

Learning Modules

Dimension III -

PARTICIPATION IN DEMOCRATIC SOCIETY

- Human Rights
- Democracy
- Participation

Project-Partner:



Dimension III - PARTICIPATION IN DEMOCRATIC SOCIETY

Human Rights

Overall context

The underlying principle of Human Rights (HR) is to secure dignity for every human being everywhere in the world – regardless of a person’s origin, religion, gender, culture etc. Additionally, Human Rights ensure that a person can under no circumstances lose these rights (“Human Rights are inalienable”) and that all of these rights are regarded as equally important (“Human Rights are indivisible”). Human Rights also relate to each other (“Human Rights are interdependent”), as the provision of some rights might build upon the fulfillment of other rights and vice versa (e.g. the right to participate in political and cultural life might interrelate with the right to education and the right to freedom of expression etc.). Another important aspect of Human Rights is that they not only provide human beings with rights, but they are also an obligation to respect the rights of others and to engage in their protection.¹

International context and documents

The Universal Declaration of Human Rights (UDHR) of 1948, adopted by the newly founded United Nations (UN), was the first document that articulated equal rights for all human beings. It covers civil and political rights (such as the right to life, the right to freedom of thought or the right to vote) as well as economic, social and cultural rights (such as the right to an adequate living standard, including health, housing, food; the right to freely participate in the cultural life of the community etc.). The Declaration also includes the right to Human Rights Education by providing a broad understanding of education: “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.” (Article 26/2).²

The UN Convention on the Rights of the Child (CRC) of 1989 is another important international Human Rights document. It recognises the children’s right to be persons on their own and addresses the need for special protection of all children and young people until the age of eighteen.³

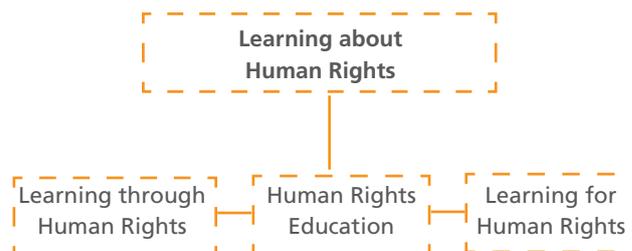
Context of the European policies

Regarding the European perspective, the European Convention on Human Rights, adopted by the Council of Europe in 1950, is the main instrument in securing Human Rights in the (currently) 47 Council of Europe member states. The convention obliges all members to implement these rights through national legislation. People within the member states, who feel that they are denied certain rights that are guaranteed in the convention, can bring their case to the European Court of Justice in Strasbourg.⁴

Taking up the European Convention of Human Rights, the European Union passed the Charter of Fundamental Rights, which came into force in 2009. The European institutions as well as the member states are obliged to recognise these rights – which include personal, civil, political, economic and social rights for European citizens and residents – and put them into practice.⁵

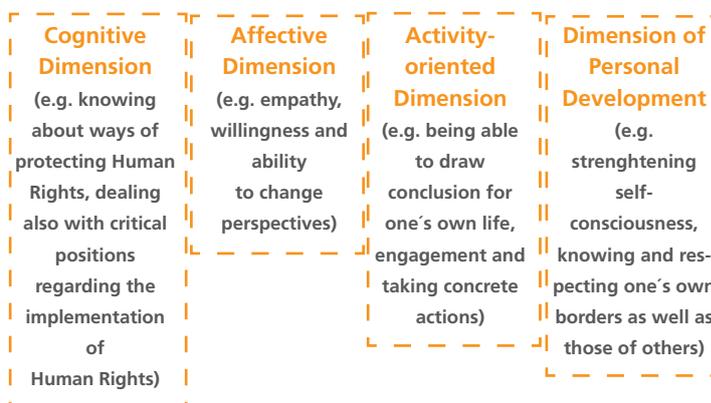
Human Rights Education

Learning about human rights comprises not only knowledge about Human Rights and fundamental freedoms but also attitudes and skills that help putting Human Rights into practice, such as conflict resolution skills, critical abilities or cooperation skills. The engagement for Human Rights and taking concrete action for their comprehensive implementation is another important dimension of Human Rights Education.



Human Rights Education in school aims at empowering children and youth to know about, as well as to engage for their own rights and those of others. Depending on their age, children should develop an understanding for the possibilities and ways how they can actively participate in and contribute to the realisation of Human Rights. Younger children can approach the topic by analysing Human Rights on an individual level (e.g. discussing and solving conflicts within class or within their family) or by taking action in a wider environment, such as the community (e.g. organising an event marking the International Day of Human Rights, realising an art exhibition on the topic of human rights). Learning about Human Rights comprises several dimensions:

Dimensions of Human Rights Education



One major objective of Human Rights Education with children is creating a culture of Human Rights.

