

PROJECT PROPOSAL FORM

I. PROJECT OVERVIEW

Please provide a description of the project as follows:

Title:

Travel Pass to Democracy: Supporting Teachers in preparing students for active citizenship

Objective(s):

The overall aim of the project is to provide evidence for recommendations on the development of sustainable mechanisms for the implementation of the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE).

The project brings together EU and non-EU countries to learn from each other and learn together about EDC/HRE through activities jointly implemented by taking stock of existing practices.

Further aim is to strengthen cooperation of partner countries in the field.

More specifically, the project aims to contribute to the better understanding of the EDC/HRE in schools, to strengthening teachers' competences in addressing EDC/HRE issues in schools and to the increase the visibility and the awareness of democratic issues and children's rights.

Activities:

Activities will focus on

- research and exchange of information about EDC/HRE in school curricula and teacher training in the partner countries;
- the development of a joint half day training module;
- a pilot training involving the jointly developed module and a locally topical issue of EDC/HRE in partner countries,
- the organisation of a joint seminar for partners to compare findings of the national training days,
- the presentation of the final training module to teacher educators and/or NGOs in the framework of the second partner meeting,
- the submission of a joint report providing recommendations,
- collaborating with youth and children's organisations at national level by involving them in the making of a promotional video
- increasing visibility on the various issues of EDC/HRE, the different pedagogical approaches used and their implementation in the partner countries through the production of a promotional video.

The project will make use of existing promotional, teaching and learning materials of the Council of Europe and of the partner countries. National topical issues of EDC/HRE and challenges of implementation will be explored with the teachers during the national training days.

Partner countries (NB: from 2 to 5, with at least one of the countries being a member of the EU): Hungary, Romania, Croatia and Montenegro.

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Participating organisations/institutions in each country and their roles (ex. coordinator, participant, implementing agency):

1. Hungarian Institute for Educational Research and Development (Hungary, project coordinator).
2. Education and Teacher Training Agency (Croatia, participant)
3. Institute for Education Sciences (Romania, participant)
4. UNESCO Chair in Education for Democratic Citizenship and Human Rights, which is a unit of The Faculty of Philosophy, the University of Montenegro (Montenegro, participant and Civitas Montenegro Center (CMC) for technical support)

The Hungarian Institute for Educational Research and Development, Hungary
project coordinator

Legal status: public entity, Website: www.ofi.hu/english , Address: Szalay utca 10-14. Budapest, 1055 – Hungary

Founded by the Ministry of Human Resources, the Institute provides general and strategic support services for the educational sector. Research and development activities are carried out and related services are provided in the whole range of educational fields. The responsibilities of the Institute also include preparing analyses of currently existing educational processes while examining their likely effects, as well as participating in international research projects. Development activities aim to increase the effectiveness of school education and are supported by related research. Program and curriculum development activities include the development of new pedagogical/professional methods, educational programs, textbooks, teaching aids and related instruments. The institute offers education-related services, such as talent support, mediation, granting help to socially disadvantaged pupils, etc. **It developed the new National Core Curriculum of 2012 and the Framework Curricula of 2012 including EDC/HRE.** The Institute is a partner in the EU funded project on the Development of Teacher Education, whose budget is € 35,3M and the coordinator of another EU funded (Structural Funds) project on 21st Century School Education with a budget of € 28M, which tasks involve research and development activities aimed at enhancing the efficiency and performance of education. The Institute is involved in providing professional assistance to teachers, organises and implements professional development seminars, conferences, and other professional development programmes for researchers and school staff.

Education and Teacher Training Agency, Croatia
participant

Legal status: public entity, Website: www.azoo.hr ,Address: Donje Svetice 38, 10 000 Zagreb, Croatia.
The Education and Teacher Training Agency (ETTA) is a public institution responsible for the provision of professional and advisory support in the area of general education in Croatia.

