"Democracy at School"

Conference on the
5th anniversary of the Regional Summer Academy

5-7 October 2014

Warsaw, Poland

Conference Report

General Rapporteur, Ted Huddleston
Consultant in Civic and Citizenship Foundation
Council of Europe Expert in EDC/HRE

INTRODUCTION

This is a report on the conference 'Democracy at School' held on 5-7 October, 2014, in Warsaw, Poland, to celebrate the 5th anniversary of the Regional Summer Academy programme. The conference was jointly organized by the Ministry of National Education of the Republic of Poland, the Centre for Education Development of Poland, the Council of Europe and the European Wergeland Centre. It was supported financially by all organizers, as well as through a voluntary contribution from Norway to the Council of Europe.

BACKGROUND

It is said that democracy begins at school. For many children, school is their first encounter with public life and their earliest opportunity to learn about democracy and human rights at first hand. Although classroom teachers play a crucial role in equipping young people with the knowledge, skills and attitudes needed to become active citizens, teachers cannot do this alone. For democracy and respect for human rights to become a reality in young people's lives it has first to become a reality in the life of the school itself.

This is why a 'whole-school' approach to training is needed, i.e., an approach which addresses issues of democracy and human rights on a range of levels, from teacher competences and classroom methodologies to school ethos and governance, and the contribution of community partnerships. It is an approach which encourages the active participation of all school stakeholders in school life – parents and community members as well as students, teachers and school administrators.

It was the recognition of the importance of this approach that led Poland to launch the idea of a Regional Summer Academy at the inauguration of the European Wergeland Centre in Oslo in 2009. Since 2010 five editions of the Regional Summer Academy 'Democracy at School' have taken place in Poland, jointly organised by the Council of Europe, the Ministry of National Education, the Centre for Education Development and the European Wergeland Centre. Drawing inspiration from the Polish initiative, the first South East Europe Summer Academy 'Human Rights in Action' was hosted by Montenegro in 2012 and repeated every year since.

The Regional Summer Academy has proved to be a successful example of putting the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) into practice. Hundreds of school leaders, teachers, parents, NGOs and other community stakeholders from twenty-two countries from Eastern and South East Europe, Poland, Russia and South Caucasus have benefited from the carefully designed and customised training. It has resulted in numerous educational initiatives and innovative projects in participants' home countries and helped to make democracy and human rights a reality for young people in schools across Europe.

AIMS

The conference 'Democracy at School' was brought together former alumni of the Academy programme, Council of Europe EDC/HRE Co-ordinators, other education professionals, representatives of civil society and policy-makers. The aims of the conference were:

- To highlight good practices in EDC/ HRE arising from the Regional Summer Academies
- To exchange experiences in the field of EDC/ HRE
- To facilitate networking and cooperation among conference participants

- To present and discuss future plans for development of the Regional Summer Academy programme

The working languages were Russian and English with simultaneous translation.

Day 1: Past and Present – good practices and experiences

Venue: the Senate of the Republic of Poland.

OPENING SESSION

The conference opened with the showing of a short film on the Regional Summer Academies.

This was followed by welcome addresses.

Ms Ewa Dudek, Undersecretary of State in the Ministry of National Education in Poland, spoke about the rejection of totalitarianism and the building of democracy, observing that 'a school is a place where democracy is born'. She praised the Academy programme and looked forward to it having even greater success in the future.

Mr Jean-Christophe Bas, Director of Democratic Citizenship and Participation, Council of Europe talked about the principles underlying the Council of Europe Charter, highlighting the learning of democracy by doing and necessity for democracy to be made by people themselves. He spoke of the need now to replicate and scale up the Summer Academy programme to increase its impact. He suggested that it might be featured in the forthcoming Council of Europe World Forum for Democracy in November. He mentioned how the values of young people as measured before the European elections – human rights and freedom of speech – matched the values of the Academy programme, and, in the context of future development, reminded the audience of the three 'golden rules' of successful projects: vision; key partners; and key implementers.

Ambassador Ms Carola Bjorklund, Director/Co-ordinator for Council of Europe affairs, Ministry of Foreign Affairs, Norway, noted how the Academy programme addressed the values of the Norwegian government and praised the success of the programme and the numbers who have benefited. Speaking of the need to learn democracy in a practical way, she said that the "Summer Academy is a showcase on how we should do this". Warning that democracy cannot ever be taken for granted, she highlighted the "concrete results" of the programme and the way it is "putting Council of Europe values into practice".

