NGOs and Higher Education: Working together for Citizenship Education and the Development of Identities

Necmi Aksit, Nanny Hartsmar and Lisa Moraeus

cice Children's Identity & Citizenship in Europe

These guidelines have been prepared by a working group composed of the following members of the CiCe network:

Necmi Aksit is Assistant Professor, and Assistant Director of the Graduate School of Education at Bilkent University, Ankara, Turkey. He teaches MA level pre-service and in-service teacher education courses.

Nanny Hartsmar is PhD in Education and senior lecturer at Malmö University, School of Teacher Education in the department Nature, Environment and Society. She is teaching at undergraduate and advanced levels. Nanny is the former CiCe national coordinator for Sweden and is now a member of CiCe Executive.

Lisa Moraeus is CoActive Coach and member of the board of Amnesty International, Swedish section. Her background is International Migration and Ethnic Relations, Developmental Studies, Political Science, Method of Conversation, Coaching and Mentoring of e.g. NGOs.

Series editor: **Alistair Ross**, International Coordinator, CiCe

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Introduction

These guidelines are written to inspire and offer guidance on how Non-Governmental Organisations (NGOs) and other social institutions can work with Higher Education Institutions (HEIs) in promoting citizenship education. We start with some definitions of what is meant by a NGO, and then compare the role of HEIs with NGOs in society, suggesting what they have in common.

One of the missions of both NGOs and HEIs is to work towards the common goal of service to society. Both may also provide some impetus for lifelong learning. We suggest areas for cooperation, and give examples of good practice of this at national (Sweden and Turkey) and local levels.

The conditions of work of HEIs and NGOs in different countries may vary substantially. What appears self-evident for some potential partners may, for many reasons, seem an unattainable goal for others. CiCe National coordinators from many European countries have contributed what they see as opportunities - as well as possible obstacles - for cooperation between HEIs and NGOs. These views, with a checklist at the end of the text, are intended to support and inspire HEI and NGO partners to be a step ahead of possible obstacles, experienced by others, in their planning of joint projects.

Non-governmental organisations and their role in society

An NGO is an organisation that is not owned, directed by or affiliated to any governmental organisation, which espouses a variety of ideologies and causes, and operates on a not-for-profit basis. It is not constituted as a political party, and it will use non-violent means to achieve its aims. NGOs may act at the national, regional or local level, or any combination of these. Any surpluses go back to the mission of the NGO, and are not used to benefit individual NGO members.

An NGO is neither established by nor controlled by the government. Willetts (2008) observes that "the most common distinction is between operational and campaigning NGOs. This may be interpreted as the choice between small-scale change achieved directly through projects and large-scale change promoted indirectly through influence on the political system." Willetts also quotes the UNESCO Encyclopaedia (Article 1.44.3.7) on the history of the term NGO: though it was not in general use before the UN was formed in 1945, it has been used since 1910, when 132 international NGOs decided to co-operate under the title 'the Union of International Associations'. "Under the UN Charter Article 71 non-governmental organizations could have 'suitable arrangements for consultation'. Thus, 'specialized agencies' and 'NGOs' became technical UN jargon. Unlike much UN jargon, the term NGO, passed into popular usage, particularly from the early 1970s onwards."

The discussion on whether governmental funding for an NGO necessarily means government control has led to various standpoints. For example, Amnesty International, a global organisation working in the field of human rights, does not accept any direct government funding for its normal activities. On the other hand, the Swedish NGO BRIS, a Children's Rights group, does accept a small governmental grant.

Various types of NGOs are listed in the WANGO (World Association of NGOs) Handbook:

- Membership Associations Humanitarian NGOs
- Human Rights NGOs
- Educational NGOs
- Environmental NGOs
- Women's NGOs
- Children's NGOs
- Youth NGOs
- Peace and Conflict NGOs.

WANGO and the Code of Ethics and Conduct

WANGO - the World Association of Non-Governmental Organisations - unites NGOs worldwide. It supports NGOs to work together, to share information, and helps them in their work to address basic problems for humanity.

