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Human Rights and Democracy in Action - Looking Ahead

The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

EDC/HRE Conference 2012

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*Learning and living
democracy for all*



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Acronyms and abbreviations

EDC/HRE	Education for Democratic Citizenship and Human Rights Education
EC	European Commission
EU	European Union
IGO	inter-governmental organisation
NGO	non-governmental organisation
OAS	Organization of American States
OHCHR	Office of the UN High Commissioner for Human Rights
OSCE/ODIHR	Organisation for Security and Cooperation in Europe Office for Democratic Institutions and Human Rights

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Executive summary

The conference on *Human Rights and Democracy in Action - Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education* was organised in Strasbourg on 29-30 November 2012 by the Council of Europe in the framework of the Andorran Chairmanship of the Committee of Ministers, and in cooperation with the European Commission and the European Wergeland Centre¹.

The conference aimed to take stock of the results achieved since 2010 and to discuss the challenges faced by the States Party to the European Cultural Convention in the implementation of the Charter, with a view to plan future strategies in this area, and to assess the support measures needed from the side of the Council of Europe and other international institutions.

The participants welcomed the preparation of the first report on the implementation of Charter (based on replies to a questionnaire received from the governments)², and the collection of feedback from civil society organisations, as the first steps for the development of the support measures. They made a number of recommendations for strategic action to be undertaken by the Council of Europe, the States Party to the European Cultural Convention and the civil society organisations with a view to support the implementation of the Charter. In particular, they proposed a number of possible ways of developing a more transparent, consistent and participatory evaluation approach for the next review cycle (foreseen in 2017). While opinions were very diverse in relation to the need for and feasibility of stronger evaluation mechanisms, there was an emerging consensus on the benefits of on-going dialogue among key actors in this area and on the added value of the Charter as a clear framework and impetus for such dialogue.

¹ The European Wergeland Centre is a European resource centre on education for intercultural understanding, human rights and democratic citizenship, set up in cooperation between Norway and the Council of Europe. Further information is available at: www.theewc.org

² Kerr, D. (2012) Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Final Report
http://www.coe.int/t/dg4/education/edc/conference2012/Source/DGIHEDUCDPPE_BU201217_ITEM8.pdf

The participants' recommendations will be examined by the Steering Committee for Educational Policy and Practice (CDPPE) and the Joint Council on Youth (CMJ), with the intention of translating them into proposals for specific actions within the Council of Europe Programme of Activities 2014-2015. It is also foreseen to submit the conclusions of the Conference to the Council of Europe Conference of Ministers of Education in Helsinki in April 2013, and will be disseminated at relevant activities in the framework of the EU 2013 Year of Citizens. The participants' recommendations can be summed up as follows:

Recommendations to the Council of Europe

1. Cooperation and support

- Encourage and support the development and implementation of **policies** for citizenship and human rights education involving all relevant stakeholders, including governments, civil society organisations, education professionals and students (Article 6);
- Cooperate with student unions and international associations of universities to promote citizenship and human rights education in **higher education** through professional education programmes and through emphasising the link between citizenship and human rights education and learner-centred approaches which universities already support and promote (Article 7);
- Create a platform for **democratic school governance**, where school heads can exchange good examples and seek advice (Article 8);
- Encourage and support the development of the **training** of trainers and education professionals in citizenship and human rights education while maintaining and developing quality standards (Article 9);
- Support **research** and cooperation with researchers in education and youth field to better identify areas that need development as well as strategic priorities and actions in order to create an evidence-based policy (Article 12);

- Consider the development of projects, within the framework of the Charter, which support educators, and specifically teacher educators, to develop specific strategies and tools to equip students with **competences** to challenge anti-democratic forces, such as on-line hate speech, homophobia, racism and xenophobia, including anti-Semitism and Islamophobia (Article 13);
- Promote the Charter through inviting national policy-makers to cooperate with their **international peers** focusing on particular aspects of the Charter (Article 15a and 15c);
- Encourage and support the EDC/HRE coordinators' to **effectively communicate** with other stakeholders, including teacher educators, unions, student representative bodies and civil society groups concerned with citizenship and human rights education (Article 15b).

2. Capacity building

- Continue to support **youth and human rights organisations** through the organisation of trainings at regional and national level in human rights education in order to increase the number and quality of human rights educators, as well as the outreach of the Charter (Article 10);
- Promote and further develop Pestalozzi programmes for **education professionals** on intercultural education, social cohesion, valuing diversity and handling difference and conflict (Article 13).

3. Awareness raising and advocacy

- Explore possibilities for advocacy by a prominent personality, for example in the form of a **Special Rapporteur** for Citizenship and Human Rights Education;
- Support the promotion of the Charter at national and local level so that it is known and used as an **advocacy tool** by all those concerned;
- Support the translation of the Council of Europe materials (such as Compass and Compasito) into different languages in order to improve their **accessibility**;

- Establish an **online resource** on priorities, challenges, results and discussions in the field of citizenship and human rights education.

4. Conceptual development

- Facilitate a reflection on the ways in which marginalised and **excluded groups** might be more effectively addressed in the provision of citizenship and human rights education (Article 5a);
- Develop strategies on how **children and young people** can be the protagonists of the Charter, empowering them to be peer educators, building on the child-friendly version of the Charter “Democracy and human rights start with us: Charter for All” (Article 10).

5. Evaluation

- Encourage and support member states to develop 5-year **action plans** for citizenship and human rights education, which include identification of under-developed areas, priorities for action, as well as provisions for monitoring and evaluation of progress (Article 14);
- Promote bench-marking and capacity building in citizenship and human rights education through the development of **qualitative indicators** for assessment of progress (Article 11);
- Invite **civil society** organisations / stakeholders to produce evaluation reports complementary to those of government bodies, in order to build a balanced and comprehensive picture of the Charter implementation (Article 15);
- Make governmental and civil society reports available for **public scrutiny** in the next review cycle on the implementation of the Charter (Article 15d);

to States Party to the European Cultural Convention

1. Cooperation and support

- Work in **partnership** with NGOs, youth organisations and school students to identify needs, develop priorities for action, in implementation, monitoring and evaluation of progress in citizenship and human rights education (Article 10);
- Ensure **political and financial support** to initiatives in citizenship and human rights education coming from both the formal and non-formal education sector, and particularly those that support and develop the autonomy of children and young people and their organisations (Article 10);
- **Value and ensure diversity** in the landscape of citizenship and human rights education providers and encourage civil society to network in order to foster work in citizenship and human rights education, including adaptation and support of best practices stemming from this area (Article 10);
- Cooperate with NGOs, engaging them in the **training of teachers** in skills for promoting social cohesion, valuing diversity and handling differences and conflict (Article 9, 10 and 13);
- Facilitate communication between **EDC/HRE coordinators** and range of stakeholders - both professionals and civil society (Article 10);
- Establish an annual roundtable of various **stakeholders** in citizenship and human rights education to build synergy and cooperation, particularly by bringing together researchers, policy and decision makers and practitioners from both education and youth field (Article 10);
- Ensure that **children and young people** are consulted on the priorities (Article 10);
- Support small scale **international collaborative projects** to foster citizenship and human rights education through exchange of expertise (Article 15b);

