship" The goal is to nurture engaging, responsible and critical citizens who actively participate and exert influence on different areas of the society (politics, economic and social activities, cultural life) at the local, national, European and global level. The school's methods and culture of learning support the development of independence, initiative, goal-consciousness, cooperation and engagement.

Table 1. Cross-curricular themes related to EDC/HRE in the Finnish core curriculum

Theme	Goals include	Learning objectives include	Core contents include
Participatory citizenship and entrepreneurship	<p>To help the students perceive society from the perspective of different players.</p> <p>To develop the capabilities needed for civic engagement</p> <p>To create foundations for entrepreneurship.</p>	<p>Understanding the importance of the school community, the public sector, the business world and organisations.</p> <p>Learning to form own critical opinions.</p> <p>Learning to participate and to take responsibility for the local and school communities.</p> <p>Learning to face and deal with changes, uncertainty and conflicts, and to act with a sense of enterprise and initiative.</p>	<p>The importance of democracy in the community and society.</p> <p>Different ways of participation and influence in civic society.</p> <p>Networking, participating and exerting an influence at school and in the living environment.</p>
Growth as a person	<p>To support comprehensive growth and the development of life management skills.</p> <p>To support individuality and healthy self-esteem.</p> <p>To develop a sense of community based on equality and tolerance.</p>	<p>Learning to evaluate the ethics of one's actions.</p> <p>Learning to recognise the right and the wrong.</p> <p>Learning to act as a member of a group and community.</p>	<p>Justice and equality.</p> <p>Ethical thinking.</p> <p>Consideration for other people.</p> <p>Rights, obligations and responsibilities within a group.</p> <p>Ways of cooperation</p>
Cultural identity and internationalism	<p>To help the students to understand the essence of the Finnish and European cultural identities.</p> <p>To help the students discover their own cultural identity</p> <p>To develop capabilities for cross-cultural interaction and internationalism.</p>	<p>Learning to know and appreciate one's own cultural inheritance.</p> <p>Learning to understand the roots and diversity of the cultures.</p> <p>Gaining an introduction into other cultures and philosophies of life.</p> <p>Acquiring skills to function in a multicultural community, and in international cooperation.</p>	<p>The student's own culture.</p> <p>Other cultures and multiculturalism.</p> <p>Human rights and trust, mutual respect and cooperation.</p> <p>Internationalism.</p>
Media skills and communication	<p>To improve skills in expression and interaction with emphasis is on participatory, interactive and community communication.</p>	<p>Learning to express oneself in a diverse, responsible way, and to interpret communication by others.</p>	<p>Expression of one's own thoughts and feelings.</p> <p>Recognition of various means of expression, and their use in different situations.</p>

Elements promoting student engagement in Finnish national core curriculum

The Finnish national core curriculum is formulated on the basis of a notion of learning as an individual and communal process of building knowledge and skills. Learning is perceived as a result of the student's purposeful activity, in which the student processes and interprets the learning material. The learning environment, diverse pedagogical methods, such as learning by doing and participatory learning, and collaboration with external stakeholders support student engagement. The Ministry of Education and Culture works in close collaboration with a range of NGOs relevant to EDC/HRE, including UNICEF, the UN Association of Finland, the Mannerheim League for Child Welfare, the Finnish Youth Cooperation- Allianssi and the National Organisation of Finnish Youth Councils.

The operational culture of the school plays an important role in creating a supportive atmosphere, a spirit of community, dialogue and opportunities for students to be heard and exert influence. The School councils became mandatory in all the basic schools (primary and lower secondary schools) from 1st January 2014. Before that all schools were encouraged to establish a student council, and every municipality was required to create local and regional structures for participation. School councils are compulsory in upper secondary schools. Municipal Youth Forums are encouraged by legislation.

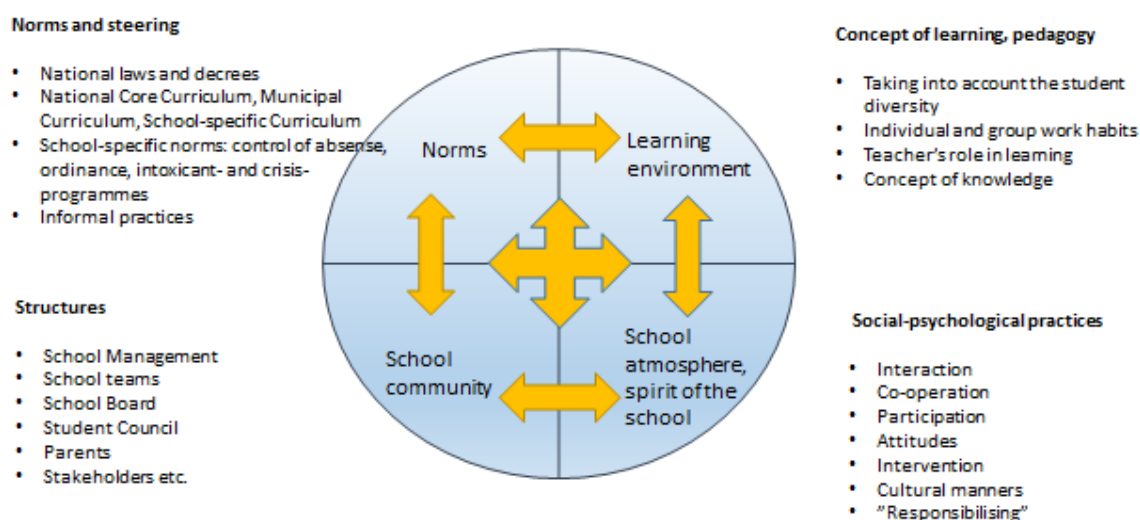


Figure 1. The operational culture of Finnish schools

Table 2. Finland: comparison of the lower secondary EDC/HRE curricula against the Charter principles

Key points of the Charter	FINLAND
Article 3. Relationship between EDC and HR EDC/HRE is closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices.	Citizenship and human rights form the overarching values that underpin all education and the school culture in Finland. The underlying values of human rights, equality, democracy, sustainability and multiculturalism which are embedded in the national core curriculum. The national core curriculum provides the broad basis for learning at all schools, while the education provider (municipality, school) has the responsibility to prepare and develop the local curriculum: they determine how the goals are achieved and what material, methods and learning environments are used. Basic education promotes responsibility, sense of community, respect for the rights of the others and freedom of individual; it helps students obtain the knowledge and skills they need in life, for further study and as engaged citizens in order to develop a democratic society. The operational culture of the school creates the atmosphere, spirit of community, dialogue and opportunities for students to be heard and to exert influence.
Article 6. Formal Education To what extent is EDC/HRE included in the curricula for formal education? What steps are taken to support, review and update EDC/HRE in curricula?	EDC/HRE are not taught as discrete subjects but are included in all school activities and subjects, more specifically history, social studies, geography, religion and ethics, home economics and health education. For example the core curriculum in history aims to strengthen students' own identity and to familiarise them with other cultures, while social studies support the students' growth as tolerant, democratic citizens with experience in social action and democratic participation. 4 out of 7 cross-curricular themes in the national curriculum help address the topical challenges by EDC/HRE: i) Participatory citizenship and entrepreneurship; ii) Cultural identity and internationalism; iii) Growth as a person; and iv) Media skills & communication. These themes are included in the core and optional subjects and are manifest in the school's operational culture and various activities and events. They are complemented, updated and conceptualised through the local curriculum. The ongoing curricula reform with subject-specific parts currently under development offers opportunities for further emphasis on EDC/HRE. Revised core curricula and the role of the social studies will grow (to 2 hours a week at lower secondary education) with emphasis on social skills, participation and exerting influence.
Article 8. Democratic Governance How is the democratic governance in educational institutions supported? What steps have been taken to encourage and facilitate participation of: - learners and other educational staff - stakeholders, incl. parents	Student councils became compulsory in primary and lower secondary schools by law from 1 st January 2014, and every municipality is required to create local and regional participation structures. School councils are compulsory in upper secondary schools since 1999. Municipal Youth Forums, that draw their members from schools, are encouraged by legislation. Cooperation between schools and NGOs plays an important role and schools are free to select their partners. Schools work in close collaboration with the parents. Schools usually have parents' associations that co-operate with the teaching staff and the student council. Parents are also represented on school boards. Parents participate in curriculum design: schools organise discussion and communication events for parents and seek their opinion through questionnaires related to the school's values and activities. Daily communication with schools is organised with the means of Internet-based communication tool. A study on the Finnish schools' efforts to incorporate the views of children and parents in school activities (Rimpelä et al. 2010) shows that the measures for custodians to participate and exert influence were included in the curricula of 75% of schools. 67% of the schools had a parents' association that met on a regular basis. According to a survey by the Finnish Parents' Association, parents would like to have closer co-operation between the home and school and more opportunities to participate: 28% of parents had been able to participate in the evaluation of school activities. Around half of the parents considered co-operation to be insufficient, e.g. in matters relating to school meals. Most of the parents (86%) felt they were welcome at their children's school and 82% felt they were encouraged to maintain contacts with the school. Nearly a third of parents of comprehensive school pupils would like to have more parents' meetings and one-on-one meetings with teachers (Parent Barometer 2009).
Article 9. Training To what extent are teachers, educational staff, youth leaders and trainers offered initial and	The EDC/HRE-related training is included in the teacher training in history and social sciences, religion and ethics, whereas school principals and other teachers acquire the related competences in continuing professional development (CPD). The government-funded CPD supports the local and institutional implementation of educational reforms and programs. All teachers are obliged to

<p>ongoing training and development in EDC/HRE:</p> <ul style="list-style-type: none"> - knowledge and understanding of EDC/HRE objectives and principles - teaching and learning methods - other key skills 	<p>attend from 1 to 5 days of CPD a year. In 2010, 40 000 teachers, rectors and other education personnel participated in government-funded CPD. Teachers' CPD is organised by universities, Finnish National Board of Education, municipalities, national teacher organisations and NGOs.</p> <p>Finland has developed a range of national projects that foster youth participation and democratic citizenship. These projects that provide tools for learning by doing have brought together teachers, students, NGOs and to some extent also local and national decision makers. National projects that have been completed include: National Youth Participation Project 2003-2007 (Finnish National Board of Education), Learning and Living Democracy/European Year of Citizenship through Education (CoE) 2005 (FNBE), and Participating pupil – co-active school 2005-2007 (MoE). Ongoing projects include: National Youth Parliament in the Finnish Parliament every 2 years (Parliament of Finland, MoE and the Centre for School Clubs), Finnish Children's Parliament (2007) and the National Pupil and Student Forum (2007-) that aims to create a channel for dialogue and participation for children and the youth and to get their opinions and views in local and national decision-making. It also aims to foster the implementation of the values of education and objectives of the curriculum in schools and to develop the local and regional participation structures. UN convention on the Rights of the Child has been used as a tool.</p>
<p>Article 10. Role of NGOs, youth organisations, other stakeholders</p> <p>How is the role of NGOs and youth organisations fostered in EDC/HRE, especially in non-formal education?</p> <p>Are these organisations and their activities recognised as a valued part of the educational system? Are they provided with support? Is full use of their expertise taken?</p>	<p>The Ministry of Education works in close collaboration with a range of NGOs relevant to EDC/HRE, including UNICEF, the UN Association of Finland, and the Mannerheim League for Children's Rights, the Finnish Youth Cooperation- Allianssi and the National Organisation of Finnish Youth Councils. Schools are free to collaborate with NGOs.</p> <p>The ongoing national core curriculum development involves broad-based co-operation with stakeholders and experts nationally and locally. Stakeholders include relevant ministries and national institutions (education, social affairs and health), parents, teachers, school principals, teacher training schools, minority groups and ethnic relations (Swedish speaking teachers, Sami, Roma), local and regional authorities, trade unions and industry associations.</p>
<p>Article 11. Criteria for Evaluation</p> <p>Has the ministry developed criteria for the evaluation of the effectiveness of EDC/HRE programmes?</p> <p>How is the feedback from learners as an integral part of evaluations ensured?</p>	<p>There is no formal assessment of students for student certification, but local and national accountability. Finland applies no central assessment of skills (with the exception of the matriculation examination at the end of general upper secondary education.). In basic education there is only sample-based national evaluation of learning outcomes. There are no inspections or ranking lists of schools. Evaluation and student assessment is on-going, development-oriented and embedded systematically in teaching and learning methodologies. Supportive student assessment promotes learning and learning-to-learn abilities. Evaluation results are used for teaching and learning purposes.</p> <p>There is flexibility and school/teacher autonomy in curriculum implementation in terms of specific contents, methods and materials. The goals and criteria for good performance (at the end of the 6th grade) and final assessment criteria for the 8th grade are expressed as competences, not as detailed knowledge. Teachers are encouraged to take into account the diverse needs of their students and to focus on good basic competences.</p>
<p>Article 12. Research</p> <p>What research on EDC/HRE has been initiated and promoted to take stock of the current situation and to provide comparative information to help measure and increase the effectiveness and efficiency and improve their practices.</p> <p>Possible research areas include: research on curricula, innovative practices, teaching methods, development of evaluation systems.</p>	<p>Finland has developed an administrative, academic and practice-oriented thematic studies and longitudinal surveys that provide both school-based and macro-level data and information on the development of issues such as school climate, student health and welfare, victimisation etc. International comparative studies provide information on learning outcomes at schools (PISA) and teacher-related issues (TALIS). Results feed into policy development and practice at schools. The National Board of Education also provides an online platform for schools to highlight innovative approaches in teaching and learning.</p> <p>The Ministry of Education and Culture and the National Board of Education engage in continuous research and development collaboration with the universities, the Finnish Evaluation Council, research institutes and various international stakeholders to improve policies, practices and evaluation systems. Practice at schools is improved with the help of the teacher training departments of the universities who train new teachers and projects that are developed with schools, NGOs and Finnish National Board of Education. A number research projects are ongoing within the framework of the Finnish Governments' Child and Youth Policy</p>

<p>Share the results with member states and stakeholders.</p>	<p>Programme 2012-2015: www.minedu.fi/OPM/julkaisut/2012/Lapsi- ja nuorisopolitiikan kehittamisohjelma 2012 2015?lang=en National (sample based) assessment of the outcomes in history and social studies in the final (9th) grade of compulsory basic education. Finnish National Board of Education, 2012. http://www.oph.fi/julkaisut/2012/historian ja yhteiskuntaopin oppimistulokset perusopetuksen paattovaiheessa 2011</p>
<p>Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict To what extent educational approaches and methods promote: - learning to live together in a democratic and multicultural society. -acquisition of the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences (faith and ethnic groups) and settle disagreements and conflicts in a non-violent manner. What are the ways to combat discrimination and violence, especially bullying and harassment?</p>	<p>Overarching aims/objectives of the national core curricula emphasise social cohesion and respect for diversity. The curriculum implementation allows flexibility and school/teacher autonomy in determining pedagogy, methods, specific contents and materials. Students influence the contents and methods of learning. Finnish teachers are encouraged to use diverse active learning methods, learning by doing and learning by participating. Discussion of current themes is part of the everyday life at Finnish schools. Cross-cultural themes are delivered in all courses and all school activities. A broad portfolio of long term evidence-based programmes mobilise entire school communities to settle and mediate conflicts and to improve school climate. Examples include: i) KiVa™, an anti-bullying programme that addresses multiple forms of victimisation by focusing on the by-standers rather than the victims or the bullies; ii) the VERSO school mediation and restorative learning method which is implemented by more than 10 000 children and youth as mediators from pre-primary to the end of upper secondary education and VET education, and iii) the Peer Supporter Programme that facilitates integration of all students in the school community by providing peer support. An annual Declaration of School Peace highlights children's rights, respect for diversity and school climate.</p>
<p>Article 14. Evaluation and review Evaluate the strategies and policies with respect to the Charter and adapt these strategies and policies. (Co-operation with other member states and assistance from the CoE possible).</p>	<p>The Finnish Ministry of Education and Culture in collaboration with other ministries has developed the Child and Youth Policy Development Programme 2012-2015 according to the Youth Act (2006) under which the Government shall adopt a youth policy development programme every four years. The aim is to set up a cross-sectoral youth policy action. The programme enhances participation and social inclusion, promotes non-discrimination and follows up and supervises the management in everyday life. The programme includes national youth policy objectives and also outlines those for regional and local authorities related to education, employment, health, active citizenship, social empowerment, housing and entrepreneurship. The implementation of the development programme is annually evaluated by the Advisory Council for Youth Affairs. The Finnish Headmasters' Association, the Union of Finnish Upper Secondary School Students and the Finnish National Board of Education developed self-assessment material "Student participation and student council activity in upper secondary school" that was distributed to all upper secondary schools in 2010 and disseminated on the CoE website for wider use. (No similar material is available for lower secondary education.) The Human Rights Centre of Finland carried out a national baseline study on the implementation of Human Rights Education (HRE), which was launched on 14 of February 2014. The purpose of the study was to map the nature and extent of human rights education and so inform future strategies in this regard. The national baseline study provides an extensive account of the scope of HRE within the Finnish education system (all levels of it). The study reviews legislation on HRE as well as other binding national guidelines in the different sectors of education. It also evaluates to some extent the professional abilities of teachers, educators and trainers in respect of HRE as well as reviews the contents of teaching. Links with UN World Programme of Action for Human Rights Education Phase II. http://www.ihmisoiikeuskeskus.fi/in-english/ A parallel national baseline study on Human Rights Education in Teacher Training is under process and will be launched on May 2014</p>

Civic Education in France

Citizenship education in France has undergone rapid changes in recent years. It promotes active and critical thinking among students, with an emphasis on civic values and the core principles of democracy. The structured and content-driven programme has only partly been implemented due to the limited space allocated in the curricula, insufficient training for teachers and challenges in addressing the diverse student population. Concrete actions and events organised with external partners provide opportunities for students to put the knowledge and values into practice.

Education for Democratic Citizenship and Human Rights Education (EDC/HRE) fall under citizenship education which is not an academic discipline but draws on different disciplines, particularly history and geography and encompasses various objectives, practices and programmes implemented in schools and NGOs at the local level. Citizenship education is closely linked to school life, the rules governing the rights and responsibilities of pupils and their participation in school bodies (school councils in upper secondary education).

Development of Civic Education in France

France has a long tradition of citizenship education, initiated during the French Revolution and developed at the end of the 19th century. The key aim was to develop citizens with a sense of civic duty. Education was based on secularism and aimed to eliminate the influence of religion but also to minimise the role of private cultures in public life. The central concern was to develop common ideas to ensure the unity of the national community that is united beyond ethnic, religious or class distinctions. After the Second World War the need to reiterate the Republican regime was no longer a priority and civic education was eliminated during the 1960s (Feron, 2008).

In 1985, citizenship education was relaunched as a result of the long-term economic crisis, unemployment, growing inequalities, and deprivation and exclusion in suburbs with immigrant population. Civic education was increasingly designed to solve the integration problems of migrants with Muslim origins, by helping them to understand and adopt national values. The objectives of citizenship education were extended: in addition to fostering integration and nation building, it was also expected to prevent deviant or violent behaviour. Civic education programmes were organised around core values of responsibility, respect for equality and common rules which are presented through discussions on democracy, civil rights and duties, political institutions and civic practices. (Feron, 2008)

CIVIC EDUCATION IN FRENCH SCHOOLS

Civic Education is marked by a gradual progression from basic notions of sense of responsibility at nursery education to full citizenship at the end of the secondary education.

Multidisciplinary approaches integrate citizenship education with other disciplines such as history.

Civic Education focused on the ideas of a “universal citizen” and individual responsibility.

Practical learning through case studies engages students.

Major texts like the Universal Declaration of Human Rights provide the basis of the Civic learning.

While most of the themes covered by the initial topics covered by citizenship education focussed on the rights of French citizens and the functioning of political and social institutions, it has gradually integrated other topics such as the impact of globalisation and European integration.

Civic Education at schools

The most recent education acts (1989 and 2005) explicitly set teachers and schools the task of preparing students for exercising citizenship in the Republic and presenting the rights and responsibilities of the future citizen. The 2005 Act introduced a "Common Core of Skills and Knowledge" which specifies the social and civic skills that all students must acquire throughout compulsory schooling.

