



Council of Europe
Switzerland 2009–2010



Strasbourg, 9 July 2010

DGIV/EDU/CIT (2010) 9 rev

Learning Democracy and Human Rights

Evaluation 2006-2009 and the way ahead

Strasbourg, 15-16 April 2010, Agora Building

Conference organised in the framework
of the Swiss Chairmanship of the Committee of Ministers
of the Council of Europe

Report



Executive summary

The Conference brought together representatives of the States Parties to the European Cultural Convention, decision makers in the field of education, education practitioners, civil society representatives and other partners with a view to taking stock of the results achieved under the Programme 2006-2009 and of planning future co-operation in the field of Education for Democratic Citizenship and Human Rights (EDC/HRE) for the period 2010-2014.

The staff of the Council of Europe (Council of Europe) involved directly in the Programme of Activities “Learning and Living Democracy for All” for 2006-2009 provided an overview of the main results achieved. A number of concrete outcomes of this work were presented, such as the collection of EDC/HRE manuals and publications for teachers and managers at various levels of the education systems in Europe. Another key achievement is the elaboration of the “Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education”¹, which was submitted for adoption in the framework of a recommendation to the Committee of Ministers of the Council of Europe, and will represent a major reference for EDC/HRE in the years to come. Special attention was given to the analysis of the work done by the network of EDC/HRE coordinators, as well as to the cooperation with other Council of Europe bodies (Parliamentary Assembly, Congress of Local and Regional Authorities, Office of the Commissioner for Human Rights, Conference of International NGOs) and with other international and European organisations. The programme of activities for 2010-2014 has been submitted to discussion, with a view to receiving feedback and suggestions for its implementation.

The participants reached a clear consensus on two main conclusions:

- the activities of the Programme “Learning and living democracy for all” 2006-2009 brought an important contribution to the promotion of EDC/HRE in Europe and
- the Education and Languages Directorate of the Council of Europe should be further supported, both by the member states and by the Council of Europe governing bodies, to continue to act in this field, directly connected to the mission of the Council of Europe and to the current needs of all European societies.

¹ Shortly after the conference, 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 the Committee of Ministers.

The evaluation of the activities implemented in the period 2006-2009 showed that, despite the wide diversity of situations in different countries and regions of Europe, the work done was highly relevant to the needs of various stakeholders. It also pointed out the shortcomings and the weaknesses, the most important one being the gap between the ambitious work plan and the scarce human and financial resources made available for its implementation.

The suggestions formulated, regarding mainly ways in which the achievements of the EDC/HRE Programme can be better known and used in member states, as well as new possible approaches and partnerships, are summarised below:

- Appropriate support measures are needed in order to make the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, which was to be adopted in the framework of a Committee of Ministers' Recommendation, known and used by relevant stakeholders in member states and the Council of Europe should be given the means to assist member states' authorities in the implementation of its provisions. In future, this text should be seen as a regional instrument associated with the implementation of the UN Declaration on Human Rights Education and Training (which is currently being drafted). Coordination with UN processes should be ensured at European and member states' levels.

- The tools, manuals and other materials produced in the framework of the Programme "Learning and living democracy for all" 2006-2009 should be translated, adapted, where appropriate, and widely disseminated in member states. In some cases, additional support materials are needed to facilitate their implementation or the integration of their content into training programmes for various target groups. The Pestalozzi Programme should continue to organise activities on EDC/HRE topics. The European Wergeland Centre should support dissemination of the Council of Europe materials, while the cooperation with existing EU-funded education programmes could also be envisaged.

- There is a need to emphasize that EDC/HRE should be seen as a lifelong learning process, going beyond school-age, but also beyond formal education. Activities should aim at a better involvement of learners of all ages, as well as of parents and NGO activists.

- The next stage of the programme should produce clear learning goals and guidelines serving to assess learners' competences, thus proving the actual impact of EDC/HRE.

- Further clarification is needed concerning relations between EDC and HRE, as well as between EDC/HRE and education for intercultural understanding, both in terms of concepts and in terms of methodological approaches.

- The network of EDC/HRE coordinators, as an emblematic product of the programme, should be supported further. This should include continued support for the regional sub-networks, but also the development of thematic sub-networks, and the improvement of the involvement of civil society representatives.

- The Council of Europe could also have a major role in promoting partnerships among relevant stakeholders at cross-border/regional, member states' and at local levels. Practical instruments, facilitating the development of local networks and partnerships involving education institutions, local authorities, NGOs, community groups, etc. are needed. A key role in this process can be taken over by the member states' parliaments (with the Parliamentary Assembly acting as supporter), at member states' level, and by the Congress of Local and Regional Authorities, for the local and regional level.

- The Council of Europe can enhance its visibility in the field of EDC/HRE and benefit from maintaining and developing connections with existing relevant regional, European, and international networks.

- An additional tool could be developed to support the involvement of NGOs and representative structures of students and young people in various types of EDC/HRE activities, from needs assessment, to policy-making, implementation and evaluation.

The conclusions and recommendations formulated will be presented at the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010).

1. Background Information

The Council of Europe Programme “Learning and living democracy for All” 2006-2009 continued the work initiated by the Council of Europe in 1997 in the field of Education for Democratic Citizenship (EDC), as part of the support to the implementation of the European Cultural Convention (see Appendix I for further information). The aim of the Conference was to bring together representatives of the states party to the European Cultural Convention, education practitioners, civil society representatives and other partners with a view to **taking stock of the results achieved** and of **planning future co-operation**. The objectives were as follows:

- To disseminate and promote the outcomes of the programme 2006-2009
- To receive feedback from partners on these outcomes
- To receive input for the planning of future activities 2010-2014, including indications on priorities, needs and working methods
- To reinforce partnerships and co-operation
- To provide input for the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010), which will be devoted to the theme of “Education for sustainable society: the role of teachers”.

The Conference was organised in the framework of the Swiss Chairmanship of the Committee of Ministers of the Council of Europe by the Department for Education for Democratic Citizenship and Human Rights of the Council of Europe.

2. Participants, programme and proceedings

About 160 participants attended the conference (see Appendix II), including:

- representatives of the educational authorities in Council of Europe member states and one state having observer status to the Council of Europe (Mexico);
- Members of the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR);
- EDC/HRE coordinators;
- International NGOs;
- International institutions;
- Foundations and NGOs dealing with EDC/HRE;
- Council of Europe bodies.