The professional staff of ETTA are 110 Senior Advisers working in the Central Office in Zagreb, and three regional offices in Split, Rijeka and Osijek. Scope of work is providing professional and advisory assistance in education, monitoring, improvement and development of education, from pre-school to high-school level, adult education, the education of Croatian citizens abroad and the education of foreign nationals in Croatia, participation in the development and implementation of the national curriculum, providing professional assistance to educational institutions, organizing and implementing in-service training of pre-school, primary and secondary-school teachers and school principals, license examinations for teachers, monitoring the

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development and implementation of Croatian National Educational Standard as a part of the national curriculum, organization and implementation of student competitions and annual reviews, information and documentation service and publishing, **since 1999 responsible for the implementation of the National Curricula for Human Rights Education and for implementation of the new (revised) Curricula for Active Citizenship Education since 2012, at the primary and secondary- school level.**

a.i.3. **UNESCO Chair in Education for Democratic Citizenship and Human Rights, Montenegro participant**

<http://www.unesco.org/en/unitwin/access-by-region/europe-and-north-america/montenegro/unesco-chair-in-education-for-democratic-citizenship-and-human-rights-671/>

The UNESCO Chair in Education for Democratic Citizenship and Human Rights was established in 2005 at the Faculty of Philosophy, University of Montenegro. The purpose of the Chair is to promote an integrated system of research, training, information and documentation in the fields of teacher training and education for democratic citizenship. It serves as a means of facilitating collaboration between high-level, internationally recognized researchers and teaching staff of the University and other institutions in Montenegro and Europe. Its activities include Teacher training, mainly in education for democratic citizenship, open lectures, round table and panel discussions, curricula development, research. It functions within the Faculty of Philosophy which is the major teacher training unit in Montenegro.

The Institute for Education Sciences, Bucharest, Romania

participant

Legal status: public entity, Website: www.ise.ro, Address: 37 Stirbei Voda str., Bucharest-1, 010102, Romania

Founded in 1990, the Institute for Education Sciences (IES) is a national institution for research, development, innovation and training in the fields of education and youth, related unit of the Ministry of National Education. Its mission is to promote cutting-edge research in key fields of education sciences and youth studies, providing a sound basis for didactical innovation, school institutional development and informed policy-making in all levels of education and lifelong learning. The main lines of action are: research and innovation – providing information and data for informed policy and decision-making, piloting innovative projects; national curriculum development; training - educational programs and learning resources for different categories of beneficiaries in formal and non-formal contexts; consultancy in education - specialized assistance to educational institutions; dissemination and promotion of educational research. In November 2009, the Institute for Education Sciences undertook the **coordination of the national curriculum development.**

IES has 70 employees – researchers and technical and administrative staff.

IES is actively developing collaborations and partnerships with public and private, national and international institutions concerned with research, education and youth. It runs many European projects, especially in the framework of the Lifelong Learning Programme of the European Commission. It also has a good cooperation with the Council of Europe, UNICEF, UNESCO, British Council. This way, it aims to innovate education and to promote networks and communities of practice through national and international cooperation.

Expected results:

Pedagogical approaches for the discussion of EDC/HRE issues are analysed, effective ways of enhancing

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teachers' and students' competences on EDC/HRE are identified and recommendations are provided for further use.

Increased visibility and awareness of EDC/HRE in the education systems through the production of a promotional video and a booklet about partners' practices both uploaded on partners' website (and the video on Youtube).

II. APPROPRIATENESS AND RELEVANCY OF THE PROJECT IN ACCORDANCE WITH THE CHARTER

Please explain how the project will contribute to the aims and objectives agreed by the Council of Europe member states in the Charter on citizenship and human rights education (in the primary, secondary (lower and higher) and initial vocational education and training levels), in accordance with the Terms of Reference for the present pilot project scheme.

Partner countries belong to a region of Europe where democracy is relatively young. Therefore, the building of democracy is a constant process until generations do not remember any other form of government but a democratically elected one, until it comes natural for every citizen, young or old. These traditions must get rooted in every layer of our societies so there is still a long way to go. The democratic achievements must be protected and preserved and continuous efforts are necessary in this process. In times of economic downturn, like our present era, it is especially vital to guard against intolerance and racism and to enhance social solidarity and the respect for human rights. It is also essential to set good examples of cooperation between neighbouring countries in order that peace shall prevail in the region.

EDC/HRE is part of school education in all four partner countries. Just how the principles are enshrined in curricula, how they appear in everyday school practice and extra-curricular activities is different in each school system. Civic education is either a transversal issue in school education or a separate subject. How do teachers implement it? What pedagogical approaches are effective to develop students' competences? The partners wish to explore the diverse ways EDC/HRE can be dealt with and enrich the repertoire of stake-holders (policy-makers, teachers, parents and students) with experiences and practices of foreign partners.

