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COUNCIL OF EUROPE



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Appendix I

APPLICATION FORM

THIS FORM MUST BE COLLECTED AND SENT BY
THE IMPLEMENTING PARTNER IN CHARGE OF SUBMITTING THE PROJECT TO THE COUNCIL OF EUROPE

GRANT AWARD PROCEDURE

Human Rights and Democracy in Action
EU/CoE Joint Programme for international cooperation projects

2016 EDC/HRE PPS 2

HOW TO COMPLETE THE APPLICATION FORM?

Complete each box with the information requested. The size of the box will adapt to the volume of text typed.

Once all fields are completed, print the Application Form, sign it, and send it in accordance with the requirements of the Call for Proposals.

1. IMPLEMENTING PARTNER IN CHARGE OF THE SUBMISSION OF THE PROJECT PROPOSAL

Official name ►	Antikomplex – hnutí proti xenofobii, z. s. <i>Antikomplex – movement against xenophobia, z. s.</i>
Legal form ►	civic association
Full address ►	Vyšehradská 49, 128 00 Prague 2, Czech Republic
Website (if any) ►	www.antikomplex.cz
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ►	Terezie Vávrová, director

2. CONTACT DETAILS

Contact person ►	Terezie Vávrová
Position of the contact person ►	director
E-mail address ►	vavrova@antikomplex.cz
Phone number ►	+420 607 619 114

3. BANK DETAILS

Name of the bank ►	Komerční banka
Address of the bank ►	Celetná 30, 114 07 Prague 1, Czech Republic
Account holder name ►	Antikomplex – hnutí proti xenofobii
Full account number (including bank codes) ►	CZ0801000000195821930267
IBAN (or BIC Code) ►	KOMBCZPPXXX

1A. IMPLEMENTING PARTNER N 2 ¹	
Official name ►	Centre for Education Policy (Serbia)
Legal form ►	Association
Full address ►	Carigradska 21/20, 11000 Belgrade
Website (if any) ►	http://www.cep.edu.rs/
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ►	Jasminka Čekić Marković, Director
2A. CONTACT DETAILS	
Contact person ►	Žaklina Veselinović
Position of the contact person ►	Deputy Director
E-mail address ►	zveselinovic@cep.edu.rs , cep@cep.edu.rs
Phone number ►	+381 11 33 47 557, + 381 69 644 680
3A. BANK DETAILS	
Name of the bank ►	NLB BANKA A.D BEOGRAD
Address of the bank ►	Bulevar Mihaila Pupina 165v, 11000 Belgrade, Serbia
Account holder name ►	Centre for Education Policy
Full account number (including bank codes) ►	00-708-0200017.9
IBAN (or BIC Code) ►	RS35 310007080200017933; SWIFT CODE: CONARS22

¹ Repeat this part as often as is required to include all the implementing partners.

1A. IMPLEMENTING PARTNER N 3 ²	
Official name ►	Asociația Română de Relații Internaționale și Studii Europene (Romania) <i>Romanian Association of International Relations and European Studies</i>
Legal form ►	Association/ non-governmental organization
Full address ►	7 Cerbului Street, Oradea, Bihor county, Romania (social address)
Website (if any) ►	http://www.rise.org.ro/?lang=en
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ►	Professor Iordan Gheorghe Bărbulescu, PhD President
2A. CONTACT DETAILS	
Contact person ►	Ioana Borcan
Position of the contact person ►	Adviser to the President
E-mail address ►	ioana.borcan@dri.snspe.ro
Phone number ►	004028052349
3A. BANK DETAILS	
Name of the bank ►	Banca Transilvania
Address of the bank ►	Sucursala Oradea, Agentia Centru, Str. Primăriei, nr. 2
Account holder name ►	Asociația Română de Relații Internaționale și Studii Europene
Full account number (including bank codes) ►	405EURCRT0035864801
IBAN (or BIC Code) ►	RO16BTRLEURCRT0035864801

² Repeat this part as often as is required to include all the implementing partners.

1A. IMPLEMENTING PARTNER N 4 ³	
Official name ▶	Open Education Centre Foundation (Bulgaria)
Legal form ▶	Public entity
Full address ▶	10-12 prof. Haralampi Tachev str. 1164 Sofia Bulgaria
Website (if any) ▶	www.mdgproject.com
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ▶	Mrs Virzhinya Valova Executive director
2A. CONTACT DETAILS	
Contact person ▶	Professor Rumen Valchev
Position of the contact person ▶	Program director
E-mail address ▶	openedcen@gmail.com
Phone number ▶	+35924703247 +359888533188
3A. BANK DETAILS	
Name of the bank ▶	Bulgarian Post Bank
Address of the bank ▶	1 Bulgaria square, 1467 Sofia
Account holder name ▶	Open Education Centre Foundation
Full account number (including bank codes) ▶	BG36BPBI79401434103602
IBAN (or BIC Code) ▶	BPBIBGSF

³ Repeat this part as often as is required to include all the implementing partners.

