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Dear Readers,



We have the pleasure to present to you the 15th edition of ENoP Quarterly. We offer you a tour to discover several distinguished projects by some of our member foundations. No matter how diverse they are in geographical scope or thematic focus, the four projects share a common feature which stands at the focus point of the current volume: they are all illustrations of how innovative methods could and should be used in educational projects on democratic development.

Our first article introduces a flagship project of cooperation among ENoP members: a capacity-building workshop series *Influence and Responsibility – Democracy and Civil Society Organisations*, which was organised in Kosovo and FYROM by the Kalevi Sorsa Foundation, the Progres Institute for Social Democracy and the Skopje Office of Friedrich-Ebert-Stiftung.

Then the Friedrich-Naumann-Foundation brings us to no farther than Thailand, and presents *SIM Democracy*, an innovative tool for democracy education first implemented within the framework of their Thailand-based project.

With a 180-degree curve we head back towards Europe and introduce to you the impressively interdisciplinary *European Founding Fathers* project by the Rome Office of Konrad-Adenauer-Stiftung.

In three countries in South Caucasus the Eduardo Frei Foundation and the Konrad-Adenauer-Stiftung facilitated the application of new teaching methods in civic activity

As a conclusion of this issue, please direct your gaze further to the East, where the Hanns-Seidel-Stiftung Indonesia implements a programme, *Support for Democratisation through Islam Dialogue*.

Happy reading, David Szabo, Századvég Foundation

## Empowering young people – a most effective tool for democracy

### Inter-ethnic study circles foster participation of young activists in FYROM

>> Kaija Korhonen, Kalevi Sorsa Säätiö

After months of debates they came to Skopje in January 2014: a multieth-

nic group of young people from Bitola, FYROM's second largest city. They came to present a project proposal, the outcome of the voluntary work they have followed with enthusiasm since Spring 2013.

«Inform, involve and activate yourself! » aims to increase civic activism and volunteering among young people in a country where there is practically no such thing. The group were hoping for support in implementing their project from the Progres Institute for Social

Democracy in Skopje, where they gathered. Their efforts bore fruit: the Progres Institute approved the endeavour and will provide experts, trainers and material in the coming months.

The group was established in Spring 2013 by some former participants of the workshop *Influence and Responsibility – Democracy and civic activism*, a series of training sessions organised by the Kalevi Sorsa Foundation, the Progres Institute for Social Democracy and the Friedrich-

>> (See p 2)





© Toshe Zafirov

*Young people participating to workshop in Ohrid, Macedonia*

Ebert-Stiftung Skopje office. What these young people were able to create and maintain is something that democracy in FYROM is lacking – interethnic communication and active citizens.

In the first workshop, participants gathered for a brainstorming session entitled “our local activities expand and strengthen democracy”, after which they further developed their ideas by defining the goals and ways to achieve them. The workshops emphasised self-motivated action and were driven by the participants, offering only a framework within which young activists themselves created the content.

As a result of these inter-ethnic workshops, local grass-roots level activists set up study circles in their local communities in order to put the results into practice. The groups were encouraged to invite other people to join the study circles and thus multiply the number of people reached. The study circles were also a learning

experience on democratic practices. Participants subsequently joined a second workshop to evaluate the activities and study circles. The emphasis of the evaluation was put on teamwork, active participation and negotiating, thus fostering participatory decision-making. Confronting prejudices, learning to cooperate and resolving disputes were further important outcomes of these workshops.

Democratic transition is not a process that can be managed from the top by the political elite alone – rather, it needs participation on the ground. This was the core aim that the multiethnic capacity-building workshop series aimed to achieve. As a result of the series, this good work will now be continued and run by the youth themselves.

## SIM-Democracy: a board game for democracy education in Thailand

>> *Friedrich-Naumann-Foundation for Freedom*



The Friedrich-Naumann-Foundation in cooperation with game designers and democracy experts initiated the creation of the board game “Sim-Democracy”. This provides an interactive tool for young adults and first-time voters to gain a better understanding of the basic functioning of a democratic community and public policy. The aim



*A board game for democracy education in Thailand*

is to stimulate questions and further inquiry, thereby increasing interest in public affairs.

In Thailand, as in many other emerging democracies, youth participation in politics is rather limited. Many young

people do not have an interest in politics and can not see how it affects their lives. Moreover, democratic values, democratic institutions such as parliament and political parties and public decision-making processes are not well understood. Nor are young people aware



*Innovative tools for civic education*

of the channels through which they can participate in the community.

Through the simulation of a simple democratic community, SIM-Democracy allows participants to play different parts in a democratic society, to take on the role of a government or of an ordinary citizen. The government role involves budgetary planning and resource allocation, spending, investment, provision of infrastructure and support to citizens in four policy areas – public health, security, public education and environmental protection. The citizen role includes generating income and paying taxes, taking community initiatives, engaging in charity and monitoring the government. The implementation of SIM-Democracy targets first-time voters, including high school students and first-year or second-year university students. The players compete with each other to be elected for public office.