Citizenship Education spans from the nursery school to the end of the upper secondary school:

Nursery schools: Learning to 'live together' begins at nursery school and involves learning the rules of social life.

Primary schools (five years) – Civic and Moral Education: Further development of the rules of politeness and behaviour in society. The principles of morality, awareness of the notions of rights and duties. Further consolidation of the rules of social life, the social uses of politeness and cooperation in class. Health and safety.

Lower secondary schools or "collèges" (four years) – Civic Education: Taught in history and geography lessons. The missions and organisation of college. The duties of students. The importance of education. Diversity and equality. Freedoms, rights and justice. Democratic citizenship.

Upper secondary schools or "lycées" (three years, equivalent of sixth-form college) – Civic, Legal and Social Education is grounded on the notion of citizenship.

Civic Education at "collège": EDC/HRE in current lower secondary education curriculum

In lower secondary level, civic education is taught continuously and gradually throughout the curriculum. During the first year, a half an hour a week is devoted to civic education whereas for the following years the time allocation has not been clearly identified. The syllabus, which is mainly delivered by history and geography teachers, was revised between 2008 and 2010 and is currently under revision.

Civic education in lower secondary builds on the task begun in primary school by preparing students to behave as responsible people in their daily life and helping them to learn the key facts in order to understand political citizenship and to prepare them for exercising it:

- In "sixième" (the first year of lower secondary) teaching focuses on the aspects of life in the community, at school, in the family – including the rights and responsibilities of the child – and in the local communities.
- In "cinquième", the focus is on diversity and equality, difference and anti-discrimination, individual and collective responsibility. The concept of security in the face of major risks is also studied.
- In "quatrième", the syllabus is structured around the concepts of freedom, law and justice, focusing on the study of individual and collective rights, the protection of people and goods. In these three classes, teachers can address a current topic of their choice.

- In “troisième” (the final year of lower secondary), students become familiar with the principles and realities of political citizenship with a view to analysing the values and principles of Republican citizenship, the protagonists in democratic, political and social life, and the realities and problems of the national defence.

The learning outcomes of the four years in the lower secondary education are validated with a specific exam which forms part of the lower secondary diploma, the “Diplôme National du Brevet”.

Civic education as a means to meet legislative obligations

The civic education syllabus at “collège” is also a means for the educational system to fulfil its legislative obligations, regarding defence, nationality, road safety and responsible behaviour in health. As a result of the reform of the national service (1997), which suspended conscription, the principles and organisation of national and European defence are presented at school syllabus. Based on the nationality law of 1998, the basic principles governing French nationality are also explained at schools. Finally, the lower secondary education teachers need to provide an introduction to road safety at the end of which all participants are issued with a certificate. Students are also taught about health issues in order to encourage responsible behaviour.

Challenges: lack of time, lack of training for teachers and diverse student population

The implementation of civic education has proved a challenge due to three main reasons:

- The lack of time allocated for citizenship education: Half an hour per week during the first year of the secondary school and a total of 16 hours per year by the end of secondary school.
- Lack of training for teachers. Most teachers of French language, history, philosophy and social sciences who supervise civic education are not trained in this area and lack the necessary knowledge. Initial training has a limited focus on this area.
- Growing diversity in student population in terms of socio-economic, religious and ethnic backgrounds.

Elements promoting engagement in French schools

Over the last 15 years significant changes in the way in of teaching civic education has taken place. Teachers aim to study the notions and concepts contained within the syllabus by drawing on the ideas expressed by pupils and specific studies. Lower secondary education has a special focus on group discussions.

Civic education also relates to concrete activities implemented inside and outside schools. The Ministry of Education emphasises the need to envisage citizenship not only as information but also as a practice that should be included in the everyday life of children and youth. Schools are encouraged to organise workshops on civic practice and civic courses outside the classroom focusing on rights (human, women, and children’s rights), memory (crimes against humanity, the Holocaust) and solidarity (international, anti-racism). Special events and themes are celebrated through dedicated days (Universal Children’s Day 20 November, International Human Rights Day 10 December). Prizes are awarded to students in the field of human rights or the preservation of memory.

In the framework of these activities, organised inside or outside of the classroom, partnerships are built with NGOs and other associations which organise activities such as public awareness

campaigns and events and prepare information and/or pedagogical material which can be freely used by teachers. Partnerships with NGOs and associations working in the field of civic education and solidarity beyond academic contexts are based on agreements to be drawn up in accordance with the specific rules between schools and the various associations. School collaboration with NGOs and associations is based on the national steering. Every year the ministry determines a list of associations that are associated with the national education (“complémentaires de l’éducation nationale”). These agreements allow NGOs and associations to enter the schools provided that the school leaders agree with this. Some associations also receive funding from the ministry to support their activities. Also partnerships with representatives of other public authorities (justice, security, defence and health) play an important role in teaching civic education, by providing information and participating in classes and projects. For example, the “Trinômes académiques” (defence representatives at regional level), offer useful resources to teach about defence.

Student participation in school governance focuses on upper secondary level. There are no student councils at the lower secondary schools but elected pupils represent their peers in class councils and in various consultative bodies such as committees for health and citizenship education (CESC). The committees set up focus groups that contribute to initiatives that form part of the school action plan.

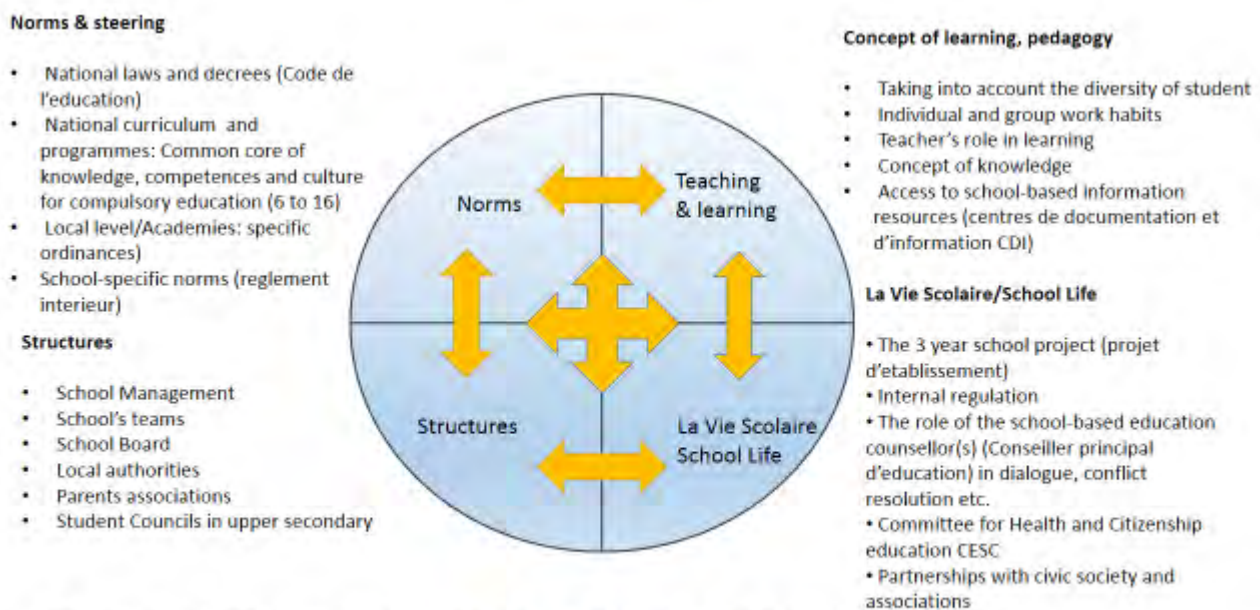


Figure 2. The operational culture of French schools

New programmes of moral and civic education (2015)

At the time of the preparation of this report, the CSP, the high level curriculum strategy group responsible for the school programmes, was in the process of developing the orientations for the new moral and civic education curriculum on the basis of the recently established law (Law No. 2013-595 of 8 July 2013 on guidance and planning for rebuilding the School of the Republic), the report on the “Morale Laïque” and on the guidance (“lettre de cadrage”) from the Minister. According to law, schools, particularly through moral and civic education, have the task to ensure that students learn to respect individuals, their origins and differences, the equality between women and men, and secularism (article L311-4 du code de l’éducation). Moral and civic education facilitates the growth of responsible and free citizens who are able develop a critical mind and reflective approaches (article L312-15 du code de l’éducation).

The moral and civic education therefore needs to:

- transmit common values: human dignity, liberty, equality, solidarity, secularism, the spirit of justice, and respect for the person, equality between women and men, tolerance and total absence of any form of discrimination;
- develop a moral sense, critical mind-set and ability of reflection;
- prepare students for active citizenship and to become aware of their individual and collective responsibilities.

One way of achieving these goals is by clearly timetabling moral and civic education. Therefore as of 2005, moral and civic education will be taught one hour a week at the primary education level, and 30 minutes a week throughout secondary education.

In line with the recommendations of the “Morale Laïque,” moral and civic education will have a strong focus on language, communication and interdisciplinarity. In primary schools, the moral and civic education will focus on learning to explain, argue, justify, and express emotions and disagreements in a responsible manner. At the college level, moral and civic education will be increasingly delivered through interdisciplinary projects which will offer an opportunity to understand the importance of engagement and responsibility and cooperation within a group. At all levels of education, students will be encouraged to engage in debates and discussions that require listening, respect and recognition of different opinions.

Table 3. France: Comparison of the lower secondary EDC/HRE curricula against the Charter principles

Key points of the Charter	FRANCE
<p>Article 3. Relationship between EDC and HR</p> <p>EDC/HRE are closely inter-related a mutually supportive. They differ in focus and scope rather than in goals and practices.</p>	<p>The aim of citizenship education is to prepare students to participate in democratic life, to be aware of their rights and duties as citizens and to live together in society. Students are taught to become i) self-reliant citizens who understand and respect the law and behave in a responsible way towards themselves, others (incl. solidarity and respect for difference), and the environment; ii) citizens who are able to form opinions about and debate current issues; iii) citizen who are able to engage and show initiative; iv) citizens who are aware of national and European issues related to defence and peace and education; and v) citizens who become aware of belonging to a nation.</p> <p>In addition to Civic Education courses skills can be learned through practice and tangible actions such as national campaigns that are included in the civic education pathway throughout the year. An annual circular presents all actions linked to Citizenship and Human Rights that schools can include in their Action Plan and implement throughout the year.</p> <p>France is currently in the process of developing new curricula for primary and lower secondary education which offers an opportunity for new ways of integration of EDC/HRE. The aim of the curricula reform is to simplify the “common base of knowledge and skills” which will become ‘Common base of knowledge, skills and culture’ new programmes are scheduled to be ready for September 2015. In the common base, pillars No 6 (social and civic skills) and 7 (developing autonomy and initiative) are relevant to EDC/HRE. As part of the curriculum development, the Ministry has published a report “Morale Laïque pour un enseignement laïque de la morale” in April 2013. A designated working group is going to be established for curriculum development.</p>
<p>Article 6. Formal Education</p> <p>To what extent EDC/HRE is included in the curricula for formal education?</p> <p>What steps are taken to support, review and update EDC/HRE in curricula?</p>	<p>Citizenship education is part of the mission of all schools. At lower secondary schools (college) civic education is taught one hour a week on average at all levels. The aim is for students to learn the principles and values that are the foundations of democracy and the Republic. The “common base of knowledge and skills” consisting of 7 key competencies defines what students should master before the end of the compulsory training. Concerning citizenship, the goal is to organise a civic education pathway along which set of values, knowledge, practices and behaviours are laid down as milestones that foster active participation, help students exercise their freedom while respecting the rights of others and saying no to violence.</p> <p>Priorities are determined at national level and implemented at local (académie) and school level. Statutory Ministerial texts provide guidelines for action at all levels i.e.”académie” and school level. The guidelines are implemented by head teachers and inspectors as part of an “académie”-wide plan steered by the rector of the “académie”. The Rector represents the Minister of Education and as such is responsible for education policies. The steering groups for the committees for health and citizenship education, for first aid and for environmental education define the “académie’s” policy on citizenship education and assess its impact. They work in collaboration with partners outside the Ministry of Education. In addition to civic education courses, the Ministry of Education publishes an annual list of educational actions from which schools are asked to develop a programme to be integrated into the school plan. These educational actions are often partnership projects. They are linked to the major competencies of the common core of knowledge and skills and in particular the social and civic skills (Citizenship and human rights education, sport and citizenship, citizenship and participation). http://eduscol.education.fr/cid47920/programme-previsionnel-des-actions-educatives.html</p>
<p>Article 8. Democratic Governance</p> <p>How is the democratic governance in</p>	<p>France has no student councils at the lower secondary schools. Elected students represent their peers in class councils and in various consultative bodies such as committees for health and citizenship education (CESC) and the board of governors. The committees establish focus groups that contribute to initiatives that form part of the school action plan. Training for class and school</p>

<p>educational institutions supported?</p> <p>What steps have been taken to encourage and facilitate participation of:</p> <ul style="list-style-type: none"> - learners and other educational staff - stakeholders, incl. Parents 	<p>representatives is available but the effectiveness of this training depends on the local political will.</p> <p>The Law No. 2013-595 of 8 July 2013 on guidance and planning for the re-establishment of the Republic's School states that "in order to become young citizens, students must learn the principles of democratic life and acquire civic competences through education provided and participation in representative bodies and / or associated life of schools.</p> <p>Parents have been represented in school governance since 1980s in bodies such as the board of governors and class councils and they are elected by their peers. The cultural shift towards sharing more responsibility for education with parents has been gradually implemented since 2006. Guidelines are available for primary and secondary school parents.</p> <p>Responsibilities are shared with external stakeholders: other government agencies, regional governments, NGOs and community-based education groups. The roles and guiding principles are defined in statutory texts.</p> <p>A steering group for responsible behaviour works to guarantee a coherent approach for initiatives involving schools and students. It has close links with the regional representative of the state ("préfet") and includes experts in education, citizenship, health, emergency services, occupational health and safety.</p>
<p>Article 9. Training</p> <p>To what extent are teachers, educational staff, youth leaders and trainers offered initial and ongoing training and development in EDC/HRE:</p> <ul style="list-style-type: none"> -knowledge and understanding of EDCHRE objectives and principles - teaching and learning methods - other key skills 	<p>Initial training programmes for school directors and inspectors integrate modules that help school leaders respond to education issues including EDC/HRE. The 2013 Act (« Loi d'orientation et de programmation pour la refondation de l'école ») has established new higher schools for teacher education: « les Ecoles supérieures du professorat et de l'éducation (ESPE) ». Initial training of teachers and school personnel consists of 17 key competencies including No 3: 'to know how to act as a responsible educator and according to ethical principles including: i) prevent, manage and resolve conflicts, ii) identify all forms of exclusion, discrimination, violence and signs of serious social challenges or abuse; to address these situations and monitor the students concerned, and iii) implement citizenship education in order to develop in students the ability to listen and the values of sharing, respect and responsible engagement.</p> <p>Voluntary in-service training programmes on priority areas are available at national and local (académies) level. Each year priority areas are defined at national level (Plan national de formation) and seminars are organised by the Ministry for inspectors and teacher trainers who are in charge of implementing the academic in-service training plan ("Plan académique de formation") in their respective "academies". One of the many priority areas of 2013 national plan focuses on training to prevent violence at school and improve school climate. The seminar themes include: victimisation and local diagnosis of school climate, learning responsibility and mutual respect; sexual education. See: www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=66240</p> <p>Each "académie" provides support to encourage innovation in education. According to the school environment and its action plan, detailed pedagogical objectives may be integrated in the 3-year framework of objectives agreed between the school and Education Authorities. The Article 401-1 of the "Code of Education" enables schools to develop projects at the local level to meet the local needs provided that the projects reflect the local priorities (set by the "académie").</p> <p>Pairform@nce is a collaborative website that provides easy access to training opportunities at the national and local level (académies and départements). See: http://national.pairformance.education.fr/.</p>
<p>Article 10. Role of NGOs, youth organisations, other stakeholders</p> <p>How is the role of NGOs and youth organisations fostered in EDC/HRE, especially</p>	<p>Schools collaborate with NGOs and associations with whom the Ministry of Education has agreements. Every year the Ministry of Education determines a list of associations that are associated with the national education (complémentaires de l'éducation nationale). These NGOs and associations can enter the schools provided that the school principals agree with this. See: www.education.gouv.fr/cid21129/les-associations-agrees-dans-l-education-nationale.html</p> <p>The associations which are national or cover at least one third of académies should make a contribution to public education by: i)</p>

<p>in non-formal education.</p> <p>Are these organisations and their activities recognised as a valued part of the educational system? Are they provided with support? Is full use of their expertise taken?</p>	<p>supporting teaching activities during the school day, ii) organising additional educational activities outside of school time, and iii) developing educational research or training of teaching staff and other school personnel. The associations must be of: i) general interest and non-profit making, ii) offer high quality services and complement the curriculum and instruction, iii) respect the principles of secularism and iv) be open to everyone without discrimination.</p> <p>The accreditation process involves three steps: i) The association must file an application for approval by the Ministry of Education, ii) The National Council of complementary educational associations of public education ("Le Conseil national des associations éducatives complémentaires de l'enseignement public" CNAECEP) delivers its opinion, and iii) The Minister decides to grant the approval of the association. CNAECEP is chaired by the Minister of Education or his representative. It consists of: 8 recognised associations, 5 representatives of organisations for management personnel, education and training, 5 representatives of organisations of parents, 4 representatives of the Ministry of Education and 1 representative of the Ministry of Youth and Sports.</p> <p>Some associations, including youth organisations, receive funding from the ministry to support their activities. As part of its plan to prevent racism, anti-Semitism and xenophobia, the Ministry of Education is continuing its partnership with civil society and institutions and regularly works with the National Consultative Commission on Human Rights (see: www.cncdh.fr) with the Equalities Commission (HALDE) (see: www.halde.fr) and some anti-racism organisations (SOS racism, CoExist, Ligue de l'enseignement, CIDEM, LICRA etc.) that offer awareness-raising programmes in schools and educational materials.</p> <p>Under the Plan for Equality between boys and girls in the orientation towards scientific and technological studies, the ministry has signed three agreements with associations of women scientists.</p>
<p>Article 11. Criteria for Evaluation</p> <p>Has the ministry developed criteria for the evaluation of the effectiveness of EDC/HRE programmes?</p> <p>How is the feedback from learners as an integral part of evaluations ensured?</p>	<p>Student evaluation (knowledge, skills and behaviour) is based on a personal record book to record achievement and monitor progress. Students used to receive accreditation (Note de vie scolaire) for their contribution to school life which is taken into account in the end of the lower secondary school qualification, the national Brevet. Aspects under scrutiny included: students' engagement in the school life, attendance, and respect for school rules. There were also some specific certificates such as the certificate for first-aid education and the certificate for road safety. The evaluation process aimed to increase students' self-awareness and provided formal recognition of their progress.</p> <p>The "Note de vie scolaire" and the entire record book are under discussion as part of the on-going reform of the lower secondary curriculum.</p>
<p>Article 12. Research</p> <p>What research on EDC/HRE has been initiated and promoted to take stock of the current situation and to provide comparative information to help measure and increase the effectiveness and efficiency and improve their practices.</p> <p>Possible research areas include: research on curricula, innovative practices, teaching methods, development of evaluation systems.</p> <p>Share the results with member states and</p>	<p>The General Directorate of School Education regularly consults national and international research to meet the needs of development and reform of the education system. Research fields that feed into education reform include education, cognitive science, neuroscience etc. The National Education Plan 2013 emphasizes the importance of integration of research in educational programmes.</p> <p>The French Institute of Education (Ife) is a national institute for research, training and knowledge transfer in the field of education, which works in close collaboration with the key stakeholders in the field of education. It is involved in the work of all major international organisations such as UNESCO and OECD. See http://ife.ens-lyon.fr/ife</p> <p>Examples of research projects related to EDC/HRE include:</p> <ul style="list-style-type: none"> i) Ife research on learning health education and citizenship and through the arts, media, sustainable development etc. ii) Research by the Alain Savary Centre at Ife on the fight against discrimination, particularly through the National network against discrimination in schools which brings together researchers and practitioners (http://reseau-lcd-ecole.ens-lyon.fr) iii) The Plan against school bullying was designed and is implemented and evaluated in collaboration with a renowned

stakeholders.	researcher on school violence and former President of the International Observatory on Violence in school.
<p>Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict</p> <p>To what extent educational approaches and methods promote:</p> <ul style="list-style-type: none"> - learning to live together in a democratic and multicultural society. -acquisition of the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences (faith and ethnic groups) and settle disagreements and conflicts in a non-violent manner. What are the ways to combat discrimination and violence, especially bullying and harassment? 	<p>The National Action Plans include:</p> <ul style="list-style-type: none"> i) The National Plan against Racism (2012-2014) with an education component ii) The National Plan against school bullying (see http://agircontreleharcelementalecole.gouv.fr). This plan is designed, implemented and evaluated in collaboration with the International Observatory on Violence in school. A new phase of the programme was launched in November 2013 (see: www.education.gouv.fr/cid75274/agir-contre-le-harcelement-a-l-ecole.html.) <p>A law for gender equality is under preparation. The school year 2013 has been dedicated for the equality of girls and boys in school. The action has focused on three strands:</p> <ul style="list-style-type: none"> i) fight against stereotypes ii) equality between boys and girls in the orientation iii) sexual education
<p>Article 14. Evaluation and review</p> <p>Evaluate the strategies and policies with respect to the Charter and adapt these strategies and policies. (Co-operation with other member states and assistance from the CoE possible).</p>	<p>For the parliament, national indicators on issues related to student life are set out in the annual National Performance Plan. The “Académies” must report on the outcomes.</p> <p>A sample-based national survey and indicators (SIVIS) measure the level of violence in schools. Some districts have introduced indicators to measure truancy.</p> <p>For the school, the assessment contributes to defining key educational objectives of the educational project or to improve the way policies are implemented.</p> <p>The resources to deliver EDC/HRE – subsidies, initiatives, training programmes – are evaluated against national objectives and indicators set out in the annual plan according to the Funding law (LOLF).</p> <p>Each year the Minister of Education defines a programme of studies and reports to be undertaken by the general inspectors. The inspectors for schools and school life (“Etablissement et vie scolaire,” EVS) conduct studies and surveys on school climate, school life and democratic governance.</p>

Citizenship Education in Ireland

In Ireland, Education for Democratic Citizenship and Human Rights Education is currently part of the formal school education, from pre-primary to lower secondary education. It is also under development in upper secondary education. Despite the extensive evidence of EDC/HRE in the broad aims of primary and post-primary school systems and in specifically timetabled curriculum areas, challenges remain in terms of embedding EDC/HRE in education legislation and policies, as well as implementation strategies. The key areas that require more attention range from the learning environment and teaching and learning approaches to the training of teachers and other school personnel, both in terms of initial training and professional development.

