



Programme

**Public Conference with
Democratic Schools
4th and 5th August 2005
in Berlin**

**during the 13th
International Democratic
Education Conference
(IDEC)**



Publisher: Netzwerk Spiel / Kultur Prenzlauer Berg e.V. Dunckerstraße 11 D 10437 Berlin, Germany Phone: +49 (30) 40393340 info@idec2005.org www.idec2005.org / www.idec2005.de www.netzwerkspielkultur.de	xx	Introduction
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We appreciate your donations to: Netzwerk Spiel / Kultur Postbank Berlin Kto 685 112 100 BLZ 100 100 10 International Bank Account Number: IBAN: DE45 1001 0010 0685112100 BIC: PBNKDEFF	xx	Public Conference Guide A to Z
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Registergericht: Amtsgericht Berlin Charlottenburg Registernummer: 13305Nz		

Dear conference participants,

Since 1993 the International Democratic Education Conference (IDEC) has taken place in a different country every year. Now, for the first time, we have brought it to Germany. In the public part of IDEC 2005 in the Humboldt



University in Berlin we are offering extensive information and exciting encounters with national and international experts from democratic schools and other educational organisations to around 500 participants from more than 30 countries.

What is special about democratic education? Respect for and trust in children, equal rights for children and adults, joint or shared responsibility, free choice of individual activity and joint democratic control by children and adults without reference to any leading authority or dominant system – those are the distinguishing characteristics of democratic schools.

We want to exchange views about self-directed learning, communicating and working together on the basis of equal

rights, research into learning and happiness and many other connected themes.

The K.R.Ä.T.Z.Ä. youth group in the Netzwerk Spiel/Kultur association has been campaigning since 1992 for equal voting rights regardless of age – we stand for the idea that democratic principles and humans rights are valid for children too, and in schools as well. We have set up the IDEC in co-operation with the Schule für Erwachsenenbildung (School for Adult Education). We hope that the suggestions and ideas of our guests will be taken up in Germany.

Children should be able to experience learning as a joyful part of life, not as a duty and a burden. The IDEC is a highpoint on our journey towards this objective.

We thank all participants, patrons and helpers for their help and co-operation and look forward to an vigorous exchange of views.

Paula Sell Anja Kasper Mike
 S. Stehler Christoph Wein
 Louise Tepe Daniel Schrick
 Stefan Schramm Mike Weimann



The world in which we live and work is changing faster and faster. Today's children will live as adults in a world which we can hardly imagine.

Personal initiative and individual responsibility are becoming more and more important but so is the practice of democracy. A school which wants to keep up with perpetual changes, naturally needs a structure set up for perpetual change - and it must greatly strengthen and nurture the ability to take individual responsibility.

Active partnership, concern for others, individual responsibility, respect for the rights of the individual and for the process of democratic decision-making: all over the world a growing number of democratic schools have been working on such principles for many years. At schools like Sudbury Valley School democracy is no longer merely a theoretical subject but an everyday experience. The success of these schools demonstrates impressively that children learn more effectively when their right to speak out is emphasised and their personal motivation is nurtured.

IDEC 2005 is assembling practitioners and distinguished experts from all corners of the world. Students and teachers from various democratic schools as well as parents and academics from more than thirty countries are meeting to talk together. The high number of young participants is remarkable: almost half are under twenty years of age. Young people are extensively involved in the organisation of the conference. The open organisation makes it possible for all participants contribute in their own ways. This enables the IDEC to demonstrate the truth of its own claim that young people are able to participate.

In Germany democratic schools are still relatively unknown. The IDEC offers a great opportunity to present the idea of democratic schools to a broad public and to encourage imitation and far-reaching re-thinking. That is why I am delighted, that the 13th world meeting of democratic schools is taking place in Berlin. Important and effective waves will spread out from IDEC 2005 into the education debate that is happening all over Germany.

I wish all participants a spirited exchange of ideas, lively discussions and enriching encounters.

Klaus Böger

Senator for Education, Youth and Sports, Land Berlin



We live in a democratic society - or at least people are always telling us so. But if we look more carefully at various areas of life in the Bundesrepublik it becomes obvious that there are considerable areas where democracy is only very inadequately realised, for example at work, where shared decision-making has once again been quietly suppressed. The

same thing is true of universities. And since the Hartz reforms even the unemployed are being treated in an increasingly authoritarian manner.

To bring people up so that they will do whatever they are told to do throughout long stretches of their lifetime it is necessary to have schools in which alienation is taught early. As long as this goes on it will be unbelievably difficult for the countless teachers who are truly committed to their work to swim against the tide and to achieve a different, more democratic and more joyful school. And yet it is to these committed teachers that we owe our gratitude whenever islands of meaningful learning emerge.

I hope that the 13th Worldwide conference of democratic schools will contribute to the expansion of these islands. And I am delighted that K.R.Ä.T.Z.Ä., the children's rights project, which many years ago co-operated extremely successfully with the GRIPS theatre group, has undertaken the enormous task of setting up the conference in Berlin.

Meanwhile for thirty-six years the GRIPS theatre group for children and young people has concentrated on taking the realities of their lives as its theme, taking the young people themselves seriously as human beings who think and take action, giving voice to their wishes, fears, joys and problems. Now, since we are a theatre group we are in the privileged position of not having to educate anybody; we

tell stories, we create microcosms in which we can stir up emotions and hopefully also inspire insight.

Teachers and students come to our performances together. Situations arise in which both sides meet each other in a way that is often hardly possible in an institution like a school. The play, »Klamms Krieg«, for example, tells of a battle between a teacher and a class that is boycotting him, and in the discussions with the audience afterwards students and teachers talk together about what school means for them – in an open, »authority-free« space.

I see this conference as an open space of a similar kind, and I wish it an enduring success.

A handwritten signature in black ink, appearing to read 'Volker Ludwig'.

Volker Ludwig
founder and leader of the Berlin GRIPS theatre

Learning Democratically

by David Gribble

As a co-founder of Sands School – apart from Summerhill the only democratic school in England – David Gribble has always been interested in finding out how other similar projects work in other countries, and he has discovered that (I have removed the word »all«) students in democratic schools, in spite of all the differences between the individual projects, do very well, because they have the freedom to make decisions for themselves.

In democratic schools, where qualities like consideration, enthusiasm, self-confidence, tolerance, co-operation and determination are the norm, leavers will have developed their own talents and principles and they will be concerned for others, because others have been concerned for them. Among them there is a high number of teachers, doctors, artists, writers and musicians. Many more of them are engaged in social work of some kind. When people speak of free or democratic schools they usually mean that there is a great deal of freedom there, and young people and adults make important decisions about the school together. They are not to be confused with other free alternative schools because these often have many fixed principles, like for instance Steiner schools, which adhere to anthropology, and are therefore not really free and democratic.

Freedom and limits to freedom in democratic schools
In spite of all the differences between democratic schools they have significant points in common, for instance respect for human rights: the students decide for themselves what they will do (free choice of activity). As organisations that are formed by all the people involved in them, they naturally also differ from one another, for example in their attitudes to freedom.



Freedom – no instruction: In Sudbury Valley School in Massachusetts visitors often have the impression that it is break time. Lessons are only agreed when children can persuade the adults that they really want them. Nevertheless (or precisely for that reason) the children who have attended Sudbury are thoroughly successful from an academic point of view.

Freedom – No punishments. The Barbara Taylor School in New York, avoided punishments. I think this bit has been misunderstood. This is what I meant – On the one hand the adults took no credit of the success of the students, but on the other they believed that when a student failed it was the fault of the whole community, and punishment was therefore inappropriate and damaging.

Freedom – No adult interference in the children's affairs: Although in many other democratic schools the adults play an important role in the lives of the children, at the Fundación Educativa Pestalozzi, Ecuador, they are not allowed to get involved in what the children do.

Freedom – no compulsory school attendance: Tokyo Shure in Japan is a school for school refusers. There is a full timetable (which is based on the requests of the children),



but the pupils are completely free to decide whether they use the times when the school is open (from 9:30-19:00) to take part in lessons, or just to meet their friends, or whether they come to school at all. Most come every day. Freedom: no excessive tidiness

In Tamariki, New Zealand, they have observed that children's imagination is stimulated by a certain degree of disorder. For that reason the adults refrain from demanding order in areas where they are not personally and directly affected.

