

# TRAVEL PASS TO DEMOCRACY: SUPPORTING TEACHERS IN PREPARING STUDENTS FOR ACTIVE CITIZENSHIP



State of citizenship and  
human rights education  
concentrating on  
the training of  
teachers in Croatia,  
Hungary, Montenegro  
and Romania

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# EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS

Insights from Croatia, Hungary,  
Montenegro and Romania 2013

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# INTRODUCTION

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“There can be no daily democracy without daily citizenship<sup>1</sup>”

**T**his booklet has been produced as part of the project “*Travel pass to democracy: supporting teachers in preparing students for active citizenship*”, funded by the European Commission and the Council of Europe under the pilot project scheme on *Human Rights and Democracy in Action*. The project is being implemented by:

- the Hungarian Institute for Educational Research and Development (Hungary, project co-ordinator);
- the Education and Teacher Training Agency (Croatia, partner);
- the Institute for Education Sciences (Romania, partner);
- the UNESCO Chair in Education for Democratic Citizenship and Human Rights, Faculty of Philosophy, University of Montenegro (Montenegro, partner, and Civitas Montenegro, technical support).

Being aware of the growing need for citizenship and human rights education and of the crucial role of school in preparing youth to be “good daily citizens”, the project seeks to target education systems and societies by: facilitating the exchange of information and good practices; increasing the visibility of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) and raising awareness of the role of all teachers in supporting citizenship education; piloting several modules for in-service teacher training in the EDC/HRE field; and making a film to promote EDC/HRE. Teachers and their training are the main focus of this project. It is sincerely believed that teachers who acquire skills in EDC/HRE also become better teachers in general because they will be more student-centred and more responsive and engaging.

This booklet is a snapshot of EDC/HRE in Croatia, Hungary, Montenegro and Romania, revealing the state of the art of EDC/HRE and identifying relevant practices and players in the field. In this way, it has the power to inspire educational policies and macro-level decisions, but also grass-roots level decisions and actions. It reveals how citizenship and human rights education takes place in a wide range of contexts, involving different players, from formal education to non-formal and informal learning, from subject-based learning to cross-curricular approaches or the whole-school approach.

Citizenship and human rights education is a complex concept. In this booklet, we will use the definition agreed upon by the 47 Council of Europe member states in 2010 in the legal text entitled “The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education”. The two concepts are closely linked, sharing goals and practices.

We express our hope that this booklet will highlight the importance and complexity of EDC/HRE, as well as the decisive role of school in shaping the younger generation, transmitting cultural, moral and civic values and creating the premises for new social change.

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1. R. Nader, Teaching the ‘Other Half’ of Democracy’s Story, in Education Week, April 7, 1993



# EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS IN CROATIA

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## POLICY AND LEGISLATIVE CONTEXT

The framework for the development of education for democratic citizenship and human rights education (EDC/HRE) in Croatia consists of a set of legal and policy documents, starting with the Constitution, which states, *inter alia*, that freedom, equality, social justice, respect for human rights and the rule of law are the highest values of the Croatian constitutional order. Since the end of the 1990s these principles have gradually been incorporated into laws on education, from the Law on Pre-school Upbringing and Education (1997), through the Law on Upbringing and Education in the Language and Script of National Minorities (2000), the Law on Scientific Work and Higher Education (2003) and the Law on Adult Education (2007), to the Law on Upbringing and Education in Elementary and Secondary School (2008). In particular, the Law on Upbringing and Education in Elementary and Secondary School stipulates that schools should educate students in line with human rights and the rights of the child and that they should prepare them for a multicultural world, as well as for active and responsible participation. The Law on Scientific Work and Higher Education proclaims that respect for, and the promotion of, human rights and the social responsibility of the academic community are the foundations of higher education in Croatia. Similarly, the Law on Adult Education (2007) requires adult education in Croatia to prepare adults for active citizenship.

Accordingly, since the beginning of the 2000s, all major national strategic documents have included EDC/HRE among their goals: the National Plan of Activities for the Rights and Interests of Children (2006-2012); the National Programme for Roma (2002) and the Plan of Action for Roma Inclusion (2005-2015); the National Policy for the Promotion of Gender Equality (2006-2010; 2011-2015); the National Strategy for the Creation of an Enabling Environment for Civil Society (2006-2011; 2012-2016); the National Programme for the Protection and Promotion of Human Rights (2008-2011; 2013-2016 – draft); and the National Programme for Youth 2009-2013.

EDC/HRE has been made an important part of all recent documents issued to improve the quality of the Croatian educational system, including the 2010 National Framework Curriculum for Pre-school Upbringing and Education and for General Compulsory and Secondary Education (NOK). The NOK was developed in line with the EU Recommendation on Key Competences for Lifelong Learning. It conceives education as an instrument for developing a set of both general or transversal and specific competences and defines the learning outcomes to be achieved through seven learning areas (including the Social Sciences and Humanities Area), six compulsory cross-curricular themes (including citizenship education) and four educational cycles (grades 1-4, 5-6 and 7-8 of elementary school and grades 1-2 of secondary school).

■ The NOK has given a new impetus to developing EDC/HRE. It defines the core educational values (knowledge, solidarity, identity and responsibility), principles (including equal educational opportunities for all; respect for human rights and children's rights; respect for cultural differences, inclusion and democratic decision-making, the European dimension, and professional ethics), as well as general goals and the goals of each educational area.

■ The NOK also defines civic competence as one of the key learning outcomes. It is developed progressively throughout four cycles both in the Social Sciences and Humanities Area and in Citizenship Education introduced as a compulsory cross-curricular theme. The main objective of the Social Sciences and Humanities Area is to contribute to the development of students as autonomous, participating and responsible individuals, which is achieved through a focus on two broad aspects: Citizens and Democracy and Fundamental Human Rights and Responsibilities.

■ The contribution of the compulsory cross-curricular theme of Citizenship Education to EDC/HRE is explicit. Its main objective is to prepare students for an active and productive civic life. This encompasses, *inter alia*, developing students' knowledge and skills and fostering attitudes that are important for democratic citizenship; enhancing their democratic awareness and promoting their active and responsible participation in the democratic development of their schools, local communities and society, as well as in contributing to solving global problems while relying on the principles of democracy, justice and peace.

■ In 2011, the NOK principles and guidelines for EDC/HRE were used as the basis for the development of the first Croatian Citizenship Education Curriculum (CEC).

## CURRICULUM

The starting point for the development of the CEC was an understanding that citizenship education should primarily be seen as an instrument used by schools to respond efficiently to a democratic society's need for competent citizens. Consequently, the goals, objectives, contents and methods of the CEC were defined not only in the light of research findings but also in relation to what were understood to be the key traits of a competent citizen, i.e., of a political subject who actively contributes to the democratic development of all the communities he/she is a member of by virtue of being emancipated, responsible and engaged.