Citizenship Education at schools

Citizenship Education in the Early Years Education: “Aistear, the Early Childhood Curriculum Framework” (NCCA, 2009), launched in 2009, highlights the importance of global citizenship and diversity issues and supports educators who are engaged in the implementation of the global citizenship and diversity issues in school education (Dillon, Ruane & Kavanagh, 2010).

Citizenship Education in the Primary School Curriculum: Two subject areas – Social, Personal and Health Education (SPHE) and Social, Environmental and Scientific Education (SESE) – help children to prepare for active and responsible citizenship. Strand Three of the SPHE syllabus “Myself and the Wider World – Developing Citizenship” provides opportunities for pupils to engage with controversial issues, such as discrimination and the travelling community.

Citizenship Education in the Lower Secondary Curriculum (junior cycle): Civics was first introduced in the junior cycle in the mid-1970s. It had a strong focus on the acquisition of facts, through passive learning and was taught by non-specialists. The current Civic, Social and Political Education (CSPE) course was piloted in the early 1990s and became mandatory in 1997.

WHAT IS CSPE?

Civic, Social and Political Education or CSPE is a course in Citizenship Education based on Human Rights and Social Responsibilities.

It aims to develop students’ full potential for active participatory citizenship at a personal, local, national and international level.

CSPE is based on the notion that students will only choose to become active participants in their communities if they feel a sense of attachment to them.

CSPE at the junior cycle focuses on seven key concepts: Rights and Responsibilities, Human Dignity, Law, Development, Stewardship and Democracy

Citizenship education in Upper Secondary Curriculum (senior cycle): As part of the review of Senior Cycle education since the early 2000s Ireland's National Council for Curriculum and Assessment (NCCA) has developed a new, optional citizenship education subject for Leaving Certificate – Politics and Society – to follow on from Junior Cycle CSPE. The final draft of the Politics and Society syllabus was accepted by the NCCA Council in 2011 and is now awaiting ministerial consideration.³ The time of the implementation remains open.

Citizenship education outside schools

Further Education: Citizenship Education modules are offered as part of the Further Education programmes around the country. These include: Living in a Diverse Society, Intercultural Studies, European Studies, Social Studies, Political Studies and Legal Studies. All of these courses provide opportunities to engage with contemporary society and controversial issues.

Citizenship Education in the Non-formal sector: Citizenship education is an important part of the programmes offered to young people by Irish organisations involved in youth work and overseas development. These include the Young Social Innovators (Transition Year in secondary education schools), the National Youth Council of Ireland's work around One World Week and Foróige's Citizenship Education Programme for young people, Trócaire, Concern, and Self-Help Africa.

EDC/HRE in lower secondary curriculum: Civic, Social and Political Education (CSPE) at the junior cycle

The current junior cycle Civic, Social and Political Education (CSPE) course was piloted in the early 1990s and became mandatory for all post-primary Irish schools in 1997. CSPE is a course in Citizenship Education based on Human Rights and Social Responsibilities. It aims to develop students' full potential for active participatory citizenship at a personal, local, national and international level. CSPE is based on the notion that students will only choose to become active participants in their communities if they feel a sense of attachment to them.

CSPE develops 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 reflective citizenship, based on human rights and social responsibilities. It focuses on seven key concepts: rights and responsibilities, human dignity, law, development, interdependence, stewardship and democracy. Through the units of study students understand how these concepts inform and clarify citizenship.

³ The publicly available draft version of the Politics and Society Syllabus (2009) includes topics such as: Origins of social solidarity, Democratic governance, Cultural and normative accounts of social order, Divisions in society, Diversity in contemporary society, Understanding the relationship between equality and diversity, Perspectives on Development, Sustainable Development.

CSPE is divided into four units of study: Unit 1: The Individual and Citizenship; Unit 2: The Community; Unit 3: The State – Ireland, and Unit 4: Ireland and the World. The syllabus offers diverse opportunities for students and teachers to explore together the contemporary society (local, national and global) within which they live. Through this exploration students and teachers may encounter issues which are controversial and/or sensitive in nature.

Element promoting student engagement in Irish schools

The CSPE teaching and learning approaches focus on active learning that enables young people to engage with controversial issues through activity, discussion and action. The emphasis on active learning is evident in the course documents, teachers' in-service training, time allocation and assessment. A key element of CSPE is the Action Project where the students develop an issue or topic which has arisen in class beyond the usual limits of textbooks and course materials. Students 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, students might run an election or become involved in a campaign at the same time that this is happening locally/nationally, developing and practising the skills of participation in the democratic process. 60% of the time allocated to CSPE is spent in active learning and on their Action Projects. 60% of the final assessment grade is allocated to active participation and 40% to a written terminal examination.

Irish schools engage in a broad range of collaborative activities. The Department of Education and Skills (DES) does not steer the schools' stakeholder collaboration or approve collaborative efforts, but schools are free to develop their collaborative efforts independently. Relevant collaborative initiatives include: individual relationships between NGOs and schools; an ad hoc Citizenship Education Network; and, a network on global education funded by the Department of Foreign Affairs.

There is room for improvement in student participation in school governance. The National Children's Strategy and the 1998 Education Act established that schools have the right to establish Student Councils and school boards of management should provide all reasonable assistance to students in this matter. DES has provided guidance to schools regarding student councils, while curriculum support was given through a joint Department of Education and Skills/Office of the Minister for Children and Youth Affairs initiative. According to the DES guidance to schools, an effective Student Council is democratically elected, representative of the entire school and has meaningful involvement and participation through consultation in relevant policy making which allows young people to have a real influence over decisions that affect them, as per Goal 1 of the National Children's Strategy which says that '*Children and young people will be given a voice in matters which affect them.*' Rather than having any formal position on school governance structures Student Council members decide what issues they would like to address and bring these to the attention of the appropriate individuals within the school community.

Strengths and weaknesses

The current CSPE curriculum has a number of strengths and assets:

- CSPE is framed with key concepts such as Human Rights and Social Responsibility, Human Dignity, Democracy, Stewardship, Interdependence, Law and Development.
- Active and participatory learning methods develop skills that enable students to effectively take action in their world.
- CSPE's strong values bases develop a commitment to active, constructive and participative citizenship and to the values of human rights, social responsibility and democracy. It also helps build an appreciation of, and respect for, differing viewpoints, ideas and cultures, and a commitment to oppose prejudice, discrimination and social injustice at all levels of society.
- CSPE makes use of innovative assessment methods such as reports on actions taken.
- CSPE develops transferable skills such as confidence and self-esteem, a capacity to engage in teamwork and cooperation, communication skills, greater tolerance and understanding, critical thinking skills and skills of analysis.

Research literature has identified a number of challenges and weaknesses in civic education internationally (Mintrop, 2002) and in Ireland (Redmond and Butler, 2003; Jeffers, 2004). Some of the key challenges of CSPE are:

- The limited time available to CSPE. The timetabling of CSPE in one class per week limit the extent to which these aims of the CSPE can be reached.
- CSPE has a low status, and is not valued as much as other junior cycle subjects. Practicing CSPE teachers are dissatisfied with the current implementation of CSPE in their schools.
- The high turnover of CSPE teachers. School Principals have highlighted "difficulties to find the staff at schools willing to teach the subject" (41%). As a result, some CSPE teachers are not confident or interested in the subject or perceive it as a burden.
- Lack of CSPE training for teachers. Many teachers begin to teach CSPE without any prior training in the subject. While more than 50% of CSPE teachers attended in-service training in CSPE (Redmond and Butler, 2003), the high turnover rate implies that many are replaced by new, untrained teachers.
- The use of a set of concepts to frame the curriculum allows the teacher to respond flexibly to their own areas of strength, to changing circumstances and to local needs but may enable practitioners to take "a minimalist view of its demands" because they are vague and general (Jeffers, 2004: 5).

The proposed new Civic, Social and Political Education course (2013)

The new junior cycle framework requires individual schools to deliver on 24 statements of learning during each of the three years of the junior cycle. School management and staff will decide how to deliver on the statements of learning at an individual school context. Some of these statements of learning are relevant to EDC/HRE for example:

- SOL No 7 – The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- SOL No 9 – The student understands the origin and impacts of social, economic, and environmental aspects of the world around her/him
- SOL No 10 – The student has the awareness, knowledge, skills, values and motivation to live sustainably

One way for schools to achieve these statements of learning is by timetabling the NCCA's CSPE short course. This short course is one of the six "lighthouse" courses commissioned by the NCCA; the last for 100 hours which will be assessed by the school. The draft short course is currently divided into three strands that consist of a series of sub-strands which are further divided into learning outcomes detailing the content, skills and actions students should encounter as they engage with the course: The three strands are:

- Rights and Responsibilities (foundation strand)
- Global Citizenship
- Exploring Democracy

The draft CSPE short course has been made available for public comment at the end of October 2013 and the final version of the course will be completed for implementation in schools from September 2014.

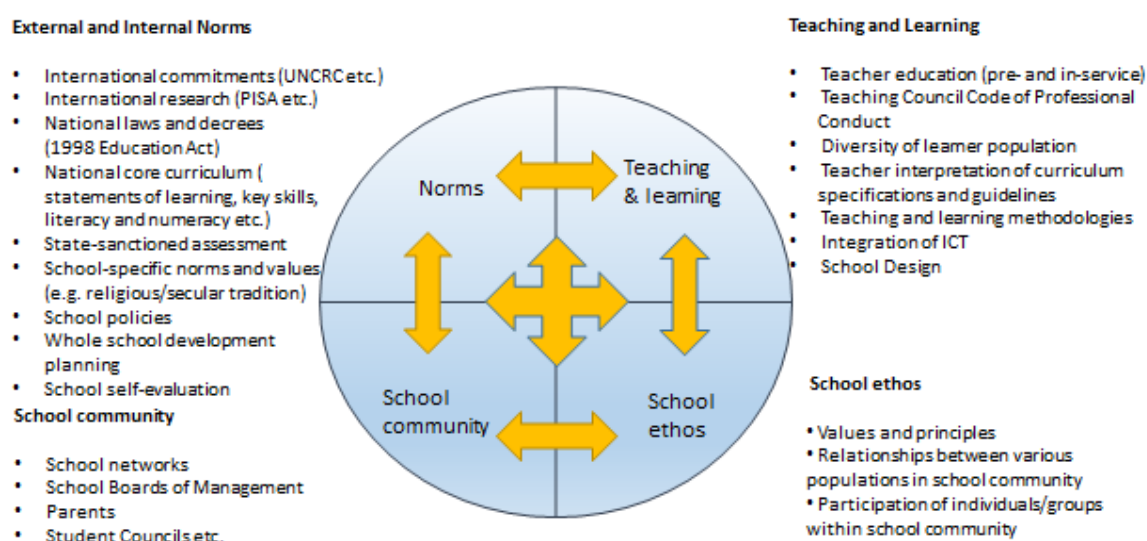


Figure 3. The operational culture of Irish schools

Table 4. Ireland: Comparison of the lower secondary EDC/HRE curricula against the Charter principles

Key points of the Charter	IRELAND
<p>Article 3. Relationship between EDC and HR</p> <p>EDC/HRE is closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices.</p>	<p>EDC/HRE features prominently in the formal primary and post-primary education.</p> <ol style="list-style-type: none"> I. The early childhood curriculum framework, which covers also the first years in primary school, highlights the importance of global citizenship and diversity issues and provides the opportunity to support educators engaged in their implementation. II. One of the three general aims of the primary curriculum is “to enable the child to develop as a social being through living and cooperating with others and so contribute to the good of society.” III. The revised post-primary junior cycle framework, which is currently being implemented, includes core statements of learning such as “The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts”. <p>Despite the strong evidence of EDC/HRE in the overall aims of primary and post-primary school systems and in specifically timetabled curriculum areas, challenges remain in terms of embedding EDC/HRE in education legislation, policies, implementation strategies, the learning environment, teaching and learning approaches, and the initial education and professional development of teachers and other school personnel.</p>
<p>Article 6. Formal Education</p> <p>To what extent EDC/HRE is included in the curricula for formal education?</p> <p>What steps are taken to support, review and update EDC/HRE in curricula?</p>	<p>EDC/HRE is present in the curricula as a cross-curricular element and linked to specific curriculum areas.</p> <p>At the primary level the Social, Personal and Health Education (SPHE) curriculum area includes a citizenship strand (myself, myself and others and myself and the wider world strands) through which pupils are encouraged to learn about their own culture and heritage and to respect those in their community and society who may have a different culture and heritage.</p> <p>At the junior cycle the Civic, Social and Political Education programme is underpinned by the concepts of Human Rights and Social Responsibilities, Human Dignity, Democracy, Law, Interdependence, Stewardship. This course aims to develop active citizens who have: a sense of belonging to the local, national, European and global community; a capacity to gain access to information and structures; and an ability and the confidence to fully participate in democratic society.</p> <p>The rolling implementation of junior cycle reform between now and September 2019 offers opportunities (and challenges) for further integration of EDC/HRE both in terms of curriculum specific approaches but also in relation to implementation strategies, the learning environment, and teaching and learning approaches.</p>
<p>Article 8. Democratic Governance</p> <p>How is the democratic governance in educational institutions supported?</p> <p>What steps have been taken to encourage and facilitate participation of:</p>	<p>Ireland has no formal requirement to introduce student councils at primary level although there are some good individual school initiatives. At the secondary education the Department of Education and Skills has issued guidelines to boards of management to facilitate the setting up of student councils but despite an initial resourcing of this initiative, student participation in decision making in schools remain sporadic.</p> <p>Parents are very involved in schooling both at primary and post-primary levels with high-profile parent’s councils for both sectors.</p> <p>A large number of networks of schools offer opportunities for schools, parents, education staff to work together in a larger</p>

<ul style="list-style-type: none"> - learners and other educational staff - stakeholders, incl. Parents 	<p>community context. These include secular networks (Education and Training Boards, Educate Together) or religious trusts (Loreto/Presentation/Christian Brothers). The NGO participation in schools is facilitated through student project work such as the CSPE Action Project (a formal assessment component of the current programme), or Transition Year (gap year between junior and senior cycle) initiatives such as Young Social Innovators or Amnesty's Voice Our Concern.</p>
<p>Article 9. Training</p> <p>To what extent are teachers, educational staff, youth leaders and trainers offered initial and ongoing training and development in EDC/HRE:</p> <ul style="list-style-type: none"> -knowledge and understanding of EDCHRE objectives and principles - teaching and learning methods - other key skills 	<p>The Social, Personal and Health Education (SPHE) curriculum strand is a mandatory part of the initial teacher training for primary education teachers, but an elective for secondary education (the CSPE special methods module).</p> <p>In terms of continuing professional development for teachers the Department of Education and Skills offers limited in-servicing for specific curriculum/subject areas. As the new junior cycle framework is implemented there is a commitment, both in terms of personnel and resources, to offer continuing professional development to teachers. Additional training opportunities are available to interested teachers on EDC/HRE related areas through professional networks, the Worldwide Global Schools Programme and the Irish Development Education Association (both funded by the Department of Foreign Affairs) and with individual NGOs.</p> <p>National projects that foster youth participation and democratic citizenship include:</p> <ul style="list-style-type: none"> -An "Gaisce" - the President's Award for young people -"Comhairle na nOg / Dail na nOg" – 34 local youth councils which give children and young people the opportunity to be involved in the development of local services and policies. Representatives are elected annually to attend the "Dail" (national parliament). This is an initiative of the Department of Children and Youth Affairs. -Youth Advisory Body for the Ombudsman for Children.
<p>Article 10. Role of NGOs, youth organisations, other stakeholders</p> <p>How is the role of NGOs and youth organisations fostered in EDC/HRE, especially in non-formal education?</p> <p>Are these organisations and their activities recognised as a valued part of the educational system? Are they provided with support? Is full use of their expertise taken?</p>	<p>The National Council for Curriculum and Assessment (the advisory body to the Minister for Education and Skills) employs a partnership approach to curriculum development and consults with a wide variety of stakeholders including teacher trade unions, teacher professional networks, principal associations, parents, higher education bodies etc.</p> <p>The Department of Education and Skills provides funding for teacher professional networks, including the Association of CSPE teachers, to organise training events and conferences and to host websites.</p> <p>The Department of Foreign Affairs (DFA) has recently mandated all NGOs receiving programme support to commit to a Development Education approach as a way of engaging the Irish public in global citizenship issues. DFA also supports non-programme funded NGO involvement in education (formal and non-formal) through financial support for the Worldwide Global Schools Programme (WWGS) and strategic partnership with the Irish Development Education Association (IDEA).</p>
<p>Article 11. Criteria for Evaluation</p> <p>Has the ministry developed criteria for the evaluation of the effectiveness of EDC/HRE programmes?</p>	<p>While student assessment at primary level is practiced by individual teachers, at the secondary level there are two points for central assessment of student learning – at the end of the junior cycle and at the end of the senior cycle. The current junior cycle programme includes state assessment of CSPE, with two assessment elements. The importance of active participation is reflected in the allocation of 60% of the final assessment grade to student Action Projects. The remaining 40% of the marks are allocated to a written terminal examination. As part of the ongoing reform, centralised state assessment at junior cycle level will be reduced: by 2019 only English, "Gaeilge" (Irish) and Mathematics will be state-assessed while the remaining curriculum areas, including CSPE, will be assessed at</p>

