

CITIZENSHIP EDUCATION IN EUROPEAN SECONDARY SCHOOLS

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<https://crosscult.poli.hu>

Social and civic competences are one of the essential key competences so European students must be equipped with the right knowledge, skills, attitudes and a commitment to active democratic participation in society.

The project wants to give a model how schools and curricula can contribute to students acquiring these skills. It has a competence and project-based approach to find new ways in teaching citizenship education, focusing on practical skills through active learning - 'learning by doing': learning about past and present violations of democratic principles in discussions with witnesses, volunteers and representatives of NGOs, excursions to places of remembrance, etc.

Main objectives of the project

- / Active citizenship
- / Enhancing students' social and civic competencies
- / Critical thinking
- / Tolerance towards different cultures
- / Exchanging good practices
- / EU awareness

Participants | Hungary, Germany, Spain, Poland, Turkey

HUNGARIAN BEST PRACTICES

Közgazdasági Politechnikum Alternatív Gimnázium
Budapest | Hungary
www.poli.hu



GOOD PRACTICES IN KÖZGAZDASÁGI POLITECHNIKUM

Tolerance Day

Tolerance is an important basic value in the pedagogical program of Közgazdasági Politechnikum, so Tolerance Day is a major event in the school. On this occasion all students and teachers take part in various programmes focusing on the different areas of social solidarity, democracy and apparently, tolerance. Our main goal is to educate students to become committed to solidarity, thus actively contributing to a more tolerant society, as tolerance is not an evident, widely shared common value in Hungary for both historical and social reasons. Also, we would like to make students develop a more sophisticated understanding of the complexities of human conflict and coexistence and to allow students to explore issues about diversity in our society, including preconceptions and stereotypes about gender, age, disability, religion and culture.

All in all, with the help of Tolerance Day we try to make students aware of local and global issues, emphasize global responsibility and last but not least, we aim to promote a feeling of tolerance within the school itself.

Tolerance Day is organized with the participation of outside lecturers, performers, representatives of civil organizations and journalists who are specialists of an actual issue. Students are also involved in organizing programmes by themselves, they are mainly students who attend the school's social studies course, which is a good practice of Közgazdasági Politechnikum as well. The programmes reflect on social, historical and political burning issues, events by means of interactive workshops, lectures, discussions, teamwork, board games, films, sport events, music, dances, arts and crafts and even cooking sessions. We also organize outdoor programs, which include thematic walking tours, exhibitions, visiting special schools, different communities. Each year, Tolerance Day is organized around a central topic (e.g. holocaust, minorities, poverty, our district in Budapest, refugees, volunteering, subcultures in Hungary) offering a wide variety of programmes according to different age groups with special programmes for younger students.

This non-formal education consists of two 90-minute-sessions, which students can sign up for a week prior to the event. There are at least 20 programmes needed for nearly 500 students in each program block. Each year, we welcome various contributors, but some organizations are invited year after year: NGOs that work on the field of human rights, equal rights for members of LGBTQ society, helping refugees, homeless people (AVM) and ex-prisoners. At the end of the day, students gather to discuss their experiences and to fill in a feedback survey. Besides, their recommendations for next year's programme are collected.

The first programme block starts at 9:15 am and lasts until 10:45 am. It is followed by a 15-minute-break to give all the participants enough time to get to their classrooms and to prepare for the next session. The second block begins at 11:00 am and finishes at 12:30, which is followed by a lunch break. After the lunch break, students fill in the feedback survey and share their experiences with their classmates. There is no set time limit for this, it is up to the classes how long they would like to spend on reviewing the day.

Some workshops from the previous Tolerance Day:

African dance | African hip-hop dance workshop. Abdallah is a student from Somalia. He will show and teach us African hip-hop dance elements. Through the workshop we will get closer to African culture, hosted by Tawana Abdallah (Artemisszió)

American Indian advocacy | How does or doesn't democracy work among the Native Americans? We discuss the relevant events related to Standing Rock - DAPL (Dakota Access Pipeline), hosted by Vernon Foster (medicine man from North America)

Addictions | First we discuss how and why various addictions are rooted in childhood and adolescent personality development. Then we move on to present two adolescent phenomena, screen addiction (TV, mobile, computer games, Internet) and binge drinking (drink much, fast), hosted by Márványkövi Ferenc (ELTE Budapest)

Cooking | Join us to cook traditional German and Turkish foods! hosted by foreign partners from Germany and Turkey

Amnesty lesson | We present the work of our international movement through drama games, discussion and a video. What are human rights about? Who are they for? How do we become less and less equal, if we are somehow different? What can we do and what is that we do against social inequality? Hosted by Landy Annamária (Amnesty International Hungary)

Being blind | What is it like being blind? How do blind people move around? How do blind people solve everyday situations; navigating, pouring drinks, following recipes, etc? Join us and try it for yourself! Hosted by: students from RobinHood and Rob Dawson.

Citizenship education

It's a module class that students have in a so-called intensive language year (between grades 8 and 9) when they have mostly English classes and some other practical subjects; one of them is citizenship education. This subject is taught for about three months, while students have three lessons per week. The aim of this subject is to teach students social awareness, human and children's rights and also to improve their skills how to solve problems, conflicts. And of course, as our school is a democratic institution, this class is also a platform to discuss important events in schools so that students can reflect and discuss them.

