



**Association Européenne des Enseignants**  
**European Association of Teachers**

**Manual to promote**  
**EUROPEAN ACTIVE CITIZENSHIP**

Programme SOCRATES n° 2001-0928/001-001 SO2 81COMP



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## **INTRODUCTION**

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*No man is an Island, entire of it self; every man is a piece of the Continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in Mankind; And therefore never send to know for whom the bell tolls; It tolls for thee.*

John DONNE

(1)

Education for citizenship is a difficult task!

A teacher who respects the convictions of everyone is always ill at ease when he tackles this burning subject, which involves his own deepest convictions.

If anyone recognises that a democracy cannot survive without the support of all its citizens, if education for citizenship becomes, in all our countries in Europe, a pressing social demand, this wonderful unanimity crumbles as soon as the stage of giving mere information has passed. *Civics*, the knowledge about institutions and how they work, in a legal and functional way, poses no problem of conscience. Whereas *Education for Active Citizenship*, an education for the values and commitment to society, invites questioning and often enough silence.

How do we draw the line between information and propaganda?

How should we educate without conditioning?

How can a teacher who respects every conviction, and every moral, philosophical, and religious opinion of the parents of his pupils, become a zealot for a political and social organisation, and the worshipper of a cultural model?

How can we educate into commitment without joining a movement?

These first questions immediately lead to another: in the name of respect for

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<sup>1</sup>( ) John DONNE (1572-1631), *Meditation XVII* (1624)

another's freedom, can a teacher be led to refuse to take the road leading to such an education?

If education for citizenship is complicated, education for European citizenship may seem completely illusory!

The History of Europe and of its ancient and recent conflicts are the first clear sign of the size of the task. The almost daily manifestations of chauvinism in our stadia, the expressions of a simplistic, but often violent, nationalism, are the signs for some that such an attempt is reaching for cloud-cuckoo-land! And if we become resigned to considering as sadly inevitable that any meeting of organised groups or those with a strong feeling of cohesion, can only be a confrontation that reinforces everyone's certainties, and if we are convinced that the cohesion of any social link in a group, region or even a nation is necessarily proportionate to their inability to know the difference, the very idea of bringing together the concepts of citizenship and Europe, is, in fact, paradoxical.

These preliminary observations lead us on to question the meaning of the concepts which we use: the words "citizens" and "Europe", when they are put side by side, take on a dimension, or rather, new dimensions. They underline the contradictions of our History.

Citizen, Citizenship, make us think of ancient Greece. The citizens of the ancient cities exercised sovereignty in their city ... At the end of the eighteenth century, the Revolutionaries rediscovered these words in order to express the sovereignty of the people. The collectivity of the citizens replaced the monarch in order to exercise national sovereignty. Since then, in each one of our nations of Europe, the citizenship of the people has become the real sovereign!

Does every citizen of Europe exercise this sovereignty not only in his own country, but in the whole of Europe? That is the first question which the educator must answer for himself...

Over the last two centuries citizenship has become established in Europe at the heart of Nation States, in which political power was exercised within precise geographical frontiers, frontiers which were all the more credible, strong and meaningful that they could be called "natural", frontiers, which were guaranteed essentially by the force of arms. Political power ensured the maintenance of order, which consisted of Justice, but also the right to mint money. Money as an internal economic tool was often seen to be a symbolic representation of the country, the nation or the state; economic competition as a sort of war between rival powers. Citizenship traditionally expressed itself as nationality. It was identified in a country, thus it made people think of their parents, but also of what they might inherit.

The difficulty now is, in all our countries of Europe, to disentangle European citizenship and the civics that flows from it, to free it from the complex of nationalisms.

Since 1945 the creation of a New Europe has set up a completely new and, indeed, bizarre, framework. Ever since the end of the Second World War, Europe has, owing to the energy of a few visionaries, been growing and expanding, from their desire to establish Peace, firstly by collaborating into an economic unity, then by establishing a political unity, between States that had for long been enemies or rivals.

During the last two centuries all the countries of Europe have gone through the

same phases of nationalism that denied others their existence, and yet what was the unthinkable utopia of poets and dreamers has now become our current experience.

Fifty years after the cataclysm of the Second World War we are beginning to discern the latent dramas that these nationalisms contained within them. We are learning to read what is parallel and what can be transferred, in the cultural threads of our common European civilisation. Daily we, and especially the younger generation, discover how absurd frontiers are. A single currency makes the sharing of sovereignty both real and even commonplace.

Our common commitment, the completion of joint projects, beyond the limits of existing nations, no longer seems to us utopian: it is already a daily occurrence. To judge by what is happening every day, we are creating an open city, with no definite edges. Where does the borderer stop? Where does internationalism begin?

We are beginning to have the feeling that we belong to Europe, even though we know that Europe is neither a geographical nor a historical reality.

We know that we belong to a community of thought which aims to be universal and claims to be forging a future based on Human Rights and Democracy.

We know that by doing this we are building a City!

## **AEDE and ACTIVE EUROPEAN CITIZENSHIP**

Ever since 1956 teachers across Europe have assembled within AEDE to share with their pupils this hope of bringing about this utopia. As each difficult stage in the creation of a New Europe was reached, when sometimes our drive faltered, the Association was able to give fresh inspiration to teachers.

At the beginning of this twenty-first century, the excesses of a kind of liberalism give rise to new fears. Many are concerned about economic globalisation that has no regard for human values. AEDE has chosen to commit itself to education for active European citizenship in order to remind ourselves that Europe is first and foremost a hope for peace. It exists to give fresh impetus to achieve this utopia, and to remind us that a New Europe will not come about without the co-operation of the women and men of Europe.

The generations that have been indelibly marked by the horrors of our divisions have fought to say in their own time that any wish to build peace and fraternity on our continent was a wild utopia, but one which could rouse passions and which was needed if we were to have a future. Today we have the duty of reminding others that their work will not be complete as long as the viruses of intolerance, poverty and discrimination exist...

Born of this conviction, this pamphlet aims merely to propagate some success stories, and to point out certain paths of thinking and of action.

Firstly we aim to define certain concepts and skills that we believe we must create.

## **The LEGAL DIMENSION**

The legal aspects of citizenship should not be neglected. Pupils must know the institutions of the New Europe now being established. In order to take part in the debate, and to go forward in our Union, we must be clear about what already exists. An active citizen is already an informed citizen!

But it is clear that the established paths of “Civics” are not enough to take account of the realities of Europe, as it exists, and give only partial answers to the questions that teachers are now asking.

In order to speak of European citizenship, we cannot remain content to state simply that citizenship is the legal relationship of individuals to the state and to recall that a Citizen’s Europe was born at MAASTRICHT. There it was stated that any citizen of the Europe of the Fifteen was *ipso facto* a citizen of Europe. European citizenship cannot be defined by objective rights: that of living in another country of the Union, studying in another country of the Union, working in another country of the Union, nor even of voting in another country of the Union.

A clear knowledge of their rights is obviously a necessary condition of daily life of European citizens today and tomorrow, but we cannot be satisfied with defining citizenship by spelling out the rights that it confers.

## **The PERSONAL DIMENSION**

We must dwell for a little on the personal dimension of citizenship.

Our houses, towns and villages, our cultural habits, our eating habits, derive from history, show the relationships that constitute our inheritance, and demonstrate all that makes us proud to inherit it all, but also everything that we should wish to forget.

The story of building a New Europe during these past fifty years forces us to establish peace in the earth that has been soaked in the blood of our wars and of our recent or even ancient conflicts. That is what our memory of those times tells us to do. European citizenship, like nationalistic Civics of recent times, is tied up with History, but it has a quite different approach in that it refuses to conceal mistakes, errors of judgement, wrongdoing or even crime.

Citizenship has a strong personal component. It strongly supports the community, strongly supports a common project. If we are to speak of “European Citizenship”, we are attempting to find an answer to the challenge of defining an inheritance, without having someone to inherit it from, and a citizenship that goes beyond nationality and which above all has no frontiers!

Now it is clear today that the quest for a New Europe, increasing its depth and range, the upholding of peace in our continent, must necessarily first go through a successful selling of the idea to the young people of today, so that they can occupy Europe as their own homeland.

To occupy Europe does not mean, as our old Europe has for too long believed, hoarding up like a miser its knowledge and its experience and putting it into books and museums or even into its learning. It does not have to muse on the experience of others who have gone the wrong way and who have now seen the light, but

accept that we have to understand and share that experience. It is a question of allowing them to influence us, so that we can find out who we are and what makes us tick. . We have to know how to recognise their influences and contradictions, that history does not advance in one single direction, clear and monolithic. But rather that it passes through a maelstrom-like development in which the lines of force do not necessarily seem to be going in one direction only.

Every European must be able to see that he is can inherit the whole of European history and traditions, to accept both its shared lessons and contradictions, and so discover his own identity.

The European citizen is a responsible person who can claim a past and a common memory. By proclaiming himself a European, he can give himself all kinds ancestors, so that he can dream better and build a better future for himself.

### **The DIMENSION OF ACTION**

Hope becomes active citizenship when commitment is added to it, when acknowledgement of shared inheritances are strengthened by an awareness of solidarity.

We must strive to give to today's children, to the European citizens of tomorrow, whom we are presently educating, the good sense and taste, the commitment to service to the community and to the values that underlie its coherence.

This is an essential dimension of civics. Knowledge of institutions, discovery of who one is, accepting others, even, all that lies within what we might call a passive concept of civics. This self-control which leads us to demand an explanation from others, and to give it in return, to commit oneself with and in the service of others by requiring services and responsibilities, and, of course, by honouring one's commitments, constitutes the essential aspect of citizenship, what distinguishes the consumer from a true citizen.

The very possibility of this commitment in the life of the city is a consequence of the existence in our countries in Europe of democratic rules of behaviour. Simply upholding democracy, or respecting the human rights which underlie it, requires a constant struggle and the full exercise by each one of his rights, as he fulfils his duties. Such a desire for action and such commitment, which are critical for integration, in the system of values that each one of us possesses — and especially so in the case of every child entrusted to us - lies in the democratic ideal founded on the recognition of human rights. All this goes beyond simple knowledge (which is nevertheless needful) of past struggles which have contributed to the present state of our countries, with their areas of light and shade. Today, such a desire to struggle for the upholding of democracy and for the observance of human rights, firstly in Europe, but then in the whole world, is reflected in our inheritance in the world as it currently exists and which lives by new impulses.

We know that nowadays the paths sometimes go in different ways; in our recent history we have had proof of that and the viruses which we believed had been conquered constantly try to raise their heads!