How is the feedback from learners as an integral part of evaluations ensured?	school level and subject to state monitoring only.
<p>Article 12. Research</p> <p>What research on EDC/HRE has been initiated and promoted to take stock of the current situation and to provide comparative information to help measure and increase the effectiveness and efficiency and improve their practices.</p> <p>Possible research areas include: research on curricula, innovative practices, teaching methods, development of evaluation systems.</p> <p>Share the results with member states and stakeholders.</p>	<p>The Taskforce on Active Citizenship was established to advise the Government on the steps that could be taken to encourage civic spirit and active participation. The Taskforce conducted a nationwide consultation process to gather views on what it means to be an active citizen in 21st century Ireland and produced a set of recommendations in 2007, including one which stated that the education for citizenship should be expanded in the school system.</p> <p>The National Council for Curriculum and Assessment (the advisory body to the Minister for Education and Skills) organised an extensive public consultation in 2009 with regards to a proposed senior cycle (optional) subject entitled <i>Politics and Society</i>. The syllabus document was subsequently revised on the basis of submissions received and in 2011 was sent to the Minister for Education for approval. In 2013, the NCCA launched a series of public consultations relative to the junior cycle reform and made the draft CSPE short course available for public comment in autumn 2013.</p> <p>Ireland participates in international comparative studies relevant to EDC/HRE such as the International Civic and Citizenship Education Study (ICCS) 2008/09, a project of the International Association for the Evaluation of Educational Achievement (IEA); and 2011 Teaching and Learning International Study (TALIS), an OECD project which compared conditions of teaching and learning and provided some context for Ireland's PISA results.</p> <p>The Irish Commission for Human Rights published a report in 2011 entitled 'Human Rights in Ireland' which investigates the interpretation and engagement in human rights education across the lifelong learning spectrum.</p> <p>Growing up in Ireland is the national longitudinal study of children supported by the Department of Children and Youth Affairs. It examines the factors that contribute to or undermine the well-being of children in contemporary Irish families and includes data about the schooling experiences of children.</p> <p>Several consultations and studies have been recently launched or completed by the government: i) The Department of Education and Skills had a consultation period for the drafting of an Education for Sustainable Development strategy; ii) The Department of Foreign Affairs funded Worldwide Global Schools scheme carried out baseline research to establish the uptake of Development Education in schools. There are plans to further build on this research in the future; and iii) The Department of Foreign Affairs has recently funded an audit of classroom materials dealing with global citizenship issues.</p> <p>Civil society initiatives to influence the government's policy on Development Education include the Irish Development Education Association's new initiative to formulate a National Strategy for Development Education.</p>
<p>Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict</p> <p>To what extent educational approaches and methods promote:</p>	<p>The overarching aims/objectives of the formal education sector highlight the importance of the development and inclusion of each individual learner. In 2006, the NCCA produced and distributed intercultural education guidelines for primary and post-primary schools.</p> <p>The importance of a positive school climate and anti-bullying action are emphasised in policy, EDC/HRE curriculum and school-based activities. A new national policy was launched in 2013 that emphasises a whole school approach and the importance of positive school culture and climate. The Social, Personal and Health Education programmes at primary and secondary levels incorporate</p>

<p>- learning to live together in a democratic and multicultural society</p> <p>-acquisition of knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences (faith and ethnic groups) and settle disagreements and conflicts in a non-violent manner. What are the ways to combat discrimination and violence, especially bullying and harassment?</p>	<p>strands dealing with anti-bullying. The SPHE support service provides support for schools with all aspects of the implementation of anti-bullying procedures in a whole school context. Other interventions using the techniques of peer mediation and restorative practices are introduced at individual school level. The National Anti-Bullying Centre in Dublin City University provides online resources for school personnel, children and young people and their parents/guardians.</p>
<p>Article 14. Evaluation and review</p> <p>Evaluate the strategies and policies with respect to the Charter and adapt these strategies and policies. (Co-operation with other member states and assistance from the CoE possible).</p>	<p>Ireland has a Minister for Children and Youth Affairs (post established in 2011) whose responsibilities include child and youth participation and education policies.</p> <p>An independent Ombudsman for Children provides advice to children and young people about their rights and represents their voice at government level.</p> <p>The National Children's Strategy (2000), underpinned by the UN Convention on the Rights of the Child, and provides direction for the work of the Minister for Children and Youth Affairs and the Ombudsman for Children.</p>

CHAPTER III. THE FIVE PROVEN PRACTICES IN EDC/HRE

Schools in Finland, France and Ireland enrol nearly 3.6 million children and youth who spend three to four years in lower secondary education. This time is critical for shaping active citizens with solid skills and strong appreciation of and respect for human rights.

This chapter sets out a list of five proven practices in EDC/HRE implemented in Finnish, French and Irish lower secondary education. They contribute to the acquisition of knowledge, skills and attitudes needed for active citizenship and respect for human rights. The five proven practices are:

- classroom instruction
- extracurricular activities, incl. community service and service learning
- student participation in school governance
- democratic processes, simulations and gaming
- actions to combat school bullying and protect students.

The Proven Practice Number 1: Classroom instruction

Of the five proven practices, classroom instruction is the most common, shared by all three countries. Engaging in high quality classroom instruction builds the knowledge, skills and attitudes needed for active participation and appreciation of human rights. EDC/HRE begins with classroom instruction in social studies, civics and history, but should also be embedded in students' entire learning experience.

International comparative studies and research demonstrate what is necessary to provide effective and engaging classroom instruction. Success requires the support of policymakers and well trained teaching staff to ensure that proven and effective classroom practices are implemented in every classroom in every school.

The quality, relevance and impact of classroom instruction are largely determined by four factors: curricular frameworks and national learning objective or standards,

KEY FACTS

FINLAND

Population 5.4 million

181 000 lower secondary education students aged 13-15/16 years

A 3-year "peruskoulun yläaste" or Basic Education grades 7-9. An optional 10th grade, to improve skills or marks, prior to upper secondary general or vocational education.

Education is provided by municipalities.

FRANCE

Population 65.6 million incl. Guyane, Guadeloupe, Martinique, Réunion; 63.7 million without overseas departments

Over 3.2 million lower secondary education students aged 11-15 years in 4-year "Collèges"

2.5 millions in public institutions; 690 500 in publically supported private education

IRELAND

Population 4.5 million

180 000 lower secondary education students aged 12-15 years in 3-year "junior cycle" + an optional "transition year"

time allocation, teacher training and assessment systems. The Finnish, French and Irish schools in lower secondary education all teach EDC/HRE but the approaches differ from country to country.

Curricular framework in EDC/HRE

- In Finland, citizenship education/civics are an important part of the compulsory social studies discipline, and embedded in all school activities and disciplines, especially in history, geography, religion and ethics, home economics, health education and environmental education. EDC/HRE are also implemented in general education through cross-curricular themes such as “growth as a person”, “cultural identity and internationalism”, “participatory citizenship and entrepreneurship” and “media skills and communication”. These cross-curricular themes are included in all school subjects, as appropriate for each particular subject, and should be reflected in schools’ methods and operational culture. The aim is to embed active participation in all learning and other activities in the school environment. The national core curricula (2004) express the broad goals and criteria for good performance (at the end of the 6th grade) and final assessment criteria for a grade of 8th grade as competences, not as detailed mastering of knowledge. Education providers (municipalities) and schools decide on the localisation and conceptualisation of the curricula allowing significant autonomy and creativity for teachers.
- In the French lower secondary schools or “collèges”, EDC/HRE is mainly delivered through Civic Education which is taught by history and geography teachers. The aim is for students to learn the principles and values that are the foundations of democracy and the Republic. In France, the “common base of knowledge and skills” (2006) with seven key competencies including the “Social and civic competences” defines the knowledge, competencies, values and attitudes that are necessary for students to succeed in studies and prepare for work and life as active citizens and that students should acquire before the end of their compulsory training. Key competency “Developing a humanist culture” also contributes to the EDC/HRE by developing judgement and sense of identity and otherness, opening the minds to diversity in human situations, preparing students to understand human rights and diversity of civilisations, societies, religions, sustainable development... In terms of citizenship, the goal is to organise a civic education pathway along which a set of values, knowledge, practices and behaviours are laid down as milestones that foster active participation, help students exercise their freedom while respecting the rights of others and forsaking violence. The priorities in EDC/HRE are determined at the national level and implemented at the local level (“Académie”).
- In Ireland, EDC/HRE is delivered both in a cross-curricular manner and as a stand-alone compulsory subject. In the junior cycle the Civic, Social and Political Education (CSPE) programme is underpinned by the concepts of Human Rights and Social Responsibilities, Human Dignity, Democracy, Law, Interdependence and Stewardship. While the curricula and standards are defined nationally, Ireland is moving from centralised assessments to continuous school-based assessment of teaching and learning. The ongoing curricula reform will require schools to deliver on

24 statements of learning (some of which focus on the themes of active citizenship, sustainability and global awareness) during each of the three years of the junior cycle, e.g. by timetabling a 100-hour CSPE short course.

Time allocation to EDC/HRE

The three countries devote different amount of time to EDC/HRE at schools, but the exact time is difficult to estimate when the EDC/HRE elements are embedded in other subjects and/or there is no clear time allocation. France introduces citizenship education at an early age of 3 at nursery schools, whereas in Ireland citizenship education is introduced at the age of 6 years. They also have a long compulsory period of EDC/HRE-related learning; In France, citizenship education is taught for the whole 12 years of schooling throughout primary, lower and upper secondary education and 15 years if pre-primary education is included. In Ireland, citizenship education is taught throughout the 13-14 years of schooling⁴, first implicit in cross-curricular sense and then as a discrete discipline in the junior cycle until the end of the upper secondary education. In Finland EDC/HRE is taught 6 years in subject-specific curricula while cross-curricular themes embed active and participatory citizenship throughout general education.

In lower secondary education, the time devoted to EDC/HRE usually involves one hour a week in each of the three countries.

- In Finland, the new national core curriculum will increase the time allocation for the social studies from 3 hours to 5 hours a week at the primary/lower secondary level with emphasis on active participation, media and financial literacy. The Finnish education system generally moves at a slow pace; teachers proceed to the next topic when the students have learned what they need to learn.
- In the French lower secondary schools, the teaching time of three hours per week (3 hours and a half in 3ème) allocated to history-geography-civic education usually includes half an hour to one hour of civic education.
- Citizenship Education in Ireland is currently explicitly timetabled as a mandatory 70 hour Civic, Social and Political Education (CSPE) programme at lower secondary, i.e. one class per week. By 2017 this programme will be replaced by an optional 100 hour CSPE short course. The current time allocation may limit the extent to which the CSPE learning objectives can be reached.

EDC/HRE modes of learning

Active and participatory learning methods aim at developing robust learning outcomes and skills in EDC/HRE. While it is important to learn the factual foundations of democratic citizenship, institutions as well as human rights and the related international founding documents and declarations, understanding these foundations is not sufficient without skills, values and application to practice. Traditional national curricula in the social studies and EDC/HRE related subjects have been overwritten, containing far more material to be covered than the classroom time allocated to EDC/HRE allows. Narrow fact-based content

⁴ Depending on whether the young person completes two or three years in upper secondary education.

of EDC/HRE related courses is also likely to disengage students. The three countries have each made efforts to move away from knowledge-based learning to competence-based learning.

The three countries have each made efforts to emphasise active learning in EDC/HRE:

- In Finland, the national core curriculum identifies overall goals for the EDC/HRE related skills and knowledge which can be reached by means of different contents, methods and materials and learning environments. The curriculum implementation allows flexibility and school/teacher autonomy in determining how to reach these objectives in terms of pedagogy, methods, specific contents and materials which encourages creativity and experimentation on the ground. Teachers share their ideas with each other and also students influence the contents and methods of learning: the National Survey on EDC and student participation (2011) showed that students can influence not only the rules of the class, but also what and how to learn (50%). Finnish teachers are encouraged to use diverse active learning methods. The national authorities do not engage in heavy monitoring systems to determine how EDC/HRE is delivered at individual schools and by individual teachers. The Finnish National Board of Education has established a structured online platform where schools can disseminate and share innovative learning approaches.
- In France, the civic education curriculum is based on three principles: citizenship which focuses on individual responsibility, the knowledge of the major texts of the declarations of Human Rights and practical learning through case studies. In addition to Civic Education courses, the EDC/HRE related skills and dispositions can be learned through practice and tangible actions such as national campaigns that are included in the civic education pathway throughout the year. An annual circular of the Ministry presents all actions linked to EDC/HRE that schools can include in their annual Action Plan. An annually updated list of NGOs and associations provides a set of partners for schools. Centrally determined, curricula for the “quatrième” focuses on the study of individual and collective rights, the law and justice, the protection of people and goods and here teachers can address a contemporary topic of their choice.
- In Ireland, learning by activity, discussion and action is a key feature in the Civic, Social and Political Education. The emphasis on active learning is evident in the course documents, teachers’ in-service training, time allocation and assessment.

Ireland and active learning of the Civic, Social and Political Education (CSPE) education

The Department of Education and Skills recommends that every student undertakes two actions during the course of the current three-year junior cycle CSPE programme. One of these actions is then written up and submitted to the State Examinations Commission for assessment. This report represents 60% of the grade allocated in the examination of CSPE at the end of the junior cycle programme.

The idea for the actions should come from the students and must be related to one or more of the seven concepts upon which the CSPE course is based, namely Human Rights and Social Responsibilities, Human Dignity, Development, Law, Stewardship, Democracy and Interdependence. Students 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, students might run an election or become involved in a

campaign at the same time that one is happening locally/nationally, developing and practising the skills of participation in the democratic process. Examples of action projects relative to the foundational concept of Human Rights and Social Responsibilities include: a Class Charter of Rights, a Survey on Bullying, a celebration of Human Rights Day on 10 December, inviting a guest speaker from an NGO such as Amnesty International and fundraising for a human rights organization.

Although the action can be carried out by the class as a whole, each student must have an individual role to play. All students in Ireland take part in the CSPE programme as part of their junior cycle course.

Teacher training

Teachers play an important role in EDC/HRE and much depends on their training. While countries have officially recognised the importance of EDC/HRE, it may remain relatively weak in the curricular implementation as an add-on or something that surfaces at the times of crisis rather than a key focus of learning. In some cases, the teachers in EDC/HRE may have received limited training in this domain and consequently lack confidence or interest in the subject.

- In Finland, becoming a history teacher requires degrees and qualifications in both history and social studies (which include social sciences, citizenship, politics, law education and economics). Future teachers obtain a Master's degree in these subjects. After completing the second year of studies, a student can apply to a teacher education programme which covers the pedagogy and didactics of history and social studies as well as practical training in the university's teacher training schools under the guidance and supervision of mentor teachers. The master's degree in subject teacher education takes 5 to 6 years (300 ECTS)⁵ and is organised by the universities which are responsible for the content of basic teacher training. The subject teacher training programmes, are highly competitive, using e.g. aptitude tests, and enrol from one to five out of ten applicants depending on the discipline, cover the EDC/HRE related themes, but the training appears to lack consistency across courses. The EDC/HRE-related training is included in the teacher training in history and social sciences, religion and ethics, whereas school principals and other teachers acquire the related competencies in in-service training/continuing professional development (CPD). The government-funded CPD supports the local and institutional implementation of educational reforms and programmes. It ensures that CPD is available to all staff regarding ongoing reforms and current policy issues. All teachers are obliged to attend from 1 to 5 days of CPD a year depending on their collective labour agreement. The education provider/municipality decides which programmes apply as CPD. In 2010, about 40 000 teachers, rectors and other education personnel participated in government-funded CPD. CPD is organised by the universities and NGOs that develop active learning materials and CPD. The Ministry of Education and Culture and student organisations have organised training for teachers who supervise student councils.

⁵ It consist of about 140 ECTS in the major subject (incl. the master's thesis), 60 ECTS in pedagogical studies (incl. 20 ECTS supervised practical studies) 25 ECTS in general studies (languages, ICT, communication studies) and 75 ECTS optional studies in another discipline.

- In France, initial training for teachers has a limited focus on EDC/HRE despite the fact that France is among the few European countries that has defined a set of common competences directly linked to citizenship for all secondary teachers, whatever their subject specialisation. Most teachers of French language, history, philosophy and social sciences who supervise civic education are not adequately trained in EDC/HRE. The Ministry defines the priority areas in the National Training Plan (“Plan national de formation”) for the non-mandatory in-service training and also organises seminars for inspectors and teacher trainers who are in charge of implementing the academic in-service training plan (“Plan académique de formation”) at the local level. Training sessions on themes related to civic and citizenship education are organised by regional educational authorities and are mainly targeted at teachers of history and geography at primary and lower secondary levels. (Teachers of other subjects may also participate if they wish to teach citizenship.) The national authorities have recognised the need for greater emphasis on teacher training: currently, in-service training on secularism is under development by the Ministry of Education. Furthermore, the newly established higher colleges of teaching and education (2013) are tasked to offer all future teachers and other educational staff two common modules during their two-year training which will focus on: i) moral education (introduction to moral philosophy, moral psychology and child psychology, law, case studies presenting the educational mechanisms centered on the use of speech and debate and ii) secularity and republican values.⁶ The training will be evaluated at the professional qualification exams.
- In Ireland, secondary student teachers elect whether or not to take the CSPE special methods module as part of their qualification. In practice, many teachers begin to teach CSPE without any prior training in the subject. While the Department of Education and Skills (DES) offers limited in-service training for specific curriculum/subject areas, more than 50% of CSPE teachers attend this training resulting to a large cohort of trained teachers in the system. Despite the high turnover of CSPE teachers, these individuals bring the democratic methodologies learned into their other subject areas. In 1998-2009 the DES’ Professional Development Service for Teachers (PDST) co-ordinated national support for CSPE, visiting schools and organising workshops for new CSPE teachers, for CSPE coordinators, and principals and deputy principals. These professional development opportunities focused on active teaching and learning methodologies, learning by doing, the development of resources etc. The original CSPE support team is now subsumed within the PDST at secondary education, with a similar team involved in

⁶The principle of secularism requires that all public employees in France remain absolutely neutral in order to ensure full respect for students’ and families’ freedom of conscience. The neutrality is designed to ensure respect for the freedom of public service users, and their beliefs or non-beliefs. The only limits to their freedom lie in the obligations inherent in the functioning of the public service, respect for school curricula and timetables or dress requirements for particular lessons, and the requirements of public order and public health. Students are legally prohibited to wear any obvious religious signs, banning any form of pressure or proselytism in schools and in the classroom. The secular teaching of morality provides the opportunity to restate the principle of freedom of conscience, with a few limitations: the principles of equality between men and women, non-discrimination and the dignity of all human beings cannot be compromised.

supporting primary teachers, while a designated Social, Personal and Health education (SPHE) support service continues to operate for teachers at both primary and lower secondary level. Training opportunities are also available to interested teachers on EDC/HRE related areas through professional networks, for example the Worldwide Global Schools Programme (funded by the Department of Foreign Affairs) and through the schools programmes of individual NGOs. The Department of Education and Skills also provides funding for teacher professional networks, including the Association of CSPE teachers (ACT), to organise training events and conferences and to host websites. As the new junior cycle framework is implemented between autumn 2013 and 2019 there is a commitment, both in terms of personnel and resources, to offer continuing professional development to teachers.

Using Compasito in teaching EDC/HRE

Countries can make use of the practical tools provided by *Compasito*, the Council of Europe funded manual on human rights education for children, in order to teach values and social issues among children and youth. For example in Finland, *Compasito* has been translated into Finnish and is available on the public domain, downloadable free of charge. Recent examples of EDC/HRE-related continuing professional development for teachers include the project “Children’s Rights Actively!” (“Lapsen oikeudet toiminnallisesti”), coordinated by UNICEF Finland, that made use of *Compasito* in cooperation with other NGOs. This training modelled drama-based approaches to meet the challenges of values’ education and focused on the challenges in the Finnish school environment and society in general, such as emotional skills and aggression management, bullying, work peace in the classrooms, well-being in schools and life in general, and life skills. The training also had a global perspective, broadening the scope of learning to children’s rights in developing countries.

Children’s Rights Actively! - Drama-based training for teachers in Finland

The Children’s Rights Actively! Training familiarises teachers with children’s rights by using drama-based working methods. In 2012-2013 approximately 1500 teachers and volunteers in about ten cities attended the day-long training that was coordinated by UNICEF in Finland and funded by the Ministry of Education and Culture.

