Programme

Public Conference with Democratic Schools
4th and 5th August 2005
in Berlin
during the 13th International Democratic Education Conference (IDEC)
xx Introduction
xx Greetings
xx Learning Democratically by David Gribble
xx Highlights of democratic school history
xx Further Literature and Links
xx Programme Thursday, August 4
xx Programme Friday, August 5
xx Programme Timetable (overview)
xx Plan of Site
xx Public Conference Guide A to Z
xx Speakers
xx Projects
xx The Humboldt-University to Berlin

Publisher:
Netzwerk Spiel / Kultur Prenzlauer Berg e.V.
Dunckerstraße 11
D 10437 Berlin, Germany
Phone: +49 (30) 40393340
info@idec2005.org
www.netzwerkspielkultur.de

Layout by Jens Klennert
Printed by Colordruck Zwickau
Pictures: From the visitors of K.R.Ä.T.Z.Ä. delegation to the
democratic school of Hadera in April 2004.

For help in the production of the booklet we are particularly grateful to Jutta Gruber and, for translation, to Felix Pahl and David Gribble.

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

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.
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.

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 anthroposophy, 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),
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.idenetwork.org – International Democratic Education Network
- www.democratic-edu.org – The Institute for Democratic Education, Israel
- www.sudburynetwork.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.ZÄ. – 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.de7sfe/ – Schule für Erwachsenenbildung (SfE)

To keep this list up to date we thank you for personal tipps to kraetzae@kraetzae.de
Opening session
Auditorium Maximum der Humboldt-Universität zu Berlin

9:00  Greetings

9:10  Thomas Krüger, President of the Bundesarbeitsgemeinschaft für politische Bildung (Federal Center for Political Education)
Do we need a new school culture?

9:30  Paula Sell, Lorenz Terpe (K.RÄ.T.ZÄ.)
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
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. Harmut 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 Lumiár 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
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 Thaersaal, in parallel with the films, there will be an exhibition of posters from schools and organisations that are taking part in the IDEC.
**Thursday, August 4**

**Opening – Plenary Session, Audimax**

- **9:00-11:15**
  - **Do we need a new school culture?**
    - Thomas Krüger, Bundeszentrale für politische Bildung
  - **Equal rights and human rights at school**
    - Paula Sell, Lorenz Terpe, K.R.A.T.Z.Ä.
  - **Devil’s advocate: Do democratic schools have a place in society?**
    - Otto Herz and Meghan Carrico
  - **Problems and doubts, Talk with the audience**
    - David Gribble and a panel of students

**Walk and Poster Time**

**11:15-12:00**

**Lunch/Break**

**12:00-13:00**

**Session one**

<table>
<thead>
<tr>
<th>Nr</th>
<th>Roomnr.</th>
<th>Referent, Country</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H2</td>
<td>Henning Graner, Germany</td>
<td>1</td>
<td>Democratic Schools – an introduction</td>
</tr>
<tr>
<td>2</td>
<td>117</td>
<td>Juli Gassner, Newzealand</td>
<td>1</td>
<td>Indispensable content</td>
</tr>
<tr>
<td>3</td>
<td>H9</td>
<td>Henrik Ebenbeck, Germany</td>
<td>2</td>
<td>Arduous freedom – a Free School in Germany</td>
</tr>
<tr>
<td>4</td>
<td>108</td>
<td>Ben Sheppard, Australia</td>
<td>2</td>
<td>Human rights and democratic education – a report on the Boorobbin Sudbury Democratic Centre of Learning</td>
</tr>
<tr>
<td>5</td>
<td>Grundschulwerkstatt, Geschwister-Scholl-Str. 7</td>
<td>Hartmut Wedekind, Germany</td>
<td>3</td>
<td>Early education for democracy in regular schools – illusion or reality?</td>
</tr>
<tr>
<td>6</td>
<td>H8</td>
<td>Bertrand Stern, Germany</td>
<td>3</td>
<td>Childhood? We don’t believe in that any more!</td>
</tr>
<tr>
<td>7</td>
<td>H21</td>
<td>Royston Maldoom, England</td>
<td>4</td>
<td>Community dance – what is that?</td>
</tr>
<tr>
<td>8</td>
<td>102</td>
<td>Anke Caspar Jürgens, Germany</td>
<td>4</td>
<td>Learning is life</td>
</tr>
<tr>
<td>9</td>
<td>217</td>
<td>Hartmut Glänzel, Germany</td>
<td>4</td>
<td>Freinet pedagogy as a democratic approach in state schools</td>
</tr>
<tr>
<td>10</td>
<td>400</td>
<td>Eva-Maria Stange, Matthias Kern, Germany</td>
<td>4</td>
<td>Democratic schools in the public education system</td>
</tr>
</tbody>
</table>