In recent decades NGOs have had increased responsibilities and importance in society. They have seen the need to develop a code of ethics and conduct to regulate their practices. The World Association of Non-Governmental Organisations (WANGO) initiated the Code of Ethics Project at an Annual Conference in Washington, D.C. in 2002, and proposed a preliminary Code of Ethics and Conduct for NGOs in 2004 (WANGO, 2008). The code serves as a heart for NGO certification.

Higher Education Institutions and their role in society

Higher education has been defined as "all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments, that are approved as institutions of higher education by the competent State authorities" (UNESCO, 1993). In recent years, there has been an increasing demand for higher education, and a growing emphasis has been placed on its function at regional, national and international levels. The role of higher education has therefore been re-examined, reiterating its fundamental goals and the need to increase its impact on development.

The basic goals of higher education are threefold: teaching, research and service. Teaching focuses on equipping young generations with advanced knowledge, skills and abilities; research includes generating, synthesizing and applying knowledge; and service embraces service to institutions, to professions and to society at large. These goals need to be reinforced and expanded as societies become knowledge based in increasing and new ways, and as societies transform at a rapid rate through the use of information technology.

UNESCO's *World conference on Higher Education in the Twenty-First Century* (1998) declared that higher education institutions have the capacity to initiate change and progress in society. Seventeen articles outlined missions and functions for higher education, giving a framework for action at international, national and institutional levels. Article 1 asserted the mission of higher education was to include protection and enhancement of the values which "form the basis of democratic citizenship". Article 6 emphasised that higher education should aim at "eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the

analysis of problems and issues". The conference called for "close partnership amongst all stakeholders", including community groups, "for the in-depth reform and renewal of higher education."

A subsequent World Bank report supported the Conference findings, asserting that higher education institutions have a central role in constructing democratic societies: "the norms, values, attitudes and ethics that tertiary institutions impart to the students are the foundation of social capital, necessary for constructing healthy civil societies and cohesive cultures…" (World Bank, 2002, p.23).

These key roles of higher education were reiterated in the *World Conference on Higher Education* (2004), and a new vision calling for diversification of higher education emerged. There is now growing demand for greater involvement of higher education in complex sustainable development.

Why HEIs and NGOs should work together

One of the missions of both NGOs and HEIs is to work towards the common goal of service to society. Both may also provide impetus for lifelong learning. This section explores how HEIs can work with NGOs to promote citizenship education and the development of identities.

The World Association of Non-Governmental Organizations outlined general principles of partnership and collaboration with "…other civil society organization, government and intergovernmental agencies, and for-profit corporations…". The Association encourages cooperation with other civil organisations when appropriate but it recommends any form collaboration be based on these four principles:

1) missions are consistent with each other
2) collaboration is made on the basis of shared values and for the good of society
3) there are equitable and mutual benefits
4) the partnership is committed to financial transparency and the sharing of information, ideas and experiences.
(WANGO, 2008)

CiCe Network cooperation between HEIs and NGOs

A group of National Coordinators in the CiCe network were asked about their experiences of cooperation with NGOs at a meeting in Malta in October 2007. Many universities in Europe cooperate with NGOs and find it fruitful. We found examples of opportunities, as well as perceptions of obstacles that made HEIs hesitant about working with NGOs.

Opportunities

HEI staff who had experiences with NGOs said they benefited from a common agenda and could learn from each other.

NGOs provided 'real life' recent and authentic contemporary issues for students, and expertise on different issues. Students see there are different perspectives, and that people are struggling to change the world. NGOs can help students to widen social relationships and develop social skills of empathy and tolerance, and to understand different mindsets.

HEIs also feel they have much to offer NGOs. For example, in citizenship education, which is closely linked with the work of many NGOs in supporting change. Cooperation with NGOs in citizenship education can be very fruitful for both NGOs and HEIs. Institutions can also offer theoretical and interdisciplinary frameworks for the work NGOs do.

