



**137 High School**  
**"Angel Kanchev"**  
1336 Sofia, 135 Evropa Blvd.

## THE CHARTER OF "THE FOUR Cs"

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This Charter is a result of a joint project under the "Lifelong Learning" Comenius program, Regional partnerships, called "Four Cs - Civic Education, Civil Rights, Civil Society, Citizen participation"  
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The Charter was worked out by the project participants:

Bulgaria – Sofia : Sofia Municipality; 137<sup>th</sup> School ‘Angel Kanchev’ and the Parents’ Board of 137<sup>th</sup> School

Spain – Canarian Islands : AYUNTAMIENTO DE LAS PALMAS DE GRAN CANARIA; INSTITUTO DE ENSEÑANZA SECUNDARIA “LA MINILA”; FEDERACION INSULAR DE ASOCIACIONES DE PADRES Y MADRES DA ALUMNOS; AS DE CENTROS DE ENSEÑANZA “GALDOS”

# THE CHARTER OF “THE FOUR Cs”

## Contents:

The Charter contains a preamble and 40 articles, grouped into four parts.



## Preamble

The hopes of all the people in the world are related to a new global partnership that will lead to a greater unity and harmonious relations between cultural identities. Today's young people, citizens of a united Europe, have their distinctive spiritual and cultural heritage, their talent and personal expectations for a better world. The hope is to make the democratic Europe see this diversity as a source of inspiration.

In the dynamic and changing modern society school is an important and responsible institution. It should offer adequate environment and useful teaching methods to accomplish its goals. Therefore, a priority objective of the educational system is to give young people knowledge and skills, social experience and confidence necessary for successful and adequate realization. Encouraging children's participation allows youngsters to express their opinion and to participate fully in the processes of decision-making in the development of policies for their future, as well as to build an active civil society. Therefore, school aims at

the formation of socially engaged people with developed skills and competencies for a full realization in the modern democratic society.

The project "**Four Cs**" includes the participation of state institutions and NGOs. Within the Global Europe communication and sharing are the ways of implementing the "four Cs" - civic education, civil rights, civil society and citizenship. Cooperation with institutions and civic education in the partner countries helps students realize their identity - aesthetic, cultural, European.

The creation of the Charter of the project "**Four Cs**" will help for future cooperation between two different regions of Europe - Gran Canaria, Spain and Sofia, Bulgaria.

The main aim of this Charter of "**Four Cs**" is to improve the access to quality education and cooperation in the field of civic education, rights and society. It is not an act and does not create legal rights.



## PART I

### Civic Education

Civic education is a systematic institutional and political socialization of adolescents. It introduces young people to their rights and obligations and it forms civic awareness, habits and virtues in a person, it is also related to the identity of a person.

**Article 1.** To focus Civic education on the students' skills necessary for informed, effective and responsible participation in the political processes and the civil society.

**Article 2.** To build respect for the personal dignity and importance among the students. To respect others means to listen to their opinions, to respect the rights and interests of other citizens, and to stick to the principle of majority voting, recognizing the right of the minority dissent.

**Article 3.** To encourage the functioning of the constitutional democracy in the interest of adolescents. They have the right to be informed and aware of public affairs, to learn about constitutional principles and to discuss them.

**Article 4.** To encourage civil spirit, courage, self-discipline, assertion, concern for the common good, respect for others and other virtues, relating to citizenship, through supporting learning activities as well as through school meetings, school boards, simulated public hearings, elections, trials and school court.

**Article 5.** Clarity on public affairs should be encouraged through regular discussions on current events. Self-discipline, respect for others, punctuality, personal responsibility and other human qualities to be built in school and in community service projects, such as training younger students, care for the school environment and participation in procedures for the registration of voters.

**Article 6.** Students should evaluate, stand on and defend positions on issues related to ethical principles.

**Article 7.** Students should practise activities that promote effective participation in the public and political life of their country.

**Article 8.** Civic impartiality can be increased when schools work with civil organizations, invite prominent citizens to classrooms to discuss various issues with students and to provide opportunities for observation and / or participation in civil organizations.

**Article 9.** Civic education should help students to develop a reasoned commitment to those fundamental values and principles that are necessary for the preservation and improvement of the constitutional democracy.

**Article 10.** To give all young people an opportunity for community service at school as a part of their civic education. Students should be prepared for work corresponding to their age. They should be actively monitored during their work and implement their experience under the guidance of qualified teachers or mentors.

**Article 11.** Classrooms and schools should be managed by adults who manage in conformity with democratic values and principles, and who show virtues in society and in their personal lives, worthy of emulation.

**Article 12.** Students should stay away from the destructive policies that seriously affect their personality.

**Article 13.** To emphasize on policies that encourage positive behavior and motivate students not to drop out of school.

**Article 14.** Civic education should enable citizens to make wise choices in full knowledge of the possible alternatives and provide some experience and understanding that help to develop a reasoned commitment to those values and principles that allow free civil society to implement democratic understanding of modern Europe.