The main topics are the following:

- ↘ Human rights, inequality, rights and obligations - children's rights, parents' rights and obligations
- ↘ Teachers' rights and obligations, citizens' rights, violation of rights
- ↘ The school - rules in schools, the ideal school, disciplinary problems, assertion of interests

During these lessons, the teacher encourages students to bring their personal experiences both from home and from school so that they can discuss situations, problems that students actually have to face in their lives. These conversations help students deal with various problems and strengthen their ability to manage their conflicts. We also put emphasis on reflecting on school issues in order to improve school democracy and public life as well.

The requirements of the course involve cooperation, the ability to work in pairs or groups and responsible decision making. Besides, students must be able to collect and analyze information, to formulate questions on their own, to conduct formal debates and to take responsibility for their own decisions.

Social studies

It is an optional two-lesson-per week subject that students can specialise in for the last two (or one) years of their secondary school studies. Social studies focus on social problems and conflicts that our society has to face. The topics combine elements of diverse disciplines such as sociology, cultural anthropology, law, social psychology, political sciences, etc. This subject is based on citizenship education and also on history.

The main topics of this course are the following:

- ↘ Me and the others - self-awareness, “open society”, human rights, children’s rights, students’ rights, ombudsman
- ↘ Tolerance, solidarity, the role of NGOs
- ↘ Refugee crisis - possible solutions
- ↘ Minority - majority - gypsies in Hungary
- ↘ Integration - assimilation - segregation - marginalisation
- ↘ The European Union
- ↘ Democracy - Constitution
- ↘ Sustainable development, protection of the environment

Students are encouraged to take part in conversations and debates and analyze situations within classroom settings, but there are extra-curricular activities as well, such as conducting research in various areas, making reports and writing essays. They are also required to process and analyze current news or fake news :-). NGOs or other topic-related guests are frequently invited to do workshops for the students, because apparently, the main subject of the lessons is also determined by current issues both in Hungary and around the world.

If students want to take their final exam in social studies, this subject prepares them for that as well. The written exam is project-based, i.e. students have to submit a ‘portfolio’, which consists of their essay and all work products they did during the project. The oral exam is based on five major topics, which are as follows:

- ↘ Individuals and community
- ↘ Social relations/conditions
- ↘ Civic education (lifestyle, and a few more)
- ↘ Current affairs: social order at the turn of the millennium (globalization, multicultural societies)
- ↘ Economics

GERMAN BEST PRACTICES

Ganztagsschule „Werner Seelenbinder“
Zielitz | Germany
www.ganztagsschule-zielitz.de



THE BEST PRACTICES TO HELP OUR STUDENTS IN BEING A PART OF ONE WORLD

Fixed topics and excursions especially for the older students

For the higher classes, we have different activities for our students each school year.

Classes	Topics, projects and excursions
Class 7	Modern media, power to the kids
Class 8	Drugs
Class 9	History of WWII, Weimar (Buchenwald) and Auschwitz
Class 10	Younger history of Germany, Reunion of Germany. Former border in Marienborn and the Berlin wall

In class seven | There are project days with external tutors about the dangers of modern media. A lot of students do not respect the personal rights of other people while using them, especially on social platforms. In workshops they can experience the effects on others and they learn how to use these media in a responsible way with respect to others.

There is also a half- term- project with external tutors named “power to the kids”. They train the students to accept themselves and others, how to react in conflict situations and to understand each single person as a unique part of a team. We work in a close contact with the social worker of our school. She always has great team building games.

In literature lessons and ethics we work on corresponding topics according to the age. Thus, in each year the students deal with one novel about youth problems, which vary from bullying to addiction to alcohol.

In class eight | We teach our students how dangerous it is to “solve” problems by using drugs. There is a project day about addiction to drugs- especially to alcohol (held by a dry alcoholic) and cigarettes, the problems addicts and their environment have, how to handle this problem and how to get help. This is important for some of our students because alcohol is a problem they have at home. They design information leaflets, posters or creative illustrative models.

In class nine | The students face the history of WWII and the role Germany played. Our school acts according to the principle that it is the best way to get students familiar with history by visiting places of remembrance.

The places of remembrance in this class are Weimar (Buchenwald) and the concentration camp „Auschwitz“. In the second half of the school year the classes visit these places during a two-day excursion by bus. It is always a shocking experience for our students, but it should face them with the horror of the times to make them understand that only we, the people living today, can prevent a rising of these ideas.

In preparation the teachers deal with the time of fascism in Germany in different subjects, e.g. history, where they have a closer look at German history in the last two school years (class nine and ten), and literature. In earlier classes the students read and discuss the novel „Damals war es Friedrich“ („Friedrich“) and in class nine the „Tagebuch der Anne Frank“ („The diary of Anne Frank“).

It is important that the students know about their (and our) history and they have to understand how the earlier history effects the present and future. Therefore we should not let them forget the times of cruelty during the Hitler- era, especially the violence against all people who did not fulfill the “standards”. By means of the history lessons, literature and the excursion our students learn about the fears of people in those times and the brave who fought against the Nazis even with the danger for their lives.

After the excursion, the students write a paper about it to reflect their experiences and thoughts.