Evolution will be what we make of it. Our pupils will fashion a New Europe with the materials and the skills that we give them.



Europe is a utopia of peace but also a utopia of solidarity!

Building peace on the ruins of our divisions is a real utopia, a firm reason for living and hoping. Hope will become active citizenship when commitment is added to it, when acknowledgement of our shared inheritance is strengthened by our awareness of solidarity. The utopia of a peaceful Europe can only have any sense, will have any sense of common citizenship, if a firm solidarity is achieved by all and for all, and by remembering that Human Rights are the rights of others and that that we call democracy!

### **Some GOOD INITIATIVES**

The project that we have undertaken, the experiments and initiatives of teachers in several European countries, which we shall present in the third part of this document, show that these real differences can be overcome, and these contradictions overturned.

They show that education for active European citizenship can also raise enthusiasm and be a source of pleasure. At the heart of our differences there exist some common values upon which education can be based. They may also spark off a response by the young people entrusted to us. What can be a more impossible and yet more electrifying vision than the desire to erect on our continent peace, solidarity and friendship?

### **EUROPE INVENTED THE CITY**

Democracy, our constant aim, is the object of a struggle that is continually to be fought, and is to be found in larger and larger entities, but entities which are always closed-ended.

European citizenship builds a New Europe by defining a relationship that is not limited by any visible frontier. Europe is the whole pattern of relationships which

Europeans weave with each other. Europe is the values shared before they become firm structures. Europe, which we have been trying for forty years to be citizens of, has no fixed frontiers. We were six nations, then twelve, then fifteen, and now we are hoping to widen the circle...

Active European citizenship is our common history, the contradictions in our past that we have now accepted and by-passed, our common commitment to a world of greater solidarity.

It is for that Europe, a Europe that has come into an inheritance of traditions that contain both contrasts and contradictions. Europe is a area of solidarity, brotherly regard and an open living being, for which it can be thrilling to fight and to commit oneself. We must convince ourselves and convince our pupils that that is what active European citizenship is all about!

## **CHAPTER 1 : THEORETICAL APPROACH**

## **AND SKILLS DEFINITION**

We mention hereunder (free translation) some of the official directives of the Vlaamse Gemeenschap Government (Flemish Community) of Belgium as far as citizenship education is concerned

### **EDUCATING TOWARDS ACTIVE CITIZENSHIP**

#### **Introduction – The necessity to enhance active citizenship**

Our democracies are becoming ever more complex, in such a way that more and more choices are being made, leading to more conflicts  
The expectations and requirements of citizens are growing  
Individualisation is increasing in the civilised world  
Broader entities, like a larger EU increase the sense of insecurity  
Transparency is threatened by globalisation

From the above arise contradictions, tensions, conflicts. Hence the growing necessity to promote active citizenship, at different levels, ranging from the school or the local level to Europe or even the world level.

Active citizenship is based on

Insights  
Sense of responsibility  
Readiness to act

Current interest in educating towards active citizenship. Many authorities, both national and international, like the EU, the Council of Europe or the Unesco, have lately become aware of the necessity and are taking initiatives.

#### **PART 1: WAT IS PUBLIC RESPONSIBILITY?**

##### **1.1 Definition**

Having a sense for public responsibility means being open to political, economic, social and cultural life in the society where we live and in which we're willing to participate. It thus supposes that one understands those four aspects, as well as the elementary rules and values which are at the basis of our legal order and our democratic system.

An essential part of public responsibility is embodied in the human rights and freedoms, as stated in many a constitution and charter.

It presupposes:

The consciousness of belonging to a community of citizens with rights and duties and the resulting responsibilities

The readiness to respect these rights and honour these duties

The readiness to take steps towards accepting this responsibility

The willingness to acquire attitudes like tolerance, justice, attention for the public interest, willingness to cooperate and sense of responsibility

## 1.2 European citizenship

### 1.2.1 *The Council of Europe*

Since 1950 the European Convention for the Rights of the Citizen has grown into a solid basis for aiming at both democratic and human acting in large parts of Europe. Most European states recognize the Court of Strasbourg as a supranational institution with a compelling competence.

The three main principles of the Council of Europe are:

- pluralistic democracy
- the primacy of objective right
- personal freedom

### 1.2.2 *The European Union*

The Charter of the Basic Rights of the European Union was adopted in Nice in December 2000. Unfortunately, it lacks the possibility of enforcing its decisions, as opposed to the Charter of the Council of Europe.

Fortunately, it contains a broader and recent list of rights and duties, such as:

Chapter 1 : The basic principle is human dignity.

Chapter 2 : Apart from such traditional freedoms as freedom of speech or meeting, the Charter contains the right to marry, to have a job or to get an education.

Chapter 3 : Conferring equal rights also means the rights of children, older people or handicapped persons.

Chapter 4 : Solidarity comprises the right for a family life, social security, public health, the defence of the environment

Chapter 5 : Citizenship tells about the rights of the European citizen, including freedom of movement and stay or the right for a transparent management.

Chapter 6 : Justice deals among others with the presumption of innocence and the evenness of sentences.

### 1.2.3 *The UN*

Although the Universal Declaration of the Human Rights cannot be enforced, this text has a great moral value, and allows the actual actions taken by instances such as UNESCO, UNICEF and the High Commissioner for Refugees.

## **2. Educating towards Citizenship**

Educating towards citizenship aims at training young people to become critical citizens, willing and capable of thinking and acting positively in democratic states, as is currently usual inside the international community.

However, the context is becoming ever more complex, due to technical evolutions or interdependence. Moreover the media are playing a main role in formulating expectations or selecting information. This implies a great flexibility, both socially, culturally or economically on the part of the citizen

## **PART 2 : CONCRETISING**

### *1. Examples of fields*

- health
- peace
- environment and long-lasting development
- equality between men and women
- cultural and religious similarities and differences
- relations between the generations
- rights of children
- democratic decision-making
- meaning of new technologies

### *2. Subjects*

The themes above can be discussed in all subjects and disciplines

One can for example refer to the ideas of the Council of Europe in the history lessons. More attention has been asked for a long time for the quality of the schoolbooks used in class for themes such as prejudices, nationalism and xenophobia.

Let's mention more specifically the Education towards Citizenship in the technical or professional education system, where the practical aspects are of course better treated.

### *3. Pedagogy*

Many different ways of working are possible, such as:

- working on projects
- controlling conflicts
- group skills
- responsibilisation
- concrete actions
- using playful and creative elements, by means of music, dance, theatre
- the use of new technologies
- looking for cohesion

## **PART 3 : EVALUATION AND ASSESSMENT**

Has the teacher achieved his goal? Through which method?

Which insights have been transmitted? (knowing)  
the functioning of the institutions  
calculating the cost  
being confronted with opposite interests  
getting to know common views or opposite views

Have the lessons led to action? (doing)  
being confronted with discrimination, distrust  
adapting concrete behaviour

Have the lessons led to a better life? (being)  
accepting the differences  
thinking in terms of long-lasting development

### **EDUCATING FOR PUBLIC RESPONSIBILITY : 3 EXAMPLES :**

- democratic parliaments
- social-related services
- world citizenship

The themes below are the same for the general, vocational, technical and arts education. They're also formulated in the same way for each form of education. Each school is supposed to work on this project together with its pupils, taking into account the differences between the target groups.

#### **1. Subtheme : democratic parliaments**

##### *1.1 Contents*

The school familiarizes the pupils with the principles of a democratic parliament.  
In doing this, the school pays attention to:

- The actual functioning of parliamentary decision-making
- The distinction between making decisions in parliaments as opposed to other types of meetings (such as clubs, associations, youth councils , ...)
- Some basic understanding of the problems concerning the functioning of "parliamentary institutions"
- Getting to know the composition of parliamentary agendas and the existence of fractions and commissions which are meant to support the functioning of public meetings

##### *1.2 Skills*

The school teaches the pupils to situate parliaments as important actors on the political decision-making scene, how to get information about current subjects on the parliamentary agenda, to distinguish and compare the different points of view in the parliamentary debate, and give instances of political decisions (on education or youth policy for example) which have a direct influence on their lives.

### *1.3 Attitudes*

The school teaches the pupils to be interested in the problems which are on the parliamentary agenda, to be willing to get acquainted with the points of view and arguments which have arisen in the parliamentary debate or to accept the decisions made through the parliamentary procedure. They should learn to have a critical evaluation of those decisions by proving their reliability with relevant information, their own opinions or the opinions of others, and learn to appreciate the function and duties of the Members of Parliament.

## **2. Subtheme : Social-related services**

### *2.1 Contents*

The school sees to it that pupils are familiar with a range of institutions which they get in touch with or which they can turn to. The school pays attention to the social mission and the functioning of those services or institutions. Students become familiar with telephone help lines and facilities nearby which they can turn to informally, discreetly or even anonymously.

### *2.2 Skills*

The school teaches how to gather information about social services and institutions, their possibilities and functioning, to change their wishes or needs into requests for help or information, and to formulate complaints or proposals for improving the range of services available.

The school teaches pupils how they can ask for help at these services or institutions, or where they can turn to when they have complaints, reports or recommendations.

### *2.3 Attitudes*

The school teaches the pupils not to be afraid of turning to social services and institutions, and to be assertive and respectful of them.

## **3.Subtheme : world citizenship**

### *3.1 Contents*

The school makes the pupils realize that there is currently an objective social scaling-up going on. Moreover, the pupil should learn that this scaling-up offers advantages but also leads to problems and conflicts.

The school helps the pupils to study this scaling-up with examples of political and economical collaboration on a world scale. It shows them how complex this collaboration can be, by means of concepts such as mutual dependence, images and representations, social justice, conflicts, conflict-management, changes and future.

### *3.2 Skills*

The school teaches the pupils to illustrate interdependence with examples they find in their own environment, to study conflicting interests, to distinguish and compare the points of view of the different actors, to study and judge how correct or complete any image of a situation or

event can be, to illustrate the role of international institutions, to draw conclusions about the possibility of creating a new world and playing a role in it, to illustrate that there can be different opinions about prosperity and the distribution of this prosperity.

### *3.3 Attitudes*

The school teaches the pupils to realize how important their personal commitment can be for the welfare and prosperity of both the individual and the others (nearby or far away), to be open and curious towards “strangers” (nearby or far away), to respect diversity, and to appreciate similarities and differences between people.