## **PART II**

### **Civil rights**

Civil rights are constitutionally guaranteed to citizens by the state. Human rights are inherent natural rights, while civil rights are given by the State to its citizens and are guaranteed by laws.

**Article 15.** All children have equal rights.

**Article 16.** Every child has the right to a living standard, providing his mental, physical, moral and spiritual growth.

**Article 17.** Every child has the right to primary and secondary education without any discrimination.

**Article 18.** Education should be free and compulsory for all children.

**Article 19.** Parents and teachers should have the right to choose the religious education for their children free.

**Article 20.** Every child has the right to be protected by his family, the society and the State without any discrimination.

**Article 21.** Children should have the right to live in a familiar environment. Every child and adolescent has the right to live and grow up in their own family and not to be separated for economic or political reasons.

**Article 22.** Every child has the right to be protected from any kind of mental or physical violence.

**Article 23.** Every child has the right to be respected for his identity and his inner world.

**Article 24.** Children should grow up in a family environment, in an atmosphere of happiness, love and understanding needed for their harmonious development. Accordingly, all public institutions should respect and support the efforts of parents to provide food and care for children in a family environment.

**Article 25.** Every child has the right to protection from economic exploitation and from performing work that may be hazardous or obstructive to his development or to be harmful to children's health, to his physical, mental, spiritual or social development.

**Article 26.** All children should be given a chance to find their identity and to realize their importance in a safe and supportive environment.



### **PART III**

#### **Citizen participation**

Citizen participation is a process through which citizens' interests, needs and values are taken into account by public authorities in a making – decision process on public policies. Citizen participation is a mechanism for effective implementation of the principles of democratic governance and public control over public policies.

**Article 27.** Children and adolescents should be asked for their opinion and they should express it freely. It should be taken into account with a view to the issues and situations that affect children.

**Article 28.** Children and adolescents participate in clubs, associations, cultural centers that guide their growth as active members of the society.

**Article 29.** The state should respect and encourage the right of children to participate in both cultural and leisure activities.

**Article 30.** It is necessary to establish associations, foundations and other forms of self-organization which enable studying the democratic principles of the public life.

**Article 31.** It is necessary to develop strategies and mechanisms that ensure children's participation in decisions that affect their lives in the family, school or community.

**Article 32.** Students should be able to participate effectively in the civic affairs. This will ensure their awareness in a situation of choice, in participating in public debates and leadership, will stimulate their social reflection in terms of active citizenship in making important decisions for the society.

**Article 33.** Students' participation in the management of the classrooms and schools should be an integral part of the civic education starting in the primary school and expanding throughout the school years.



## **PART IV**

### **Civil society**

Civil society is an union of people aiming at achieving socially important and useful purposes, characterized by self-initiative, self-organization, self-management, self-control and cooperation. Law and morality are the social regulators in the civil society.

**Article 34.** Any decision, law or policy, that may affect the child's development, must be consistent with the best for the child.

**Article 35.** The family is a natural and fundamental part of the society and therefore has the right to be protected by the society and the state.

**Article 36.** Governments should help families to provide the basic needs of their children.

**Article 37.** The state should take special measures to protect and assist all children and adolescents without any discrimination.

**Article 38.** The children deprived of parental care, have the right to special protection, support and alternative care.

**Article 39.** Children should become equal members of the society, taking responsibility for the consequences of their actions and following the moral and legal obligations of the members of a democratic society.

**Article 40.** Children should be taught to take personal, political and economic responsibility as citizens. These responsibilities include caring for oneself, family support and taking care of feeding and education. They also include the right to be informed about the public affairs, elections, paying taxes, work of the jury, community service work and leadership positions commensurate with one's abilities.

**Article 41.** Students of all ages can benefit from communicating with individual citizens, both known and not so known in the present and the past. We need to encourage the use of age-appropriate readings such as historical ones, biographies, autobiographies and recent publications in the media. Students, especially those in

the age of anti-heroes, should have many opportunities to learn about people who have defended human rights, have fulfilled civilian missions or have had the courage to take ethical and moral decisions when they have been the minority.

## **Implementation**

Within the Global Europe, communication and sharing are ways to implement the civic education, civil rights, civil society and the citizenship. Cooperation with the institutions in the partner organizations and countries of the project as well as in areas and in partner countries of other projects in the field of civic education, will help young people in the European community to realize their aesthetic, cultural and European identity, their rights and responsibilities.

The sustainability of the project "**Four Cs**" is in the practical application of its ideas, included in this Charter, created during the two years of the implementation of the project.

The publication of the Charter on the sites of the project and the partner organizations will give publicity and visibility to their joint achievements which have become known by the young people from both countries.

**The Charter of the four Cs** comes to the attention of the Representations of the European Commission in Bulgaria and Spain - to become another document which young people from other countries of the European Union could join.