The programme was structured in plenary sessions and workshops. The plenary sessions included presentations by Council of Europe staff of the achievements of the Programme 2006-2009 and of the plans for the next phase of the Programme, as well as interventions from speakers representing various Council of Europe bodies, other international organisations and the network of EDC/HRE coordinators. The workshops allowed participants to discuss and share opinions about the key lines of action of the Council of Europe Programme on EDC/HRE.

The Conference was a real forum of exchange and dialogue among key stakeholders of EDC/HRE in Europe² and provided an opportunity for the participants and for the Council of Europe to display and distribute relevant materials and publications.

² For example, the participants were informed about the International Civic and Citizenship Education Study (ICCS), for which results will be made public later this year by the International Association for the Evaluation of Educational Achievement. The aim of the study is to investigate the ways in which young

The key conclusions and recommendations formulated in the plenary interventions, as well as during those resulting from the parallel workshops, are summarised and presented in the following two sections of this report.

3. Conclusions

Overall, the conference reached its expected outcomes as it managed to inform key stakeholders in the field of EDC/HRE, from policy-makers to practitioners, from international organisations to some of the most active NGOs, about the work done by the Council of Europe over the last four years and about the plans for the next stage of the project. It also provided the Council of Europe staff with important feedback and suggestions which will help specify in detail and implement the activities in this field over the next years.

Role of the Council of Europe

Participants reached a clear consensus on two main conclusions:

- that the activities of the Programme “Learning and living democracy for all” 2006-2009 brought an important contribution to the promotion of EDC/HRE in Europe and
- that the Education and Languages Directorate of the Council of Europe should be further supported, both by the member states and by the Council of Europe governing bodies, to continue to act in this field, directly connected to the mission of the Council of Europe and to the current needs of all European societies.

As Ms Ólöf Ólafsdóttir, Acting Director of Education and Languages, pointed out in her opening speech, thanks to the work done in this field for over a decade by the Council of Europe, EDC/HRE has been brought “in from the margins”, countries realising more and more that “people are not born with the knowledge of human rights and democracy, that they have to learn it, they have to experience it, practice it, and not only in the school system but throughout life”.

Representatives of the Swiss Chairmanship of the Council of Europe:

- pointed out that the Council of Europe’s approach in the field of EDC/HRE, with focus on exchange and co-operation based on a common vision, is particularly suitable for increasingly heterogeneous European societies (Mr Klaus Fischer, Member of the State Council of the canton of Solothurn);
- reaffirmed the three priorities of the Chairmanship: the reform of the European Court of Human Rights, the institutional reform of the Council of Europe and the focus on activities promoting democracy and human rights (Ambassador Widmer);
- highlighted the importance of EDC/HRE, and expressed the Chairmanship’s support to the adoption of the Committee of Ministers’ Recommendation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

people are prepared to undertake their roles as citizens in a range of countries from Asia, Europe and Latin America. The study builds on the previous IEA study of civic education (CIVED) undertaken in 1999. It reports on student achievement on a test of conceptual understandings and competences in civic and citizenship education, student dispositions and attitudes relating to civic and citizenship education, as well as teaching and class management practices, school governance and climate.

The evaluation of the activities implemented in the period 2006-2009, based on the documents produced and on the presentations made during the seminar, but also on the testimonies of conference participants who have been directly involved in these activities, was very positive. It showed that, despite the wide diversity of situations in different countries and regions of Europe, the work done was highly relevant to the needs of various stakeholders. It also pointed out the shortcomings and the weaknesses, the most important one being the gap between the ambitious work plan and the scarce human and financial resources made available for its implementation.

EDC/HRE resources

Participants appreciated particularly teaching materials structured in a way to allow flexible use in various educational settings, as well as the resources which offer a clear step-by-step approach, well suited for the implementation in school contexts and adaptable to a variety of local contexts, as well as adaptable to different types and different sizes of school.

The impact of the resources produced is direct in several situations, such as the pilot projects in Ukraine or Romania and the joint EU - Council of Europe projects in Western Balkans. The project “Interculturalism and Bologna Process”, implemented by the Council of Europe with EU support in Kosovo³ is a good example of immediate use of Council of Europe materials in training programmes, as well as in the classroom. In other cases, Council of Europe materials have been taken as reference for the elaboration of curriculum, of textbooks or of other local educational resources.

The network of EDC/HRE coordinators

A special attention was given during the conference to the reflection on the effectiveness of the work provided by the member states’ EDC/HRE coordinators and on the benefits of European and regional networking among them. The network of EDC/HRE coordinators facilitates on-going exchange and debate on EDC/HRE issues in Europe and has been instrumental in supporting other project components, in obtaining stronger commitment from member states’ authorities in support of EDC/HRE, as well as in the dissemination of the products and achievements of the project.

However, the activity of the network has still to overcome a number of challenges. A challenge spoken about concerned the changes in the membership. As they are appointed by the ministries of education, coordinators depend also in their stability, as in their influence on member states’ policies, on the political commitment and support of the governments. Changes which have taken place required mobilisation of support from other members, in updating newcomers and facilitating their integration in the group. There is also a group of coordinators who have been involved for a long time in this position and who ensure a great degree of stability and continuity. Changes in member states’ education policy priorities also limit sometimes the effectiveness of the work of the coordinators.

A new development was the establishment of regional sub-networks, such as the South-East Europe, Baltic and Black Sea and Nordic countries networks. The approach of the

³ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

Council of Europe to strengthen cooperation by supporting regional networks was appreciated as well suited to the specific needs of the member states, in particular since it allows to involve both EU- and Non- EU countries. Furthermore it substantially contributes to developing a deeper understanding of EDC/HRE policy implementation mechanisms, by offering the possibility for additional exchanges of experiences and of in-depth analysis of the political context of the respective member states.

A number of proposals for the future work and cooperation of the EDC/HRE coordinators have been formulated, as explained in the following section of this report.

