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Modern strategies for the implementation of Education for Democratic Citizenship in the Council of Europe countries

Nowoczesne strategie wdrażania edukacji na rzecz demokratycznego obywatelstwa w krajach Rady Europy

Słowa kluczowe: uczenie się przez całe życie, edukacja na rzecz obywatelstwa demokratycznego, edukacja obywatelska, demokratyzacja, Rada Europy, międzynarodowe strategie w edukacji, EDC/HRE.

Streszczenie: W artykule przedstawiono współczesne spojrzenie i strategie wdrażania Edukacji na rzecz Obywatelstwa Demokratycznego (EDC) w krajach Rady Europy. Podkreślono politykę wprowadzenia zajęć edukacyjnych „Edukacji na rzecz Obywatelstwa Demokratycznego” jako nowego kierunku edukacji obywatelskiej opartego na analizie porównawczej. W artykule dokonano przeglądu międzynarodowych dokumentów i rekomendacji, które regulują proces wdrażania Edukacji na rzecz Obywatelstwa Demokratycznego. Wyszczególniono rolę młodzieży w rozwoju społeczeństwa obywatelskiego, podano definicję kompetencji obywatelskich i społecznych z perspektywy Karty Edukacji na rzecz Obywatelstwa Demokratycznego i Edukacji o Prawach Człowieka (EDC/HRE) oraz konwencji międzynarodowych. Podkreślono znaczenie wzmacniania społeczeństwa obywatelskiego w Europie poprzez realizację Edukacji na rzecz Obywatelstwa Demokratycznego poprzez formalne i nieformalne formy edukacji, wspierające udział młodzieży w społeczeństwie obywatelskim. Zdefiniowano elementy Edukacji Obywatelskiej w kontekście edukacji przez całe życie.

Key words: lifelong learning, Education for Democratic Citizenship, civic education, democratization, Council of Europe, international strategies in education, EDC/HRE.

Abstract: The article presents contemporary perspectives and strategies for the implementation of Education for Democratic Citizenship (EDC) in the Council of Europe countries. The policy of introducing educational courses on Education for Democratic Citizenship as a new direction of civic education based on comparative analysis is highlighted. The article provides an overview of international documents and recommendations that regulate the process of implementing Education for Democratic Citizenship. The role of youth in the development of civil society is singled out, the definition of civic and social competences is given from the perspective of the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) and international conventions. The importance of strengthening civil society in Europe through the implementation of Education for Democratic Citizenship through formal and informal forms of education that support youth participation in civil society was emphasized. The components of Education for Democratic Citizenship in the context of lifelong education were defined.

Introduction

Building a democratic society is one of the tasks of education in the modern civilized world. The Council of Europe, which includes 47 countries (about 800 million citizens), declares Education for Democratic Citizenship and Human Rights Education (EDC/HRE) as a key, comprehensive and integral element of education and a condition for the exercise of the rights and responsibilities of citizens. After the end of the Second World War, the states, having united their efforts with the aim of resisting military threats, preserving peace, and understanding between peoples and countries, formed a number of international structures that became the main advisory and consultative bodies for various countries on the development and spread of democratic values of humanity, preservation of the rule of law and protection of human rights. Among these structures are the United Nations (UN), the United Nations Educational and Cultural Organization (UNESCO), the Council of Europe (CoE), and the Organization for Security and Cooperation in Europe (OSCE) and others. These international organizations attribute a significant role in the implementation and preservation of democratic values of humanity to education. The foundations for education to live and act in a civil democratic society are laid in the conceptual provisions of the world and European community, including the UN Universal Declaration of Human Rights of December 10, 1948, which became the basis for the interaction of peoples and states all over the world.