## **TO EVALUATE THE QUALITY OF CITIZENSHIP EDUCATION**

### **Final objectives in the second stage (pupils 15 &16 years old)**

#### **1. Human rights**

The pupils

- 1 can illustrate the contents of human rights by means of examples from human rights treaties, especially by means of the Treaty on the Rights of the Child
- 2 can explain in their own words that human rights are mutually dependent
- 3 can illustrate the universal nature of human rights
- 4 can give examples of the fact that human rights have a dynamic nature and that their reality requires anyone’s constant attention and efforts
- 5 recognize human rights violations
- 6 can recognize prejudices and discriminations in themselves, in others and in the media
- 7 have interest in and respect for human rights and are willing to actively and constructively commit themselves to their own rights and the rights of others
- 8 are critically interested in the way the media treat the human rights themes.

#### **2. Active citizenship and decision-making**

The pupils

- 9 can apply decision-making to real-life school situations
- 10 exercise participation in school and can argue the importance of participation, also in other organisation forms than school

- 11 can identify and name majority and minority opinions
- 12 can explain rights and duties in a concrete situation
- 13 can consider different interests at short notice and in the long run
- 14 make efforts to respect the interests, viewpoints and arguments of others
- 15 make efforts to approach proposals or arguments in a differentiated way
- 16 feel encouraged to take up responsibility and to participate to different kinds of initiatives inside and outside school.

### **Final objectives in the third stage (pupils 17 & 18 years old)**

#### **1. Democratic councils and parliaments**

The pupils

- 1 can describe the genuine operation of parliamentary decision-making
- 2 can describe the role of fractions and committees that support the operation of councils and parliaments
- 3 can identify councils and parliaments as major actors in shaping society
- 4 can distinguish and compare different opinions in the parliamentary debate
- 5 can provide examples of political decisions (e.g. education, youth policy) that directly affect their lives
- 6 can critically assess council or parliamentary decisions by comparing them to relevant information, the own opinion and the opinions of others
- 7 accept decisions taken through the parliamentary procedure
- 8 appreciate the function and tasks of members of councils and parliaments.

#### **2. Rendering social services**

The pupils

- 9 can collect data on social services and institutions, what they offer and how they operate and on specific aid and information services for youngsters
- 10 can convert their own wishes or needs into appeals for aid or information
- 11 can indicate how to appeal to social services and institutions and where they can go to formulate complaints or recommendations (e.g. ombudsman's services)



12 have the audacity to appeal to social services or institutions.

### **3. World citizenship**

The pupils

13 can illustrate the role of international institutions

14 can illustrate that the global dimension in our society is becoming more and more explicit, among other things on the political, economic and cultural level and that this evolution has advantages but that it also leads to problems and conflicts

15 can explain the complexity of international co-operation by means of the following concepts: mutual dependence, images and generating images, social justice, conflict and handling conflicts, change and future

16 can illustrate that there are different opinions about prosperity and about how to redistribute it

17 are susceptible to personal commitment for improving the world's welfare and well-being.

## **CHAPTER 2 : TOOLS**

We propose hereunder 3 examples of tools to be used in schools :

1. Peace Education
2. Peer Education
3. Health Education

### **1. PEACE EDUCATION: THE GLOBAL CAMPAIGN FOR PEACE EDUCATION**

Note : *The text hereunder was excerpted from the Final Statement of the Preparatory conference on peace education held: Geneva, 26-29 November, 1998*

Peace education is a participatory process which changes our way of thinking and promotes learning for peace and justice.

The Hague Appeal for Peace Global Campaign for Peace Education has two goals. **First**, to build public awareness and political support for the introduction of peace education into all spheres of education, including non-formal education, in all schools throughout the world. **Second**, to promote the education of all teachers to teach for peace.

## **Hague Appeal for Peace**

The Global Campaign for Peace Education was launched in May 1999 at the Hague Appeal for Peace Conference in The Hague, The Netherlands. The Hague Appeal for Peace Campaign brings together groups that focus on human rights, disarmament, womens rights, and social justice to work towards abolishing war in the 21<sup>st</sup> Century.

## **The need**

Humanity faces challenges of unprecedented proportions: the continued development of weapons of mass destruction, conflicts between states and ethnic groups, the spread of racism, community violence, the huge and widening gap between the rich and the poor throughout the globalized economy, massive violations of human rights and the degradation of the environment.

## **Peace education**

In order to be equipped to tackle these complex and interwoven problems, the coming generation deserves a radically different education. Students need the skills to create and maintain peace.

The peace education they deserve includes human rights, development and environmental education. Human security and disarmament issues, reconciliation, conflict prevention/resolution training, critical media awareness, gender studies, non-violence and international relations are all part of peace education. The methodology of peace education encourages critical thinking and prepares students to act on their convictions.

Over the past 45 years, important work has been done: UNESCO's recommendations on education for international understanding, peace, human rights and fundamental freedoms in 1974; UNESCO's 1994 action plan for education for peace, human rights and democracy, proclaimed by education ministers and signed by 144 countries; and the steady growth in the number of peace education courses offered in schools throughout the world. But this is only a beginning.

## How the Campaign works

The Global Campaign for Peace Education is open to the initiatives of individuals and groups throughout the world. The work of the campaign is carried out in each country, each community, by groups and individuals who take it upon themselves to join the campaign.

Those active in the campaign organize forums, write letters, circulate petitions, create working groups, form delegations to meet with government officials, and write articles for publication. They use every technique they can think of to build support for peace education.

## BACKGROUND

At the end of the century, the need for peace education is greater than ever before. Humanity faces challenges of unprecedented proportions in areas such as the continued development of mass-destruction weapons, conflicts between states and ethnic groups over scarce resources, the spread of racism and the huge and widening gap between rich and poor throughout the globalised economy. These and other challenges represent forms of domination and violence: physical, structural and cultural.

In order to be equipped to tackle these complex and interwoven problems, the coming generation deserves a radically different education – programmes, methods and resources that we group together under the broad heading of *Education for Peace*. In our view this includes approaches used in fields such as human rights, development and environmental education, security and disarmament, conflict resolution/transformation, critical media awareness, gender studies, world citizenship and international relations - as well as elements from more traditional subject areas. We are convinced that the whole-school or whole-institution strategy is in the long run the best way to achieve results.

We stress as a priority matter that in some parts of the world children, especially girls and those in conflict zones, do not have access to education of any kind; that many schools are under-resourced; and that options at secondary and tertiary levels are often severely restricted. Education is a universal right, and its denial through poverty, discrimination or war damages both the individual and the community.

Over the last 25 years, much important work has been done on all these issues at the international level, in a host of different forums, from UNESCO's 1974 peace education policy 'Recommendations', to its 1994 *Declaration on Peace, Human Rights and Democracy* that was signed by 144 governments. However, while saluting the efforts of the pioneers, we are profoundly disappointed that worthy declarations and even formal commitments have in most countries not made a real impact on curricula, on teacher training, on classroom practice and on resource materials. On the eve of the 21<sup>st</sup> century we remain too often locked into outdated categories and attitudes.

We strongly promote the view that peace education should be a holistic process, extending far beyond the school's walls into community life, the mass media and popular culture - and as such must incorporate perspectives from all disciplines. At the same time it must be recognised as a fundamental part of the formal (and non-formal) system in all countries. If not, it will lack credibility, status and accountability.

A particularly important role should be played by teacher-training institutions, including those preparing for the primary and vocational training levels. Teachers suffer increasing administrative burdens and need support in preparing programmes that break new ground and develop teamwork and co-operation. This applies to both

initial and in-service training. We encourage publishers too, to promote peace education material and to ensure its effective distribution. Furthermore, development assistance agencies should promote elements of peace education as a component of their teacher training and materials production activities. Efforts of humanitarian agencies to introduce education for conflict resolution/transformation, reconciliation and peace to refugees and conflict-affected populations should be expanded. Above all, we demand that Education Ministries give peace education high priority and take systematic initiatives to implement it at local and national level.

Our conference addressed many specific perspectives and approaches: gender, human rights, identity analysis, mediation skills, new technology, North-South school twinning and much besides. We heard from scientists, campaigners, researchers, students and historians. We stressed the importance of peace education in promoting personal growth; in building both the will and the confidence to take collective action; and in healing social wounds and giving meaning to historical memory. These different dimensions are evidence of how potentially rich this field is, and how many diverse contributions are needed.

The percentage of young people in the world's population, especially in the Global South, is growing rapidly along with the steep acceleration in overall numbers. At the same time the population in Western states is ageing – retirement periods have never been longer. One of the strengths of our conference was its inter-generational aspect, with youth and adults meeting in workshops both separately and together. Young people actively participated in the planning of the event, chairing sessions and making presentations and reports:

*«Many felt that before taking a wider global perspective, we needed to first find peace in our homes, schools, and communities. It was agreed that the themes of justice, tolerance and peace had to be woven into the education of the children of the world, as they are the future leaders of the 21st century. Such messages can also be transmitted very effectively to younger children by older ones.»*

A sense of urgency was widely felt by the young people present. Youth are determined to find ways to contribute to peace processes but are stifled by bureaucracy and lack of relevant job opportunities. The temptation to feel disempowered by the complexity of the world's problems has to be countered by a deliberate focus on peace successes and on figures of resistance to oppression, and through the inspiration to be drawn from compassionate artistic expression.

In a rapidly accelerating culture, it is all the more important that educators learn to learn from their students. The modern role of the teacher as facilitator, enabler, listener, guide rather than lecturer or retailer of knowledge is often recommended but seldom fully practised. Yet education for peace, human rights and democracy implies - indeed demands - such a relationship of trust and mutual exchange. In particular we would stress that equality between males and females is a pre-requisite for a democratic classroom.

We come away from this conference with at least one clear goal. Peace education must be made available everywhere at all levels of the education system. Governments need to back up their elegant statements with real commitments in terms of far greater budgetary resources, new programmes of teacher training and staff development, and greater involvement of young people themselves in their own education. Specifically we call on each country to draw up a peace education plan, as a contribution to the Decade for the Culture of Peace, together with a system for evaluation. 'Good practice' is not enough. A worldwide campaign must be launched. To this end, we believe that organisations operating in this field should work together to form a common network.

We commit ourselves to carrying this work forward to the *Hague Appeal for Peace* conference in May 1999 and beyond. Peace education is a cross-cutting theme in the Hague process, being a crucial dimension of all four strands: Humanitarian Law and Human Rights, Disarmament, Conflict Prevention and Resolution, and the Culture of Peace. We want to see real outcomes from this process of international dialogue – assembling a toolbox of imaginative initiatives which, given the resources, can be implemented and adapted in differing contexts around the world.

We urge all who care about the future and importance of peace education to get involved in the Hague campaign – through preparatory events, development of ideas for the conference programme, outreach to others and fundraising to bring colleagues or fellow-students from zones of conflict and the Global South. In this way we shall be better prepared to contribute to the millenium year – the International Year for the Culture of Peace.