2. Evaluation

- Develop 5-year **action plans** for citizenship and human rights education at national level, which include identification of needs, priorities for action, as well as provisions for monitoring and evaluation of progress (Article 14);
- **Commit resources** to evaluate progress in citizenship and human rights education, examining policy impact against policy goals, ensuring evidence-based policy rather than best practice policy (Article 12 and 14);

3. Awareness raising and advocacy

- Collaborate with the Council of Europe and universities, other **higher education institutions** and student bodies to further a dialogue on the mission of higher education and on universities' public responsibility and role in supporting societal capacity to conduct intercultural dialogue through the provision of programmes for all students, and particularly education professionals, in human rights education and democracy (Articles 7 and 10) ;
- **Promote the *Charter for All*** among school students and youth groups, supporting education for human rights and democracy through peer learning;

To civil society organisations

- Cooperate with other civil society organisations in **networking and advocacy** for the implementation of the Charter at national and local level;
- Build **collaborative projects with government** to further the implementation of the Charter;
- Contribute independently to the Charter **review processes**;
- Continue the **networking and sharing** of good practices at regional, national, and European levels to promote the Charter's implementation;
- Ensure **dissemination** of the Charter to target groups and empower them to take action for the promotion and development of citizenship and human rights education.

1. Introduction and background

The Conference on “Human Rights and Democracy in Action - Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education” was organised by the Council of Europe in Strasbourg on 29-30 November 2012 in the framework of the Andorran Chairmanship of the Committee of Ministers, and in cooperation with the European Commission and the European Wergeland Centre. The aim of the Conference was to take stock of the results achieved and to plan future co-operation and strategies for the promotion of citizenship and human rights education through the implementation of the Charter.

The decision to adopt the *Charter on Education for Democratic Citizenship and Human Rights Education* (Recommendation CM/Rec (2010)7) (hereafter referred to as ‘the Charter’) was one of a series of decisions taken by the Committee of Ministers as a follow-up to the High-Level Conference on the Future of the European Court of Human Rights held in Interlaken on 18-19 February 2010, with a view to implementing the Declaration and Action Plan agreed there. It marks an educational response to improving the credibility and effectiveness of the European Court on Human Rights. As the Charter makes explicit, citizenship and human rights education is a key way of “equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour” so that they promote and protect human rights and fundamental freedoms. Education for democratic citizenship and human rights (EDC/HRE) is about learner action and learner empowerment as well as about strengthening human rights and democracy in Europe.

The Charter is the outcome of an extensive consultation process organised in the framework of the Council of Europe with the aim of strengthening and further developing citizenship and human rights education in the States Party to the European Cultural Convention. Adopted in 2010, the Charter provides focus and framework for the activities run by the Education and Youth Departments of the Council of Europe. The network of the coordinators for education for democratic citizenship and human rights (EDC/HRE) plays a key role in ensuring the relevance and sustainability of this work. The human rights education programme with young people provides a vital link to civil society organisations active in this field. A broad range of materials developed by the Council of Europe draw on the experiences of decision makers, education practitioners and civil society organisations from all over Europe, and provide a solid basis for a broad range of cooperation activities (including policy advice, awareness raising and capacity building). It is hoped that the support processes for the implementation of the Charter, which are currently being put into place will help to make this work more systematic and sustainable.

The specific objectives of the Conference were as follows:

- To discuss challenges and opportunities in the field of citizenship and human rights education;
- To exchange information on the impact and implementation of the Charter in member states by public institutions and NGOs;
- To discuss how to further enhance EDC/HRE through future use of the Charter and contribute to the development of sustainable mechanisms for its implementation both in member states and the Council of Europe;
- To develop concrete future co-operation initiatives among national and international institutions / organisations and between formal and non-formal education sectors.

The expected outcomes of the conference were as follows:

At the policy level:

- Strengthening Education for Democratic Citizenship and Human Rights based on the Charter through a better understanding of effective ways of promoting EDC/HRE in all educational settings;
- Increased visibility of the role of EDC/HRE for the future of democratic societies and of the work of the Council of Europe in this field;
- Strengthening co-operation of all involved parties on the international and national level to capitalise on synergies and ensure complementarity, and initiate plans for concerted actions.

Specific outcomes:

- A conference report, including feedback on the questionnaire report, conclusions and recommendations;
- A conference website, including speeches, presentations and multimedia products (ex. interviews with participants).

The conference was organised jointly by the Education and Youth Departments of the Council of Europe under the guidance of the Steering Committee for Educational Policy and Practice and youth advisory bodies, and with the help of a small preparatory group³, which developed the conference programme and concept (Appendix 1). The Conference built upon the experience of previous conferences on citizenship and human rights education organised by the Education Department and on the experience of the Forums on Human Rights Education with young people organised by the

³ The group included 2 representatives of the (former) Steering Committee for Education, 2 representatives of youth statutory bodies and 2 NGO representatives.

Youth Department, and aimed to connect the networks and practices of both formal and non-formal education sectors and to ensure dialogue between key stakeholders. This inter-sectorial cooperation contributed to the development of a constructive dialogue between governments and youth organisations on the implementation of the Charter.

The first day of the conference was devoted to taking stock of what has been done, and the second one - to ideas for future action. The closing session allowed the summing up of the conclusions and gave floor to the Council of Europe Human Rights Commissioner for inspirational remarks. In general, the number of speeches was kept to a minimum, and the workshops aimed to produce practical conclusions and recommendations.

The conference attracted a high level of participation from the States Party to the European Cultural Convention and from other key actors in the field of citizenship and human rights education. Over 200 participants, including representatives of ministries of education, education practitioners, youth and other civil society organisations, international institutions, media representatives and other partners attended this event.

2. Welcome addresses and statements of support

Opening addresses by representatives of the Council of Europe, the European Commission and the Andorran Chairmanship of the Council of Europe Committee of Ministers stressed the importance and timeliness of the Charter and the conference.

In a speech delivered on his behalf by Ms Snežana Samardžić-Marković, Director General of Democracy, the Secretary General of the Council of Europe, Mr Torbjorn Jagland⁴, thanked the Minister of Education and the government of Andorra for making education the priority of the Andorran chairmanship, the first time a chairmanship has done so. He stressed the importance of education for democracy at a time when Europe is facing an extremely challenging period, with an economic crisis that has raised youth unemployment in many countries to 50%, leading to social unrest and uncertainty. In this difficult context education has a key role to play in building a culture of democracy and a culture of human rights, which are the foundations of democratic institutions.