From principles and policies to actual implementation

It should also be openly acknowledged that the implementation of the principles of EDC/HRE, as they are illustrated in the content of various documents produced by the programme and summarised in the forthcoming Committee of Ministers Recommendation on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, is often facing challenges. Several issues have been raised in this regard by participants, including the following:

- The current mechanisms for ensuring the quality of education which are, in some countries, more focused on control and competition, limit the actual possibilities for implementing democratic and participatory principles in school governance and school development processes.
- Certain assessment practices, which have been taken as key references in the educational reform in several countries, lead to a focus on what some consider as “educational core tasks” (mathematics, natural sciences, language learning), which also leaves little space for EDC/HRE.
- The issue of resources made available for schools to become democratic learning places is also relevant: as moving towards democratic governance is a long-term process, based on mutual trust and teamwork, it requires stability and a long-term commitment from educational authorities as well.
- There remain inconsistencies in various education systems between official statements supporting EDC/HRE principles, the curriculum and textbook content, and the classroom practices. Sometimes, even if curriculum has been revised and improved, textbooks are still the old ones.
- The training of teachers and other staff involved in education on EDC/HRE issues is still insufficient and hard to assess, while incentives for those who promote change are not satisfactory.

Taking into account the existing challenges and concerns, continuing efforts to promote EDC/HRE is highly relevant and the work planned by the Council of Europe for the coming five years is likely to continue to bring extremely valuable changes in the educational reality across Europe. A first step is to increase the visibility of EDC/HRE activities of the Council of Europe at member states’ level and to further disseminate existing materials. Numerous recommendations and proposals were formulated in the workshops in this respect.

4. Recommendations

Besides providing feedback to the work done by the Council of Europe in the period 2006-2009, participants in the conference also formulated a number of suggestions. These suggestions regard mainly ways in which the achievements of the EDC/HRE Programme can be made better known and used in member states, as well as new possible approaches and partnerships. The participants' suggestions and recommendations have been summarised below in three sections, according to the three objectives of the Programme 2010-2014.

1 - Supporting policy development and implementation

One of the key achievements of all the work done by the Council of Europe in the field of EDC/HRE concerns the development and wide promotion at European level of a common reference framework including key concepts and principles for implementation. These clear theoretical and methodological references are still essential and they need to be updated, adapted to the current needs and to the diversity of situations on the ground, and accompanied by provision of advice to policy-makers on how EDC/HRE principles can be implemented effectively and in a sustainable way in specific context.

The adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, in the framework of a Committee of Ministers recommendation, is a major step in this direction and appropriate support measures will be needed in order to make it known and used across Europe. Although a non-binding document, the text of the charter contains objectives and principles that should guide member states in the framing of their policies, legislation and practice. Among other things, it specifies that "member states should regularly evaluate the strategies and policies they have undertaken" in the field of EDC/HRE and the Council of Europe should be given the means to assist national authorities in this process and encourage this to be done also in cooperation, for example at regional level.

All relevant actors should also consider the opportunity offered by the fact that the implementation of the Charter will go in parallel with the implementation of the UN Declaration on Human Rights Education and Training⁴. These processes should be combined and carefully coordinated, at both European and member state's levels, and the EDC/HRE Charter should be seen as a regional instrument serving to implement the UN Declaration. The work done by Member states in relation with these two documents should also be connected and useless duplication avoided.

Further attention should be given to a number of country and region specific EDC/HRE issues and concerns, such as the existence in some education systems of a subject called military-patriotic education, whose content is only partly in line with the principles of EDC/HRE, or the choice between civic education and religious education.

⁴ Recommendation 4/2. Draft United Nations declaration on human rights education and training. Adopted by consensus, 8th meeting of the Advisory Committee of the Human Rights Council, 29 January 2010

2 - Putting Council of Europe tools and manuals into practice

Adaptation and dissemination of existing materials

As resulted clearly from the presentations and discussions during the conference, including those on case studies of piloting of materials developed by the EDC/HRE project, some materials are ready-to-use and only need to be translated in local languages, while in other cases an adaptation is needed to the local context and needs. It is of key importance that adaptations are made without overriding the key principles and approaches suggested in these documents, but rather by making them more intelligible and more effective. For example, in the case of some documents, key issues should be emphasized, sometimes the size can be reduced and the language adapted.

Some tools still need additional materials to facilitate their implementation or the integration of their content into training programmes for various target groups.

A useful support for dissemination would be the structuring of all documents and materials produced in a thematic list, with a brief summary of the content and with specifying the target group for each document. This would make it easier for users to reach quickly the information they need.

Adapted dissemination strategies are needed, related to the specific needs and perspectives of the target groups envisaged and taking into account specific local contexts. Support of relevant media is required and the opportunities offered by the wide accessibility of ICT can be a major asset.

Particular attention should be given to the need for using the “language of youth” and their communication style and methods, when addressing the new generation. This could include using social networking platforms, which can open the path for reaching wider groups, as well as innovative approaches such as the ones based on videogames and ICT-based artistic expression. It was pointed out that “you need to be where young people are”.

If the European network of EDC/HRE coordinators, and its regional sub-networks, will continue to play a key role in dissemination, there is a need to involve a higher number of member states’ multipliers in this process. More should be learned from the experience of countries which have set-up networks of regional EDC/HRE coordinators, or member states’ communication platforms involving key stakeholders, as support structures for dissemination. The European Wergeland Centre will continue to support dissemination of the Council of Europe materials and can provide additional support for materials to be used in practice.

The adoption of the Recommendation on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education has been also seen as a key opportunity for dissemination. Participants suggested the organisation of European and member states’ events focused on the presentation of the Charter, with the involvement of various relevant stakeholders, including human rights protection agencies. Another idea to increase public visibility and raise awareness of the importance of EDC/HRE, would be the organisation of member states’, regional or European action days/week.

Scope and learners' involvement

There is a need to emphasize at this stage of the programme that EDC/HRE has been seen since the beginning as **a lifelong learning process**, going beyond school-age, but also beyond formal education.

Of course, schools should remain an essential focus of EDC/HRE and all school-based actors involved, teachers, principals and students, should be given a voice, should be listened to, and their efforts should be recognised. Often there are only high expectations put on their shoulders and little acknowledgement of their successes and commitment. Student voice and genuine student participation in decision-making is also a key requirement at school level. As stated in one of the presentations, “we must ensure that student voice grows out of real school democracy where everyone’s voice is heard and respected, not just those in the room at the time”.

Even within formal education the scope of EDC/HRE should be expanded, to include pre-school education, vocational education and the education of children and young people with special needs.