In class ten | The focus is on the younger history of Germany. We teach the students what happened during GDR-times and make them understand that people have the ability to change and abolish injustice. They learn that people can reach all what they want if they are brave enough to stand for their ideas and rights. Without these people we still would have a divided Germany.

In lessons they learn how the reunion of Germany started and an excursion to the former inner border in Marienborn and the Berlin wall makes them understand a little how people lived in the former GDR, how people with a different opinion were treated and the reasons for the peaceful revolution.

All these topics and excursions should enable our students to show empathy for people who are different or perhaps migrants and to leave our school as tolerant citizens.

Extracurricular course „Unesco - Human Rights“

The „Ganztagsschule Zielitz“ offers different project groups and among other ones the Unesco project team. All students from class 5 to 10 can participate. We meet every week for two lessons and organize activities with the aim to “live” human rights, respect and tolerance. Students can work on their own ideas, too, so that they learn to organize events to help others who are suffering, and take responsibility.

There are a lot of things we did and do. These are examples of projects „in front of the door“:

There was a project of bringing generations together by cooking, enjoying meals together, discussing problems. Students learned that people of every age are worth being respected. It is important to show interest and respect to the old generation, because our today’s lifestyle often teaches that only the strongest people are successful and you do not need to care about weak, old persons.

We also try to help students from poor families and especially in the younger ages, to help children of refugees. We organized workshops with children of refugees to show them the way of life in Germany, to teach the German language and, very importantly, to feel welcome. For our students this is essential because only in personal contact can they understand the problems of those people. We are a small school in a rural area, so we do not have many immigrants here. Some people of our region do not want to have immigrants here. They are afraid that they lower their standard of living. Those thoughts are born in bad social backgrounds and we want to give the chance for our students to experience the equality of all mankind and to help them understand the universal human right of living in peace.

Some other projects to help locals living nearby were to collect money for a children’s hospice to fulfill wishes or to collect money for a pet’s home. Some students are also very active in protecting the natural environment as a basis for a future life. We are a part of nature and we do not have the right to destroy it. That is why our “nature club” does a lot of environmental projects in our region.

Our team regularly takes a look at how they can collect money, organize charity events and where to give the donations. Our students have already supported life-aid projects in several countries e.g.:

- ↘ Children in Bosnia- Herzegovina (taking part in a convoy to take helpful goods and money to a school there)
- ↘ Unicef-life aid for children in Kosovo
- ↘ Christoffel Blind-mission to pay for operations for nearly blind kids in Africa
- ↘ German Association „World population“- help kids in Nepal
- ↘ ‘Light the night for children’s right’- human chain for rights of kids world wide
- ↘ An orphanage in Africa by a run for charity

For the engagement, our school was marked and honoured by the German Bundestag.

This extracurricular work is a very successful way of teaching children, because they do not really recognize that they are taught, the students can develop all the competences they need in life and we can encourage them to be an open-minded person.

The great work and achievements of our UNESCO- group are always published at school, on self-made information boards, and in the community, by the local newspaper, to reach all other students and citizens as well. Our aim is it to enforce tolerance to everyone and to have a positive influence on „thinking and understanding“ of people in a community - no matter what sex, age, nationality, disability they have.

A further method to develop tolerance and to lower, or rather abolish, prejudices is to make students see, feel and be in touch with different cultures, let them visit places of remembrances of different countries and experience other people's living conditions. Therefore we have several partnerships with international schools to give our students, also from deprived backgrounds, the chance of visiting other countries or to have international guests. The effects on the students are sometimes really amazing. It is great to see how they become more mature and how the youth realize for themselves how equal they are all - "people are the same wherever they live".

UNESCO – Day

This special day was „born“ more than 10 years ago during the work of the Unesco course „Human Rights“. The members of this group thought about a way to teach all students of the school in tolerance, international understanding and to abolish prejudices and stereotypes about e.g. different cultures and religion. So the UNESCO Day was installed as a main regular event. Because of the milieu and specifics of our students it is important to let them discover all themselves, in a form of project and not in curricular lessons. That is why the day is (in most cases) the result of a project week. The UNESCO Day is open to all students and the community.

Organisation

At the beginning of the school year teachers and students (the head of each class) run a brainstorming meeting about a topic for that day. This topic can be chosen from former, current or future events, problems the students face, topics they are interested in. At the end they all decide about one topic for the day and create a title or a motto. After this step a project group of teachers is founded. Its task is to develop a content plan (in cooperation with the students) to fix some main points that should be a result of the project week.

We also introduce the project to our „Gesamtkonferenz“, which is the highest committee of our school, consisting of teachers, parents and students. If this committee agrees, the project group can work more detailed. All main points of the topic are introduced to each class at school to choose one content to work on.

Classes are also free to add their own point. From this time on each class starts working on their topic. Before the project week starts, they have to clear up what to do, what they need, what to present. We also use curricular lessons to prepare this week, such as German Language and Literature, Geography, History or other subjects related to the main topic. We made the experience that one lesson a week is needed.

Before the UNESCO Day students always have about 3-4 days as a project week. During this time classes only work on their special topic. Each class has to prepare an exhibition and an activity other students can take part in. This can be a game, quiz, sports activity, survey, food or drink, show, etc. Students are very creative. Sometimes we organize some workshops with the help of outside lecturers, performers or representatives of civil organisations. But because most of this help has to be paid, it is always a question of the budget. The final event, the UNESCO Day, is open for the school community and students are always proud to present their results.