These sentiments were echoed by Mr Jan Trzuszczński, Director General for Education and Culture in the European Commission, who drew attention to extremist reactions that threaten, in particular, the

⁴ The Secretary General had to cancel his participation in the conference on the day of the opening due to illness.

rights of minorities. He outlined work at EU-level to integrate the dimension of education for democracy and human rights into wider strategies for social and economic progress, through the social and civic competences identified by the European Council and the European Parliament as essential for citizens living in a knowledge society. These points were reinforced by Mr Pierre Mairesse, Director for Lifelong Learning in the European Commission's Directorate General for Education and Culture. Mr Mairesse also pointed out that there is no contradiction between education for employment and education for citizenship, and that both are necessary. While urgent responses might be needed to face the crisis and unemployment, we should not lose sight of this duality of purposes of education, which is very important in the long-term.

H.E. Ms Roser Suñé, Minister of Education and Youth of Andorra, highlighted work in her country to promote democratic citizenship and intercultural dialogue, so that young people are equipped to challenge injustice, anti-democratic and xenophobic movements and other barriers to democracy in Europe. She also stressed that the theme of education chosen by Andorra for its Chairmanship should provide food for thought on education as the means of acquiring the requisite competences for harmonious living in society, drawing on the culture of democracy and intercultural dialogue. The fact that they have agreed on their priorities with Armenia and Austria, the next states in line for the Chairmanship, will guarantee that the themes chosen will be followed up, allowing the Council of Europe to consolidate the different ideas and changes to be proposed throughout this whole period.

Ms Ólöf Ólafsdóttir, Director of Democratic Citizenship and Participation of the Council of Europe, outlined the Council's work in the field of citizenship and human rights education, highlighting the value of the Charter as a working tool, and her personal suggestions for the next stage in its development. She presented the added value of the Charter as:

- Providing a common definition of citizenship and human rights education (Article 2), which highlights that it is not just about a specific subject, but about promoting a culture of human rights and democracy through education;
- Paving the way to a global consensus, and enabling the adoption of the 2010 UN Declaration on Human Rights Education and Training;
- Providing a framework for action and a checklist for educational reform (an agreed common vision);
- Encouraging a re-think of education and training of teachers and youth leaders.

Ms Ólafsdóttir reminded participants that their collective commitment, dedication and perseverance were central to the Charter's success, and set out her personal wishes for the next stage in its development:

- Educational reforms to be driven by the values and principles of democracy, human rights and the rule of law, enshrined in the Charter;
- EDC/HRE to have a stronger status in the member states and in the Council of Europe
- Lifelong learning for EDC/HRE to be mainstreamed;
- Quality education to be equated with education which is based on the principles of democracy and human rights;
- A Special Rapporteur for democracy and human rights education to be appointed by the Committee of Ministers (as the Croatian Ambassador to the Council of Europe is acting as such a rapporteur for the topic of Children's rights and she has been a strong voice for this topic within the Organisation and beyond.).

Mr Derek Walton, Chairperson of the Steering Committee for Human Rights (CDDH) highlighted that human rights education has continued to be a key consideration for his committee in its on-going work on reform of the Convention system. For all three of the recent High Level Conferences on the reform of the European Court of Human Rights – held at Interlaken in February 2010, Izmir in April 2011 and Brighton in April 2012 – the final declarations have underlined the importance of this issue.

Mr Nils Muižnieks, Council of Europe Commissioner for Human Rights, addressed the participants at the closing session with very personal and inspiring remarks. In particular, he made an appeal for reaching out to vulnerable people, and visiting places where they live as a source of motivation for human rights education. He also highlighted the role of the internet and social media, and expressed his commitment to pursuing the issue of human rights education through the Internet as an important subtopic in his work on human rights on the internet.

3. Tacking stock

Assessing current practices and level of implementation of the Charter

The conference *Human Rights and Democracy in Action – Looking Ahead* drew on two reports: the first was an analysis of a largely quantitative survey and self-evaluation of EDC/HRE by States Party to the European Cultural Convention (responses were received from 40 of 50 States) which was prepared by David Kerr, consultant, with assistance of the Education Department and under the guidance of the Steering Committee for Educational Policy and Practice (CDPPE) of the Council of Europe. The second report was conducted by the Council of Europe Youth Department and collated responses from NGOs concerning their perspectives on the implementation of the Charter (for which there was a somewhat uneven and not necessarily representative response across the countries).

Both reports were drafted in autumn 2012 and were presented by Mr David Kerr and Mr Rui Gomes respectively. Ms Isabelle De Coster also presented the conference with the results of the Eurydice Survey 2012: Citizenship Education in Europe⁵, which reported on education systems and policies in 34 European countries, addressing in particular, teaching approaches; student participation in school governance; and assessment of students' practical learning of citizenship.

Based on the outcomes of the above-mentioned surveys, the conference participants were invited to make proposals on how to improve the next review of the Charter implementation (anticipated in 5 years' time) and to address recommendations for the States Party to the European Cultural Convention, Council of Europe and civil society organisations, on the implementation of the Charter. The conclusions of their discussion can be summed up as follows:

- Although the responses from governments confirm that the Charter today constitutes – and will continue to be in the foreseeable future - an important reference point for member states and contain a lot of valuable information on the current development of and trends in citizenship and human rights education in Europe, the two survey results provide relatively little concrete information about the impact and implementation of the Charter as such in the States Party to the European Cultural Convention by public institutions and NGOs. This can be explained, in large part, by the relatively early stage of implementation at which these surveys were conducted.
- Some participants were critical of the government survey methodology, and in particular the largely quantitative approach. It was felt that the survey produced responses reflecting policy *intentions*, rather than policy *outcomes*, with limited indication of whether or how policies relating to EDC/HRE have been implemented or progress assessed.
- It was suggested that responses to the governmental survey were likely to reflect an overly positive assessment of achievements, lacking a critical edge and an element of reflexivity. In other words, participants judged self-assessment by governments of their own progress in EDC/HRE to be insufficient. In their view, it needs to be supported or complemented by other processes which encourage a more vigorous approach to evaluation.

⁵ Eurodyce (2012) Citizenship Education In Europe (Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support). http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf

- Significantly, despite its up-beat concluding remarks concerning the first stage of implementing the Charter, the government report⁶ expresses concern that states parties suggest the review cycle should focus on EDC/HRE areas where promotion and implementation are already strong at the expense of areas where promotion and implementation remains weaker. This suggests not only a focus on formal education, including vocational education and training, and neglect of other areas such as research, evaluation and the contributions of NGOs and youth organisations, but also neglect of areas where there is considerable variation in commitment between countries or mere rhetorical commitment.
- The results of the NGO questionnaire are difficult to interpret due to the unbalanced level of responses across the States Party to the European Cultural Convention. Nevertheless, the report suggests an imbalanced promotion of the Charter across countries. Some participants suggested that a questionnaire which invites NGOs to assess progress at a national level may be inappropriate for those who have a local perspective or a specific area of interest and action, and that what might be more helpful would be an invitation for NGOs and youth organisations to respond with case studies, or complementary information to inform or challenge governmental perspectives. Together NGO and governmental responses might enable a more nuanced understanding of EDC/HRE in a specific location. Such surveys might also be augmented by evaluations conducted by independent experts. One area missing from the current studies appears to be that of lifelong education.