1A. IMPLEMENTING PARTNER N 5 ⁴	
Official name ►	Academy of Postgraduate (Postdiploma) Education (Belarus)
Legal form ►	State educational institution
Full address ►	Nekrasova str., 20, 220040, Minsk, Republic of Belarus
Website (if any) ►	www.academy.edu.by
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ►	Andrey Manastyrny, rector
2A. CONTACT DETAILS	
Contact person ►	Maryna Minova
Position of the contact person ►	Deputy Dean of the faculty of professional development of specialists of education
E-mail address ►	minova74@tut.by
Phone number ►	+375 29 102 31 20
3A. BANK DETAILS	
Name of the bank ►	ISSB BELARUSBANK
Address of the bank ►	Surganova str., 47 A, 220100, Minsk, Republic of Belarus
Account holder name ►	Academy of Postdiploma Education
Full account number (including bank codes) ►	3632900002594
IBAN (or BIC Code) ►	AKBBBY2X

⁴ Repeat this part as often as is required to include all the implementing partners.

1A. IMPLEMENTING PARTNER N 6⁵

Official name ▶	“Union of School-Centres” Union of Legal Entities (Armenia)
Legal form ▶	Union of Legal Entities
Full address ▶	Tigran Mets lane 3, area 17
Website (if any) ▶	www.dkm.am
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ▶	Armine Petrosyan, Executive Director

2A. CONTACT DETAILS

Contact person ▶	Armine Petrosyan
Position of the contact person ▶	Executive Director
E-mail address ▶	usc.union@yahoo.com
Phone number ▶	+37410 55 30 04

3A. BANK DETAILS

Name of the bank ▶	ArmEconomBank OJSC
Address of the bank ▶	24 Artsakh avenue, Yerevan, Armenia, 0041
Account holder name ▶	Union of School-Centres Union of Legal Entities
Full account number (including bank codes) ▶	163068055264
IBAN (or BIC Code) ▶	

⁵ Repeat this part as often as is required to include all the implementing partners.

1A. IMPLEMENTING PARTNER N 7 ⁶	
Official name ▶	FORUM ZA SLOBODU ODGOJA (FORUM FOR FREEDOM IN EDUCATION)
Legal form ▶	ASSOCIATION, NON FOR PROFIT ORGANIZATION, NON GOVERNMENTAL ORGANIZATION
Full address ▶	KRALJA DRŽISLAVA 12, 10000 ZAGREB, CROATIA
Website (if any) ▶	WWW.FSO.HR
Name of the person(s) entitled to enter into legally binding commitments on behalf of the implementing partner (indicate name and position) ▶	ELI PIJACA PLAVŠIĆ, EXECUTIVE DIRECTOR
2A. CONTACT DETAILS	
Contact person ▶	ELI PIJACA PLAVŠIĆ
Position of the contact person ▶	EXECUTIVE DIRECTOR
E-mail address ▶	EPIJACA@FSO.HR
Phone number ▶	+385 1 4663503
3A. BANK DETAILS	
Name of the bank ▶	ERSTE & STEIERMARKISCHE BANK D.D.
Address of the bank ▶	JADRANSKI TRG 3A, 51000 RIJEKA, CROATIA
Account holder name ▶	FORUM ZA SLOBODU ODGOJA (FORUM FOR FREEDOM IN EDUCATION)
Full account number (including bank codes) ▶	7300103039
IBAN (or BIC Code) ▶	HR5224020061100082785 (SWIFT CODE: ESBCHR22)

⁶ Repeat this part as often as is required to include all the implementing partners.