Here are some examples of a UNESCO Day:

»One-world-market«

Students worked on a country of their choice, informed about geography, tradition, culture, teenage life..., presented their results with a market stall. All visitors could try one typical food or drink of the country, do quizzes, enjoy performances of singing and dancing...

»India - a land full of magic«

Students chose a topic about that country - from simple things like geography (for our 5th graders), tradition, society, or „Bollywood“ nature to the problems of people there and presented their results.

»Olympic games«

Students informed about the history of the Olympic Games and their main idea chose a country to inform about and to be a team in the final competition, prepared a team for the Olympic competition what was the final day of the week (great fun for all).

»Middle ages (medieval)«

Students worked on the history of German state in the Middle Ages, the daily life in that time, role of women, society, knights, role of the Catholic church, the burning of witches - result was „A day in the Middle Ages“ with cooking, market, knight games, trial, etc.

Charity Event

We think it is important to educate students about helpfulness and solidarity to others who are poor, ill, in bad luck, i.e. who are in a much worse situation than they are. In these times, when society is turning into a society of 'elbows', with a lot of people working only for their own advantage, educating the values above is becoming more and more important.

Organisation

At the beginning of the school year all heads of classes (guided by one responsible teacher) ask their teams who they would like to support that year. Eventually, the heads decide for one institution or group of people in a democratic way.

Our Unesco group determines the way money will be collected and finds a date for this event (in cooperation with the principal). After the event a delegation of students and one leader of the Unesco team hand over the money to the institution.

Money can be earned in several ways:

- ↳ selling self- prepared food and drink
- ↳ flea market
- ↳ „sponsors run“ (students find a sponsor who pays for each stadium round they run)
- ↳ working in self-chosen companies

Apart from the donation recipients mentioned in 2., students supported regional associations too, like the „Parent House“ of a big hospital that enables parents of terminally ill children to stay together with them in the hospital or the ASPCA.

Sometimes the events are spread all over the school year, sometimes they take place in one day.

SPANISH BEST PRACTICES

Salesianos Trinidad
Sevilla | Spain
www.salesianostrinidad.com



Tutorial action plan

It is the collection of interventions developed with students, families and teaching staff in order to achieve these aims:

- ↘ Assist and improve the personal development, the coexistence within the group and the participation and integration of the students in the school lifestyle.
- ↘ Personalised monitoring of the students' learning process, emphasizing the prevention of a possible school failure.
- ↘ Facilitate the decision-making related to the students' academic and professional future.
- ↘ Promote the collaboration of the families in the educative process of their children to achieve a higher efficiency and coherence in it.
- ↘ Facilitate educative counselling to the families.

Organisation

The tutoring sessions programmed during the whole year for the different educational stage are collected in a computerised management system, *qualitaseducativa*. They are gathered by the Orientation team and the tutors will conduct the actions, follow-ups and evaluations. There are:

- ↘ 12 tutors in the primary school phase
- ↘ 12 tutors for the secondary school phase
- ↘ 8 tutors for the high school phase
- ↘ 12 tutors for the Training course intermediate level
- ↘ 8 tutors for Training course advanced level
- ↘ 6 tutors for the Training course basic level

Possible subjects

- ↘ Personal development
- ↘ Social development
- ↘ Vocational and professional orientation
- ↘ Preventing bullying
- ↘ Social abilities
- ↘ Peaceful resolution of conflicts
- ↘ Gender roles
- ↘ Environmental issues
- ↘ Study skills
- ↘ Review of the term
- ↘ Taking care of health
- ↘ Educative coaching
- ↘ Mindfulness

Coexistence plan

Our model of coexistence as a Salesian school is inspired by the educative experience developed and proposed by Saint John Bosco, our Father Founder, called Preventive System.

It is based on the use of reason, which will help our students to discover the positive values, attitudes and behavior for the coexistence with the members of their community and in general terms, with society. We actually try to create the proper educative environment where these proposed values can be lived and enjoyed.

We consider assistance as one of the basis of the Preventive system. Accompanying students is therefore, the active presence of the educator that will let the student learn positive attitudes and avoid negative ones. We honestly think that efficacy does not consist of guarding and imposing but of accompanying and advising.

We have chosen a coexistence model where we assess as the main aim is not the punishment but the positive learning that the infractor is going to achieve from the infringement. For this reason punishment is the last corrective action of a long process in which we try to prevent these situations. Based on Don Bosco's Preventive system, we have to try other means before using punishment.

Founding our educative method on deep Christian Humanism, we firmly believe in the good capabilities and in the essential goodness of human beings, ensuring their dignity. Another inspirational criterion is prudence: it is important to choose the right moment to correct the infringement and not to get carried away by anger. As Don Bosco said, only reason has the right to correct. Other important issues for this system are dialogue and meditation.

Following the new methods of the current educative systems which promote the inclusive school and having our roots in a preventive system, we will avoid, in general terms, any corrective resource that can suppose separation, differentiation, exclusion or segregation from the educative community. Another important criterion from our preventive system is that everything that can be shown as a punishment, will be indeed.