Good practices

The conference programme presented participants with a number of detailed case studies of activities conducted within the framework of the Charter. These provided not only an opportunity for information-exchange and dissemination of the results of these activities but also addressed the forward looking objectives of the conference, namely to discuss how to further enhance EDC/HRE through future use of the Charter and contribute to the development of sustainable mechanisms for its implementation both in the States Party to the European Cultural Convention and the Council of Europe. These case studies serve to provide concrete examples of the possibilities for future cooperation among various actors (national and international institutions; formal and non-formal education sectors; states-parties and NGOs). The examples of how the Charter is currently being implemented included the following:

⁶ Kerr, D. (2012) Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Final Report http://www.coe.int/t/dg4/education/edc/conference2012/Source/DGIIEDUCDPPE_BU201217_ITEM8.pdf

- The summer academies in Poland and in Montenegro were presented as examples of international peer learning. Ms Marlena Falkowska (Poland) and Ms Bojka Djukanović (Montenegro) explained how the academies offer training by an international team of experts to develop EDC/HRE in the schools and local community. In the Polish example, education leaders work together (a school director, a teacher and NGO representative or parent) over a year, and come together in an international summer school from a range of countries in the region. In Montenegro the Academy brings together participants from a range of countries in South Eastern Europe to share experiences and promote education for human rights, democracy and peaceful co-existence.
- The Swiss–Ukrainian pilot project involved teacher educators from the partner countries visiting each other and hosting guests as part of a process of exchanging experiences of EDC/HRE. Mr Rolf Gollob (Switzerland) and Ms Raisa Yevtushenko (Ukraine) gave an illustrated talk in which they stressed the processes of deep reflection and peer-learning and peer evaluation which took place as each team came to a better understanding of their own practices in their efforts to communicate them to their guests. Both partners stressed the 'new thinking' that took place in the course of the project.
- Joint EC/Council of Europe three-year Programme on Education for Democratic Citizenship in Turkey (with the funding of 6.1 million Euros) commenced in 2011 and is a good example of a comprehensive educational reform being conducted within the framework of the Charter. The Programme builds on the Council of Europe guidelines, materials and networks, and is being implemented in partnership with the Ministry of National Education and the Board of Education.
- The materials disseminated during the conference include a new edition of the highly successful Council of Europe resource *Compass* and the new *Hate Me* video. This powerful resource is a reminder of the direct threat to human rights and democracy in Europe from hate speech on line, and from other expressions of anti-democratic and violent behaviour. The conference heard that human rights educators are also human rights activists - with the implication that education for democracy and human rights is about inspiring action for justice and standing up for human rights.
- The Council of Europe *publication 'Democracy and Human Rights Start with us: Charter for All'* presented by Ms Danica Bojic, Organising Bureau of European School Students Unions (OBESSU) is beautifully illustrated and designed to make the Charter accessible to a wider group of learners, particularly young people. It is accompanied by *Guidelines for Educators*

which contains a wealth of ideas for its use and a poster to be used as a reminder and a checklist for democracy and human rights education.

4. Planning the future

The workshops on Day 2 examined the current challenges, possible solutions and future priorities under the Charter, with participants working in eight parallel groups each focusing on one article, as follows:

- Formal general and vocational education (including curriculum development) (Article 6)
- Higher education (Article 7)
- Democratic governance (Article 8)
- Training (Article 9)
- Role of NGOs, youth organisations and other stakeholders (Article 10)
- Criteria for evaluation (Article 11)
- Research (Article 12)
- Skills for promoting social cohesion, valuing diversity and handling differences and conflict (Article 13).

Working groups addressed two key conference objectives, namely: to discuss how to further enhance EDC/HRE through future use of the Charter and contribute to the development of sustainable mechanisms for its implementation both in States Party to the European Cultural Convention and in the Council of Europe; and to develop concrete future co-operation initiatives among national and international institutions, organisations and between formal and non-formal education sectors.

While the process of self-evaluation by governments is a significant step in setting up sustainable mechanisms for the implementation of the Charter, some participants were critical with regard to progress in EDC/HRE and urged the Council of Europe to encourage a more rigorous and systematic approach with a stronger evaluation of EDC/HRE. One suggestion put to the conference is for a Council of Europe EDC/HRE Special Rapporteur who would be able to access information and study developments on the ground, as well as promote education for democracy and human rights across Europe.

In a spirit of partnership, and recognising that EDC/HRE is the responsibility of both governments and NGOs, and likely to be most effective when partners engage collaboratively in implementing the Charter, conference participants called for a wider involvement of civil society and stakeholders in the next evaluation of progress in implementing the Charter, and in particular for the inclusion of

children's perspectives and those of parents and NGOs. Also recommended was greater transparency in reporting, so that governmental reports, for example, should be available for all to read – since the aggregated responses tabled in the recent reports for the Council of Europe do not reveal the specific priorities of individual member states nor do they highlight the particular challenges or indicate the obstacles to implementation, as experienced in different national contexts. It would seem that a key question for policy-makers in future evaluations should be: how have the principles of the Charter guided or influenced education and youth policy in the past five years? A more detailed list of recommendations is available in the Executive Summary on page 7.

5. Side events

Janusz Korczak Seminar: a legacy to build on

The conference was immediately preceded by the Janusz Korczak Seminar on “Education for Democracy: Purpose, Practice and Perspectives”. This half day event organised by the Polish Permanent Representation to the Council of Europe and the Directorate of Democratic Citizenship and Participation of the Council of Europe was hosted at the European Youth Centre in Strasburg on 28 November 2012.

Korczak was a Polish-Jewish educator, children's author, and paediatrician, well-known in Poland during his life time in all these capacities, but perhaps best remembered internationally for his desperate struggle to protect Jewish orphans from the atrocities in the Warsaw ghetto. Korczak was executed in Treblinka in August 1942 together with the 192 children and his co-workers from the orphanage. The seminar was one of a number of events held internationally to celebrate Korczak's legacy in the framework of the Janusz Korczak Year launched by Poland in 2012.

Throughout his life, Korczak strove to realise the full participation of children in everyday decisions about their lives and their futures. Although not an educator by training, he recognised the power of education in realising democratic practices and in contributing to a more just future. The Janusz Korczak seminar set the tone for the conference on “Human Rights and Democracy in Action - Looking Ahead”, with many seminar participants going on to join the larger conference. Although clearly an exceptionally talented individual who suffered a shocking death, Korczak represents what can be achieved by other educators with a clear vision and a commitment to democracy and children's human rights.