HEIs see NGOs connection with society as a great strength. Cooperation with NGOs can give students practical hands-on experience. They can develop projects close to their social context and avoid the risk of being wholly theoretical. Conflict solving and problem resolution are areas where cooperation with NGOs can be of great value.

HEI students who will work with young people should understand the importance of children knowing about NGOs and their role in society. Cooperation with NGOs can give them the opportunity to learn about this.

One CiCe member stressed the "importance of organizations that are independent and are able to say what is necessary". The energy and passion of members of NGOs was valued by CiCe members: NGOs can serve as examples of "active citizens".

Obstacles

The obstacles that HEIs saw had to do with fixed curricula, institutional resistance to change, demanding courses with little room for what might be seen as extra-curricular activities, and an emphasis on theory rather than practice.

Some thought NGOs might not be in interested in cooperation, or that there might be restrictions within the institution or even from the government preventing cooperation with NGOs. One CiCe member found colleagues sometimes a bit "passive" - busy with their academic work and with no urge to look for new ways of teaching.

It should be possible to learn from HEIs that have good experiences of working with NGOs, and those which expect teachers to take responsibility for their own curricula so that teachers have more influence over course content.

The NGOs' lack of money was another potential obstacle. The university responsibility for possible costs might make them more reluctant to cooperate with an NGO.

Suggested areas of cooperation

Many ways in which HEIs and NGOs might cooperate include:

Research Centres

Research centres with an emphasis on raising issues and solving societal problems at local, national and international levels exist in some HEIs. Such centres might liaise with NGOs to conduct joint research that addresses their common goals. They might produce and disseminate studies on a variety of issues for various purposes from developing to evaluating public policies.

Service Learning

Service learning opportunities may be provided jointly to integrate community service with instruction for "social problem-solving and interpersonal skills development" (Prentice, 2007, p. 135), and to teach civic responsibility for lifelong civic engagement (ibid). See the example of cooperation between BRIS and Teacher Education below.

Projects

Eyler and Giles (1999) show how experience gained through service learning can facilitate the understanding of issues, and this can lead to more effective problem solving. HEIs and NGOs might develop joint research projects at various levels, involving students on a voluntary basis to implement service projects that address community needs. NGOs and HEIs might be able to provide grants to support such projects.

Courses

Core or elective courses that feature service learning projects and requiring participants to liaise with NGOs might be designed and offered at basic and advanced levels. To increase the impact of these, relevant NGO staff might be invited as guest speakers, to familiarise participants with the NGOs in the community. As an additional incentive in some cases, earned credits could be partially counted towards tuition expenses.

Other areas

Other possible areas of cooperation include:
- Awards for addressing a societal problem
- Clubs for sustained societal support
- Fund-raising activities to address issues at local, national or international levels
- Student representation on university & NGO boards
- Practice as part of the education and jobs for students at NGOs
- Informing faculty members about cooperation with civic society
- Lecture series on campus
- Joint conferences and the sharing of experiences

Areas of cooperation and examples of good practice
Human rights and literacy

Literacy is a word that can mean not simply the ability to read and write, but also the ability to understand the world and to handle information. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has the following definition:

> Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.

In this wider definition, cooperation with NGOs can be seen as a way of developing a critical competence and analytical skills that provide students with tools to better understand the world. Traditional representative democracy, with the aim of fostering well-informed and responsible citizens who vote at elections has been challenged and broadened with environmental issues, north-south problems and equal opportunities activities of all kinds.

Working in an interdisciplinary way, Higher Education Institutions can combine themes such as human rights and sustainable development and give an historical background, contributing to a more profound analysis and helping promote reflective civic education.

Human rights is linked to intercultural issues and citizenship education, and thus to higher education and particularly teacher education. Human rights affect everyone, and all HE students should come into contact in some way with the framework of human rights. Many NGOs work in this framework and can contribute with knowledge, experience and dedication.

Knowledge of human rights helps us understand everyday events. Students and school children have access to information through TV and newspapers, and teachers have a responsibility to help them process this. When there are reports about refugees, violence against women, military forces accused of the use of torture, or of minority groups claiming their rights, children and young people need help to understand what is happening. Human rights provide tools for such understanding.