While teachers and quality of the teaching process in schools should remain at the core of all the work on EDC/HRE, attention should be given to a more active involvement of other key stakeholders. First of all, it is time to focus more on the learners. This means, if a broader, lifelong learning perspective, is taken, to take into account in all educational processes connected with EDC/HRE the perspective of the learners, be they students, adults, or young people acting outside the formal education system.

Adults of all ages, with various social educational backgrounds, need also competences to become committed, active and informed citizens. The fact that they are targeted equally by EDC/HRE should be reflected also in the illustrations used for promotional materials of the programme. Activities should also focus on preparing adults to address in a democratic and rights-based perspective the challenges currently facing European societies.

Since parents and NGO activists play such a key role in the education of the young generation, they should be also targeted by training, educational and awareness-raising activities, and supported with appropriate materials to get the most out of their educational role in a democratic society.

The next few years should also bring a better coordination between formal and non-formal EDC/HRE activities. Non-formal activities are often complementing formal education in this respect and the experience achieved, as well as the tools developed mainly in the work with the youth sector, may prove relevant and useful, sometimes with the necessary adaptations, for a variety of target groups. Joint activities and explicitly coordinated work of schools and NGOs providing non-formal education activities should be encouraged, supported and promoted.

Focus on learners' competences

Several interventions during the conference pointed out the need to tackle a difficult challenge for EDC/HRE: how to assess the competences of learners involved in EDC/HRE. We know now what policies will support democratic citizenship and human rights education, we know in theory how a school can function to support EDC/HRE and

also what competences teachers need to introduce democratic citizenship and human rights education in schools. But what is less explored is the definition of student competences.

Of course, this will not be an easy task for several reasons. Among the most quoted challenges is the fact that EDC/HRE is not only about knowledge and skills, but also about attitudes and values, as well as the fact that learning about democracy and human rights takes place in a social environment, where media, family, peer or community groups, have a major influence, making it hard to identify the concrete effects of specific activities.

Despite this, it could be of extremely practical importance for the effective implementation of EDC/HRE, if the next stage of the programme produced clear learning goals and guidelines serving to assess (and, why not, self-assess) learners' competences, thus proving the actual impact of EDC/HRE. Special attention can be given in this context to the connection between EDC/HRE-related competences and other key competences addressed by formal or non-formal educational activities. It was also emphasised that the idea that a democratic school is enhancing performance of learners at all levels needs to be backed by hard facts. Additional research and cooperation with specialised researchers could be of major importance in this respect.

Learning the key principles and the functioning of the human rights system

One might think that working with court cases in educational activities might be considered too technical, boring and useless by the learners involved, particularly when they are young people or when they have a lower socio-educational background. However, after discussion of this issue, participants agreed that, on the contrary, concrete cases of human rights violation and the analysis of the reaction taken by institutions could have a very effective impact, both on the understanding on the basic principles of human rights and democracy, and on building trust in democratic institutions and processes. Facts in the cases analysed can be seen as more interesting for learners than abstract principles, while looking closer at a case they can see human rights in practice and understand better the whole functioning of the judiciary process and the implementation of the rule of law. This is why such an approach could be a successful new area of work in the EDC/HRE programme, if carefully articulated with the rest of the work in this field. To make this a reality, involvement of experts from the court together with experts working with court cases in educational activities could bring about valuable outcomes.

Stronger connection between EDC/HRE and intercultural education

Even if the EDC/HRE has been conceived from the very beginning as an umbrella concept covering other relevant types of education, many actors feel that the relationship with intercultural education still needs to be clarified, both in terms of concepts and their practical implications.

It was pointed out in particular that the new work programme of the Council of Europe for 2010-2014 in the field of EDC/HRE is clearly situated in a broader framework entitled "Education for Intercultural Understanding, Human Rights and Democratic Culture"⁵. This is, indeed, not only making explicit the relevance of all these fields for the core mission of the Council of Europe, but is also offering an excellent opportunity for the development of a

⁵ Education programme 2010 – 2014 "Education for intercultural understanding, human rights and democratic culture", CDED (2009) 6, CDES (2009) 14

coherent common background of educational activities focused on democracy and human rights, with those focused on intercultural understanding.

This could be reflected in connections between educational and policy materials, as well as in the recommendation to pay special attention to schools situated in areas where there are issues of ethnic segregation or inter-ethnic tensions, when promoting democratic governance of schools, or, when discussing equal access to fundamental rights, to include issues of discrimination, racism and intercultural relations.

3 - Promoting partnerships and networking

There is no doubt that the network of EDC/HRE coordinators is the emblematic product of the programme in terms of networking. During the next phase of the project, not only this should be supported further, including by encouraging the work of regional sub-networks, but new features and approaches should also be added. Two main suggestions were formulated in this respect:

- to develop also thematic sub-networks, with focus on specific issues, not only of geographic relevance, but common to countries in various parts of Europe;
- to find ways to integrate civil society representatives in the activities of European EDC/HRE networking, either by pairing-up NGO representatives with the current coordinators, who represent the Governments, at member states' level, or by organising regularly joint European forums, where coordinators can meet and discuss with their NGO counterparts.

The Council of Europe could also have a major role in promoting partnerships among relevant stakeholders at cross-border/regional, member states' and at local levels. This issue, already mentioned in the Recommendation on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, could be mainstreamed in all policy guidelines elaborated by the Council of Europe. The general guidelines should also be accompanied by practical instruments facilitating the development of local networks and partnerships involving education institutions, local authorities, NGOs, community groups, etc. A key role in this process can be taken over by the member states' parliaments (with the Parliamentary Assembly acting as supporter), at member states' level, and by the Congress of Local and Regional Authorities, for the local level. Representatives of both structures expressed strong support for this idea.

The Council of Europe can enhance its visibility and benefit from maintaining and developing connections with regional, European, and international networks active in the field of education for democracy, civic education, HRE, as well as with networks focused generally on education policy and quality assurance in education. The conference has been a good illustration of this opening towards such cooperation and this would be also an opportunity to rely on in the future.

Countries should be also encouraged to engage in regional and bilateral networking, particularly sharing experiences of member states' dissemination strategies, project results and good practices, and exchanging materials.

Pestalozzi Programme should continue to provide support for exchanges and joint training of educational staff on issues concerning EDC/HRE. Activities targeting school leaders were seen as particularly relevant in this context.