Ms Helga Hjetland, Vice Chair of the Board, European Wergeland Centre, spoke of the role of teachers in creating the democratic society of the future and the need to equip young people with the competences to deal with the challenges they will have to face, She coined the term 'souls of fire' to refer to people who drive things forward over and above duty, saying that is exactly the type of person the Summer Academies are trying to produce.

Ms Aleksandra Zawlocka, Acting Director of the Centre for Education Development, Poland, emphasized the value of freedom and how it can only be learned in practice. She noted how democracy is much more than elections, saying, "It is the possibility to realize your dreams". She described the ways that Polish schools are becoming more democratic institutions through EDC/HRE programmes for teachers and school leaders.

SETTING THE STAGE: Past and present of the Regional Summer Academies

Mr Krysztof Stanowski, Chairman of the Solidarity Fund PL, Poland, described how the idea of a Regional Summer Academy was first proposed five years ago. He suggested that the key principle of EDC/HRE is that citizens should take responsibility, for their own lives and for others. "Solidarity", he said, "is when you see a person you have never met before as important as your wife or family." This was illustrated in Poland's increased position in PISA results which were brought about by people taking responsibility for education at a local level. He went on to identify five principles underpinning the Academy programme: (1) EDC/HRE proposes other ways of being a hero than killing or being killed, (2) EDC/HRE can't just be implemented by formal teaching – schools need to be opened up to the community and to NGOs, (3) democratic procedures in schools should be serious – democracy is not a joke, (4) civic courage is a central virtue, and (5) the importance of thinking and acting globally. He concluded by saying, "EDC/HRE is not about school, but about the choice to live in jail or in a democracy".

Ms Felisa Tibbitts, first head trainer for the Regional Summer Academy (2010), Senior Adviser, Human Rights Education Associates, USA, spoke on how we know the Regional Summer Academy programme has been successful and why it has been so successful. We can tell because of the very positive evaluations, which are improving year on year; the implementation of the action plans; and the growing demand for more such Academies. She attributed the success of the programme to several factors: the intensive nature of the programme and its emphasis on the whole school; the use of Council of Europe resources; the skills of the trainers; the emphasis on action plans and follow-up; and the role of the website and the Share & Connect platform.

PLENARY: Good Practice and Innovation in Education for Democratic Citizenship and Human Rights Education

Summer Academy alumni presented a number of detailed initiatives and local projects undertaken within the framework of the Council of Europe Charter:

1. Belarus-Ukraine: Tandem-partnership for developing teachers' competences in EDC/HRE

   Two Academy alumni in two different countries developed an on-line partnership to design a self-evaluation tool for teachers. Working in pairs they chose school subjects in each country and mapped these against the aims and objectives of EDC/HR, using what they had learned at the Summer Academy.

2. Georgia: Students' Participation

   The presenter while still a student presented his experiences of trying to make democracy work at his school, and, in particular, to encourage more involvement from parents and other stakeholders. He explained how the Summer Academy had shown him that there could be fun in learning and recounted some of the benefits of a more participative school, including better discipline, reduced conflict and enhanced learning

3. Slovenia: Democratic School Governance

   The school featured in this initiative had developed both a school council and pupil parliament. Elected class representatives were given different areas of responsibility, such as school sport or other activities. They also meet regularly with the local municipality. In this way students get an understanding of the democratic process at the macro-level (state) as well as the micro-level (school).

4. Russia: Schools Against Violence

    The aim of this NGO-led project was to set up school mediation teams to help reduce student conflict in schools. The teams are made up pupils, teachers and school psychologists. They are given training, both theoretical and practical, and are able to link up with teams in other schools in the project through a network of teams. A survey of students suggests that, as a result of the initiative, there is greater tolerance and less conflict in these schools, while teachers report improved listening skills and more respect for peers.

PARALLEL WORKSHOPS: EDC /HRE in practice

Four parallel workshops, each focusing on a different key article or principle of the Council of Europe Charter, examined current achievements and challenges in EDC/HRE and formulated recommendations:

Workshop A: Training in EDC/HRE for teachers, educational staff and others

Workshop participants shared their experiences of recent developments in training for EDC/HRE in their respective countries. Initiatives mentioned included the active involvement of local NGOs, the publication of teaching and promotional materials, special projects and thematic days in schools, and linking with local days and festivals. Interesting experiments in involving parents, such as parents' clubs and distant education for both parents and students, were also mentioned. In countries where the dissemination of good practice in EDC/HRE is seen as a priority, there are networks of teachers, training for multipliers and dedicated EDC/HRE web pages on school websites. Where it is not so strong, participants mentioned a lack of trained teachers, insufficient links and communications between stakeholders and, in some places, negative attitudes in the education environment.