Korczak's life, work and writings continue to inspire child rights activists today. At the seminar, chaired by Ms Urszula Gacek, Ambassador of Poland, and Mr Josep Dallerès, Ambassador of Andorra, participants were reminded that children are not mini-human beings with mini-human rights but equal holders of rights. It is clear that not only did Korczak's work influence those who drafted the 1989 UN Convention on the Rights of the Child, but that Korczak would no doubt be critical of some of the more conservative thinking which persists among educationalists today about child rights. Pawel Jaros, former Ombudsman for Children (Poland), noted how Korczak was a reformer, a visionary dreaming about better world, beyond the framework of his times. Ambassador Gacek observed that 'if we want to change the world of tomorrow, we have to start with education reform today'. These ideas were also reflected in a short lecture by Dr Anja Mihr, of the Netherlands Institute of Human Rights, Utrecht University examining the relationship between human rights pedagogy and the strengthening of democracy.

Delegates had the opportunity to spend the larger part of the afternoon exploring the meanings of these ideas in a range of contexts, including: international legal texts on citizenship and human rights education; international research on civic knowledge, attitudes and engagement; international cooperation programmes and case studies; Council of Europe manual Compass; summer academies for education professionals; and children's empowerment. One key contribution of the Janusz Korczak seminar to the wider conference was the emphasis on children's participation, as actors and decision-makers in their own lives and education, and by extension in the key project of education for human rights and democracy. It also demonstrated the power of social media in disseminating ideas to a wider audience, with seminar participants and others beyond the seminar engaging in commentary via Twitter.

OHCHR side event on “A Path to Dignity: the Power of Human Rights Education”

This side event provided an opportunity to view and discuss a 28-minute documentary film on the impact of human rights education in people's lives. A Path to Dignity, which focuses on three case studies concerning school children, law enforcement agents and women victims of violence, has been jointly produced by Human Rights Education Associates (HREA), Soka Gakkai International (SGI) and the Office of the UN High Commissioner for Human Rights (OHCHR). The three partners organised this side event.

OSCE/ODIHR side event on the “Guidelines on Human Rights Education “

At this side event Mr Pavel Chacuk (OSCE/ODIHR) and Ms Felisa Tibbitts from Human Rights Education Associates (HREA) and the Carr Center for Human Rights Policy of the Harvard Kennedy School of Government (USA) presented the new OSCE/ODIHR Guidelines on Human Rights

Education for Secondary School Systems and Guidelines on Human Rights Education for Law Enforcement Officials. The publications offer guidance on developing curricula, enhancing the teaching and learning experience, preparing teachers and trainers, and evaluating the work done. The Guidelines are the result of extensive consultations with human rights educators and trainers, representatives of governmental agencies and inter-governmental organizations, human rights activists and other practitioners.

6. Conclusions

The conference participants confirmed that the Charter has the potential to guide national policy development and practice in EDC/HRE in a much more focused way than has been the case to date, and made a number of specific recommendations on possible ways forward (see under Executive Summary, page 7). The conference itself provided excellent opportunities for learning from each other, exploring new partnership opportunities and identifying areas for future consideration and development. These outcomes can be summed up as follows.

Learning from each other

One of the strengths of the conference is that it brought together colleagues from a variety of sectors within education and youth work. There were some 200 participants, including representatives from ministries, Permanent Representations in Strasbourg, EDC/HRE national coordinators, youth and community workers, representatives of non-governmental organisations and representatives of youth organisations. These various constituencies are, though their professional roles and voluntary actions, all engaged in supporting Education for Democratic Citizenship and/or Human Rights Education, but they do not necessarily collaborate or cooperate with those from other sectors. The age profile of participants was broader than at past Council of Europe conferences on EDC/HRE. The resulting mix of participants at the conference ensured an interesting dialogue, including cross-generational dialogue and learning. A full list of participants can be found in Appendix II. Examples of innovation in practice and cooperation discussed in plenary session, and from which participants were able to learn concretely from each other, were presented in chapter “Good practices”.

Partnerships

The success of the Charter depends critically on partnerships. As the Charter is a legal instrument thoroughly negotiated and adopted by the Council of Europe member states, it contains a shared definition of education for human rights and democracy (Article 2), as well as objectives and principles

which will enable a culture of human rights and serve to address human rights violations before they occur. The Charter is a tool which requires the cooperation of various partners and its effectiveness depends on the willingness of governments and political decision-makers. The Permanent Representations in Strasbourg play a key role in connecting the Council of Europe and its work in human rights and citizenship education to political decision-makers in the countries. The network of EDC/HRE co-ordinators who have been long-standing partners of the Council of Europe within States Party to the European Cultural Convention, help to ensure the relevance and effectiveness of the Council of Europe activities in this field.

Significantly, Article 10 of the Charter stresses the role of NGOs and youth organisations in EDC/HRE (among other stakeholders). Children and young people are not simply a target group of human rights education, they are essential partners in the endeavour and their contribution needs to be recognised by all other actors and supported. Other key actors are education professionals, who also need support in their efforts.

Importantly, the key partners include the European Commission – the conference itself was organised in close cooperation with the EC. It is foreseen to further strengthen this cooperation in the framework of the forthcoming EC/CoE pilot project scheme that will provide small grants for joint initiatives between two or more countries in the framework of the Charter. The European Wergeland Centre is another strategic partner for cooperation initiatives.

Other international organisations concerned with promoting EDC/HRE were also present alongside the Council of Europe and took part in a roundtable discussion: the European Commission (EC), the Office of the UN High Commissioner for Human Rights (OHCHR), the Organization of American States ((OAS), UNESCO and the OSCE Office for Democratic Institutions and Human Rights (OSCE/ODIHR). Significantly eight major international institutions have now formalised an agreement as an International Contact Group on EDC/HRE to strengthen international cooperation in the promotion and development of EDC/HRE. Such coordinated approach should further support governmental bodies and NGOs engaged in this area.

The broad mix of participants greatly strengthened debate and discussion, with participants' wide range of interests and experiences in EDC/HRE reflected in the conference recommendations. Many participants indicated that the conference helped them to improve considerably their understanding of the Charter and its potential in supporting their efforts to contribute to the development of education for human rights and democracy in various professional settings.

Areas for future consideration and development

In reviewing progress in implementing the Charter and setting a framework for discussion, the conference did not, on this occasion, address some fundamental issues which remain a core part of the work of the Council of Europe. The report *Living Together: combining diversity and freedom in 21st century Europe*⁷ powerfully raises a number of issues which threaten democracy in Europe, including rising intolerance, increased support for xenophobic and populist movements and ‘the presence of a population virtually without rights’. It talks of a ‘crisis of leadership’ and problematic political rhetoric in some countries concerning diversity and democratic values, and raises concern about distorted reporting of minorities in sections of the media.