■ The CEC defines the communities to which the student belongs on three levels: (1) *the immediate community* (classroom, school and the local community); (2) *the national community* (the state), and (3) *the European and global communities*. The student is understood as the citizen, i.e., as the bearer of certain rights and responsibilities in each of these communities. Accordingly, the CEC aims at gradually preparing the student as an active and responsible citizen of the classroom, school and local community (1<sup>st</sup> cycle: grades 1-4 of elementary school), the national community (2<sup>nd</sup> and 3<sup>rd</sup> cycles: grades 5-6 and grades 7-8 of elementary school), and both the European and global community (4<sup>th</sup> cycle: grades 1-2 of secondary school). For each educational cycle, the CEC defines students' learning outcomes by intersecting two dimensions: functional and structural. The functional dimension encompasses three interdependent sub-dimensions: knowledge and understanding; skills and dispositions; values and attitudes. The structural dimension includes five sub-dimensions: human and legal rights, political, social, (inter)cultural, economic and environmental. This means that, e.g., in the 1<sup>st</sup> cycle, the student acquires knowledge, develops skills and learns the values of personal dignity, human rights, equality and the rule of law; democratic decision-making and governance; socially desirable behaviour, including teamwork, peaceful conflict resolution and solidarity; (inter)cultural (self)-awareness, sensitivity and dialogue; the socially responsible economy and entrepreneurship, consumer protection; sustainable development.

■ Apart from defining the aims and objectives of learning for active citizenship in terms of achievable outcomes, the CEC also recommends a set of active methods of learning based on the principles of participation, interaction, problem-solving, inquiry and co-operation, as well as a set of approaches to the evaluation of learning outcomes based primarily on the principle of monitoring the process of learning.

■ The CEC is meant to be integrated in school according to four approaches: cross-curricular, extra-curricular, research projects linking school and the local community, and as a separate subject. The cross-curricular, extra-curricular and community research project approaches are obligatory from the first to the fourth cycle. In the 3<sup>rd</sup> cycle (grades 7-8 of elementary school) the CEC may also be introduced as an optional school subject, while in the 4<sup>th</sup> cycle (grades 1-2 of secondary school) it is expected to be a mandatory school subject. In addition, the CEC also envisages the possibility of learning active citizenship through so-called thematic modules, such as *The Foundations of Democracy, Gender Equality, Identity Development, Mediation and International Humanitarian Law*. The modules help students to learn the specific topics of the CEC in more detail. Their implementation is optional in the 3<sup>rd</sup> and the 4<sup>th</sup> cycles. By advocating multiple approaches to learning

active citizenship, the CEC is expected to contribute by serving not only as a means to student empowerment but also as a basis for changing the school culture, school management and school-community relations.

■ The draft version of the CEC was reviewed by a considerable number of teachers, scholars, civil society representatives, parents and students. In August 2012, the Ministry of Education decided on a two-year pilot implementation of the CEC in 8 primary and 4 secondary schools. Half of the schools were selected by the Education and Teacher Training Agency (ETTA) and half by the Croatian Youth Network and its partners in the IPA<sup>2</sup> Project *“Introducing the New Era of Human Rights and Democracy in Croatian Schools”*.

■ The implementation of the CEC has been monitored and evaluated as a joint project by the National Centre for External Evaluation of Education, the Research and Training Centre for Human Rights and Democratic Citizenship of the Faculty of Humanities and Social Sciences, the Education and Teacher Training Agency, the Croatian Youth Network, the Centre for Peace and Non-Violence and GONG (Citizens Supervising Voting in an Organised Manner).

## TEACHER TRAINING

■ The first teacher training seminars were organised in 1998 to prepare pre-school, elementary and secondary school teachers for the implementation of the National Human Rights Education Programme. Since then, seminars and workshops for teachers on EDC/HRE have been organised every year by the Education and Teacher Training Agency (ETTA) at both national and local level, as an integral part of mandatory in-service teacher training. The training aims at developing teachers’ knowledge and skills for teaching EDC/HRE following cross-curricular and extra-curricular approaches that are often combined with students’ projects in EDC/HRE. Apart from EDC/HRE, teachers are also trained in other areas, including peaceful conflict resolution, mediation, mock trials, simulation, intercultural education, education for tolerance, legal education and global education. Teacher trainers employed by the Education and Teacher Training Agency come from different academic fields, such as university, research institutions and civil society. In recent years, there has been a growing tendency to engage both experienced teachers and the EDC/HRE country co-ordinators as trainers. A number of teacher training seminars and workshops in EDC/HRE and related fields have been organised by NGOs, of which only a few are recognised and approved by the Ministry of Science, Education and Sport and integrated into the system of mandatory in-service teacher training. In addition, some teacher training faculties have been offering pre-service teacher training courses linked more or less closely to EDC/HRE.

■ Nevertheless, it was only with the finalisation of the CEC that the issue of teacher competences for promoting active citizenship in schools, and the issue of teacher training, began to be dealt with more systematically. Although the CEC does not offer comprehensive guidelines for teacher training, it outlines some key teacher competences and defines the principles on which teacher training for implementation of the CEC is to be based. The competences range from knowledge about the concepts and methods of the CEC to the skills needed for its successful implementation, including the outcome-based cross-curricular planning, participative and collaborative methods of teaching and learning, dealing with controversial issues, service learning, classroom management, monitoring and evaluation strategies, etc.

■ Prior to the pilot implementation of the CEC, a series of teacher training seminars were organised by the Education and Teacher Training Agency and by the partners in the IPA project *“Introducing the New Era of Human Rights and Democracy in Croatian Schools”*. The aim of these seminars was to make teachers familiar with the philosophy, content and methodology of the CEC so as to prepare them for its implementation in their schools. Data on the outcomes of training were collected as part of the monitoring and evaluation of the first year of the CEC pilot implementation and will appear in the final report by the end of 2013.

## ASSESSMENT

■ In parallel with the pilot implementation of the new curriculum for citizenship education, a new approach to assessment of the citizenship competence has been developed. The assessment methods have to be in accordance with the learning methods: the new curriculum demands that teachers include strategies for interdisciplinary work which exploit links between school subjects and also between school learning and the world outside of school such as the local, national and global community and the world of work.

■ In accordance with this approach, holistic assessment methods are being developed to provide evidence of creativity, co-operation, decision making and the cross-curricular dimensions of citizenship competence.



## THE ROLE OF NON-GOVERNMENTAL AND YOUTH ORGANISATIONS

As mentioned above, many NGOs and youth organisations have been important supporters and contributors to developing EDC/HRE in Croatia since the beginning of the 1990s. They have designed numerous programmes in EDC/HRE and related fields for students and teachers, and have worked with a large number of schools at all levels. The legal context allowing for their participation in education was created by the 2009 Decision on the Establishment of the Council for Civil Society Development. The Council is an advisory body to the Croatian Government to which logistic and administrative support is provided by the Office for Co-operation with NGOs of the Republic of Croatia. The Council seeks to improve co-operation between the government and civil society in implementing the National Strategy for Creating an Enabling Environment for Civil Society Development. However, owing to the lack of accreditation of NGOs' educational programmes, only a few such programmes are recognised and approved by the Ministry of Science, Education and Sport and integrated into the system of mandatory in-service teacher training.

■ The CEC has brought changes to relations between the providers of formal and non-formal education. It was reviewed by all major NGOs active in the EDC/HRE field. The Croatian Youth Network has been, together with GONG and the Centre for Peace Studies, the key partner in all phases of the pilot implementation of the CEC, including the training of teachers prior to implementation, the development of a set of instruments for monitoring and evaluating implementation, data collection in schools, statistical processing and writing of the report on the first phase of pilot implementation. Furthermore, the Centre for Peace Studies has recently published a handbook for teachers on the implementation of the CEC, while some NGOs are engaged in developing specific modules, such as a module on *Gender Equality*.