“Human rights learning seeks to foster feelings of confidence and social tolerance, the fundamental basis for the whole culture of Human Rights:

- *To value self and others*
- *To recognise and respect Human Rights in everyday life*
- *To understand one’s own basic rights and be able to articulate them*
- *To appreciate and respect differences*
- *To acquire attitudes to address conflicts in nonviolent ways that respect the rights of others*
- *To develop children’s confidence in their ability to take action and their skills to defend and promote Human Rights.”*⁶

It is important that school itself – principals, teachers, parents etc. – respect the children’s rights and provide a learning environment that is in line with Human Rights.⁷ Learning about Children’s Rights (see also module “Children’s Rights” in this handbook) might be a starting point when discussing Human Rights with younger children.

References for this section:

Compasito – Manual on Human Rights Education for Children. Council of Europe (ed.), 2009:

www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf

Section “Human Rights Education” on the website of polis – Austrian Centre for Citizenship Education in Schools:

Basic Principles > Human Rights Education > International framework, important documents, Human Rights Education in School; polis – The Austrian Centre for Citizenship Education in Schools (ed.), 2015:

www.politik-lernen.at/site/basiswissen/menschenrechtsbildung

RaimundPehm: SchulischeMenschenrechtsbildung in Österreich. EineempirischeAnalyse auf der Grundlage von 56 Praxisbeispielen. polis – The Austrian Centre for Citizenship Education in Schools (ed.), 2008:

www.politik-lernen.at/site/basiswissen/menschenrechtsbildung/mrbschule/article/106228.html

Activity: “Human Rights – from morning till night”

Duration:

One lesson (50-60 minutes)

Objectives:

The method illustrates that Human Rights are part of everyday life and daily routines. Children understand how rights and articles of the Universal Declaration of Human Rights (UDHR) can be both violated and defended.

Age:

10 – 12 years

Material:

Annex 1: Copy of “Human Rights – from morning till night

Annex 2: Copy of the Universal Declaration of Human Rights (child-friendly version)

Copy the sheet “Human Rights – from morning till night” and cut out scraps (pairs of children (one scrap for each child.

Instruction:

1. Explain: The activity we will do is about Human Rights. Human Rights are always the same for all human beings everywhere in the world. People have Human Rights because they are human beings, not because of their citizenship of any country and children have human rights as well as adults. Human Rights were first articulated 1948 in the Universal Declaration of Human Rights of the newly established United Nations. The United Nations (UN) is an association of independent countries that have agreed to work together to help people with reducing poverty, preventing or ending war and fighting diseases. In the following activity we will see what quite ordinary activities on a day of a 10-year-old girl named Leila have to do with Human Rights.

For more information see:

www.eycb.coe.int/compasito/chapter_1/1_int.html

2. Once the mime is performed, it offers three proposals for the remaining class members. The best proposal is written in bold. The class will have to choose the right proposal. For that the children should use their body and hands to indicate the correct answer.

3. Once the mime is performed and the right answer is found, be sure to explain any words the children do not understand.

4. Continue the session until all the items in „Human Rights - From morning to night“ have been mimed.

5. Finish the activity by giving examples on the various Human Rights that were not reflected during the activity. Explain that Human Rights are also applicable in the country in which the children live and are also subject to the Constitution.

6. Ask the children some questions, such as: Is it difficult to find the right corresponding mime to communicate a piece of reading? Do you think these situations could happen in your real life as well?

Extension:

a) In working groups, ask the children to reflect upon the daily routines of children living in different situations and regions of the world (distribute pictures/photos of children for each group). Each group chooses one image and tries to figure out what might happen during the day of that child (notes about time of the day, activity, right which might be affected). Which Human Rights are affected, violated, or protected in each of the scenarios?

b) The activity “Sailing to a New Land” (Manual Compasito/Council of Europe), tackles the differences between needs and wishes and connecting human needs and Human Rights could be an appropriate and effective extension of the activity described above. (see www.eycb.coe.int/compasito/chapter_4/4_27.asp)

c) Children reflect their own daily routines and how they could be viewed in the light of Human Rights.