After the first testing of the game and a positive preliminary evaluation, FNF involved the Election Commission of Thailand (ECT), a partner organisation of the foundation and whose mission includes democracy education. The ECT incorporated the game into their educa-

tional programme. In order to use SIM-Democracy on a larger scale, a training of trainers was conducted to produce play coaches – the individuals who facilitate the games – who are capable of coaching teachers, students and participants in general. In addition, training sessions were organised for the staff of the ECT. In partnership with the ECT, SIM-Democracy was officially endorsed and launched nationwide. In order to encourage the use of SIM-Democracy in schools, teachers were targeted and trained to become play coaches at their respective schools. Over 300 teachers were trained to be facilitators, mainly through playing the game with foundation staff.

After about 18 months of implementation we have reached the following targets:

- Approximately 350 play coaches and teachers trained;
- Approximately 120 schools (including scout camps and universities) all over Thailand played SIM-Democracy;
- Approximately 1,800 students and others participated in these activities so far;
- SIM-Democracy exhibitions were conducted in 12 provinces.

So far, FNF has distributed about 750 games to the public through educational institutions, public bodies, subdivisions of the ECT, the Ministry of Education, etc.

In June 2013, the foundation conducted a national SIM-Democracy competition held under the auspices of the ECT. Schools from five regions competed. The regional champions were invited to Bangkok, where the national champion was selected. Awards were presented by the ECT and the event was publicly broadcast on Thai television.

During a recent visit to Germany, the FNF Regional Director for Southeast and East Asia, Dr Rainer Adam, handed over a copy of the game to Mr Bernd Hübiner from the German Federal Agency for Civic Education (Bundeszentrale für politische Bildung, BpB). Located in Bonn, the BpB is tasked with promoting understanding of political issues and strengthening democratic awareness in Germany.



Due to demand from neighbouring countries (Bhutan, Malaysia, and Myanmar, among others), an English version of the game is currently in preparation. Moreover, together with a team of computer experts and designers, FNF is preparing an electronic version of the game for tablets and Smartphones – the SIM-Democracy app is scheduled to be released in early 2014.





## On the road with four European founding fathers

>> *Katja Plate, Konrad-Adenauer Stiftung, office Rome*

**“European Integration is strengthened” – That’s the rather dry title of one goal directing the work of Konrad Adenauer Foundation’s office to Italy (KAS). Nonetheless, European Integration is a topic very close to the heart of KAS staff in the eternal city. Being a political foundation, the team set itself a challenge: “How can we contribute to strengthening the European Integration process, in Rome, a city completely saturated with lectures and events?”**



*LUMSA students with founding fathers*

“Hey look! I know this guy! Ain’t that Alcide de Gasperi?”, an elderly woman called out walking towards Antonella, a student at the Roman University LUMSA. And indeed she was right. Next to Antonella, a life-sized cardboard cutout of Alcide de Gasperi caught the attention of passersby. “All three – student, cutout and passerby – were part of our favourite project, ‘The European Founding Fathers’”, recalls Katja Christina Plate, director of the KAS office in Italy.

It all started in 2012, when the KAS Italy office carried out a workshop on the European Founding Fathers, working together with the Roman University LUMSA (Libera Università degli Studi Maria SS. Assunta). Supported by University teachers, LUMSA students researched the political visions of Konrad Adenauer, Alcide

de Gasperi, Robert Schumann and Jean Monet – four of the European Founding Fathers. KAS then created four life-sized cutouts of the Founding Fathers, which made up the final exhibition. On the back of each display, a curriculum vitae and summary of each of the European Founding Fathers’ vision was printed in English and Italian.

In the framework of a scientific conference “Europe at the times of the European Founding Fathers and Europe today”, the exhibition opened on the 23rd of October 2012: the students took the displays out and onto the streets, chatting with passersby about Adenauer, de Gasperi, Schuman and Monet. “I loved the fact that our students often ended up discussing today’s Europe and the European Union”,

says Katja Christina Plate. She is convinced that these discussions led to the overwhelming positive feedback the project received not only from passersby but also from students, whose daily learning experiences at University are certainly less interactive.

“The whole KAS team was even more amazed when the Italian President, Giorgio Napolitano, invited us to a meeting with the Presidents of Germany and Poland in Naples on the 19th of November 2012”, recalls Katja Christina Plate. Thus, the stand-up displays travelled south with the LUMSA students in order to team up with students from Naples. “We had the opportunity to meet three Presidents and inquire about European issues! And of course we got out on the street in order to speak with the people there”, says Francesco.