Our model of coexistence and any normative will take into account the respect to the values promoted by the Holy Gospel, the rights and obligations recognized in the autonomic, state and international treats, specially those from the Autonomic Statute from Andalucia, the Spanish Constitution, treats developed in the European Union and the Universal Declaration of Human Rights.

Attention to diversity

Justification

Attention to diversity is the group of educational actions which are used to teach our students who have physical, psychic, sensorials disabilities, high capacities or sociocultural disadvantages.

This point is the most important point of our educative programme, which is called “Don Bosco Preventive System”. This plan tries to get the comprehensive education of our students.

Objective

The main objective is identifying students with learning disabilities or sociocultural disadvantages at an early age.

Procedure

- ↘ When the student’s tutor realizes any evidence of learning disabilities, the tutor will gather the teaching team and one person from the orientation department.
- ↘ We will assess the measures which have been used and then we will decide what strategy we are going to follow.
- ↘ We will make a decision about the strategies that we are going to use.
- ↘ We will establish a timeline with the measures to use.
- ↘ If, after a period no less than three months, there is not any improvement, we will apply for the psychopedagogy evaluation from the orientation department.

Responsible people

- ↘ Tutors
- ↘ Orientation department
- ↘ Headmaster
- ↘ Teachers

Possible measures

- ↘ Cooperative learning
- ↘ Tutorship by students with great abilities over those who need extra help
- ↘ Learning based on projects
- ↘ Extra activities to broaden their knowledge
- ↘ Reinforcement activities
- ↘ Flexible groups
- ↘ Enrichment activities
- ↘ Alternative assessment methods
- ↘ The use of alternative methods instead of written tests
- ↘ Adapting the time or format in the written tests

Pastoral

In a pastoral way, we have different campaigns during the whole year:

Domund

This campaign is carried out in the whole world, and it is a Catholic one. We ask for money to help different projects that the Catholic Church has around the world. The students are shown testimonies, videos, plays, games, etc. to be concerned. Last year we collected around 10.000€.

“Operación potito”

It is the most motivating campaign in our school. Close to Christmas time our students, parents, teachers and different members of the educative community go to the open doors of supermarkets and pharmacies on different days, and ask customers for food and essentials for babies, such as nappies, milk, shaked fruit, etc. We think that people who need something to eat go to different humanitarian canteens, but sometimes there is not appropriate food for little babies. So we give everything that we collect to those humanitarian canteens.

Manos Unidas

Another Catholic Campaign is Manos Unidas. We work in a very similar way to that of the Domund campaign, collecting money everywhere we can.

“Solidary Sandwich Day”

Within this last campaign, we have a “Solidary Sandwich Day”. All students and teachers pay 2€ for a sandwich made of Spanish omelette that some volunteers cook, and a little bottle of water, that is normally donated by the associations of the school.

“Blood donation”

It is a very strong campaign in our school. Students, teachers and parents over 18, donate blood two or three times every year. We are a reference center in the city, so when blood is needed, we are called by the Sanguínea Transfusion Center of the Virgen del Rocío Hospital.

“Gracias Don Bosco” Musical

Two years ago, to celebrate that our father founder Don Bosco was born two thousand years ago, members of the school and some “helpers” created a Musical Show depicting his life, with live music and singing. It was a great show. We travelled to different parts of Spain and even to Torino (Italy), the city where Don Bosco was born. The money we earned was given to different social local projects of the different cities we performed it in, and we were able to show the values of Don Bosco’s motto: it is important to be a good Christian, but also an honest citizen.

Educational citizenship and human rights

In the last educational system, we have a subject called “Educational citizenship” in the second course of Secondary EDUCATION (14 years old) and it deals with different units related to the way of being a good and honest person.

It has the main goal of promoting democratic citizenship as part of the objectives and educative activities and it includes issues of democratic values and participation in order to make our students ready for an active citizenship.

Another example of the aims is the development of free and upstanding people through the consolidation of self-esteem, personal dignity, freedom and responsibility, knowing their rights, assuming their obligations and developing civic habits.

Its objectives are:

- ↘ Considering personal experiences and issues as the vehicle to have a proper self-assessment and a suitable assessment of other people as well to face different situations in a positive way
- ↘ Expressing feelings and emotions through everyone’s own ones, and the acquisition of social and communicative skills to be emphatic and assertive
- ↘ Appreciating sexual differences between men and women through an analytic way of thinking
- ↘ Identifying the enrichment diversity of gender diversity, origin, social and ethnic groups, rejecting negative attitudes, prejudices and stereotypes to have a fair convivence based on the Human Rights
- ↘ Encouraging sensitivity in a community, analysing different ways of organising, and citizen participation. forming sensitive members of a community, who can analyse different ways of organisations and citizen participation
- ↘ Knowing the Constitution, Human Rights and proper issues of our Andalusian community promoting a democratic awareness to be capable citizens to promote a democratic awareness in order to become capable citizens?

POLISH BEST PRACTICES

XV Liceum Ogólnokształcące im. Marii Skłodowskiej – Curie
Kraków | Poland
www.xvlo.pl



Citizenship Education in 15 Liceum Ogólnokształcące in Kraków is focused on teaching open-mindedness and tolerance towards other people.