4. PROPOSED ACTION

A. Project overview: Please provide a description of the project as follows:

Title ►	Democratic Culture in Action – democratic competences in the digital era
Objective(s) ►	Implement several indicators from the framework of competences for democratic culture (CDC) related to media and social networks.
Activities ►	<p>The pilot project consists of 5 following activities:</p> <ol style="list-style-type: none"> 1. Preparation of participating countries: literature and curriculum review 2. Kick-off meeting in CZE (team-members from each country) focusing on: <ul style="list-style-type: none"> – Assessment of how competences are currently reflected in the education systems of partner countries; – Reaching common understanding on how to implement the CDC in the digital area successfully. 3. Focus groups with teachers (two FG in each country) collecting their opinions and needs related to the CDC and its implementation in the digital space. 3. Team-sharing of national reports including best-practice: connecting with i) Charter on EDC/HRE and ii) own project research (results from focus groups). Development of a common approach which will encompass the specificities and context of the participating countries. Team-sharing will be held in form of on-line virtual conferences. <ul style="list-style-type: none"> – 35 workshops for educators (5 in each country) using this approach. – Development of materials for teachers (e. g. discussion topics, games, dummy classes, theatre) which will provide insight to students about democratic competences through new didactical approaches. 4. Second partner meeting in RO: preparation of the strategy paper. 5. Strategy paper – summary of national research, suggestions from the meetings and best practices toolkit.
Partner countries (NB: from 3 to 8, with at least three of the countries being a member of the EU or, where the number of states is less than six, at least half of the countries being a member of the EU) ►	<p>Czech Republic (Jaroslav.Faltyn@csicr.cz) Serbia (snezana.vukovic@mpn.gov.rs) Romania (simona@ise.ro) Bulgaria (kosta.kostov@mon.bg) Belarus (minova74@tut.by) Armenia (vice_recteur@ufar.am) Croatia (nevenka.loncaric-jelacic@azoo.hr)</p>
Participating organisations/institutions in each country and their roles (ex. coordinator, participant, implementing agency) ►	<ol style="list-style-type: none"> 1. Antikomplex – Movement against xenophobia, z. s. (CZE) – coordinator, researcher. (Terezie Vávrová, vavrova@antikomplex.cz) Antikomplex is a non-profit organisation which has been working, since 1998, to initiate and support critical reflection on the post-war history and foster education towards active citizenship. Antikomplex has developed many learning tools addressing the EDC/HRE topics by using the place-based learning concept, focusing on civic and history literacy. All our projects aim to develop key competencies of the future citizens of Europe and foster democratic values using different learning approaches. Legal status: NGO, website: www.antikomlex.cz 2. Centre for Education Policy (Serbia) – researcher, implementing agency. (Jasminka Marković and Žaklina Veselinović, cep@cep.edu.rs) 3. The International Association of International Relations and European Studies (ARRISE) (Romania), researcher, implementing agency. (Drd. Ioana Borcan, ioana.borcan@dri.snspe.ro) Founded in 2010, ARRISE / ECSA Romania is composed by specialists – academics and practitioners – and it defines itself as a professional organization within the International

Relations and European Studies (IRES) field. ARRISE was created in order to set up a functional and effective partnership with public authorities and with private legal persons that are interested in this academic field. The scope of the association is to enhance knowledge about and to promote intrinsic values belonging to the area of IRES academic study and research, not only in Romania, but also in Europe and worldwide.

Legal status: public entity, website: <http://www.rise.org.ro/>

4. Open Education Centre Foundation (Bulgaria) – researcher, implementing agency (Rumen Valchev, rumenvalchev@bfu.bg)

Open Education Centre Foundation is a Bulgarian non-profit registered in 1996. Its main fields of work are development of programs, educational materials and training of educators in the field of Education for Democratic Citizenship, Intercultural Education, Human Rights. Since 1996 has been started in Primorsko a Regional Training Centre for Democracy where more than 1000 educators from abroad have been trained and more than 5000 teachers have been trained. OEC elaborated more than 20 manuals and educational materials in EDC and several OEC members have been included in the process of elaboration of new Civic Education standards. During the years OEC had realized its Civic Education activities with the support of the network of Youth Educational centers, a network developed since the last 20 years. OEC should contribute for the Project realization within the process of elaboration of training design and in the realization of the training modules in the country.

5. Academy of Postgraduate (Postdiploma) Education (Belarus) - researcher, implementing agency. (Maryna Minova, minova74@tut.by)

6. “Union of School-Centres” Union of Legal Entities (Armenia) – researcher, implementing agency. (Artashes Torosyan, torosian@yahoo.com)

The mission of the “Union of School-Centres” Union of Legal Entities (USC) is to contribute to the reforms in educational system of the Republic of Armenia through leading and enhancing the activities of schools. This is a Schools Cooperation Network with more than 100 members from all the regions of Armenia. The USC intensively works with the Ministry of Education of the Republic of Armenia towards contributing to the reforms in education. Thus, the USC is actively involved in the projects aimed at introducing the new teaching and learning methodology in Armenian secondary and high schools, as well as European values and democratic culture. This is particularly the case of the “Network of Armenian Schools Teaching on EU” (NAST-EU) which is composed of the Armenian schools, members of “Union of School-Centers” involved in the teaching of courses on the European Union since 2013. Therefore, the NAST-EU will be actively involved in the project supporting all activities and especially assuring the sustainability of project results. Implementing agency