Some of these issues were raised tangentially in some of the opening speeches, particularly in relation to youth unemployment, social unrest and the growth of extremist movements in Europe. In the closing session, the Council of Europe Commissioner, Mr Nils Muižnieks also spoke of “sites of human rights education” (represented by violations of rights – both historical and contemporary) on the doorstep in Strasbourg. Nevertheless, these issues also need to be discussed more directly within the framework of education, if education is in future to effectively address human rights violations before they happen and contribute to their prevention and to the development of a culture of human rights.

For education for human rights and democracy to address effectively the presence of a population virtually without rights within Europe, we need to provide further guidance to educators and policy-makers wishing to use the Charter as a tool for EDC/HRE. The Council of Europe should support the development of strategies to meet the educational needs of this population and of educating mainstream populations about presence of populations without rights within the framework of EDC/HRE. Educators wishing to use the Charter to address questions of diversity and rights need specific tools. In particular, it may be necessary to expound Article 13 and address the political context in which marginalised and mainstream populations are living, as highlighted by the Council of Europe report *Living Together*. This may imply a special focus, as in the organisation of a conference or seminar, but such efforts also need to be mainstreamed into other EDC/HRE work.

Finally, each of the conference working groups focused on one Article of the Charter. In doing so, the conference did not adequately address the inter-relationship between the various articles. So for example, the report of the working group examining research (Article 12) gave some consideration to

⁷ Group of Eminent Persons of the Council of Europe (2011) *Living Together: combining diversity and freedom in 21st century Europe*. Report of the Group of Eminent Persons of the Council of Europe (Strasbourg: Council of Europe). [http://book.Council of Europe.int/ftp/3664.pdf](http://book.CouncilofEurope.int/ftp/3664.pdf)

Article 6 (formal education) and Article 7 (higher education) but did not address directly Article 8 (democratic governance); Article 9 (training); Article 10 (the role of NGOs); Article 11 (evaluation) and notably Article 12 (skills for promoting social cohesion, valuing diversity and handling differences and conflict) as subjects of relevance for scientific research within education for democracy and human rights. The same pattern can be seen across working groups, and reflects, to a considerable degree, the ways in which discussions were framed in the planning group.

7. Personal reflections

In her introductory speech, Ms Ólöf Ólafsdóttir quoted John Ralston Saul:

I find our education is increasingly one aimed at training loyal employees, even though the state and the corporations are increasingly disloyal. What we should be doing is quite different. It turns on our ability to rethink our education and our public expectations so that we create a non-employee, non-loyal space for citizenship. After all, a citizen is by definition loyal to the state because it belongs to her or him. That is what frees the citizen to be boisterous, outspoken, cantankerous and, all in all, by corporatist standards, disloyal. That is the key to the success of our democracy⁸.

Saul is effectively challenging his readers to reconsider and re-think the whole purpose of education. The Council of Europe Charter on EDC/HRE also sets a new direction for policy-makers in re-asserting that its principles should underpin policy-making. Education for human rights and democracy are re-centred as principles underpinning education. They are far more subjects; they are the foundation of the curriculum, whether this is the formal curriculum of schools or the broader informal curriculum within schools and other learning communities.

The conference working methods and structure sought to model these principles in ensuring that participants were indeed participating, establishing interactive working groups, to which around half the time was allocated. In a relatively orderly and self-disciplined way, conference participants were 'boisterous, outspoken, and cantankerous citizens' engaged in debate and critique, as they sought to assess progress on implementing the Charter to date, and to bring forward recommendations which might be the basis of sustainable mechanisms and processes for the next stage of its implementation.

There are often references to 'good citizens' in discussions about EDC/HRE. A sometimes unspoken assumption is that good citizens are somewhat passive citizens, ready to engage in the formal processes of democracy by voting, but leaving the processes of shaping society to political decision-

⁸ John Ralston Saul (2009) *A Fair Country. Telling Truths about Canada* (Toronto: Penguin Canada), p. 318

makers. The lively processes of engagement adopted by conference participants suggest that they equate good citizenship with dialogue, questioning, challenging, and critique of established ways of doing things. This is, as was highlighted by some plenary speakers, especially important in the current social climate when we see the economic crisis restrict resources for education and research on learning for citizenship and democracy.

At the same time, the conference was reminded, we face a direct threat to human rights and democracy in Europe from hate speech on line, and from other expressions of anti-democratic and violent behaviour. A number of speakers suggested that human rights educators are also human rights activists - with the implication that education for democracy and human rights is about inspiring action for justice and standing up for human rights. This is the context in which recommendations for the Charter's implementation and in which sustainable implementation processes are being shaped and developed.

It is customary to say it has been an honour to be trusted with the responsibility of acting as General Rapporteur of an important conference such as this. In this case it has genuinely been an honour and a privilege, as I observed a genuine creativity in the way participants worked and learned a great deal from the discussions that have taken place in the working groups and from particular inputs in our plenary sessions. In particular, I was able to see, more clearly than before the conference, the potential power of the Charter. The various groups represented in the conference, international organisations, elected members, the governments of member-states and civil society make up the elements of a democratic society. We sometimes refer to these various groups as pillars – but pillars stand upright and separate, holding up the roof - in this case participants interacted, discussed, questioned and argued – in other words, they modelled the processes of democratic life and of education for democracy and human rights.

The organisers of our meeting – within the Council of Europe, the European Wergeland Centre and the European Commission – brought together government representatives, NGOS, and youth organisations. As we discovered through doing, this implies new ways of working and learning together. We did not perfect these, but took our first steps. As was reinforced during the conference, the relationship between human rights educators and governments is not one in which NGOs simply enact governmental or inter-governmental policies such as the Charter, but one in which they question and probe the meaning of those policies, both independently and collaboratively.