Human Rights – from morning till night	Universal Declaration of Human Rights (simplified articles)
Until 7:00 a.m.: Leila sleeps deeply and soundly.	Freedom from torture and degrading treatment (Art.5) Right to rest and leisure (Art.24) Right to life, liberty and personal security (Art.3)
7:00 a.m.: Rrrrrr ... Leila switches off the alarm clock. She keeps dozing some minutes in her cosy bed. For breakfast, Leila and her brother Paul drink hot chocolate and eat toast with strawberry jam.	Right to adequate living standard for self and family, including food, housing, medical care and social security (Art.25) Right to recognition as a person before the law (Art.6) Right to fair public hearing (Art.10)
7:05 a.m.: Leila listens to the radio news. The radio presenter talks about the war in Syria. Thousands of people are refugees and are fleeing from war.	Right to protection in another country/Right to political asylum (Art. 14) Right to a nationality and the freedom to change it (Art.15) Right to equality before the law (Art.7)
7:45 a.m.: On her way to school Leila passes the public library. Yesterday, Leila has borrowed the novel Harry Potter and the Philosopher's Stone.	Right to remedy by capable judges (Art.8) Right to desirable work and to join trade unions (Art.23) Right to education (Art.26)
8:35 a.m.: Nasrim, a classmate who sits right beside Leila, says that he feels sick. Mr. Abiss, the Maths teacher, asks Leila to accompany him to the school doctor.	Right to free movement (Art.13) Right to adequate living standard for self and family, including food, housing, medical care and social security(Art.25) Freedom from interference in these human rights (Art.30)
10:00 a.m.: Trouble's brewing during break! Brenda has recently been excluded from a WhatsApp-group. It is not the first time she is being discriminated against in class because of her speech defect.	Freedom from discrimination (Art.2) Freedom from slavery (Art.4) Freedom from arbitrary arrest and exile (Art.9)
10:45 a.m.: Leila joins the meeting of class representatives in her school. They discuss their plans for the school parliament next Friday.	Right to free movement (Art.13) Right to peaceful assembly and association (Art.20) Freedom of opinion and information. (Art.19)
12:35 p.m.: In history lesson Leila and her classmates watch a film about slavery in the past centuries. Nowadays slavery still exists and even children are enslaved as domestic servants or child soldiers.	Freedom from discrimination (Art.2) Freedom from slavery (Art.4) Right to marriage and family (Art.16)
4:30 p.m.: "Grrr, where is my passport?" Paul, Leila's older brother, is grunting. Without identification, he will not be accepted to vote next Sunday on the occasion of the European Parliament Elections.	Right to social security (Art. 22) Right to take part in and select government (Art.21) Right to own property (Art.17)
5:45 p.m.: For homework Leila has to write an essay about symbols of different religions like Islam, Christianity, Buddhism, Judaism and Hinduism.	Freedom of thought and conscience and religion. (Article 18) Right to participate in the cultural life of community (Art.27) Responsibilities to the community (Art.29)
8:10 p.m.: Time to read Harry Potter! Leila is curious what will happen next in The Philosopher's Stone. A series of letters addressed to Harry had arrived, but Vernon Dursley destroyed them before Harry could read the letters.	Right to a social order (Art.28) Right to education (Art.26) Right to privacy in home, family and correspondence (Art.12) stroyed them before Harry could read the letters.
10:15 p.m.: Leila falls asleep. She dreams of writing a newspaper article about Human Rights. It starts with "All Human Rights are for all human beings."	Right to life, liberty and personal security (Art.3) All human beings are free and equal in dignity and rights (Art.1) Right to rest and leisure (Art.24)

Universal Declaration of Human Rights (child-friendly version)

Article 1, Right to equality:

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination:

You have all these human rights no matter what your race, skin colour, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security:

You have the right to live, to be free and to feel safe.

Article 4, Freedom from slavery:

Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment:

Nobody has the right to torture, harm or humiliate you.

Article 6, Right to recognition as a person before the law:

You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law:

You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges:

If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile:

Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing:

If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty:

- 1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
- 2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence:

You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement:

- 1) You have the right to come and go as you wish within your country.
- 2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14, Right to protection in another country:

- 1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
- 2) You lose this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it:

- 1) You have the right to belong to a country and have a nationality.
- 2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family:

- 1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.

- 2) Nobody should force you to marry.

- 3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property:

- 1) You have the right to own things.
- 2) Nobody has the right to take these things from you without a good reason.

Article 18, Freedom of thought, conscience and religion:

You have the right to your own thoughts and to believe in any religion. You are free to practise your religion or beliefs and also to change them.

Article 19, Freedom of opinion and information:

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any ways.

Article 20, Right to peaceful assembly and association:

- 1) You have the right to meet peacefully with other people.
- 2) No-one can force you to belong to a group.

Article 21, Right to participate in government and elections:

- 1) You have the right participate in your government, either by holding an office or by electing someone to represent you.
- 2) You and everyone has the right to serve your country.
- 3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security:

The society you live in should provide you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions:

- 1) You have the right to work, to choose your work and to work in good conditions.
- 2) People who do the same work should get the same pay.
- 3) You should be able to earn a salary that allows you to live and support your family.
- 4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure:

You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard:

- 1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
- 2) Mothers and children should receive special care and help.

Article 26, Right to education:

- 1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- 2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
- 3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community:

- 1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.

- 2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to a social order:

You have a right to the kind of world where you and all people can enjoy these rights and freedoms.

Article 29, Responsibilities to the community:

- 1) Your personality can only fully develop within your community, and you have responsibilities to that community.

2) The law should guarantee human rights. It should allow everyone to respect others and to be respected.

3) These rights and freedoms should support the purposes and principles of the United Nations.

Article 30, Freedom from interference in these human rights:

No person, group or government anywhere in the world should do anything to destroy these rights.