Peace is a global effort!

## Peace Education Publications Catalogues

### 1. Peace Education Publications

IPB publications

IPB has over the years published a wider variety of books and other materials, many of which are useful resources for classrooms or community/peace groups. For details including ordering information, see [Catalog](#) page. We always welcome offers of translation from English into other languages.

A Popular Version of Yash Tandon's Militarism and Peace Education in Africa. Paul Kisembo. 1993. Publié par : Association Africaine pour l'Alphabétisation et la Formation des Adultes (AALAE), PO Box 50768, Nairobi, Kenya. \$5. Cette nouvelle version d'une étude plus ancienne de Tandon résume dans un langage plus simple le message selon lequel la situation du militarisme actuel en Afrique a ses racines dans les 500 dernières années d'exploitation économique et d'oppression politique.

CAVE (Centre for Alleviating Social Problems Through Values Education). Offers several publications on theory, curriculum, and pedagogical discourse pertaining to values education. Contact : CAVE, 85 ARGYLL place, Aberdeen, Scotland, UK, AB25 2HU. Telephone and Fax : (+44) 1554 634873

The Cooperative Bank: *Peace, an Easy Reader* by Chris Sewell.  
freely available at [www.co-op.ac.uk/peace](http://www.co-op.ac.uk/peace)

Council for Education in World Citizenship. Offers resource and curriculum packets for teaching human rights. To order mail : CEWC, 15 St Swithin's Lane, London EC4N 8AL, UK. Telephone : +44 171 929 5090 Fax : +44 171 929 5091 Email : [cewc@campus.bt.com](mailto:cewc@campus.bt.com)

Education for Human Dignity – *Learning About Rights and Responsibilities* Betty Reardon. A three part resource manual to guide teachers and teachers-in-training through the process of developing human rights education programs in elementary and high schools. July 1995. Order this and other books from this author from the University of Pennsylvania Press, P.O. Box 4836, Hampden Station Baltimore, MD 21211 USA. Toll Free : (800) 445 9880 ; Fax (410) 516 6998. Cloth, ISBN 3306-9, \$48.95 Paper, ISBN 1524-9, \$24.95.

From Violence to Wholeness : A study program in the spirituality and practice of active non-violence. To order Mail : Pace e Bene, 1420 W. Bartlett St., Las Vegas, NV 89106, USA. Email : [fvtw@aol.com](mailto:fvtw@aol.com)

IFOR Publications: Provides an information network for a culture of peace and nonviolence. To order their catalogue contact IFOR, Spoorstraat 38, 1815 BK Alkmaar, the Netherlands. Telephone: +31 72 512-3104, Fax: +31 72 515-1102 Email: [office@ifor.org](mailto:office@ifor.org)

Local Action/Global Change : *Learning About the Human Rights of Women and Girls*. By Julie Mertus, Nancy Flowers, and Mallika Dutt. A resource manual which includes activities and curriculum for educating in areas of women/girls' human rights. To order Mail : Women, Ink., 777 UN Plaza, NY, NY 10017, USA. Telephone : 212 687 8633 Fax : 212 661 2704 Email : [wink@womenink.org](mailto:wink@womenink.org) Internet : <http://womenink.org>

Manchester Development Education Project : Resources for Citizenship – a resource guide for curriculum, books, and teaching aides. To order Mail : DEP, 801 Wilmslow Road, Didsbury, Manchester M20 2QR, UK. Telephone : +44 161 445 2495 Fax : +44 161 445 2360. Email : [depman@gn.apc.org](mailto:depman@gn.apc.org) Internet : <http://www.dep.org.uk>

Northern Ireland : Roots of Conflict, Routes to Peace : A teaching pack for Key Stage 4 and A Level History. By the Northern Ireland Working Group of the National Peace Council. 1999. To order mail National Peace Council, 162 Holloway Road, London N7 8BR UK. Email : [npc@gn.apc.org](mailto:npc@gn.apc.org) Internet : <http://www.gn.apc.org/npc/pubs.htm>

OXFAM – Education Catalogue. Provides publications in all areas of education with a focus on global awareness, peace, and human rights education. Their website lists opportunities for educators and students to become active in a global initiative. Internet : <http://www.oxfam.org.uk/publish/schools.htm>. Email Request : [oxfam@oxfam.org.uk](mailto:oxfam@oxfam.org.uk) (type [education catalogue request] in the subject line). Telephone 0 78 65313600

Peace Pledge Union – Provides extensive resources for educators and students including activities sheets, curriculum, and continually updated publication packs. To order mail Peace Pledge Union, 41b Brecknock Road, London N7 0BT, UK. Telephone : +44 0 171 424 9444 Fax : +44 0 171 482 6390 Email Request : [peacenow@gn.apc.org](mailto:peacenow@gn.apc.org) Internet : [http://www.gn.apc.org/peacepledge/ed/ed\\_index.html](http://www.gn.apc.org/peacepledge/ed/ed_index.html)

People's Decade of Human Right's Education. Offers videos and action handbook for human rights education. To order Mail : PDHRE, 526 West 11<sup>th</sup> Street, Suite 4E NY, NY USA. Telephone : 212 749 3156 Fax : 212 666 6325 Email : [pdhre@igc.org](mailto:pdhre@igc.org) Internet : <http://www.pdhre.org>

Politics and International Relations. The Cambridge Press has been rated the world's leading political science publisher. This catalogue provides publications in all areas of political science with a focus on international relations, international law, comparative politics, and the theory of democracy. To order mail Customer Services Direct, Cambridge University press, FREEPOST, The Edinburgh Building, Cambridge CB2 1BR, UK. Telephone: +44(0)1223 326050 Fax: +44(0) 1223 326 111 Email Request: [directcustserve@cup.cam.ac.uk](mailto:directcustserve@cup.cam.ac.uk) Internet: <http://www.cup.cam.ac.uk/cais>

Skipping Stones – A Multicultural Children's Quarterly. Offers a forum for communication among children from different lands and backgrounds. To order mail Skipping Stones, PO Box 3939, Eugene, Oregon 97403-0939 USA. Telephone 001 503 342 4956 Email : [skipping@efn.org](mailto:skipping@efn.org) Internet : <http://www.efn.org/~skipping>

The Atrium Society – Education for Peace Program. Organization offers publications and programs centered on conflict resolution. To order Mail : The Atrium Society, PO Box 816, Middlebury, VT 05753 USA. Telephone : 800 848 6021 Fax : 802 462 2792 Email : [atrium@atriumsoc.org](mailto:atrium@atriumsoc.org) Internet : <http://www.atriumsoc.org>

The World of Learning 2000 – 50<sup>th</sup> Edition : *A definitive source of information on higher education world-wide*. Resource book for locating higher education institutions and organizations worldwide. To order Mail : Europa Publications, 18 Bedford Square, London WC1B 3JN, England. Telephone : +44 171 580 8236 Fax : +44 171 636 1664. Email : [sales@europapublications.co.uk](mailto:sales@europapublications.co.uk) Internet : <http://www.europapublications.co.uk>

UNESCO 1999 Publishing Supplement : Multi-lingual resource guide to a plethora of education publications. To order catalogue send request to UNESCO Publishing/ 7 place de Fontenoy, 75352 Paris 37 SP, France. Fax : (+31) 1 45 68 57 37. Internet : <http://www.unesco.org/publications>

UNICEF publication by Ken Bush and Diana Saltarelli: *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. United Nations Children's Fund Innocenti Research Centre, Florence, Italy: The publication is available in Acrobat (pdf) format at: <http://www.unicef-icdc.org/publications/pdf/insight4.pdf>

World Association for the School as an Instrument of Peace. Offers publications which encourage the peaceful exchange of correspondence between schools of the North and the South. To order Mail : EIP, 5, rue du Simplon, CH-1207 Geneva, Switzerland. Telephone : +41 22 735 2422 Fax : +41 22 736 4863 Email : [cifedhop@mail-box.ch](mailto:cifedhop@mail-box.ch) Internet : <http://www.eip-cifedhop.org>

## **2. Peace Education Catalogues**

Educators for Social Responsibility : Resource Catalogue for curriculum, books, and training. To order Mail ESR, 23 Garden Street, Cambridge, MA 02138 USA. Telephone : 800 370 2515 /617 492 1764 Fax : 617 864 5164 Email : [educators@esrnational.org](mailto:educators@esrnational.org) Internet : <http://www.esrnational.org>

NICR Books – Provides a catalogue for conflict resolution books and resources. To order write to : The Network : Interaction for Conflict Resolution, Conrad Grebel College, Waterloo, ON Canada N2L 3G6. Internet : <http://www.nicr.ca>

The Global Classroom : A complete resource guide for curriculum, books, teaching aides, etc. To order Mail The Global Classroom, PO Box 584, Williston, VT 05495-0584 USA. Telephone (in USA and Canada) 800 211 5142 /802 862 0095 Fax : 802 864 7626 Email : [support@globalclassroom.com](mailto:support@globalclassroom.com) Internet : <http://www.globalclassroom.com>

Peace Education International. Offers *Peace Education Programs with a Creative Edge* for Grades 1-6. To order a curriculum catalogue, contact : Peace Education International/ 2895 Biscayne Blvd., Suite 415/ Miami, Florida 33137, USA. Toll-free within US : 1 888 667 3223. Fax : 1 305 673 9303

## **2. PEER MEDIATION OR PEER EDUCATION**

Mediation is a process for resolving disputes and conflicts in which a neutral third party (parties) acts as a moderator for the process. In mediation, the goal is to work out differences constructively. Mediation provides schools with an alternative to traditional disciplinary practices. Students involved in this process, either as mediators or disputants, learn a new way of handling conflict.

In mediation, trained students help their classmates identify the problems behind the conflicts and to find solutions. Peer mediation is not about finding who is right or wrong. Instead, students are encouraged to move beyond the immediate conflict and learn how to get along with each other - an important skill in today's world. Peer mediators ask the disputing students to tell their stories and ask questions for clarification. The mediators help the students identify ways to solve the conflict.

A key component to any mediation process is letting each student tell his or her own story and then to feel as if someone understands his/her perspective. As W.A.V.E. mediator Nate Johnson says, "Just knowing someone understands really reduces the tension in mediation."

Not every kind of problem is suitable for peer mediation, For example, assault or other criminal activities are usually not referred to a school's mediation program. Common situations involving name-calling, rumors, bumping into students in the hallways, rumors, and bullying have been successfully resolved through peer mediation.