Appendix I: Concept and Programme

29 November 2012

08.00-09.00 Registration, Agora building

09.00-10.30 Opening session (Plenary), G03, Agora building

Chairs: Mr Jorma Kauppinen, Chair of the Steering Committee for Educational Policy and Practice (CDPPE) and Ms Seija Astala, Chair of the Joint Council on Youth

Welcome address by Mr Thorbjørn Jagland, Secretary General Council of Europe (delivered by Ms Snežana Samardžić-Marković, Director General of Democracy, Council of Europe)

Welcome address by Mr Jan Trzczyński, Director-General, European Commission

Welcome address by H.E. Ms Roser Suñé, Minister of Education and Youth of Andorra, on behalf of the Andorran Chairmanship of the Council of Europe

Council of Europe's work in the field of citizenship and human rights education – Ms Ólöf Ólafsdóttir, Director of Democratic Citizenship and Participation

Citizenship Education in the Europe 2020 strategy - Mr Pierre Mairesse, Director, DG Education and Culture, European Commission

Discussion

10.30-11.00 Opening of the exhibition "Human rights at school: example of four pedagogical projects" organised by the Andorran Chairmanship of the Council of Europe followed by a coffee break

11.00-11.30 Opening session (Plenary), G03, Agora building

Chairs: Mr Jorma Kauppinen, Chair of the Steering Committee for Educational Policy and Practice (CDPPE) and Ms Seija Astala, Chair of the Joint Council on Youth

Presentation of the Questionnaire report on the implementation of the Charter in the member states – Mr David Kerr, Citizenship Foundation, United Kingdom

Reflections on the implementation of the Charter by non-governmental partners – Mr Rui Gomes, Youth Department, Council of Europe

Introduction to Workshop 1

11.30-12.30 Workshop 1: Report on the implementation of the Charter: key findings, follow up and examples of good practice (6 parallel groups A-F)

Group A: Moderator: Ms Elisabeth Fröchen, France
Rapporteur: Ms Oana Nestian, Romania

Group B: Moderator: Mr Dariusz Grzemny, Poland
Rapporteur: Lars M. Gudmundson, Norway

Group C: Moderator: Mr Kurt Edler, Germany

Rapporteur: Ms Kataryna Shalayeva, Luxembourg

Group D: Moderator: Ms Ljubov Lissina, Spain
Rapporteur: Ms Siyka Chavdarova-Kostova, Bulgaria

Group E: Moderator: Mr Petr Cap, Czech Republic
Rapporteur: Ms Tatevik Margaryan, Armenia

Group F: Moderator: Ms Elisabeth Kasa, Estonia
Rapporteur: Ms Nevenka Loncaric, Croatia

12.30-14.00 Lunch break

13.00-14.00 A path to dignity: the power of human rights education

Side event with the Office of the United Nations High Commissioner for Human Rights (OHCHR), Room G01

14.00-15:30 Workshop 1: Report on the implementation of the Charter: key findings, follow up and examples of good practice - continued

15.30-16.00 Coffee break

16.00-16:40 Plenary session I (continued), G03, Agora building

Chair: Mr Sjur Bergan, Head of Education Department, Council of Europe

Interactive feedback on Workshop 1

Examples of innovation in practice and cooperation:

Putting the Charter into practice: The Swiss-Ukrainian Pilot Initiative – Mr Rolf Gollob, Switzerland, and Ms Raisa Yevtushenko, Ukraine

16.40-17:00 Break

Plenary session I (continued):

Democracy and human rights in action: regional Summer Academies in Poland and Montenegro– Ms Bojka Djukanovic, Montenegro, and Ms Marlena Falkowska, Poland

Citizenship education in Europe, Eurydice survey 2012 – Ms Isabelle De Coster, Education Policy and Systems Analyst, Eurydice and Policy support, Education, Audiovisual and Culture Executive Agency

Educational materials “Compass - A manual on human rights education with young people” (Compass 2.0) and “Charter for All” – a child-friendly version of the Council of Europe Charter on education for democratic citizenship and human rights education– Mr Rui Gomes, Youth Department, Council of Europe, and Ms Danica Bojic, Organising Bureau of European School Students Unions (OBESSU)

18.00 Reception and Information Market

09.00-09.30 Plenary session II, G03, Agora building

Chair: Ms Ana Perona, Director, European Wergeland Centre

Citizenship and human rights education in the context of the Interlaken Declaration and Action Plan - Mr Derek Walton, Chairman of the Steering Committee for Human Rights (CDDH)

Introduction to Workshop 2

09.30-10.30 Workshop 2: Current challenges, possible solutions and future priorities under the articles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (8 parallel groups as follows)

Group G: Formal general and vocational education (including curriculum development) (Article 6)

Moderator: Ms Sesselja Snaevarr, Iceland
Rapporteur: Ms Oana Nestian, Romania

Group H: Higher Education (Article 7)

Moderator: Mr Krzysztof Ostrowski, Poland
Rapporteurs: Mr Thierry Doufur, Belgium

Group I: Democratic governance (Article 8)

Moderator: Mr Dariusz Grzemny, Poland
Rapporteur: Ms Elisabeth Backman, Sweden

Group J: Training (Article 9)

Moderator: Ms Olena Styslavaska, Poland
Rapporteur: Ms Anna Dobrovolskaya, Russia

Group K: Role of non-governmental organisations, youth organisations and other stakeholders (Article 10)

Moderator: Ms Elisabeth Kasa, Estonia
Rapporteur: Mr Georg Pirker, Germany

Group L: Criteria for evaluation (Article 11)

Moderator: Mr Cesar Birzea, Romania
Rapporteur: Ms Tatevik Margaryan, Armenia

Group M: Research (Article 12)

Moderator: Mr Mitja Sardoc, Slovenia
Rapporteur: Ms Kataryna Shalayeva, Luxembourg

Group N: Skills for promoting social cohesion, valuing diversity and handling differences and conflict (Article 13)

10.30-11.00 Coffee break

11.00-12.30 Workshop 2 – continued, G03, Agora building

12.30-14.00 Lunch break

13.00-14.00 Guidelines on human rights education

Side event with the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), Room G01

14.00-15.00 Plenary session II – continued, G03, Agora building

Chair: Mr Pierre Mairesse, Director, DG Education and Culture, European Commission

Feedback on Workshop 2, reactions and discussion of follow-up action

15.00-15.15 Break

15.15-16.00 Plenary session II – continued, G03, Agora building

International Contact Group on EDC/HRE – Round table discussion on the role of international cooperation in the promotion and development of EDC/HRE:

Ms Elena Ippoliti, Office of the UN High Commissioner for Human Rights (OHCHR)

Ms Romina Kasman, Organisation of American States (OAS)

Ms Jun Morohashi, United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mr Pavel Chacuk, OSCE Office for Democratic Institutions and Human Rights (OSCE/ODIHR)

Ms Yulia Pererva, Education Policy Division, Council of Europe

16.00-16.30 Coffee break

16.30-17.30 Closing session

Chairs: Mr Bernard Wicht, Steering Committee for Educational Policy and Practice (CDPPE) and Ms Anna Dobrovolskaya, Joint Council on Youth

Summing up of conference by the General Rapporteur: Prof. Audrey Osler, Buskerud University College, Norway

The role of education in protecting human rights - Mr Nils Muižnieks, Council of Europe Commissioner for Human Rights

Discussion

Concluding remarks by Mr Pierre Mairesse, Director, DG Education and Culture, European Commission

Concluding remarks by Ms Ólöf Ólafsdóttir, Director of Democratic Citizenship and Participation, Council of Europe

Background Information

In recent years, important developments in the field of citizenship and human rights education have taken place both in Europe and beyond. In particular, on 11 May 2010, the Ministers for Foreign Affairs and representatives of the 47 Council of Europe member states adopted Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education at the 120th Session of the Committee of Ministers. The Charter will be an important reference point for all of Europe and will be used as a basis for the Council of Europe's work in this field in the coming years.