**13:00-14:30**

**Tee/Break**
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Roomnr.</th>
<th>Referent, Country</th>
<th>Type</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H8</td>
<td>Martin Wilke, Germany</td>
<td>1</td>
<td>More democratic voting methods and a critique of the principle of consensus</td>
<td>Rules and punishments: Are they really necessary?</td>
</tr>
<tr>
<td>2</td>
<td>402</td>
<td>David Gribble, GB</td>
<td>1</td>
<td>Lumiar International School – between public and private school models</td>
<td>Self-directed education: The perspective of a Sudbury student</td>
</tr>
<tr>
<td>3</td>
<td>117</td>
<td>Lilian L’Abbate Kelian, Maíra Landulpho Alves Lopes, Brazil</td>
<td>2</td>
<td>Flow experiences: the key to motivation and success in any kind of learning</td>
<td>Hanging Out with Bad Company: Kids, Television, Video Games and Freedom</td>
</tr>
<tr>
<td>4</td>
<td>217</td>
<td>Michael Sappir, Israel</td>
<td>2</td>
<td>Rules and punishments: Are they really necessary?</td>
<td>Self-directed education: The perspective of a Sudbury student</td>
</tr>
<tr>
<td>5</td>
<td>H9</td>
<td>Gerhard Huhn, Germany</td>
<td>3</td>
<td>More democratic voting methods and a critique of the principle of consensus</td>
<td>Rules and punishments: Are they really necessary?</td>
</tr>
<tr>
<td>6</td>
<td>H21</td>
<td>Mikel Matissoo, USA</td>
<td>3</td>
<td>Flow experiences: the key to motivation and success in any kind of learning</td>
<td>Hanging Out with Bad Company: Kids, Television, Video Games and Freedom</td>
</tr>
<tr>
<td>7</td>
<td>H2</td>
<td>Yoad Eliaz, Israel</td>
<td>4</td>
<td>Flow experiences: the key to motivation and success in any kind of learning</td>
<td>Hanging Out with Bad Company: Kids, Television, Video Games and Freedom</td>
</tr>
<tr>
<td>8</td>
<td>108</td>
<td>Niels Lawaetz, Denmark</td>
<td>4</td>
<td>Flow experiences: the key to motivation and success in any kind of learning</td>
<td>Hanging Out with Bad Company: Kids, Television, Video Games and Freedom</td>
</tr>
<tr>
<td>9</td>
<td>102</td>
<td>Wilfried W. Steinert, Germany</td>
<td>4</td>
<td>Flow experiences: the key to motivation and success in any kind of learning</td>
<td>Hanging Out with Bad Company: Kids, Television, Video Games and Freedom</td>
</tr>
</tbody>
</table>