Source:

[Manual on human rights education for children](#)

Interesting and Relevant Resources and Practices

COE

Compasito – Manual on Human Rights Education for Children: This collection of selected and well-tested exercises on Human Rights Education for young children contains also activities that focus on the topic “Human Rights” in English, French and German.

www.eycb.coe.int/compasito | www.eycb.coe.int/compasito/fr/ | www.compasito-zmrb.ch

COE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on Human Rights Education addresses young people and includes material and activities on the topic “Human Rights” in English, French and German. www.eycb.coe.int/compass/ | www.kompass.humanrights.ch

UNRIC

United Nations Regional Information Centre for Western Europe (UNRIC): One-stop shop for Human Rights material for teachers and students from pedagogy to online games. A collection of material in other languages than English (Spanish, French, Chinese, Russian, Arabic) is provided. www.humanrightseducation.info

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrumpolis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Human Rights (Education)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

AT

Dossier „Learning about Human Rights“
The dossier provides recommendations for material, films or workshops, which support teachers and multipliers in addressing the topic within the classroom or in youth work.

www.schule.at/portale/politische-bildung/themen/detail/menschenrechte-lernen.html

FR

EDUCSCOL: French national portal for educational workers.

<http://eduscol.education.fr/cid46682/eduquer-aux-droits-homme.html>

PL

Prawa Czlowieka: Here educators can find loads of information about the subject of human rights. There are documents, conventions, speeches available and even a quiz!

www.unic.un.org/pl/prawa_czlowieka/

PL

Amnesty International Poland: On this page educators are provided information not only about Human Rights themselves, but also about actions associated with them.

<http://amnesty.org/pl/prawa-czlowieka.html>

PL

Helsinki Foundation for Human Rights: Publications and pieces of information about actions such as Watch Docs Movie Festival.

www.hfhr.pl

ESP

RecursosEducativos Derechos Humanos: List of resources and activities classified by educational levels to work on Human Rights, provided by the NGO Movimiento contra la Intolerancia:

www.educatorolancia.com/index.php?option=com_content&view=section&layout=blog&id=38&Itemid=47

ESP

Declaración Universal de los Derechos Humanos: Content on Human Rights, illustrated by different artists.

<http://es.tiching.com/link/16461>

ai

Amnesty International UK: Offers a range of different materials for primary school children and teachers on Human Rights.

www.amnesty.org.uk/primary-schools-education-resources

UK

Equality and Human Rights Commission: Offers a range of lesson plan material including Human Rights.

www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-8-what-are-human-rights

DE

Federal Agency for Civic Education (Bundeszentrale für politische Bildung/bpb): The website provides a multitude of information as well as material for teaching regarding the topic „Human Rights“.

www.bpb.de/menschenrechte

DE

Human Rights – Materials for Educational Work with Youngsters and Adults provided by the German Institute for Human Rights.

<http://www.institut-fuer-menschenrechte.de/menschenrechtsbildung/bildungsmaterialien/mr-bm/>

¹ For the full text of the declaration see:

www.un.org/en/universal-declaration-human-rights/

² For a child-friendly version of the declaration see:

www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

³ For more information on the topic of Children's Rights, see the module “Children's Rights” in this handbook.

⁴ For the full text of the European Convention on Human Rights see:

www.echr.coe.int/Documents/Convention_ENG.pdf

⁵ For the full text of the Charta of Fundamental Rights see:

eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3A133501

⁶ Compasito – Manual on Human Rights Education for Children.

Council of Europe, 2009, p. X.

⁷ For more information on a children's-rights-based school see “Kinderrechte und Partizipation – Indikatorenentwicklung im schulischen Kontext“:

www.politik-lernen.at/kinderrechteindex

Dimension III - PARTICIPATION IN DEMOCRATIC SOCIETY

Democracy

Overall context

In a modern context democracy is seen as a system of governance in which citizens exercise power directly or elect representatives from amongst themselves to form a governing body, such as a parliament. According to political scientist Larry Diamond, democracy consists of four key elements:

1. A political system for choosing and replacing the government through free and fair elections;
2. The active participation of the people, as citizens, in politics and civic life;
3. Protection of human rights for all citizens, and
4. A rule of law, in which the laws and procedures apply equally to all citizens

Democracy contrasts with other forms of government where power is either held by an individual, e.g. an absolute monarchy, or where power is held by a small number of individuals, e.g. an oligarchy.¹

Defining democracy

“Democracy,” is defined in the Cambridge Dictionary as: “The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.”² On Wikipedia the concept is defined as “the notion that ‘the people’ should have control of the government ruling over them. This ideal is pursued by implementing a system of voting such that the majority of people rule, either directly or indirectly through elected representatives. Democracies may be ‘liberal,’ where fundamental rights of individuals in the minority are protected by law, or they may be ‘illiberal’ where they are not. Democracy is often implemented as a form of government in which policy is decided by the preference of the real majority (as opposed to a partial or relative majority of the demos/citizens) in a decision-making process, usually elections or referenda, open to all”.

According to Elgstrom and Hyden, democracy is a system of government with the following attributes:

- (a) There are institutions and procedures through which citizens can express effective preferences about alternative policies at the national level and there are institutionalized constraints on the exercise of power by the executive (competition);
- (b) There exists inclusive suffrage and a right of participation in the selection of national leaders and policies (inclusiveness/participation).

Others do not necessarily consider democracy as a form of government but instead as values which can be followed in governance. These values require interaction between the state, civil society and the private sector. The values for this form of governance are based on universally accepted principles of participation, accountability, transparency, rule of law, separation of powers, access, subsidiarity, equality and freedom of the press.³

The educational discourse and practice related to democracy learning refer to and understand democracy in 3 interrelated dimensions:

1. democracy as a form of living
2. democracy as a form of society
3. democracy as a political system

Democracy in the UN and the EU

The United Nations Charter does not include the word democracy but, arguably, it is one of the universal core principles that it operates under. The opening words of their charter “we the people” reflects a way of highlighting the fundamental principle of democracy. The United Nations does not advocate a specific model of government, but promotes democratic governance as a set of values and principles that should be followed for greater participation, equality, security and human development.⁴

The EU does not have a clear definition on democracy and any definition it may want to adopt needs to be approved by its member states. Nevertheless, it continues to commit to the promotion and support of democracy. The EU sees that on the one hand, freedom of expression and association are preconditions for political pluralism and the democratic process, while on the other hand, it sees that democratic control and the separation of power are essential for maintaining an independent judiciary and guaranteeing the rule of law.⁵

Democracy education in Europe

In Europe several NGOs are dedicated to raising the quality of education on democracy and citizenship. Amongst them, DARE plays a leading role in raising the profile of Education for Democratic Citizenship (EDC) and Human Rights Education by promoting trans-cultural and transnational cooperation in order to enhance the quality of education within these fields.⁶

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education states: “Education for democratic citizenship” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.” Democracy and citizenship education are not limited to lessons on the subject in formal education. Instead, it is to be regarded as a lifelong process involving actors in formal, non-formal and informal education.⁷

The multi-dimensional nature of democracy education is reflected upon in the pedagogical approach to the subject. Pupils do not only need to acquire theoretical knowledge, they also need to actively master citizenship skills and develop attitudes during informal learning. In many school environments, youngsters have the opportunity to actively participate in the democratic decision making process. One way of enabling them doing so is providing them with the opportunity in participating in the school’s governance by electing class representatives and forming school councils.

Finally, there are political structures intended to provide children with

a forum for discussion and to allow them to voice their opinions on matters affecting them. In some countries these matters are strictly related to school life, while in others they may be related to any issue directly concerning children and young people.⁸

Consequently, education on democracy should be seen as closely related and mutually supportive to education on human rights, although differences in the approaches used exists. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.⁹

Activity: A Constitution for Our Group: Who has responsibility for my rights? ¹⁰

Duration:

3 lessons. Phase 1: 90-120 minutes; Phase 2: 45-60 minutes

Objectives:

The method below aims to help the children in understanding the relationship between rights and responsibilities and in identifying them in their daily life. Additionally, it encourages them to participate in the creation and protection of their rights and to create and agree upon a set of rules and responsibilities within a group. This provides the children the opportunity to participate in learning on democracy and citizenship via discussions, consensus building and setting up rules for the group to follow.

Age:

10-13 years

Material:

Ensure that every child has pencil and papers, and have a flipchart, blackboard, whiteboard or other presentation tool prepared. Additionally, you can make use of the simplified International Convention on the Rights of the Child (CRC).¹¹

Instruction:

Phase One

First lesson:

1. Explore children's experience and understanding of rules and responsibilities, starting with some restrictions that they already understand. Ask them to complete sentence such as: "I am not allowed to ___ because ..." (e.g. I am not allowed to hurt people when I am angry because ... / I don't have the right hurt other people.). List these and then ask the children to turn the statements from positive to negative (e.g. I have the right not to be hit / I have the right to be treated fairly.).
2. When children understand the process of creating positive rights statements such as these, divide them into small groups of four or five. Give each group paper and markers. Explain that:
 1. Each small group should make three or four basic rules for the whole group.
 2. They should use the phrase "Everyone should be allowed to..." (e.g. Everyone has the right to participate.).
 3. They can only write this down as a right if everyone in the group agrees.
 4. The goal is not to have many rules but rules that everyone ac-

cepts, move around the groups and help facilitating the discussions where appropriate.

5. Use the world café method to mix the groups up. Participants in new groups bring in suggestions on rules they liked in their original group. Once again additions can only be made if the whole group agrees. End the first lesson here; collect the input from the children for safe keeping.

Second lesson:

1. Let the children sit together again like their second small group. Let each group elect a representative to represent the group.
2. Bring the whole group back together and ask each group representative to present their rules. Record them on a chart such as the one below.
3. First ask the whole class for specific rights that groups have identified. Combine similar rights, asking for group approval by vote of any revised language. List these on the flipchart under the 'Rights' column.
4. After listing a right, ask what specific responsibility every individual has to see that everyone enjoys this right. Write this in the 'Responsibilities' column next to the right, using language such as, "I have the responsibility to..." or "I should..."
5. Then ask what responsibility each right involves. Write this as a statement next to the right statement, using the first person (e.g. I have the responsibility not to exclude someone from participating).