The decision to adopt the Charter was one of a series of decisions taken by the Committee of Ministers as a follow-up to the High-Level Conference on the Future of the European Court of Human Rights held in Interlaken on 18-19 February 2010, with a view to implementing the Declaration and Action Plan agreed there. These decisions are all concerned, in one way or another, with improving the credibility and effectiveness of the European Convention on Human Rights and the system for its implementation, and with reducing the pressure on the Court from its excessive caseload. The Charter takes its place among these decisions because citizenship and human rights education is a primary way, of "equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour" so that they promote and protect human rights and fundamental freedoms.

The Charter marks a turning point in the Council of Europe's work in promoting citizenship and human rights education and is the culmination of the project on Education for Democratic Citizenship and of the Human Rights Education Youth Programme.

Two years on after the adoption of the Charter, the Council of Europe is focusing on its dissemination (which includes the production of a child-friendly version) and on learning about its potential to make learning citizenship and human rights a reality for everyone in Europe. To this end, member states and non-governmental partner organisations (including youth organisations) will be invited to share experiences and results in using the Charter. A questionnaire report will be prepared on the basis of replies to be received from the member states. Feedback from civil society organisations will also be collected.

In this framework, the Council of Europe will organise a conference on "Human Rights and Democracy in Action - Looking Ahead" in 2012, in co-operation with the European Commission and the European Wergeland Centre, with a view to take stock of the developments in the member states since the adoption of the Charter and to discuss future co-operation and strategies for the promotion of education for democratic citizenship and human rights.

Date and place

29-30 November 2012, Strasbourg, France

Organisers

The Conference is organised and funded by the following organisations:

- Council of Europe, Directorate of Democratic Citizenship and Participation
- European Commission
- European Wergeland Centre

Aim and objectives

The aim of the Conference is to bring together representatives of the States Parties to the European Cultural Convention, education practitioners, youth and civil society representatives and other partners to take stock of the results achieved and to plan future co-operation and strategies for the promotion of EDC/HRE through the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

On the basis of the report on the implementation of the Charter and in the framework of the follow-up to the Interlaken Declaration and Action Plan

The objectives are as follows:

- To discuss challenges and opportunities in the field of citizenship and human rights education;
- To exchange information on the impact and implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education in the member states by public institutions and NGOs;
- To discuss how to further enhance EDC/HRE through the use of the Charter in the coming years, and to contribute to the development of sustainable mechanisms for the implementation of the Charter both in member states and the Council of Europe;
- To discuss concrete future co-operation initiatives among national and international institutions and organisations and between formal and non-formal education sectors.

Expected outcomes

At the policy level:

- Strengthening Education for Democratic Citizenship and Human Rights based on the Charter through a better understanding of effective ways of promoting EDC/HRE in all educational settings;
- Increased visibility of the role of EDC/HRE for the future of democratic societies and of the work of the Council of Europe in this field;
- Strengthening co-operation of all involved parties on the international and national level to capitalise on synergies and ensure complementarity, and initiate plans for concerted actions.

Specific outcomes:

- A conference report, including feedback on the questionnaire report, conclusions and recommendations;
- A conference website, including speeches, presentations and multimedia products (ex. interviews with participants).

Participants

The participants of the Conference will be officials from the 50 States Parties to the European Cultural Convention, representatives of international institutions, civil society organisations (including youth organisations and foundations active in the field of EDC/HRE). Two hundred participants are expected to attend the Conference.

Request for nominations will be addressed to the States Parties to the European Cultural Convention asking them to nominate one high-level official dealing with citizenship and human rights education.

Also will be invited:

1. Moderators, rapporteurs, chairs and a general rapporteur
2. EDC/HRE coordinators
3. International NGOs
4. Youth organisations active in EDC/HRE
5. National human rights institutions
6. Regional and international institutions
7. Foundations dealing with EDC/HRE

8. Council of Europe bodies concerned, including:
 - a. Committee of Ministers
 - b. Parliamentary Assembly
 - c. Congress of Local and Regional Authorities
 - d. Human Rights Commissioner's Office
 - e. INGOs Conference
 - f. North South Centre
 - g. Programme "Building Europe for and with Children"
 - h. Directorate General of Legal Affairs and Human Rights
 - i. World Forum for Democracy
 - j. European Centre for Modern Languages (ECML)
9. Education professionals
10. Media representatives

Organisation and working methods

Reporting and decision making: The Conference is organised under the supervision of the Council of Europe Steering Committee for Educational Policy and Practice (CDPPE) and the Joint Council for Youth. A small preparatory group was set up with a view to provide in-depth guidance and advice on the concept and programme of the Conference⁹. The Conference report will be submitted to relevant committees for information and follow up.

Programme: The first day will be devoted to taking stock of what has been done, and the second one to ideas for future action. The concluding session will allow the summing up of the conclusions and will give floor to a prominent personality for inspirational remarks. In general, the number of speeches will be kept to a minimum, and the workshops will aim to produce practical conclusions and recommendations. Some high-profile interviews will be sought.

Gender equality and participation of children and young people: The issues of gender equality and participation of children and young people will be duly taken into account in the organisation of the conference.

Communication: A conference website will be developed and launched in September 2012. The website will be used for the preparation of the Conference and to disseminate its outcomes. Potentially, it could also be used for on-line participation (ex. video transmission of debates), collection of comments from a broader audience and for video connections with other locations. Possible co-operation in this respect with the Council of Europe Directorate of Communication will be explored. The possibility to use the social networking tools will be explored in co-operation with the European Wergeland Centre.

An Information Market will be organised in parallel with the meeting (i.e. materials and publications will be put on display, promoted and distributed by the organisers and participants). Regional tables and an informal opening event could be organised the night before.

Working languages: English and French.

Working documents

- Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7)
- Questionnaire report on the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

⁹ The group includes 2 representatives of the (former) Steering Committee for Education, 2 representatives of youth statutory bodies and 2 NGO representatives.

Background documents

Council of Europe

- Conclusions of the Forum on Human Rights Education with Young People (Budapest and Strasbourg, 2009)
- Council of Europe Strategy for the Rights of the Child (2012-2015)
- Recommendation CM/Rec(2012)2 of the Committee of Ministers to member States on the participation of children and young people under the age of 18
- Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education

European Commission

- Citizenship Education in Europe, Eurydice survey 2012
- Study on "Participatory Citizenship in the European Union" 2012

Other

- Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education (A/HRC/15/28), with the adopting resolution 15/11 of the Human Rights Council
- United Nations Declaration on Human Rights Education and Training

Appendix II: List of Participants

STATES PARTIES TO THE EUROPEAN CULTURAL CONVENTION ETATS PARTIES A LA CONVENTION CULTURELLE EUROPEENNE

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