**Thursday, 15:00-16:30**

- **16:30-17:00** Tee/Break

**17:00-18:30**

- **17:00-18:30** Poster Session and Movie Screenings

**18:30-21:00** Barbecue and time to talk
<table>
<thead>
<tr>
<th>Nr</th>
<th>Roomnr.</th>
<th>Referent, Country</th>
<th>Topic</th>
<th>Title</th>
<th>Typ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H9</td>
<td>Yaacov Hecht, Israel</td>
<td>1</td>
<td>Democratic Schools – the educational answer for the 21st century?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>402</td>
<td>Alexander Tubelsky, Russia</td>
<td>1</td>
<td>Ways towards democratic teaching</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>H2</td>
<td>Zoe Readhead, England</td>
<td>2</td>
<td>Summerhill – a school, family and tribe.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>108</td>
<td>Nirupama Raghavan, India</td>
<td>2</td>
<td>The effects of religion and state on democratic education – an example from South India</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>H21</td>
<td>Mikel Matisoo, USA</td>
<td>3</td>
<td>Learning in the Information Age: Breaking free of the industrial model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>102</td>
<td>Karen Kern &amp; Co, Germany</td>
<td>3</td>
<td>Equal rights for children and adults?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>221</td>
<td>Henrik Ebenbeck, Germany</td>
<td>3</td>
<td>What is a good question?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>117</td>
<td>Derry Hannam, England</td>
<td>4</td>
<td>More shared, democratic decision-making in state schools</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>400</td>
<td>David Gribble, England</td>
<td>4</td>
<td>A comparison of traditional and democratic schools.</td>
<td></td>
</tr>
</tbody>
</table>

10:30-11:00 Tee/Break

11:00-12:30 Session Four

<table>
<thead>
<tr>
<th>Nr</th>
<th>Roomnr.</th>
<th>Referent, Country</th>
<th>Topic</th>
<th>Title</th>
<th>Typ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H2</td>
<td>Anjo Snijders, Niederlande</td>
<td>1</td>
<td>Intrinsic motivation in practice</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>102</td>
<td>Leslie Rook, Germany</td>
<td>1</td>
<td>Conflict resolution in free/democratic schools</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>H8</td>
<td>Uwe Hartung, Germany</td>
<td>2</td>
<td>Experiences in founding a Sudbury School</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>108</td>
<td>Yaacov Hecht, Israel</td>
<td>2</td>
<td>How to build an Institute for Democratic Education in your country</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>117</td>
<td>Jerry Mintz, USA</td>
<td>2</td>
<td>Introducing democracy to non-democratic environments</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>H21</td>
<td>Christa Preissing, Germany</td>
<td>3</td>
<td>Autonomy, solidarity and competencies in young children</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>402</td>
<td>Caroline Malcom, Kanada</td>
<td>3</td>
<td>Trust is the key to happy learning</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>H9</td>
<td>Tim Perkins, Australien</td>
<td>4</td>
<td>Teachers with a democratic approach in mainstream schools</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>400</td>
<td>Pat Montgomery, USA</td>
<td>4</td>
<td>On the relationship between home schooling and Democratic Schools</td>
<td></td>
</tr>
</tbody>
</table>

12:30-14:00 Lunch/Break
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00-15:30</td>
<td><strong>Session Five</strong></td>
</tr>
<tr>
<td></td>
<td>Nr</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>15:30-16:00</td>
<td></td>
</tr>
<tr>
<td>16:00-18:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>18:00-18:30</td>
<td></td>
</tr>
<tr>
<td>18:30-20:00</td>
<td></td>
</tr>
<tr>
<td>Fin</td>
<td></td>
</tr>
</tbody>
</table>
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
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 democratic 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
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.

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 Fuldatal-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.

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?

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?
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.

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«.

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.

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.

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).

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.
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 Katzenhäsule 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.
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 theUniversity 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

**Brasili**
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

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

**Great 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.deriimtesoest.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
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 in 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

Acknowledgements to our Sponsors

The academic and statesman Wilhelm von Humboldt founded the university in Berlin in 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

Acknowledgements to our Sponsors
Betrifft Kinder Poster
Das legendäre Poster mit den gesammelten pädagogischen Zeigefingern

Zu beziehen über Ihre Buchhandlung oder über Verlag das netz
Direktvertrieb
Nummer 14
99441 Kiliansroda/Weimar
Telefon: 036453/7140
Telefax: 036453/71412
E-Mail: info@verlagdasnetz.de
Internet: www.betrifftkinder.de
www.verlagdasnetz.de
IDEC 2005 is supported by: