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Teacher Training and Student Teaching Modules Applying the Method of Mock Parliament for Secondary School Students

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The aim of this module is targeted on advancing the Programme and the teacher training system for implementing Civic Education in the Republic of Croatia, as well as the development of competences for democratic culture through the entire educational system.

The centre of interest is the *Programme for Cross-curricular and Interdisciplinary Implementation of Civic Education Contents in Primary and Secondary Schools* (hereinafter referred to as the Programme), and the module for the professional development of both secondary and primary school teachers (hereinafter referred to as Teachers) has been developed within the Framework of the Council of Europe and the EU project "*Instruments for the Implementation of the Framework of Competences for Democratic Culture*", whose holder for the Republic of Croatia is the Education and Teacher Training Agency (hereinafter referred to as the Agency).

The Decision adopting the *Programme for Cross-curricular and Interdisciplinary Implementation of Civic Education Contents in Primary and Secondary Schools*¹ "*has introduced Civic Education in the form of a mandatory cross-curricular implementation in order to contribute to the student's full development of civic competences. The starting point is the fact that all subjects are directly related to the general right to education or some specific right that guarantees each child the development of certain skills and values that more or less contribute to the accomplishment of Civic Education*"².

Hypotheses as starting-points for these modules

*"Formal education is a vital tool that can be used to tackle these [democratic] challenges. Appropriate educational input and practices can boost democratic engagement, reduce intolerance and prejudice (...) However, to achieve these goals, educators need a clear understanding of the democratic competences that should be targeted by the curriculum*³."

*"Schools are obliged to teach students that the survival of democracy depends on the knowledgeable and active participation of citizens in decision-making at all levels. However, in order for participation to be effective and efficient, citizens need to acquire appropriate knowledge, skills and attitudes to be able to use intellectual tools that advance democratic procedures such as assessing the validity of principles, rules and laws, and the effects of government action, but also of their own actions."*⁴

¹ Official Gazette "Narodne novine" NN 104/2014

² Programme for Cross-curricular and Interdisciplinary Implementation of Civic Education Contents in Primary and Secondary Schools, Ministry of Science and Education: <http://www.azoo.hr>

³ Council of Europe (2016) Competences for Democratic Culture. CoE Publishing, Strasbourg: <https://rm.coe.int/16806cccOa>

⁴ Extract from the Programme (...) page 3

TEACHER TRAINING MODULE FOR APPLYING THE MOCK PARLIAMENT FOR SECONDARY SCHOOL STUDENTS METHOD

Target group: secondary school teachers; school coordinators for implementing the civic education curriculum in schools, county coordinators

Estimated time: 10:00 – 15:30

Material: flip chart, laptop, projector, handouts (extracts from the law that is the subject of consideration at the mock session; intellectual tools handout

Objectives:

- to facilitate the realization of the human and legal rights, political and social dimensions within the *Programme for Cross-curricular and Interdisciplinary Implementation of Civic Education Contents in Primary and Secondary Schools*;
- to give teachers the opportunity to explain the functioning of the Croatian Parliament in a concrete and illustrative way.

Educational tasks:

- to explain the role of law in society
- to show how the power of governance is divided, limited and mutually balanced in terms of the power of "checks and balances"
- to clarify the interaction of a democratic social organization and the principles of the rule of law
- to empower teachers to give students full insight into the duties and functioning of the Croatian Parliament
- to show students the impact of parliament, i.e. how laws affect the everyday life of Croatian citizens
- to instruct students on how to analyse laws (a concrete law that is the topic of debate at the simulated session)
- to acquaint students with the complexity of a particular law and the need for the law to be in alignment with the Constitution of the Republic of Croatia

Workshop tasks:

- to instruct teachers on the process of amending laws (drafting amendments and procedures for their inclusion in the law)
- to instruct teachers (students) in procedures where citizens can change the law
- to instruct teachers on the rules and the value of a brief and clear explanation of their own proposal at the plenary session of Parliament
- to explain the work of Members of Parliament both in Parliament and in deputy clubs, i.e. parliamentary committees

TIME	DESCRIPTION OF ACTIVITY	OBJECTIVES	METHOD, PROCEDURE
10:00 – 10:10	The political dimension of the Programme - educational outcomes and correlation with Council of Europe’s documents under the title COMPETENCY FOR DEMOCRATIC CULTURE .	Introductory presentation	Provide insight into a wider plan of interaction between planned Civic Education outcomes and Council of Europe documents.
10:10 – 10:20	Laws and their function in the organization of social communities and the state as a social community.	Presentation	Clarify the interdependence of democracy, the adoption of “effective laws” and the functional organization of a social community (at both local and state levels) using concrete examples.
10:20 – 10:30	Participants are divided into small groups (up to 5 members) according to instructions. <i>Promote learning in small groups of students; Methods suitable for learning and teaching Civic Education (2014) AZOO www.azoo.hr , p. 6</i> Distribution of copies of a law applicable in the Republic of Croatia, which at the simulated session becomes a bill in the enactment procedure. Distribution of intellectual tool handouts for analysing the law. Basic work instructions	Affirming group work	
10.30- 11:15	Reading of the law. Distribution of intellectual tool handouts for analysing the law. Basic work instructions	Affirming group work values	Silent reading of the law. Keeping notes with the help of (3) intellectual tool handouts. Agreement on legal solution on which article to change (selection of articles from the law). Co-operative learning method.