Several groups have specified a process for peer mediation. *Teacher Talk* has identified the points common to them. The following lists illustrate the ground rules and the steps of the mediation process. When both students agree to the ground rules, the mediation can proceed.

### **2.1 Mediation Steps:**

Agree upon the ground rules

Each student tells his/her story  
Verify the stories  
Discuss the stories  
Generate solutions  
Discuss solutions  
Select a solution  
Sign a contract

## **2.2 Ground Rules**

Participants should be willing to :  
Solve the problem  
Tell the truth  
Listen without interrupting  
Be respectful  
Take responsibility for carrying out the agreement  
Keep the situation confidential

### **Peer mediation in two schools**

*Joe shoves Mike into a locker because  
Mike picked on Joe's younger brother at the bus stop.*

*Robin confronts Gayle because she believes that  
Gayle has spread a rumor about her.*

When situations like these happen at Decatur Middle School in Indianapolis, IN, the two conflicting parties have an opportunity to resolve their differences through peer mediation. Students, teachers, and administrators are all satisfied. Principal John Taylor reports a reduction in referrals for discipline since peer mediation was implemented in 1993. He says, "With Peer Mediation students have a tool to solve their own problems. Students are encouraged to take responsibility for their behavior and for their solution."

Peer mediator Kimberly DelGado (real names are not used), an eighth grader at Decatur, believes mediation offers positive results. She says it not only keeps people out of trouble, but also provides opportunities to make new friends out of people who might have been their enemies. Students Paul Chang and Lea Snyder, both peer mediators, have used their mediating skills outside the classroom to help their friends solve problems. Science teacher Pat Donovan who helped initiate peer mediation at Decatur, says that it helps to relieve tension between the kids. It is successful because "it helps kids understand each other."

At Martin Luther King Law and Public Service Magnet High School in Cleveland, OH, the W.A.V.E. (Winning Against Violent Environments) mediation program has been active for nearly 15 years. Mediators from W.A.V.E. train teachers and other students how to run a mediation program. Tasha Smith, who has been a mediator for three years, believes that mediation has made the school a safe place. She says that mediation shows students "a different way to solve problems, without violence."

Nate Johnson reports that being a mediator has made a difference in his life outside school. "Before I started doing this, my brother and I used to fight all the time. Now,



I talk to him instead of fighting with him. We haven't had a physical fight all this year."

### **Tips for Creating a Peaceful Classroom**

#### **1. Have a genuine interest in your students.**

Greet students at the door. Learn about students' culture(s). Be aware of teen slang terms. Offer praise and encouragement frequently. Attend to students as individuals, not just to the class as a whole.

#### **2. Communicate classroom rules clearly.**

Enforce rules fairly and consistently. Consider each incident's unique circumstances while making discipline-related decisions.

#### **3. Be objective, not judgmental.**

Try to adopt the students' perspective. Look at issues from a variety of perspectives.

#### **4. Show that you are human.**

Be prepared to admit your mistakes. Use humor, when appropriate.

#### **5. Minimize the power differential in everyday communication.**

Sitting behind a desk or standing behind a podium can send the message that you want to create some distance between yourself and the students.

#### **6. Address problem behavior directly and immediately.**

Unresolved conflicts and issues often resurface. Addressing a problem early lessens the chance that it will expand.

#### **7. Adopt a collaborative approach.**

Maximize student opportunities for choices within the classroom. Consider the perspective that this is "our" classroom, not "my" classroom. Actively solicit students' opinions.

### **3. HEALTH EDUCATION : HEALTH PROMOTING SCHOOLS**

#### **What is a health promoting school ?**

A health promoting school is a place where all members of the school community work together to provide students with integrated and positive experiences and structures that promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

*(World Health Organisation, 1996)*

#### **What are the advantages of a health promoting school?**

The health promoting school:

offers a holistic model of health that includes the interrelationships between the physical, mental, social and environmental aspects of health

provides the opportunity for families to take part in the development of health skills and knowledge of their children

addresses the significance of the physical environment (for example, shaded play areas) in contributing to the health of children

recognises the importance of the social ethos of the school in supporting a positive learning environment, one in which healthy relationships and the emotional wellbeing of students are strengthened

links regional and local health services with the school to address specific health concerns that affect schoolchildren

focuses on active student participation in the formal curriculum to develop a range of life-long health-related skills and knowledge

enhances equity in education and health

provides a positive and supportive working environment for school staff, and enables the school and the local community to collaborate in health initiatives which benefit students, their families and community members.

### **How to classify a Health Promoting School ?**

The following elements would identify a school which could classify itself as a Health Promoting school :

Develops an organisational culture that promotes a safe, healthy and stimulating learning and working environment for students and teachers

Identifies the school community's specific health needs

Establishes their own priorities and focus on relevant health issues

Collaborates with parents and students on problem solving decision making and action in relation to health issues in the school community

Implements a holistic, coordinated and action oriented approach to health and education in the school and the community

Establishes effective partnerships with health services to develop, implement and monitor health promotion programs, service provision and other agencies and reflects on and refines whole school activity.

*(National Framework for Health Promoting Schools in Australia, 1999.)*

## **Examples of good practice : St John's College**

St John's College is committed to delivering a learning environment that prepares its student for current and future changes in society. In pursuing this aim, St John's recognises the importance of health related education as being an integral part of the school curriculum. Becoming both a HPS pilot school and an Individual School Drug Education school in March, the school decided to create a Health Committee encompassing both ISDES and HPSP to successfully meet the needs of both these pilot projects. Three areas of focus were established for the committee through school community questionnaires and in servicing of Health Committee members.

### **Drug Education**

The school is committed to providing a comprehensive drug education program throughout the entire school. This program will be cross curricula and involve as many Key Learning Areas as appropriate. The drug education program will use a harm minimisation approach as the Health Committee feels it necessary to equip students, staff, parents and the local school community with the knowledge and skills to comprehend the various effects of drugs and to make informed decisions relating to drugs.

### **Healthy Canteen**

A healthy canteen committee has been established this year, that has input from students, staff and parents. At this stage, the Committee is looking at ways to improve the nutritional value of the food sold from the canteen while also aiming to provide healthy eating education for all members of the school community. This has been well complimented through nutrition education in the KLA's.

#### **Facilities and Environment Safety**

A huge effort has been made by the school to update and improve the safety of the facilities and general environment of its P-12 campus. The school has endeavoured to achieve the optimum attainable level of safety for the whole school community. In doing so, recent work has involved new furnishing in classrooms, updating emergency procedures, practices and policies, clearing playing areas outside of any potentially harmful evidence and providing professional development opportunities to staff for first aid training. St John's College is only in the early stages of introducing the HPS concept into its community but is carefully establishing a solid foundation on which to build a worthwhile and enjoyable experience for the students, staff and parents of the school. These three described areas are just the beginning of what the school envisages as a continual cycle and whole school approach to health promotion for the benefit of all.

Helen Neely  
St Johns College, Preston  
The Health Promoting School Framework

## **CHAPTER 3 : EXAMPLES OF GOOD PRACTICE**

(These examples are excerpted from the manual " A CONNECT project, part II – a manual on how to promote young active citizenship within the European Union and beyond")

The following elements will be focused upon:

Political citizenship: Human rights education & values education

Cultural citizenship

Intercultural citizenship

Social citizenship

Egalitarian citizenship

Ecological citizenship

European citizenship

Global citizenship

### **1. Political citizenship & Human rights education & values education**

#### **ECE: Education for citizenship in Europe: a Comenius 2 project (Un.Kg)**

"The purpose of this project is to develop a model for teacher training in the area of citizenship such that pupils will be able to participate actively in the roles and responsibilities they will encounter in their adult lives as citizens in Europe. This is a three-year project from a partnership of five institutions from five countries (ES, FR, NL, UK, CZ). The project targets the lower secondary school. The working model to be employed by the project in pursuit of its aim is to consult with teachers in order to identify good practice both in terms of content and pedagogical approaches. Based on

this research the modules will be developed. Once the modules have been evaluated, guidelines for teachers will be developed. An international in-service training seminar is planned for the third year of the project.

This project takes as its rationale the renewed interest within many countries in the teaching of citizenship in schools and how this might contribute effectively to the development of active democratic citizenship.

In order to contribute to this development of active democratic citizenship the project sees the need to develop an approach to its teaching and learning that is enquiry and actively based. In order to effectively manage such teaching and learning, the project sees the need to provide specific training for teachers and to develop a broad range of resources. This the project hopes to do through this proposal.

Further information can be obtained from Jacqueline Dawson; tel. 44 20 86 55 12 99 and by e-mail: [jacqueline\\_dawson@croydon.gov.uk](mailto:jacqueline_dawson@croydon.gov.uk)

### **Web sites on human rights and children's rights (Belgium)**

Several web sites are available with information on Human rights and children's rights. One of those is the one in Belgium which is run by the Commissariat for Children's rights, Hertogstraat, 67, B 1000 Brussels; 32 02 552 98 00; web site: <http://www.kinderrechtencommissariaat.be>

On this web site children can find extensive information on what the rights of the children are as laid down in the International Treaty of Children's rights. They also find information on where to turn to in case of abuse of their rights and where they can get help and support.

### **The co-decision procedure: a simulation game played in Alden-Biesen (B) as an example of political citizenship education (Belgium)**

Youngsters from 5 to 6 countries of the age of 16 to 18 meet for one week to play the co-decision procedure as highlighted in the Maastricht Treaty of the European union of 1991. Teachers of the schools concerned meet a few months in advance to be aware of all the aspects of this simulation game. Pupils and teachers prepare the topics to be discussed and the resolution to be prepared over the Internet before the one-week simulation game. During the one-week simulation game the schools which assemble in one location may be linked by video-conferencing to other schools.

For further information contact Guy Tilkin: tel. 00 32 89 51 93 52 or 00 32 479 299 724

by e-mail: [guy.tilkin@alden-biesen.be](mailto:guy.tilkin@alden-biesen.be)

Web site for further information: <http://www.alden-biesen.be>

**L'Ecole de Minos: a Comenius 1 project in the framework of the Socrates programme co-ordinated by the Collège les Sources, LeMans (F): a good example of media education integrated in a European Comenius partnership**

### **Partnership (France)**

Pupils of 13 to 15 years of age were given a grid to analyse the news on television. For several days they had to watch the news and write down the key topics which were on the news. This information was communicated by the pupils of the 5 schools of the partnership to one another. The pupils compared the items on the news; they tried to understand why the topics differed; they communicated with their counterparts via internet to get more information and clarification. This was seen as a good exercise of media education with a European dimension enhancing all kinds of skills such as reading skills, comprehension skills, communication skills and language skills. Pupils also acquired basic information about mass media such as television and newspapers in the other countries of the partnership.