Participants thought the way forward was through increasing awareness-raising of EDC/HRE, more networking, and a more strategic approach to the planning of training in order to build sustainability. Concrete recommendations emphasized the importance of initial teacher education and in-service professional development, including approaches to develop the creativity of teachers. One suggestion was that EDC/HRE training should be a pre-condition for qualified teacher status at every level from pre-school to higher education. Another was the introduction of incentives, financial and non-financial, for those teaching EDC/HRE and to make Council of Europe materials available in more local languages. The training of multipliers, able to train their colleagues at a local and school level, was regarded as an important policy imperative, and the promotion and strengthening of networking, e.g., through on-line platforms with web guests from different countries. The development of forms of distance learning for a range of stakeholders, not only teachers, was also mentioned, including for students, school leaders and members of NGOs.

Workshop B: Democratic School Governance

Workshop participants presented the situation in their own schools and countries regarding democratic school governance:

- "We focused on three aspects: student self-government, a parents' association and training teachers … Unfortunately a new director was appointed … all was put to a stop … [So] we started talking to different stakeholders, explaining their rights and writing letters of protest … We involved parents and teachers … The head was dismissed and we were able to continue our project." (Azerbaijan)

- "I didn't have much experience as a school head when I came to Poland, but I was very much willing to implement what I learned here [at the Summer Academy]. But to my surprise, the teachers were not willing to or prepared for any change. Maybe because of their age … This was the challenge I had to face. Also, after some time, certain teachers understood democracy as a right to say no, or to reject things." (Azerbaijan)

- "I had to change schools to find a director who supported my ideas. So that might be one solution. …Also I have a very good experience of using Compass … Show this to your teachers." (Moldova)

- "In my country they changed the system. So now students, the parents' union, the teachers' union and the most and the least experienced teacher – they give points to the school director. If the director doesn't get enough points he or she will be dismissed. So we started democratic school governance this way, because the director needs to take account of different groups." (Turkey)

- "The ideal situation is when democratic school governance is introduced from the top and the bottom. But the school director is crucial." (Armenia)

- "Students like to govern, but they don't necessarily want to take the responsibility. This we can teach them." (Belarus)

- "In the Summer Academy I got exactly the models we needed to internalize democracy in school. The principles of democracy are not internalized in Armenian school or society. Then the teaching becomes somewhat artificial. We tried to involve students in the development process of internal school documents … Work with the teachers with the supervision of the director. This was a totally new experience for them." (Armenia)

- The point is that school directors are not that independent, they are part of the system and under the Ministry … but what will happen in the future if we don't do something now." (Russia)

- "Georgia has just seen several education reforms, such as supervisory boards with parents, teachers, students and other stakeholders for the directors and their appointment. This way the Ministry has little influence on the election of directors. But it looks like this will come to an end with the new government." (Georgia)

In discussing these experiences, participants concluded that there was no one formula for developing democratic school governance, but to achieve any measure of success three things are required: understanding of the concept of democratic self-governance; an element of autonomy, however small, to make some changes and see results; and the skills to do this. The role of the school leader was regarded as crucial and it was felt that school leaders needed more support. One strategy recommended was to make use of the framework of existing legislation on school governance, which, though often honoured more in word than in practice, can be a good starting point. Another suggestion was to co-ordinate democratic activities in school with local or national democratic initiatives, such as elections.

Workshop C: Students' participation

Workshop participants shared some of the difficulties experienced in their respective countries. A common problem seemed to be that legislation on student participation tends to be implemented half-heartedly in schools, such that it becomes more of a formality than a genuine opportunity for democratic engagement. It was felt that in some schools teachers just 'went through the motions' of electing student representatives. Although students were often highly motivated when freshly elected, the motivation quickly went. There was

competition from other non-EDC/HRE forms of participation, such as sports and arts clubs. Also, it was suggested, there could be a climate of 'fear of democracy' amongst school staff.

Everyone in the workshop agreed that students are motivated to participate and that ways need to be found to help them to be heard. A number of practical suggestions were made for capacity building in this area, including: assigning a member of staff to be responsible for and encourage student participation; dividing up student's areas of responsibility and allocating specific roles, e.g., for extra-curricular activities, parental participation, relationships with teachers; co-operating with the local community to get help with a budget; creating new spaces for student participation independently or after school and not through a school council itself; focusing student participation on the needs of the school as a whole. There was a feeling that schools should not wait for the backing of official policy, but go ahead anyway – providing there was no contravention of legislation. It was pointed out that in many countries the law on student participation is not very specific and it is left up to schools to decide responsibilities. The crucial thing, it was said, is consistency: once students are given rights of participation these rights should always be respected.