7. Forum for freedom in education (Croatia) – researcher, implementing agency (Eli Pijaca, epijaca@fso.hr)

The Forum for Freedom in Education is a well-recognized civil society organization active since 1992. It works on harmonizing the educational system in Croatia with the educational standards of modern democratic societies, guided by the principles of choice and equal access to education that enables the self-realization of a person. Their innovative, high-quality programmes provide support to teachers and schools, children and youth, university lecturers and professionals working with children and youth in the educational and the social welfare systems. The programmes of teaching advancement, civic and health education, skills of non-violent conflict resolution and improvement of school management are designed for those stakeholders.

<p>Expected results ►</p>	<p>The expected results of the project are:</p> <ul style="list-style-type: none"> - The capacity building for at least 550 educators through workshops. - Conducting a study on the opinions and needs of teachers related to CDC in virtual spaces which will help to understand the possible barriers of implementing the framework of CDC in education praxis. - Set of recommendations based on the indicators related to democratic competences in virtual era and a set of best practices how to teach CDC in virtual spaces. <p>Following tools will be used in order to achieve the abovementioned results:</p> <ul style="list-style-type: none"> - 14 Focus groups with teachers (two in each country) elaborating opinion and needs related to CDC in virtual space - 7 National reports - 35 workshops for educators (1-day-long) - Strategy paper – summary of research, suggestions and best practice - Set of teaching materials/worksheets about democratic behaviour on the web based on the CDC.
<p>The Council of Europe Tool to be used: ►</p>	<p>LOT 1: The Council of Europe Framework of Competences for Democratic Culture <input checked="" type="checkbox"/></p> <p>OR</p> <p>LOT 2: Outcomes produced in the framework of the “Human Rights and Democracy in Action” Programme (See outcomes 2013 - 2015) <input type="checkbox"/></p> <p>Choose an item.</p>

B. Appropriateness and relevance of the action in accordance with the Charter

Please explain how the project will contribute to the aims and objectives agreed by the Council of Europe member states in the Charter on citizenship and human rights education (in the primary, secondary (lower and higher) and initial vocational education and training levels), in accordance with the present Call for Proposals. Please note in particular that the grants will fund projects designed to contribute to the sustainable development and promotion of education for democratic citizenship and human rights education. ▼

This programme cycle will focus on:

LOT 1: Putting into practice the Council of Europe Framework of Competences for Democratic Culture.

The participating countries are invited to demonstrate how competences for democratic culture are reflected in their respective education strategies, how they are put into practice in their education systems and how the development of such competences could be further strengthened in different contexts through teacher training, curriculum development, learners assessment and other relevant strategic actions, based on the Council of Europe Framework of Competences for Democratic Culture. Information on the Framework is available at the following address: www.coe.int/competences.

LOT 2: Consolidating the outcomes produced so far in the framework of the “Human Rights and Democracy in Action” Programme (See [outcomes 2013 - 2015](#)).

In particular, support will be provided to the translation, adaptation, further development, dissemination and piloting of the above-mentioned tools and supporting their introduction in the education systems of the participating countries.

For kids and teens, social media is an essential part of their lives. About 90% of teens have used some form of social media and 75% have a profile on a social networking site, international studies say. More than half of all European teens visit social networking sites every day. These numbers are way up from just a few years ago and there's almost no chance of them ever coming down again.

In the light of these statistics it is obvious that ever more interactions do not happen face to face, social media has freed their users from the anxiety of talking to strangers. Social media can help kids volunteer or get involved with a NGO, enhance their creativity through the sharing of ideas, music, and art or meet and interact with others who share similar interests. Yet on the flip side it has become much easier to share hateful comments and alarmistic hoaxes since the users know that there will be little, if any, backwash. The relative anonymity of the virtual conversations on the other hand protects the ones who decide to step up against hate and misconceptions. There are several key competences essential to navigate through the virtual landscape. Critical thinking is crucial to deal with the current overflow of content on the internet. Empathy is needed to understand the position and motivations of someone one had just read about. Knowledge is essential for combating misconception and hoaxes and a right attitude and civic mindedness is needed to be able to step up and take responsibility for oneself in the online world. Thus our educational materials will focus mainly at two key competences: skills (e. g. avoiding argumentation fouls) and knowledge which is indispensable for one to create own opinions. During this project we would like to help teachers navigate the ever-changing landscape of social media and provide them with tools and skills on how to inspire their pupils to act according to CDC on the web.