11:15 – 11:30	LAW ANALYSIS	Give the group a clear insight into the process of adopting new legal solutions.	Distribution of research tasks within the group.
11:30 – 12:30	RESEARCH	(1) Research of the problem using the Internet, the media, their own experience, their parents', and the wider family's, relevant literature, real-life cases from their own community.	Encourage research of existing legal solutions and search for new ones (comparison with the EU and beyond). Encourage reading of the Constitution of the Republic of Croatia and other related laws.
12:30 – 12:40	The group reaches an agreement and selects an article of the law which they intend to amend.		
12:40 – 13:00	Preparations for presentation	Presentation is prepared using intellectual tool handout.	Empower students to explain and present their own ideas and opinions in a clear, unambiguous way within a set time frame
13:00 – 13:30	BREAK		
13:30 – 14:30	Group work presentation	Participants will gain complete insight into the preparation of a debate, i.e. a presentation of their standing related to a particular legal solution.	(2) One spokesperson from each group presents their work

14:30 – 14:45	Submitting and debating of amendments	Understand the meaning of the Constitution and the need to comply with all the laws that arise thereof.	The amendment shall be submitted in the form prescribed by the Rules of Procedure of the Croatian Parliament (prepared by the organizer)
14:45 – 15:30	Evaluation of work	Get feedback on whether the teachers understood the module, concepts, and procedure, and can they apply them independently.	The organizer hands out a questionnaire (survey). The participants answer anonymously. Discussion about the module.

- 1) Search for sources of information useful in analysing the relevant problem.
 - internet (*statistics, surveys, media, etc.*) and offer solutions to the identified problem

- 2) Consult the Constitution of the Republic of Croatia and other related laws. Analyse legal solutions in EU member states and beyond (*for students this procedure lasts 2 to 3 weeks*). A review of the media (printed and electronic) and their presentation of the relevant topic is suggested, i.e. a bill in the process of enactment.

- 3) Prepare the presentation in two categories, taking into account the Rules of Procedure of the Mock Parliament Session for Secondary School Students (students of the Faculty of Law, who volunteer at the Parliament, have drafted it in accordance with the Rules of Procedure of the Croatian Parliament)
 - In the category of MP speeches from their seats, speeches last from 1 min to 1.5 min., and in the category of MP speeches from the speaker's platform (on behalf of the Deputies Club or the competent Board) speeches last from 2 to 2.5 min.

- 4) Intellectual tool handout.

INTELECTUAL TOOL FOR LAW ANALYSIS
TOPIC OF THE SESSION: Mediation Law (Official gazette NN 18/11)

1. READ AND ANALYSE THE CURRENT LAW

Critical review of the current situation

Single out and quote the article / paragraph of the Law that you want to specifically consider.

2. ANALYSE THE EFFECTS OF THE CURRENT PROVISION/S

a) Positive

b) Negative

c) Support with arguments (if possible provide examples from own local community);
personal experience.

d) Look up and compare the solutions of the existing law with solutions from other countries
(EU members in particular).

d) Sources of information (surveys, statistics, media - used for comparison)

3. THESIS / CONCLUSION (results from the foregoing)

4. PROPOSAL OF PROBLEM SOLVING MEASURES

a)

b)

5. AMENDMENT PROPOSAL (quote article / paragraph of the law and state how it should read!)

6. AMENDMENT EXPLANATION (state the effects expected from the proposed measure/s)

7. PRESENTATION / SPEECH

Note: Presentation/speech from the MP's seat – 1 min or ca 200-220 words
Presentation/speech on behalf of Club or Committee 2-3 min or ca 400 words

Student Teaching Module – Mock Parliament for Secondary School Students Method

Lesson/Unit 1.1. The role of the law in protecting human rights, ensuring the rule of law and equality of citizens before the law	
Learning objectives	Students will: <ul style="list-style-type: none"> - gain insight into how laws protect and ensure human rights and equality before the law - understand why power should be limited and why it is constrained by laws; - state some principles of the rule of law.
Student tasks	Students will bring some examples of laws or just a few articles from the law that interests them. They will be divided into groups. Groups will be categorized according to law topics. Each group will read and discuss what is determined by the provisions of the law, whether these provisions protect certain human rights and which ones? For example, does the Law on Education protect the right to education? What about the right to a healthy life if students do not have food and nutrition secured in high school? And similar.
Resources	Flip chart, laptop, projector, handouts with extracts from the laws being considered
Methods	Group work; drawing conclusion; reporting; debate

Introduction

In the introductory part, students will repeat some of the concepts they have studied in previous years or months and recall in the debate on key concepts / political dimension concepts from the Programme for Cross-curricular and Interdisciplinary Implementation of Civic Education Contents in Primary and Secondary Schools and from the Council of Europe's document *Democracy for Democratic Culture*; the role of rules and laws in society; divisions of the power of governance into three branches; restriction of authority and principles of the rule of law.