## RESEARCH

Research in the EDC/HRE field has a long history in Croatia. The results, especially of the studies conducted by the Research and Training Centre for Human Rights and Democratic Citizenship of the Faculty of Humanities and Social Sciences of the University of Zagreb, have been used as the basis for developing EDC/HRE programmes, as well as for justifying the need for the integration of EDC/HRE in schools. For example, research in the EDC/HRE field among elementary school students, their teachers and their parents gave impetus to the development of the National Human Rights Education Programme in 1998. The Stock-taking Research on Policies for EDC and Management of Diversity in Croatia, carried out as part of a South-east European study in 2001, and the related follow-up work, and the 2003 project "From Policy to Effective Practice through Quality Assurance in EDC/HRE", both conducted under the auspices of, *inter alia*, the Council of Europe, triggered broad discussion on the need to make EDC/HRE an integral part of the educational reform strategy, while research on the knowledge and attitudes of university students became the basis for developing the first Croatian Human Rights and Democratic Citizenship Curriculum for university level in 2006.

■ More recent projects, including "Democracy and Human Rights in Elementary Schools: Policy and Practice", conducted in 2010 by the Centre for Human Rights in Zagreb, the study on political socialisation "Does School Educate Good Citizens" carried out by GONG and the Faculty of Political Sciences of the University of Zagreb in 2011, and the 2009 research project on knowledge and attitudes in EDC/HRE and on the political/civic culture of secondary school students in Croatia in the context of a regional study co-ordinated by CIVITAS Bosnia and Herzegovina, provided fertile ground for understanding the assets and obstacles to promoting EDC/HRE in Croatia. For example, the results of the project conducted in Croatia in the context of the CIVITAS Bosnia and Herzegovina regional project confirmed that citizenship, human rights and democracy were learned in Croatian schools through several regular subjects, but it emerged that the choice of teaching contents, methods and strategies was still more duty-oriented than emancipation-oriented. The failure of secondary schools to prepare their students for an empowered, engaged and self-expressive type of citizenship were found to be linked to lesser use of active, participative and inquiry-based learning methods, to the avoidance of dealing with controversial issues which improve a multi-perspective view and critical thinking, and thus to underdeveloped school-community co-operation.

■ The research findings were used for conceptualisation and structuring of the CEC in 2011-2012. Following the decision of the Minister of Education to pilot the CEC in 8 elementary and 4 secondary schools, the research methodology for monitoring and evaluating implementation was developed. For this purpose, a comprehensive set of approaches and instruments was developed with a view to measuring *inputs* (quantitative: questionnaires for students and teachers), *processes* (qualitative: semi-structured group interviews with the representatives of students and teachers and semi-structured individual interviews

with school heads), and *outcomes* (quantitative: questionnaires for students and teachers). Monitoring and evaluation of the implementation of the CEC have been conducted with the following four broad objectives: (a) test the functional and structural dimensions of the CEC; (b) identify assets and obstacles in the process of implementation at classroom and school level, and select good practices; (c) develop quality indicators; and (d) identify an effective methodology for the monitoring and evaluation of teaching and learning in school. The preliminary results of monitoring and evaluation are encouraging. They show, *inter alia*, that the CEC is accepted by a great number of teachers and students as an innovative tool of learning “for life” and that it has enhanced students’ self-awareness as citizens, increased their participation in decision-making in school and strengthened their responsibility towards others, school and the local community. In addition, it has led to a better understanding of the role of school in developing active citizenship among teachers, and to closer co-operation between them in planning their teaching in this field. Finally, it seems that the implementation of the CEC does contribute to democratisation of the school climate and school governance.

## EXAMPLES OF RELEVANT PRACTICES

**A** part from a considerable number of elementary and secondary schools which have developed original approaches to preparing their students for active citizenship, there are two additional examples of good practice that we wish to emphasise:

— **Mock trials** for secondary school students - simulation of judicial proceedings through which students develop democratic legal literacy, i.e. knowledge, skills and values of the rule of law, including the meaning of judicial power in a democracy, the role of judges, procedure before the court and the court’s judgments. <http://mod.carnet.hr/index.php?q=watch&id=1365><http://mod.carnet.hr/index.php?q=watch&id=1364>.

— **Simulation of proceedings in the Croatian parliament**, through which secondary school students learn about the decision-making process in parliament by choosing and debating a topic which is relevant to their lives, e.g. the problem of youth unemployment, then deciding on concrete measures to be taken and making recommendations for the improvement of a particular policy. <http://itv.sabor.hr/itvevents/asx.axd?ID=6>.



# EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS IN HUNGARY

## POLICY AND LEGISLATIVE CONTEXT

The National Education Act (2011, CX) seeks “to create a public education system which contributes to the harmonious mental, physical and intellectual development of children and young people through conscious development of their skills, abilities, knowledge, proficiencies, emotional and volitional characteristics and cultural education in line with their age, thus educating people as responsible, virtuous citizens who are capable of living independently and achieving their objectives, while reconciling private and public interests. Its main priority is to prevent the widening of the social gap and promote talent through the tools of education”.

## CURRICULUM

In primary and secondary education, a three-tier structure provides the overall framework for curricular matters:

- ▶ The **National Core Curriculum** (NCC) is issued as a government decree. It lays down the basic principles, specifies the obligatory and common objectives of the educational/teaching work performed in the general (non-vocational) phase of education. It focuses on the acquisition of key competences required for lifelong learning. In addition, in vocational education there is a central programme of vocational subjects issued in accordance with the Vocational Education Act. It does not provide details about how the principles and objectives are to be implemented.
- ▶ **It is the Framework Curriculum which details the implementation of the NCC. Several framework curricula are provided centrally for the different educational contexts.** They are developed in line with the NCC by the Hungarian Institute for Educational Research and Development and issued by the Minister. They serve as a basis for developing local curricula.
- ▶ At school level, **local curricula** are developed by schools in accordance with the stipulations of the National Core Curriculum and the relevant Framework Curriculum. The local curriculum takes account of local circumstances and conditions.

■ The National Core Curriculum is the most important document regulating the content of the public education system. It sets out the development fields, educational goals, and tasks and values of the national education system and the content of subject areas. Social and civic competence is “based on knowledge of the concepts of democracy and citizenship and of the rights of citizens as well as on full respect for human rights”.

■ Pursuant to the new NCC in force since 1 September 2013, “the educational and teaching process and education must at all times be in accordance with [...] the order of the constitutional state, the principle of respect for life and human dignity, the related freedom of conscience and religion, and international conventions designed to protect the Earth, human beings, nature and culture.”<sup>3</sup> Furthermore, the NCC emphasises that “the basis for the operation of the democratic constitutional state and public life founded on the rule of law is the participation of citizens, strengthening national conscience and cohesion and creating harmony between individual objectives and the common good. This active behaviour of citizens is characterised by respect for the law, observance of the rules of co-existence, respect for human dignity and human rights, non-violence and fairness”.

■ The NCC includes social and civic competences among the **key competences** to be improved (stating that “positive attitudes are based on full respect for human rights, including respect for equality, democracy and religious and ethnic diversity”) and, accordingly, it incorporates the “education for international understanding” curriculum into the various fields of education.