At the outset of the project, in July, 2013, partners produce a brief summary of no more than 5 pages in English and in their national language about a selection of the following topics (agreed on at the first partner meeting):

- *How civic/citizenship competences are taught in the national school curricula, in the primary, secondary (lower and higher) and initial VET levels, i.e. in the existing forms of compulsory education?*
- *How are teachers and other educational staff trained to provide education for citizenship and to support the development of relevant competences?*
- *How are the civic/citizenship competences (i.e. human rights education and education for citizenship) evaluated?*
- *What are the existing blended approaches (drawing from formal, non-formal and informal education)?*
- *Which are the topics and issues addressed?*
- *Which are the best practices in the participating Member State or State party to the European Cultural Convention, which could provide the inspiration for setting up civic/citizenship competence curricula in similar settings in other countries?*
- *How are the outcomes from such civic competences defined, in terms of learning results?- To what extent the role of non-governmental organisations and youth organisations is fostered in education for democratic citizenship and human rights education?*
- *How does citizenship and human rights education contribute to non-discrimination and the protection and promotion of children's rights?*

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The national contexts of EDC/HRE:

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The Context in Hungary

In Hungary there are many changes in the education system. There is a new Public Education Act (2011), a new National Core Curriculum and new national framework curricula (2012), on the basis of which now schools are developing their local curricula. The Public Education Act introduces community service as new extra-curricular activities and as a new element of school education.

According to the **Act on Public Education** „community service means social and environmental protection activity, as well as its educational processing, carried out individually or in group for the advantage of the local community of the student, which is carried out within organised framework and is independent of financial interests”. The issue of the secondary-school leaving certificate will also be subject to proving the completion of fifty hours of community service.

In the **National Core Curriculum** civic education is a transversal issue in both primary, lower and upper secondary education. In addition, it can be an optional subject in schools.

In the **Framework Curricula**, which are based on the principles of the National Core Curriculum, each subject includes civic education related topics so that teachers address them in every subject wherever it feels fit. Further efforts are needed in developing learning materials and teacher training programmes.

In higher education, the themes related to civil rights, human rights, children's rights and youth rights are included in pedagogical training (pre-school teacher, primary teacher and teacher training) as general education (freely available) courses. The programme for social pedagogues (specialised in child and youth protection) as well as higher education training in youth promotion and community and civil organisation were introduced at the millennium; both programmes place an emphasis on the education of human rights. Human rights constitute the central part in the programme of Social Studies (BA), in the education of teachers specialised in Man and Society (MA) and of teachers of Multicultural Education (MA).

With regards to the **continuous professional development** of teachers these issues are part of the in-service training in Youth studies and in Child and youth protection. It is an element of the mandatory training of school heads and of the post-graduate professional examination that teachers can take on a voluntary basis. Teachers are required by law to participate in training regularly but it is up to them and the school head which training they choose from the various topics.

Methods:

The teaching culture in Hungary is more and more focused on students, approaching the teaching-learning process in a complex manner. Various personalised competence development programmes and methods, interactive forms of teaching and learning (project pedagogy, collaborative learning and others) are widely used. In the case of the subject civic education, society and economy, teachers extensively use project work, on-the-spot training and voluntary work, providing the basis for the competence of citizens' participation. Active learning and increasing students' participation are important methodological recommendations in the field of Man and Nature in the new National Core Curriculum.

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The Context in Croatia

In 2010 the initiative for the development of the **new curriculum for democratic citizenship education** from different sides: from the Office for Human Rights of the Republic of Croatia, from the Ministry of Science, Education and Sports, National Board for Human Rights and Democratic Citizenship Education and from Non-governmental organizations coalition site was brought into force.

At the end of 2011, the Draft Curriculum for Active Citizenship Education in primary and secondary schools was completed and there was a broad public discussion on it (among teachers, university professionals, non-governmental representatives, parents, media representatives). In 2012 an experimental implementation started in 12 primary and secondary schools and it is ready to be implemented in all primary and secondary schools in Croatia.

The new curriculum has to be implemented on a multidimensional basis:

- as an obligatory cross-curricular subject in primary schools,
- as an obligatory cross-curricular subject and modules in 7. and 8. grades of primary schools
- as an optional subject in 7. and 8 class of primary schools,
- as a cross-curricular topic and obligatory separate subject in the first and second classes of all types of secondary schools,
- as different types of practical activities between schools and local communities in 3. and 4. class of secondary schools.