Workshop D: Involvement of parents and local community

Workshop participants shared experiences of current initiatives in their respective countries. These included: a 'schools for parents' initiative in Georgia in the course of which some 10% of parents go to school for different activities relating to human rights – parents suggest topics and teachers offer discussion or training; inviting parents to join teachers and students in drawing up supplementary school rules - in Russia and Moldova; and using the school website to advertise voluntary activities which parents can undertake to help the school. Following the Summer Academy, a school team from Azerbaijan formed a co-ordination committee run a course for parents, teachers and school leaders.

A number of challenges were discussed. In some countries, it was suggested, parents were not very trusting of schools, e.g., paying supplementary private tuition; some parents were passive and simply tended to avoid their children's school; some parents were working abroad or otherwise too busy to get involved; some teachers felt they did not need parents to get involved and lacked the skills to deal with them.

Nevertheless, there was strong support in the workshop for the idea of parental involvement and numerous suggestions were made for increasing this. To begin with, it was felt important to improve teachers' competences in this area. Other suggestions included encouraging schools to make much more active use of their websites; training for class teachers and parents in their rights; bringing together parents and teachers through social action projects in the local community or social activities in school, e.g., quizzes. It was also suggested that the school teams at Summer Academies should include an ordinary parent rather than a representative of a parents' organisation or an NGO. However, there was a word of warning cautioning against treating parents as though they were all the same and of the need to take into account regional differences and minority groups.

PLENARY: Feedback and Round table on Cooperation and Partnership for EDC/ HRE

Four case studies were presented by Summer Academy alumni:

1. Croatia: Teacher training on a national level

   In 2014 EDC/HRE was made a mandatory cross-curricular subject in primary schools in Croatia. Specific learning outcomes have been prescribed for each subject. To ease the introduction of this new initiative, Summer Academy graduates have been invited to contribute to in-service teacher

training. As a result, there are now 33 EDC/HRE regional co-ordinators supporting training in schools.

2. Croatia: School co-operation to strengthen student participation in school governance

   As a way of improving student participation, a Summer Academy team from Croatia joined forces with a team from Slovenia. With funding from their local mayor, the team arranged a school visit to their partner school in Slovenia. The children camped and worked together on issues of conflict resolution. The guiding principle behind the project was that teachers would be more likely to be motivated to support student participation if they were able to witness it in action.

3. Armenia: Building a network for EDC/HRE

   Recognising that possibilities for local co-operation among schools and NGOs are often forgotten, the Jinishian Memorial Foundation in Armenia has assembled an EDC/HRE network, or 'club', bringing together 120 schools, 7 universities and 2 NGOs.

4. Poland: Partnership of schools and students exchange

   A Polish school has developed a partnership with a school in Ukraine as means of breaking down stereotypes, promoting tolerance and increasing co-operation both within and between countries. In the course of the partnership student conferences have been arranged, e.g., on children's rights, with an opportunity for students to participate, and events such as a Holocaust commemoration at a former concentration camp.

Day 2: Looking to the future - planning and co-operation

Venue: The Centre for Education Development (ORE)

POSTER EXHIBITION

A poster exhibition was set up in the venue hall to showcase EDC/HRE projects undertaken by graduates of past Summer Academies.

PLENARY: Future vision and new developments by organizers

Panel members outlined their hopes and plans for the future development of the Academy programme:

Ms Ewa Dudek, Undersecretary of State in the Ministry of National Education in Poland, saw continued support for the Academy programme as a Polish contribution to a more open, democratic and peaceful Europe. She suggested that EDC/HRE should be thought of as the "essential mark of quality" in education and not just as an extra.

Mr Jean-Christophe Bas, Director of Democratic Citizenship and Participation, Council of Europe, said it is important to be clear about the division of labour between partners, in particular the Council of Europe, the European Wergeland Centre and the Norwegian government. He felt that the Council of Europe could act as an "engine" for the programme rather than as a partner as such. This would include showcasing the successes of the Summer Academies, e.g., through the Congress of Local and Regional Authorities, and through European media in general. It suggested the need for a communication strategy encompassing

social and mainstream media and multiple forms of outreach. He felt it would be useful for each country to map its "small victories" whenever they took place, so as to create a public record. Another suggestion was the idea of devising a set of descriptors or indicators through which democratic and intercultural competences might be assessed, similar to indicators used in language learning.