■ In view of its importance, the topic is included in all parts of the curriculum as a **general educational objective**. The educational objectives are enforced at the various levels of content regulation and are realised in public education as follows:

- ▶ they are integrated into the development requirements and contents of the various fields of education and subjects;
- ▶ they may become partial fields of subjects or appear as separate subjects depending on the local school curriculum;
- ▶ in the lower grades they provide themes for the teacher’s work and in the upper grades they provide themes primarily for the form master’s lessons;
- ▶ they outline themes and areas of improvement for other school and extra-curricular activities.

## NATIONAL CORE CURRICULUM

Development areas	Key competences
<ul style="list-style-type: none"> <li>▶ Ethics</li> <li>▶ Sense of national identity; patriotic education</li> <li>▶ Education for democratic citizenship</li> <li>▶ Development of self-knowledge and community skills</li> <li>▶ Physical and mental health education</li> <li>▶ Education for family life</li> <li>▶ Responsibility, volunteering</li> <li>▶ Sustainability and environmental awareness</li> <li>▶ Career guidance</li> <li>▶ Financial and economic education</li> <li>▶ Media literacy</li> <li>▶ Learning to learn</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communication in the mother tongue</li> <li>▶ Communication in foreign languages</li> <li>▶ Mathematical competence</li> <li>▶ Competence in science and technology</li> <li>▶ Digital competence</li> <li>▶ Social and civic competences</li> <li>▶ Sense of initiative and entrepreneurship</li> <li>▶ Aesthetic and artistic awareness and expression</li> <li>▶ Efficient and independent learning</li> </ul>

3. Government Decree No 110/2012 (VI. 4.) on the publication, introduction and application of the National Core Curriculum

■ The subject area *Man and Society* contains the following subjects: history, morals and ethics, civic education, society and the economy, knowledge of the homeland, the nation and national culture.

■ Social and civic competences are dealt with during the teaching of these subjects, at all levels of public education. So-called homeroom classes also develop these competences.

■ In addition to the above, the issue of peace and human rights appears in the subject area *Man and Nature* in the NCC and also as an integral part of the educational objectives of sustainability and environmental awareness.

■ Consequently, this issue is included in various ways in grades 1-12 of the general curricula in chemistry, biology and geography belonging to this subject area. For example, through the topic of water (water protection, drinking water safety), students also discuss human rights issues in natural science lessons.

## TEACHER TRAINING

**A** ccording to a ministerial decree (No. 8/2013) on the outcome and programme requirements of initial teacher education, all future teachers have to be prepared for the educational tasks stipulated by the NCC and the framework curricula and they have to transmit their content, competences and values using efficient teaching methods.

■ Continuous professional development is compulsory in Hungary, but the training itself is chosen by the teacher on the basis of the annual professional development plan drawn up by the principal and teaching staff of the school. Accredited teacher training courses including civic education-related programmes are offered by NGOs and higher education and state institutions.

## ASSESSMENT

**T** he performance and progress of students are regularly evaluated by teachers throughout the school year. Students receive a mid-term and end-of-year progress report in each grade. This is usually an assessment of progress on a 5-point scale, where 5 is the highest mark, 2 is the pass mark and 1 is fail. However, the school's pedagogical programme may prescribe a different assessment system.

■ Citizenship education is integrated into the requirements of the upper secondary school-leaving examination. The school-leaving examination is a national tool for standardised testing in line with the National Core Curriculum and the framework curricula. The school-leaving examination serves as an entrance exam for higher education. History is one of the compulsory subjects; it includes many citizenship education-related issues.

## ROLE OF NON-GOVERNMENTAL AND YOUTH ORGANISATIONS

**V** arious NGOs play an important role: for instance, in the field of civic education, continuous professional development programmes (CPD) for teachers and nationwide events for students (competitions, summer camps, voluntary work) are organised by them.

■ Debating competences can be developed under several programmes run by associations and other NGOs, of which the best known are the following:

### MODEL EUROPEAN PARLIAMENT (MEP – EURÓPAIPARLAMENT MODELL)

■ The MEP is a network of schools at both national and European level. The network organises simulation games based on the workings of the European Parliament for students aged 16–19. The aim of the programme is to give young people an insight into the workings of the European Parliament and raise their awareness of European citizenship. Debate focuses on relevant and often deeply divisive propositions, emphasising the development of critical thinking skills and tolerance for differing viewpoints.

### FOUNDATION FOR DEMOCRATIC YOUTH (DIA – DEMOKRATIKUSIFJÚSÁGÉRTALAPÍTVÁNY)

■ DIA is an NGO active in youth service, debating (European Structured Dialogue and National Youth Council) and policy development in the areas of citizenship and global education. It has co-ordinated six National Youth Service Day (Közöd! ÖFN) campaigns, local awareness-raising campaigns about social responsibility and democratic participation, dozens of teacher training sessions in project management, formal debate, life development, employability, entrepreneurship and citizenship skills, training sessions for young activists on leadership and co-operation skills, and international student exchange programmes.

### CIVITAS ASSOCIATION (CIVITASEGYESÜLET)

■ The Association organises “the Citizen in a European Democracy”, a national student competition for upper secondary school students, to promote conscious and active citizenship.

### MAGYARORSZÁGI DIÁKÖNKORMÁNYZATOKEGYESÜLETE (MODE - ASSOCIATION FOR HUNGARIAN STUDENT COUNCILS)

■ The aims of the Association are to support the work of student councils, enhance their co-operation, help students to acquire democratic attitudes and prepare them for an active role in public life.

## RESEARCH

Several research projects recently conducted by the Hungarian Institute for Educational Research and Development have incorporated elements of education for democratic citizenship. These include the regular survey of school heads (which feeds information into the publication ‘Report on Hungarian Public Education’, published every 3-5 years), the research on social partnership in education, and the impact assessment of programmes (e.g. alternative conflict resolution). Some of the research projects focused on student unions, which are forums for experiential learning. Other important research topics include the learning conditions of disadvantaged students, as well as segregation and exclusion. The Institute has good contacts with university researchers studying student prejudice and other youth issues.

## EXAMPLES OF RELEVANT PRACTICES

### SOCIAL SOLIDARITY (TÁRS) PROGRAMME (2011–2012)

Learning by own experience improves social sensitivity and several competences (co-operation, problem-solving, project management, responsible decision-making, managerial abilities etc.) that are indispensable for developing conscious and responsible citizenship.

■ The TÁRS programme supported initiatives serving social and community objectives meeting local demands. For instance:

- ▶ social activity serving community objectives (e.g. regular visits to old people, children or families in need, shopping, household chores, cleaning and repairs)
- ▶ programmes and activities prepared and organised jointly with social or educational institutions (e.g. joint sports events, excursions, theatrical performances in children’s homes, joint cleaning in old people’s homes)
- ▶ activities implemented jointly with disadvantaged persons/groups living in the students’ environment (arts and crafts, sports, organising joint events, folk dancing, organisation of children’s programmes in parents’ clubs with qualified assistants, assistance organised for disabled persons and their families)
- ▶ activities aimed at conserving public buildings and public areas (e.g. painting a fence, landscaping a park, planting trees, building work, repairs, cleaning).

■ In this way young people are given the opportunity to prepare themselves for active citizenship.

■ The government considered that the principle of solidarity and volunteering and the establishment of such an attitude represent a high priority in terms of sector-specific and social policy. It therefore incorporated the initiative into the public education system and introduced a 50-hour community service as a prerequisite for the secondary school-leaving examination. The principles of this measure were set forth in the 2011 Public Education Act (*see below*.)