As in their attitudes to freedom, there are also differences with relation to limitations to freedom. In Summerhill and Sudbury Valley, which are considered to be the freest schools, there is a whole mass of rules, which are made by the school meeting, and which bring punishments when they are disobeyed. The children's rights group K.R.Ä.T.Z.Ä were not the only people to be somewhat alienated by the many rules when they visited (the German version has Buch for Besuch!) Summerhill a few years ago (see »Auf dem Weg zu neuen Ufern«, www.kraetzae.de). There are also often rules for teachers and parents. In Hadera, for example, no activities can be offered which are not open to children of all ages. In Moo Baan Dek, in Thailand, the adults have to obey the same rules as the children (for example they are not allowed to bring alcohol into the

school, to own private televisions or to smoke).

In most democratic schools the adults keep some decisions to themselves. At Summerhill new teachers and new pupils are appointed or dismissed by the head. In many schools the school meeting, which consists of all students and staff, is not allowed to make decisions on matters which involve health or safety. Money and bookkeeping are generally adult responsibilities. In Room 13, in Scotland, however, where the oldest pupils are just twelve, they do the bookkeeping themselves, buy all their materials and have their own bank account and cheque-book.

It is obvious that there is no one single right method of democratic education, but all methods rely on a basic mutual trust and respect between adults and young people. The pupils of democratic schools gain in self-confidence, responsibility, honesty and self-knowledge. They are usually not in the least conceited.

A lively exchange

In 1992 it occurred to me that the most of these projects all round the world believed that they were unique, or that there were only very few similar institutions in the whole world. This changed in 1993 with the first International Democratic Education Conference (IDEC), which has since enjoyed growing encouragement and participation. There is now an international mailing list (contact: idec@pscs.org) and a web site (www.idenetwork.org). However much democratic schools and other organisations which take part in the IDEC may differ from each other, the participants value the opportunity to discuss their differences with people who have the same ideals, and to find themselves inspired.

Abbreviated and updated version of the article of the same name in »Kurskontakte« No. 139 (www.kurskontakte.de)

Highlights of democratic school history

- 1901 Foundation of Francisco Ferrer's first Modern School in Spain
- 1927 A. S. Neill's Summerhill, founded in Hellerau in Germany in 1921, moves to Leiston, in England, where it has stayed ever since.
- 1968 Foundation of Sudbury Valley School in Massachusetts, USA
- 1977 Rebeca and Mauricio Wild found the Fundación Educativa Pestalozzi in Ecuador; in 1984 Rebeca Wild's first book, »Erziehung zum Sein«, is published
- 1984 Foundation of the School for Self-determination in Moscow, at present the biggest democratic school in the world with about 1,200 students
- 1985 Foundation of Tokyo Shure for school refusers in Japan
- 1987 Foundation of the Democratic School of Hadera in Israel, and Sands School in England
- 1993 The first international conference for democratic education (IDEC), which has happened annually in a different country ever since, takes place in Hadera. At that time there were representatives of only four countries present – Great Britain, Israel, Austria and the USA
- 2000 About a thousand people from eighteen countries take part in the eighth IDEC in Tokyo
- 2006 Proposed foundation of the first democratic school in Berlin

Further web sites

- www.idec2005.org** – International Democratic Education Conference 2005, Berlin
- www.idenetwork.org** – International Democratic Education Network
- www.democratic-edu.org** – The Institute for Democratic Education, Israel
- www.sudburiyetwork.org** – Sudbury Education Resource Network
- www.educationrevolution.org** – The Alternative Education Resource Organization, USA
- www.iederwijs.nl** – Iedernijs, The Netherlands
- www.sudbury.de** – Sudbury Schools in Germany
- www.kraetzae.de** – K.R.Ä.T.Z.Ä. – KinderRÄchtsZÄnker (the hosting children's rights group)
- www.bvnl.de** – BVNL: Federal Association »Natürlich Lernen« (Learning naturally and naturally learning)
- www.netzwerkspielkultur.de** – Netzwerk Spiel/Kultur Prenzlauer Berg e.V.
- home.snafu.de/sfe/** – Schule für Erwachsenenbildung (SfE)

To keep this list up to date we thank you for personal tips to kraetzae@kraetzae.de

Opening session

Auditorium Maximum der Humboldt-Universität zu Berlin

- 9:00 Greetings
- 9:10 Thomas Krüger, President of the Bundeszentrale für politische Bildung (Federal Center for Political Education)
[Do we need a new school culture?](#)
- 9:30 Paula Sell, Lorenz Terpe (K.R.Ä.T.Z.Ä.)
[Equal rights and human rights at school – the motivation of the hosts](#)
- 9:45 Otto Herz (Civil Courage Foundation, Germany) and Meghan Carrico (Windsor House School, Canada)
[Devil's advocate: Do democratic schools have a place in society?](#)
- 10:15 David Gribble (Sands School, England) and a panel of students:
[Doubts and problems](#)
Many people have serious doubts about the effectiveness of democratic schools. Even among democratic educators there is often disagreement. There are problems in every kind of school. It is important that such doubts, disagreements and problems should be openly acknowledged. After a brief introduction a panel of students with inside experience will answer questions from the audience.
- 11:15 Organisational details
- 11:20 End of opening session

Session 1 (13:00-14:30)

Democratic Schools – an introduction

Henning Graner, Germany

What, in fact, is a Democratic School? Using four concepts – democracy, law, freedom and responsibility – the essential characteristics of a Democratic School are presented, and the differences with state schools and other alternative school models are pointed out. People from different schools contribute their viewpoints in video clips.

Room: H2

Indispensable content

Juli Gassner, New Zealand

Should students be obliged to work outside their comfort zones, to try subjects that they don't like? Is there »indispensable content«? Is there something everyone needs to learn in order to lead a successful life? The workshop will pursue these questions using the examples of »emotional intelligence« and literacy.

Room: 117

Arduous freedom – a free school in Germany

Henrik Ebenbeck, Germany

A free school cannot be more free than the people who make it. Leipzig Free School has been cutting its own path for fifteen years and is turning more and more into a school where children decide how, when and what to learn. A report on day-to-day experience in the school and on the difficulties of winning acceptance from parents as well as the education authorities.

Room: H9

■ Education for democracy in mainstream schools – illusion or reality?

Dr. Hartmut Wedekind, Germany

The workshop presents various moderation methods: »Appreciative inquiry« as a basic principle of pedagogic work makes true participation possible even in a mainstream school. The moderation method, »WIR-WERK-STATT«, was developed for work with primary school children. After getting to know the methods, the participants in the workshop will discuss the advantages and disadvantages of the respective methods. The workshop will take place in the Primary School Workshop of the HU-Berlin.

□ Room: Geschwister-Scholl-Str. 7

■ Human rights and democratic education – a report on the Booroobin Sudbury Democratic Centre of Learning

Ben Sheppard, Claire Greator, Australia

Booroobin School in Australia is having to stand up to a government and an environment which are equally unable to cope with the idea of legitimising a democratic school. Two representatives describe the situation at first hand, and tell how the school is dealing with it.

□ Room: 108

■ Childhood? We don't believe in that any more!

Bertrand Stern, Germany

Why is childhood thought to be a special age? It seems self-evident that childhood is a special time, but on second thoughts it proves to be an invention of our civilisation. »The child« is seen as an object: of coercive education, parental care, state tutelage, school supervision and drill – and it is supposed to be grateful for all this? But what would young people be like if they were allowed to educate themselves and develop freely according to their own feelings and needs?

□ Room: H8

■ Community dance – what is it?

Royston Maldoom, England

In a lecture with a video and an open forum Royston Maldoom will give insights into the ethics, philosophy and practice of »community dance«. His work with marginalised groups (in particular young people) of all ages, abilities, ethnic and cultural backgrounds, is based on the conviction that the ghettoisation of education is a serious impediment to the development of a healthy society.

□ Room: H21

■ Freinet pedagogy as a democratic approach in state schools

Hartmut Glänzel, Germany

Freinet pedagogy has a tradition of »giving children a voice«. The model of the Stadt-als-Schule (city as school) in Berlin, for example, is about individual responsibility not only for the content but also for the process of learning. Hartmut Glänzel illustrates this and other models.

□ Room: 217

■ Learning is life – school reform in Germany

Anke Caspar-Jürgens, Germany

An overview of the history of the German education system and its present state demonstrates the need for a new paradigm. In Germany there are examples of a movement from strict regimentation towards more individual responsibility in a living community. Reflections of the National Association for Natural Learning (BNVL) on school reform in Germany.