The Council of Europe should continue to build synergies with other institutions in this field. The co-operation between the Council of Europe, OHCHR, UNESCO and OSCE/ODIHR developed in particular in the framework of the UN World Programme for Human Rights Education in Europe should be further reinforced.

Participants also suggested that different categories of persons involved in education (teachers, school leaders, adult education, youth workers, etc.) should take advantage, where possible, of the EU-funded exchange and mobility programmes, where issues of implementing EDC/HRE can be included and sometimes are a priority. It was also stated that co-operation should be developed between the Council of Europe and the EU on EDC/HRE.

Also according to the provisions of the EDC/HRE Charter, NGOs are important players in EDC/HRE, and they should be involved in all types of activities, from needs assessment, to policy-making, implementation and evaluation of EDC/HRE. An additional tool could be developed for this purpose. It was also advised to include, wherever possible, cooperation with member states' and European representative structures of students and young people.

An additional general suggestion was formulated in her plenary intervention by Ms Anne Brasseur, Member of the Parliamentary Assembly: "the results of this conference shall be submitted to the 23rd session of the Standing Conference of European Ministers of Education in Slovenia later this year. Therefore, I should like to make the following formal proposal: the ministers should be asked to support amending the European Cultural Convention in order to shift the focus to education for human rights and democracy and make this convention more relevant for European states and more interesting for non-European states to accede to".

APPENDIX I

Programme

Wednesday, 14 April 2010

17.00-19.00 Preparatory meeting for moderators, rapporteurs, chairs, speakers and general rapporteur

Thursday, 15 April 2010

Programme of Activities 2006-2009 – Results achieved and lessons learned

09.00-09.30 **Registration**

09.30-10.30 **Opening**

Chair: Ms Reinhild Otte, Chair of the ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights

Video “Learning and living democracy for all”

Mr Klaus Fischer, Member of the State Council of the canton of Solothurn, Director of Education, Culture and Sport, on behalf of the Swiss Chairmanship of the Committee of Ministers (10 minutes)

Ms Ólöf Ólafsdóttir, Acting Director of Education and Languages, Council of Europe (10 minutes)

Programme of Activities 2006-2009 – Results achieved and lessons learned (10 minutes): Ms Sarah Keating, Division for Citizenship, Human Rights and Diversity Education, Council of Europe

EDC/HRE Pack – series of manuals on citizenship and human rights education (10 minutes): Ms Yulia Pererva, Division for Citizenship, Human Rights and Diversity Education, Council of Europe

10.30-11.00 **Coffee break**

11.00-12.30 **Workshop I: Programme of Activities 2006-2009 – Results achieved and lessons learned:** 6 parallel groups on the following themes:

1. Education policy development and implementation for democratic citizenship and social inclusion
2. New roles and competences of teachers and other educational staff
3. Democratic governance of educational institutions

12.30-14.00 **Lunch**

14.00-15.30 **Workshop I: Programme of Activities 2006-2009 – Results achieved and lessons learned** – continued (on the same topics, with different groups)

15.30-16.00 **Coffee break**

16.00-17.30 **Plenary:** Chair: Mr César Bîrzéa, Member of the Bureau of the ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights

Building partnerships for citizenship and human rights education: Round Table (30 minutes)

- Ms Maria Stavrositu, Member of the Parliamentary Assembly of the Council of Europe
- Mr Alexander Bartling, Secretariat of the Council of Europe Congress of Local and Regional Authorities
- Mr Dennis Van-der-Veur, Advisor to the Human Rights Commissioner of the Council of Europe
- Mr Alain Mouchoux, Vice-President, Conference of International NGOs of the Council of Europe

The role of international institutions in supporting sustainability of citizenship and human rights education: Round Table (30 minutes)

- Mr Pavel Chacuk, Human Rights Advisor, OSCE/ODIHR
- Ms Aydan Iyigüngör, Human Rights Education Coordinator, EU Fundamental Rights Agency
- Ms Martha Santos, Programme Manager, UNICEF
- Mr Kazunari Fujii, Chair of the NGO Working Group on Human Rights Education and Learning, Conference of NGOs in Consultative Relationship with the UN

Discussion

17:30-19:00 **Reception** co-hosted by the Swiss Chairmanship, and Ms Ólöf Ólafsdóttir, Acting Director of Education and Languages, Council of Europe

Friday, 16 April 2010

Learning democracy and human rights: the way ahead: 2010-2014

09.00-09.50 **Plenary:** Chair: Mr David Kerr, member the ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights

Council of Europe Programme for 2010-2014: Mr Villano Qiriaz, Acting Head of Division for Citizenship, Human Rights and Diversity Education, Council of Europe

Exchange and co-operation - the role of EDC/HRE coordinators: Round Table (30 minutes)

Mr Aidan Clifford (Ireland), Ms Bojka Djukanovic (Montenegro), Ms Kristina Kaihari-Salminen (Finland), Mr Einar Värä (Estonia), Ms Rayisa Yevtuschenko (Ukraine)

Discussion

09.50-10.50 **Workshop II: Putting CoE instruments into practice through partnerships and networking** 6 parallel groups

Suggested topics: 1) Priorities for action (dissemination, promotion, piloting, development of new instruments), 2) Co-operation models (regional, thematic, between all levels of education, with specialised media, among international institutions and organisations, among and within networks of professionals and institutions, 3) Scope for synergies (among instruments developed by various actors)

10.50-11.20 **Coffee Break**

11.20-13.00 **Workshop II: Putting CoE instruments into practice through partnerships and networking – continued**

13.00-14.30 **Lunch**

14.30-16.00 **Closing:** Chair: Ms Roy Chourdaki, Chair of the Steering Committee for Education

Key messages from the Third Phase of the Council of Europe Programme on Citizenship and Human Rights Education

- Ms Meral Hacipaşaoğlu, Ministry of National Education of Turkey
- Ms Anne Brasseur, Member of the Parliamentary Assembly of the Council of Europe
- Ms Antonia Wulff, Chair of the Council of Europe Advisory Council on Youth

Discussion

Closing remarks (10 minutes)

Ambassador Paul Widmer, Permanent Representative of Switzerland

Ms Ólöf Ólafsdóttir, Acting Director of Education and Languages, Council of Europe

Conference on “Learning Democracy and Human Rights: Evaluation 2006-2009 and the way ahead”

The Conference will bring together representatives of the States Parties to the European Cultural Convention, decision makers in the field of education, education practitioners, civil society representatives and other partners with a view to taking stock of the results achieved under the Programme 2006-2009⁶ and of planning future co-operation in the field of Education for Democratic Citizenship and Human Rights (2010-2014). The discussions will also contribute to the preparation of the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010).