CONSTITUTION RIGHTS	RESPONSIBILITIES
Everyone has the right to be treated fairly.	I have the responsibility to treat everyone fairly.
Everyone has the right to express an opinion.	I should give everyone the right to express an opinion.

6. After including all the rights and responsibilities listed by the small groups, ask the children to review their draft constitution.
7. Point out that it is better to have a few good rules than too many not-so-good rules. Can any of these rights and responsibilities be combined? Can any be eliminated?
8. Are there other rights and responsibilities that need to be added?
9. When the lists of rights and responsibilities are complete, ask the children whether they could use these statements as a kind of 'constitution' for their group.
10. Are they willing to observe these rules that they made themselves?
11. Who is responsible for making sure that everyone follows this 'constitution'?
12. What happens when someone violates one of the rights?
13. Is it necessary to have consequences for not following rules? Why?
14. When you have arrived at a final version of the 'constitution', make a clean copy and hang it in a prominent place. Explain that these will be our rules for working and playing together, for both children and adults.
15. Conclude the discussion by emphasising that rules and responsibilities help us to live together in a way that everyone's rights are respected. Rules protect our rights (e.g. to participate, to have an opinion, to learn, to play, etc.), keep us safe and healthy, and also give us responsibilities to respect the rights of others.

Debriefing and Evaluation

1. Ask the children to discuss their experience of this activity.
 1. Was it easy for your first small group to develop a list of rights? Was it easy to draw up the list of responsibilities?
 2. How was it to having to discuss the earlier agreed upon rules within the second small group?

3. Was it easy to work together in a group? What are some of the advantages and disadvantages of working together in a group?
4. Were some ideas for rights not agreed on by the whole group? Why?
5. How did you feel speaking in the group? What did encourage you or prevent to formulate your opinion?
6. What did you do with the ideas that were not agreed on? Did anybody try to convince the rest of the group in order to get an agreement? Were any ideas reconsidered?
7. What did you learn about yourself in this activity? What did you learn about rules and responsibilities?
8. How do you think this activity relates to democracy?

2. Discuss the purpose of rules and responsibilities by asking questions such as the ones below, and recording their responses.

1. What rules do you have in your life (e.g. at home, at school, in other settings)? Can you decide on these rules?
2. What responsibilities do you have? Who gave you these responsibilities?
3. Do adults have rules and responsibilities too? Where did these come from?
4. Why do we all have rules and responsibilities? Do we need them?
5. What happens when somebody doesn't follow the rules? Is it necessary to have consequences for not following rules? Why?

3. Discuss enforcement of rights and responsibilities, asking questions such as these:

- Now that you have agreed on rights and responsibilities, how will you make sure that everyone observes them?
- Who has the responsibility to see that these rights are respected?
- Should there be some consequence for a person who does not observe the rules? Who should decide on the consequences?

Phase Two

Third lesson:

1. A few days or weeks after making the Constitution, ask the children to reconsider it. Point out that laws often have to be improved, eliminated or added.

- Do they still agree on the rights and responsibilities they developed earlier?
- Are some responsibilities harder to observe than others? Why?
- Does anything in their Constitution need to be changed? Eliminated? Added?

2. Discuss enforcement of rules and responsibilities, asking questions such as these:

- Are some rights violated more often than others? Why?
- Who is taking the responsibility to see that these rights are respected?
- Who decides what happens when someone violates one of the group's rules?
- Does the group need to work together to establish some consequences for breaking the rules?

Debriefing and Evaluation

- Discuss what it means to have rules for the group made by the group itself. Relate this process to the way laws are made in a democracy.
- Does it help to have a Constitution for our group?
- What difference does it make that the group made its own rules?

Suggestions for follow-up

- You may ensure that every child has and keeps a copy of the group's 'constitution.'

- Discuss with the children if they would like to have more involvement in the decision making process within the school and which form this can take. Present the options of class speaker class councils, school councils...
- Invite local municipalities to engage in having the voice of children heard.
- When conflicts or problems arise in the group, try to use the group's constitution to resolve them. Real-life problems often help to bring out needs to revise the 'constitution.'
- You may want to take Phase 2, Step 2 further to enable the children to develop cooperatively some established consequences for breaking the rules.
- Give the children copies of the simplified CRC. Ask them to compare their constitution with this document of rights for all the children of the world. Are there rights and corresponding responsibilities in the CRC that they would want to add to their Constitution?
- With older children, discuss why children need a special convention that defines their rights. Do children have different human rights from those of adults? Different responsibilities? Help the children understand the relationship between responsibilities and the CRC principle of evolving capacities.

Ideas for action

- Ask the children to find out if their school, team, or club has a set of rules or policies and procedures that guard and protect the rights of the children, and if those rules also state their responsibilities. If so, ask them to evaluate these rules:
 - Who made them?
 - Do you agree with these rules?
 - Can they be changed? If so, how?
 - What happens when people don't follow these rules?

