
Launch of the campaign
Free to speak, safe to learn.
Democratic schools for all.
And: A birthday event to remember.

General Rapport

Oslo, November 16 2018
Rolf Gollob

“Sir, I do not share your views, but I would risk my life for your right to express them.”

Voltaire, Philosopher (1694 – 1778)

Contents

1. What were our goals?
2. Which is our conference profile?
3. What do we take home?

Are we going into the right direction?

Did the conference support the main goals given?

Key questions to be answered by everyone him/herself.

Will the campaign the way it has been launched:

- Give voice to education professionals and students to provide an inspirational response from practice to policy?
- Acknowledge that schools are our most important arenas for fostering a culture of democracy?
- Acknowledge that schools help to build inclusive and democratic societies by developing the democratic engagement and competences of young people?
- Support schools to be safe and stimulating learning environments?
- Support schools dealing with threats and challenges to inclusive democratic societies?
- Be a valuable contribution to achieving the UN SDGs by 2030?

Did the conference:

- Highlight the achievements of the European Wergeland Centre's first 10 years?
- Reflect on the challenges and priorities which lie ahead.
- Provide an arena for mutual exchanges of perspectives and experiences?

Will the campaign the way it has been launched help put the CoE Reference Framework of Competences for Democratic Culture into practice?

Are we just preaching democracy in this conference?

Did/do we live democracy in this conference?

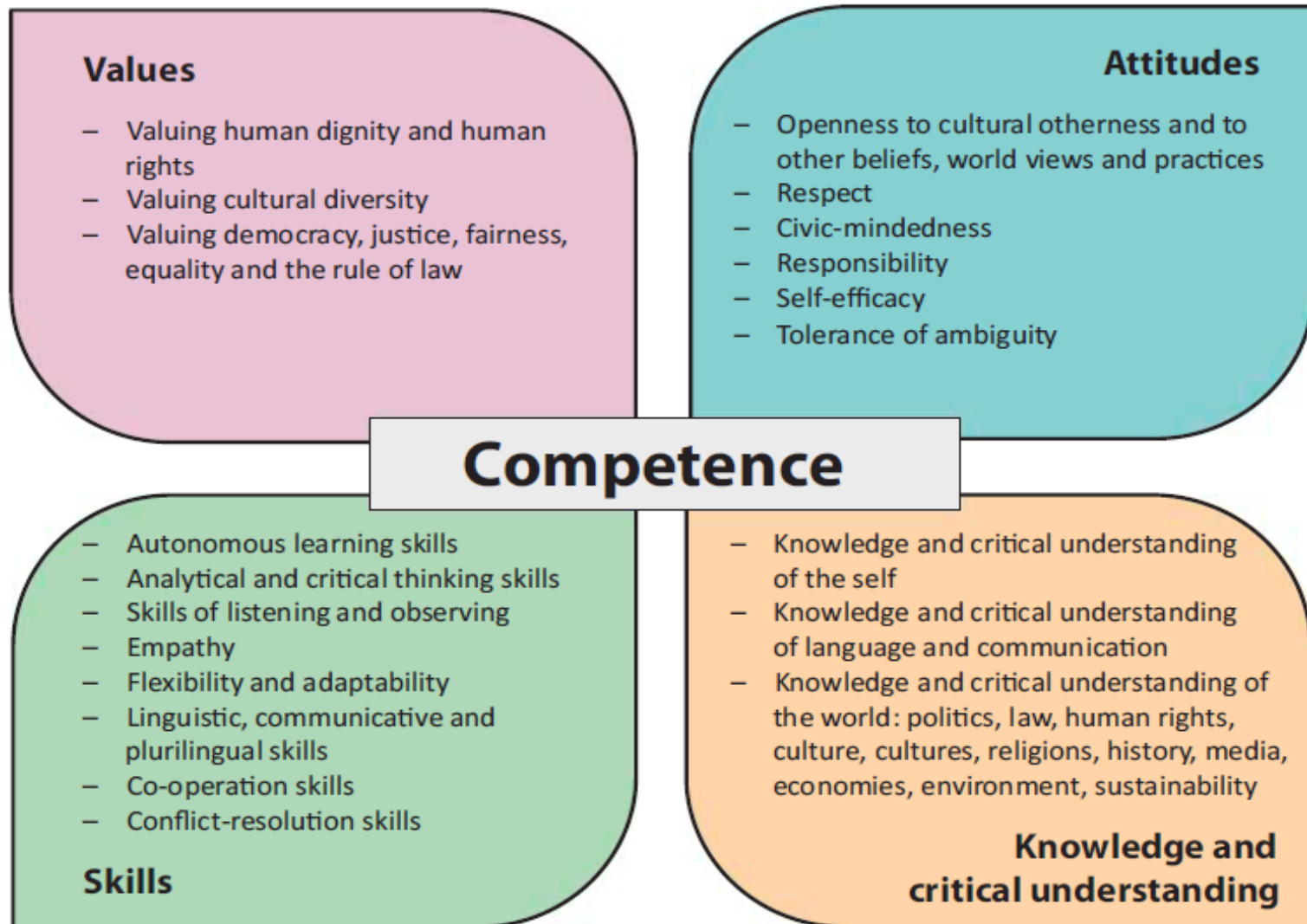
Which is our own conference democracy profile?