At present **teacher training** for the implementation of the new curriculum for Active citizenship is very intensive at national, local and school level. The competences in which teachers are trained are related to being capable of incorporating knowledge about democratic citizenship and human rights, skills and attitudes within various school subjects or as a separate subject in such a way that students will be actively involved in discussion, cooperative learning, problem resolving, group work, participation in school decision making (student councils), engaged in project work in connection with the school and local community. The teachers are trained through the obligatory in-service teacher training provided by the Education and Teacher Training Agency (ETTA) and also through the non formal NGO's teacher training programs approved by the Ministry.

The **monitoring/evaluation mechanism and methods** used in the Croatian educational system are: inspection, supervision, external evaluation, evaluation research.

Institutions in charge of monitoring/evaluation are:

Department for inspectorate at the Ministry of science, education and sports of the Republic of Croatia, National Centre for external evaluations of education, Education and Teacher Training Agency with supervisors for supervision and professional support for the teacher practice development,

Research centres – Center for research and training in human rights (www.ffzg.hr/hre-edc)

Human Rights Centre (www.human-rights.hr)

Democratic citizenship education is partially monitored and evaluated. ETTA is planning to develop new criteria for evaluation after the implementation of the new Curriculum for active citizenship education.

In 2009 the Decision on the Establishment of the *Council for Civil Society Development* was adopted. The logistic and administrative work for the Council was done by the *Office for Cooperation with NGOs of the Republic of Croatia*. The Council for Civil Society Development is an advisory body to the Government of the Republic of Croatia acting towards developing cooperation between the Government with the civil society organizations in Croatia for the implementation of the *National Strategy for Creating an Enabling Environment for Civil Society Development*; the development of philanthropy, social capital, partnership relations and cross sector cooperation.

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The Context in Montenegro

The education reform in Montenegro started in the school year 2004/05. The changes in the education system tended towards its harmonization with the standards of developed European countries, while preserving our traditional values and best achievements in education. While setting the general aims of those changes we have noticed the necessity and significance of civic education and the need to promote the principles underlying fundamental civic and humane values across the whole education system.

The principles which are embedded in our tradition and the Constitution, in international documents, but also the Council of Europe's initiatives and declarations were the starting points for the introduction of civic education into our education system.

Civic Education was introduced for the 6th and 7th grade as a new, compulsory subject, with 35 classes a year. Its evolving nature is enabled through the goals and contents of this subject building on the knowledge and competencies acquired through the subjects Nature and Society (1st, 2nd and 3rd grade), Nature and Technology (4th grade), Society (4th and 5th grade), some of which are taught starting from grade 1 of primary school.

Civic Education in general secondary schools was introduced as an obligatory elective subject which may be chosen all the way from the 1st to the 4th grade, with the total of 35 classes a year in the 1st and 2nd grade, and 70 classes a year in the 3rd grade and 64 classes a year in the 4th grade.

The teachers currently involved in teaching Civic Education have in-service trainings for the implementation of new curricula. During their initial undergraduate studies most of them had no opportunity to gain knowledge and skills for attaining the goals of civic education curricula. In other words, the given trainings involve the acquisition of additional qualifications for teachers already involved or to be involved in teaching EDC.

In our country, similarly to most other countries, there is no undergraduate education which would train future teachers for teaching these subjects. It is, therefore, required to incorporate elements of education for democratic citizenship and give more emphasis to teaching methodologies in the course of undergraduate teacher education.

The Faculty of Philosophy (The University of Montenegro) has designed a specialist course in civic education, envisaged as one year studies, and submitted its curriculum to the University for consideration and approval.

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The Context in Romania

In Romania, a **new Education Law** was adopted in January 2011. This Law emphasizes the need to focus education and training on the development of key competences, to strengthen the cross-curricular approaches, to better link education and the labour market, to stimulate the involvement of parents and local authorities in the school management. It also proposed a new route of initial training of teachers through a Master program, instead of the actual concurrent model of initial training (pedagogical training module in parallel with the education and training in specialized subjects). However, the implementation of the new training route for teachers was postponed.

The **formal curriculum** is in a process of renewal. In 2012-2013, the curriculum for the first 3 years of primary education was developed (the preparatory grade, the 1st and 2nd grade). Its implementation is gradually done, accompanied by teacher training programmes. In the near future, the curriculum for secondary education will also be renewed.