Tips for the facilitator

- Some children may not be familiar with the word or concept of 'constitution.' You may decide not to introduce the word (Phase 1, Steps 5 and 6) and simply call the document 'the rules and responsibilities for our group'. On the other hand, you may want to introduce the concept of a constitution prior to this activity, asking children to find out the answers to the following:
 - Does our country have a constitution?
 - What is in our constitution?
 - Who wrote it? When was it written?
 - Who pays attention to whether it is respected or not?
 - What happens when someone does not follow our constitution?
 - Many children have a negative attitude towards rules, seeing them only as restriction on their freedom. You may need to spend some time discussing and giving examples of how we need rules to live together.
 - Young children may need help differentiating between responsibilities in terms of personal obligations towards others (e.g. taking turns, respecting differences, refraining from violence) from limitations or tasks placed on them by adults (e.g. brushing teeth, making the bed, raising hands in school, doing homework).
 - Stress the connection between the rights and roles/responsibilities of every person, both adults and children. Include the responsibility to enforce rules as well as that of respecting them.

Adaptations

- To make this activity less complex for younger children, keep the experience concrete:
 - Keep the discussion focused on rights and responsibilities.
 - Don't go into the complications of rules, enforcement, and responsibility for enforcement.
 - For older children you can go further into the abstract relationship between rights, rules, and responsibilities with debriefing questions

such as these:

- What is the relationship between rights and rules?
- What is the difference between rules and responsibilities?

Interesting and Relevant Resources and Practices

COE

Composito – Manual on Human Rights Education for Children: This collection of selected and well-tested exercises on human rights education for young children in English, French and German.

www.eycb.coe.int/composito/ |

<http://www.eycb.coe.int/composito/fr/> www.composito-zmrb.ch/

COE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topic “democracy” in English, French and German.

www.eycb.coe.int/Compass/en/contents.html |

www.eycb.coe.int/Compass/fr/ | www.kompass.humanrights.ch

COE

Council of Europe - Youth - Young people building Europe: Website of the Council of Europe: many information for Humans Rights and Democracy for youth and young people for building Europe.

https://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp

COE

The Education Pack – All Equal All different from the Council of Europe https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf

DE

The “Deutsche Gesellschaft für Demokratiepädagogik” is a think tank of school related actors devoted to democratic school development. Several projects and resources, conferences, trainings and materials support the development of democratic schools.

<http://degede.de/>

DE

The hipharp-pig-land is a web resource from the German federal agency for civic education. The site is devoted to children learning democracy and offers children a playground for experiencing democracy. Further the website provides teachers and people who are involved in raising children counselling, pedagogical support and material. <https://www.hanisauland.de/>

DE

“Früh aufgestellt - Viele Träume - Gleiche Chancen” provides a concept of right wing extremism prevention for primary school children conducted by non-formal education providers. The website reports on the experiences of this unique and successful 3 educational modules- based concept, which targets at the age group of the primary level. Working on the dimensions of fairness and empathy, “Früh aufgestellt” is one of the, unfortunately very rare projects, that work on racism prevention with this age group.

<http://www.fruehaufgestellt.de/>

DE

The toolbox incentives for a democratic community in sec I - “Ideenwerkstatt: Impulse für ein demokratisches Miteinander in der Sekundarstufe I” is a toolbox developed by the regional centre for democratic culture in the German state of Mecklenburg- Vorpommern. The toolbox provides hands on approaches to work in schools on from class 3 on topics related to democracy. The toolbox reflects on the experience of 11 (!) years of trainings and test of methods and tools that enable for democracy learning in the wider frame of all school subjects by:

a) identifying the relevant curricular frames entries and subsequently working out hands-on methodological approaches targeting the

field of learning democracy,

b) identifying out- of- school pedagogical concepts where schools, classes can go for further specific and topical trainings and

c) identifying concrete steps that influence the democratic culture in school and enable for working on democracy in the wider school sense.

<http://www.akademie-nordkirche.de/publikation/publikationseite/24>

AT

The „Democracy Factory”(Demokratiewerkstatt), initiated by the Austrian Parliament, offers democracy in a hands-on way for young kids and youngsters. Children get the possibility to interview members of the parliament, to work on topics such as “democracy”, “the role of media”, “Europe” etc. and to create their own newspaper- and radio reports as well as film cuttings. Additionally, the affiliated website provides a multitude of information on the topic of “Democracy” for younger children. www.demokratiewerkstatt.at

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Democracy (learning)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

ESP

AMEI-WAECE- „¿QUÉ ES LA DEMOCRACIA?” The activity consists of a meeting or assembly in the classroom with children with a view to teach them democracy means <http://waece.org/diasparacelebrar/SEP2012/15%20democracia/15democracia.htm>

¹ Democracy, 2016 (<https://en.wikipedia.org/wiki/Democracy>),

Last accessed on 24/10/2016.

² Meaning of “democracy” in the English Dictionary (<http://dictionary.cambridge.org/dictionary/english/democracy>). Last accessed on 21/10/2016

³ Elgstrom, O. and Goran Hyden, Development and Democracy: What have we Learned and How?, London, Routledge, 2002, 12-19.