Ms Ana Perona-Fjeldstad, Executive Director, European Wergeland Centre, focused on developments reflecting the potential of the Academy programme to grow in the future. It is a proven model of implementing Council of Europe policy in practice, with very positive feedback from participants. The number of applicants remains high, widely outstripping the number of available places. The need to reach wider is reflected in the increasing requests from countries wanting to benefit from the Academy experience. Many good examples of practical EDC/ HRE have been put into practice at the grass roots level over the five years, and graduates of the Academies have expressed an interest to serve as multipliers, disseminating the training model at a national and local level. The success of the programme raised questions for future development, including how to cope with an even greater range of languages and how to build greater capacity. She presented the idea of a flexible 3-level capacity building programme for EDC/ HRE with the Academy training at its core – currently in an early planning stage and involving the Council of Europe, the European Wergeland Centre, in co-operation with the Academy partners in Poland and Montenegro.

 The key activities in the programme are currently in various stages of development:

1. An EDC/ HRE on-line introductory course for those who might go on to participate in a Summer Academy, but to be available to all, in Russian and English in the first instance – currently under consideration
2. The Regional Summer Academies – stay as they are now
3. An Advanced Training Course for Academy alumni on how to train others – currently early in the planning
4. An Alumni Network as a general support mechanism and to build sustainability into the programme –established and under further development

These activities were the subject of the four parallel workshops that followed.

PARALLEL WORKSHOPS: Future priorities, key activities and local needs

Workshop A: Advanced Training Course (ATC)

The aim of the Advanced Training Course for Summer Academy alumni, now at the planning stage, aims to further develop participants' competences in EDC/ HRE with a view to strengthen their role as multipliers initiating training and other EDC/HRE initiatives at a national and local level.. Workshop participants shared previous experiences of courses of this type, identifying some of their strengths and weaknesses and considered their suitability at the local level. While there was strong support for the ATC initiative, participants highlighted a number of challenges which would need to be met for it to be implemented successfully, including: the limited access of many teachers to training and professional development; language limitations in respect both of the training and training materials; shortage of time due to teachers' existing workloads; the poor motivation of some teachers and the lack of incentives, e.g., financial, or accreditation.

On the other hand, it was felt the implementation of the ATC is crucial if EDC/HRE is to reach a broader audience. Possible initiatives were discussed, with some participants keen to organise national and local trainings for a range of stakeholders (based on the Academy model), while others saw the need for other activities such as networking, material development. Gaining the support of local and national authorities from the outset was regarded as a key to this, including through the establishing of networks of facilitators and networking mechanisms and national resource centres. This could help with the development of training materials in local languages and adapted to local situations. Furthermore, incentives such as financial support were thought to be helpful. The course should follow the Summer Academy model with action plans and follow-up. It should train facilitators for working with mixed stakeholder groups not just other teachers. There should be opportunities for trans-national networking, partnerships and co-operation. There was also strong support for the development of a training manual and for an on-line platform accessible in local languages.

Workshop B: On-line introductory course

The on-line introductory course is intended as the first level in a 3-level capacity-building programme for EDC/HRE. Workshop participants strongly supported this development for a number of reasons. Firstly, there are an increasing number of applications for the Summer Academy programme, but only a limited number of places. Secondly, it will provide opportunities for those who are not able to attend an Academy and would not otherwise have access to training in ED/HRE. Thirdly, it could provide a 'taster' course for those contemplating applying for a place at an Academy or give them a basic level of EDC/HRE knowledge prior to attending.

On this basis, the participants made a number of practical proposals, including: making the introductory course a prerequisite for attendance at a Summer Academy; that the course should be relatively short and have both a theoretical and practical element; there should be additional incentives for participation, e.g., certificates, credits or free resources. Moderator support would be important They also felt that thought should be given to the possibility of making the course available off-line as well as on-line. Whether or not this would be practicable, there was a strong opinion that changes would need to be made to the Share & Connect platform to improve communication, especially with regard to the use of local languages.

Workshop C: National and local training and the role of the Council of Europe EDC/HRE Co-ordinators

Workshop participants included four Council of Europe EDC/HRE Co-ordinators and four Summer Academy alumni. All were of the opinion that the Summer Academy programme was a definite benefit to member states, both as a component in national teacher training for EDC/HRE and as an element in life-long learning. A stronger link between the network of Co-ordinators and the Academy programme was generally seen as important for wider dissemination of good practice and ideas. But it was thought there are a number of challenges to linking the national Co-ordinators into the programme more directly. EDC/HRE Co-ordinators tend to be in different positions of influence and power nationally. They have heavy workloads and may be unable to visit individual schools or projects. In some countries their efforts can be impeded by a lack of co-ordination and communication between institutions, or a lack of support from official institutions for schools and teachers. There may also be language restrictions on involvement in the programme.