In an era in which fear and insecurity impact on governmental decisions, questions such as the legitimate use of torture are on the agenda again, despite the fact that it is forbidden everywhere in peace and in war. HEIs have the responsibility to stand up for basic human rights on which the world has agreed. All citizens need

knowledge about agreements and laws to defend the rights of themselves and others.

Members of NGOs are those who have decided to make a difference. They make a stand for their beliefs and do voluntary work to change society. This is as true of global organisations for human rights as it is for the local football association. The passion and commitment of NGOs is something that students of HEI can learn much from. NGOs offer hope. They can show us way to turn thoughts and feelings about what the world should look like into action.

Examples of good practice from Sweden

Malmö University and Amnesty International, Sweden

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all. Amnesty International describes itself:

> Our supporters are outraged by human rights abuses but inspired by hope for a better world - so we work to improve human rights through campaigning and international solidarity. www.amnesty.org

It has more than 2.2 million members and subscribers in more than 150 countries and regions and coordinates this support to act for justice on a wide range of issues.

The Swedish section of Amnesty International has many years experience working with Universities and schools. Raising awareness and education about human rights are core tasks for the members of the organisation, so cooperation with educational institutions is a priority. Sometimes schools HEIs work with Swedish Amnesty International in Stockholm and sometimes with local groups of Amnesty members.

Malmö University laid down three core perspectives - gender, environment, and migration and ethnicity - as points of departure for civic education. Civic education might be considered controversial, because it is not obvious who is choosing and defining the values. Malmö University aims to integrate core perspectives and contextualise them to different subjects to develop students' abilities to question, challenge, change and improve. This requires openness and particular attention that values are not strongly steered. The cooperation between Malmö University and Amnesty International helps fulfill this aim.

Amnesty International (AI) has contributed to Malmö's lectures and workshops on Human Rights issues over many years, especially in the School of Teacher Education. AI can offer new and reliable information on human rights situations in different parts of the world. Members talk about this from different perspectives, and can facilitate discussion among students, on such topics as the rights of refugees, the use of torture or the death penalty. Male violence against women, children's rights and human rights violations in situations of poverty and armed conflicts are other areas where AI can contribute to the discussion, as well as the right to speech and to vote.

The Swedish section of AI has also produced material for school visits, such as "*Rätt ska va rätt*" ("*fair is fair*"), which addresses inequalities between men and women and boys and girls. This material is produced for young people aged 14-18, and includes

exercises to help children understand power relations and gender, and to give them tools to change the way they act towards each other. "*Angeläget*" ("*Urgent*") is a project in which adolescents in schools that specialise in media production make movies on human rights issues of their choice and produce a film festival in Gothenburg every year. These initiatives help schools give children and young people opportunities to learn about human rights. It is important for teacher education students to have information about how they can cooperate with NGOs.

AI in Sweden also cooperates with universities in which police officers and lawyers are trained. Male violence against women has been one subjects where they have used material and expertise from AI.

There are a number of Amnesty groups at universities in Sweden, made up of students of different subjects who share a concern for Human Rights and want to make a difference. They work independently, as all Amnesty groups do, with campaigning and other activities. One way of cooperating with an NGO is for universities to give students the opportunity to meet organisations like Amnesty and to support students who want to join them. Amnesty groups at schools and Universities in Sweden often get rooms for meetings, internet access and space for information about the human rights issues that students are currently work with.

Malmö University and BRIS/Children's Rights in Society, Sweden

BRIS (Barnens Rätt i Samhället/Children's Rights in Society) is a Swedish NGO founded in 1971 that supports vulnerable children who need to talk to someone about their problems. BRIS is a non-profit organisation and is politically and religiously independent. The government gives it a small grant, but its main financial support is from corporate cooperation and individuals. In 1979 BRIS contributed to the world's first anti-corporal punishment law.

The UN Convention on the Rights of the Child is the starting point for its work in improving children's conditions. BRIS connects children, adults and society, at no cost to the children. Unpaid volunteers provide support services, through the Children's Helpline and the BRIS-mail. All volunteers take an internal training programme.