The documentation centre of the French school 'Eurodoc' played a major role in the whole project. Centre Eurodoc 72; Collège Les Sources, 30, Rue Edgar Degas; F 72100 LeMans; tel. 33 02 43 72 89 67; e-mail: eurodoc@colleges.univ-lemans.fr  
Contact: Geneviève Laizé;  
web site <http://www.univ-lemans.fr/colleges/index.html>

### **EUROPEAN CHILDREN's television centre: A YOUTH Project on MEDIA education (Greece)**

This project is initially a research and registration of all projects and programmes on audio-visual education taking place in Europe. This research on applied activities of the audio-visual education will be done by the youth workers around Europe and it will span for 8 months. Its completion will culminate with a large education meeting of partners and participants (June 1999), as well as some representatives from the youngsters. At this meeting all the results will be demonstrated. Participants will have the opportunity to test some of the more advanced forms of audio-visual education and discuss with the partner organisations on their findings. A publication will be produced in printed as well as electronic form, of all the results of the study and the meeting. This publication will act as a handbook, a guide for audio-visual educators around Europe, and it will be regularly updated to keep them abreast of all the latest developments in their sector.

For further information contact Athina Rikaki, European children's Television Centre, 20. Analipseos street., GR - 15235 Athens

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For further information contact Athina Rikaki, European children's Television Centre, 20. Analipseos street., GR - 15235 Athens

## **2. CULTURAL CITIZENSHIP**

### **The school adopts a monument : A Comenius project (Italy)**

An initiative started in Naples and which has now spread all over Europe to make young people aware of and take responsibility for the cultural heritage in the immediate environment of the schools; the pupils learn about the monument which can be an old tree, a park, a church or a chapel, the school building itself, a sculpture in a park etc. They learn about the link and the role this monument has in their lives so as to create an affective link with the monument. Finally pupils are invited to do something for the monument: disseminate information about it, restore it or clean it act as guides for other youngsters so share the affection and the knowledge they have about the monument. The project is a good example of the school being turned into a learning community co-operation with the whole community around the school.

See also full information about this project in a separate article  
For further information contact: Mirella Baracco: at Fondazione Napoli 99" in Naples  
e-mail: [info@napolinovantanove.org](mailto:info@napolinovantanove.org)

### **The European heritage classes of Saint-Jean d'Angély (France)**

The Cultural heritage education put into practice in the old Benedictine Abbaye Royale de Saint Jean d'Angély is of a particular interesting nature as it combines cognitive, affective and pragmatic elements in a very specific way. Youngsters (f 15 to 18 years of age) of 3 European countries are spending two weeks together to learn about topics linked to the old pilgrimage road of Santiago de Compostela. Three pupils of different nationalities have to share the same room together for the two weeks. **All the pupils have to learn and to work and live together to enhance concrete European citizenship** in terms of learning to live together in the same room..

The mornings are spent on more theoretical study while the afternoons are spent on cultural trips prepared by the pupils or an manual work in workshops. In

those manual workshops they learn to make illuminated books, old instruments used in the Middle-Ages, Mosaics etc; they do wood-carving or stone-carving so as to learn with a hands on experience the difficulties there are to create. In several cases pupils find out that they have creative potential which they are not aware of and have not used at all so far.

These cultural heritage classes is a good example of combining concrete citizenship education, living together with other youngsters from across Europe, with cultural heritage education. During the two weeks youngsters also share their own cultural heritage to the benefit of all.

Further information: Alain Ohnenwald; e-mail: [cceangely@wanadoo.fr](mailto:cceangely@wanadoo.fr)

### **The MUS-E project of the Jehudi Menuhin Foundation (Belgium)**

The MUS-E project is a multicultural programme to be implemented in a school environment using arts at school as a tool for children to develop themselves fully. Its main objective is to fight violence and racism in schools.

The projects can be implemented for all children but it is by priority implemented with children living in difficult suburbs or inner cities where the risk of social exclusion is larger and where schools are confronted with multicultural management and all sorts of societal problems such as violence and drug abuse.

The objective of the project is to initiate children in pre-primary and primary schools in difficult suburbs and inner cities to different forms of art: music, singing, dance, drama and plastic arts or sculpture. Professional artists are in charge of this initiation and the teachers are also actively involved. The invitation intends to fight violence, racism and exclusion while enhancing tolerance, recognition of other cultures and team work, key elements in active citizenship.

The MUS-E project has been funded within the framework of the Accompanying measures of Comenius and within the framework of the CONNECT budget line.

Further information at MUS-E Belgique; tel 32 02 673 35 04 Chaussée de la Hulpe 61, B 1180 Brussels ; e-mail: [terre-d.mus-e@skynet.be](mailto:terre-d.mus-e@skynet.be)

### **The CHAIN Comenius 3 Network (the Netherlands)**

The CHAIN Network, or Cultural Heritage Network, brings together teachers involved in Comenius 1 partnerships focusing on cultural heritage. It also gathers all those Comenius 2 projects focusing on initial or in-service training of staff in the area of cultural heritage education. Finally it also wants to give particular attention to the contribution cultural heritage education makes to promote active citizenship.

Teachers and teacher trainers interested can consult the web-site and data base to find examples of good practice in this particular field.



For further information contact Fokko Dijkstra ; tel 00 31 50 525 02 58 and/or by e-mail: [f.w.p.dijkstra@ond.nhl.nl](mailto:f.w.p.dijkstra@ond.nhl.nl)  
Web site of CHAIN : <http://www.CHAIN.to>

**ANACIPE GIOVANI: a YOUTH project using cultural heritage to fight social decay (Italy)**

Anacipe is an association that carries out initiatives aimed at using the historical and archaeological heritage of the suburbs as a means of fighting social decay and promoting better conditions for the citizens living there. The aim of the project is to help young people to discover their cultural roots as part of the common heritage and history of the Europe. The main objective of the project is to involve the young people of the suburbs of Rome East in a series of initiatives aimed at fighting the social and natural decline of the environment they live in and promoting the historical and archaeological heritage and the exploitation of the tourist potential of their territory. The project foresees a varied programme of activities such as the production of Web pages, the production of a video, setting up a documentation centre etc

For further information contact Pierre MARRA, Anacipe Giovani, Via Massa San Giuliano, 224, I 00010 Latium.

### **3. INTERCULTURAL CITIZENSHIP**

**The project "STREETWISE: a COMENIUS 2 project for SAFE schools (United Kingdom)**

The development of an in-service teacher training programme on the theme of "developing personal and community safety in school." proposes to develop a transnational training programme for teachers to enable them to address the issues of personal safety awareness with students aged 13+. The project sets to trial the programme first in schools, involving DIECEC Network and then to come up with a training programme for teachers. The objectives are to raise awareness of both pupils and staff, to reduce the number of assaults, to improve self-esteem of pupils and to address the feelings of anxiety and threat which affect pupils' attendance and performance.

The target group is said to be both pupils aged 13+ and teaching staff.

The activities to be developed in the first year are the elaboration of a context document and model of the teacher training programme and developing of training materials consisting of teachers' guidance notes and pupil work books.

The second year the training module will be trialled and refined and additional video support materials will be developed. The third year will witness the delivery of the transnational Comenius 2.2 course to be held in English, French, and Spanish.

In parallel with the Comenius 2 partnership Comenius partnerships between schools have been set up involving schools from big cities in Belgium, England, Spain and France. The objectives are to enhance a safe environment at school to

promote the motivation for learning. A particular focus is given to inner cities and to problem suburbs in big towns. As the Comenius 1 partnerships intend to develop mechanisms and strategies to enhance security in the school, the fight against violence, in all its forms and at all levels, and to involve the whole pedagogical team in the development of a school strategy to promote safety at school, this kind of project has all the potential to become a Comenius 1 school development project.

For further information contact Philip HOYLE at Bradford Education, Flockton House, Flockton Road, UK BD4 7RY Bradford; tel. 00 44 1274 75 17 50 and fax 00 44 1274 75 17 31;  
e-mail: [philip.hoyle@bradford.gov.uk](mailto:philip.hoyle@bradford.gov.uk)

### **The RACE COMENIUS 3 Network (United Kingdom)**

Bradford Education is also co-ordinating a major COMENIUS 3 network called RACE which is focusing on Raising Achievements with Children in Inner Cities and other disadvantaged areas.

Phil Green is in charge of RACE and be contacted at the same address above. The Network has developed an excellent evaluation tool to evaluate the quality of projects in the field of raising achievement of children in disadvantaged situations or other children at risk.

e-mail: [phil.green@bradford.gov.uk](mailto:phil.green@bradford.gov.uk)

### **The DIECEC Network (United Kingdom)**

Bradford Education is the driving force behind the DIECEC network: Developing Intercultural Education in Cities in the European Community. This DIECEC network has a particular focus on all the educational problems which arise in inner cities and difficult suburbs in big cities across Europe.

### **"The project F.I.N.K (Förderung interkultureller Kompetenz - als Beitrag zur Identitätsentwicklung in Europa – a Comenius 2 project (Austria)**

This project “The promotion of intercultural competence - as a contribution to the development of a European identity” intends to promote the intercultural competence of teachers in order to stimulate the development of identity among young people in Europe. One of its objectives is to contribute to the development of in-service teacher training through the exchange of experience and collaboration during bi-national and international seminars. Quality assurance based on the evaluation of national INSET concepts must guarantee the improvement of teachers' competencies as well as of the European Dimension through the networking of national institutions and the co-operation of national trainers. People will then work together on the elaboration of materials for an intercultural learning project involving young people. Target groups are inset staff and teachers for pupils aged 13 - 17.

Planned duration is 3 years. Special attention is drawn upon pupils with special needs, pupils belonging to an ethnic minority, equal opportunities, and the improvement of quality at school.

The framework for national and transnational insets will be developed in year 2, evaluated and elaborated didactically. Steps and outcomes for national insets will be prepared by bi-national trainers and published on a web site which can be easily accessed by teachers. In this way, the experiences and the differentiated possibilities are presented for exchange and try outs.

For further information contact: Otto Stoik; tel. 00 43 732 77 22 22 or by e-mail: [sto@mail.padl.ac.at](mailto:sto@mail.padl.ac.at) or [o.stoik@eduhi.at](mailto:o.stoik@eduhi.at)

### **TESTDAIS – Training European TEACHERS FOR Sustainable Development and Intercultural Sensitivity: a Comenius 2 project (Portugal)**

An interesting project combining ecological citizenship with intercultural citizenship.