One of the characteristic features of contemporary times is the emergence of multi-cultural and multi-national societies. This requires developing tolerance toward the others, and making students aware of negative phenomena like racism and xenophobia. It is then extremely important to help students learn about these issues, to help them protect themselves against such negative attitudes.

Students are taught what it means to be a responsible and ethical citizen. Their citizenship awareness is raised through the syllabi, workshops or local and international projects such as Comenius, Erasmus+. Teachers work hard to set a good example through their actions and attitude of tolerance and fairness.

National identity, European identity

European international community includes numerous national communities. The Treaty on European Union defines national identity and at the same time creates a law which - thanks to many tools - serves to protect the sense of identity and build one's relation with their community and homeland.

National identity can be defined as a sum of elements that make up a nation, such as: material culture (literature, art, music, folklore), language, history and spiritual culture (customs and public morality, religion, symbols and even legal culture).

The question which we teachers ask ourselves is: how to teach about national identity and European identity to make this topic interesting, involving and long lasting?

This hard and sometimes controversial topic is taught in 15 LO in Kraków during regular lessons of Polish Literature, History, Civic Education, Social Sciences or meetings with a form teacher. Students are taken to museums such as The National Museum in Kraków, The Museum of Uprising in Warsaw, The Museum of Modern Art in Kraków, etc. to learn about history, literature and art, civil duties and patriotism in difficult times in history of Poland and Europe. By taking students to the art museums, we want them to become more interested in them, to be the "world's citizens", to have the feeling of belonging to the "European community" which has a common, civil heritage.

While teaching literature, we often use the so called “problem method” which involves presenting a dilemma that characters of a literary work of art are faced with and then seeking possible solutions in class. Besides, we use techniques such as discussions, “brainstorming” and the so called “panel discussions”.

As far as practical approach is concerned, we often organize events for the students, the local community and foreign guests. The students put up the shows and present famous figures from Polish history, literature, culture, and sport. These include, for example, Frédéric Chopin, Adam Mickiewicz, John Paul II, or Robert Lewandowski.

The students eagerly learn a traditional local dance “Kakowiak” and are proud of wearing colorful folk costumes. One of the students always impersonates a figure of Lajkonik (dressed in Tatar’s costume riding a wooden horse) that by touching spectators with a golden mace, brings happiness and luck. Another activity, popular with our students, is presenting the legend of the Dragon - one of the symbols of Kraków. During English lessons, students write a scenario of this famous legend, search for costumes, choose the best music and prepare a performance to present. Furthermore, every year the teachers of Polish organize the school art festival during which students present Polish, European and world’s culture, art and literature.

The aim of these events is to develop a sense of a strong national identity both in students and spectators, when they think of the national heritage of their homeland. We share these events with foreign students from different projects, during students’ exchanges by encouraging them to participate and show their own traditions and culture. We want every young person to feel continuity and affinity to a great European family, especially when they realize how many elements of their cultures permeate each other. This, in turn, enables them to develop the sense of community, awareness of the same aspirations and ambitions across the nations, and to build a sense of European identity. In this way, they can see other nations holistically and understand them better. Sharing knowledge about one’s culture and traditions is also very important in the aspect of a contemporary, international situation, with massive influx of migrants to numerous countries to seek refuge or with countries where various minorities must find a way to co-exist because of a current political situation.

To achieve agreement and harmony in a multicultural society, it is necessary to get to know “the other”, show patience and to be understanding towards different views, customs and opinions. One has to remain impartial in assessing people and events, and be able to establish relations with people of other nationalities even in the face of a difficult history. One should realize that it is together that we make a community, that diversity does not mean hostility, that there are many elements which help create mutual bonds and allow us to build a better, common future. Getting to know a foreign culture broadens not only our horizons, but also allows us to understand it better, and thus eliminate stereotypes and prejudices, as well as to develop compassion and empathy.

As a result, and it is very important, young people develop the ability for compromise and gain the chance to look critically at themselves with the view of self-improvement. Interviewing local activists enables students to learn about local politics, to see what kind of people represent us, and to understand social problems in micro and macro scale. Students can also see what it takes to work as a politician. This, in turn, inspires young people who might discover the readiness to act for the benefit of their local community, for example, as volunteers in charity organizations. Such knowledge also helps to build self-awareness, which can increase citizens' involvement in campaigns and work for the good of their local communities (thus shaping the desired social attitudes). Being a good citizen also means the ability to be active where you are a minority and to defend others who are victims. It builds the sense of civil courage necessary for such a fight, and at the same time shapes the sense of identity, which also favours the development of culture by bringing new solutions and achievements to it.

The memory of the 20th century

The 20th century brought tragic events and processes which resulted in the fall of traditional values and the emergence of totalitarian regimes that permanently shook the European order. The concepts such as a total war, the Holocaust, Nazism, Communism and expulsion became synonymous with those events.

In difficult times such as ours the teachers of 15 LO in Kraków find it extremely important to teach young generations about the events of the 20th century. We include these issues in the syllabi of such subjects as Social Sciences, Civic Education, History, Polish or English. To succeed in teaching them we need to use various tools, methods and techniques:

- ↘ In the first year, students find out about the 20th century and WWII. During regular lessons they prepare individual projects about the situation of Krakow during WWII, discover local places such as Kazimierz Ghetto, the concentration Camp in Płaszów, The Ghetto Square, etc. „My Family” - students discover the facts about their own families during WWII and the communist times by interviewing the members of their families.
- ↘ Students, supervised by teachers, prepare exhibitions, posters to present events, people, stories of those times, which they find significant, the unknown or as a must be shown to others. Every year together with the Institute of National Remembrance in Poland we organize workshops on various historical issues, for example, to commemorate the so called “Cursed Soldiers” murdered by the Communists in Poland after WWII.