After Naples, KAS staff presumed that a wonderful project had come to its natural end. But LUMSA students weren’t ready to stop there: highly motivated, they created the circle “Ambassadors for Europe” in order to keep working with KAS. Within the framework of



*Assertions and discussions*



*High coverage by media*



Students at paper chase in Rome

On the 9th of May 2013 – “Europe day” – pupils from three different schools in Rome were eager to start the scavenger hunt. By solving several quizzes and hunting down signs, the pupils finally tracked the stand-up display of Alcide de Gasperi to the De Gasperi Foundation, Robert Schumann to the Institut Francais and Konrad Adenauer – of course – to the KAS Italian office. Along the way, the “Europeans Ambassadors” explained to pupils how the process of European Integration developed and passed on information on the role of the European Founding Fathers’ vision of a United Europe.

“Café Europe”, on the 7th of March 2013 the “Ambassadors of Europe” presented their project to Prof. Monika Grütters, president of the Committee for Culture and Media of the German Bundestag. Professor Grütters gave an inspiring lecture about her extended concept of culture. “We became aware that we are surrounded by European

culture: from the Colosseum to the Vatican, and from the Pincio to the Capitol! I have never seen it this way”, noted Silke Schmitt, KAS Coordinator. “Together with our ‘Ambassadors’, we had the idea to present young Romans with their city as seen from a European angle, creating a ‘European scavenger hunt’ through Rome.”

So what’s next? “We are currently preparing a Smartphone App. Everybody should be able to discover how much of Europe can be found in Rome, in order to appreciate the process of European Integration”, explains Katja Christina Plate. “And maybe, together with some partners or extra funding, we will be able to carry the ‘European Founding Fathers’ project to other Italian cities too.”

## Teaching democracy, learning by doing

### Innovative Ways of Teaching Democracy in the South Caucasus countries

>> *Shorena Gharibashvili, Konrad-Adenauer-Stiftung*

>> *Bronne Pot, Eduardo Frei Foundation*

“I have learned that democracy is not the power of the majority, but the right of minorities”, writes one of the pupils of Public School N9 in Gori, Georgia, on his evaluation paper. It is the end of a simulation game on democracy that was provided at his school – a simulation game lasting four days, in which he

experienced how democracy works by practising it rather than learning about it in books.

### A New Way of Teaching Civic Education at School

From 2010 to 2013, the German Konrad Adenauer Stiftung Foundation and the Dutch Eduardo Frei Foundation ran a set of projects in Georgia, Armenia and Azerbaijan about civic education. This was an EU-funded endeavour, in co-operation with local partners in all three countries. In total, **180 teachers** participated and received training, **5.400 children** from rural schools were involved and **225 youth wing members** of political parties were included. The methodology was based on the principle of behaviour-oriented learning



Pupils at work at their school

(Behaviouristic approach). This approach focuses on stimuli in the environment of the pupil and human action in response to these stimuli.

The simulation game consisted of a number of activities constructed around a series of stimuli. Afterwards, each activity was put into context in terms of feedback and generalisation, with the pupils thus gaining theoretical







*Meeting of a resolution committee during the South Caucasus Youth Parliament*

knowledge based on their experience of the activity. The activities could be of role-plays, Socratic dialogues, plenary presentations or imagination exercises.

The strongest part of the experience-based learning concerned a real life case that formed the core of the simulation game. For example, a dangerous road in front of the school or a badly maintained playground in the village. The pupils investigated the problem, described the stakeholders, made their wish list and researched what could be achieved in reasonable circumstances, debating amongst each other about the solutions. Finally, they presented the full project to local community officials as an action plan.

In feedback from the pupils, we learned that they gained a true understanding of how democratic influence works; they also said they had gained more self-confidence and understood what kind of influence they can exert at a local level.

### People at the Core, Not Experts

Creating the simulation game and the teacher training was completed during the first year. Experts from The Netherlands were asked to deliver input and

knowledge, which was also done in a different way. The experts chose to provide only a supportive role, thereby allowing local partners to provide their knowledge and expertise. Instead of telling them "how things should be", the sessions turned into creative thinking from all participants. This resulted in true ownership of the project, a real sense of "this project is our baby".

Again, the same was done when the 180 teachers were invited to a training session for the simulation game.

They were not put in big classrooms to receive information, but rather played roles in the game in order to understand the essence of it by experiencing it. This resulted in a framework that could be taken home by the teachers, allowing them to create the final simulation on their own terms. Of course, extensive support from the project staff was provided for all kinds of questions and to check that the framework was kept in line.

In April 2013, the project drew to an end with a big conference in Tbilisi, with a tear and a smile from all involved target group members. Teachers and project staff met in a conference and looked back on what had been achieved. Some teachers started training their colleagues, based on what they had learned from the project. Some schools will continue the simulation game, without the help of the project staff. Quite a few pupils joined local NGOs or political parties in order to stay involved in society. Teachers established official Associations of Civic Educators and drafted projects in order to carry out more activities on civic education.