□ Room: 102

■ Democratic schools in the public education system

Eva-Maria Stange und Matthias Kern, Germany

Are democratic schools a model for the state system? Are they in a position to meet the demands made on mainstream schools, or do they only have a niche position? A discussion with the former chair of the GEW, Eva-Maria Stange and Matthias Kern, joint founder of a democratic learning project on the Lake Constance (Baden-Württemberg).

□ Room: 400

■ Session 2 (15:00-16:30)

■ A critique of the principle of consensus

Martin Wilke, Germany

Democracy relies not only on binding decisions, but also on a diversity of opinions. The demand of the »principle of consensus« that we must always achieve unanimity is criticised against this background. But there is also room for improvement in the conventional methods for majority decisions. Methods will be presented that allow votes on several alternatives simultaneously, in particular, the »instant runoff« and »Condorcet« methods.

□ Room: H8

■ Rules and punishments: Are they really necessary?

David Gribble, England

David Gribble discusses the sense and nonsense of rules and punishments with the participants in this workshop. Some schools solve their problems with thick, communally devised books of rules and sanction rule-breaking with punishments. Other projects and schools manage without firmly defined rules and punishments. What results do these significant differences have?

□ Room: 402

■ Models of school

Lillian L'Abbate Kelian and Maíra Landulpho Alves Lopes, Brazil

At Lumiar International School social diversity is an important principle. Between Brazilian state schools with underpaid teachers and elitist private schools that segregate students from the rest of society, this non-profit organization offers children from different backgrounds an opportunity to study together and get to know each other.

□ Room: 117

■ Self-directed education: The perspectives of a Sudbury student

Michael Sappir, Israel

In a short lecture Michael Sappir talks about the learning in the Democratic School of Jerusalem. Afterwards the participants will have the opportunity to discuss his experiences with him and other students from different Sudbury Schools. This authentic encounter with Sudbury students leads to insights into the concept which are not directly accessible at the conference.

□ Room: 217

■ Motivation and success through the flow experience

Dr. Gerhard Huhn, Germany

Intrinsic motivation, fresh challenges and the use of one's own talents are indispensable for every kind of learning. With the highly respected concept of »flow« Gerhard Huhn presents a key to the deeper understanding of the learning process.

□ Room: H9

■ **Hanging Out with Bad Company? Kids, Television, Video Games and Freedom**

Mikel Matisoo, USA

Kids should be free to pursue their own interests. Really? What if they just want to play video games? What if they only watch television all day? To what extent do kids need protection from these electronic and other temptations?

□ Room: H21

■ **Rethinking Democratic Education: Curriculum and Freedom in Free Schools**

Yoad Eliaz, Israel

Democratic Education is anything but free education. Free schools fight against traditional schools instead of fighting for social justice. They have neglected the core of education: the curriculum. Free schools serve the dominant ideologies of their society and promote forgetfulness, ignorance and illiteracy – Yoad Eliaz presents these these and other unusual propositions about free education in his lecture.

□ Room: H2

■ **Democratic Schools in Denmark**

Niels Lawaetz, Denmark

In the past, Denmark has been very proud of its school system. But what is the situation today? The results in international tests gave little pleasure. As a consequence politics and the general public demand more discipline and control. But does this not (also) result in schools producing bad results and children with no self-discipline? Or is it the fault of the lack of democracy and autonomy?

□ Room: 108

■ **Daily routine**

Wilfried W. Steinert, Germany

Democracy requires everyone to participate – not by compulsion, but voluntarily. Everyone must contribute according to his ability. Equal opportunity demands individual challenges and individual support. Privileges or disadvantages based on social origin are incompatible with the idea of a democratic school. An early end to communal learning and splitting children up into separate school careers makes it harder for them to become socially competent. Examples of all children learning together will show how the development of social competences alters motivation to learn and the school atmosphere.

□ Room: 102

■ **Film und Postersession (17:30-18:00)**

The following films will be shown in parallel on Thursday, August 4. The screening begins at 5:30 p.m. If there is strong interest, they can be shown again on Friday.

■ **»Leerjare – Germans and their Schools«**

1996, Germany, a DENKmal film by Claus Strigel

A documentary on the German school system in the 20th century from the series »100 German Years«. Interviews with students, former students, parents and educators inquire whether things have really changed fundamentally in German class rooms since 1900.

Room: H8

■ **»Voices From the New American Schoolhouse«**

2005, USA, Daniel J. Mydlack

A documentary on the Sudbury Model that deals with the pedagogical questions raised by this school model. The students of Fairhaven School and their view of the school take centre stage; there is no commentary from parents, teachers or voice-overs.

Room: H2

■ **»Sudbury Schools – Interviews with Students, Teachers and Parents«**

2004, Germany, Martin Wilke and Henning Graner

A collage of various interviews on topics such as school life and learning, assessment and certificates, judicial system and school assembly, the role of teachers and parents at Sudbury Schools and the success of alumni. The interviews were conducted at IDEC 2003 in the USA. Room: H21

■ **»The Democratic School in Hadera – a Documentary«**

2005, Germany, K.R.Ä.T.Z.Ä.

The democratic school in Hadera, the oldest democratic school in Israel, is presented through interviews with parents, teachers, students and former students. Particular emphasis is placed on the different paths in life and a retrospective view of the school by alumni. Room: H11

■ **»Free to learn – a movie about Albany Free School«**

2005, USA, Bhawin Suchak & Jeff Root






This is a documentary of Albany Free School, filmed over the course of a school year. Albany Free School was founded 1969. It was a cohost of the IDEC 2003. It is a private, inner city school, but has no minimum tuition and is interracial. It has about 50 students aged from 2 to 25. It makes day-to-day decisions democratically. Class attendance is noncompulsory. The school is publicly funded.

Room: H9




■ **Poster Session**

In the Thersaal, in parallel with the films, there will be an exhibition of posters from schools and organisations that are taking part in the IDEC.

Legend

-  Democratic education and society
-  Democratic schools – selected examples
-  Learning
-  Controversial discussions
-  Films

Symbole

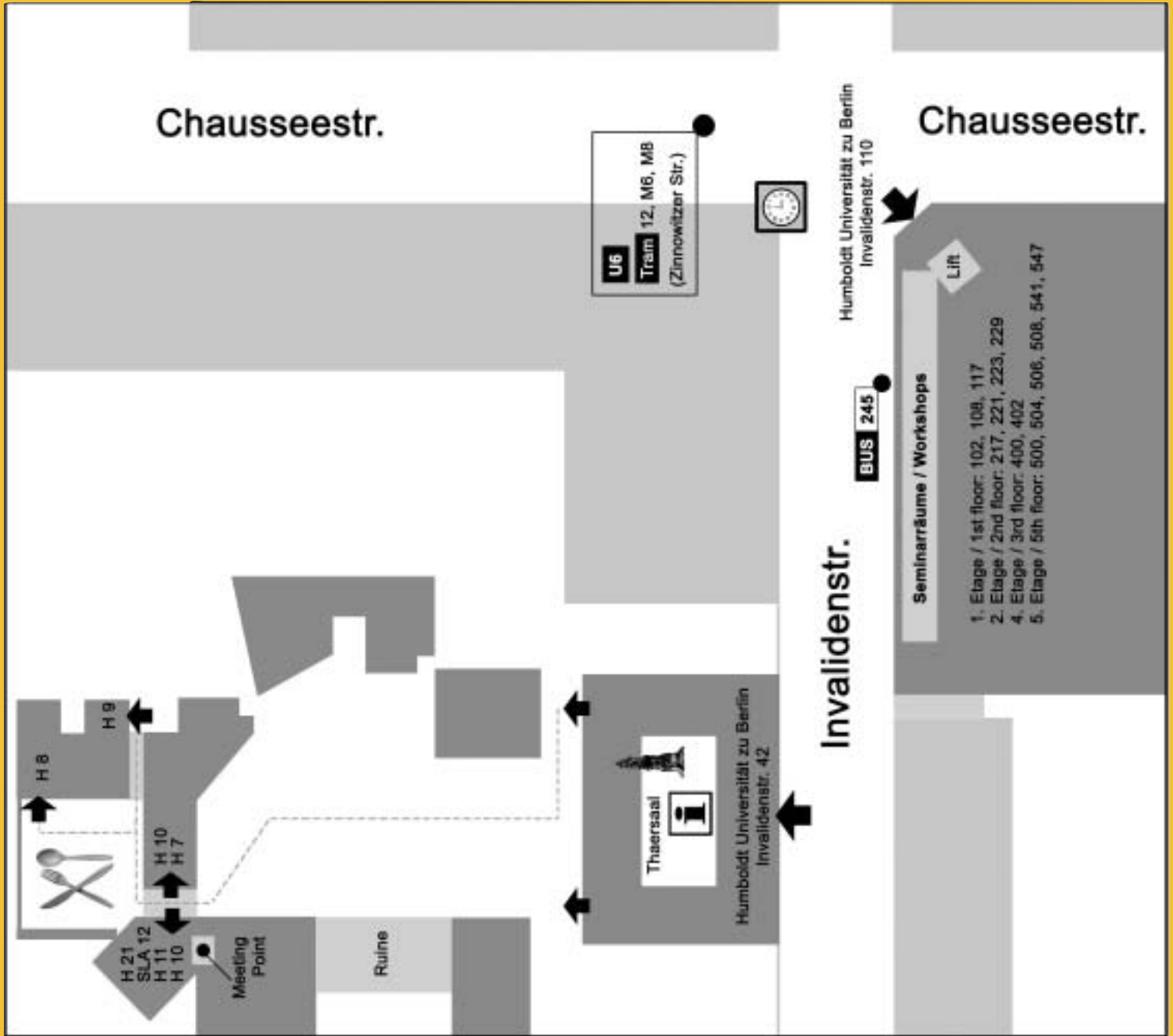
-  Presentation
-  Presentation and Discussion
-  Workshop / Discussion