Background information

The Council of Europe Programme “Learning and living democracy for All” 2006-2009 aimed to support policy development and implementation in the field of citizenship and human rights education in the states party to the European Cultural Convention.

The main goals and objectives of the Programme were as follows:

- to continue and strengthen policy development and implementation of EDC/HRE, with a particular focus on social cohesion, social inclusion and respect for human rights, and, in this context, pay special attention to the democratic governance of educational institutions, especially schools;
- to strengthen the capacity for teacher training and development within and across member states both in education and in partnership with those in civil society, particularly communities and NGOs;
- to improve communication and information sharing with specific focus on the collection, referencing and dissemination of know-how and successful practice in EDC/HRE in order to lay the foundations for building a strong evidence base;
- to develop and promote sustainable frameworks and mechanisms that make EDC/HRE part of everyday practices and processes at all levels of society;

⁶ The EDC project was launched in 1997 by the Second Summit of the Heads of State and Government of the Council of Europe member states. The first phase (1997-2000) was devoted mainly to the clarification of concepts and development of strategies to promote EDC. The setting up of “Sites of citizenship” in communities was also supported. The results of this phase were endorsed by the European Ministers of Education at the 20th session of their standing conference in Krakow (Poland, October 2000). The focus of the second phase (2001-2004) was on the dissemination of the results of the first phase through networking and communication activities. Recommendation (2002)12 of the Committee of Ministers to member states on EDC is one of the main outcomes of this phase. The network of EDC/HRE co-ordinators was developed and became the cornerstone of the project. The “All-European Study on Policies for EDC” conducted during this phase has become a reference document in this field, as it gave a clear account of the situation in the different regions of Europe and revealed the “compliance gap” between policy and practice in many countries. The aim of the 2005 “European Year of Citizenship through Education” was to reach a broader public, and to draw attention to the vital role education plays in fostering citizenship and to the need for citizen participation in any truly democratic society. The Programme of Activities “Learning and Living Democracy for All” (2006-2009) constituted the third phase of the project, and was based on the experience of the first two phases and of the “Year”, as well as on the commitment of Heads of State and Government of the Council of Europe member states, expressed at their Third Summit (Warsaw Action Plan, III.3). It was devoted to the following three Lines of Actions: 1) Education policy development and implementation for democratic citizenship and social inclusion; 2) New roles and competences of teachers and other educational staff in EDC/HRE; 3) Democratic governance of educational institutions.

- to promote working methods based on sharing of information and successful practice, through a multidisciplinary and transversal/cross-sectorial approach, with partners such as member states, international/European/national/local organisations and institutions

The Evaluation Report on the Council of Europe Programme of Activities “Learning and Living Democracy for All” for 2006-2009 provides an overview of the main results achieved and makes recommendations for the future co-operation activities Council of Europe activities in the field of EDC/HRE.

Aims and objectives of the Conference

The aim of the Conference is to bring together representatives of the states party to the European Cultural Convention, education practitioners, civil society representatives and other partners with a view to taking stock of the results achieved and of planning future co-operation. The objectives are as follows:

- To disseminate and promote the outcomes of the programme 2006-2009
- To receive feedback from partners on these outcomes
- To receive input for the planning of future activities 2010-2014, including indications on priorities, needs and working methods
- To reinforce partnerships and co-operation.
- To provide input for the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010), which will be devoted to the theme of “Education for sustainable society: the role of teachers”.

Date and place

Strasbourg, 15-16 April 2010

Participants

The participants of the Conference will be officials from the 49 states party to the European Cultural Convention, representatives of international institutions, civil society and foundations active in the field of EDC/HRE. From 150 to 200 participants are expected to attend the Conference.

Request for nominations will be addressed to the member states asking them to nominate up to 2 high level officials dealing with citizenship and human rights education.

Also will be invited:

1. Members of the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR)
2. EDC/HRE coordinators
3. International NGOs;
4. Human rights institutions;
5. International institutions;
6. Foundations dealing with EDC/HRE;
7. Council of Europe bodies concerned.

Travel and subsistence expenses of all participants will have to be covered by their organisations / institutions.

Expected Outcomes

- The results of the Programme of Activities 2006-2009 (Third Phase) are promoted and disseminated.
- The knowledge of these activities is improved and member states' support is reinforced
- Feedback on the above-mentioned results is collected.
- Suggestions for future co-operation in the field of EDC/HRE are put forward
- Partnerships and networking are promoted and reinforced.

Documents:

- Meeting report (possibly, a publication)

Organisers

The Conference will be organised by the Council of Europe Department for Education for Democratic Citizenship and Human Rights, in close co-operation with Switzerland, which has kindly agreed to support this conference in the framework of the Swiss Chairmanship of the Committee of Ministers of the CoE.

Organisation and working methods

The conference is conceived as a working event, targeting actors involved in citizenship and human rights education related activities at the operational level. The number of speeches will be kept to a minimum, and the workshops will aim to produce practical outcomes. For this purpose, detailed guidelines for the moderators will be prepared.

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).

The working languages will be English, French and Russian.