- ↘ Teachers organize meetings with Jewish students as part of the school project „Difficult memory” during a Polish-Jewish exchange. Another campaign is called “Krokus” (Crocus) and involves planting these flowers to commemorate Jewish children who died in WWII.
- ↘ There are meetings with the people who survived the concentration camps and Siberia during WWII. A meeting with witnesses of history has a special significance as it presents an authentic memory of individuals who - as children - survived an unimaginable horror of a concentration camp. The listeners, regardless of the country they come from, react to their stories with great empathy as they realize how painful these events must have been for anybody who experienced such an ordeal. The story of one of the prisoners, Mrs. Lidia Maksymowicz, who as a little girl survived the Auschwitz camp and the medical experiments of Dr. Mengele, evokes the same emotions in our students, no matter if they are of German, Polish or any origin. The feelings and reactions are the same. Such meetings show young people that the events they know only from history textbooks or from films were true, and that they are neither literary nor film fiction.
- ↘ Trips to the Concentration Camp in Auschwitz, Schindler’s Factory Museum, the Museum of the Warsaw Uprising. The story told by a witness of history becomes even more vivid when students personally visit places like the Krakow Ghetto, Oskar Schindler’s Enamel Factory or the Auschwitz-Birkenau Museum, where the former German Nazi concentration and extermination camp was located. Before visiting such places our students have to be prepared. At school they watch films such as “The Pianist”, Schindler’s List”, “The Courageous Heart of Irena Sendler”. Later they talk about the films and read the books. These places show us not only the tragic fate of the Jewish people, but also the different attitudes of the Germans towards the Jews.

Preserving collective memory of those events teaches respect and humbleness towards history and people. It also allows us to appreciate contemporary life without wars and hunger, besides it also brings a message for the future, at the same time it encourages us to act in order to prevent conflicts of any kind, not only the armed ones. It makes young people realize that opening up towards another person develops empathy and the ability to live together with people of different nationalities.

Thanks to all these activities, the whole society may take pride in having conscious, modern citizens who use historical knowledge to build a new world in which there is no place for prejudices against the others because of their ethnic, religious and philosophical difference.

Teaching about tolerance

In its broad sense tolerance means the recognition that the otherness has the right to exist, while in a narrower sense it implies respecting the otherness as long as it is not in conflict with the existing law. In the past, the concept of tolerance in social awareness was used primarily in the religious aspect, at present it refers to other aspects of life including political, ideological, sexual, national elements.

Tolerance does not mean one has to agree with others, but that they must recognize their right to exist. It teaches impartiality in the assessment of people and events. Nowadays it is widely recognized that tolerance is an indispensable condition for a free and democratic society and it enables social pluralism, which affects free development of an individual and society. On the other hand, the concept of tolerance may lead to the recognition of all socially diverse behaviors, including destructive ones, which lead to relativization of values and national or moral destabilization. That is why, it is so important to teach young people how to properly understand and apply the concept of tolerance.

Our starting point is teaching tolerance during regular lessons. In our school, there are some students from other countries, disabled or students with special needs, therefore we provide the lessons on dangers of stereotypes, appreciating differences, recognizing how words can hurt (or heal), and more. Students are encouraged to prepare some scenes, write scripts for situations in which intolerant behaviours are revealed, and play the scenes for each others. The discussions after presentations allow students to express their point of views. To overcome social exclusion we focus on activating students who are threatened with such an exclusion. That is why we involve them in our lessons, projects, offer them a chance to work in a team, where they can learn how to cooperate, integrate and act. For instance, including a disabled student in a team helps the other students understand what disability is and to get rid of a fear towards a disabled person. Such a process brings benefits for both sides.

During English lessons we play a tolerance game which is appreciated by most students and was introduced by the Lithuanian teachers during Comenius project in 2013. The objectives of the game are: to point out the socially accepted attitudes and behaviours; to make students aware of the issues of tolerance, and to help students understand the idea and significance of tolerance. Students also distinguish attitudes of tolerance and intolerance, and learn to express their opinions in a group. Many Games of Tolerance take place within the projects or lessons.

Students are asked to sit in a circle to talk about the chosen topic, for example, “Children with disabilities should attend ordinary schools”, and then are divided into 3 groups according to their opinions:

Yes, it could be justified / No, not under any circumstances / Have no idea

Students share their opinions and the most interesting ideas are written down. Students are always eager to participate and their opinions about this game are as follows.:

„The game showed me that I’m probably not the most tolerant person in the world”,

„It was useful because I could see what my classmates think about tolerance and confront it with my own opinions”,

„Although I didn’t speak much, it was interesting to hear the opinions of the others on tolerance and intolerance”

While teaching about tolerance, human rights, we often get a support from other institutions. Thanks to this cooperation, we can organize interesting workshops, such as „The Youth Debate - I have a dream...” - a workshop on Martin Luther King prepared in cooperation with the American Consulate in Krakow, or meetings with the representatives of the NGOs such as Amnesty International, MIFGASH or „Never again”. They all focused on the current threats: the growth of more and more radical populist right-wing movements, an increasing number of hate crimes caused by prejudice and intolerance stemming from ignorance or stereotypes.