The EDC/HRE curriculum comprises:

a) *formal curriculum* delivered as a chronologically graded learning with a systematic structure, including:

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- **integrated themes**, particularly in the Humanities and Social Sciences curriculum disciplines (Personal development, Sociology, Philosophy, Social Studies, as subjects of a compulsory common core, respectively European Education, Civic Culture Education, Mass - media competence, Intercultural education, Education for democracy, EU Institutions, International humanitarian law, as optional subjects included in the national curriculum offer).
- **separated subjects**: Civic education (3rd and 4th grade), Civic culture (7th and 8th grade)
- **optional subjects**: Education for children's rights (6th grade), Human Rights, Civic education (upper secondary level - all profiles of the high-school), Education for Democracy International humanitarian law (upper secondary level),

B) *non-formal education*, delivered through extracurricular educational activities as an alternative for the formal – curriculum learning system, conducted by various educational institutions and other educational institutions, independently or in partnership with various organizations at local, regional, national and international level, governmental or non-governmental organizations.

The initial training of teachers is provided by the universities. EDC/HRE is sometimes included in the initial training of teachers for social sciences. But, the teachers that can teach social sciences (including civic education) are very diverse in terms of their specialization: they can be graduates of different faculties – philosophy, history, psychology and education sciences, sociology, economics, law, political sciences etc. Many of these faculties do not provide courses on civic education, human rights education, democratic school culture. In what it concerns the teachers of other subjects, topics related to EDC/HRE might be included by some universities/ faculties into a larger course (for example Class management) or as an optional subject. But, most often, analysing the curriculum offer of the departments for initial training of teachers, it can be observed the focus on didactics, on theoretical approaches of pedagogy and psychology and the lack of training in order to be able to contribute to the civic, the moral and affective development of children. A recent study (2011) showed once more the influence of teachers as models /standards for their students. Each teacher, regardless of the subject taught, is a guide for moral, civic and affective development of children and young people. It means that teachers should be aware of this issue and properly prepared for. But these cannot be learnt from books, cannot be theoretically assimilated or practiced in a stereotypical manner. The research showed *the means and methods of education used in the school are not fit for purpose*. Most of the teachers participating in the research appreciated that "responsibility" is the main value they aim to develop with their pupils. However, the means they have mentioned (reward, punishment, conditioning, positive labeling, stimulation of competition) promote the child's dependency towards the adult educator, and less the capacity to anticipate the consequences of his own acts and to take responsibility. A child that is not encouraged to self-ownership is devoid of support to become responsible.

The in-service training can be provided by various training institutions (public, NGOs or private companies). The in-service training courses are accredited by the Ministry of Education based on a specific methodology. Some training offers include also topics related to EDC/HRE, but there is still the need to strengthen the training of teachers and other staff that interact with the children.

In the framework of different educational projects implemented by nongovernmental institutions, usually in partnership with educational authorities, there were prepared and printed methodological guides for teachers and learning materials for students (for example, projects on pupils' participation in school life, education for tolerance, on citizenship and intercultural education, peace education).

Some publications edited by the Council of Europe were translated into Romanian language and disseminated. For example: the Tool on Quality Assurance of Education for Democratic citizenship – prepared by the Council of Europe and UNESCO), the Tool on Teacher Training in the field of Education for Democratic citizenship and Human Rights, the Charta on Education for Democratic citizenship and human rights, COMPASS – a manual for Human rights education with young people, two manuals related to education for democratic citizenship and human rights).

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In 2007, the Institute for Education Sciences conducted a research on the **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 in regards to their rights, the reflection of children's rights into the educational practices and the educational climate of the school. The sample of research included 1637 pupils from secondary education. Individual interviews and focus-group discussions were also carried out (165 interviews and 33 focus-group discussion). The research formulated some recommendations, such as: **the inclusion of education for human rights into the training of school managers and also into the initial and continuous training of all the teachers, no matter the subject they teach**; the need for special measures for supporting vulnerable children, **ensuring a safe and friendly school climate based on confidence, dignity, human rights and freedoms**.

Significant progress in this field was made in the last decade, but there is the need to continue the efforts for promoting citizenship and human rights education through various means – curriculum development and renewal, training of all the teachers (no matter the subject they teach) concerning their role in promoting EDC/HRE, training of the school principles (in order to be able to promote a school culture based on democratic principles and on human rights), continue the preparation of learning materials.

The foreseen TOPICAL ISSUES in partner countries are the following:

1. HUNGARY: Community service

In accordance with the principles of the Charter on Education for Democratic Citizenship, **community service** provides an opportunity for promoting education for democratic citizenship and developing social competences through experiential learning.