### COMMUNITY SERVICE

■ According to the Public Education Act, “community service means social and environmental protection activity, used for educational purposes, performed individually or in groups for the benefit of the student’s local community, which is carried out in an organised way and is independent of financial interests”. The award of the secondary school-leaving certificate will also be subject to proving the completion of fifty hours of community service. (It will be required for the first time in the case of secondary school-leaving examinations sat after 1 January 2016.)

■ Experiential learning provides an effective way of enriching students’ experience of career orientation as part of lifelong learning, breaking down prejudice against the disabled, elderly people and vulnerable groups, developing a sense of social solidarity and educating for democratic citizenship.

■ Community service is embedded in regular activities through grades 9-11. Students derive great educational benefit from preparing for the activities and processing the experiences. Activities may include:

- ▶ social activities serving community objectives (e.g. regular visits to old people, children or families in need, shopping, household chores, cleaning and repairs)
  - ▶ programmes and activities prepared and organised jointly with social or educational institutions (e.g. joint sports events, excursions, theatrical performances in children's homes, joint cleaning in old people's homes)
  - ▶ activities implemented jointly with disadvantaged persons/group living in the students' environment (handicrafts, sports, organising joint events, folk dancing, organisation of children's programmes in parents' clubs with qualified assistants, assistance for disabled persons and their families)
  - ▶ activities aimed at conserving public institutions and public areas (e.g. painting a fence, landscaping a park, planting trees, building work, repairs, cleaning) etc. Community service also has a beneficial effect on the teacher-student democratic relationship, decreases aggression among students and enhances communication between teenage students and their parents.
- The national programme of Community Service is supported by a webpage - maintained by the Hungarian Institute for Educational Research and Development - where useful information can be found and questions from students, teachers and host institutions are answered.





# EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS IN MONTENEGRO

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## POLICY AND LEGISLATIVE CONTEXT

Taking as its starting-point the traditional values of Montenegrin education and the desire to incorporate modern European values into it, the Book of Change (2001) specifically promotes the principles of democracy, respect for all and education for all, its goal being to build a democratic civil society. **The General Law on Education** (2002, 2013) and other laws regulating levels of education follow these principles and allow for them to be immediately put into practice.

■ As the supreme legal act, the Constitution of Montenegro (2007) guarantees basic human rights and freedoms for all citizens as determined by international agreements and declarations, as well as protection against all forms of discrimination and preservation of human dignity.

■ The changes to the Montenegrin educational system have been governed not only by the country's constitution, but also by all relevant international documents and declarations on preserving human dignity and ensuring equal status for all citizens in all spheres of social life. Education has thus been given the task of preparing young people for active and responsible behaviour and life in a democratic society. Consequently, both the new subject of civic education and the curriculum as a whole seek to develop the civic competences which have also been identified at European level.

■ Montenegro has recognised education for democratic citizenship and human rights as a lever for educational change which develops democratic attitudes and fosters dialogue, tolerance, co-operation, understanding and respect for cultural and other differences, and peaceful resolution of conflicts. Through a series of activities in and out of school and a number of programmes for democratic citizenship and human rights, a strong impact has been made on the overall development of the personality, and especially on emotional development, with the aim of fostering empathy for others, understanding, co-operation, respect, solidarity and the development of positive attitudes.

■ This is why our educational system stipulates that the basic knowledge, skills and values associated with democratic citizenship and human rights are not only to be introduced as mandatory and optional courses, but are to be adopted as a teaching principle and implemented at all levels of formal education as well as through other forms of non-formal and informal education.

## CURRICULUM

### **E**DC/HRE is included in school curricula in the following forms:

It has been introduced as a mandatory subject in the sixth and seventh grades with one lesson per week. In addition, civic education has been introduced as either an optional or a compulsory subject in all four years of high school. The sociology curriculum for secondary vocational schools has been revised to incorporate the basic concepts of EDC/HRE. It is interesting that approximately 50% of students choose civic education as an elective subject. A cross-curricular approach to EDC/HRE principles is nurtured and stressed in teaching at all educational levels, and a stronger correlation between subjects, such as **Exploring Humanitarian Law, History of Religion, Healthy Lifestyles, European Union, European Integration** etc., is promoted. Specific modules relating to EDC/HRE have been added to lifelong learning curricula. Based on analysis of the practical implementation of the programme and on contemporary European trends and recommendations (the Council of Europe Charter), programmes are updated on a regular basis.

■ The curriculum for EDC/HRE is very flexible and open in the sense that 15-20% of it is left to be planned by teachers and their students according to their interests and current needs.

■ Mandatory topics to be covered by sixth-graders are *family, school, the local community, the nation and the state*.

■ Mandatory seventh-grade topics are *the authorities and role models, peaceful co-existence, human/children's rights, freedoms, responsibility, democracy, civil society, the citizen, interdependence and the society of the future*.

■ When defining the learning objectives and outcomes, the focus was on students' activism, research and problem-solving using the project method and other methods, and building good relations within all social groups.

■ Civic education has been introduced in all four grades of high school. First-year students have 1 lesson per week. The topics to be covered are: *My Life in the Community - Me, Others, the Community, My Role in a Democratic Society – the Citizen, Family, Gender, Generational and Cultural Differences, Authority and Role Models in the Lives of Young People*.

■ Second-year students also have 1 lesson per week. The topics to be covered are: *Local Community, School, Human Rights - Responsibility - Children's Rights, Authority - Social Power, Ecology - Art of Living with Nature*.

■ Third-year students have 2 hours per week. The topics to be covered are: *the State, Democracy, My Country's Political System, Public Services, Civil Society, People – the Nation - a Collective Identity, Tradition - Culture, Religion, Multiculturalism and Interculturalism, Healthy Lifestyles*.

■ Fourth-year students also have 2 hours per week. Their compulsory topics are: *Information and Mass Media - Reflection and Reality, the World as a 'Global Village', International and Regional Connectedness, United Europe, Markets and Democracy, Occupation, Profession and Work, Poverty, Population Growth and the Modern World, Risk and Social Mobility, Sustainable Development, Human Rights - Universalism - Standards and Protection*.

■ Civic education curricula are the main pillars of education for democratic citizenship and human rights, but there is an ongoing trend, and the conditions for this have been created at school, to introduce the basic ideas and knowledge of EDC through related subjects, both elective and mandatory, as well as through extra-curricular activities and various projects implemented at school.

■ The goal is for the school to become a model democratic community to which everybody will contribute and where everybody will feel at home. The school becomes a second home for students, and they really need it to be so. This means that civic education has been promoted as a principle of work and conduct at school.

■ This has opened the way to different sorts of formal and informal learning in this field for all participants in the learning process and all citizens. A number of projects have been implemented, such as "Education for Active Democratic Citizenship", "Education for Co-existence with Differences", the "Citizen" project and many others which have left an indelible mark on our educational system, students, teachers and parents.

## TEACHER TRAINING

The new curricula were gradually introduced in primary schools in 2004/5 and in high schools in 2006/7. In order to ensure their successful implementation, systematic teacher training was initiated.