⁴ United Nations Economic and Social Council, Definition of basic concepts and terminologies in governance and public administration, New York, 2006 (<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan022332.pdf>), last accessed on 21/10/2016.

⁵ LANDMAN, T. and LARIZZA, M., EU Policy Discourse: Democracy, Governance, and Human Rights , Essex, 2009 (<http://www.oldsite.idea.int/resources/analysis/loader.cfm?csmodule=security/getfile&pageid=38917>). Last accessed on 21/10/2016.

⁶ Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education ([https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true](https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true)). Last accessed on 20/10/2016.

⁷ Eurydice, Citizenship Education in Europe, 2012 (http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf). Last accessed on 17/10/2016.

⁸ Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education ([https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true](https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true)). Last accessed on 20/10/2016.

⁹ A Constitution for Our Group: Who has responsibility for my rights? (http://www.eycb.coe.int/composito/chapter_4/4_2.asp) Last accessed on 17/11/2016.

¹⁰ A simplified version of the United Nations Convention on the Rights of the Child (<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/child-friendlycr.pdf>). Last accessed on 17/11/2016.

Dimension III - PARTICIPATION IN DEMOCRATIC SOCIETY

Participation

Overall context

- From the day we are born we are part of society and of different social groups such as family, school, friends, etc. All of these social groups are linked to a social context with its local perspective; however, each of our actions has a global influence.
- Participation means creating spaces for meetings and discussions in order to strengthen ideas and joint decision-making. Participation makes people active and critical, engaged on the global and local level and acting as contributors towards a more just world.
- Participation means fostering collaboration and cooperation between people of cultural diversity and promoting real solidarity.
- The ways of participation within society are varied and including but not limited to exercising the right to vote in elections, attending a demonstration, being part of an assembly, using public spaces, participating in a debate in school, etc.
- Knowing the different forms of participation at the political and social level gives people an actual awareness of the participative processes, and enables people to question and review the participative practices to which each person is subject as a citizen.
- In order to create participative citizenship, it is necessary to generate social structures of participation where citizens consider membership of a political community as a legal right, as well as a political responsibility to be part of the decision-making mechanisms, where all people are equal and each voice has the same value.
- To be an effective participating citizen, people must know and be informed about diverse perspectives, in order to be able to construct reality in the most complete form and to have sufficient tools and resources to be able to generate a discussion about the social situation they wish to have.
- There are different levels of participation: The notion of 'participation' refers to a broad range of levels of intensity – from top-down information of decision-makers to stakeholders to 'real participation' (stakeholders being responsible and accountable for decision-making processes and their results). <http://freechild.org/ladder-of-youth-participation/>

European policy context

On the occasion of the 10th anniversary of its entry into force, the UN Convention on the Rights of the Child (CRC) represents a major step forward in thinking about children and their rights. The Convention encourages an attitude which values the child as a citizen who is entitled to fundamental rights and freedoms and capable of expressing opinions, participating in life and assuming responsibilities in the family and society.

Article 12 of the Convention states:

- Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- For this purpose, the child shall in particular be provided with the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

The Council of Europe Child Participation Assessment Tool has been developed to provide specific and measurable indicators to measure

progress in implementing the Recommendation on the participation of children and young people under the age of 18. The development and now testing of the Assessment Tool in Estonia, Ireland and Romania (2014-2015) is part of an on-going process to ensure that all children and young people within Council of Europe member states can exercise their right to be heard, to be taken seriously and to participate in decision making in all matters affecting them.

Education on participation

In order to foster participation in non-formal and formal learning settings, in and out of the classroom, it is recommended to use methods that strengthen participation at all levels. This means generating real spaces of participation where pupils learn about participation in a combination of both practical and theoretical methods. For this reason, it is good to generate participative mechanisms in so that children feel they are active agents of the institution.

The learning space must be made dynamic by using the space differently. The activity presented below is a good example for e.g. breaking down the organisation of the „traditional classroom“. To have a classroom where everyone is able to participate it should be necessary to make “an agora for the construction of knowledge” that allows contributions from everybody in the classroom (and those that we can invite into it), where everybody feels free and can express their opinion from an equal position. The participative resources can be used for lessons in debate, the assembly, cooperative groupings, group discussions, debating spaces, etc.

Activity: “Transforming the city from the viewpoint of the smallest”

In this activity, children will make an analysis of the public spaces of the city (neighbourhood, district) in which the participants children live.

Duration:

2 to 3 sessions (45 min each): one to decide and prepare the analysis, the second/third session a week later to discuss and present the results of the observation.

Objectives:

- Foster participation strategies
- Develop empathy for collective needs
- Facilitate awareness and civic responsibility
- Promote social involvement and analysis of reality
- Strengthen the sense of community

Age & context:

This activity must be adapted to the local context and age of the children.

Material:

- Map of the district and/or neighbourhood that is being analysed.
- Roll of paper to create a diagram that should act as the guideline for the task.