How do we evaluate this?

Certainly by....

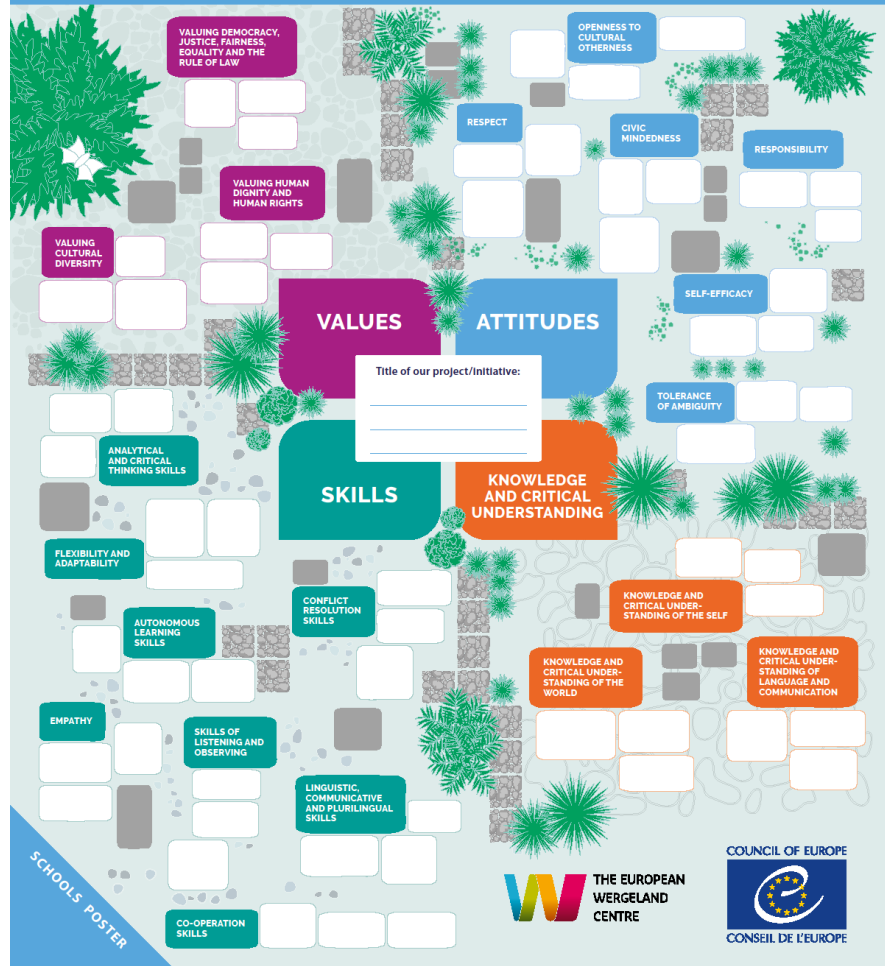
The BUTTERFLY!

The 20 competences included in the model



COMPETENCES FOR DEMOCRATIC CULTURE IN OUR SCHOOL

Name of our school: _____



What this poster is for

FREE TO SPEAK SAFE TO LEARN Democratic Schools for All allow every member of the Council of Europe to contribute to the light and support the development of democratic culture in schools across Europe.

The first three most children encounter public institutions in their lives are their parents, their primary school, and their home. This is where they learn the values, skills, attitudes and knowledge and critical understanding they will need as active citizens in their own society.

Schools can also work to become more democratic, more participatory, more committed to an inclusive approach of teaching and learning together. In the context of this campaign, we need to strengthen democratic schools in which every body feels free to speak and think out, so that all children can learn and develop to their full potential.

How to work with this poster

Use this poster as a resource for teachers, other students or individuals in groups.

STUDENT'S FORUM
If you are a student or a group of students

SCHOOL'S FORUM
If you are a school

USE
Make sure you have the right poster. This is the main poster. The smaller poster is for the campaign website. www.free-to-speak-safe-to-learn.eu

STEP 1
Make sure you understand the poster. If you are a student, you can discuss this with your teacher. If you are a school, you can discuss this with your staff.