Nevertheless, there was a strong feeling amongst the participants that EDC/HRE Co-ordinators still had an important role to play in raising the profile of the Summer Academy programme and making it more sustainable locally. In the first instance, Co-ordinators are in a position to promote the programme nationally. They can help empower local teams when they return home from a Summer Academy so they are not alone but feel they have the support of their authorities. Similarly, alumni can team up and approach

the Co-ordinator to discuss their projects and help recruit support from the local community. Where they have the wherewithal, Co-ordinators can support national networks of alumni and link these to national priorities. In some cases it may be possible to create a national version of the Summer Academy, or to involve alumni in local moderation of the proposed on-line introductory course. There was a strong view that the ability to use Share & Connect in local languages would be a great help in implementing initiatives such as these..

Workshop D: Alumni Network on Share & Connect

Workshop participants began by sharing some of the current achievements of the Alumni Network. Members of the network are involved in regional and international conversations and the organisation of exchanges and different co-operation projects. One of these is the creation of partnerships at a local and regional level to deliver courses in EDC/HRE. An example is the association of teachers from Romania and Moldova which has piloted a training course for teachers and parents on 'I have the right to know my rights'. While initiatives of this kind have clearly been able to help teachers to improve their EDC/HRE competences and introduce more active and engaging learning experiences for students, one of the challenges in some countries is of the better trained teachers leaving to find work elsewhere.

Participants in these initiatives felt that a certain amount of additional support would go a long way towards improving the 'success-rate' of the network and making it more sustainable. One suggestion was the seeking of logistic support from the EU to set up the network on a more formal basis, e.g., as a 'European association' of teachers 'active in the field of human rights'. Future activities should include regular network meetings or conferences. Financial support and other resources were also welcomed and ideas and initiatives for more involvement with local authorities. Not being able to use Share & Connect in local languages was regarded as an obstacle to progress in some areas and there was a call to improve the Russian language availability.

PLENARY: Grants schemes and concluding remarks

Presentations on the availability of grants and financial support for work in this field were made in relation to:

- The international school co-operation and youth exchange programme (Ministry of National Education)
- New opportunities for youth co-operation with the Erasmus + Programme (Foundation for the Development of the Education System)
- RITA – 'Region in Transition' Programme (Education for Democracy Foundation)
- Support for Democracy Programme (Solidarity Fund PL)

PLENARY: Concluding remarks by the general rapporteur

Mr Ted Huddleston, Consultant in Civic and Citizenship Education and Council of Europe Expert in EDC/HRE drew together the main themes emerging from the conference. He began by sharing a number of comments which he had collected during the course of the conference demonstrating the high regard with which participants thought of the Regional Summer Academy, e.g., 'a showcase on how we should do this', 'it makes it possible to feel you have wings on the back of your spine', 'an outstanding tool', 'puts Council of Europe values into practice'.

He praised the originators of the Academy programme for their creativity and attention to detail in creating an educational initiative that was so obviously 'fit for purpose'. Examining each of the components of the

Academy model in turn, he explained why in his opinion the programme had received such positive feedback and the number of applicants was now widely outstripping available places – it has the right length for participants to get to know each other well; the right participants – school teams not individuals; the right structure – making preparation and follow-up as important as the seminar itself; the right methods – a mixture of active learning and short expositions; the right balance - of seminar work with social and cultural activity; the right form of communication – the Share & Connect platform; and the right trainers – a range and diversity of experience.

He then turned to the question of how the programme might be built on and developed in the future. There are two outstanding challenges. Firstly, there is the challenge of how to replicate the programme on a larger scale without diluting the quality. Secondly, there is the challenge of how to integrate the proposed new three-level capacity-building programme (i.e., the on-line introductory course, Advanced Training Course and Alumni Network) into the existing programme in a coherent way with each adding value to the other, rather than just being an add-on.

Having set out the challenges, he spoke about the different ideas and suggestions which had emerged in the course of the workshops and presentations, e.g., about the quality of training, the role of NGOs and the Council of Europe EDC/HRE co-ordinators, the translation of materials, partnering and co-operation, incentives and motivation. On the basis of these ideas and suggestions, a number of discrete areas for development were identified and converted into a series of practical recommendations for future action.

RECOMMENDATIONS

- **Training for specific roles and responsibilities**

  It was recommended that, in addition to general training, an element of the training should focus on some of the specific roles and responsibilities in EDC/HRE that teachers, school leaders and others sometimes have or volunteer to take on, e.g., mentoring a student council, working with parents, or developing subject-specific EDC/HRE modules which colleagues could teach.