Experiential learning provides an effective way of enriching students' experiences of career orientation as part of lifelong learning, breaking down prejudice against the disabled, the old and the needy, developing a sense of social solidarity and educating for democratic citizenship.

Community service is embedded in continuous, regular activities in grades 9-11, which results in great pedagogical impact by preparing for the activities and processing the experiences. Activities may include:

- Support by social activity serving community objectives (e.g. regular visits to old people, children or family in need, shopping, household chores, cleaning, and repair),
- Programmes, activities prepared and organised jointly with social or educational institutions (e.g. joint sports events, excursions, theatrical performance in children's homes, joint cleaning in old people's homes),
- Activity to be implemented jointly with disadvantaged person/group living in the students' environment (handicraft, sports, organising joint events, folk dancing, animation of children's programmes in parents' clubs with qualified assistants, assistance organised for disabled persons and their families),
- Activity aimed at conserving public institutions and public areas (e.g. painting the fence, landscaping the park, planting trees, building, repair, cleaning), etc. Community service also has a beneficial effect on the teacher-student democratic relationship, decreases aggression among students and enhances communication between the teenage student and his parents.

All in all, community service develops skills and competences which teaching in schools cannot provide and it makes students more aware of the realities of the society.

2. CROATIA: Active citizenship in initial education of teachers

The Croatian educational school system is going through a reform whose purpose is to transform the

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outdated pedagogies of rote learning into the modern concept of life-long learning, the acquisition of competences based on innovative and creative learning and a constructivist approach in teaching.

After 10 years of implementing of the National Curriculum for Human Rights Education (1999) a new Curriculum for active citizenship education was developed in 2012. It is being piloted now in 12 primary and secondary schools. Besides, publications of the Council of Europe on EDC/HRE were translated into Croatian language. The new Curriculum defines a new competence for the teachers. All teachers need to be capable of implementing innovative approaches related to planning, classroom management, teaching and assessment, which allow flexibility, creativity and personalization of the learning process. They need to be capable of incorporating knowledge of democratic citizenship and human rights, skills and attitudes within various school subjects in such a way that students will be actively involved by discussion, cooperative learning, problem resolving, group work, participation in school decision making (student councils), engaged in project work between school and local community. The key issues need to be resolved: inclusion of the education for active citizenship in the programmes of higher education institutions for future education professionals;

By means of continuous professional development new competences of the education professionals for active citizenship education need to be developed.

3. MONTENEGRO: Education for the development of a tolerant individual

The social life in Montenegro is overburdened by traditionalism (traditionalism as a closed system which is an obstacle to successful communication), authoritarian mentality, lack of political culture, prejudices, etc.. The life of the majority of young people is marked by violence which manifests itself in various forms. These and many other reasons lead the Montenegrin society to initiate a reform of the educational system which has been successfully implemented for ten years now. As part of this new concept, the strategy for the development of civic education in schools was also adopted.

One of the objectives of the reform of the educational system in Montenegro and the development of civic education is education of young people through democratic appreciation of individuality and respect for diversity, promotion of interactive relations on the principles of non-violent communication and partnership, all this through the development of active communication with the environment in which young people live and work. The aspiration is to build a modern educational system based on the humanistic-constructivist principles in which the students will be the center of attention and by their active participation they will themselves "build" their own knowledge.

By focusing our activities to developing mechanisms and methods of "Education for the development of a tolerant individual" we would like to encourage and support the development and training of young people for a more tolerant coexistence, respect for others, respect for diversity and resolving issues through dialogue. Dialogue introduces man to the world of freedom and distances him from the world of violence. The aim is for young people to develop a sense of tolerance and awareness that tolerance as a prerequisite for progress and development of personality. Through certain procedures, forms and methods of educational work students should be taught to get used to the willingness to listen to others, to respect their views and attitudes regardless of how different they are, to analyze the given problems and together seek the best solution and so on.

4. ROMANIA: Education of all teachers in democratic citizenship

In Romania, the education system faces a long reform process that has not brought yet the expected benefits. The new Education Law (2011) emphasizes the need to focus education and training on the development of key competences, to strengthen the cross-curricular approaches, to better link education

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with the real life and the labour market, to stimulate the involvement of parents. In this respect, the key actors should be the teachers, as it is well known their crucial role in any educational change. An evaluation study of the curriculum reform implemented in 1998-2001 showed the low level of absorption of novelty if the teachers are not properly trained and motivated for change. Another research (2007, IES) recommended the inclusion of education for human rights into the training of school managers and also into the initial and continuous training of all the teachers, no matter which subject they teach, and the appropriate measures to ensure a safe and friendly school climate based on confidence, dignity, human rights and freedoms.