Using *Compasito* as a learning material, teachers learn to use drama to implement the articles 12 and 13 of the Children Rights Convention (hearing a child, expression of opinions and strengthening participation in general), article 17 (offering information to children and young people in an appropriate form), article 29 (the best education possible), article 31 (play) and article 42 (the obligation of governments to communicate the convention to children and adults). Dramatic roles provide mental protection for children when dealing with intimate or stressful issues. The training is based on simple rules that are given at the start of the class. They include: i) If you feel uncomfortable, you can leave the exercise and go to a location agreed on in advance, ii) Everyone is listened to, everyone waits for their turn and everyone acts appropriately, iii) Treat your characters with respect, iv) Negative, unhappy issues are dealt with immediately or at the latest in a constructive manner at the end.

An example of the theme of non-discrimination deals with children in developing countries, children's rights, injustice and violence. Teachers who participated in the training learned to organise a 3-hour course for students aged 10 years or more. This course aims to teach empathy, understanding the significance of the Convention on the Rights of the Child CRC in different contexts and how to perceive injustice and find

solutions. It helps children to help themselves and others. The course widens the discussion to the global perspective by focusing on a 13-year-old girl Siwa from one of the poorest countries in the world. Siwa's parents have died of AIDS and she lives with her uncle in the countryside. The participants create together an account of Siwa's day. Information received about Siwa is collected on the board. The group is then divided into pairs, the facilitator hands out the comic strip depicting a story child labour, and asks the pairs to think about what is going on in the comic strip. Each pair joins groups of 4–6 people and tries to come up with three possible solutions to the situation. The group creates a short play or a still life statue of one their solutions, which are performed and discussed. The actual ending of the story is told. Debriefing discussion focuses on the discussion about which children's rights were breached in Siwa's story. If the children understand English, they can tune into the exercise by watching the "Girl Effect" film on YouTube (see: www.youtube.com/user/girleffect?feature=results_main). The facilitator presents how one situation leads into another situation. Each participant tries to imagine "what if." and construct a positive scenario about the world on a subject that interests him or her. The ideas are presented in groups of three. Each group selects one idea and designs a campaign poster or headline such as: "All children to school". In the end, a circle in which a ball or an item is passed around the circle and each participant can say one thing that stuck in his or her mind about the theme of the day.

Assessment

Positive learning outcomes in EDC/HRE require meaningful assessment methods. Students' acquisition and understanding of the EDC/HRE related knowledge can be tested in standard ways. However, challenges arise when evaluating students' attitudes and behaviour or the school's human rights climate or the improvements or changes in these aspects. Open-ended questionnaires repeated at regular intervals provide a simple but an inadequate method. Group projects and portfolio assessments provide alternative methods for evaluation. Carefully defined indicators and regular evaluations can help monitor and respond to the changes in the school environment. "The ABC: Teaching Human Rights manual" (OHCHR, 2003) recommends that students are involved in drawing up checklists to assess individual, classroom and school community practices in human rights terms which can be an important learning activity ("Taking the Human Rights Temperature of Your School").

Education authorities in Europe provide few tools to help teachers assess the knowledge, skills and attitudes in citizenship acquired by students through a range of subjects or through other school experiences. The three countries have each implemented different approaches to both student assessment in EDC/HRE related subjects and school-based evaluations:

- In Finland, the Finnish National Board of Education defines the final assessment criteria for the Grade 9, including EDC/HRE as part of social studies in terms of the acquisition of theoretical knowledge, skills and understanding of students along with their work at school in general. Behavioural assessment is directed at how the student takes other people and the environment into consideration and complies with regulations. The national core curriculum, the goals and criteria for good performance are expressed as competencies, not as detailed mastering of knowledge.⁷ Finnish teachers are encouraged to take into account the diverse needs

⁷ For example the final-assessment criterion for the 8th grade in Media studies is based on the acquisition and use of social knowledge. The students should be able to interpret the media's information, statistics and

of their students. The educational objectives are written to accommodate the differences in children's learning needs and academic potential. The education system's high expectations are based upon helping each child/youth become their "best." Supportive evaluation and student assessment are development-oriented and aim to promote learning and learning-to-learn abilities. Instead of multiple-choice tests, Finnish teachers require students to produce something that reflects their learning. Students are continually monitored and lessons are optimised also by differentiation for versatile learning needs of students. Families receive grade updates about student progress about every seven weeks.⁸ There are no school inspections or ranking lists or terminal examinations; only a sample-based national evaluation of learning outcomes. Education providers (mostly municipalities) are responsible for evaluating the effectiveness of their provision and have full autonomy for its arrangements. The FNBE steers and provides tools for self-evaluation, including questionnaires on the functioning of the curricula and views of students concerning the atmosphere at their school. The Centre for Educational Assessment carries also out assessments and analysis on learning and schools

- In France, the final written examinations for the national lower secondary diploma ("Diplôme national du Brevet") include a summative test on French, mathematics, history-geography and civic education. Students' social and civic competences are evaluated by teachers at various key points in compulsory education (2nd and 5th years of primary education and last year of lower secondary education), using a standardised personal record book. The record book addresses students' knowledge, skills and attitudes as defined by the common base of knowledge and skills to record achievement and monitor progress. Students used to receive accreditation ("Note de vie scolaire") for their contribution to school life which was taken into account in the national Brevet, including engagement in the school life, attendance and respect for school rules. Specific certificates include the certificate for first-aid education and the certificate for road safety. The "Note de vie scolaire" and the whole record book are under discussion as part of the on-going reform of the lower secondary curriculum (common core of knowledge, skills and culture). The national inspectors examine the citizenship sections ("volet citoyeneté") of the school plan, to assess, for example, the involvement of school principals, parents and students in the Committee for Health and Citizenship Education ("Comité d'éducation à la citoyenneté et à la santé" – CESC) and in other actions at school and wider community level. Schools develop their own tools and/or criteria for self-evaluation based on the official recommendations to school heads ("lettre de mission") and specific laws on finance ("La Loi organique relative aux loi de finances"). These operations include examining the activity reports of various councils (e.g. administration, disciplinary, citizenship and health) and other associations in schools.

graphic presentations critically, justify their ideas about social issues and compare different options for social decision-making and economic solutions and the consequences of those alternatives. Students should also understand that decisions involve numerous alternatives and understand ethical questions related to socio-economic activity.

⁸ Finnish children start to receive grading at the 5th and 6th grade.

- In Ireland, a state examination (involving a written paper and practical action project) on the subject of Civic Social and Political Education is held at the end of lower secondary education. 60% of the final assessment grade of the three year junior cycle CSPE programme is allocated to active participation and 40% to a written terminal examination. Every student undertakes two actions during the course of the three-year junior cycle CSPE programme. One of these actions is then written up and submitted to the State Examinations Commission for assessment. National reports on school performance in relation to CSPE are issued periodically in Ireland. The Department of Education and Skills inspectorate produces reports on the education system on the basis of whole-school and subject inspections performed over the year, which assess how the various subjects are implemented; in 2009 the report targeted the provision of social, personal and health education at primary level. Under the new junior cycle framework Ireland will move away from centralised terminal assessment towards continuous school-based assessment of teaching and learning: short courses (100 hour specifications such as the CSPE short course) and all subjects (200 hour specifications), with the exception of “Gaeilge” (Irish), English and Mathematics, will be continuously assessed by the individual school or school networks.

The Proven Practice Number 2: Extracurricular activities, community service and service learning

Extracurricular activities take place through a broad range of activities and experiences, some in formal classroom settings and some in informal settings, within and outside of school. Extracurricular activities provide learning opportunities in which

OFFER EXTRACURRICULAR ACTIVITIES THAT PROVIDE OPPORTUNITIES FOR YOUNG PEOPLE TO GET INVOLVED IN THEIR SCHOOLS AND COMMUNITIES. USE A SERVICE LEARNING APPROACH TO ADDRESS THE COMMUNITY PROBLEMS AND BUILD CIVIC SKILLS.

students can gain and develop EDC/HRE-related skills, build networks and practice their roles as group members or leaders. Some studies imply that school group membership is a stronger predictor of adult engagement than education and income. Those who participate in extracurricular activities at school are likely to be active citizens also later in life. Extracurricular activities can also serve as a bridge between classroom and the surrounding community. Once students have acquired the knowledge from classroom instruction, extracurricular activities can help them implement this knowledge.

Lower secondary education schools in Finland, France and Ireland implement a broad range of extracurricular activities, organised independently or in collaboration with NGOs.

- The lack of student participation is a key challenge in Finnish schools despite the efforts made at the local and national level. Many collaborative projects are implemented by schools with the local communities, municipalities, libraries and NGOs which provide opportunities for student participation. Schools can independently select their partners and some also specialise in specific type of collaborative efforts, for instance international collaboration, entrepreneurship activities or sustainable development etc. The national authorities encourage and monitor the participation of children and young people. For example the National Board of Education in collaboration with key stakeholders has surveyed student's participation of Finnish schools.⁹ National campaigns promote student participation; the most recent national campaign was launched in 2013 for schools to foster democratic culture, children's active participation and school cooperation with youth organisations, NGOs, the Media, business sector, labour market and civil society. An important long-term initiative is the Mannerheim League for Child Welfare's Peer Support programme that works to improve student participation and prevent exclusion in schools.
- In France, "la Vie Scolaire"/ School Life offers a structured framework for the events and activities outside the classroom. "La Vie Scolaire" is implemented by the educational staff in partnership with parents' and teachers' associations. It mobilises a broad range of groups: students, teachers, parents, guidance counsellors, supervisors, the school life staff etc. A broad range of EDC/HRE related "educational actions" are organised and supported by teacher training students, parents and NGOs. Despite its potential, La Vie Scolaire has to be revitalised, as noted by the report on "Morale Laïque". This could be achieved by stronger collaboration between the teachers and other school staff, and developing more coherent three year "school projects" that could make educational actions meaningful to pupils. The preparation for citizenship participation also involves practical exercise of students' rights and freedom of publication, assembly and association. Students can set up and run associations based in the schools which, in addition offer projects and debates on topical issues of general interest. They can be involved in school sports associations. Exercising these rights will equip students with skills which are important for their future lives as citizens, e.g. taking responsibility, cooperating with others and taking account of the general interest. In France, student participation is assessed and recorded in personal profiles: students used to be awarded a "note de vie scolaire" throughout the whole lower secondary education, including the final certificate. This mark reflected student's contribution to school life and participation in activities organised or recognised by the school. This "note de vie scolaire" is currently under discussion.

⁹ According to the national survey of EDC and student participation in 2011, most schools collaborate with congregations (96%), libraries (93%) and the municipal youth, culture and sports department (89%). They also interact with the municipal decision-makers (63%) and Media (60%). Important part of schools' activities is entrepreneurship-cooperation (55%). 45% of schools collaborate with the village/neighbourhood associations and 44% with NGOs etc.

- In Ireland, schools engage in active collaboration with NGOs which provide opportunities for student engagement. The Department of Foreign Affairs (DFA) has recently mandated all NGOs receiving programme support to commit to a Development Education approach as a way of engaging the Irish public in global citizenship issues. DFA also supports non-programme funded NGO involvement in education (formal and non-formal) through financial support for the Worldwide Global Schools Programme (WWGS) and strategic partnership with the Irish Development Education Association (IDEA). At the national level the Yellow Flag project represents a case that could be implemented across Europe.

“La Vie Scolaire”/School Life in France

La Vie scolaire / School Life offers a structured framework for the events and activities outside the classroom, including school meals, breaks, after-school school activities whether creative, sports-related or preparing homework under guidance of adult tutors. It embraces a range of activities and actions, such as individual support for students, health and social actions, arts and cultural activities. These activities emphasise the development of the student’s personality and ability to live together. Their aim is to provide the student with a sense of responsibility, a positive experience of engagement.

La Vie scolaire is implemented by the education staff in partnership with parents’ and teachers’ associations. The school-based mandatory committee for health and citizenship education (CESC) designs and develops an education project which includes actions to be implemented at school or with external governmental or non-governmental partners. These actions are part of the broader 3-year school plan.

A broad range of EDC/HRE related educational actions can be organised by the school educational team, including competitions, commemoration days, action weeks, and a list of all events is produced every year at national level. For example for 2013-14, the annual list of all actions linked with the 7 pillars of the common base core knowledge and skills includes 47 actions that build social and civic competencies (Pillar 6), covering actions to support green thinking, inclusion, human rights and global citizenship, and 30 actions that support student autonomy and critical thinking (Pillar 7). At their best these activities promote active and responsible student participation in school life, thereby preparing them for adult social and civic life.

Educational actions also enable schools to open up to the outside world by developing links with various associations. The Ministry of Education has an increasing number of partnerships with NGOs and other ministries such as justice, security, defence and health, in civic education and projects. Examples of partnerships include conventions with: i) UNICEF to deliver educational actions linked to children’s rights and solidarity, ii) the Ministry of Justice and an association of lawyers (Initiadrroit) to promote knowledge about the basic rules of laws through case studies that are relevant to young people, and ii) “le ministre délégué à l’économie sociale et solidaire” and the Council of enterprises, employees and social economy grouping (“Entreprises, Employeurs et Groupements de l’Economie sociale”) to implement actions in the schools that promote the values of social and solidary economy (solidarity, democratic spirit, engagement and sense of responsibility, collective action). Partnerships with associations working for civic education and solidarity outside of the academic context require agreements in line with the specific rules between schools and the various associations.

Peer Support Programme in Finland - supporting youth participation in schools

The Peer Support Programme, established by the Mannerheim League for Child Welfare¹⁰ in 1972, has evolved from an anti-substance abuse project into a broad long term programme that promotes a safe, supportive learning environment and school community, youth participation, equality, democratic education and cooperation between school staff and students. Peer support programmes are available from primary to the end of secondary education as well as vocational institutions. The Nationwide Peer Support Network consists of 14 000 peer supporters (30% boys, 70% girls), 900 Staff coordinators at schools and 60 Peer support trainers at the Mannerheim League throughout Finland.

Each school has one or two staff coordinators and Peer Supporters. Staff coordinators who organise opportunities for peer support activities undergo a two-day basic training and attend annual training seminars organised by the Mannerheim League. A key role is played by the Peer Supporter, an ordinary 8th or 9th grader who carries out voluntary work that builds a positive school ethos and atmosphere. Peer supporters assist new students in their schools, keep their eyes and ears open and co-operate with the school staff. They listen to their classmates and help the lonely, isolated or bullied pupils. They help build the every-day school community by assisting the integration of new students. Peer supporters receive a basic training (ca. 16 hours) which can be integrated in the curriculum. The training includes practical, activity-based learning methods that peer supporters can use with other children and youth. Further training and additional materials focus on substance abuse prevention, self-esteem, bullying, tolerance and respect, emotional skills and online safety. The Mannerheim League offers the training material and models as well as practical assistance in organising training camps, excursions etc.

The positive impacts of the Peer Support Programme were confirmed in the 2012 evaluation. The results of this evaluation showed that the programme opens the schools to the local community. The results also showed that the trainings had a high impact on the quality and quantity of the work of the peer supports. There is scope for expansion of the programme: 40% of pupils were interested in becoming a peer supporter.

www.mll.fi/peersupport

All three countries also feature examples that reflect on the issues of interculturalism, tolerance and identity. The examples below from Ireland and France have both gained national recognition: The Irish Yellow Flag Programme offers an intercultural award system for schools which stresses interculturalism, while the French example mobilises all lower secondary students of a single lower secondary school in a vulnerable area (Collège Lucie Aubrac) to learn, explore and express issues surrounding identity.

Ireland's Yellow flag Programme

There are an estimated 25 000 Travellers in Ireland, making up more than 4 485 Traveller families. This constitutes approximately 0.5% of the total national population. Travellers, as individuals and as a group, experience a high level of prejudice and exclusion in Irish society.

In response to the challenges encountered by Traveller children, the Irish Travellers Movement initiated the Yellow Flag Programme, an intercultural award system for schools which stresses interculturalism, equality and diversity, rather than specific Traveller issues. In 2013, 13 schools – 9 primary and 4 secondary schools – were involved in the Yellow Flag Programme.

¹⁰ The Mannerheim League for Child Welfare is a Finnish NGO, founded in 1920. It has over 92 000 members, 566 local associations, 10 district offices and a central office in Helsinki. The Mannerheim League operates through diverse set of methods, including a Peer support scheme in schools, the School Peace programme, the children's helpline, YouthNet Website & online work, and media education & online safety.

The Programme provides a practical series of eight steps that brings issues of interculturalism, equality and diversity into the whole-school programme and allows schools to apply them to the day to day running of the school. It works with students, staff, management, parents and wider community groups so that issues of diversity and equality are not merely seen as "school subjects" but can be understood and taken outside the school setting into everyone's personal lives. On completing these steps, and being assessed externally, the school is awarded its "Yellow Flag" in recognition of its work in promoting diversity and inclusion. The award is publicised locally, and the school can fly its flag and use the logo on its official correspondence.

See: <http://www.yellowflag.ie>

The Citizen Weeks in the Collège Lucie Aubrac

The Collège Lucie Aubrac in Villeteuse is located in Saint Denis north of Paris with a diverse and vulnerable population. Each year the school organises three weeks dedicated to civic themes. One of the week long themes that focuses on the issues surrounding identity ("semaine citoyenne sur l'identité") has gained national recognition (René Cassin Prize): It engages all students and most teachers: in 2012, 465 students aged between 11 to 16 and 20 teachers of history-geography-civics, French, foreign languages (English, German, Spanish), science, maths and sports, arts and music were involved in the activities. The aim of the week is to make students aware of the current issues of citizenship in the French society and to demonstrate the complexity of the debate on identity in relation to oneself, others and the citizenship. The theme of identity is approached from the perspectives of the different disciplines. During the week students learn about multi-faceted identities (genetic, sexual etc.), countries of immigration and emigration. Students also have an opportunity to express their own identity through the means of the arts and dance and by keeping a study journal. Different productions included posters and photo exhibitions and a video production "I dance therefore I am".

Service learning

Service learning is a learning experience that combines practical service in and with the community with structured preparation and reflection opportunities. Service opportunities are linked to the school coursework and address concerns and challenges of the community. As students engage in service learning, they learn about the community, the connection between their service and their course work and their roles as community members and citizens. High quality service learning incorporates meaningful opportunities for students to analyse and solve community problems through the application of knowledge and skills they have learned at school. Service learning programmes are common in both secondary and higher education, particularly in the United States and Latin America, but also increasingly in the European context.¹¹ For example the Netherlands is requiring 30 hours of community service as graduation criteria at the end of secondary education.

¹¹ In the US, there is a national movement to improve and increase service learning programmes in the K-12 schools. In Latin America, many countries have made rapid progress in embedding service learning in their curricula, e.g. in Argentina where service learning was almost unknown pedagogy in the early 1990s, it is now an established learning method, practised by around 13 500 Argentinean schools and more than 100 universities. Nearly 1.5 million students participated in service-learning projects in 2008.

Why service learning would be a useful pedagogy for EDC/HRE?

- Service learning has a positive impact on both academic and civic outcomes: students who benefit from quality service learning experiences show a higher commitment to civic participation, better academic performance in a range of disciplines and have acquired also important transferable skills.¹²
- Service Learning is well suited for students from lower socio-economic backgrounds and disadvantaged communities. Service learning pedagogy builds social capital and reduces the achievement gap and improves the civic health of disadvantaged communities.
- Service learning improves teaching quality. High quality service learning makes use of experiential and cooperative learning, technology and data collection and other innovative strategies.
- Service learning can be implemented in a variety of subject areas. It extends the scope of EDC/HRE learning from social sciences and history to sciences, mathematics, languages and arts etc.

The formal education systems of Finland, France and Ireland represent some examples of community service or service learning pedagogies. Perhaps the most significant examples in this domain include France's intergenerational projects that offer a useful learning model for countries with ageing societies.