The goal of our programme is to shape the model of competence for democratic culture into an effective curriculum tackling social media. We plan to organize focus groups in each country with teachers (one in the capital city and another one in the country side). During the focus groups the task will be to evaluate the current state of respective countries available curricula with regard to CDC and use the CDC model as a guide to find out what kind of practice do the teachers miss in their respective curricula concerning virtual behaviour and social media. Next to it we want to invite social media experts to describe how can democratic culture, respect of diversity and understanding be promoted in the virtual space. The insight gained from the focus groups will be further utilized during the creation of worksheets and workshops about how to promote the key democratic competences on social media will be developed and offered to schools, youth associations and non-formal clubs.

All these findings will be elaborated into a strategic paper presenting how an effective social media curriculum based on competences for democratic culture can look like. These recommendations for future programmes in the field of citizenship and human rights education will be available source of inspiration for any school, youth club or community centre. Apart from this the strategic paper will fulfil the common objective of collecting and sharing information on the existing forms of education for democratic citizenship and human rights in schools and other institutions. There will be a recommendation of what can youth associations do in their informal education work for kids and students in order to meet the objectives of the Charter on citizenship and human rights education.

C. Potential impact on educational policy and practice in the participation countries

Please describe how the project will impact the educational policies and practices in the participating countries, including possible ways of evaluating such impact (1-2 years after the project) ▼

The project will bring the impact on national educational policy and strategies at following levels:

- Presenting the Competences for Democratic Culture to the teachers and teachers' associations in seven European and ENP countries.
- Provide evidence-based recommendations for implementation of Competences for Democratic Culture into teaching about, through and with social media in European countries.
- Use already existing EU Actions and educational projects based on ICT tools and online cooperation which are related to EDC/HRE, e.g. eTwinning (www.etwinning.net). Find a potential synergy between these different actions and provide recommendations for collaboration.
- Provide concrete proposal for development of social media curriculum based on CDC in the participating countries.

The strategy paper will put together some of the good practices and offer a comprehensive system of work with social media and CDC in schools. The paper will take into consideration: i) national curriculums and their contexts; ii) social media landscape in participating countries; iii) Charter on EDC/ HRE; iv) results from own project research. Later on the strategy paper could be used:

- As a recommendation for newly establishing social media curriculums/teaching programmes
- As an advocacy paper for grants/funding on the EU-level
- For broader cooperation between schools, parents and NGOs dealing with social media and virtual behaviour.

Furthermore a set of worksheets for use in classes aimed at formal and non-formal educators (e. g. scout and other club leaders) will be designed and offered to the public. Worksheets will offer guidelines and tips how to implement CDC into classes or non-formal clubs via games, discussion topics, etc. The idea behind the worksheets aims:

- To equip proactive young people who already have passion for education with an easy to implement tool.
- To combat teachers' reluctance to approach the topic of behaviour on social media.
- To create a more widely accessible material about CDC

D. Potential for awareness raising at national and/or international level

Please describe how the project will contribute to increased visibility and awareness of the role of citizenship and human rights education for the future of democratic societies and specify what visibility material is expected to be produced (ex. video and/or audio products, coverage on relevant websites, the use of social media, coverage in specialised magazines, other publications) ▼

The **project design** will be planned by national experts on EDC/HRE, therefore its permanent connection with the Charter on EDC/HRE will be certain. All participating organisations will inform about its current progresses on their websites.

Teachers and teachers' associations will be invited to the **focus groups** and the result (described needs, opinions, wishes, barriers) of these sessions will be published as national reports on-line.

There will be **35 workshops** for educators about how to implement the framework of CDC into the teaching about social media organized. So more than 350 educators will take part in the proposed methodology.

The results of the project will be presented as a **strategy paper**, which will be published on the national as well as European educational websites.

E. Participation of NGOs, youth organisations/associations, parents associations in the project design and implementation

Please describe how non-governmental organisations (national or international), youth organisations/associations and parents associations will contribute to the project design and implementation. In particular, you might wish to provide an indicative list of organisations, number of organisations, methodology for cooperation, your previous experience with respect to cooperation and potential for sustainability for such cooperation. ▼

1. For the **Czech Republic**:

- **Teachers of Civics Association and Teachers of History Association**, will contribute with their expertise and everyday practice to the workshop design.
- **Civic Education Centre**, Faculty of Humanities, Charles University, will contribute with their expertise on Citizenship education to the project implementation.
- **Czech High-school Union** – organization of high school students will help with dissemination of the project best practices. Some of the students will be involved as trainers themselves for their younger peers.
- **Center for democratic learning** – expert organization working with school councils will implement the designed methodology in the school parliaments they work with.
- **Scouts clubs** – the largest youth organization will help with dissemination of the project best practices. Some of the members will be involved as trainers themselves for their younger peers.
- **Initiative “Parents belong to school”** – parents association which can open the project to interested parents and include their perception of CDC and needs into the project methodology.