Thursday 9:00-11:15		Opening – Plenary Session, Audimax			
		Thomas Krüger, Bundeszentrale für politische Bildung			Do we need a new school culture?
		Paula Sell, Lorenz Terpe, K.R.Ä.T.Z.Ä.			Equal rights and human rights at school the motivation of the hosts
		Otto Herz and Meghan Carrico			Devil's advocate: Do democratic schools have a place in society?
		David Gribble and a panel of students			Problems and doubts, Talk with the audience
	11:15-12:00	Walk and Poster Time			
	12:00-13:00	Lunch/Break			
	13:00-14:30	Session one			
Nr	Roomnr.	Referent, Country	Topic	Title	Typ
1	H2	Henning Graner, Germany	1	Democratic Schools – an introduction	[•]
2	117	Juli Gassner, Newzealand	1	Indispensable content	[•]
3	H9	Henrik Ebenbeck, Germany	2	Arduous freedom – a Free School in Germany	[•]
4	108	Ben Sheppard, Australia	2	Human rights and democratic education – a report on the Booroobin Sudbury Democratic Centre of Learning	[•]
5	Grundschulwerkstatt, Geschwister-Scholl-Str. 7	Hartmut Wedekind, Germany	2	Early education for democracy in regular schools – illusion or reality?	[•]
6	H8	Bertrand Stern, Germany	3	Childhood? We don't believe in that any more!	[•]
7	H21	Royston Maldoom, England	3	Community dance – what is that?	[•]
8	102	Anke Caspar Jürgens, Germany	4	Learning is life	[•]
9	217	Hartmut Glänzel, Germany	4	Freinet pedagogy as a democratic approach in state schools	[•]
10	400	Eva-Maria Stange, Matthias Kern Germany	4	Democratic schools in the public education system	[•]
	14:30-15:00	Tee/Break			

Session Two					
Nr.	Roomnr.	Referent, Country	Topic	Title	Typ
1	H8	Martin Wilke, Germany	1	More democratic voting methods and a critique of the principle of consensus	<input type="checkbox"/>
2	402	David Gribble, GB	1	Rules and punishments: Are they really necessary?	<input type="checkbox"/>
3	117	Lilian L'Abbate Kelian, Maíra Landulpho Alves Lopes, Brazil	2	Lumiar International School – between public and private school models	<input type="checkbox"/>
4	217	Michael Sappir, Israel	2	Self-directed education: The perspective of a Sudbury student	<input type="checkbox"/>
5	H9	Gerhard Huhn, Germany	3	Flow experiences: the key to motivation and success in any kind of learning	<input type="checkbox"/>
6	H21	Mikel Matisoo, USA	3	Hanging Out with Bad Company? Kids, Television, Video Games and Freedom	<input type="checkbox"/>
7	H2	Yoad Eliaz, Israel	4	Rethinking Democratic Education: Curriculum and Freedom in Free Schools	<input type="checkbox"/>
8	108	Niels Lawaetz, Denmark	4	Democratic Schools in Denmark	<input type="checkbox"/>
9	102	Wilfried W. Steinert, Germany	4	Daily routine	<input type="checkbox"/>
	16:30-17:00		Tee/Break		
	17:00-18:30		Poster Session and Movie Screenings		
	H8	»Leerjare – Die Deutschen und die Schule« – »The history of the german school« , Germany			
	H2	»Voices From the New American Schoolhouse«, USA			
	H21	»Sudbury Schulen – Interviews with students, teacher and parents«, Germany			
	H11	»The democratic school of Hadera – a documentation«, Germany			
	H9	»Free to Learn – a movie about Albany Free School«, USA			
	18:30-21:00		Barbecue and time to talk		

Friday 9:00-10:30		Session Three				
Nr	Roomnr.	Referent, Country	Topic	Title	Typ	
1	H9	Yaacov Hecht, Israel	1	Democratic Schools – the educational answer for the 21st century?		
2	402	Alexander Tubelsky, Russia	1	Ways towards democratic teaching		
3	H2	Zoe Readhead, England	2	Summerhill – a school, family and tribe.		
4	108	Nirupama Raghavan, India	2	The effects of religion and state on democratic education – an example from South India		
5	H21	Mikel Matisoo, USA	3	Learning in the Information Age: Breaking free of the industrial model		
6	102	Karen Kern & Co, Germany	3	Equal rights for children and adults?		
7	221	Henrik Ebenbeck, Germany	3	What is a good question?		
8	117	Derry Hannam, England	4	More shared, democratic decision-making in state schools		
9	400	David Gribble, England	4	A comparison of traditional and democratic schools.		
	10:30-11:00	Tee/Break				
Friday 11:00-12:30		Session Four				
Nr	Roomnr.	Referent, Contry	Topic	Title	Typ	
1	H2	Anjo Snijders, Niederlande	1	Intrinsic motivation in practice		
2	102	Leslie Rook, Germany	1	Conflict resolution in free/democratic schools		
3	H 8	Uwe Hartung, Germany	2	Experiences in founding a Sudbury School		
4	108	Yaacov Hecht, Israel	2	How to build an Institute for Democratic Education in your country		
5	117	Jerry Mintz, USA	2	Introducing democracy to non-democratic environments		
6	H21	Christa Preissing, Germany	3	Autonomy, solidarity and competencies in young children		
7	402	Caroline Malcom, Kanada	3	Trust is the key to happy learning		
8	H9	Tim Perkins, Australien	4	Teachers with a democratic approach in mainstream schools		
9	400	Pat Montgomery, USA	4	On the relationship between home schooling and Democratic Schools		
	12:30-14:00	Lunch/Break				

Session Five					Typ
Nr	Roomnr.	Referent, Country	Topic	Title	
1	400	Jakub Mozejko, Polen	1	Democratic Schools in the new EU countries, Central and Eastern Europe	☐
2	H9	Mikel Matisoo, Zoe Readhead, USA, GB	2	Summerhill and Sudbury Valley School – a discussion	☐
3	117	Dorothea Schütze, Germany	2	Demokratische Schulentwicklungsprozesse in Berliner Schulen – Konzept und Praxisbeispiele	☐
4	H2	Jürgen Bosenius, Germany	3	Open Space changes schools	☐
5	402	Gerhard Huhn, Germany	3	How to reach a state of flow	☐
6	108	Dr. Georg Breidenstein, Germany	3	Observing schools (scientifically)	☐
7	102	Meghan und Jim Carrico,Kanada	4	Principles of democratic education and co-operation with the state	☐
8	217	Frank Winter, Germany	4	The tension between marking and democracy in mainstream schools	☐
	15:30-16:00		Tee/Break		
	16:00-18:00	Panel discussion in a plenary session Curiosity or Curriculum: a Provocation or a Contradiction?			
		Zoe Readhead, Head of Summerhill, England			
		Michael Sappir, student at the Jerusalem Democratic School, Israel			
		Malchus Kern, student of the Sudbury School Überlingen, Germany			
		Raphaela Schweiger, member of Board of the Association of Bavarian Students			
		Hans-Jürgen Pokall, Head of Schools Administration for the State of Berlin			
		Chair: Arno Widmann Berliner Zeitung – the Berlin Newspaper			
	18:00-18:30	Final break			
	18:30-20:00	Walk and Public Event			
	Fin				



■ Session 3 (9:00-10:30)

■ Democratic Schools – the educational answer for the 21st century?