Background documents

1. Council of Europe Programme of Activities in the field of EDC/HRE 2010-2014
2. Evaluation Report on the Council of Europe Programme of Activities "Learning and Living Democracy for All" for 2006-2009
3. Council of Europe EDC/HRE Pack – a set of materials for different target audiences on various aspects of citizenship and human rights education
4. Report of the Regional European Meeting on the World Programme for Human Rights Education (Strasbourg, 5-6 November 2007)
5. Report of the Forum on "Civic Partnerships for Citizenship and Human Rights Education" (Strasbourg, 9-10 October 2008)
6. Report of the 2008 Prague Forum on "The right to quality education"
7. Conclusions of the Forum on Human Rights Education with Young People (Budapest and Strasbourg, 14-18 October 2009)
8. PACE Recommendation 1849 (2008) "For the promotion of a culture of democracy and human rights through teacher education",
9. CoE Human Rights Commissioner's viewpoint on "Human Rights education is a priority – more concrete action is needed" (2008)
10. Information document on the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010)
11. The European Wergeland Centre – Strategy Plan 2009-2012

APPENDIX II

List of Participants

ALBANIA / ALBANIE

Mr Astrit DAUTAJ, Head of Curriculum Analysis Sector
Curriculum Department
Institution of Curriculum and Training

Mr Robert GJEDIA, Director
Institute of Curriculum and Training

ANDORRA / ANDORRE

M. Salvador SALA, Chef de la Division de l'Organisation Académique
Ministère de l'Education et de la Culture

ARMENIA / ARMÉNIE

Mr Nerses GEVORGYAN, Adviser to the Minister of Education and Science
Ministry of Education & Science, Government House

AUSTRIA / AUTRICHE

Ms Patricia HLADSCHIK, Head
Austrian Centre for Citizenship Education in Schools Helferstorferstraße 5

Ms Sigrid STEININGER, Deputy Head of Department for Citizenship Education
Environmental Education and Consumer Education
Federal Ministry for Education, the Arts and Culture

AZERBAIJAN / AZERBAÏDJAN

Mr Azad AKHUNDOV, Chief Executive
International Relations Department
Ministry of Education

BELGIUM / BELGIQUE

Flemish Community/Communauté flamande

Ms Ann DEJAEGHERE, Assistant to the Director
Afd. Strategische Beleidsondersteuning
Departement Onderwijs & Vorming
Hendrik Consciencegebouw

apologised/excusée

French Community/Communauté française

Mme Marie-Pierre GROSJEAN, Inspectrice
Inspection pédagogique
Ministère de la Communauté française

BOSNIA AND HERZEGOVINA / BOSNIE-HERZÉGOVINE

Mr Suad ALIC
Department of Education
Ministry of Civil Affairs

BULGARIA / BULGARIE

Ms Siyka CHAVDAROVA-KOSTOVA, Assoc. Prof., Head of Chair “Theory of Education”
Faculty of Pedagogy
Sofia University “St. Kliment Ohridski”

CROATIA / CROATIE

Ms Nevenka LONCARIC, Senior Advisor for HRE/EDC
Education and Teacher Training Agency

CYPRUS / CHYPRE

Mr Petros PETROU, Inspector of Secondary Education
Ministry of Education and Culture

CZECH REPUBLIC / RÉPUBLIQUE TCHÈQUE

Ms Eva BARTOŇOVÁ, State secretary - First Deputy Minister
Ministry of Education, Youth and Sports

Mr. Jindřich FRYČ, Director General
Ministry of Education, Youth and Sports

Ms Irena MASKOVA
Department for International Relations
Ministry of Education, Youth and Sports

DENMARK / DANEMARK

Ms Helle BEKNES, Special adviser
Danish Ministry of Education
Department of Primary, Lower Secondary and General Adult Education

Ms Ane Kirstine BRANDT, Assistant Professor
Teacher Education, UCC

Ms Irene HOLSE, Head of Section
Dept. of Higher Education and International Cooperation
Ministry of Education

ESTONIA / ESTONIE

Mr Einar VÄRÄ, Chief-expert
Ministry of Education and Research
Curriculum Development Division

Ms Irene KÄOSAAR, Head
General Education Department
Ministry of Education and Research

FINLAND / FINLANDE

Ms Kristina KAIHARI-SALMINEN, Counsellor of Education
Development of General Education
The Finnish National Board of Education

Ms Anna MIKANDER, Senior Advisor
Department for Education and Science Policy
Ministry of Education

FRANCE

M. Alain BERGOUNIOUX, Inspecteur Général de L'Education Nationale
Ministère de l'Education Nationale

Mme Elisabeth FRÖCHEN, Adjointe au chef du bureau des relations internationales / Deputy Head of international relations Unit
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 Direction générale de l'enseignement scolaire
 Ministère de l'éducation nationale

GEORGIA / GÉORGIE

Ms Maya TCHILASHVILI, Ethnic Minorities Coordinator
 Teacher Professional Development Center
 Ministry of Education and Science of Georgia

GERMANY / ALLEMAGNE

Mr Bernd HÜBINGER, Leiter Fachabteilung
 Bundeszentrale für politische bildung

Ms Reinhild OTTE

Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
 C/o Ministry of Education, Youth and Sports Baden-Württemberg

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Ms Kallirroï CHOURLAKI, Chair of the Steering Committee for Education (CDED)
 Head of the International Organisations Division
 Ministry of National Education and Religious Affairs

Ms Maria FASSARI, Administrator

International Organisation Section
 Ministry of Education, Lifelong Learning and Religious Affairs

HUNGARY / HONGRIE

Mr Lajos ÁARY-TAMÁS, Head of Department
 Ministry of Education and Culture

apologised/excusé

M. Gabor BOLDIZSAR, Conseiller Général
 Department for EU Relations
 Ministry of Education and Culture

Ms Sára KUN-HATONY, Project-coordinator
 Department for EU Relations
 Ministry of Education and Culture

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Ms Sesselja SNAEVARR, Adviser
 Ministry of Education, Science and Culture
 Department of Education - Division of Curriculum

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Mr Aidan CLIFFORD, Director
 CDVEC - Curriculum Development Unit

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Ms Sandra FALKA, Specialist for Curriculum of Social Sciences
 Ministry of Education and Science
 Centre for Curriculum Development and Examinations

LIECHTENSTEIN

Mr Daniel OSPELT, Ambassador, Permanent Representative

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MONACO

Madame Sylvia CHEYNUT, Responsable centre formation pédagogique
Centre de Formation Pédagogique
Direction de l'Éducation nationale, de la Jeunesse et des Sports

MONTENEGRO/ MONTÉNÈGRE

Ms Bojka DJUKANOVIC, Professor
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Ms Astri GJEDREM

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Ms Grete HAUG, Senior Advisor

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PORTUGAL

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Ministry of Education

Mme Maria Luisa NUNES, Advisor in Education
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Ministry of Education, Research, Youth and Sports

RUSSIAN FEDERATION / FÉDÉRATION DE RUSSIE

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Centre for Civic Education
Russian Academy for Upgrading Professional – Standards and Retraining of Educators