- In Finland, the national curricula recommend that primary and secondary students participate in local community-based activities, but community service/service learning activities remain relatively rare. There are, however, many opportunities to integrate service learning in the curricula. Since 1980s all lower secondary education students have undertaken a mandatory guided work experience which is geared towards providing students with initial labour market experience. Every year 60 000 9-graders spend an average of two weeks in a working place. The specific goal of this programme is to encourage young people to become familiar with the working life and get to know more about different professions required in working life in order to anticipate their own future interests and studies. . In some cases this experience may have a civic engagement perspective, for example if the practice takes place in social service. Both the mandatory work experience and the Peer Support Programme developed by the Mannerheim League of Child Welfare could provide a tool to broaden the experience into service learning outside of the school.
- France has adopted regulations on student participation in the local community or wider society. EDC/HRE can be learned in France through practice and tangible actions such as national campaigns that are included in the civic education pathway throughout the year. An annual circular presents all actions linked to Citizenship and

¹² For example in the US, middle and high schools students who have engaged in service learning have benefited from significant gains in terms of: academic engagement, academic competence, aspirations to pursue postsecondary education, work experience, acquisition of transferable skills (critical thinking, problem solving, collaboration, conflict management and self-control) and specific skills in reading, writing, math and science.

Human Rights that schools can include in their Action Plan. One of the many examples is the long term intergenerational approach that enhances students' learning and solidarity between different age groups and may include service learning aspects.

- Ireland features an interesting example of intergenerational service learning programme sponsored by multinational ICT companies that reduce the digital divide ("Log on Learn") and NGO-led community service programmes that foster social justice and community well-being. Many of these programmes are not included as a part of the CSPE programme and few target lower secondary students ("Localise"). A specifically Irish approach includes the rewards of good practice and competitions in this field. The office of the President of Ireland gives a national award ("An Gaisce") each year to young people who have undertaken projects of personal, community and social value. The national competition "Young Social Innovators" awards projects linked to social and civic responsibility.

Intergenerational learning in France

France has excelled in the development of intergenerational learning between different generations. Primary, secondary and higher education students may volunteer through academic or extracurricular activities working with individual retirees, associations or institutions for retired people or hospitals etc. Intergenerational community service and service learning can be undertaken across a range of disciplines, such as Social and Civic Education, History (memory and heritage), languages, art education, health/physical education and sports, sciences, visual arts, music education, new technologies (computers, video conferencing, radio) earth and life sciences etc. Possible projects include civic action projects where schools work with higher education students, retirees, associations or institutions for retirees, and different types of cultural centres or institutions. There can also be intercultural and intergenerational projects that involve for example reading, storytelling, theatre, poetry or dance or a range of other disciplines. Projects on history and heritage can be organised with "witnesses" such as retirees in the neighbourhood, members of the French resistance or retired migrants etc. The intergenerational projects provide an opportunity to develop a culture of "living together" and values based on respect and tolerance. They also enhance the acquisition of the common basis of the knowledge and skills (French language, humanistic culture, education), develop autonomy and a sense of initiative and civic and moral responsibility. They promote student learning and success, promotes intergenerational solidarity and active ageing.

The regional education authorities in Paris in partnership with an NGO "Ensemble demain" (Together Tomorrow) has been running for more than ten years a European programme (accredited by the European Commission) that facilitates the development of intergenerational academic and extra-curricular projects at schools: this programme provides broad range of support for schools, ranging from the partner directory and teacher training to assistance in developing objectives, contents and design of the project. Intergenerational learning projects are organised from kindergarten to college. The implementation is based on workshop activities with the elderly that develop intergenerational solidarity, build students' respect for diversity and tolerance, improve acquisition of a range of skills (reading, writing, speaking, knowledge exchange, communication) and improve learning in general. The programme has received both national and international recognition by the Ministry of Education and UNESCO. Currently this project is developing a national level with an international dimension.

See: <http://eduscol.education.fr/cid71402/l-intergeneration-dans-les-etablissements-scolaires.htm>

See: www.ac-paris.fr/portail/jcms/p1_523060/disciplines-intergenerationnel-portail

Ireland: some approaches to community engagement

Log On, Learn is a simple and user-friendly method devised to engage the older population in computer training. This one-to-one training initiative, which is sponsored by Intel, Microsoft and An Post, brings together a transition year student tutor and an older person from the local community for shared learning: the student tutor shares his/her computer skills (basic word-processing, email and Internet) and confidence to overcome the fears surrounding new technologies, while the older person shares his/her ability to relate and communicate, memories of culture and life experience. The programme runs for eight consecutive weeks during one (or all three) school terms of the transition year. The weekly training sessions (each between 1 to 2 hours) take place in the school's computer lab/room. The training is tailored to suit each older person's needs, taking into account the initial skill level, learning pace, interests and hobbies. Over 165 Irish schools are participating in the programme. Log On, Learn has been nationally recognised by ICT Ireland (ICT Excellence Award 2009 under the category of Corporate Social Responsibility) and the Chambers Ireland (President's Awards for CSR 2009 as a Good Neighbour section winner).

See: www.logonlearn.ie

Localise is a youth and community development organisation with 40 years of experience in citizenship and in community service work and volunteering with a special focus on lower secondary students. It creates environments in which all young people are given an opportunity to use their talents and skills to the service of others. Localise promotes the inclusion of such activity in the core part of secondary and tertiary education. The Junior Cycle Localise Programmes currently run in 70 schools fit into the classroom setting and enhance the teaching of CSPE and Social, Personal and Health Education (SPHE). The programme facilitates students' participation in an Action Project (typically ten weeks long) as part of their assessment of CSPE in the Junior

Certificate examination. The Action Projects promoted by Localise help discover the value and also the fun in community service. Projects range from connecting with the elderly in the school's community to constructing a fundraising campaign for a local charity.

See: www.localise.ie

Young Social Innovators (YSI) is a charitable organisation in Ireland that for the past 15 years has provided opportunities for young people to

exercise their innate sense of social justice and passion to create a society that is compassionate, caring and equal. YSI's Social Innovation Programme targets young people aged 15-18. Working in teams, young people identify a social issue of concern. They research their issue, create links with relevant individuals and organisations, address the issue by taking action and communicate their message to a range of audiences. In 2013 over 300 projects were submitted dealing with a range of social issues including: mental health awareness, suicide prevention campaigns, human trafficking, tackling cyber bullying, promoting farm safety, creating community facilities for various neglected groups, tackling homelessness, developing intergenerational initiatives, and combating racism.

See: www.youngsocialinnovators.ie

ENCOURAGE STUDENT PARTICIPATION IN SCHOOL GOVERNANCE AND ENSURE THAT STUDENTS' DECISIONS HAVE A REAL INFLUENCE IN THE SCHOOL.

The Proven Practice Number 3: Student participation in school governance

One way in which schools can prepare students for an active citizenship and democratic participation is to train them in self-government within the school context. Student councils are laboratories for practical experiences in democratic citizenship. At their best, they

engage large numbers of students in school activities and provide a forum for student voice on questions that impact the students themselves. Participation in school governance has benefits for those elected to a council, but also for their peers. Offering students opportunities to participate in the governance and management of their own schools improves school environment and operations and helps build students' civic and transferable skills and often also financial literacy.

Finland, France and Ireland demonstrate a diverse level of commitment to student participation in school governance at the lower secondary education, with Finland demonstrating the strongest progress. Student councils at the lower secondary education are currently voluntary in each of the three countries.

- In Finland, student councils are required by law at the upper secondary level since 1998; as of 2016 they will become mandatory also at the lower secondary level. According to a recent report by the National Board of Education and the National Institute for Health and Welfare, 100% of lower secondary schools and 70% of the primary schools have student councils that operate on a regular basis even if it has not been compulsory before. Elected students represent their class in the student council. The student councils cooperate with each other and there is an umbrella organisation for all upper secondary school students. The National Board of Education in collaboration with key stakeholders has run a survey on EDC and Student Participation in 2011 to take stock of the development and highlight different ways to encourage student participation. The survey of children's views on their experience of participation shows that a large majority of the children (70%) believe that school councils make a significant or very significant effort to ensure their voices are heard and taken seriously (FNBE, 2011). The most recent bi-annual national School Health Survey, that covered 80% of 8 and 9 graders, showed improvements in student participation and school climate (THL, 2013): young people feel that they have more possibilities to exert influence at school and are more often heard. Despite the increasing number of school councils and positive attitudes of students, the national authorities continue to pay close attention to student participation because the extent of the school council's activities varies across municipalities and schools, and because students have indicated challenges in participation and accessing the services of the school doctor and school psychologist.¹³
- In France, there are no student councils at the lower secondary schools but elected students represent their peers in class councils (3 times a year) and in various consultative bodies such as committees for health and citizenship education (CESC) and board of governors. The committees set up focus groups that contribute to initiatives that form part of the school action plan. No evaluation has been

¹³ Finland's National School Health Survey has been conducted since 1996 every two years. In 2013 it covered 84% of all 8 and 9 graders. The survey covered 183 000 students including also high school and VET students. The results showed that the students' health-awareness had improved: one third of 8 to 9 graders engaged in active sports for more than one hour a week, while smoking had decreased by 50% from 2000. (THL, National School Health Survey, 2013).

undertaken to monitor the impact and engagement of students. The experience from school councils comes from the upper secondary level (elected by universal suffrage at school level), academic councils and a national council. The school councils have a consultative role in practical questions relating to school work and student conditions, as well as mechanisms for revising the curriculum, student support and assistance, cultural exchanges and school meals. The results of the 2012 elections at the secondary education level show an overall student turnout of 48%, with girls in the minority, particularly in the national school council. The councils seem to lack visibility and prestige in schools, which is reflected in the fact that students' involvement in school council is seldom recognised in student assessments. Student councils have a limited set of activities, often focusing on the end-of-year school party etc. Students in secondary education feel that staff at school does not see their views as legitimate, that their opinions are not taken into consideration and that certain topics cannot be addressed. (See also "Morale Laïque".)

- In Ireland, the National Children's Strategy that emphasises the need for children will to have a voice in matters which affect them.¹⁴ The Department of Education and Skills (DES) has issued guidelines to boards of management of schools to facilitate the setting up of student councils at post-primary education but despite an initial resourcing of this initiative, student participation in decision making in schools remains sporadic. According to the DES guidance, an effective student council is: i) democratically elected, ii) representative of the entire school, and iii) has meaningful involvement and participation through consultation in relevant policy making which allows young people to have a real influence over decisions that affect them. Rather than having any formal position on school governance structures, student council members decide what issues they would like to address and bring these to the attention of the appropriate individuals within the school community. Although there are some examples of good practice, the degree of influence that student councils have is determined by school principals and the boards of management.

National survey on EDC and students' participation in Finnish schools 2011

In 2011 the Ministry of Education and Culture / Finnish National Board of Education conducted a survey on how Education of Democratic Citizenship and Participation are realised in schools' everyday life (results published in March 2012). The survey focused on three key elements: i) EDC & Media Education and its impact on schools' culture and student participation, ii) how students are heard and what opportunities they have to participate, iii) school council activities and iv) cooperation with the NGOs and students' responsibilities. Nearly half (49.5%) of the secondary education schools in Finland participated in the survey, each with a response from a team of a school principal, a teacher in charge of student council and the chairperson of the

¹⁴ The National Children's Strategy, *Our Children – Their Lives* (2003) one of the goals states that: Children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity. Giving Children a Voice is defined as: encouraging children to express their views and demonstrating a willingness to take those views seriously; setting out clearly for the children the scope of such participation by them to avoid misunderstanding; providing children with sufficient information and support to enable them to express informed views; explaining the decisions taken, especially when the views of the children cannot be fully taken into account.

student council. 99% of schools at the lower secondary level (uniform (1-9) schools 92%) and 60% of schools at primary level have student councils.

Lower secondary schools dealt with democratic issues during history & social studies lessons (98%), mother tongue lessons (68%) and thematic events, days, weeks, cooperation activities (over 50%). EDC and participation was seen as improving students' communication and collaboration skills, participation and skills in exerting influence and learning to learn abilities. According to the survey, students exert their influence particularly on: i) the rules of the class, organising thematic days and parties and iii) what and how to learn (50%). The most important duties and responsibilities of the lower secondary students were: i) Fundraising (94.2%), Supporting other students (89.7%) and Organising thematic days (88.8%); ii) "God pupil" – tutoring (45.5%), Assisting during breaks (39.3%), School clubs (36.2%), iii) School-entrepreneurship (27.2%), Environment groups/eco-school (24.6%), Peer mediation (22.3%); iv) Food panel (16.5%), Child sponsorship (15.6%) and School-NGO cooperation (12.9%).

Teachers had a positive attitude to democratic participation studies: 86% had no difficulties in teaching society issues. 95% did not perceive any obstacles in teaching about political issues. Student councils were seen as an important feature of the Finnish school system.

While there is a strong case for establishing student councils at all levels of education to provide a structured channel for student voice and an arena to practice active citizenship, they are no panacea for tackling the increasing challenges of youth participation. In addition to develop student participation in school governance, strong efforts should be made to facilitate school-wide programmes that foster engagement and skills and dispositions for democratic citizenship of all students. A wide variety of programmes, such as those that bring students into teams and groups to participate in democratic deliberation and community projects could be helpful. More efforts are also needed to mobilise social networks for new modes of school participation.

Beyond the school: ensuring that the voice of the young is heard

Finland, France and Ireland have all developed different types of children's parliaments and youth councils that have been established at local, regional and national level where children and young people can exert influence on matters that are important to them. Examples from France and Ireland highlight the Regional Student Councils in France and Ireland's National Parliament for Young People "Dáil na nÓg". The National Pupil and Student Forum in Finland (2007-2010) specifically aimed at creating a real channel for dialogue and participation for young people, using the UN convention on the Rights of the Child as a tool. The challenges with the children's and youth parliaments stem from the fact that many participatory projects are top down government-led projects (see examples for Finland)¹⁵, that tend to engage only a small number of children and youth. These initiatives

¹⁵ Examples include: i) The National Youth Participation Project 2003-2007 (Finnish National Board of Education), ii) Learning and Living Democracy/ European Year of Citizenship through Education (CoE) 2005 (FNBE), iii) Participating pupil – co-active school 2005-2007 (MoEC), iv) National Youth Parliament in the Finnish Parliament every 2 years (Parliament of Finland, MoEC and the Centre for School Clubs), v) The National Pupil and Student Forum (2007-) and Finnish Children's Parliament (2007).

may also select students through mechanisms which are not likely to involve marginalised and/or minority young people.

France's local student councils, Ireland's parliament for young people and Finland's National Pupil and Student Forum

Local student councils in France.

Each French Department, through the local Government ("Conseil Général") is in charge of lower secondary school buildings and some categories of staff (e.g. maintenance staff). A majority of the 100 departments organises, with the lower secondary schools of their district, a general council of students ("le Conseil général des élèves"). Every year, usually in October, the lower secondary students elect one representative per school for this council that takes part in a number of commissions and plenary sessions whose aim is to debate and make proposals on matters relevant for students such as school life, local environmental issues, arts and culture, sport, children's rights or the fight against discrimination.

Ireland's "Dáil na nÓg", the national parliament for young people. Ireland "Dáil na nÓg" is the national parliament for young people aged 12-18 years. The Department of Children and Youth Affairs funds and oversees the "Dáil na nÓg" activities in conjunction with Foróige and Youth Work Ireland. "Dáil na nÓg" is hosted every second year by the Minister for Children and Youth Affairs. Delegates are elected to Dáil na nÓg by the 34 local youth councils ("Comhairle na nÓg"). Through "Dáil na nÓg", young people from all over Ireland meet and discuss issues that are important to them, call for changes to services and policies that affect their lives, and lobby for those changes to be made by Government. 200 delegates attended the tenth annual "Dáil na nÓg" which took place in November 2011. The top recommendations from "Dáil na nÓg" 2011 was the need to find ways for young people to influence decision-making in the Irish parliament ("Dáil"), the senate ("Seanad") and local authorities. In 2013, delegates will discuss and vote on recommendations for action on mental health. The County Development Boards in the City and County Councils in Ireland are responsible for running "Comhairle na nÓg" (local youth councils). Their objective is to give children and young people a voice at a community level. There are 34 City/County Development Boards in the 26 counties, and each of these runs their own "Comhairle na nÓg", sometimes in co-operation with local youth services.

The 2007-2010 National Child and Youth Forum.

The Finnish National Board of Education co-ordinated the 2007-2010 National Child and Youth Forum. Participants included pupils and students from comprehensive schools, upper secondary schools and vocational institutes. The Forum convened twice during the school year in Helsinki. Each municipality that was involved in the activities sent two permanent representatives of students, elected in advance, to these meetings, accompanied by a mentoring teacher. In between the meetings, children and young people worked on the themes in their own schools, educational institutions and municipality under the leadership of the mentoring teacher. The goal was to develop and strengthen the structures and operating methods of young people's participation in schools and municipalities. The heads of municipal education and culture departments played an important role in supporting this work. National decision-makers (e.g. ministers and committee chairs at the Parliament) were invited to the year's final forum meeting to listen to young people and answer their questions. In addition, the Union of Local Youth Councils (an umbrella organisation), made a statement on educational reform. Objectives of the National Child and Youth Forum were: i) to create a genuine interaction and influence channel for children and young people to ensure that children's and young people's views impact local and national decision-making, ii) to foster communal operating cultures, ii) to strengthen local, regional and sub-regional participation structures by strengthening co-operation between municipal and regional players and iv) to disseminate the results and practices of the Child and Youth Forum throughout the country. The UN Convention on the Rights of the Child was used as a tool for: i) discussing the implementation of children's rights in the school/educational institution, in the municipality/federation of municipalities, in Finland, worldwide, ii) discussing the importance of participation, iii) supporting the development of participation structures and improving the culture of collaboration, and v) influencing decision making according to the needs of children and young people.

The Proven Practice Number 4: Democratic processes simulations and gaming

Simulations of voting, diplomacy and legislative deliberation in schools can improve political awareness, interest and participation of students. They help develop skills and interaction with other students under challenging circumstances. In addition to improve knowledge about judicial and legislative processes, simulations help students learn many different skills for example public speaking, teamwork, analytical thinking and argumentation that are important for academic and career success. The advantage of simulations is also the benefit that they can be implemented across different disciplines for example history, social studies and languages.

Simulations of democratic processes can be organised as part of the classroom or as extracurricular activities. Simulations in the classroom ensure that a maximum number of students benefit from the simulations. Simulations, which are organised as extracurricular activities, for example a competitive debate team or a model parliament after-school programme, reach fewer students but can provide an opportunity for deeper learning.

Examples of role plays and simulations which contribute to EDC/HRE include mock trials which are organised in France and Ireland. The purpose of the mock trials is to demystify the law, help young people gain an understanding of how law works and widen their knowledge of the legal system in the context of a trial. Students develop their presentation and reasoning skills. Their confidence grows and a team spirit is created among those taking part.

National Mock Trials in France and Ireland

In France mock trials are organised in the different departments. Students are involved in a mock trial that takes place in the court house, with the assistance of the General Council, lawyers and actors. For example in

ENCOURAGE STUDENTS' PARTICIPATION IN SIMULATIONS OF DEMOCRATIC PROCESSES AND PROCEDURES, UTILISE MODERN TECHNOLOGY TO ENGAGE A WIDER NUMBER OF STUDENTS.

May 2013, this week long activity that aims at highlighting children's rights involved 1 500 lower secondary students in the department of Maine-et-Loire.

In Ireland, The National Mock Trial Competition, launched in 2000, is organised every year by Public Access to Law, and supported by the Courts Service in Ireland and involves about 20 schools a year. The competition offers transition year students, opportunities

to gain an inside view of how the legal system works. Young people assume the roles of solicitors, barristers, jurors, witnesses and court reporters to form a 16-person strong team to compete with other schools in a mock court case. A practising barrister or solicitor is assigned to each team to act as a reference point for the team in the cases to be tried. They also advise on general law, procedure and court etiquette.

At the EU level, many simulations of EU decision making and politics have been developed,¹⁶ but they are usually not open to lower secondary education students. In France it is the university students and in Ireland the transition year students¹⁷ that take part in EU simulations. The Finnish experience stands in contrast to the two other countries. One of the early parliamentary simulations for the European Youth Parliament was developed by Finnish students. This programme is now used by learners of different ages including lower secondary education students. The first Finnish language EYP simulations were organised in 2005 and other language versions were created in 2008.