Yaacov Hecht, Israel

What are the main reasons for the crises that the education system is facing? What is the difference between democratic education today and »free education« in the Sixties? What new solutions does democratic education offer? Yaacov Hecht talks about a form of learning in which the different aims and ways of learning of each individual count.

Room: H9

■ Ways towards democratic teaching

Alexander Tubelsky, Russia

When a lesson is entirely determined by the teacher, it meets resistance from the students. If students are not able to participate in decisions on lesson targets and methods, learning is often ineffective. Do better results have anything to do with democracy? And is it even possible to found a democratic school in a country like Russia with an inadequate democracy?

Room: 402

■ The effects of religion and state on democratic education – an example from South India

Nirupama Raghavan, India

The Shikshayatan School in Tamil Nadu works with the rural poor. Students are often the first generation to be literate. Religion is a dominant influence, but state regulations also hinder learning. Students from Shikshayatan describe their situation and discuss the advantages the school offers and the problems they encounter.

Room: 108

■ Summerhill – a school, a family

Zoë Redhead, England

Zoë Redhead, director of Summerhill, answers questions about the best known democratic school in the world. Summerhill follows the idea of a »live-in community«. The young people live together with teachers on the school grounds – a fact that distinguishes the school from other »free« schools.

Room: H2

■ Learning for the information age

Mikel Matisoo, USA

To what extent are our assumptions about »school« relics from a system for turning farm kids into factory workers? As we move into the information age, how are kids going to learn what they need to know to reach their goals? Will they still use »schools« to learn? Mikel Matisoo, staff member at Sudbury Valley School, discusses with participants how schools must change and what new skills they must impart.

Room: H21

■ Equal rights for children and adults?

Gabi Kirchner, Josias, Malchus and Karen Kern and others, Germany

A decision in favour of a relationship based equal rights leads to new challenges in the communal life of young and old. Hierarchical structures and dominant role patterns come more clearly into view. What can and should teachers, pupils and parents do to contribute to change? How can trust and responsibility be internalised? This workshop shows what demands are made on adults and children when they want to live on equal terms at school and at home.

Room: 102

■ What is a good question?

Henrik Ebenbeck, Germany

Learning starts with questions, but many schools systematically eliminate children's natural curiosity. Free schools make the development of a culture of asking questions an important part of their work. How do questions arise, and how are they handled? What is a »good« question? Together with the participants Henrik Ebenbeck addresses this problematic area.

Room: 217

■ More shared, democratic decision-making in state schools

Derry Hannam, England

In England schools have been encouraged for some time to introduce democratic participation. Are there similar tendencies in other countries? And what influence can democratic schools have in this situation?

Room: 117

■ A comparison of traditional and democratic schools.

David Gribble, England

David Gribble's next book, due out in the autumn, includes extracts from official internet pages and prospectuses of traditional and democratic schools, which clearly bring out the differences in relation to size, facilities, exam results, social structure and values. This lecture presents these findings.

Room: 400

■ Session 4 (11:00-12:30)

■ Intrinsic motivation in practice

Anjo Snijders, Netherlands

What happens when a school decides to work only with »intrinsic motivation«? What are the results? A model based on experiences at »De Ruimte« school in Soest was designed to answer these questions. In 2004 a pilot project for »intrinsic motivation in teacher training« was also started in Hengelo in the Netherlands. The project was so successful that it was continued. What were the visions behind it and what happened?

Room: H2

■ Conflict resolution without force

Leslie Rook, Germany

Can judicial systems, when overused, inhibit the development of effective, non-violent conflict resolution? How can teachers create an environment with conscious non-violent communication? How valuable are judicial systems, student mediators and student judges and the use of »stop« rules?

Room: 102

■ Experiences in founding a Sudbury School

Uwe Hartung, Germany

Beginning in August, the Sudbury School Halle-Leipzig will enrich the educational landscape of Saxony. How has such a school opened in a major German city without state recognition? Why are so many parents willing to register their children? How does communication with the authorities work? Where does the money for the founding of the school come from? How is the inner quality of the school's procedures preserved?

Room: H8

■ The Institute for Democratic Education

Yaacov Hecht, Israel

The Institute for Democratic Education in Israel sees itself as the central tool for promoting democratic education at the regional and the national level. One of its functions is to train teachers for working at Democratic Schools. Yaacov Hecht reports on the founding of the Israeli institute, and how it works.

Room: 108

■ Introducing democracy to non-democratic environments

Jerry Mintz, USA

As director of the Alternative Education Resource Organization Jerry Mintz has traveled far and wide, introducing democratic process to a variety of environments. He will talk about his experiences of introducing democratic process to several places, e.g. in the Former Soviet Union in 1991, charter schools in the USA, a table tennis club that is part of an authoritarian Boys and Girls Club, the Naleb School in Guatemala, the organizing group of Brooklyn Free School, etc. How does one approach the introduction of democratic process in such a variety of situations so that it is understood and can continue?

Room: 117

■ Autonomy, solidarity and competencies in young children

Christa Preissing, Germany

Kindergartens in Germany focus on the lives and interests of children and parents as well as conventional fields of education. Internal assessment and external evaluation help practitioners to develop quality in early childhood education in a systematic way. Parents and children participate in the quality development process.

Room: H21

■ Trust is the key to happy learning

Caroline Malcolm, France

The KPM approach to children shows why trust can be the key to happier learning. The basis of the programme is the assumption that a happy person has high self-respect, is secure, confident, and curious about everything. He readily takes the initiative and is gentle and caring. In order to achieve these objectives you need teachers who understand the children's needs and interests and take them seriously. Then the child becomes a good learner, has no inner blocks and is relaxed and confident. Information is more readily absorbed. There is always an honest teacher available to the child, and this leads to a deep relationship between the two – the foundation for happy learning.

□ Room: 402

■ Home schooling and democratic schools

Pat Montgomery, USA

The Clonlara School in Michigan is a democratic school with a long tradition. But in the USA and around the world it is also known for its support of home-school families, whose children learn at home and are connected to the school only through writing. Home schooling is controversial in Germany. Pat Montgomery, the founder of the Clonlara School, explains the differences between various motivations for home schooling and describes the corresponding practices.

□ Room: 400

■ Teachers with a democratic approach in mainstream schools

Tim Perkins, Australia

Tim Perkins tells of his experiences in mainstream and de-mocratic schools. At the age of 33 he was about to give up teaching because he could not work as he wanted to. Then he found work at Currambeena school. After two years teaching there, he recognised that he could do more to change education if he went back into a mainstream school.

□ Room: H9

■ Session 5 (14:00-15:30)

■ Democratic Schools in the new EU countries, Central and Eastern Europe

Jakub Mozejko, Poland

First a few schools will introduce themselves and describe the position of democratic schools in Central and Eastern Europe. The ensuing discussion will investigate the emergence of these democratic schools and their legal basis. Do they have the same rights as state schools? Do they need to compromise to achieve them? Do social and economic changes bring opportunities for development, or does the increasing commercialisation threaten to impair the free school movement? An overview with Jakub Mozejko, who has been working as a teacher at an alternative school in Breslau, Poland for 12 years.

□ Room: 400

■ Summerhill and Sudbury Valley School – a discussion

Mikel Matisoo, USA and Zoë Readhead, England

Summerhill School in England and Sudbury Valley School in the USA are two of the best known and oldest free schools in the world. Both schools are based on the same principles. Nevertheless they differ in significant ways and in the daily school routine. A panel discussion with Zoë Readhead, the head of Summerhill School, England, and Mikel Matisoo, a staff member at Sudbury Valley School, USA.