International strategies for the introduction of EDC in the member states of the Council of Europe provide for a number of measures and management mechanisms for its implementation. Today, in the context of modern transformational and globalization processes in society, the question of the scale and degree of introduction of Education for Democratic Citizenship is an important component of the educational and youth policy of the Council of Europe countries and in the European Union. The success of the implementation of these policies largely depends on what expectations children and young people place on the sectors of life that are important to them: education, social sphere, health care sector, labor market, housing and consumer sphere, etc. That is why the policy in the field of education and youth support in the European region is primarily aimed at taking into account the interests of young people.

Research Methods

A comprehensive approach to the selection of methods of scientific understanding of phenomena, in particular theoretical, study, generalization, systematization of international documents, declarations and conventions, legislative, scientific and pedagogical sources on the research problem are applied with the aim of clarifying the state of the problem. The analysis and presentation of the material with the logic of its presentation is conducted to find out strategies and approaches to the implementation of Education for Democratic Citizenship in the countries of the Council of Europe.

Main findings

Among modern experts who raise the issue of Education for Democratic Citizenship, C. Bîrzea, M. Cecchini, C. Harrison, J. Krek, V. Spajić-Vrkaš, F. Adiger, K.-H. Durr, P. Krapf, R. Gollob, M. Rafalska, M. Seliatytsky, G. Steiner-Khamsi, J. Torney-Purta, J. Schulle (Bîrzea et al., 2005); (Steiner-Khamsi et al., 2002); (Torney-Purta et al., 1999). Researchers emphasize the importance of educating citizens in a democratic society, emphasize the need to study the system of observing and protecting human rights, the rule of law and the development of democratic institutions in the state. (Audigier & COUNCIL FOR CULTURAL CO-OPERATION (CDCC), 2000). Studies of the state of development and changes in the field of civic education and Education for Democratic Citizenship are also carried out by scientists V. Schultz, J. Freylon, J. Ainley, B. Losito, D. Kerr (Schulz et al., 2023). The issue of introducing Education for Democratic Citizenship as a direction in educational policy in Ukrainian scientific circles is highlighted in the works of Ukrainian researchers O. Demyanchuk, S. Ryabov and others, who hold the opinion of the so-called different models of the implementation of civic education (Demyanchuk, 2001). Among the Ukrainian researchers who distinguish between the concepts of civic education and civic competences are H. Vaskivska, P. Verbytska, I. Zhadan, S. Pozniak, O. Pometun, I. Taranenko, O. Ovcharuk (Polishchuk, 2023); (Ovcharuk et al., 2020).

The basic principles of EDC/HRE are: training "about democracy and human rights"; training "through democracy and human rights"; training "for democracy and human rights". According to R. Hollob, T. Huddleston, P. Krapf, D. Rowe, V. Taelman, these three didactic approaches to EDC/HRE form a general integrated approach in the process of EDC/HRE (Council of Europe, 2017).

Important for education systems, first of all, are such social aspects as promoting awareness of the role of education in increasing citizen participation in democratic processes, supporting cultural diversity and languages of national minorities, drawing attention to cultural heritage, learning languages, expanding access to the best European and national achievements of culture to science, emphasis on economic and political challenges facing the modern world, support of democratic processes in the country.

The main focus in the development of Education for Democratic Citizenship and Human Rights Education in the countries of the Council of Europe and the world belongs to youth, schoolchildren who are called to become the driving force of the economies and politics of their countries, based on democratic principles of governance. The most important thing for young people is the opportunity to participate in all spheres of social and political life and influence these processes (Siurala, 2007).

The Council of Europe in its strategic documents on education and youth policy defines the goals for supporting youth participation: strengthening civil society

in Europe through education in the field of Education for Democratic Citizenship through formal and informal forms of education; supporting youth participation in civil society; support for new forms of youth participation and organizations; stimulation of creativity (Committee of Ministers Resolution (98)6); creation of conditions for active participation of youth in decision-making processes and community life (Declaration of 6-th Conference of Ministers responsible for Youth, Thessaloniki, 2002); active participation of young people in decision-making at the local and state levels in building a democratic, integrated, prosperous society (Revised Charter on the Participation of Young People in Local and Regional Life, 21 May 2003, Council of Europe). The Directorate of the Council of Europe examines the context of creating youth and educational policy through the intersection of various areas and outlines them in the so-called European framework of youth policy (Council of Europe, 2010).