The European Youth Parliament (EYP) Simulation

The EYP was established in 1987 and is one of the largest European platforms for political debate, education and exchange among young people in Europe. The EYP simulations were developed in Finland in 2005 by a group of students. The project was funded by the Ministry of Foreign Affairs. Other language versions have been available since 2008 with the support from the European Commission. The material has been produced as part of the Parliament Simulation Programme co-ordinated by EYP Finland. The main target group for simulations are students at upper secondary schools but the materials and methods are also used by lower secondary students, university students, teachers and other adults.

The EYP simulations consist of small sessions on civics classes that simulate the parliamentary working procedures in the European Parliament. The EYP simulation's goal is: to offer teachers a new teaching method that broadens the class room experience, ii) to encourage students to discuss topical issues and articulate their own opinions, and iii) to make it easier for students to connect the knowledge learned at school to politics and public discussions. The simulation encourages students to practice active citizenship and participation in society. It facilitates forming opinions, working in groups, discussing, and understanding the ways of being an active citizen.

The EYP simulation can be integrated as a part of the curriculum, for example a European Studies course. It consists of preparations, discussion of topics (the committee work), and discussion of results in the form of a General Assembly. The GA procedure includes: i) Presenting the resolution, Defence speech (1min), Attack speech (1min), Open discussion (10min), Sum-up speech (1min) and Voting. To help students prepare for the committee discussions, background material is available on the EYP simulation website or can be ordered from the EYP organisation. The simulation can be arranged independently by the teacher or by inviting members of local EYP committees to host it. The EYP Simulations are supported by tailored material including: a Teachers' Guide, Students' Preparation materials and a website. The simulation material has been produced by Finnish students. All materials have been distributed free to Finnish upper secondary schools.

www.parliamentsimulation.org

¹⁶ For example the Model European Union (MEU) is a simulation of EU decision-making and politics that brings together Europeans and gives them a first-hand experience of the functioning of European institutions on the premises of the European Parliament in Strasbourg. The MEU participants debate two controversial, real-life legislative proposals drafted by the EC and simulate EU law-making by acting as Members of the European Parliament or Members of the Council of the European Union. The simulation features many roles such as: Euro MPs, lobbyists, journalists, interpreters.

¹⁷ In Ireland, the transition year (TY) is a one-year programme that forms the first year of a three-year senior cycle in many schools. It is designed to act as a bridge between the Junior Certificate and Leaving Certificate programmes. It is available to all second level schools and currently approximately 75% of schools offer the programme. Transition Year is optional for students in most schools and the schools are free to structure within guidelines. Transition Year offers learners an opportunity to mature and develop without the pressure of an examination. It also provides an opportunity for learners to reflect on, and develop an appreciation of the value of learning in preparing them for the ever-changing demands of the adult world of work, further and higher education and relationships.

ICT-based communication and gaming

Increasing the use of ICT-based communication and learning can help reach a larger number of students and engage them in democratic processes and participation. This is particularly important because the traditional ways of citizenship participation are losing ground.

One way of engaging children and youth in citizenship learning is to use computer-based games and/or social networks to deepen EDC/HRE at schools. Gaming and social networks (Facebook, YouTube etc.) are an integral part of students' culture and daily lives. Finland, France and Ireland should take more active steps to integrate gaming into classroom practices with respect to EDC/HRE. They should also undertake research in this area, develop games that are suitable to the European context and ensure that teachers are skilled in gaming. (Current examples of Civic-related games are mostly developed to suit the US context.)

Civic related games: Democracy, Real Lives, SimCity, iCivics and the U.S. Commons – Digital Town Square

The simulation game “Democracy” gives students the opportunity to learn about government and politics by acting as president of a country. Another educational simulation game, “Real Lives”, allows students to expand their cultural awareness by experiencing life as citizens of another country. “SimCity” places the youth in the role of mayor and requires that players develop and manage a city. Students benefit from the opportunities these games provide by allowing them to begin to structure their own experiences through reflection exercises and peer collaboration. In a multiplayer game called “Urban Science”, students play the role of city planners in their actual city. In “ICONS”, students from several countries negotiate international issues. “iCivics” provides a whole suite of games for civic learning as well as curriculum and professional development for teachers. Some of the most recent simulations bridge the virtual and real worlds by requiring players to complete missions offline. For example “Interrobang” requires students complete service missions. In “Legislative Aide” students play aides to a fictional congresswoman in their real district and conduct real field research.

“The U.S. Commons – Digital Town Square” is offered free to all US K-12 schools and provides schools with standards-based educational gaming, aligned with the curricula. It uses adaptive-pathing techniques as well as evidence-based practices to help guide each student differently as they learn and ultimately change behaviours. It utilises simulations and animations as well as pre- and post-assessments and behavioural surveys that measure changes in students’ attitudes and behaviours towards a variety of civic matters. Students can move along at their own pace and are able to interact not only in their virtual classroom, but also with other classrooms across the US. Students can create social circles and cluster themselves in areas of engagement. They can also work together on projects of local or even at national level.

Providing children and youth with school-based gaming experiences has many potential benefits: games can expose students to positive social networks and promotes cooperative learning by sharing goals and negotiating conflict within the games, in contrast to isolating and encouraging antisocial behaviour. Games can produce similar experiences that foster civic outcomes in well organised classroom studies, but widen the outreach to a large number of students. Games can offer a range of virtual experiences for lower secondary education students that are directly related to promotion of EDC/HRE. Simulations of civic and political action, consideration of controversial issues, and participation in groups where members share interests are effective ways for schools to encourage civic participation. Teachers can increase the impact of civic gaming experiences by helping children and youth reflect on those experiences.

The European Commission is promoting e-learning through the European Schoolnet and the E-Twinning Portal¹⁸ which provide tools and materials for developing e-learning materials that can also support EDC/HRE. EC funded projects include teacher training material in e-safety. Finland, France and Ireland are members of the European Schoolnet and E-Twinning Portal.

E-training for teachers on e-safety

European Schoolnet, a network of 30 European Ministries of Education, has developed and published teacher training courses available free of charge for teacher training organisations and other training providers. The courses, designed for secondary level teachers' professional development in the digital age, have been created within the two-year EC-funded CPDLab project. The project, finalised in September 2013, was co-funded by the European Commission's Lifelong Learning Programme, and co-ordinated by European Schoolnet with representation from four countries: INDIRE (Italy), Directorate-General of Education (Portugal), Finnish National Board of Education, Norwegian Centre for ICT in Education, and University of Oulu (Finland) developed three validated training courses for teachers' professional development. The project was developed by four Ministries of Education, expert teachers and teacher trainers.

One of the three courses focuses on bringing eSafety into everyday teaching. Each course consists of 7-10 modules that can be used independently and combined in different ways to enable different learning pathways according to the need of different target groups. The courses were organised in summer 2013 at the Future Classroom Lab (<http://fcl.eun.org>), a training venue where teachers received hand-out information and opportunities to rethink their own teaching practice through peer-learning and practical example and activities. The participants could become familiar with different technologies which might not be able to test elsewhere. The course materials are designed to be delivered by expert trainers, e.g. teacher trainers (individuals and organisations), teacher associations and local authorities concerned about their teachers' professional development. Each course includes a comprehensive Trainer Guide and support content with lots of practice activities and ideas for the teacher in the classroom.

The courses have been developed under the Creative Commons Attribution, 3.0 License, allowing commercial use. This flexible licence has been adopted to encourage take-up and use within existing course structures and materials used in training schools across Europe. The course contents are thus available for re-use and localisation (translation and adapting) by training providers. Through localised contents and modules realised at national or local level, a higher number of European teachers can benefit from the courses and foster real change in their original context.

For more information see: www.europeanschoolnet.org; <http://cpdlab.eun.org>; <http://cpdlab.eun.org/course-materials>

¹⁸ The eTwinning Portal (www.etwinning.net) offers a platform for staff (teachers, head teachers, librarians etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop and share projects. It promotes school collaboration in Europe through the use of ICT by providing support, tools and services for schools. Available in 25 languages, the eTwinning Portal has the involvement of nearly 170 000 members and over 5 324 projects between two or more schools across Europe. The Portal provides online tools for teachers to find partners, set up projects, share ideas, exchange best practice and start working together, immediately using various customised tools available on the eTwinning platform. www.etwinning.net/en/pub/index.htm

The Proven Practice Number 5: Concrete measures to combat school bullying and protect students

Education systems and schools play an important role in protecting and promoting children's and young people's rights. Child and youth-friendly education systems and school environments develop safe schools, eliminate all forms of violence, encourage participation of all and guarantee the rights of those in vulnerable situations. All three countries have implemented measures to combat school bullying and to solve conflicts.

- As a response to serious challenges in school bullying and violence at schools, Finland has developed a broad portfolio of long term pragmatic programmes that are based on robust research and evaluation and that mobilise the entire school community to improve school climate and transform the lives of the children at the young age. Examples include KiVa™, an anti-bullying programme that addresses multiple forms of victimisation by focusing on the by-standers rather than the victims or the bullies; the VERSO school mediation and restorative learning method which is implemented by more than 10 000 children and youth as mediators from pre-primary education to high schools, an annual declaration of schools peace and the Peer Supporter Programme.
- France has taken many measures to improve school climate and to combat discrimination and bullying at schools where a sizeable minority of students suffers from bullying. The Plan against school bullying is designed, implemented and evaluated in collaboration with the France-based International Observatory on Violence in School. A new phase of the programme was launched at the end of November 2013 (see: www.education.gouv.fr/cid75274/agir-contre-le-harcèlement-a-l-ecole.html)

ENGAGE ALL STUDENTS AND SCHOOL STAFF IN DEVELOPING A CULTURE FOR EARLY CONFLICT RESOLUTION. ENGAGE AND PROTECT CHILDREN AND YOUTH IN VULNERABLE SITUATIONS

- In Ireland, the importance of a positive school climate and anti-bullying action are emphasised in policy, EDC/HRE curriculum and school-based activities. All Irish schools have implemented anti-bullying procedures. A new national policy was launched in 2013 that emphasises a whole school approach and the importance of positive school culture and climate. The Social,

Personal and Health Education programmes at primary and secondary levels incorporate strands dealing with anti-bullying. The module entitled "Belonging and Integrating" in the junior cycle the SPHE programme helps students identify bullying and also help staff address the issue. The SPHE support service provides support for schools with all aspects of the implementation of anti-bullying procedures in a whole school context. Other interventions using the techniques of peer mediation and

restorative practices are introduced at individual school level. The National Anti-Bullying Centre in Dublin City University provides online resources for school personnel, children and young people and their parents/guardians.

Focusing on school climate and peer mediation in French schools

A sizeable minority (11-12%) of students at French Schools suffers from long term repetitive bullying (l'Observatoire international de la violence à l'école 2011). To address this challenge, the French Ministry of Education has published a Guide on School Climate and Peer Mediation in Elementary Schools for improving the school environment and the wellbeing of students and teachers. The guide, which can be implemented also at the secondary level, provides a comprehensive approach to school climate, ranging from the fight against violence to building partnerships and collaborative pedagogies. The guide has been developed by six departments and tested in the greater Paris area. It highlights the seven axes or dimensions necessary for positive school climate, each backed up by research evidence and presentation of implementation methods. The seven dimensions are: i) the team strategy, ii) school justice, iii) pedagogies and cooperation, iv) prevention of violence and harassment, v) co-education with families, vi) partnerships, vii) the quality of school life.

The Ministry has also published a Peer Mediation Charter that sets out the principles of peer mediation in order to prevent and fight against violence in primary and secondary schools. Peer mediation involves trained students who mediate in small scale conflicts at schools. For instance, the "collège Croix Maître Renault de Beaumont-le-Roger" in Eure, the Normandy has implemented peer mediation for several years.

Teacher training addresses school climate and harassment. The initial training of teachers and school personnel consists of key competencies that help prevent, manage and resolve conflicts, identify all forms of exclusion, discrimination, violence and signs of serious social challenges or abuse, to address these situations and monitor the students concerned. One of the many priorities of the 2013 in-service training plan focuses on the prevention of violence at school and improvement of school climate (victimisation and local diagnosis of school climate, learning responsibility and mutual respect, and sexual education). The ministry organises training for the "Académies", but these are free to select the areas of focus they wish to be in..

See: <http://eduscol.education.fr/cid73610/guide-sur-le-climat-scolaire-et-mediation-par-les-pairs-a-l-ecole-primaire.html>

Anti-bullying programmes in Irish schools

In September 2013 the DES published a comprehensive document "Anti-Bullying Procedures for Primary and Post Primary Schools" which emphasises a whole school approach. Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and repeated over time. Bullying includes both cyber-bullying and identity-based bullying, such as homophobic bullying and racist bullying. A positive school culture and climate is identified as one of the key principles for both preventing and tackling bullying: *"A cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming difference and diversity and is based on inclusivity and respect. A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others."*

The Social, Personal and Health Education programmes at primary and secondary levels incorporate strands dealing with anti-bullying. The junior cycle SPHE programme has a module entitled "Belonging and Integrating"

which covers six learning outcomes: i) Developing and enhancing group skills and communication skills, ii) Learning to plan personal and group goals and targets, iii) Examining the dynamics of family relationships and understanding individual responsibilities as a member of the school community, iv) Identifying consequences and types of loss, v) Recognising bullying and being aware of school policy, and vi) Identifying staff for help.

The SPHE support service provides support for schools with all aspects of the implementation of anti-bullying procedures in a whole school context. The support service provides: in-service courses, in school meetings, whole staff seminars and parent information evening. The topics covered include policy development / review, promoting positive mental health and well-being, promoting the welfare and protection of students, sexual orientation and homophobic bullying, bullying prevention and intervention, and more recently also the issue of cyber bullying.

Finland and programmes combating bullying at schools

Bullying at schools became a widespread concern in Finland in the 1990s, leading to changes in the legislation and mushrooming of school-based projects to fight bullying. Despite the efforts, the annual School Health Promotion Study showed no changes on national trend data: the incidence of bullies and victims in Finland remained slightly below the international average but above the levels of Sweden. In 2007, the Ministry of Education and Culture commissioned Professor Christina Salmivalli and her team at the University of Turku to develop an anti-bullying programme. Salmivalli's team developed a comprehensive anti-bullying programme KiVa™ (from the Finnish words "kiusaamista vastaan" i.e. "against bullying") to reduce bullying and victimisation in schools. The KiVa™ programme is unique because it has a focus on the bystanders rather than the victim or the bully and improves both school liking and academic performance.

KiVa™ a research-based anti-bullying programme that works

KiVa™ is a research-based anti-bullying programme that has been developed in the University of Turku with funding from the Finnish Ministry of Education and Culture. The effectiveness of KiVa™ has been shown in a large randomised controlled trial. The programme combats school bullying and improves school liking, academic motivation and achievement. It addresses multiple forms of victimisation, including verbal, physical, and cyber-bullying. About 90% of Finland's 2 800 schools from Grade 1 through 9 are registered KiVa™ schools. Approximately 1 500 schools use the programme systematically on an ongoing basis. The KiVa™ programme is being tested and implemented internationally in a diverse set of countries.

The KiVa programme involves both universal and indicated actions to prevent bullying and to tackle the cases. The universal actions are targeted at all students in a school through efforts that influence the group norms and build capacity in all children to behave in constructive ways, to support the victims. They also target parents who are trained and engaged via the Parent-Teacher meetings before the programme starts. Indicated actions include tackling the cases of bullying that come to the attention of staff. In such cases, the school-based KiVa™ team conducts individual and group discussions with the student(s) who have been bullying and the target child. KiVa™ focuses on the bystanders that are part of the bullying process rather than the individual bullies and victims. It provides students with safe strategies to support the victimised classmate.

KiVa™ guides school staff to coordinate and organise anti-bullying activities in a systematic way. The KiVa™ process uses diverse methods including KiVa™ Teams, student online surveys, student lessons, virtual learning environments, problem-based learning, learning by doing and anti-bullying computer games. A KiVa™ teacher has received special training in the KiVa™ practice. Each case of bullying is handled in a series of individual and group discussions between the school's KiVa™ team and the students involved.

KiVa™ has been evaluated in a rigorous randomised controlled trial. Between 2007 and 2009, a large-scale randomised control trial was conducted with over 30 000 children from 234 elementary and high schools, half of them implementing KiVa™ and another half continuing their existing action plan or anti-bullying policy. Results show that KiVa™ was effective in reducing bullying and victimisation during the first nine months of implementation. KiVa™ reduced depression and anxiety among students and increased school liking, academic motivation and academic performance. 98% of victims involved in discussions with the schools' KiVa™ teams felt that their situation improved.

KiVa™ has won both international and national recognition: It received the first prize in the European Crime Prevention Awards (2009) as well as the Humanist Act of the Year Award (2008), the Child Act of the Year Award (2010), and the Campus Award (2012) in Finland. The evaluation study of KiVa™ received the 2012 Social Policy Award in Vancouver for the best article in the SRA (Society for Research on Adolescence). KiVa™ is implemented and/or tested in a range of countries, such as the Netherlands, Wales, Delaware in the US, Sweden, Luxembourg and Japan. The recent results (Oct. 2013) from a Dutch research show the KiVa™ programme reduced bullying by 50% within one year in Dutch schools.

See: www.kivakoulu.fi

Another ground-breaking programme developed in Finland is VERSO, a school mediation and restorative learning method that is implemented at all levels of schooling, starting in day care and pre-primary education in order to ensure that children adopt mediation skills at the young age and are able to implement them throughout their lives.

VERSO - School mediation and restorative learning in Finland

School mediation and restorative learning VERSO is a conflict management tool designed to solve conflicts at schools. It consists of: i) peer mediation, where trained student mediators mediate conflicts between students, and ii) adult-led mediation, where supportive adults who are trained in mediation guide the parties to find a solution in challenging cases that may involve violence, iii) student/adult mediation e.g. between school staff and students, and iv) co-operation with the local victim offender mediation office (VOM), thus linking the school community with the wider mediation practices enhancing crime prevention in general.

VERSO began as a pilot project in 2000 and has been financially supported by the Ministry of Education and Culture (2006-2007) and Finland's Slot Machine Association RAY (2008). Today Finland has more than 10 000 peer mediators and 2 000 supportive adults working as mediation experts in 400 Finnish pre-primary, primary and secondary schools, vocational institutions and high schools. The mediation involves 90 000 students and their parents and 8 000 school staff. Annually over 10 000 cases are mediated. By the end 2012 over 20 000 pupils had solved their conflicts. 95% of mediation resulted in a sustainable solution, 87% of the parties involved in conflicts thought that that peer mediation was a good way to resolve conflicts.

VERSO began as peer mediation which is a solution-oriented and voluntary method, where student mediators help the parties of the conflict to find a solution by themselves and change their behaviour. The purpose of the method is to improve student participation, social skills and active citizenship. The MiniVERSO, mediation model for day care and pre-primary education, began in 2011, providing a way to work with children with respect and empathy. In all cases the solution is sought through a creative dialogue that focuses on the experiences and feelings of the parties. The implementation of the mediation method begins with the training of the entire staff of the school that becomes familiar with the key methods of restorative mediation: participation, face-to-face encounter, dialogue and resolution. The staff then selects the students that are trained as peer mediators and the adults who become supporters. A nationwide network of school mediation trainers (mostly teachers) facilitates the organisation of the mediation training according to the interest of individual schools throughout the country. The participatory approach enables that the students learn conflict management, change their own behaviour towards a positive direction and take responsibility for their own lives. Students learn empathy, social skills, and sense of responsibility, capability and active citizenship.

The school mediation methodology and results have been disseminated in international conferences such as the Nordic Forum for Mediation (NFM) in Helsinki Reykjavik and Oslo, the European Forum for Restorative Justice (Euforumrj) in Verona and Bilbao, the EMNI conference in Paris. Currently, the school mediation methodology is being implemented in Milan as well as Russia in eight schools in Petroskoi.

See: www.ssf-ffm.com/vertaissovittelu/vv

Combining EDC/HRE and support for vulnerable students

Finally, underlying the broad area of citizenship education, there are approaches to teaching and learning based on active and democratic methodologies that take into account the students' individual situation and life experiences. Initiatives that provide vulnerable students with additional time and/or personalised support to prepare for lifelong learning or work can include a significant civic and citizenship component. To date the three countries have made uneven progress in this domain.