- **Emphasising the role of parents and carers**

  It was recommended that there should be more emphasis in training on how to develop the contribution that parents and carers can make to EDC/HRE in their children's schools. There was a common view that many teachers simply do not have the competences to engage constructively with parents or carers or understand the benefits of doing so. It was also recommended that ordinary parents or carers be invited to the Summer Academy rather than parents' representatives or NGOs.

- **Developing a training manual**

  It was recommended that a training manual be developed to accompany the Advanced Training course. The Advanced Training Course is intended to help interested Summer Academy alumni to train as 'multipliers' in their schools or regions. Training others is a technically demanding task, however. A manual devised for this purpose would be of great help to new trainers, as well as being a useful addition to existing set of Council of Europe 'tools'.

- **Using the Academy as a blueprint**

It was recommended that in planning the structure of and the methods used in the Advanced Training Course designers should adopt the framework of the Summer Academy itself, i.e., an emphasis on active learning, sharing practice, intercultural experience, moderated preparation and follow-up –maybe even team working. It was also recommended that this kind of framework should 'flavour' the new on-line introductory course and all other forms of training deriving out of or linked to the Summer Academy programme, whether on a local or national basis.

- **Increasing access through local languages**

  It was recommended that more of the materials used in EDC/HRE, both for policy and for practice, should be available in a wider range of local languages. This was taken to apply particularly in the case of the Council of Europe 'tools', but was also thought to have application to the use of the Share & Connect platform.

- **Forging sustainable and local and national links**

  It was recommended that particular consideration should be given to the forging of wider and more sustainable links between the Academy alumni and local and national initiatives. This suggests closer co-operation between existing networks, e.g., Council of Europe EDC/HRE Co-ordinators, Academy partners and the Alumni Network. It also suggests that in the Advance Training Course alumni are helped not just to become multipliers in the sense of trainers but also to be 'champions' for EDC/HRE locally and nationally, capable of forging their own links with other schools, NGOs and community or public authorities.

- **Introducing incentives or rewards**

  It is recommended that some kind of system of incentives or rewards be introduced to motivate a wider range of candidates for training. This was a theme which emerged several times during the conference, particularly in the context of teachers who feel too busy or over-burdened with work to become involved. Although financial incentives were mentioned, other not directly financial rewards might be applied, e.g., free teaching resources.

- **Devising a communication strategy**

  It was recommended that thought be given to different ways in which EDC/HRE achievements can be showcased and made a matter of public record, e.g., by individual alumni teams, the Alumni Network or the Council of Europe EDC/HRE Co-ordinators. A number of participants shared the experience of gaining the support of outside agencies when the discovered exactly what the school was doing with regard to EDC/HRE, e.g., local mayors or municipalities.

AFTERTHOUGHT

It is now some time since the conference took place. Looking back it is clear that the conference achieved what it set out to achieve. Innovative projects and practices were showcased, experiences were exchanged and new alliances and partnerships were formed. This is in itself a tribute to the success of Summer Academy model and its ability to inspire people to action. The attitude of the participants and the promise of

support from the Academy partners suggest, however, that this is only the beginning. Not only is there the will, but there is also the means to take forward the Summer Academy ideal and make it a reality in a wider range of schools and communities than ever before, The means is the proposed 3-level, flexible, capacity-building programme with the Summer Academy at its heart. The conference that has just taken place was designed, among other things, to celebrate the first five years of the Regional Summer Academy: it will be interesting to see how much more there will be to celebrate in a further five years' time.

Ted Huddleston
Consultant in Civic and Citizenship Education
Council of Europe Expert in EDC/HRE

List of Participants

ALBANIA
Ms Alma LAZE

ARMENIA
Ms Lilit GRIGORYAN
Mr Ruben KRRIKYAN
Ms Gayane SAFARYAN
Ms Victoria SUKIASYAN
Mr Tigran TOVMASYAN
Mr Ashot YEGHIAZARYAN

AZERBAIJAN
Ms Malahat AGAYEVA
Mr Rauf RAJABOV

BELARUS
Ms Lyudmila BARTASEVICH
Ms Maryna MINOVA
Mr Mikalai SHYRKO
Ms Larysa TARASIUK