When considering the issue of international strategies for the implementation of Education for Democratic Citizenship, the main international documents underlying this process should be singled out. An important document adopted in 2000 at the level of EU member states was the Charter of Fundamental Rights of the European Union, which contains 54 articles. This document, in Article 14 (Right to Education), together with the declaration of the right to education, vocational training and lifelong learning, declares the freedom to choose educational institutions in accordance with the respect for democratic principles and the rights of parents to ensure the education and training of their children in accordance with their religious, philosophical and pedagogical beliefs and, accordingly, laws governing freedom and the right to education (Audigier & COUNCIL FOR CULTURAL CO-OPERATION (CDCC), 2000).

The Universal Declaration of Human Rights (UDHR) is a fundamental document in the field of human rights in the world. The declaration was adopted on November 10, 1948 (The Universal Declaration of Human Rights, United Nations General Assembly (UNGA) Res 217 A (III) (10 December 1948, Paris) and establishes the fundamental principles and standards that form the basis for the further development of both global and regional law in the field of human rights. The Universal Declaration of Human Rights is a generalizing document in terms of content, establishes a list of civil, political, economic, social and cultural rights (declarative, not legally binding).

Article 26 (Right to education) declares the right to education, which should be aimed at the development of the human personality and the strengthening of respect for human rights and fundamental freedoms. Education should promote mutual understanding, tolerance and friendship between peoples, racial and social groups and contribute to the work of the United Nations in the maintenance of peace (Audigier & COUNCIL FOR CULTURAL CO-OPERATION (CDCC), 2000).

The Convention on the Rights of the Child was adopted by the UN General Assembly on November 20, 1989 (United Nations, 1989). Articles 28 and 29 of this document

declare, along with the child's right to education, the importance of preparing the child for a responsible life in a free society in the spirit of mutual understanding, peace, sexual (gender) equality, friendship between peoples, ethical, national, religious groups and persons of other origins.

Each UN Convention on human rights requires the member states to submit periodic reports that would explain how and to what extent the state fulfils the obligations reflected in the treaties. This also applies to the field of education.

One of the most recent important documents of the Council of Europe in the field of supporting the development of EDC is *the Charter of Education for Democratic Citizenship and Human Rights Education* (hereinafter the Charter, CEDC/HRE, which concerns the content of education on issues of democratic citizenship and human rights. The Charter was approved on May 11, 2010 by the 120th meeting of the Committee of Ministers of the Council of Europe. The Charter was approved on May 11, 2010 by the 120th meeting of the Committee of Ministers of the Council of Europe. The text of the Charter consists of recommendations and an explanatory memorandum (Council of Europe, 2010). CEDC/HRE is based on the right to education, which is enshrined in international law, in particular, in the European Convention on Human Rights (ECHR No. 5), the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child. In addition, the Charter takes into account that the World Conference on Human Rights (Vienna 1993) called on States to include human rights, democracy and the rule of law as subjects in the curricula of all educational institutions in the field of formal, non-formal and informal education. The Charter defines the following concepts:

- "Education for Democratic Citizenship" – education, training, informing, practice and activities aimed at the transfer of knowledge, skills and awareness, as well as at the development of attitudes and behavior, the expansion of opportunities to exercise and protect one's democratic rights and responsibilities in society, to value diversity, to play an active role in democratic life in order to promote and protect democracy and the rule of law.
- "Human Rights Education" – upbringing, training, education, informing, practice and activity, which are aimed through the transfer of knowledge, skills and understanding to the development of attitudes and behavior, to the expansion of the possibility of contributing to the creation and protection of a general culture of human rights in society and with the aim of promoting and protection of human rights and basic freedoms. The Charter recognizes both of the above-mentioned concepts as interrelated. The main approaches to the implementation of EDC/HRE are to promote it throughout life. The target groups of EDC/HRE are politicians, specialists in the field of education, students, parents, educational institutions, educational authorities, civil servants, public and youth organizations, mass media and the public (Council of Europe, 2010).

