

Pilot Projects Scheme on “Human Rights and Democracy in Action”

Charter on Education for Democratic Citizenship and Human Rights Education:
Diversity of Approaches

Questionnaire

A. Introduction

The present survey is organised in the framework of the CoE/EU Pilot Projects Programme on “Human Rights and Democracy in Action”, which aims to contribute to the development of sustainable mechanisms promoting citizenship and human rights education in the participating countries. The Pilot Project scheme is a funding programme for cooperation projects involving at least two States party to the European Cultural Convention, with at least one being a Member State of the European Union. Jointly funded by the European Commission and the Council of Europe, it operates by means of a competitive call for proposals. The framework for action for this Pilot Project Scheme is the implementation of the Council of Europe Charter on education for democratic citizenship and human rights education. Further information is available at: www.coe.int/edc.

The objective of this survey is to collect information on the current situation with the development of skills / competences required for life in a democratic society, in the framework of school education (in respect of 14-15 year old children). This survey is not designed as a comprehensive overview of the situation, but rather as a snapshot of individual perceptions of a panel of key actors in the field of education for democratic citizenship and human rights education in Belarus, Georgia, Lithuania and the Russian Federation at the time of the survey. It is foreseen to collect replies from 20 respondents from each partner country, who will include representatives of administration / authorities dealing with education, school directors, teachers and civil society organisations (including parents associations). The collected information will be summarised in a country report, and it is foreseen to prepare an analytical overview of the four country reports, underlining the diversity of opinions between the partner countries and the categories of respondents. The country reports and the analytical overview will highlight best practices, include conclusions and recommendations. These materials will be broadly disseminated, and will be used as a support for decision making at national and international level, and for the planning of future cooperation projects and initiatives.

B. Guidance for replying to the questionnaire

- The respondents are invited to share their personal perspective on the subject. Their replies are not expected to be comprehensive or exhaustive.
- When answering the questions the respondents are encouraged to reflect on the current obstacles and challenges, and to provide examples of good practice, when applicable.
- Should the respondents have any additional comments that go beyond the questions below, but seem to be pertinent to the objectives of the survey, they can include them in the section “other comments”.

C. Questions

1. What educational approaches and teaching methodologies in your country contribute to the development of learners' skills/competences required for life in a democratic society, including the following:
 - a. Skills to promote social cohesion;
 - b. Skills to value diversity and equality, appreciate differences – particularly between different faith and ethnic groups;
 - c. Skills to settle disagreements and conflicts in a non-violent manner with respect for each others' rights;
 - d. Skills to combat all forms of discrimination and violence, especially bullying and harassment
2. How are these questions included in the educational standards in your country?
3. How effective is the existing evaluation system of these learners' skills/competences?
4. In what way the organisation of school life can contribute to the development of these skills/competences?
5. How can the in-service teacher training system help to prepare teachers to support the development of these skills/competences?
6. How does the state support the development of these skills/competences (ex. resources, finances, information, and international cooperation)?
7. How are the initiatives and processes supporting the development of these skills/competences covered by mass media?
8. How do the information and communication technologies including social networks contribute to the development of these skills/competences?
9. How to encourage a more supportive approach towards the development of these skills/competences on the part of the family / parents?
10. How does the development of these skills/competences impact on the respect of children's rights at school?

OTHER COMMENTS

Feedback from children (14-15 year old) will be collected through the following question:

To what extent do you think school contributes to the development of skills for life in a democratic society (such as skills for promoting social cohesion, valuing diversity and handling differences and conflict)?