In 2007 more than 21,000 children called and emailed BRIS, of which more than half of the contacts were made by phone. The children can stay anonymous if they wish. Adults who want to talk with other adults about problems with their own or others' children may contact BRIS Adult Helpline.[1] BRIS also offers various Discussion Forums at BRIS.se under the oversight of a moderator. In 2006, 83 percent of the submissions were written by girls and 17 percent by boys.

Three themes appear in analysis of the content of children and young people's talk: victimisation, mental illness and sorrow.[2] Among the fifteen most common topics raised on the Children's Helpline, bullying is number four (it is the last topic in the Adult Helpline). This might be interpreted as children feeling more ashamed of being bullied, as if it is their own fault, and not wanting to talk to family members about problems like this.

There has been a 20% increase since 2005 in contacts concerning mental illness, such as self-destructiveness, suicide, eating disorders, depression, phobias and panic anxiety. These are mostly raised by 14-17 years olds, with girls twice as common compared to boys. But almost half of adults who call are concerned with the mental health of boys, says psychologist Pia Faller (ibid, p. 18).

These details have led to suggestions for future cooperation between BRIS and Teacher Education. It would be of great value if a student teacher could, as part of their education and practice, undertake the BRIS internal training programme and gain a deeper understanding of children's conditions, by for example documenting their work as volunteers on Children's Helpline and BRIS-mail. This could be the basis of the final exam essay.

Children's rights are dealt with in various courses in Teacher Education at Malmö University as a cooperation between the university and BRIS members, e.g.:

- **Children's Rights, 15 ECT, basic level**

This course is intended for international students.

The objective of the course is that the students shall learn about the U.N. Convention of Children's Rights, its origin and interpretations, and that they shall develop and deepen their understanding of the child's perspective and the child's best. The objective is also to acquire knowledge about different theoretical approaches concerning child rearing and child development. A main objective is to acquire knowledge about how the Convention of Children's Rights is used and implemented in Sweden. ... The course will consist of lectures, seminar discussions, workshops and group work, and a number of visits to schools, pre-schools and a children's cultural centre. The students choose a project to investigate one such area of practice more in depth. Different forms of documentation will be used to illustrate practice in Sweden, and are collected in an individual portfolio. The students can make their own choices of in-depth study areas and of literature from a reference list.[3]

[1] For more information on BRIS see http://www.bris.se

- **Peace, health & environment, 15 ECT, advanced level**

This course is part of the major subject theme Science and Learning

Three major themes: peace, health and environment are dealt with from global as well as local aspects. Peace issues can be about conflict solving, bullying and other offensive treatment in school and conflicts between countries and consequences for their population. Health issues may be about infectious diseases and different countries abilities and ways of preventing and controlling them, for example. Environmental issues are problematised on the basis of actual conflicts between various groups. Stress is laid on causal connections between the three major themes.

The aim is for students to develop their competence to support pupils' readiness to make choices and act upon life style issues that may have consequences for their own and other people's life.

[2] For specification of contact topics, see BRIS Report 2007, p. 6.

[3] See: http://www.edu.mah.se/BU108E/

Examples of good practice from Turkey

NGO Training and Research Centre at Bilgi University, Turkey

Bilgi University in Istanbul launched its NGO Training and Research Centre to work towards the common goal of service to society, with the aim of contributing to the "efficient functioning of NGOs" and strengthening "the role of 'rights-based' NGOs in participative democracy" at a national level (Bilgi, 2008).

Established in 2003, the centre is developing the institutional capacities of NGO professionals and volunteers, mainly through training and certificate programs, an NGO collection maintained in the library and grants available for NGOs in Turkey. The centre also supplies the transcription of 20 seminars and conferences on its web site (Bilgi, 2008).

Target Audience

The program has been designed for rights-based NGOs, with a priority for participants from cities other than Istanbul. There are two ways of becoming involved in the program: as an active participant or observer. Last academic year, 33 participants (21 female and 10 male) were selected from 210 applicants from six regions in Turkey, without charge. There were also 18 observers, five of whom were on scholarships.