Among the main criteria and principles provided by the Charter is the possibility of obtaining education for Democratic Citizenship and Human Rights Education for every citizen during formal general and professional education and training, obtaining higher education, as well as participation in the process of democratic governance. In addition, the Charter supports the conduct of scientific studies of educational programs, innovative practices, teaching methods, and the development of evaluation criteria.

Effective EDC/HRE involves a significant number of stakeholders and parties in this process: politicians, educators, pupils, students, listeners, parents, educational institutions, civil servants, public organizations, mass media and the general public. Also, EDC/HRE is a part of the learning process and plays its role in achieving educational principles and goals. In this process, a significant role is played by public and youth organizations, which make a significant contribution to the field of EDC/HRE through non-formal and informal education.

The main element of EDC/HRE is the support of intercultural dialogue, values of diversity and equality, including gender equality for the development of knowledge, social skills and awareness, which reduces conflicts, promotes awareness of the diversity of faiths and ethnic groups, builds mutual understanding for human dignity, common values, supports dialogue and non-violence in solving problems and discourses. Partnership and cooperation of all interested parties involved in the education process in this field is an important element for the implementation of EDC/HRE. Given the international nature of human rights and responsibilities, as well as the general principles of democracy and the rule of law, it is important to promote international and regional cooperation and the activities presented in this Charter to share positive experiences.

When forming a policy aimed at the implementation of EDC/HRE, the Charter draws attention to the need for: member countries to include Education for Democratic Citizenship and human rights in the curricula of formal education at the preschool, primary, general secondary level, as well as vocational and technical education and training; inclusion of EDT/HRE based on the principles of academic choice in higher school programs, especially in the training process of future teachers; support for democratic governance in all educational institutions, as the desired type and principle of governance, which involves the involvement of all pupils, students, trainees and educational staff, as well as interested parties in the institution's management process; the introduction of training for teachers, other pedagogical workers, young leaders and trainers with the necessary training and further development in the field of EDC/HRE; recognition of the role of non-governmental and youth organizations in supporting Education for Democratic Citizenship and human rights education, especially in the field of non-formal education. States should consider such organizations and their activities as a special part of the educational system and provide them with support, support EDC/HRE among other interested parties – mass media, general public; to contribute to the development of criteria

for evaluating the effectiveness of educational programs in EDT/HRE, receiving feedback and other forms of performance evaluation; support research in this field, where special attention should be paid to the study of educational programs, innovative practices, methods of learning and development of educational systems, as well as indicators and criteria, dissemination of these studies in other member countries. It is important to promote the development of such teaching methods aimed at learning to live together in a democratic, multicultural environment, acquiring skills of social understanding, value orientations of diversity and equality, supporting diversity between religions and ethnic groups, conflict resolution using non-violent methods and respect for the rights of others, overcoming all forms of discrimination (Council of Europe, 2017).

The Recommendations of the European Parliament and the Council of November 18, 2006 on key competences for lifelong learning became an important document adopted at the European level. This strategy is defined as important for EU countries and other European countries. The peculiarity of this document is that it singled out eight basic/key competencies for lifelong learning. Among them are: communication and native language; mathematical competence and competence in the field of science and technology; digital competence; learning ability; social and civic competence; a sense of initiative and entrepreneurial competence; cultural awareness and self-expression (EU, 2006). All of them are recognized as equally important and necessary to take into account in the development of national educational strategies, curricula and the creation of appropriate conditions for their acquisition by citizens. Defined by this document, social and civic competence are personal and cross-cultural in nature and include all forms of behavior, they provide the individual with the ability to participate in effective and constructive advancement in social life and work, the ability to resolve conflicts, especially in conditions of growing societal differences. Civic competence enables an individual to fully participate in civic life based on knowledge of social and political concepts and structures combined with a sense of active democratic participation.