*Pupil casts a vote during the simulation game at his school*

## Moderate Islam in Indonesia supports democratisation

>> *Hanns-Seidel-Foundation, Indonesia*

Indonesia is known for its practice of moderate Islam, a religion that began to spread in the country during the early 15th century – a time when the majority of the population were Hindus or Animists. Despite some initial violent conflicts, the new faith was accepted freely, with most of the missionaries being Sufi preachers practising Sunni Islam.

The peaceful spread of Islam has so far been a decisive factor in the tolerant coexistence of Muslims and those of other faiths in Indonesia. This is a strongly heterogeneous nation, expressed chiefly through the followers of the largest Islamic mass organisation in Indonesia, the Nahdlatul Ulama, and the mainstream Sunni Muslims united in the Islamic Muhammadiyah organisation.

This moderate form of Islam is also expressed in the Indonesian state ideology, Pancasila and Bhinneka Tunggal Ika, which ensures the equality of the six major religious groups. Nevertheless, hardline Islamic beliefs are on the rise and pose a threat to the pluralistic society of this country.

In 2012, the Christian minority were subjected to more than 100 cases of violations of their religious freedoms, up from 64 incidents in 2011. This upsurge can be traced to an increasing influence of radical Islamist interpretations based on Wahhabism and Salafism.

In order to strengthen moderate Islam, the Hanns Seidel Foundation in Indonesia carried out an EU-funded project on Support for Democratization



*Co-educational school in an Islamic Boarding School in Central Java as example for functioning in the interaction between male and female students.*

through Islam Dialogue. This project aimed to promote values such as inter-religious tolerance, pluralism and democratic patterns into Muslim society. It is directed at Islamic scholars and the heads of Islamic boarding schools of the two Islamic mass organisations, with which the HSF has been working for a long time. An important aspect of this project was to demonstrate the compatibility of Islamic teachings and democratic concepts, such as political separation of power, the need for democratic elections and respect for human rights. The project was structured as follows:

1. Joint elaboration of teaching materials on civic education and Islam and training of trainers for selected Islamic representatives.
2. Conduct of workshops in six provinces in Indonesia with strong involvement of the spiritual boards (Syuriah) of the two Islamic mass organisations.
3. Revision of the teaching materials based on the results of the training sessions.
4. A final conference with national Islamic leaders to issue a joint statement on the significance of democratic values in line with Islamic teachings.



*Last training on "Support for democratization through Islam Dialogue" in Jakarta for Islamic scholars and representatives of the two biggest Indonesian Islamic mass movements Nahdlatul Ulama and Muhammadiyah.*

The project produced the following preliminary results: the training programmes were met with significant interest from stakeholders, as an entry point for further dissemination. The two moderate Islamic mass organisations are coming closer together to voice their moderate stance on democracy and Islam. Furthermore, these organisations are going to continue the initiated programme on their own. These activities have clearly shown that the path taken by the EU and HSF to strengthen moderate Islam is more successful than trying to de-radicalise Islamist groups.

>> (See p 8)



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## Hanns Seidel Foundation in Indonesia

The Hanns Seidel Foundation Indonesia (HSF) was established in 1993. Since then, HSF has been cooperating with local, national and international partners on the following components: strengthening constitutional law, spreading democratic values through Islam dialogue, environmental education and improved regional cooperation through ASEAN and the ASEAN Interparliamentary Assembly.

## Continuous commitment to the support of democratisation processes worldwide

During the ENoP General Assembly in December 2013 the members acknowledged and honored the commitment of its out-going Network Coordinator, Mr Anne de Boer, Programme Director of the Dutch Bureau de Helling. Mr de Boer led the Network from October 2011 to December 2013, during a period where the importance of the work of political foundations became particularly evident in the light of the Arab Spring.



Ulrika Lang

The new Deputy Coordinator of ENoP has become Ms Ulrika Lång, Head of Operations, Olof Palme International Center, Sweden. Both Coordinators bring a vast expertise in development cooperation and field experience in Sub-Sahara Africa to the Network.

As the new Network Coordinator, Ms Andrea E. Ostheimer, Head of Department for Sub-Saharan Africa at Konrad Adenauer Stiftung Berlin has been elected. Ms Ostheimer had already been serving as the ENoP Deputy Coordinator since 2009.



Andrea E. Ostheimer

ENoP as the representative platform of national political foundations from EU Member States advocates democratic values within and beyond Europe's borders. It channels the experience and expertise of political foundations into the EU decision-making process.

Since its establishment in 2006, the Network has grown to 69 member organisations from 25 Member States.



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