Instruction

The Centre offers an eight-month long course delivered through blended instruction: face-to-face interaction for an initial five days, a couple of days later, and five more days to conclude the instructional period. Between these meetings, participants are required to join weekly on-line discussions and complete individual assignments. They also participate in group discussion, role-playing activities, and simulation, committing themselves to about 6 hours every week.

The course is composed of the following parts:

- **Introduction to distance education: Civil Society and NGOs** (1 week).

- *Module 1: Organisational Management*
  - Introduction to organisational management (3 weeks)
  - Voluntarism and liaison with volunteers (3 weeks)
  - Fund-raising (2 weeks)

- **Module 2: Policies**
  - Europe, Civil Society and NGOs (3 weeks)
  - Advocacy and Policy-Influencing Policies (3 weeks)
  - Legal Framework for NGOs (1 week)

- **Module 3: Project**
  - Project Cycle Management, Proposal Writing and Budgeting (10 weeks)
  - Procedures: Funding and Financing European Union Projects (2 weeks)
  - Before the project module, a meeting is held for mid-course evaluation, introducing the project module, and for holding some seminars on *Civil Society and Democracy* (topics include *What is Civil Society?, Democracy and Development, Civil Society in Turkey and Europe, Perspectives of Multiculturalism, Participation and Democracy, Identity, Rights and Culture, Developments in Management Sciences and NGOs*).

After the completion of all the modules, course participants are gathered for end-of-course evaluation and for further seminars (topics include *communication skills*, NGO activism)

The Centre's Other Initiatives

The NGO Training and Research Centre also achieves its mission through other means:

- Offering 3 to 30 hour programs for capacity building
- Offering access to its online library for interested parties
- Offering legal consultancy to NGOs liaising with Bilgi University Human Rights Law Research Centre
- Forming a downloadable database of NGO contact information to encourage communication and cooperation among NGOs
- Publishing information about funds for NGOs and encouraging projects
- Publishing books to assist NGO capacity building
- Publishing an e-journal on civil society
- Offering seminars liaising with NGOs
- Liaising with other centres of similar nature, eg. Open Society Institute, ACT Netherlands, British Embassy in Ankara, Heinrich Böll Foundation Turkey

Joint Initiative: Bilkent University & Community Volunteers Foundation

> Founded in 2002, the Community Volunteers Foundation (CVF) has been initiating projects at local and national level to develop social responsibility through community service. CVF encourage young people to pioneer activities that enhance social peace, solidarity and change. CVF projects are implemented on 81 campuses in 74 universities in Turkey to address local needs (TOG, 2008). Bilkent University has been jointly implementing various projects with CVF since 2003. The projects that are conducted currently are (Bilkent-TOG, 2008):

Lamp Post

> An aim of the project is to give educational support to street children (children working on the street to supplement their family's income). This project was launched in 2003 with 30 participants. The project also aims to develop participants' self-awareness, self-esteem, and sense of belonging. The project liaises with the press and media to draw public attention to this. They recently organised an activity called *a letter to my peer* to help participants express themselves and to enhance ties among participants.

OlympiArts

> OlympiArts is part of the Youth, Sports, Action! project initiated by the British Council (British Council-Turkey, 2008). The purpose of the project is to raise awareness of the spirit of the Olympic Movement in the society: "…build[ing] a peaceful and better world by educating youth through sport … which requires mutual understanding with a spirit of friendship, solidarity and fair play" (Olympic Charter, 2007). The project intends to "…draw young people's attention to the unifying role of the Olympic Ideals…" through works of art created by young people in exhibitions, seminars and workshops (OlympiArts, 2008). Some seminar titles include *Personal Excellence, Culture and Sports, Intercultural Understanding and Fair Play*. Various works of art from sculpture to painting are created and displayed on the project webpage. The project team has recently participated in a meeting on "Youth Action Sport" in Tirane, Albania, where workshops as to project management and team work were held.