- Finland has a voluntary 10th Grade for those who need to improve their skills and has also developed a 2-year voluntary JOPO® programme for students who are at risk of dropping out by combining learning in classroom with learning at work. The programme that was launched in 2006 was evaluated in 2009.
- In Ireland, the Transition Year, a one-year programme that forms the first year of a three-year senior cycle, offers learners an opportunity to mature and develop without the pressure of an examination. The Transition Year is currently under review as part of the secondary education curriculum.
- France has been implementing Priority Education to target schools in vulnerable neighbourhoods for more than 30 years. Due to the modest or declining results the whole system is currently under development: Following the diagnostic report and a broad consultation towards the end of 2013, the programme will be revamped for the beginning of the 2014-2015 school years.

Finland's JOPO® project targets potential dropouts through flexible basic education

The JOPO® project (from the Finnish acronym for "Joustava perusopetus" i.e. flexible basic education) was launched in January 2006 as a part of the Ministry of Education and Culture's project preventing school dropouts at the 7th and 9th grades and involves about 100 JOPO® groups with almost 1 000 students (953 in 2009). The 2-year JOPO® programme supports students who are in the risk of dropping out or leaving the school without a basic education certificate, by improving school liking and diverse action-based ways of completing classes. Teaching follows the basic education curriculum, but offers tailored, student-centered learning methods which combine learning in classroom with learning at work in diverse environments, excursions and school camps. It enhances multi-professional collaboration between schools, Municipal youth, social and health services and VET institutions, upper secondary institutions and student workshops.

Teaching in the JOPO® project is organised in small groups of maximum ten students. The JOPO® teaching teams consists of a teacher, youth worker and social worker. The JOPO® programme is open to 14 year old 7 to 9 graders on application. It provides learning opportunities that reflect students' individual life situations, offer functional and work-based learning and work forms, as well as targeted support and advisory services. The collaboration with the student's family plays an important role in the evaluation of the student's situation and suitable methods of working.

The JOPO® programme was evaluated in 2009 and further developed in the subsequent years.

Ireland's Transition Year

The Transition Year (TY) is a one-year programme that forms the first year of the three-year senior cycle. It provides a bridge between the Junior Certificate and Leaving Certificate programmes. It is available to all secondary schools; currently 75% of schools offer the programme. Transition Year is optional for students in most schools. Transition Year offers learners an opportunity to mature and develop without the pressure of an examination. It also provides an opportunity for learners to reflect on and develop an appreciation of the value of learning in preparing them for the changing demands of the world of work, further and higher education and relationships.

Each school designs its own Transition Year programme, within set guidelines, to suit the needs and interests of its students. In establishing its own distinctive programme content, the school takes into account the possibilities offered by local community interests. In many schools Transition Year is a time where students are provided with innovative, self-directed and collaborative learning experiences. They have opportunities to explore in greater detail many of the themes associated with civic and political education such as human rights, equality, poverty, intercultural understanding etc.

There is no state examination at the end of Transition Year. Assessment is usually carried out on an ongoing basis and can include school-based assessment of projects or portfolios, oral, practical and written activities. Evaluation of activities such as work experience or community service will often involve the providers or hosts of such activities. Some modules may have their own assessment arrangements. Since 2000, the Department of Education and Science has issued an official Transition Year certificate to participants, in addition to certification provided by schools.

In common with other programmes in the senior cycle, the Transition Year is included in the review of the upper secondary education currently underway. New school-devised 45-hour courses, called transition units, are currently being developed by NCCA, in collaboration with teachers and agencies.

For more information: www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Transition_Year/#sthash.X6U69F8n.dpuf

France and the School Reform for socially fair and academically equitable priority education

France has been implementing a policy of priority education for more than 30 years in order to mitigate the impact of socio-economic factors in its vulnerable neighbourhoods. Currently, altogether 1.7 million students are enrolled in priority education, i.e. 18% of primary education students, 20% of the lower secondary education students and 2% of the upper secondary students. Despite the efforts and financial resources devoted to priority education, the results have been disappointing. Since 2007, the learning results of the priority education students have shown a declining trend towards the end of compulsory schooling.

Rethinking the priority education policy has become a matter of urgency in the efforts to reduce inequalities in education. For this purpose, an evaluation process was launched in January 2013 in the framework of the modernisation of public action. The diagnostic report issued in July 2013 has been followed by a month-long extensive consultation with the trade unions and local actors from November to December 2013. In early 2014 guidelines for the development of the priority education policy will be launched. Resulting measures will be progressively tested and implemented in the 2014-2015 and subsequent school years.

CHAPTER IV. CONCLUSIONS AND POINTERS FOR THE FUTURE

Lower secondary education schools in Finland, France and Ireland impact a greater number of young citizens in a more sustained way than any other institutions in these countries. Finnish, French and Irish schools impact nearly 3.6 million children and youth who spend three to four years in lower secondary education. This time is critical for shaping active citizens with solid skills and strong appreciation of and respect for human rights. EDC/HRE-related learning plays an important role in this process.

This Three-Country Audit of the lower secondary education curricula set out to analyse the policies and measures relating to EDC/HRE in Finland, France and Ireland. More specifically it analysed the EDC/HRE curriculum against the key points of the Council of Europe Charter on Citizenship and Human Rights Education. It examined the EDC/HRE curriculum in the broadest sense, taking into consideration the total learning experience provided by schools, including the content of courses, the methods employed, and norms and values which relate to the school's operational culture.

Each of the three countries face challenges associated with EDC/HRE that relate to widening democratic deficit, socio-economic gaps, extremism, exclusion and declining participation. It is crucial to ensure that the current curriculum reform in Finland, France and Ireland will help people to take ownership of the society and facilitate active participation among the youth. While this audit has focused on three countries, its results have a wider resonance, by for curriculum reform processes across Europe and elsewhere.

This chapter discusses the areas which are in need of development in order to ensure that EDC/HRE will become a key focus of learning, rather than an add-on or something that surfaces at the times of crisis. Progress is required in learning methods, student participation, teacher training, assessment and school climate and protection of vulnerable student. Finally the chapter provides some pointers for future.

AIMS OF THE REFORM

FINLAND

To foster equality in all areas of education.

To improve school's operational culture and make it more participative.

To enhance students' diverse growth and support collaboration.

FRANCE

To reinforce civic education & the secular values.

To target discrimination, school dropout and challenges in vulnerable neighbourhoods.

IRELAND

To develop a student-centered curriculum that improves the learning experience and outcomes.

To address the democratic deficit and scepticism among the youth population.

Developing engaging learning methods

Active and participatory learning methods support the acquisition of knowledge, skills and attitudes necessary for democratic participation and appreciation of human rights. While it is important to learn the factual foundations of democratic citizenship and human rights and the related international founding documents and declarations, understanding these foundations is not sufficient without skills, values and application to practice. The three countries have each made efforts to emphasise active learning in EDC/HRE:

In Finland, the national core curriculum identifies overall goals for the EDC/HRE related skills and knowledge, while education providers, schools and teachers determine how to reach these objectives. Teachers use diverse active student-centered learning methods. There is a great deal of experimentation going on with external partners that schools are free to choose themselves. The National Board of Education's online platform encourages structured dissemination and sharing of innovative learning approaches. The national curriculum recommends that students participate in local community-based activities. The current curriculum offers many opportunities to develop more demand-based community service and to integrate service learning into students' learning experience e.g. through the mandatory guided work experience for the 9-graders or the Peer Support Scheme with the Mannerheim League of Child Welfare.

In France, national regulations guide students' community participation, schools educational actions and choice of partners. Examples of educational actions with EDC/HRE relevance include intergenerational projects that develop solidarity between different age groups and may include service learning aspects.

The Ministry maintains a database of educational actions but lacks on a comprehensive vision of school-based initiatives. *La Vie Scolaire / School Life* offers a structured framework for the events and activities outside of the classroom but would benefit from revitalisation through stronger collaboration between the teachers and other school staff, and more coherent three year "school projects" that make educational actions meaningful to students.

In Ireland, learning by activity, discussion and action is a key feature in the Civic, Social and Political Education. The emphasis on active learning is evident in the course documents, teachers' in-service training, time allocation and assessment. Potentially transferable good practice examples include the "Log on Learn" intergenerational service learning programme sponsored by multinational ICT companies, that reduced the digital divide and NGO-led community service programmes that foster social justice and community well-being. Many of these programmes are not included as a part of the CSPE programme and only a few target lower secondary students.

Supporting student participation in school governance

Student councils are laboratories for practical experiences in democratic citizenship. They provide a forum for student voice on questions that impact the students themselves. The three countries show a diverse degree of commitment to student participation in school governance. Currently, student councils are not mandatory at the lower secondary level in any of the three countries. Where they exist, they have an advisory rather than a decision making role.

In Finland, student councils at lower secondary education are widespread and will be mandatory in 2016. National authorities actively support student councils, for example by surveying the progress in student participation and student council activities (2011) in order to take stock of the progress and encourage student participation. Results showed that students can influence the rules of the class and what and how to learn. Student views on school councils are positive: 70% of children believe that school councils make a significant effort to ensure their voices are heard and taken seriously (CoE, 2010). The recent results of the national School Health Survey covering 80% of 8- and 9-graders shows improvements in student participation and school climate (THL, 2013): young people feel that they have more possibilities to exert influence at school and are more often heard. Despite this progress, the extent of the school council's activities varies across municipalities and schools. Student surveys have also highlighted the need for continuous efforts to ensure participation of all students.

France has no student councils at the lower secondary schools but elected

students represent their peers in class councils and in consultative bodies such as committees for health and citizenship education and board of governors. The committees set up focus groups that contribute to initiatives form part of the school action plan. No evaluation has been undertaken to monitor the impact and engagement of students. The student councils, which exist only at the upper secondary level, seem to lack visibility and prestige in schools. The recent evaluation has shown that students feel that staffs at school do not see their views as legitimate, that their opinions are not taken into consideration and that certain topics cannot be discussed.

In Ireland, the Department of Education and Skills (DES) guidelines facilitate the setting up of student councils at post-primary education, but student participation in decision making in schools remains sporadic. Student councils do not have a formal position on school governance, but decide what issues they would like to address and bring these to the attention of the school community. The degree of influence that student councils have is determined by school principals and the boards of management.

Investing in teacher training

Teachers play an important role in EDC/HRE and much depends on their training. Teachers in EDC/HRE who have received limited training in EDC/HRE related contents and/or new modes of active and participatory learning may lack confidence in the subject. The three countries represent different traditions in teacher training: Finland has the benefit of highly competitive and selective teacher training programmes: only one out of ten applicants is enrolled in the teacher training programmes. France and Ireland are in transition which will enhance the EDC/HRE-related teacher education in the coming years.

In Finland, the EDC/HRE-related training is included in the teacher training in history and social sciences, religion and ethics. School principals and other teachers acquire the related competences in in-service training. All teachers are obliged to annually attend from 1 to 5 days of government-funded in-service training, which is organised by universities and NGOs. The Ministry of Education defines the priorities of the teacher in-service training and provides resources in cooperation with, the National Board of Education for EDC/HRE related in-service training.

France is among the few European countries that has defined a set of common competences directly linked to citizenship for all secondary teachers, but in practice both initial and non-mandatory in-service training has had a limited focus on EDC/HRE. The Ministry defines the numerous priority areas for the non-mandatory in-service training from which the training organisers i.e. the regional education authorities can choose from. France's newly established higher

colleges of teaching and education are tasked to offer all future teachers and other educational staff two common modules during their two-year training which focus on moral education and secularity and republican values. The training will be evaluated at the professional qualification exams.

In Ireland, secondary student teachers elect whether or not to take the CSPE special methods module as part of their qualification; in practice, many teachers begin to teach CSPE without any prior training in the subject. In 1998-2009, the Department of Education and Skills (DES) offered targeted professional development for CSPE teachers, coordinators, and principals and deputy principals, focusing on active teaching and learning methodologies. With the implementation of the new junior cycle framework between autumn 2013 and 2019, Ireland is committing both personnel and funding resources to continuing professional development to teachers in CSPE.

Designing meaningful assessment methods

Positive learning outcomes in EDC/HRE require meaningful assessment methods. While students' acquisition and understanding of the EDC/HRE related knowledge can be tested in standard ways, challenges arise when evaluating students' attitudes, actions and behaviour or the school climate or the improvements or changes in these aspects. Finland, France and Ireland have each implemented different approaches to help teachers assess the knowledge, skills and attitudes in citizenship acquired by students through a range of subjects or through other school experiences.

The Finnish National Board of Education defines the final assessment criteria for the Grade 9 (incl. theoretical knowledge, skills and understanding) for all subjects including EDC/HRE as part of social studies. There are no terminal examinations; only a sample-based national evaluation of learning outcomes. Continuous evaluation and student assessment are development-oriented with respect for the diverse needs of the students. The municipalities, as providers of education and responsible for it, evaluate school-climate and well-being in various ways.

In France, the final written examinations for the national lower secondary diploma ("Diplôme national du Brevet") include a summative test in French, mathematics, history-geography and civic education. Students' social and civic competences are evaluated by teachers using a standardised personal record book. Students receive accreditation or "Note de vie scolaire" for their contribution to school life which is taken into account in the national Brevet, including engagement in school life, attendance and respect for school rules.

In Ireland, a state examination on three-year Civic Social and Political Education is held at the end of lower secondary education. 60% of the final assessment of the CSPE programme is allocated to active participation, based on one of the student's two compulsory action projects, and 40% to a written examination.

Countries have recognised the challenges related to the assessment and evaluation:

In Finland, the reform of the national core curriculum aims to offer teachers more support for evaluation in order to ensure more consistent final assessment, e.g. by defining grading criteria more clearly or by creating separate material for criteria-based evaluation.

In France the Note de vie scolaire and the whole record book are under discussion as part of the on-going reform of the lower secondary curriculum.

In Ireland, the new junior cycle curriculum will move away from centralised terminal assessment towards continuous school-based assessment of teaching and learning: the new CSPE course, like all other courses and subjects (apart from Irish, English and Mathematics) will be continuously assessed by the individual school or school networks.

Enhancing the school climate and protecting vulnerable students

Education systems and schools play an important role in protecting and promoting children's and young people's rights. Child and youth-friendly education systems and school environments eliminate all forms of violence, encourage participation of all and guarantee the rights of children and young people in vulnerable situations. All three countries have implemented measures to combat school bullying and to solve conflicts.

Finland has developed a portfolio of long term pragmatic programmes that mobilise the entire school community to improve school climate, school liking and transform the lives of the children at the young age. These programmes are based on long term robust research and evaluation and have been successfully implemented in other countries. Examples include KiVa™, an anti-bullying programme that addresses multiple forms of victimisation by focusing on the bystanders rather than the victims or the bullies, and the VERSO school mediation and restorative learning method which is implemented by more than 10 000 children and youth who act as voluntary, trained mediators from pre-primary to the end of the secondary education level. Included should be also the annual Declaration of School Peace and the Peer Supporter Programme.

France has taken many measures to improve school climate and to combat discrimination and bullying at schools where a sizeable minority of students suffers from bullying. The Plan against

school bullying is designed, implemented and evaluated in collaboration with the France-based International Observatory on Violence in School.

In Ireland, the importance of a positive school climate and anti-bullying action are emphasised in policy, EDC/HRE curriculum and school-based activities. A national policy of 2013 emphasises a whole school approach, but it is too early to evaluate the results. The Social, Personal and Health Education programmes incorporate strands dealing with anti-bullying. The SPHE support service provides support for schools with all aspects of the implementation of anti-bullying procedures in a whole school context. Individual schools implement techniques such as peer mediation and restorative practices, while the National Anti-Bullying Centre in Dublin City University provides online resources for school personnel, children and young people and their parents/guardians. There is limited robust evidence of the success of these interventions and support systems.

Pointers for future

The pointers for the future aim to ensure proliferation of high quality EDC/HRE to all students. They focus on six key issues: curriculum development, teacher training, student participation, meaningful evaluation and assessment, evidence-based policy development and acknowledgement and reward for excellence in EDC/HRE.

Curriculum development

Ensure that EDC/HRE is taught at each grade level, utilising an interdisciplinary approach, and send a strong message that preparation for active, informed citizenship is as important as the preparation for the labour market and lifelong learning.

Include the EDC/HRE in the broad education reform. Review existing learning objectives in social studies and other EDC/HRE relevant curriculum to ensure they are meaningful, realistic and reflect the priorities for EDC/HRE. Avoid overwritten national curricula, containing more material than can be realistically covered. Combat also the narrowing of the curriculum that is likely to reduce the EDC/HRE, especially in vulnerable schools.

Revitalise the EDC/HRE-related education from facts of civic declarations, the structure of institutions and government to focus on the ways students engage in schools and community. Focus instruction

on a discussion of historical events and current issues and their underlying values. Create partnerships with VET institutes and higher education institutions to strengthen schools' EDC/HRE learning programmes.

Develop ways to highlight and facilitate shared learning of innovative practice in EDC/HRE, modelled on Finnish National Board of Education's online platform where schools can post their projects.

Encourage embedding experiential learning and community service to curricula to help students engage with their schools and communities, learning from intergenerational projects in France and "Log on Learn" in Ireland. Use service learning to address community challenges and opportunities. Consider integrating community service as a mandatory part of the curricula. Support the development of long term partnerships between schools and NGOs.

Teacher training

Ensure meaningful teacher training on EDC/HRE and children's and young people's participation through initial training and in-service training.

Support high-quality ongoing professional development for all social studies/EDC/HRE teachers.

Strengthen pre-service requirements for social studies/EDC/HRE teachers to ensure mastery of subject matter and confidence in the use of active learning methods, learning from Finland's "Children's Rights Actively" in-service training that employs drama-based learning methods and *Compasito*.

Student participation

Use EDC/HRE to build core skills, prevent dropouts and improve school climate and operational culture.

Support interaction and engagement of a wider group of students by developing EDC/HRE related simulations, games and social networking, learning.

Engage all students and staff in developing a culture for early conflict resolution, learning from the Finnish experience that builds on long term evidence-based programmes, such as the Peer Support Scheme, the KiVa™ anti-bullying programme and the VERSO peer mediation.

Make student councils compulsory in all schools and ensure that students' views have a real influence on the schools. Ensure that school councils are ranked high on the school agenda, by facilitating the inclusion of student council activities in the curriculum. Provide teacher training that focuses on student participation issues and encourage the progress in schools by developing self-evaluation material.

Evaluation and assessment

Ensure that the reform of the national curriculum provides teachers with support for evaluation in order to facilitate consistent final assessment, by clearly defining grading criteria and by creating material for criteria-based evaluation.

Encourage schools to utilise diverse forms of assessment, such as group projects or portfolio assessments, to demonstrate student progress in achieving knowledge, skills, attitudes and behaviour in EDC/HRE, learning from Ireland's CSCP evaluation.

Encourage schools to define indicators and carry out regular evaluations to monitor and respond to the changes in the school climate. Encourage the

involvement of students in drawing up checklists to assess individual, classroom and school community practices include active participation and human rights as a part of learning activity.

Learning from The ABC: Teaching Human Rights manual (OHCHR, 2003) and ("Taking the Human Rights Temperature of Your School").

Include social studies/civic learning in the public reports of school achievement. Hold schools and education providers accountable for student achievement by including citizenship and human rights education in assessments and accountability measures.

Evidence-based policy development

Regularly monitor the development of school climate, students' well-being and participation in schools and by collecting national and school level data, building on Finland's experience in biannual surveys of student health and well-being and reviews of education for citizenship and student participation that encourage self-reflection and improvement. Make the results of these studies available to the schools, policy makers and the public.

Encourage rigorous studies on EDC/HRE-related issues that produce data-backed evidence of the effectiveness of policy and teaching strategies and approaches.

Promote research on EDC/HRE learning outcomes and assessments as well as local and school-based policies. Promote research alliances among and between researchers, practitioners, policymakers, institutions, and organisations and across disciplines.

Acknowledge and reward excellence and achievement in EDC/HRE

Consider establishing award programmes for students, teachers and schools recognising civic learning achievement to increase attention paid to active citizenship and human rights at school, building on the Irish models such as the "Young Social Innovators".

Hold a national summit on EDC/HRE mission of schools to focus attention on civic learning and to allow the sharing of successful, research-backed programmes and teaching strategies and policies.

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ENG

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law.

The European Court of Human Rights oversees the implementation of the Convention in the member states.