The school still focus on intellectual education and the transmission of knowledge, while not paying enough attention to the moral, civic and affective development of children. **In the initial training** of teachers the focus is on didactics, on theoretical approaches of pedagogy and psychology and teacher education does not equip teachers with skills to enhance the civic, the moral and the affective development of children. Some **in-service training** programmes include topics related to EDC/HRE, but there is still the need to improve the training of teachers and other educational staff. **A major issue is to promote the idea that all teachers can and should contribute to EDC/HRE and not only those teaching civics.** Thus, all teachers need to be properly trained to be able to promote EDC/HRE, to understand their role and their influence on students. Another major issue is to lobby for the inclusion of EDC/HRE in the initial training of all prospective teachers for social sciences (as a first step) and, on a long term, in the initial training of all teachers. In this respect, the exchange of information and experiences with other countries, as well as the development of new training resources would be a valuable input.

Concerning the EDC/HRE curriculum, in Romania it comprises a *formal component* delivered as a chronologically graded learning with a systematic structure, and a *non - formal component*, delivered through extracurricular activities. The needs identified are related to the process of curriculum renewal – the next two years being a period of intense work on curriculum. Good practices from partner countries may support this activity.

III. POTENTIAL IMPACT ON EDUCATIONAL POLICY AND PRACTICE IN THE PARTICIPATING COUNTRIES

Please describe how the project will impact the educational policies and practices in the participating countries, including possible ways of evaluating such impact (1-2 years after the project)

The project aims to impact the education systems and the societies at several levels. The participant institutions all have influence on education at national level, especially in the fields of curriculum development and teacher education. They all keep contact with their respective ministries on a daily basis. Their publications reach practitioners and researchers alike. Their homepages are visited by educational professionals. These features themselves ensure the long-term benefits of the implementation of a common project. Apart from these, our consortium believes that the value of the proposed products (publication of an information booklet, a piloted training module, the freely available training materials, the recommendations about the training of teachers and the short film uploaded at our websites) guarantee the impact expected from such a project.

The stakeholders targeted:

- **Policy-makers:**

Policy-makers are informed about the project. Its results and follow up recommendations are submitted in the form of a report.

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- **Teachers:**

Teachers play a key role in transmitting the values of democratic societies. The development and piloting of a one-day training module helps to raise teachers' awareness and competences to include EDC/HRE in their everyday practice.

- **Teacher educators:**

Based on the findings of the piloting, the training modules are discussed with international partners in the framework of the second partner meeting and conclusions are drawn leading to recommendations on future teacher education programmes. One teacher educator and/or an NGO from each partner country is invited to this partner meeting to provide feedback. The recommendations / guidelines formulated at the end of the project in November could lead to the design of new training modules or the revision of existing ones by using the input provided by the partner countries. However, the reproduction of the training will also be possible (and trackable) by providing the training materials upon request.

- **Parents, students and researchers, relevant NGOs, youth and children's organisations:**

Active involvement of community sector, especially the youth and children has a multiple effect. It will enhance the awareness raising process and develop a necessary feeling of ownership within the sector. Boundless energy, especially of the young one's, their bold imagination and creativity potentials, would help educators to come up with the ideas closer to the real interests of the youth. It will also widen the scope of peer learning, and motivate the community for further involvement in the advocacy and the protection of the human and children's rights. The recruitment of the various community stakeholders and their active involvement would make the Project activity itself an embodiment of democracy.

Participants collect information about the role, the implementation, experiences and challenges of EDC/HRE in the education system of partner countries. The **information in the form of a booklet** is made available for the general public on the webpage of each institution. Students' organisations are involved in providing feedback for the design of the training module, in the training session at national level (as observers and critical friends). They are also informed about the work through a promotional video uploaded on the website of participating institutions. Project partners will advise to keep viewings counted.

The pilot project is expected to help stakeholders to better understand what EDC/HRE means in the everyday practice, how effective citizenship and human rights education is implemented and the approaches which yield the best learning outcomes. They will also see how topical issues of the national education system are connected to more general issues of EDC/HRE.