Duration: **15 minutes**

In reality, students can, for a certain amount of time (for example two weeks) explore concepts, collect examples from daily press or from literature that can illustrate these concepts; bring in the collected illustrations and short texts, analyse the texts in groups and present their findings to the whole class. Assist those who ask questions and further clarification. The teacher can help to additionally clarify concepts, if necessary.

Duration: **30 minutes**

Lesson/Unit 1.2. Laws and their role in the organisation of a society - law-making process	
Learning objectives	Students will <ul style="list-style-type: none"> - gain a complete insight into the activities of the Croatian Parliament and the law-making process; - acquire the skill of preparing amendments to a law in the form of an amendment;
Student tasks	Students will discuss who is eligible to propose amendments to an existing law or propose a bill? What is an amendment and who submits it? How do laws affect the everyday life of citizens?
Resources	Flip-chart, laptop, projector, handouts of mock parliament session instructions, text on law-making process
Methods	Group work; analysis, debate, drawing conclusions, presentation of findings

Introduction

In the introductory part, the students will read the text on the law-making process on how a bill becomes a law, from drafting, public debate, possibilities and obligations of citizen participation in public debate, debate at the Croatian Parliament, first and second reading of the bill and finally its enactment into a law.

Duration: **15 minutes**

Students then report what they have remembered and discuss the matter. The teacher provides additional explanations, and then they make a schematic overview of the law-making process on a poster. The poster is placed in the classroom display area.

Duration: **30 minutes**

Lesson/Unit 1.3. Laws and their role in the organisation of a society - law-making Process	
Learning objectives	Students will know what an amendment is, how it is drafted and proposed in Parliament and how a law's adequacy is checked.
Student tasks	Students read the law if it is short or an extract from the law if it is longer and select up to five articles to work on in groups.
Resources	Flip chart, laptop, projector, handouts with mock parliament session instructions and handouts with extracts from the laws being discussed
Methods	Group work

Introduction

The teacher gives an introductory explanation of why this form of learning is important: “Schools are obliged to teach students that the survival of democracy depends on the knowledgeable and active participation of citizens in decision-making at all levels. However, in order for participation to be effective and efficient, citizens need to acquire appropriate knowledge, skills and attitudes to be able to use intellectual tools that advance democratic procedures such as assessing the validity of principles, rules and laws, and the effects of government action, but also of their own actions.”⁵

Duration: 15 minutes

Procedure

Students read the law or extract from the law that is the subject of research. They choose up to five articles that they find interesting or they think are not well-defined, not clear, or are in collision with other legal provisions.

The group chooses an article to which most students have reacted. (One article only, because more than one article cannot be discussed in the parliamentary session.) Presentation time is limited. The article is then chosen following a democratic procedure, by a majority vote.

Problem research

Students explore the problem using the Internet, the media, their own experience, their parents' and wider family's experience, relevant literature or real life situations from their own community.

Students question the positive and negative effects of such provision on citizens and society in general. They support their arguments (preferably with examples from their own community) with real life experience / personal experience. They explore and compare solutions to the existing law with solutions from other countries (the EU in particular).

Finally, they indicate the sources of information (surveys, statistics, media - used in comparison).

Duration: Research can last up to two weeks or more if necessary, integrated in lessons or as an extra-curricular activity.

Lesson/Unit 1.3. Laws and their function in organizing a society - how to provide evidence of flaws and deficiencies of a law and amend them, accordingly.	
Learning objectives	Students are prepared to detect the deficiencies of a law, to gather evidence of deficiencies and propose improvements.
Student tasks:	Students explain why they want to amend a particular article of a law, formulate and propose amendments in written and oral form.
Resources	Flip chart, laptop, projector, handouts with mock parliament session instructions, intellectual tool for drafting amendments
Methods	Students analyse, debate and draw conclusions by using the co-operative learning method.

⁵ Extract from the Programme (...) page 3

Procedure

Introduction

Students led by the teacher and by applying the co-operative learning method analyse, debate and draw conclusions on what has been discovered and found during the research; what is positive and well established and what is ambiguous, imprecise, deficient, and how a law should be constructed in order to effectively regulate the problem for which it has been adopted;

Duration: 15 minutes

Solution proposal

Students propose amendments to a law, that is, amendments to an existing law. They use a questionnaire / intellectual tool to draft their amendment.

Practice presenting a brief and clear explanation in Parliament within the set time (2 minutes)

Practice public speaking skills.

Duration: 30 minutes

At the end of this module, students are expected to gain the following competencies:

- describe the process of adopting laws, local or national policies on the principles of procedural, corrective and distributive justice, and for the purpose of protecting and developing common good;
- to explain the links between local and national policies and the organization of society and the state;
- to explain the interdependence of democracy, rules, laws and effective organization of the community and citizens;
- be able to draft an amendment.