Antikomplex has a broad network of cooperating schools where the project and especially the workshop can be tested and the proposed methodology tried in practice. We have implemented many educational projects therefore we know the Czech curriculum and the current school context very well. Next to it we have partners between youth clubs and associations which we plan to include in the design of the workshop in order to make it fit to their needs.

2. For **Serbia**:

- **Teaches associations of Ljig “NULJ”, Arandjelovac “UPRA”, Krusevac “Riznica” and Zabari**; will contribute with their expertise and everyday practice to the workshop design.
- **Clubs of partnership between parents and teachers from Belgrade, Subotica, Nis, Zrenjanin, Novi Pazar, Secanj, Novi Sad, Kraljevo, Leskovac, Loznica**, that will help with dissemination of the project best practices among parents and teachers
- **Students’ Parliaments of several primary and secondary schools** that will help with dissemination of the project best practices among students in various towns in Serbia.

In addition to the mentioned organisation, **CEP** has a wide network of cooperating schools, primary and secondary, which have participated in numerous CEP project aiming to support teachers associations, strengthen their capacities for conducting action research, improve cooperation with all stakeholders at the local level etc.

CEP has in depth knowledge of the education system in Serbia, when it comes to national legislation on the one hand, and extensive experience in direct work with schools and related organisations on the other hand.

For more information please visit CEP website <http://www.cep.edu.rs/longtermprojects>.

3. For **Romania**:

- **Institute of Education Sciences** – public entity; **Agenda 21** – NGO, will provide feedback on the workshop design and the national report,
- **iTeach** – online community of teachers from Romania (over 16000 members); **SNSPA** – The National University of Political Studies and Public Administration (Bucharest), **University of Oradea** (Bihar county), **Babeş-Bolyai University** (Cluj-Napoca), **“Alexandru Ioan Cuza” University** (Iaşi) and other universities from the **network of ARRISE, ECSA World** (composed of 60 national and regional European Studies associations around the world that are activating in the fields of research and teaching on European integration - <http://www.ecsaworld.eu/>) will support the dissemination of the project, workshops and results.

4. For **Bulgaria**:

- **UNESCO Chair on Human Rights and Culture of Peace – Bourgas Free University** which delivers Civic Education courses and has CE Training programs for teachers.
- **Youth educational centers** in the cities of **Yambol, Pleven, Haskovo, Ruse** which do realize Civic Education Projects and do training courses for teachers.
- **Anna Lindt Network Bulgaria** which unites more than 60 NGO’s active in the field of Civic Education and Intercultural Education.
- **The Union of Bulgarian Teachers**,

the largest teachers' union with which Open Education Centre have realized many teachers' Civic Education training programs.

- **Institute for Progressive Education**
with whom OEC realizes some Civic Education and Global Education activities.
- **National platform for Development Education**
which members do participate in the CE training activities and Project development
- **Regional inspectorates of Education** in the cities of **Haskovo, Pleven, Dobrich , Burgas**
where OEC has realized Civic Education Regional Programs under an Agreement with the Ministry of Education ,Youth and Science.

5. For **Republic of Belarus:**

- **Teaches association «Belarusian pedagogical society»**
will contribute with their expertise and everyday practice to the workshop design.
- **Republican Public Organization «Belarusian Association of UNESCO Clubs»** – youth social organization
will contribute with their expertise on Citizenship education to the project implementation. Some of the members will be involved as trainers themselves for their younger peers.
- **Public Organization «Belarusian Republican pioneer organization»** – children's social organization
will help with dissemination of the project best practices. Some of the members will be involved as trainers themselves for their younger peers.
- **Belarusian clubs of partnership between parents, teachers and students**
will help with dissemination of the project best practices among parents, teachers and students.
- **Students' Parliaments of educational institutions** – secondary schools, lyceums, gymnasiums, colleges, institutions of additional education of children and youth – will help with dissemination of the project best practices among students in various regions (towns and village, countryside, etc.) in Belarus.