The aim of this project is to develop an INSET programme on the theme of sustainable development and cultural sensitivity. The rationale for the project is the idea that although sustainable development is one of the main issues at European and world level, cultural perspectives are not usually considered and teachers have difficulties in dealing with the cultural diversity when approaching sustainability.

This project is envisaged as a three-year endeavour and is being undertaken by six institutions from four countries. The project's main products will be the materials to support the INSET programme.

The first year is mainly involved with producing the conceptual framework within which the project will develop. The project's second year will centre on the preparation of the materials and resources for the training seminars at which they will be piloted. The final year of the project will see the materials adapted based on the results of the piloting phase and a second training seminar being held

For further information contact: Maria Manuela Ferreira; tel. 351 1 397 23 34 or by e-mail: [manuelaf@univ.ab.pt](mailto:manuelaf@univ.ab.pt)

### **"Das bin ich - Det et mig - Dat sin ech" COMENIUS-C2 (Germany)**

This project "Das bin ich - Det et mig - Dat sin ech" (This is me!) is an intercultural education project focusing on the fight against racism and xenophobia which intends to produce material for pre- and primary schools in Luxemburg, Denmark, Germany and the Netherlands, for the age group of 5 years to 12 years. The material produced will consist of 8 children's books and a video for Germany, Luxemburg and Danemark, 8 audio tapes (bilingual) and a manual explaining to teachers how to work with the material in concrete classroom situations. Focus of the material are the day-to-day experiences of 2 children from DE, DK, NL and LU and how they live through the intercultural confrontations and challenges. Those experiences are taken as the basis for discussions and other activities in the classroom; most of the materials can also be used in extracurricular activities focusing on the fight against racism and xenophobia.

The products have to be seen within the framework of similar products produced through the Anna Frank Foundation of the Netherlands; the major focus of all those projects is to fight racism, xenophobia and anti-Semitism and to enhance tolerance, understanding and respect for diversity amongst children and adults. The Anna Frank Foundation of which the German coordinator is a partner has produced similar materials for the older age group; they have also produced an itinerant exhibition on racism and xenophobia.

Keywords: Intercultural education, racism, children's books, enhance tolerance.

For further information contact : coordinator GEWERKSCHAFT ERZIEHUNG UND WISSENSCHAFT, Reifenberger Straße 21, D-60489 FRANKFURT

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E-mail: werner.nowitzki@t-online.de

Werner NOWITZKI

### **Interkulturelle Erziehung in Ost- und Westeuropa als Dialog COMENIUS-C2 (Germany)**

The project 'Interkulturelle Erziehung in Ost- und Westeuropa als Dialog' or 'Intercultural education in Eastern and Western Europe as a means of dialogue' aims at creating and obtaining a relation between teachers and pupils based on dialogue, which can contribute to intercultural education and the European integration process. The several perspectives of education and life at school of pupils and teachers will be taken as the starting point to understand what is typical in other countries and to appreciate the value of others and other cultures; particular focus will be put on the diversity and the complementarity of cultures and values through open and enriching dialogue. Universities and schools from 6 countries - 3 from the Western and 3 from the Eastern part of Europe have agreed to co-operate on this issue each of them having chosen a focus that fits with local and/or national priorities.

During the first year the situation and conditions for the acting of the teachers will be examined in a number of schools; they will be analysed and a comparative description will be made ; next to this guidelines, curricula, ideas behind training concepts and teaching material will be analysed. The second year of the project will concentrate on strategies for pedagogical action to be set up in the field on this intercultural dialogue and the third year the focus will be on in-service training and exchange among the partners of developed concepts to enhance dissemination at national and European level.

The final products of the project are a pedagogical film and pedagogical materials (such as a CD-ROM and books), which have the objective to have an impact on the curricula, the educational programmes, the educational methods and the relations between teachers and pupils.

## **4. SOCIAL CITIZENSHIP**

**The Project INTHASOC: Interculturalidad y Habilidades Sociales: a COMENIUS 2 project (Spain)**

The three-year project "INTHASOC. Interculturalidad y Habilidades Sociales" (Interculturality and Social Skills) has as its main objective to offer teachers procedures and methodological resources that enable them to successfully confront conflict in the school environment. The intention is to prevent social problems in school caused by lack of social competence and the lack of acceptance of different points of view. Teaching staff should be prepared to develop new behaviour in the children, a behaviour that makes them reflect upon the development of a form of conduct that makes living together and accepting different cultures easier. This objective should in turn lead to an intercultural ability of communication among all those who want a school environment that favours quality teaching for all students irrespective of their cultural background.

The main activities of the project are research, teacher training through courses, seminars and teamwork and activities that the teachers carry out directly with their pupils.

The outcome of the project is a report with the results of the research, a web site, a classroom methodology, a training programme, a report including materials and pedagogical resources developed throughout the project and the dissemination of the obtained results.

For further information contact: Fundacion Tomillo, Serrano, 136, E 28006 Madrid  
Tel 00 34 915 61 16 03 and e-mail: [capto@tomillo.es](mailto:capto@tomillo.es)

**Intercultural music group: A Youth project combatting social exclusion through art. (Spain)**

The project is presented by a local youth group made up of four young musicians belonging to associations that are particularly sensitive to the problems faced by ethnic minorities and the search for a cultural identity that is unique to each culture. The project involves creating a CD and a cassette of multicultural music. 20 young people will take part in this activity, in order to highlight the value of the three different cultures. These are: gypsy culture and culture inherent to the Maghreb and Navarra regions. The young people will thus work together on a project to promote integration and fight against racism in the rural area of Tudela

For further information contact: Ricardo Hernandez Jimenez, C/ Patio 12, E 31500 Tudela, Navarra

**LORDS OF THE REALITY: a youth project in deprived areas (GD de Lux)**

This is a spontaneous initiative involving three young people from Brazil, Portugal and Cape Verde who live in Luxembourg in socially and culturally deprived areas and have to cope with the dangers that face young people living in the area surrounding the train station in Luxembourg town, such as drugs. In 1996 they founded a rap band called "Lords of Reality" and gave concerts at cultural events, such as the multicultural festival in 1997 held during the European year against racism.

The group's project involves organising rap concerts and extending this project to other cultural activities such as theatre. The young people, aged between 15 and 23, want to set up an open centre so that ten or so young people from different horizons can create an area for dialogue and questions "writing words and music, organising concerts and living in touch with the audience"

For further information contact Michèle PRANGE, LORDS of the REALITY, Rue du Kiem, 85, LUX 1857 Luxembourg

**A YOUTH project to fight drug and alcohol abuse (Portugal)**

This project is proposed by 30 members of a young teachers' association from Evora, working in support of activities for young people and children.

They propose to organise a series of 6 thematic workshops (environment, culture, health, Europe, theatre and languages) to occupy the local youngsters' leisure time and keep them away from behaviour liable to lead them to drugs and alcohol. The core group would collect information from several sources and put it together according to the different themes in the different workshops, developing activities such as film watching, study visits, debates, theatre plays, reading, etc.

For further information contact Paula Fialho Marquez, Rua Fransisca de Holanda, 66, P 7000 Evora

5. **EGALITARIAN CITIZENSHIP**

**The European Observatory of Violence at school (France)**

**With the support of the Commission through DG EAC, Eric Debarbieux and Catherine Blaya-Debarbieux, has set up the European Observatory of violence at school. They are respectively the director and the co-ordinator of this observatory.**

In March 2009 the first international conference "Violence at school and public policies" was organised with the support of DG EAC and UNESCO in Paris and the proceedings are expected shortly.

Several publications are available; one of the last ones being “ La violence en milieu scolaire: dix approches en Europe”, Volume III by Eric Debarbieux and Catherine Blaya.

The European Observatory of Violence at school is to become an international observatory and will hold its next conference in 2003 in Canada. It is also to organise in-service training courses for staff and teachers in the near future.

For further information check the europa server: <http://europa.eu.int>, the UNESCO web site <http://www.unesco.org> or the server of the French Ministry of Education

You can also contact the European Observatory of violence at school through Eric Debarbieux: tel: 00 33 5 57 57 19 12

**Facilitating access to teacher education for the primary school for students from ethnic minorities: a Comenius 2 project (the Netherlands)**

A Comenius 2 project which focused on equal opportunities and intending to increase the number of young people from migrant and ethnic minorities to chose to become teachers. The advantage of having those youngsters become teachers is double; they speak the language of the ethnic minority group and they understand much better the cultural background of those groups.

The project carried out a comparative research of strategies which exist in different European countries to attract more youngsters from migrant and ethnic origin into the teaching profession. The project developed and implemented projects which bring about new strategies in this particular field. Those strategies have been introduced into teacher education.

For further information: Harriet Van Daal; tel 31 23 541 22 09  
E-mail: [int.office@hshaarlem.nl](mailto:int.office@hshaarlem.nl)

**EURED: "Europe education as peace education" (Austria)**

This is a project which aims at curriculum development for a Europe-wide teacher training programme on peace education. The objective of the project is two-fold: the preparation of a theoretical basis and practical conditions for a curriculum on "peace education" for in-service teacher training at European level.

The work is based on a two-year co-operation between an international team of researchers and teacher trainers who substitute each other in various workshops and are accompanied and advised by another group of researchers. The members of the working group draw up a research report on the conception and practical implementation of peace education in their specific countries. This will be used as the starting point for the joint development of concepts for in-service training curricula on peace education. These curricula will be implemented both at international level and at national level in an adapted form.

The results consist of two publications: 1) Fundamentals; 2) Conditions for implementation. The first publication will consist of three elements: a) a concept of peace education as working basis, b) peace education practice and concepts in selected European countries, and c) European traditions of democratic, pluralistic and peaceful cohabitation. The second publication will be an academically secured concept for a European curriculum on "peace education" for in-service teacher training. The target groups of this project with partners from AT, DE, FR, ES, HU, IT, NL, HR, and ISR are teacher trainers, teachers and educators at all levels.

For further information contact: Werner Winterstein; tel. 43 4242 21 77 21 or e-mail:

Ludwig.boltzmann@uni-klu.ac.at

## **6. ECOLOGICAL CITIZENSHIP**

### **SCIENCE ACROSS EUROPE: a Comenius project developing in-service training for science teachers. (Belgium)**

The association science across Europe, a sub division of science across the world, enhances the teaching and learning of science. They have developed sets of materials related to several aspects of environmental education which can be used directly in the classroom and in the framework of partnerships across Europe and even across the world.

Files have been created containing pedagogical materials related to key issues such as energy, waste, water etc. With those basic materials, printed in black, pupils can collect information and share it with other pupils either by fax or electronically through e-mail. All the sheets to gather information on key topics such as waste exist at least in the 11 official languages of the European Union which facilitates the use of them in the framework of a European or international partnerships.