> Another aim of OlympiArts is to understand Olympic values and their role in "establish[ing] peace and cultural understanding among where humanity, modernity and civilization couldn't end inequality,

discrimination, enmity"[4] To this end, seminars and workshops are conducted by professionals. A project like OlympiArts might develop further by adding challenging and contemporary issues including human rights and concerning e.g. controversies on where to have the Olympic Games, using it for making political manifestations and standpoints arguing that some countries due to not respecting human rights shouldn't be allowed to run the Olympic Games.

ICT training

This project equips students and teachers without ICT experience with basic computing skills, and to help extend use of computers beyond games. A computer centre has been established at a school in a nearby village. An internet site has recently been designed to promote the project and include the activities and web sites of the participants (BEP, 2008).

Young Perspective

This project aims to make high school students aware of voluntarism and civil society, and to promote civic engagement at high school level. The project started in 2006. It also aims to contribute to the personal development of participants through various social activities. The project has recently organised an activity requiring participants to develop and manage their own projects to address various problems they experience or encounter.

Citizens of Hope

This project helps improve the living conditions of refugees living in and around Ankara. A photographic exhibition was held that allowed the children of refugees to share snapshots of their lives on March 31, 2008. The activities of the project include handcraft making, sanitation and basic health education, and developing literacy.

Information about projects and activities are disseminated thorough university's web page (TDP-Bilkent, 2008), CVF and Bilkent site (Bilkent-TOG, 2008) and e-bulletins (Göpgönüllü, 2008).

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[4] http://tog.bilkent.edu.tr/olympiarts/index.php?sayfa=1

Conclusions and checklist

In the introduction we drew attention to the great variety of conditions for cooperation between HEIs and NGOs in different countries. But the benefits of cooperation outweigh the difficulties. The examples we give of good practice at national and local levels can be adjusted to fit circumstances in other places.

NGOs can provide current and authentic real life issues (and expertise on these) for students, while higher education institutions can give theoretical and interdisciplinary frameworks. Students at all levels can develop competencies in analysis, understanding and valuing a variety of perspectives, and widen their social relationships, developing social skills such as empathy and tolerance.

HEIs have much to offer NGOs in citizenship education, which is closely linked with the work of many NGOs. Cooperation with NGOs in citizenship education issues can be very fruitful for all.

Checklist

- Start small: perhaps invite an NGO to an open lecture. NGOs that have difficulties with long-term commitments because of planning and funding find this useful.
- Go big! Find an NGO able to work over a longer period, to bring perspectives that can be mainstreamed through the HRI (see the Examples of good practice, above).
- Ask the NGOs for their ideas on cooperation.
- Consider funding: NGOs may have members who are prepared to work for free or very little. But most NGOs have few financial resources, so in moving beyond human resources the HEI has a bigger responsibility.
- If you are concerned that the cooperating NGO might be seen as biased or controversial, consider how you can provide students with information to see alternative perspectives, balancing information from the NGO.
- Want to give your students the possibility to see beyond the local community? NGOs are often international and can provide a European or a global context.
- Looking for valuable internships for your students? Ask the local NGO!
- Are your students looking for a good project for an assessment task? Send them to the local NGO!
- Encourage students to work with NGOs. Find ways to reward extracurricular activities!

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        Tertiary Education. Washington, D.C.: World Bank.

[1] For more information on BRIS see http://www.bris.se

[2] For specification of contact topics, see BRIS Report 2007, p. 6.

[3] See: http://www.edu.mah.se/BU108E/

[4] http://tog.bilkent.edu.tr/olympiarts/index.php?sayfa=1

The Children's Identity and Citizenship in Europe (CiCe) Thematic Network links 28 European states and some 80 universities and college departments which are engaged in educating students about how children and young people learn about and understand their society, their identity and citizenship.

A cross-disciplinary group, we include lecturers in social psychology, pedagogy, psychology, sociology and curriculum studies, and those who educate various professions such as teachers, social pedagogues, psychologists, early childhood workers and youth workers.