The basic concepts underlying *social competence* are basic knowledge, skills, and attitudes. They relate to personal and social well-being, understanding how individuals can maintain physical and mental health, including as a resource for their own family and social environment; knowledge of how a healthy lifestyle can contribute to this. For successful interaction and social participation, awareness of the code and manner of behavior that is generally accepted in various societies and environments is considered important. An awareness of basic concepts regarding individuals, groups, employers' organizations, gender equality and non-discrimination, society and culture is important. The main thing is the awareness of the multicultural and socio-economic dimensions in the European society and how the national cultural identity interacts with the European identity. The main skills of this competence are: the ability to communicate constructively in various environments; show tolerance; express and understand different points of view;

conduct negotiations on the basis of trust; express empathy. Individuals must be able to overcome stress and find constructive ways to solve them in personal and professional spheres, have an interest in socio-economic development and intercultural communication, appreciate differences, respect others, be ready to overcome stereotypes and compromise. This competence is based on a sense of cooperation, assertiveness and integration.

Civic competence is based on the concepts of democracy, justice, equality, citizenship and human rights, including how it is proclaimed in the Charter of Fundamental Rights of the Council of Europe (Charter of Fundamental Rights of the European Union) and international declarations, as well as how they are applied in various institutions at the local, regional, national and European levels (Audigier & COUNCIL FOR CULTURAL CO-OPERATION (CDCC), 2000). Also, this competence involves knowledge of current events and trends in national, European and world history, awareness of the directions, values and politics of social and political movements, knowledge of the concepts of European integration and EU structures, its main goals and values, awareness of the diversity and cultural identities of Europe. Skills in the field of civic competence involve the ability to effectively engage with others in the processes of the public sphere, to express solidarity and interest in solving problems affecting local and wider communities. This involves critical and creative reflection, constructive participation in the activities of society and the neighborhood, participation in decision-making processes at all levels – from local to national and European, especially in the electoral process. Respect for human rights, which includes respect for equality as the basis of democracy, appreciation and awareness of the diversity between the value systems of different regions and ethnic groups, and is the basis of a positive attitude. A sense of belonging to one's environment, one's country, the EU, Europe and the world in general, and the desire to participate in decision-making processes are important. Constructive participation means maintaining social responsibility and involvement, sustainable development and willingness to respect the values and privacy of others (United Nations, 1989).

Conclusions

Education for Democratic Citizenship as a component of the educational policy of the Council of Europe is the subject of constant research. For more than three decades, international organizations and structures that take care of education within the Council of Europe have been studying the impact of civic education and EDC on society and youth, which is caused by geopolitical processes and joining the countries of the democratic camp of post-socialist countries.

International strategies for the introduction of education for democratic citizenship are currently important guidelines for the creation of a democratic educational environment in educational institutions and the development of democracy in the countries of the post-socialist camp that are members of the Council of Europe.

EDC has acquired an active character in recent decades in European countries thanks to a change in attitude towards this direction on the part of educational circles in those countries where significant democratic changes have taken place. The problem identified in these countries and those that have recently joined the EU is the low level of civic participation and awareness of citizens. The issue of building EDC in the countries of the Council of Europe remains open.

With the existence of a number of educational practices, accompanied by educational programs, educational and methodological developments and projects, in some countries, the issues of determining the place of this direction in the content of national education and educational programs, the creation of appropriate educational and methodological support, the creation of a democratic environment in general educational institutions through democratic governance, public participation in decision-making processes. International strategies, outlined in a number of regulatory documents of the Council of Europe and international organizations, aim to identify problem areas in this field and provide guidelines for the creation of a policy of democratic citizenship in the education system, the formation of a democratic citizen in modern society, and operate mechanisms for its implementation. Prospects for further research in the field of EDC should include such issues as the content, forms, methods, studying the experience of implementing EDC, teacher training and school practices of different countries in this field is important for education systems, especially in the context of the development of the European educational environment.

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