□ Room: H9

■ Processes of democratic development at schools in Berlin – concepts and practical examples

Dorothea Schütze, Germany

The contradictions between the democratic approach to development and the hierarchies and power structures in the German state school system give rise to opposition and stumbling-blocks. A discussion about the opportunities for democratic development in state schools and the limits to them.

□ Room: 117

■ Open Space changes schools

Jürgen Bosenius, Germany

Can the Open Space method succeed in schools? Is it suitable for including young people in planning processes and lesson contents? The Fuldata-Simmershausen (Hessen) primary school uses the Open Space method to include students in decisions. The (seemingly) disorganised exchange of ideas and the informal group discussion help to change the whole school.

□ Room: H2

■ How to reach a state of flow

Dr. Gerhard Huhn, Germany

Gerhard Huhn shows how the highly respected »flow« concept can be used in the daily reality of school. The »proper approach« to one's own mind leads to intensive and lasting learning. A demonstration of some practical steps to put the flow concept into practice in everyday life. Mastering challenges and setting personal goals leads to the »flow« feeling. How can students and teachers get to know the »flow« feeling and how can the necessary conditions be produced in schools?

□ Room: 402

■ Observing schools (scientifically)

Dr. Georg Breidenstein, Germany

The democratic school, which has arisen out of a critique of the normality of the mainstream school, also develops its own »normality« and its own routine. Then it also needs criticism, (self)-observation and reflection. What role can science and research play? And what kind of research is needed to help a school to develop further? In this session experiences of co-operative academic research into alternative schools should be discussed.

□ Room: 108

■ Principles of democratic education and co-operation with the state

Meghan and Jim Carrico, Canada

Recent changes in Canadian government policies have led to a conflict between ministry regulations and the principles of a democratic school. This has forced the school community to sort out which themes are negotiable – and which themes are not. Can a democratic school fulfil the demands of the state? Is the »democratic school« principle open to compromise?

□ Room: 102

■ The tension between marking and democracy in mainstream schools

Frank Winter, Germany

In Germany, goals of democratic education are codified in all state policies, but the classic procedure of marking counteracts the basic idea of democracy. Can experiences of democratic schools, such as abolishing grades, be put to use in mainstream schools?

□ Room: 217

Closing Session

Humboldt-Universität zu Berlin

Lecture Hall H10 – Invalidenstraße 42

16:00 - Panel discussion in a plenary session

18:00 [Curiosity or Curriculum: a Provocation or a Contradiction?](#)

With

Zoe Readhead (Head of Summerhill, England)

Michael Sappir (Student at the Jerusalem Democratic School, Israel)

Malchus Kern (Student, Sudbury Initiative Überlingen, Deutschland)

Raphaela Schweiger (Member of Board of the Association of Bavarian Students)

Hans-Jürgen Pokall (Head of Schools Administration for the State of Berlin)

Chair: *Arno Widmann* (Berliner Zeitung – the Berlin Newspaper)



Maíra Landulpho Alves Lopes, Brazil

Maíra Landulpho Alves Lopes was director of the History Students Union at university, and there learned alternative ways to conceive an educational institution. She met Lilian L'Abbate Kelian in 2002, during a course on democratic education offered by the Lumiar Institute. Since then they have both worked at Lumiar.

Yael Arbel, Israel

Yael Arbel is twenty-five years old and is a part-time teacher at the Democratic School of Hadera. She is also a member of the founding group of the new community democratic school in Tel Aviv.

Jürgen Bosenius, Germany

Jürgen Bosenius is a speaker for the topic school of the Deutsche Kinderhilfswerk in Berlin. The Deutsche Kinderhilfswerk was founded in 1972 in Munich. It stands for the translation of children's rights into practice.

Meghan Carrico, Canada

Meghan Carrico is a former student and current teacher and parent at Windsor House School, a publicly-funded, democratic, non-coercive, parent-participation school in North Vancouver, BC, Canada, founded in 1971.

Anke Caspar-Jürgens, Germany

Anke Caspar-Jürgens resigned her teaching post in 1988, and since then works to change compulsory schooling into the right of individualised education. She is a member of the board of the National Association for Natural Learning.

Henrik Ebenbeck, Germany

Henrik Ebenbeck, born in 1961, has since 1994 been a teacher in the Leipzig Free School and is a member of the board of the Bundesverband Freier Alternativschulen (the national association of free alternative schools).

Yoad Eliaz, Israel

Yoad Eliaz worked for ten years in free schools. He was then head of the Institute of Democratic Education at Hadera for six years. In 1999 he began to rethink the role of free education in the Israeli context and has many criticisms to make. He now runs a Peace Education Organisation which he founded with a Palestinian friend.

Jocelyn Farr, England

Jocelyn Farr is an ex-student from Sands School, in SW England, and is now a governor of the school. He has special educational needs in the form of dyslexia, and is interested in the way democratic schools deal with such difficulties.

Heike Freire, Spain

Heike Freire is an educator and journalist for the magazine »Cuadernos de Pedagogía«. She also runs a very small project school in La Vera (Cáceres) called »MadreSelva«.

Olivia Frey, USA

Dr Frey has a degree and a doctorate in English, and is teacher and adviser for middle and high school students at Village School where there are sixty students in all. One of the key features of the school is the use of Restorative Justice, rather than punitive discipline.

Luca Froelicher, Switzerland

Luca Froelicher's organisation, USO, was founded in 1990 by some secondary school students who wanted Swiss school student organisations to be coordinated by a central committee.

Freya Galetzka, New Zealand

Freya Galetzka is 13 years old and attends Unlimited Paenga Tawhiti in Christchurch, New Zealand. She used to be a student at Tamariki, Christchurch, New Zealand.

Juli Gassner-Gering, New Zealand

Juli Gassner-Gering works at Unlimited Paenga Tawhiti, which is a co-educational state school in Christchurch. Students are central in deciding what, how, where and when they will study. There is regular critical reflection from the local community and from independent research.

Henning Graner, Germany

Henning Graner is a member of the Sudbury-School Berlin-Brandenburg Association, which is working for the foundation of a democratic school based on the Sudbury model.

David Gribble, England

David Gribble taught for a quarter of a century at Dartington Hall, a democratic school founded shortly after Summerhill, and in 1987 was a co-founder of Sands School, in the same tradition. He is the author of two books about democratic schools all round the world.

Derry Hannam, England

Derry Hannam is a retired state secondary school acting head teacher who believes in school democracy. He has advised the Council of Europe, several departments of the UK government and many NGOs, promoting student participation. He helped to found ESSA, the English School Students' Association.

Uwe Hartung, Germany

Uwe Hartung has been, among other things, a teacher, a seller of health foods, a founder of schools, a wilderness guide and a youth worker. He now runs his own business and heads the office for the foundation of the Halle-Leipzig Sudbury School.

Yaacov Hecht, Israel

Yaacov Hecht founded The Democratic School of Hadera, initiated the first IDEC and in 1995 established The

Institute for Democratic Education, which operates democratisation programs in more than 200 regular state schools and coordinates the regional program The City as a Democratic Learning System.

Otto Herz, Germany

born 1944, Educationalist und Psychologist; Student at Odenwaldschule; Vice-chairmann of the association of German Student unions(vds) 1967/68; participant in the creation of the Bielefelder Laborschule (laboratory school); Propagandist for Community Education in Germany; Member of the board of the foundation of the advancement of CIVIL-COURAGE; Visiting Lecturer at University Leipzig

Dr Gerhard Huhn, Germany

Dr Huhn was born in '45. He studied law in Berlin and worked for many years as a lawyer. Since then he has been involved for more than thirty years with the practical aspects of brain research, especially in relation to learning processes, motivation and creativity.

Paul Allen Jenkins, New Zealand

Paul Allen Jenkins has been teaching at Tamariki School, Christchurch, New Zealand for nine years, after having taught at Four Avenues Alternative High School for four. His daughter and granddaughter have attended Tamariki, which is an alternative primary School, ages 5-14.

Dr Harbans L Kaila, India

Dr Kaila is the head of the psychology department at SNDT Women's University in Mumbai.

Karen Kern, Germany

Karen Kern is a parent, a co-founder and a staff member at the Überlingen-Nesselwangen Sudbury-School organisation, which has been working as an unrecognised alternative to school since April 2004.

Malchus Kern, Germany

Malchus Kern is a young co-founder of the Katzenhäusle education centre. Apart from that he has not been to school for four years.