Further information can be obtained through the Science association in the UK or contact Guy Tilkin at: e-mail: [guy-tilkin@alden-biesen.be](mailto:guy-tilkin@alden-biesen.be)

### **YOUNG REPORTERS OF THE ENVIRONMENT: a project of EEEF, the European Environmental Education Federation (France)**

The schools (mainly secondary schools) members of the network receive some support at national level. This support can range from help in organising events, to training seminars, meetings of pupils, the publication of pedagogical materials or in some cases they can even be granted some financial support. In each country there is a national operator who helps schools by responding to their daily questions and queries.



At European level the schools benefit from an important internet web site. On this web site schools find the building of the virtual press agency of the young reporters of the environment. This web site, which is mainly in English has three functions: a) facilitate co-operation between members of the network, b) give access to all the pedagogical resources developed for schools and c) enable the young reporters to publish their work and their reports.

On the web site one can find co-operative tools specially developed for the teams of European young reporters of the environment, documents which can be downloaded such as a Guide for the use of the Internet, a manual on how to write reports, mission reports and a kit on how to draft Comenius 1 school projects. A selection of other web sites to find information about all sorts of environmental projects is also available.

The objectives of the project “Young reporters of the environment “ are: a) understand the problems of the environment and of sustainable development, b) acquire a vision of active citizenship, c) adopt a critical view on information gathered, d) acquire a scientific and technical culture, e) be able to participate in the creation of a multicultural Europe, f) be able to work in teams, g) learn to communicate, h) learn to learn, i) be capable to use NIVCT means and j) to get to know the future professional world.

A Guide of the young reporter of the environment has been produced; ISBN 2-86615-2234-5

Further information can be obtained at : FEEE, 6, Avenue du Maine, 75015 Paris; tel. 33 1 45 49 40 50; e-mail: [saugier@ac-grenoble.fr](mailto:saugier@ac-grenoble.fr)  
Web site: [www.youngreporters.org](http://www.youngreporters.org)

## **7. EUROPEAN CITIZENSHIP**

### **A European Voluntary Service Initiative in Italy to enhance European Citizenship (Italy)**

The applicant of this Youth Initiative, the Associazione Italiana Soci Costruttori IBO is a federate member of the European IBO which has been operating for 40 years in the field of co-operation in Europe and also in the developing countries to encourage human solidarity. Its main activity is training young people through the experience of summer work camps by associations and communities as a moment of sharing and exchange. This organisation is a member of IBO INTERNATIONALE BOUWORDE.

The venue of the project is Ferrara and other small villages of the Emilia Romagna region in Italy. The project involves 55 young people, 20 from Italy and Germany, in balanced groups, 20 from Flemish Belgium and 15 from the Netherlands. The partners are the IBO organisations in these countries. The project, located in the town of Ferrara and the surrounding province, aims to enable the young people from 4 European countries, to prepare, organize,

manage and carry out projects **renovating local buildings and offering shelter and welcome houses to disabled people and migrants**

For further information contact Internationale Bouworde, Dino MONTANARI, Via Smeraldiana 35, Cassana, I 44044 FERRARA

***For further information on the EUROPEAN VOLUNTARY SERVICE consult:***

<http://europa.eu.int>

### **Information kits about the European Parliament: information stands**

Teachers who want to inform their pupils about the functioning of the European Parliament in Brussels can apply to the information office of the EU in their country to make use of the information pack which has been built to this effect. The teacher can decide whether he/she wants to have a general information pack or a pack which focuses on specific topics. The panels of the pack bring about questions which invite your pupils to reflect on and to discuss about European issues.

Several themes can be addressed: the quality of water, the quality of food, environment regulations as far as traffic is concerned etc. The information shows that the European Union and the activities of the European parliament has a larger impact on our lives than what young people usually think.

Further information can be found on the web site of the European Parliament within the overall web site of the Commission: <http://europa.eu.int>

### **CARTOONS: A YOUTH project to enhance European citizenship (Italy)**

"Cartoons" is an association created by young people to organise various cultural activities particularly involving strip cartoons. It also promotes debate concerning youth problems such as unemployment, drugs and equal opportunity, promoting various initiatives.

The project, which intends to create a comic strip which describes the birth of a United Europe, will be created entirely by young people for young people aged between 15 and 25 years. The comic books will be published in four languages (Italian, French, English and German) because it must be possible to read the book in all European countries. In practice the book will teach something whilst entertaining the readers: it will serve to increase their basic knowledge about a United Europe

For further information contact Gianluca LAGROTTA, Association CARTOONS, Via Messina, 84, I 85100 Potenza

## 8. GLOBAL CITIZENSHIP

### **Former Comenius 1 project: Building houses in shanty towns or slums in Arequipa in Peru**

Schools from France, Austria, Italy and Slovakia co-operated first within the framework of a Comenius 1 project on active citizenship. Subsequently to this Comenius 1 project, some of the schools decided to develop this partnership with a school in Peru.

This has led to the pupils being involved in the construction of houses in the slums of the town of Arequipa. The objectives were clear: make young people from across the world co-operate together, involve them in a humanitarian project, open youngsters of Europe up to the problems of developing countries in the South, helping young people discover other and new ways in which they can invest themselves in society.

### **Teachers without frontiers (Belgium)**

This organisation promoted co-operation amongst schools where-ever there are particular needs. At the moment the organisation is looking for partner schools in the European Union and in the other countries which are eligible for SOCRATES (Comenius) support and which are willing to co-operate with schools especially in Romania, Albania and Somalia.

The organisation is especially looking for schools willing to sponsor schools in those countries by making available to them kit with didactic materials of kits with language materials. The two kinds of kits exist and can be paid for by the sponsoring school which creates simultaneously links with those schools across the world.

For further information on "Teachers without frontiers" contact: Paul Aerts, Jachthoornlaan, 76, B 2970 Schilde; tel and fax 32 03 658 44 57 and e-mail: [aerts@glo.be](mailto:aerts@glo.be)

### **Training youth workers in Latin America: a YOUTH project with a global dimension (Spain)**

Regional NGO that groups together and represents the Civil Youth Movements for the Community of Valencia. Its aim is to encourage youth participation in political, economic, social and cultural life within the Community.

The project is to organise an encounter and training in Montevideo, Salto and Colonia (Uruguay) for 20 young youth workers (10EU: 4P, 6E, 10DLA: 6UY, 4AR) on the theme of youth activities. This encounter comes within the framework of a co-operation agreement signed in 1995 between the Uruguay youth Council (CJU) and the Valencia Community Youth Council. The project's objectives are to train young people from youth associations in the three towns in **Uruguay**, share experiences between the Councils and youth associations and organise cultural exchanges.

For further information contact Carlos CARRIO BORDERIA, Consejo de la Joventut de la Comunitat Valenciana, c/Borriana, 39 BAIX, E – 46005 Valencia

**"The Mediterranean, birthplace for cultures" : a YOUTH project with a MEDITERRANEAN DIMENSION (Spain)**

This project is presented by the youth department of the Municipal Council of Murcia which develops several programmes for young people and youth associations.

The activity is an exchange that will bring together 40 young people (20 EU, 10E, 10GR, 20DME, 10IL, 10MOR) aged between 18 and 20 in Murcia. The participants belong to youth associations working with socially-disadvantaged minority groups or immigrants. The theme of the exchange is "The Mediterranean, birthplace for cultures" and intends to act as a forum for putting forward alternative proposals, thus favouring exchanges between young Europeans and young people from Mediterranean countries.

The Mediterranean can then be once again used as a model for peaceful and cultural co-existence as it has been throughout its history. In this way, the project promoters want to give the young participants an experience of what constitutes intercultural exchange to encourage solidarity and peace. The exchange plans to hold workshops on the themes of tolerance and intercultural aspects in the Mediterranean, observing human rights and education in the environment. The ES, IL and MO partners have a long experience of youth exchange co-operation;

For further information contact Maria Teresa MARTIN-MELGAREJO, Ayuntamiento de Murcia, Avenida del Rocio, s/n, E 30007 MURCIA.

## **CONCLUSION**

### **TOWARDS MULTIPLE CITIZENSHIP**

Having considered different sub elements of citizenship very often also through different dimensions, one can conclude that citizenship is a multiform and multiple concept.

Because it is so multiform and so multiple, it has been suggested in the present manual on active citizenship that it is important to work on citizenship by cutting the concept down to certain of its components as has been done so far: political, cultural, intercultural, social, egalitarian, ecological, European and Global citizenship.

Derek Heater in his book “Citizenship; the civic ideal in world history, politics and education”<sup>2)</sup> develops the cube of citizenship. The first dimension of this cube is the synthesis of the 5 basic elements of citizenship: legal and civil, political, social aspects, civics education and identity aspects. The second dimension of the cube is the geographical contexts within which citizenship can be integrated: the local, the provincial, the nation-state, the continental or regional and the global context. The third dimension of the cube is the educational one. For heater the educational dimension is the third dimension of citizenship of which the objective is to educate the citizen at three levels: the cognitive level – knowledge about the public affairs of the political community, the attitudes (affective) related to civics and the technical competencies (pragmatic) linked to political participation.

The cube of Heater contains some 60 cells which give the image of the multiple citizen according to his rights and according to the three dimensions – the cognitive, the affective and the pragmatic – mentioned.

Heater speaks in favour of **subsidiarity** when he wonders about the principle which has to govern the distribution of power and of authority at the different levels of society.

It is important to emphasise the importance Heater attaches to citizenship education in the concept of citizenship itself. According to him it is impossible to have citizenship if there is no citizenship education. Through the educational process the **apprentice citizens** will acquire the cognitive elements, the affective attitudes and the practical competencies which enable him to participate actively to political life in its broadest sense. He stresses that those elements are indispensable for a quality citizenship. Heater attaches particular importance to intercultural education which he stresses to be a crucial element in the creation of the present-day and future societies. It can strengthen citizenship by showing the possibilities to live together beyond the different cultural, ethnic and religious differences.

Teachers and educators involved in citizenship education should be aware that pupils are apprentice citizens and that the school as a learning community has to create the best possible conditions to enable those apprentice citizens to become full-fledged citizens which have cognitive, affective and pragmatic citizenship competencies. All the examples listed earlier have tried to prove that it is important to integrate into active citizenship education those three elements because then we educate towards real active citizenship.

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<sup>2)</sup>“Citizenship; the civic ideal in world history, politics and education; Derek Heater, London & New York, Longman, 1990

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