STEP 2
Choose a topic from the poster. This can be a value, an attitude, a skill, or a knowledge and critical understanding. Discuss this with your class or staff. What do you think about this? How can we improve it? What can we do to make it happen?

STEP 3
Plan a project or activity. This can be a class project, a school project, or a community project. Discuss this with your class or staff. What do you think about this? How can we improve it? What can we do to make it happen?

STEP 4
Implement the project or activity. This can be a class project, a school project, or a community project. Discuss this with your class or staff. What do you think about this? How can we improve it? What can we do to make it happen?

STEP 5
Evaluate the project or activity. This can be a class project, a school project, or a community project. Discuss this with your class or staff. What do you think about this? How can we improve it? What can we do to make it happen?

20 Competences – For Democratic Culture and their matching 135 Descriptors*

VALUES	ATTITUDES
<p>Competence 1 Valuing democracy and human rights</p> <ol style="list-style-type: none"> 1. I agree that knowledge of the rights of all people is important. 2. I agree that people who are different should be treated equally. 3. I agree that everyone should have the same rights. 4. I agree that everyone should have the same responsibilities. 5. I agree that everyone should have the same opportunities. 6. I agree that everyone should have the same choices. 7. I agree that everyone should have the same freedom of expression. 8. I agree that everyone should have the same freedom of movement. 9. I agree that everyone should have the same freedom of religion. 10. I agree that everyone should have the same freedom of assembly. 11. I agree that everyone should have the same freedom of association. 12. I agree that everyone should have the same freedom of trade union membership. 13. I agree that everyone should have the same freedom of work. 14. I agree that everyone should have the same freedom of choice of profession. 15. I agree that everyone should have the same freedom of choice of residence. 16. I agree that everyone should have the same freedom of choice of marriage partner. 17. I agree that everyone should have the same freedom of choice of parents. 18. I agree that everyone should have the same freedom of choice of education. 19. I agree that everyone should have the same freedom of choice of information. 20. I agree that everyone should have the same freedom of choice of communication. 21. I agree that everyone should have the same freedom of choice of culture. 22. I agree that everyone should have the same freedom of choice of leisure. 23. I agree that everyone should have the same freedom of choice of recreation. 24. I agree that everyone should have the same freedom of choice of sport. 25. I agree that everyone should have the same freedom of choice of travel. 26. I agree that everyone should have the same freedom of choice of health care. 27. I agree that everyone should have the same freedom of choice of social services. 28. I agree that everyone should have the same freedom of choice of housing. 29. I agree that everyone should have the same freedom of choice of environment. 30. I agree that everyone should have the same freedom of choice of safety. 31. I agree that everyone should have the same freedom of choice of security. 32. I agree that everyone should have the same freedom of choice of justice. 33. I agree that everyone should have the same freedom of choice of law. 34. I agree that everyone should have the same freedom of choice of order. 35. I agree that everyone should have the same freedom of choice of peace. 36. I agree that everyone should have the same freedom of choice of non-violence. 37. I agree that everyone should have the same freedom of choice of disarmament. 38. I agree that everyone should have the same freedom of choice of nuclear disarmament. 39. I agree that everyone should have the same freedom of choice of arms control. 40. I agree that everyone should have the same freedom of choice of arms reduction. 41. I agree that everyone should have the same freedom of choice of arms limitation. 42. I agree that everyone should have the same freedom of choice of arms prohibition. 43. I agree that everyone should have the same freedom of choice of arms ban. 44. I agree that everyone should have the same freedom of choice of arms freeze. 45. I agree that everyone should have the same freedom of choice of arms halt. 46. I agree that everyone should have the same freedom of choice of arms suspension. 47. I agree that everyone should have the same freedom of choice of arms cessation. 48. I agree that everyone should have the same freedom of choice of arms destruction. 49. 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I agree that everyone should have the same freedom of choice of arms annihilation. 	<p>Competence 2 Openness to cultural differences</p> <ol style="list-style-type: none"> 1. I agree that everyone should have the same freedom of choice of culture. 2. I agree that everyone should have the same freedom of choice of language. 3. I agree that everyone should have the same freedom of choice of religion. 4. I agree that everyone should have the same freedom of choice of belief. 5. I agree that everyone should have the same freedom of choice of faith. 6. I agree that everyone should have the same freedom of choice of spirituality. 7. I agree that everyone should have the same freedom of choice of mysticism. 8. I agree that everyone should have the same freedom of choice of magic. 9. I agree that everyone should have the same freedom of choice of witchcraft. 10. I agree that everyone should have the same freedom of choice of sorcery. 11. 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ATTITUDES	SKILLS	KNOWLEDGE AND CRITICAL UNDERSTANDING
<p>Competence 3 Respect</p> <ol style="list-style-type: none"> 1. I agree that everyone should have the same freedom of choice of respect. 2. I agree that everyone should have the same freedom of choice of respect. 3. I agree that everyone should have the same freedom of choice of respect. 4. I agree that everyone should have the same freedom of choice of respect. 5. I agree that everyone should have the same freedom of choice of respect. 6. I agree that everyone should have the same freedom of choice of respect. 7. I agree that everyone should have the same freedom of choice of respect. 8. I agree that everyone should have the same freedom of choice of respect. 9. I agree that everyone should have the same freedom of choice of respect. 10. I agree that everyone should have the same freedom of choice of respect. 11. I agree that everyone should have the same freedom of choice of respect. 12. I agree that everyone should have the same freedom of choice of respect. 13. 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Category: Values