- The civic education curriculum stipulates that all teachers who have completed appropriate training are allowed to teach the subject, while high school modules are to be taught by sociology and philosophy teachers.
- The basic training modules for the basic concepts of the subject have been defined, such as interactive teaching/learning methods, assessment and evaluation of students' achievement and the module on Political Philosophy.
- The teachers appointed to teach civic education at primary school have gone through the basic training comprising the four above-mentioned modules. The Bureau for Education Services is the institution responsible for delivering in-service teacher training and has so far organised a number of seminars dedicated to the teaching of civic education.
- In addition, each year, on a proposal from the Bureau for Education, the Ministry of Education conducts accreditation of in-service training programmes for teachers of all subjects and at all levels. In this way, the process of teacher training is open to everyone: universities (faculties), teachers' professional associations, NGOs.
- When it comes to the training of civic education teachers, a number of advanced training modules have been defined, among which schools and teachers can choose according to their needs.
- The Teacher Training Department at the University of Montenegro occasionally organises optional courses related to education for democratic citizenship and human rights.

## ASSESSMENT

Assessment and evaluation of students' achievement are subject to the usual procedure which is prescribed for all subjects. The marking system is numerical, the grades ranging from one to five, although a number of round tables and seminars have opened discussion about the special nature of the assessment of students' work in these subjects. It has been suggested to teachers that, even though assessment is an integral part of the teaching/learning process, they should develop students' self-esteem and self-confidence, critical attitudes towards all social phenomena, and an awareness of their place and role in it.

## ROLE OF NON-GOVERNMENTAL AND YOUTH ORGANISATIONS

From the very beginning, NGOs have played an important role in the process of incorporating civic education into our educational system. NGOs have supported and led many of our activities and projects. Among them, KulturKontakt, an Austrian partner organisation, which ran two major projects: "Education for Active Democratic Citizenship" and "Education for Peaceful Co-existence"; the UNESCO Chair in Education for Democratic Citizenship and Human Rights and the Montenegro Civitas Centre, which for a long time (10 years) ran the "Citizen" project, which was well-received by teachers and students and whose ideas and teaching methodology are still used in the classroom. Teacher training has been supported by the OSCE, the Centre for Civic Education, which, together with the Bureau for Education Services, developed the Strategy for Civic Education 2007 - 2010 (Podgorica, 2007), UNICEF, Open Society Institute, and the Council of Europe.

- The Bureau for Education has been involved, together with NGOs, in many activities initiated by the Council of Europe through the Network for Education for Democratic Citizenship and Human Rights in South-East Europe to promote regional co-operation in this field and share experience. Events include the European Year of Citizenship through Education (2005) and the Year of Intercultural Dialogue (2008). Representatives from Montenegro took part in the implementation of the above-mentioned activities by being involved in regional and international camps, participating in prize competitions and preparing themed presentations in and out of school. As a result, several intercultural projects emerged, including "Education for Peaceful Co-existence", in which students explored the cultural characteristics of their environment, focusing on connections, tolerance, mutual respect and co-existence.
- Some other non-governmental organisations have also been involved in activities relating to education for democratic citizenship and human rights. For instance, the NGO Nansen Dialogue Centre implemented the project Education for Peace and the NGO Pedagogical Centre implemented the project Education for Social Justice.

## RESEARCH

Since the introduction of civic education in our education system, surveys and evaluation of teaching and learning have been conducted on several occasions.

The first study was conducted by the Bureau for Education Services in 2007 in co-operation with the NGO Centre for Civic Education. On this occasion teachers, students and parents were interviewed. It was concluded that the subject was well-received by the three parties and that its implementation should continue, facilities and working methods should be modernised and parents should be more involved in the process.

The next research project was conducted by experts in 2008 on a sample of 12 primary schools and 7 high schools. The findings again indicated that the subject of civic education was given enough space at school and that it is well accepted by teachers, school administrations, students and their parents.

A regional research project entitled “Civic Education in South-East Europe” was also conducted in co-operation with Civitas Bosnia and Herzegovina. The research focused on students’ knowledge about citizenship, human rights and democracy, as well as on their attitudes towards civic education as a subject, their political culture and their knowledge of European integration.

Finally, an extensive project entitled “Evaluation of educational reform in Montenegro (2010-2012)” was carried out. This research project was organised by the Network of the Open Society Foundations and the NGO Pedagogical Centre of Montenegro, with the continuous support of the Ministry of Education and Sports, the Bureau for Education and the Institute for Textbooks and Teaching Aids. The project focused on competency development for active democratic citizenship not just in civic education as a subject but in the curriculum as a whole, and on the practice of democracy in schools. The results can be found on the Bureau for Education’s website ([www.zavodzaskolstvo.gov.me](http://www.zavodzaskolstvo.gov.me)).

The Bureau for Education occasionally organises internal research that measures the overall quality of teaching. A study that dealt specifically with the school environment, the position of students and their rights, freedom and responsibilities was conducted in 2012 under the title ‘The Position of Pupils in Schools’.

## EXAMPLES OF RELEVANT PRACTICES

Numerous activities and examples of good practice have been presented to professionals and the public in various ways.

Numerous regional and national school competitions were organised as part of the “Citizen” project. Students presented portfolios in which they pointed to various problems in their communities and to possible ways of solving them. These events were open to the general public and the media.

A system of professional development for teachers has been introduced in schools whereby teachers regularly present their classroom experience, examples of good practice and students’ achievements at workshops organised in their schools.

Regular seminars also offer teachers the opportunity to exchange examples of good practice.

Journals for teachers dealing with instances of good teaching practice help teachers to improve their work. They include *Vaspitanje i obrazovanje* (Education and Learning), *Prosvjetni rad* (Educational Work) and *Profesionalni razvoj nastavnika u CrnojGori* (Professional Development of Teachers in Montenegro), published by the Bureau for Education Services.

## REFERENCES

The school curriculum can be accessed on the website of the Bureau of Education <http://www.zavodzaskolstvo.gov.me>

**The Book of Change**, Ministry of Education and Science of Montenegro, Podgorica 2001

**Strategy for Civic Education in Primary and Secondary Schools in Montenegro 2007-2010.** The Bureau of Education in co-operation with the Centre for Civic Education, 2007

# EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS IN ROMANIA

## POLICY AND LEGISLATIVE CONTEXT

**R**omania is currently a party to **all legal instruments of the Council of Europe**, the OSCE and the United Nations relating to the right to education, the rights of minorities, the rights of the child, the elimination of all forms of discrimination and the protection of human rights and fundamental freedoms. According to Article 20.1 of the Romanian Constitution, the constitutional provisions refer to citizens' rights and freedoms interpreted and applied in accordance with the Universal Declaration of Human Rights and the fundamental instruments for the protection of human rights to which Romania has acceded. Furthermore, Article 20.2 stipulates that, in the event of any inconsistency between domestic legislation and the international instruments for the protection of human rights to which Romania is party, international regulations will prevail.

■ The legal framework governing education for democratic citizenship and human rights also includes the following documents:

■ **Law 1/2011 on national education** lays down the right to education for all citizens and the aim of providing an education that respects human dignity, human rights and fundamental freedoms. Moral and civic values and respect for the natural, social and cultural environment are mentioned as pillars of the national education system. Social and civic competences are mentioned as educational aims, along with the other key competences set out by the European Commission (communication in the mother tongue and at least two foreign languages, mathematical competence and basic competences in science and technology, a sense of initiative and entrepreneurship, digital competence, cultural awareness and expression, learning to learn).