BOSNIA AND HERZEGOVINA
Mr Suad ALIĆ

BULGARIA
Ms Stefka ILEVA

CROATIA
Mr Filip CAR
Ms Nevenka LONČARIĆ JELAĆIĆ
Ms Ljiljana ŽEGREC

CYPRUS
Ms Georgia SAVVA

GEORGIA
Ms Maka BIBILEISHVILI
Mr Sulkhan CHARGEISHVILI
Ms Tea LASHKHIA
Ms Madona MIKELADZE
Mr Giorgi MOMTSELIDZE
Ms Iveta RODONAIA

GREECE
Ms Constantina SPILIOTOPOULOU

HUNGARY
Ms Sára KUN-HATONY

MONTENEGRO
His Excellency Mr Ramiz BAŠIĆ,
Ms Bojka DJUKANOVIĆ
Ms Vidosava KASCELAN
Ms Dragana MARKOVIĆ
Mr Radoslav Atos MILOŠEVIĆ
Ms Nataša PERIĆ
Ms Dragana RADOMAN
Mr Dragutin ŠĆEKIĆ

NORWAY
Ms Carola BJØRKLUND

POLAND
Ms Berenika ANDERS
Ms Maria BOŁTRUSZKO
Mr Tomasz BRATEK
Mr Jan DĄBKOWSKI
Mr Grzegorz GĘBKA
Ms Joanna GOSPODARCZYK
Ms Mirosława HORODOK
Ms Justyna JANISZEWSKA
Ms Barbara JĘDRZEJCZYK
Ms Hanna MACHIŃSKA
Ms Martyna MICHALIK
Mr Krzysztof OSTROWSKI
Ms Magdalena Ozimek
Ms Alicja PACEWICZ
Mr Andrij PAVLOVYCH
Ms Elżbieta PIOTROWSKA-GROMNIAK
Mr Krzysztof STANOWSKI
Mr Arkadiusz WALCZAK
Ms Katarzyna ZAKROCZYMSKA

ROMANIA
Ms Monica Juliana HARALAMBIE
Ms Aurelia Cristiana SERBAN

REPUBLIC OF MOLDOVA
Mr Pavel CERBUSCA
Ms Angela CHICU
Ms Liuba PLESCA
Ms Maia POROMBRICA

RUSSIAN FEDERATION
Mr Aleksandr DAVIDENKO
Ms Irina LATYPOVA
Ms Elena MALINKINA
Ms Inna SOKOLOVA
Ms Irina VOZNESENSKAYA

Mr Viacheslav VYSOTSKIY
Mr Viacheslav ZAICHIKOV

SERBIA
Mr Djordje MIRKOVIĆ

SLOVENIA
Mr Dejan KOKOL

"THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA"
Ms Marija KOVACHESKA
Ms Ivanka MIJIKJ

TURKEY
Mr Ali ERMENEK

UKRAINE
Mr Andriy MELNYK
Ms Natalia KIDALOVA
Ms Viktoriia KNIAZIEVA
Ms Oleksandra VOYCHYSHYN
Ms Olena ZHADKO

KOSOVO[∗]
Mr Naim SHAQIRI

TRAINERS & EXPERTS

Mr Andrey IOFFE
Mr Edward HUDDLESTON
Ms Marzena RAFALSKA
Mr Veton SYLHASI
Ms Felisa TIBBITTS
Mr Angelos VALLIANATOS
Ms Larisa VASILEVA

ORGANISERS

MINISTRY OF NATIONAL EDUCATION, POLAND
Ms Maria Magdalena BUDKUS
Mr Grzegorz CHORĄŻY
Ms Ewa DUDEK
Ms Stefania WILKIEL

CENTRE FOR EDUCATION DEVELOPMENT (ORE)
Ms Marlena FALKOWSKA
Ms Grażyna KUROWSKA

∗ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

Ms Katarzyna MOŻDŻONEK
Ms Olena STYSLAVSKA
Ms Aleksandra ZAWŁOCKA

THE EUROPEAN WERGELAND CENTRE (EWC)
Ms Zakia AHMED AKKOUH
Mr Øystein Sassebo BRYHNI
Ms Caroline GEBARA
Mr Lars GUDMUNDSON
Ms Helga HJETLAND
Ms Kjersti KLETTE
Ms Claudia LENZ
Ms Ana PERONA-FJELDSTAD
Ms Iryna SABOR
Ms Julie SKØIEN

COUNCIL OF EUROPE
Mr Jean-Christophe BAS
Ms Katia DOLGOVA-DREYER
Mr Samir HEĆO
Mr Ahmet Murat KILIÇ

INTERPRETERS
Ms Inna BASHINA
Ms Anna GRABOWSKA
Ms Marta KOVAL
Mr Grigory SHKALIKOV