IV. POTENTIAL FOR AWARENESS RAISING AT NATIONAL AND / OR INTERNATIONAL LEVEL

Please describe how the project will contribute to increased visibility and awareness of the role of citizenship and human rights education for the future of democratic societies and specify what visibility material is expected to be produced (ex. video and/or audio products, coverage on relevant websites, the use of social media, coverage in specialised magazines, other publications)

The project focuses on teachers, teacher educators and teacher education. 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, more responsive and engaging. Therefore, we wish to convince all stakeholders to give more attention to EDC/HRE. In our recommendations we wish to make them realize that whatever the teacher does in the classroom contributes to students' perception of the world and that the best way to prepare students for active citizenship is by experiencing true democracy in the classroom and in the

school. Democracy is not limited to the content of a school subject. Democracy manifests itself in the way the teacher plans the syllabus, the way s/he behaves in front of the students, the tasks s/he engages students in and encourages them to actively participate, the approach, the methods and techniques s/he uses, the way s/he evaluates, etc. Teachers should be aware that some methods have a stronger effect on developing democracy than others, for example, debating, collaborative techniques, role-play enhance active engagement more than frontal teaching.

Therefore, EDC/HRE should be part of all teacher's initial and continuous education. The project aims to raise awareness about the multitude of benefits arising from EDC/HRE.

- **Raising national awareness:**

The information collected about the state of implementation of the principles of the Charter on EDC/HRE in partner countries is made available for the general public in the form of a booklet which can be uploaded on the webpage of each institution.

Youth and children's organisations are involved in the making of a promotional video at national level. Stakeholders, e.g. parents and relevant NGOs, youth and children's organisations are informed about the project through the promotional video uploaded on the website of participating institutions in the native language.

- **Raising international awareness:**

The information booklet is also uploaded in English on partners' websites.

The promotional video is also uploaded on youtube to provide better access to the video for the international public who do not know the national institutions. The language of the video is English.

All materials are developed in English and then are translated into national languages so that the results can be promoted world-wide.

All the above lead to a stronger presence of democratic issues in education.

V. ORIGINALITY / INNOVATION AND THE ADDED VALUE OF PROPOSAL

Please describe what will be the added value of this project compared to other similar initiatives, and how it will help to promote citizenship and human rights education more effectively.

- **Partner countries show diversity and unity in EDC/HRE:**

Partner countries develop the first section of the one-day training module together in the framework of the first partner meeting. The first common section makes use of existing EDC/HRE materials. In addition partner countries develop training materials on a relevant topical issue in their education system with a special focus on the pedagogical aspects of the training. On the one hand, through the topical issues the relevance of EDC/HRE is made more apparent for teachers and other stakeholders and on the other hand, an attempt to provide pedagogical guidelines for future learning materials is made.

- **Partner countries implement a regional cooperation in Europe:**

Partners comprise of countries which have joined the European Union recently others are waiting for accession. They can support each other with their experiences in European democracy. Moreover, partner countries are from Central and South-East Europe and therefore they share common elements in their traditions, history and challenges to democracy. This will also have an added value to their cooperation.

- **Partner countries disseminate results through the social media:**

The project makes a point of finding the general public where they are: in the social media. Since parents and students are not expected to look up sites of national educational institutions, the promotional video will also be uploaded on Youtube in English. Thus our project will use the social media on purpose.



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V. ACTION PLAN

Briefly present your plan for the implementation of activities until 30 November 2013

Activity	Jul	Aug	Sept	Oct	Nov
Partner countries involve youth and children's organisation: they contact them at national level and negotiate the scenario of the film	X				
First partner meeting in Croatia Partner countries and filmmakers to discuss details of the project and to develop the first section (half day) of the training day together.	X				
Partner countries produce a brief summary of no more than 5 pages in English and in their national language about the topics in <i>Project Proposal Form Question II</i>	X				
Partner countries translate the necessary EDC/HRE materials (e.g. CoE materials-parts of them) into their native language.		X			
Partner countries develop the materials for a national pilot training of one day (either by own staff or by involving externals).		X			
Partners organise a national training day for at least 10-15 teachers and other staff (e.g. librarians) or teacher educators and invite the partner countries to observe the training session.			X		
Partner countries provide results/report of national training day and send all materials to the coordinator (Hungary) in English.				X	
Second partner meeting in Hungary to evaluate the project, draft guidelines on teacher training on EDC/HRE and agree on the reporting.					X
Partner countries prepare the project and financial settlement documentation					X
Partner countries translate the video and other materials into their national language and upload them on their website. Coordinator uploads video on Youtube. Partner countries draw the attention of youth and children's organisations to the film.					X