In addition to the mentioned organisations, Academy of Postdiploma Education has a wide network of cooperating schools, lyceums, gymnasiums, colleges, institutions of additional education of children and youth, which participated in numerous projects aiming to support teachers associations, strengthen their capacities for conducting action research, improve cooperation with all stakeholders at the local level etc.

6. For **Armenia:**

- **Caucasus Research Resource Center-Armenia** as a co-implementer will jointly with USC take part in the project activities. The CRRC-Armenia has extensive experience in designing and conducting both qualitative and quantitative research. The organization has combined best international practices and the local know-how in designing multi-component research methodology, analyzing qualitative and quantitative data and delivering high quality research and analytical reports with relevant policy recommendations both in English and Armenian for a wide range of audiences. Next to it CRRC-Armenia has network of partners, including Yerevan State and other universities, various ministries, governmental, local and international agencies, think tanks, youth clubs and associations.
- **Armenian Center for Democratic Education-CIVITAS** (<https://www.civitasarmenia.am>)
will contribute with their expertise on Democracy and Human Rights Education in Armenia. The center currently implements a two-year project funded by UNDF aimed at preparing a generation of active and accountable citizens committed to the fundamental values and principles of democracy and human rights.
- **Armenian National Institute of Education** (<http://www.aniedu.am/>)
will contribute with their expertise in developing a methodology of testing curricula on human rights while using social media tools.
- **National Center of Educational Technologies**, a state non trade organization (<http://eng.ktak.am/>)
will contribute with their expertise in new teaching methods and developing contemporary (including using ICT) educational environment in Armenia and designing dissemination workshops.

7. For **Croatia:**

- **GOOD imitative** - NGO coalition with more than 40 organizations promoting implementation of civic education (<http://goo.hr/good-inicijativa/>)

In addition FFE Croatia has a wide network of cooperating schools, primary and secondary, which have participated in numerous projects providing support to teachers and schools, children and youth, university lecturers and professionals working with children and youth in the educational and the social welfare systems. The programs of teaching advancement, civic and health education, skills of non-violent conflict resolution and improvement of school management are designed for those stakeholders. The

goals of the programs are achieved through professional training seminars and educational activities, studies and analyses, campaigns and creative competitions, as well as through direct work with teachers and schools. Around 1000 teachers participate in our programs each year and we worked with more than 400 schools in Croatia. FFE has in depth knowledge in educational system in Croatia and FFE representatives are part of the main educational national bodies. For more information: <http://www.fso.hr/forum-for-freedom-in-education/>

F. Participation of the States party to the European Cultural Convention, which had not previously taken part in this Programme, and Kosovo^{*7}

Please indicate whether one or more of the following countries are among the partners for the present project proposal:

1. Andorra 2. Armenia 3. Azerbaijan 4. Belgium 5. Bosnia and Herzegovina 6. Bulgaria 7. Czech Republic 8. Denmark 9. Estonia 10. Germany 11. Holy See 12. Iceland 13. Italy 14. Kazakhstan 15. Latvia 16. Liechtenstein 17. Luxembourg 18. Malta 19. Monaco 20. Netherlands 21. Norway 22. Portugal 23. Republic of Moldova 24. San Marino 25. Serbia 26. Slovak Republic 27. Slovenia 28. Switzerland 29. "the former Yugoslav Republic of Macedonia" 30. Turkey 31. Ukraine 32. Kosovo* ▼

3. Armenia
6. Bulgaria
7. Czech Republic
25. Serbia

*All references 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.

G. Action plan

Briefly present your plan for the implementation of activities until 30 September 2017 ▼

Activity	2016			2017								
	10	11	12	1	2	3	4	5	6	7	8	9
Preparation: literature and curriculum review		X	X									
Kick-off meeting			X									
14 Focus groups			X	X								
National reports preparation and Team-sharing					X							
35 workshops							X	X	X	X	X	
2nd partner meeting										X		
Strategy paper											X	X
Coordination		X	X	X	X	X	X	X	X	X	X	X

5. OPERATIONAL CAPACITY OF THE IMPLEMENTING PARTNERS

Indicate below how the implementing partners intends to implement the proposed action (where applicable, indicate the involvement of third parties including providers) ▼