■ **Law 272/2004 on protecting and promoting children's rights** guarantees respect for children's rights according to the following principles: respecting and giving priority to the child's best interests, equal opportunities and non-discrimination; ensuring stability and continuity of the care, upbringing and education of children, with due regard to his/her ethnic, religious, cultural and linguistic background, when deciding on protection measures [Article 6 (a, b, i)]; the child's right to be treated with respect by teachers in the teaching/learning process and to be informed of his/her rights and of the ways of exercising them [Article 48 (2)].

■ **Law 116/2002 on preventing and fighting social marginalisation** stipulates financial support in the form of grants for persons of school age from families which are entitled to the guaranteed minimum income and have two or more children enrolled in compulsory education [Article 19(1 – 4)].

## CURRICULUM

The national curriculum is the main instrument for implementing EDC/HRE. It was introduced in the 1998-1999 school year and has been revised several times. EDC/HRE is included in the school curriculum in the following forms:

**A. Formal curriculum-based learning** delivered as chronologically graded learning with a systematic structure at the different levels of education (pre-school, primary, lower secondary, upper secondary, post-secondary education) and conducted by specialised personnel (educators, teachers/tutors)

**A.1. Common-core school curriculum (mandatory subjects) during compulsory education:**

- ▶ civic education curriculum, grade III, 1 hour per week. The learning content includes topics such as *The Group Rules: rights and responsibilities within the group*;
- ▶ civic education curriculum, grade IV, 1 hour per week. The learning content includes *The Rights of the Child*;
- ▶ civic education curriculum, grades VII and VIII, 1-2 hours/week. The learning content includes topics such as *Citizens' rights and responsibilities*, *Human rights* (7th grade) and *Freedom and Responsibility, Justice and Equality* (8th grade).

Issues related to citizenship and human rights education thus represent the conceptual core of curriculum development in the humanities and social studies disciplines dealing with moral and civic education for peace, justice and social equity.

Human rights, peace and human security are included in the socio-cultural topics covered by education for sustainable development, which also include: gender equality, cultural diversity, intercultural education, health education and quality of life, good governance (transparency, freedom of expression, contribution to policy development), heritage education and local history.

**A.2. EDC/HRE topics in post-compulsory education**

- ▶ the sociology curriculum, 2 hours per week in theoretical high schools (specialisation: social sciences) includes topics such as: *social problems - discrimination, crime, social conflicts, corruption, poverty*;
- ▶ the philosophy curriculum, 1-3 hours per week depending on the specialisation, includes topics such as: *Freedom and social and political responsibility, Equality and justice, Human rights*;
- ▶ the social studies curriculum, 1 hour per week in theoretical high schools (specialisation: social sciences) and in vocational high schools (military profile, specialisation: social sciences), includes topics such as: *Democratic principles and citizenship*.

**A.3. Inter-curricular theme/issue or cross-curricular subject** (in some subjects such as history, Romanian language and literature, foreign languages, etc.)

**A.4. School-based curriculum options**

- ▶ school syllabus for the optional subject "Civic education", upper secondary level (all types of high school), 1 hour per week (a specific textbook is available);
- ▶ school syllabus for the optional subject "Education for Democracy", upper secondary level, 1 hour per week;
- ▶ school syllabus for the optional subject "EU institutions", upper secondary level, 1 hour per week;
- ▶ school syllabus for the optional subject "International humanitarian law", upper secondary level, 1 hour per week (teaching of this subject is based on a specific textbook and a teacher's guide).

**As part of the formal curriculum**, the programme for each subject presents the general and specific competences, the content and the suggested learning activities to be organised during lessons or as extra-curricular activities.

**B. Non - formal learning/education**, delivered through extra-curricular educational activities as an alternative to the formal curriculum learning system, conducted by various educational institutions, independently or in partnership with various organisations - either governmental or non-governmental - at local, regional, national and international level.

## TEACHER TRAINING

**Initial training** is delivered by universities/departments for teacher training, based on a framework curriculum approved by Order of the Ministry of Education. Teachers and trainers in the EDC field are usually graduates in history, social sciences, philosophy, psychology, pedagogy, law, economics or political sciences.

Up to now, there have been no university programmes for specialised training of prospective EDC/HRE teachers. **In-service teacher training** for EDC takes on great importance in this context. However, education for democratic citizenship and human rights are included in the initial training provided by some universities/faculties that train teachers for social studies, as topics integrated into a larger course (for example *Classroom management*) or as an optional subject.

■ **In-service training** can be provided by various training institutions (public, NGOs or private companies). Courses have to be accredited by the Ministry of Education based on a specific methodology. Training in the field of reference is available, but not mandatory. Many accredited in-service teacher training topics incorporating EDC and HRE (for example, democratic learning environment, managing conflicts, student participation, the rights of the child etc.) are provided with the support of the European Social Fund. Teachers participate in training activities organised by international institutions/bodies/organisations such as the Council of Europe, the European Union, UNICEF, UNESCO, UNHCR, or other activities carried out under bilateral or multilateral co-operation in education and training etc. Participation by teachers in in-service training programmes is mandatory, but the themes of these programmes are very diverse (i.e. project management and programmes on human and children's rights).

## ASSESSMENT

**T**he assessment methods used by teachers who teach subjects related to education for democratic citizenship are similar to those used by teachers who teach other subjects; at the same time, these methods are geared to the psychological profile of the students and the specific subject; they include the so-called traditional methods, but also alternative methods (such as oral questioning, written papers, portfolios, peer assessment and feedback projects).

■ In primary education, assessment of student performance uses qualitative descriptors: *insufficient, sufficient, good, very good* and *excellent*.

■ In lower and upper secondary education, assessment of student performance is expressed in marks (from 1 to 10). The progress of students from one grade to the next (within the same level of education) depends on the results obtained: at least 5.00 for each subject, as a final average mark, and at least 6.00 for behaviour.

■ A new evaluation and assessment system has to be developed as a consequence of the adoption of a new education law. The law mentions that assessment will focus on cross-curricular topics and skills and on all of the 8 key competences, including the one referring to social and civic skills, and will take the form of an oral examination.

## ROLE OF NON-GOVERNMENTAL AND YOUTH ORGANISATIONS

**N**on-governmental organisations run many projects and activities in the area of formal education (by proposing curricula and learning sources for the school-based curriculum), non-formal education and teacher training (some of them run accredited training courses for teachers). Other projects promote the rights of persons belonging to national minorities. Among these, the following have developed successful and innovative projects: the Intercultural Institute Timișoara, the Centre for Resources and Ethnic-cultural Diversity (Cluj), *Divers Association* (Tg. Mureș), PER Regional Centre (Bucharest and Tg. Mureș), *Educația 2000+* Centre (Bucharest), *Pro Europa League* (Tg. Mureș), New Horizons Foundation, *Prosper ASE Association* (Bucharest), Euro Ed (Iași), the Romanian branch of the AIESEC student association etc.

■ The programme on promoting children's rights *We also have rights*, implemented by the "Save the Children" Organisation at national level, had as its goal to prepare pupils and teachers in pre-university education to acknowledge, support and promote children's rights. The project had a direct impact on the curriculum as it led to the introduction of some optional courses on the topic of children's rights.