Stereotypes are not always true, sometimes they distort and falsify reality. Using stereotypes may lead to discrimination, exclusion, intolerance, sometimes even aggression, killings or genocide. Changing stereotypes is necessary if we want to build positive relations between individuals and between people. It helps overcome the barriers and prejudice. Changing the attitudes enables us to discover positive features of a given group, to accept them and abandon the previous way of thinking.

All these activities are aimed at building the so-called intercultural competence, which consists of three elements: knowledge, skills and attitudes. Knowledge related to other cultures and processes occurs between people from different cultural areas: one learns about stereotypes and how we can fight them. Skills related to cultural coexistence include the ability to communicate interculturality, attitudes of openness towards diversity, respect towards people of different ethnic origin and acceptance of ambiguity in intercultural contacts. Each of them is developed at school during workshops or lessons and contributes to students’ greater insight in their own identity and hopefully leads to a deeper understanding of the world around them. As a result, it translates into a sense of partnership, respect towards teachers and older people, which helps build a positive image of the school in a local community.

An extremely important effect is the elimination of negative phenomena sometimes occurring at school like prejudice, discrimination, and irrational behavior in the face of conflicts. The school functions much better when the system of principles and values developed by teachers and students is respected.

TURKISH BEST PRACTICES

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GOOD PRACTICES IN MEHMETÇİK ANATOLIAN SCHOOL

Idea Behind the Good Practices

First of all, it is a very well-known fact that culture and arts encourage students in any ways, and they play an important role in the holistic settlement experiences of immigrants and refugees. Therefore, we, Mehmetçik Anatolian High School with its full staff including all administrative staff, enthusiastically try to integrate our immigrant students with the help of music, art and other cultural experiences.

In the second place, the integration of children with disabilities into schools' community increases communication possibilities and helps to avoid the feeling of being outcast. It develops tolerance between healthy and disabled children, and also provides possibilities to adapt to life in a real society, and furthermore helps to perceive different life experiences, as well as enhancing equal rights and possibilities of all members of the society. Moreover, it provides disabled ones with the possibilities of overall education and the satisfaction of their basic needs.

Special Classroom for Visually Impaired Students

Firstly, when it comes to education, disabled students must receive the same opportunities as non-disabled ones. Disabled ones function in a limited world. Full inclusion occurs when disabled students are always placed in a regular or traditional classroom when their individual needs are taken into consideration. This means that any extra help or attention that they require must take place in that classroom. We are aware of the fact that learning challenges exist simply because the visually impaired children are not able to learn from what they see, and that is why we have a special classroom which is set up with the help of the donations of school teachers to our visually impaired students, so that they can follow the lessons in an easier way.

Aspects of the Classroom

- ↘ Special Seating Place
- ↘ Special ClearView Device
- ↘ Special Main Board with Sending Parts
- ↘ Labeling System
- ↘ Best Classroom Arrangement for Traffic Paths

Visually impaired students have a consistent classroom, and they all take their lessons in that particular classroom. The lesson schedule is arranged according to this classroom. Visually impaired students have special seating places and they always sit there. The special place are always available for them. Moreover, they have visually clearview devices which make the writings bigger and help impaired ones read easily. Additionally, there is a special main board which sends what the teacher writes into the clearview screen in front of the impaired ones.

Points that Teachers do / do not do

- ↘ Teachers speak with a consistent and powerful intonation
- ↘ Paper documents are written in bigger letters
- ↘ Exams are done with a helper teacher
- ↘ Not making jokes related to impaired ones

Involvement Activities (Projects) for Immigrant Students and Courses

We have some immigrant students in our school as an inevitable result of wars, and power clashes between big states. Moreover, it is known that detailed documentation is asked from immigrants. As we know this fact, we focus on extracurricular activities rather than documentation. We think that extracurricular activity involvement is generally more beneficial toward immigrant students' progress and success. That is why we try to involve them in all sorts of activities to make them discover different cultures and ways of thinking. Taking part in our Erasmus+ cultural and environmental projects is a great opportunity for them to cooperate with students from different countries. We also try to involve immigrant students and those with special needs in our extra-curricular activities to give them responsibility and teach them living in harmony and peace.

Projects

- ↘ All Together For Inclusion
- ↘ Let's Say Stop To Gender Discrimination
- ↘ Multicultural Aspects

Courses

- ↘ Education for Citizenship and Human Rights
- ↘ Ethic and Civic Education
- ↘ Gender Equality

The entitled courses above focus on the subjects such as human rights, the emancipation of women, global problems, and democracy which gives an opportunity to the students to improve the consciousness about how to live together and respect each other. Moreover, these lessons teach students about knowing and understanding their rights in order to play an active role in decisions that concern all people. Additionally, in these lessons they work in groups, do researches about the topics and create intellectual outputs.

What is more, seminars and conferences are organized in order to integrate the minority students of our school. Workshops for students on intercultural learning and intercultural conflict resolution are done to help their personal and social development.