Dr Kulbhushan B Kushal, India

Dr Kushal is the Director, DAV schools, Mumbai

Lilian L'Abbate Kelian, Brazil

Lilian L'Abbate Kelian studied history at university because there was a tradition of anarchist studies. She learnt more by joining the History Students Union, and later joined a group researching self-government and education before becoming a founder of Lumiar International School.

Niels Lawaetz, Denmark

Niels Lawaetz is being trained as a teacher and is a member of the board at Næstved Free School, which is based on the Sudbury-model.

John Loflin, USA

John Loflin is a member of The Learner's Bill of Rights group, which is a mix of Indianan and other American educators and international figures including Dr. H. L. Kaila of Mumbai, India. In 2004 he also set up The Democratic Education Consortium in Indianapolis, Indiana, USA.

Caroline Malcolm, England

Caroline Malcolm is a trainee teacher at the Model School, Kerala, India, and a board member of the Paris-based KPM Education Association to promote the KPM Approach to Children, which is based on the teacher-child relationship and valuing the child unconditionally.

Royston Maldoom, England

Royston Maldoom is a choreographer who has worked for over thirty years in a wide variety of social settings – with school students, prisoners, exiles, disabled people and many other marginalised or excluded groups, in many different countries.

Mikel Matisoo, USA

Mikel Matisoo has been on the staff of the Sudbury Valley School, an ungraded, democratically-run private school near Boston, Massachusetts since 1988. Sudbury Valley was founded in 1968 and has a current enrolment of about 170 students.

Jerry Mintz, USA

Jerry Mintz is the founder/director of the Alternative Education Resource Organization (AERO). AERO networks educational alternatives around the world, helping people find them or create new alternatives. Jerry was also a participant of the founding meeting of the IDEC in 1993. AERO hosts the IDEC listserve, which is the primary organizing tool for the IDEC

Pat Montgomery, USA

Pat Montgomery is the director of Clonlara School in Ann Arbor, Michigan, which she founded in 1967. She also sits on the international board of Vision, a one-of-a-kind public school which started seven years ago in Delta County in Colorado.

Jakub Mozejko, Poland

Jakub Mozejko was born in 1961 in Breslau in Poland. He teaches German and leads projects in international youth work at ASSA, the alternative school for self-development, where students have self-determination and free learning.

Maria Musachio, USA

Maria Musachio has been a teacher for 16 years, 8 of them at Village School, where she is a special needs specialist. Village School is a democratic K-12 charter school in Northfield, Minnesota. (A charter school is paid for by the government, subject to certain conditions.)

Danny Mydlack, USA

Professor Mydlack is Professor of Media at Towson University in Maryland and George Washington University in Washington, D.C.

Ruth Noack, Austria

Ruth Noack is an art historian and curator, and is currently working on documenta 12, an international exhibition of contemporary art that will open in Kassel in 2007.

Christa Preissing, Germany

Christa Preissing is a sociologist in the international academy at the Free University, Berlin. Her specialisms are research and development projects in early childhood, mainly in the fields of quality, evaluation/assessment and intercultural education.

Nirupama Raghavan, India

Nirupama Raghavan works in Shikshayatan, which is a school set up to take the best teaching techniques and learning philosophies to those who are on the fringe of society. It is a semi-democratic school in rural India.

Zoë Readhead, England

Zoë Readhead is the daughter of A. S. Neill, the founder of Summerhill School. She was a pupil there herself, her own sons have been educated there and she is now head of the school, which has grown considerably since the British government's attempt to close it down.

Leslie Rook, Germany

Leslie Rook is a parent and volunteer at the Freie Schule Leipzig-Connewitz (am Lindenhof).

Michael Sappir, Israel

Michael Sappir is seventeen years old and a student at the Jerusalem Democratic School, of which he was one of the founders. He is head of the computer corporation, and an authorized school spokesman.

Dorothea Schütze, Germany

Dorothea Schütze, aged 39, is a freelance counsellor, trainer and process moderator and since 1996 has been working in the area of school development.

Ben Sheppard, Australia

Ben Sheppard is a founder and former student of the Booroobin Sudbury School in Queensland, Australia. He is now an independent small business operator, planting trees, gardening and restoring cars and he has attended previous IDECs in New Zealand and New York.

Anjo Snijders, Netherlands

Anjo Snijders is a staffmember at »De Ruimte« in Soest and founder of the autonomous teachers' education pilot project.

Bertrand Stern, Germany

Bertrand Stern has worked for more than 35 years as a philosopher of civilisation. He devotes himself particularly to education and has published various works on this topic. He lectures in Germany and abroad.

D. Ed. Alexander Tubelsky, Russia

Dr Tubelsky has been working in education for 42 years. In 1988 he organised the first Russian festival of innovative schools. In 1992 he founded the inspiring School for Self-Determination in Moscow, where there are now over 1000 students.

Dr Hartmut Wedekind, Germany

Dr Wedekind was trained as a teacher of maths and physics and since 1987 is involved in teacher-training. He is head of the primary school workshop at Humboldt University, and held the chair of primary education at the University of Kassel and the Martin Luther University Halle/Wittenberg.

Martin Wilke, Germany

Martin Wilke was born in Berlin in 1980. He has been active in K.R.Ä.T.Z.Ä. since 1991 and in the Berlin Sudbury School group since 2000. He has translated two books and countless other texts about Sudbury Schools into German, and co-operated on Sudbury video-interviews.

Australia

The Booroobin Sudbury Democratic Centre of Learning /
<http://www.booroobin.com>

Austria

Circus Kaos / <http://www.kaos.at>
 documenta 12
 Jugendchance

Bangladesh

Palash Association for Rural Development (PARD)

Belgium

De Vlinder, Sudbury Oost-Vlaanderen / <http://sudbury-gent.be>

Brasil

Escola Internacional Lumiar / <http://www.lumiar.org.br>

Canada

Windor House School / <http://whs.at.org/>

Democratic Republic of Congo

Bill Clinton Foundation for Peace

Denmark

Næstved Fri Skole / <http://www.naestved-fri-skole.dk>

France

Sudbury France

Germany

Bundesverband Freier Alternativschulen /
<http://www.freie-alternativschulen.de>
 Bundesverband Natürlich Lernen! e.V. (BVNL) /
<http://www.bvnl.de>
 Deutsches Kinderhilfswerk (siehe Bezug zu demokr.
 Bildung) / <http://www.dkhw.de>
 Freie Schule Hohenlohe
 Freie Schule Leipzig e.V. / <http://www.freie-schule-leipzig.de>

K.R.Ä.T.Z.Ä. / <http://www.kraetzae.de>
 Freie Ganztagschule Milda / <http://www.th.schule.de/shk/fgm/>
 Offene und Befreite Uni Berlin
 Sudbury-Schule Berlin-Brandenburg e.V. /
<http://www.sudbury.de>
 Sudbury-Schule Halle-Leipzig / <http://www.sudbury-hl.de>
 Sudbury-Initiative Überlingen-Nesselwangen /
<http://www.sudbury-bodensee.de>

Ghana

Akatakylie Youth Foundation

Geat Britain

Sands School / <http://www.sands-school.co.uk>
 Park School
 Phoenix Education Trust / <http://www.phoenixeducation.co.uk>
 ESSA / <http://www.studentvoice.co.uk>
 Fairhaven School / <http://fairhavenschool.com>

India

Anugriha Charitable Trust /
<http://www.ashanet.org/lni/anugriha.htm>
 D.A.V. Public School / Airoli, Navi Mumbai
 Education Department
 Namma Shaale Montessori School
 Pratham Gujarat Education Initiative /
<http://www.prathamusa.org>
 Secmol / <http://www.secmol.org>
 S.N.D.T. Women's University / Churchgate, Mumbai

Ireland

Union of Secondary Students / <http://www.ussonline.net>

Israel

A.D.Gordon
 Jerusalem Democratic School / <http://jdemschool.tripod.com>
 Kanaf School / <http://www.kanaf.org>
 The Institute for Democratic Education /
<http://www.democratic-edu.org>

Italy

i.d.e.n.