■ In 2010, a project of the New Horizons Foundation aimed to develop skills related to active citizenship for pupils through non-formal learning activities. The same NGO ran, in 2010-2011, in partnership with the British Council, a programme called "Active Citizens". The beneficiaries were young people from the counties of Iași, Neamț, Hunedoara, Mehedinți, Cluj and Timiș. The programme had 3 main components: training, community projects and international exchange.

■ The *My rights are your rights* project, developed by the Educația 2000+ Centre, had as its main objective the launch of a campaign to implement the principle of non-discrimination (on ethnic, gender criteria etc.) in education, with the focus on respect for human and children's rights. The project beneficiaries were pupils, teachers, parents, local authorities and representatives of civil society at local level.



## RESEARCH

**R**ecent research projects related to EDC/HRE developed by the Institute for Education Sciences ([www.ise.ro](http://www.ise.ro)):

■ **Rights of the child in the school context.** The research revealed the level of information and awareness of pupils concerning their rights, their sources of information about their rights, how children's rights are reflected in educational practices, and the educational climate in schools.

■ **Integrating key competences in teaching approaches.** The research project focused on the application of a pilot training programme to empower teachers participating in the development of students' key skills through analysis of working methods for integrating key competences in the teaching approach.

■ **Citizenship and youth political participation.** A research project carried out in 2011 to explore the relationship between citizenship, education and social development, and between active citizenship and youth involvement in political life.

■ **Moral and affective education and the role of teachers in supporting the development of children.** This research paper aimed to identify the current challenges and difficulties faced by teachers and students in relation to moral and affective education in school, to explore how teachers understand their role, to identify critical areas of initial and in-service training and needs for improvement. *It was based on several key questions: Does school provide an environment mainly (or solely) focused on intellectual education? Does school prepare children for social life and is this possible without strong moral guidelines and an appropriate climate? Are teachers, as specialists in a particular subject, aware of the consequences of their behaviour for the moral and affective development of children? How can we explain the frequent tendency to shift responsibility for moral and affective education from parents to teachers and vice versa?* According to the research findings, if thorough changes are to be brought about in education, we should begin with teacher training. For a «different» school, training should be done «differently», with the focus on developing practical pedagogical skills and the maturity to become a teacher. Real change in school and teachers cannot be imposed by law; it appears and grows stronger in a natural and necessary way as a consequence of teachers' attitudes.

■ **An analysis of subject curricula and textbooks** (used in the national education system in primary and secondary education). This activity was co-ordinated by the Institute for Education Sciences as part of a project on the development of a new reference framework for the national curriculum. This analysis also included subject curricula and a number of textbooks related to education for democratic citizenship.

## EXAMPLES OF RELEVANT PRACTICES

**N**ational competitions for students represent a special category of activities relating to Citizenship and Human Rights Education. As complex activities they involve both a curricular component and extra-curricular dimensions. Of all these, the most significant, at national level are:

- Civic Education Olympics organised for classes III and IV (primary level), held annually at school/ local/ county and national level; Civic Culture Olympics organised for classes VII and VIII (secondary level), held annually at school/ local/county and national level; for both Civic Olympics, the participants are teams of two students.

■ Both contests are funded and co-ordinated by the Ministry of National Education (The school curriculum and the methodologies for school competitions are available on the website of the Ministry of National Education at [www.edu.ro](http://www.edu.ro)).

■ **The National Strategy on protecting and promoting children's rights** (approved by Government Decision 860/2008) has as its overall objective to mobilise resources by making relevant stakeholders responsible for ensuring effective partnership and protection of children's rights and children's status in Romanian society. The monitoring of children's rights involves two aspects: a) monitoring the implementation of children's rights; b) monitoring violations of children's rights.

■ The principles underlying the strategy, the target groups, the institutions responsible for implementing the strategy (the National Authority for Child Protection plays a co-ordinating and monitoring role), the expected results of the protection and promotion of child's rights and the budget for implementation of the strategy are to be found in the document.

■ Three stages were scheduled for implementation of the strategy, culminating in operational plans for the following periods: 2008-2009, 2010-2011 and 2012-2013.

■ The **translation of several publications** produced by the Council of Europe (for example, Quality Assurance of EDC/HRE, Tool on Teacher Training for EDC/HRE, Teaching democracy - vol. VI, and Living in democracy - vol. III, the Charter on EDC/HRE) contributed to the dissemination and development of EDC/HRE.

■ The **eTwinning projects** developed as part of the eTwinning Action under the European Commission's Lifelong Learning Programme, involving schools from different countries in Europe, offer great potential for supporting EDC/HRE. Many eTwinning projects have a strong intercultural dimension. They also promote active learning, student involvement in different types of projects, student-teacher collaboration and responsibility, a good learning climate and a closer relationship and communication between students and teachers.

## REFERENCES

**T**he school curriculum can be accessed on the website of the Institute for Education Sciences, at <http://programe.ise.ro/Programescolareinvigoare.aspx>  
[www.civica-online.ro](http://www.civica-online.ro)



# INSTEAD OF CONCLUSIONS... the voices of people involved in EDC/HRE

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*This project is not only about learning English and working together with pupils from other schools in Europe, it is about preparing us, the pupils, for the full-time job we are going to have in the future: being good citizens, designing our lives and the universe around us, with patience and responsibility, being actively involved in the social life of the community, expressing, at the right time, our needs and wishes, exercising our right to vote, which is both a duty and a privilege. That's what makes it great, that's what makes the efforts well worth it!*

**A.C, student, School no 29, Galati, Romania, speaking about an eTwinning project – Rainbow Village: learning citizenship, human rights and English through simulation**  
<http://therainbowvillageproject.blogspot.ro/>

*I knew about them that they do not like to write homework, that they like to deal with something else in class than the material. But i did no think and therefore I am very happy to have found out about them that they are happy to provide selfless help to others.*

**Teacher, Hungary**

*I learned over time that I can only help students become responsible persons by involving them in choosing and negotiating rules, in the decisions affecting them. I used to remind them of the «Greek principle»: everyone's freedom starts from the rule of law.*

**MV, chemistry teacher, Romania**

*I was assigned to Mrs Rosie, who at first sight did not really feel like doing the whole thing. But I decided to make her like the computer. Mrs Rosie is a very energetic lady who was not bored for a minute... A fully successful opening of a folder made us laugh and both of us were happy to step forward.*

**Information technology training for senior citizens in Hungary**

*It felt so good to make the little ones smile. For a few hours they forgot the circumstances they lived in. (hospital service)*

*I experienced the most beautiful moment when we were at the Pediatrics Department with Gina and I played with her. I have not thought about it before but perhaps I will be a nurse or a doctor.*

*For me, the participation in the Simulation of the Croatian Parliament for Secondary-school Students has been a valuable experience that I could have gained only in the Croatian Parliament. I was able to implement the theoretical knowledge that I have learned in school, and have the first-hand experience of how the government works, especially the legislature. I have felt the responsibility that one has for every movement and every word spoken in public. I have realised the value of the work that politicians do, because on a daily basis they make decisions that reflect on the functioning of the entire state. After participating in this project, I have decided to give my contribution to society and become actively involved in the political life of my town.*  
<http://itv.sabor.hr/itvevents/asx.axd?ID=6>.

**Ivan Kurecic, 4th grade  
Bedekovcina Secondary School, Croatia**



[www.coe.int](http://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.

ENG