Competence 2: Valuing (cultural) diversity

Descriptor 8: Mutual understanding and meaningful dialogue.

- Finding a balance between presentations and discussions.
- Panels with lively and often energetic discussions.
- Panel 4 (fake news): How will teachers find time and the support to discuss and implement elements of critical thinking and DC when there is no space and not the will?
- Panel 6 (well being): Network-school Germany. Participatory way of finding daily solutions means to find a compromise between different interests and roles. Not right or wrong. And: RULE OF LAW!

“Democracy is not a spectator sport.”

Marian Wright Edelman (*1939), African American children's rights advocate

Category: Attitudes

Competence 5: Respect

Descriptor 27: Giving space to others to express themselves.

- Giving students and teachers a voice and a stage.
- Panel 2 (controversial issues): Accepting critical questions about freedom of speech and answering respectfully
- Till the end a very careful culture of listening!

“Calm and order can be just as dangerous to democracy as uneasiness and disorder.”

Hildegard Hamm-Brücher, German Politician (1921 - 2016)

Category: Skills

Competence 11: Analytical and critical thinking skills

Descriptor 66: Can assess risks associated with different options

- Bringing in scientific views in all panels avoiding top down explanations.
- Panel 1 (making voices heard): Moderating carefully and supportive the students and teachers presentations
- Panel-Options for next ten years of the EWC: missing the risks analyses for the development as foreseen.
- Panel 5 (discrimination): Difference between fighting discrimination and supporting equality. Reactive vs. proactive approach. Chance for the campaign: Schools get in contact with schools, students with students. The framework might be the(linguistic) support for this. Breaking down walls supports equality.

“A great democracy has got to be
progressive or it will soon cease to be
great or a democracy.”

Theodore Roosevelt (1858 – 1919), Writer and US President

Category: Knowledge and critical understanding

Competence: Knowledge and critical understanding of the self

Descriptor: Can reflect critically on own values and beliefs

- High quality of discussions in panels and during the individual meetings
- Panel 3 (violence and bullying): leaving the discussion open till the end and accepting to be influenced by additional thoughts
- Accepting the fact, that the campaign is only launched on macro level and the work just starts for the 47+3 European countries involved

“Democracy rests on the well-grounded assumption that society is neither a collection of units nor an organism but a network of human relations.”

Mary Parker Follett(1868-1933), American writer and lecturer

Did the conference highlight the achievements of the European Wergeland Centre's first 10 years?

“The size of your dreams must always exceed your current capacity to achieve them. If your dreams do not scare you, they are not big enough.”

Ellen Johnson Sirleaf (*1938)

President of Liberia 2006 - 2018, Nobel Peace Prize 2011

What do we take home Part I?

- Europe is ready for the campaign.
- The campaign is a moment of harvest for 20 years of development of EDC/HRE
- Many member countries still have to get ready for the campaign:
 - Who will run it?
 - Who will pay for it?
 - How to bridge the difference between lip-service and reality in the timeframe of schools?
- Schools needs be valued and made visible by regional and national authorities (and CoE).
- Exchange (maybe partnerships) of schools will support the mutual learning.
- The CDC reference framework has the potential to be the common language if communicated well.

What do we take home – Part II?

- The role of the CoE in the campaign needs to be sharpened.
- The EPAN Network needs further support to become the national hubs for the campaign.
- What will be the role of the EPAN Network meeting in April (Finland) supporting the EPAN members to create the campagne?
- Will the campaign conference ‘Democracy in Action’ June 6/7 in Athens be a crucial additional input and coordination possibility for the EPAN members?

”Democracy must be something more than two wolves and a sheep voting on what to have for dinner.”

James Bovard(*1956), American Journalist and Teacher

Thank you.