Japan

Tokyo Shure / <http://www.shure.or.jp>

Korea

Chung Ang University / <http://www.cau.ac.kr>

Nepal

Sri Aurobindo Yaga Mandir /
http://www.collaboration.org/97/nov/text/4_mandir.html

New Zealand

Discovery 1 School / <http://www.discovery1.school.nz>
Tamariki School
unlimited paenga tawhiti / <http://www.unlimited.school.nz>

Nigeria

National Youth Foundation

Norway

Nyskolen i Oslo / <http://www.nyskolen.no>

Palestine

The Hope Flowers School / <http://www.hope-flowers.org>

Poland

ASSA – Autorska Szkola Samorozwoju /
<http://www.assa.wroc.pl>
IATEFL – Teacher Development and Autonomous Learning
SIG / <http://www.iatefl.org.pl>

Russia

School of Self-determination

Serbia

AERO

Spain

El Cohete y la Estrella
Lahuasca School
Popular University Libertarian Debate

Switzerland

Union der Schülerorganisationen der CH/FL USO /
<http://www.uso.ch/>

The Netherlands

De Ruimte, Soest / <http://www.deruimtesoest.nl>

Ukraine

STORK school / <http://www.spinninglobe.net/eggstork-school.htm>

USA

Blue Mountain School /
<http://www.bluemountainschool.com>
Clonlara School / <http://www.clonlara.org>
Democratic Education Consortium
Humanities Prep Academy
Institute for Collaborative Empowerment
National Coalition of Alternative Community Schools /
<http://www.ncacs.org>
Soka University of America / <http://www.soka.edu>
The Tutorial School / <http://pages.prodigy.net/tutorial>
Village School / <http://www.villageschool.charter.k12.mn.us/>
Alternativ Education Resource Organization /
<http://www.educationrevolution.org>

Furthermore several participants from Kenia, Philippines, Senegal, Thailand and Hungary

Organisation from A to Z

Audimax (the main lecture hall)

The opening of the public conference will take place on Thursday, August 4 from 9:00 until 11:15 in the main lecture hall of the principal building of the Humboldt-Universität in Berlin (Unter den Linden 6). After that all the participants will go to the -> Thaersaal in the -> Faculty of Agriculture at Invalidenstrasse 42.

Bookstall

From midday on Thursday until Friday afternoon there will be a bookstall in the -> Thaersaal. There you will find relevant literature in various languages on the themes of the 2005 IDEC.

Child care

At the request of a few participants we are offering child care. The meeting place will be the -> Florasoft café. You can also spend time here and enjoy fresh fruit.

Documentary film

Thanks to the support of the National Ministry for Research Jan Gabbert is making a documentary film about the IDEC in Berlin.

Documentation of IDEC 2005

We are endeavouring to record as many workshops, discussions and lectures, in order to be able to document the 2005 IDEC. If you are interested, please refer to our newsletter (<http://en.idec2005.org/newsletter/>). There you will soon find more details. You can also make contact with us at the -> info point.

Faculty of Agriculture

The major part of the 2005 IDEC will take place in this venerable building in Invalidenstrasse 42. This is where the -> Thaersaal and the -> lecture rooms are. The -> seminar buildings, in which most of the workshops will take place, is on the other side of the street.

Florasoft

Florasoft is a small café in the same building as the lecture rooms 7, 8, 9, 10, 11 and 21, that is to say in the back courtyard behind the -> Thaersaal. It has been chosen as a possible -> meeting-place and also as a base camp for -> child care. You can also refresh yourself here with fruit and chocolate from time to time.

House rules

Please do NOT stick anything on the walls.

Info point

The info point will always be manned and is in the -> Thaersaal. You will always get up to date information here. We hope we will also be able to help with technical problems or questions about -> public transport.

Lecture rooms

Rooms 7, 8, 9, 10, 11 and 21 are in the rear block behind the -> Thaersaal (follow the signs). Rooms 2 und 4 are in the same block as the -> Thaersaal on the first floor. There will generally be lectures in these rooms.

Meals

Meals will be in the furthest courtyard of the Faculty of Agriculture buildings, beyond the -> Thaersaal (see also the plan of the site in the middle of the booklet and the signposts). You will get your meals here at the times indicated in the programme.

Meeting-place

We have planned a place where people can find each other in the -> Florasoft café. The café is in the rear passage to -> lecture rooms 7, 8, 9, 10, 11 and 21 in the courtyard behind the -> Thaersaal.

Parking

Because of building work the whole courtyard in Invalidenstrasse 42 is closed.

The passage through to the courtyard and car park for the seminar building is obliquely opposite the entrance to the -> faculty of agriculture.

Poster session

The participating democratic schools and other organisations have been asked to make metre-square posters to introduce themselves and give information about their work. These will be displayed in the -> Thaersaal. On Thursday, August 4, from 17:00 to 18:30, the exhibitors will stand by their displays and answer any questions about their schools.

Problems

If there are problems you can reach the IDEC organisers at the info point, or ring ++49-(0)30-40 39 33 40.

Public transport

You can get to the seminar building and the Faculty of Agriculture by U-bahn, bus or tram. The U-bahn station is Zinnowitzer Strasse on the U6. You must get out of the 245 bus at the U Zinnowitzer Strasse stop. The M6, M8 and M12 trams also bring you to U Zinnowitzer Strasse. The conference sites are only a few metres away.

Seminar building

The -> seminar building is in Invalidenstrasse 110, on the opposite side of the street to the -> Faculty of Agriculture and the -> Thaersaal (Invalidenstrasse 42). Workshops will take place in many rooms on four floors, 1, 2, 4 and 5. The entrance to this building is right on the corner between Chausseestrasse and Invalidenstrasse.

Thaersaal

This is the name of the fine hall in the middle of the -> Faculty of Agriculture building in Invalidenstrasse 42. The info point, the bookstall and the poster session will happen here.



Translators

The main speakers will be translated simultaneously. In the smaller workshops we are trying to make sure that individual translators will always be on hand.

Workshops

Most of the workshops will take place on four floors in the -> seminar building. Please make use of the signposts and room numbers.

Humboldt-Universität zu Berlin

The academic and statesman Wilhelm von Humboldt founded the university in Berlin 1810 which would achieve a unity of teaching and research and provide students with an all-round humanist education. This concept spread throughout the world and gave rise to the foundation of many universities of the same type over the next century and a half. In many areas, research at Humboldt-Universität is internationally acclaimed, for example in Mathematics, Medicine, Physics, Chemistry, Biology, History, Cultural and Art Studies, Scandinavian Studies, Economics and Law. A total of 29 Nobel Prize winners did some of their scientific work at the university in Berlin, including Albert Einstein and Max Planck. In 2004 there were more than 38.000 students enrolled, 58,2 % of them are women. More than 10 % of the all students are from abroad.



For more than 30 years the Deutsche Kinderhilfswerk e.V. has been working to improve the situation of children in order to secure their active participation in all matters that concern them. Our vision is of a society in which children represent their own interests. Because they can.
<http://www.dkhw.de/english>



Since 1994 the Deutsche Kinder- und Jugendstiftung (DKJS) has been encouraging children and adolescents to take their lives into their own hands with confidence and courage. Together with many partners it seeks solutions for pressing development tasks concerning children and adolescents. The foundation's donation system has been certified by the German Central Institute for Social Issues.
<http://www.dkjs.de/english>



The National Centre for Political Education (bpb): with its wide range of educational offerings, including books, magazines, functions and on-line materials, the bpb aims to motivate all interested people in Germany and enable them to deal critically with political and contemporary questions and to take an active part in political life.
www.bpb.de



The FEZ-Berlin is Europe's biggest public centre for children, young people and families. It offers creative games, fun and recreation. The wealth of what is on offer in many areas is unique, for example in art, drama, music, ecology, space travel, the children's museum and international youth work and it all happens in a purpose-built area of 13,000 square metres. A swimming-pool and a sports hall, theatres and concert halls, an art laboratory, a cinema and attractive play areas invite you to try things out and to join in, and around thirty clubs complete what is on offer. Whether it is cooking Olympics, a Zuckertütenfestival or a travel fair – there is always some new theme for what is going on in the building at fifty week-ends in the year. Highlights of the FEZ are the holiday events like FEZitty – the children's city where children work and govern. Child care organisations and schools use the FEZ for an out-of-school place of learning. Every year around a million people visit the FEZ.
www.fez-berlin.de

Betrifft Kinder Poster

Das legendäre Poster mit den gesammelten pädagogischen Zeigefingern

Zu beziehen über Ihre Buchhandlung oder über Verlag das netz
Direktvertrieb
Nummer 14
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