1. Kick-off meeting (members of team from each country):
 - The meeting will focus on assessment of how competences are already reflected in the education systems of the partner countries and on reaching a common understanding on how to implement the CDC in the digital area successfully.
 - The meeting will be prepared by the project coordinator. Each partner will be represented by one participant.
 - Next to common sharing there will be also workshops with experts on social media, hate speech and virtual behaviour on the programme.
2. Focus groups with teachers (two in each country):
 - Main aim will be to collect teachers' opinions and needs related to the CDC and its implementing in the virtual/digital space. The semi-structured questionnaire will be prepared by all participating countries together. Each partner will then review the results of the focus groups with national experts.
 - As a result we will get an overview of how the teachers perceive the CDC and its possible implementation to classes where social media are addressed or used as an educational tool.
3. Team-sharing of national reports including best-practice. Development of a common approach which will encompass the specificities of the contexts of the participating countries.
 - It is important to share the specific national contexts and describe best practices which can be tested later on in different countries. As a result we will have a basis for the workshops, worksheets and the strategy paper.
4. 35 workshops for educators (5 in each country) using the proposed approach:
 - Each partner will organize 5 workshops for educators and disseminate the methodology to other non-formal educators, youth and parents associations.
 - The workshop design will be discussed and prepared in cooperation with youth associations, teachers and interested parents (invited by schools/teachers).
5. Second partner meeting will take place in order to prepare together and agree on the strategy paper.
 - During the partner meeting we will discuss and finalize the recommendations and best practices which were developed and tested during the project.
6. Strategy paper – summary of national research, suggestions from the meetings and best practices will be put together by the project coordinator and the national experts will be asked to review it.

6. CO-FUNDING

Please explain your available resources and needed resources to implement the project. Indicate below how the implementing partner intends to contribute to the project (either by way of its own resources or by contribution from third parties). Co-financing may take the form of financial or human resources, in-kind contribution or income generated by the action.

Remark concerning the budget table (appendix II): The budget will not cover operating costs of national administration personnel assigned to the project, but only direct, eligible costs such as travel, hotel, special costs associated to meetings (venue, interpretation, stationery, secretariat, etc.). Exception may be made for contracting national experts (working language English or French) to help planning and coordinating project activities and inasmuch as non-governmental entities (national or international) are called in to participate in the project, for expertise and research, with standard fees being accepted as part of the budget. Please submit one budget table per partner country. ▼

Explanation of the needed resources:

1. Preparation of each country: literature and curriculum review
2. Kick-off meeting in CZE (members of team from each country)
 - 2 representatives/partner = 14 participants → travel, accommodation
 - programme costs → hire of the venue, lectures/expert workshops
3. Focus groups with teachers (two in each country)
 - 2 in each country (each at least 10 participants) = 14 FG with 140 participants → room, catering
 - partners preparing questions → national experts reviewing the questions
 - 2 researchers conducting FGs and summarizing the outcomes
4. Team-sharing of national reports: on-line virtual conference
5. 35 workshops for educators (5 in each country)
 - 5 in each country (each at least 10 participants) = 35 WS with 350 participants → room, catering
 - 2 trainers leading the workshops → travel, honorarium
6. Second partner meeting to prepare together and agree on the strategy paper.
 - 2 representatives/partner = 14 participants → travel, accommodation
 - venue, translation of national reports, stationery
7. Strategy paper – summary of national research, suggestions from the meetings and best practices.
 - graphic design and print of the strategy paper

Each of the participating organization will support the project besides the CoE funding with human resources and in-kind contribution. Next to it the main contributions to the project are the current networks of the partners with schools, teachers and youth associations which will take part in the project as consultants and testers.

Other co-financing is foreseen in voluntary work of cooperating institutions and interested students themselves.

7. DECLARATION

I, the undersigned, authorized to represent the implementing partner, hereby certify that the information contained in this application is correct and that the organisation has not received or applied for any other Council of Europe funding to carry out the action which is the subject of this grant application.

I certify on my honour that the organisation is not in one of the situations which would exclude it from taking part in a Council of Europe grant award procedure, and accordingly declare that the organisation:


a. has not been sentenced by final judgment on one or more of the following charges: participation in a criminal organisation, corruption, fraud, money laundering;

b. is not in a situation of bankruptcy, liquidation, termination of activity, insolvency or arrangement with creditors or any like situation arising from a procedure of the same kind, or is not subject to a procedure of the same kind;

c. has not received a judgment with res judicata force, finding an offence that affects its professional integrity or constitutes a serious professional misconduct;

d. does comply with its obligations as regards payment of social security contributions, taxes and dues, according to the statutory provisions of the country where it is established.

8. SIGNATURE

Name / First name of the Signatory ►	Terezie Vávrová
Title of position in the organisation of the implementing partner submitting the proposal ►	director
Place of signature ►	Prague, Czech Republic
Date of signature ►	15. 9. 2016
Signature and official stamp of the implementing partner submitting the proposal ►	 anti-komplex Vyšehradská 49 CZ - 128 00 Praha 2 IČO: 67983201