SAN MARINO / SAINT MARIN

SERBIA/SERBIE

Ms Snezana VUKOVIC, Head of Department for Strategy and Development of Education
Ministry of Education Republic of Serbia

SLOVAKIA / RÉPUBLIQUE SLOVAQUE

SLOVENIA / SLOVÉNIE

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Ms Beatrice BÜRGLE
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Mme Rahel FREY
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Pädagogische Hochschule Zürich

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Pädagogische Hochschule Zürich

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Ms Beatrice ZIEGLER, Professorin, Leiterin Zentrum Politische Bildung und Geschichtsdidaktik
Zentrum Politische Bildung und Geschichtsdidaktik
Pädagogische Hochschule fhnw; Zentrum für Demokratie Aarau zda

Ms Beatrix ZUMSTEG
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**“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA” / «L’EX-RÉPUBLIQUE
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Bureau for Development of Education

TURKEY / TURQUIE

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Member of the Board of Education in Turkey
Ministry of National Education of Turkey

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Mr Murat MIDAS, Expert
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Ministry of Education and Science of Ukraine

UNITED KINGDOM / ROYAUME-UNI

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National Foundation for Educational Research (NFER)

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Mr Arber SALIHU, Curriculum Developer
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Ministry of Education, Science and Technology (MEST)

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Mme Lydia MADERO, Observateur Permanent Adjoint
Mission Permanente du Mexique auprès du Conseil de l'Europe

M. Christian GOUYAUD, Attaché à la Mission Permanente du Saint-Siège
Mission Permanente du Saint-Siège auprès du Conseil de l'Europe

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COUNCIL OF EUROPE / CONSEIL DE L'EUROPE

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Ms Maria STAVROSITU, Deputy

Congress of Local and Regional Authorities of the Council of Europe / Congrès des Pouvoirs Locaux et Régionaux du Conseil de l'Europe

Mr Alexander BARTLING, Secretary of the Committee on Culture and Education / Secrétaire de la Commission de la Culture et de l'Education

⁷ All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

Commissioner for Human Rights / Commissaire aux Droits de l'Homme

Mr Dennis VAN DER VEUR, Advisor

The Conference of International Non-governmental Organisations (INGOs) / Conférence des organisations internationales non-gouvernementales (OING)

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Association européenne des Institutions d Loisirs des Enfants et des Jeunes (EAICY)

Mme Heleen JANSEN

Association européenne des Enseignants (AEDE)/European Association of Teachers (EAT)

Mme Brigitte KAHN, Présidente de l'Association Regards d'Enfants

B'Nai B'Rith "Conseil international" (ICBB)

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Comité Syndical Européen de l'Education

Steering Committee for Education / Comité directeur de l'Education (CDED)

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Head of the International Organisations Division

Ministry of National Education and Religious Affairs

Steering Committee for Higher Education and Research / Comité Directeur de l'Enseignement supérieur et de la Recherche (CDESR)

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Departamento de Química e Bioquímica

Faculdade de Ciencias da Universidade de Lisboa

Mr Krzysztof OSTROWSKI, Vice Rector

Pultusk Academy of Humanities

Council of Europe Advisory Council on Youth

Ms Antonia WULFF, Chair

* * *

EUROPEAN COMMISSION / COMMISSION EUROPEENNE

* * *

INTERNATIONAL GOVERNMENTAL ORGANISATIONS / ORGANISATIONS GOUVERNMENTALES INTERNATIONALES**Arab League Educational Cultural and Scientific Organisation (ALECSO)**

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OSCE/ODHIR

Mr Pavel CHACUK, Human Rights Advisor

Human Rights Department

OSCE Office for Democratic Institutions and Human Rights (OSCE/ODIHR)

United Nations Children's Fund (UNICEF)

Ms Martha SANTOS, Programme Manager
CEE/CIS Regional Office
United Nations Children's Fund (UNICEF)

* * *

EUROPEAN UNION AGENCY FOR FUNDAMENTAL RIGHTS

Ms Aydan IYIGUENGOER, Human Rights Education Coordinator

INTERNATIONAL COMMITTEE OF THE RED CROSS (ICRC)

Ms Nicole MARTINS-MAAG, Head of Youth Sector
Communication Department, Civil Society Relations Unit

* * *

**INTERNATIONAL NON GOVERNMENTAL ORGANISATIONS (INGO) AND
FOUNDATIONS / ORGANISATIONS INTERNATIONALES NON
GOUVERNEMENTALES (OING) ET FONDATIONS**

CIVITAS

Ms Marianne McGILL
Cooperation Ireland

DARE DEMOCRACY AND HUMAN RIGHTS EDUCATION IN EUROPE

Mr Georg PIRKER, DARE Secretary
Germany

EUROPEAN UNION OF STUDENTS

Ms Karina UFERT
Lithuania

Human Rights Education Associates (HREA)

Ms Felisa TIBBITTS, Executive Director
USA

International Association for the Evaluation of Educational Achievement (IEA)

Ms Paulina KORSNAKOVA, IEA Secretariat, Senior Administrative Officer
The Netherlands

Ms Barbara MALAK-MINKIEWICZ, IEA Secretariat, Manager Membership Relations
The Netherlands

ORGANISING BUREAU OF EUROPEAN SCHOOL STUDENT UNIONS (OBESSU)

Ms Aleksandra MALDŽISKI, Board member
Serbia

OPEN SOCIETY INSTITUTE

Ms Gordana MILJEVIC, Senior Program Manager
Serbia

apologised/excusée

Soka Gakkai International (SGI) United Nations Liaison Office in Geneva

Mr Kazunari FUJII, Director, (Chair of the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationships with the UN)
Switzerland

EUROPEAN WERGELAND CENTRE

Ms Ana PERONA-FJELDSTAD, Executive Director
Norway

* * *

NATIONAL NGOs AND FOUNDATIONS / ONGs NATIONAUX ET FONDATIONS**Armenian Constitutional Right-Protective Centre (ACRPC) NGO**

Mr Stuart MOIR, Communications and International Relations Specialist
Armenia

CITIZENSHIP FOUNDATION

Mr Ted HUDDLESTON, Education Consultant
United Kingdom

CENTER FOR CITIZENSHIP EDUCATION

Ms Alicja PACEWICZ, Co-director of the CEE
Poland

CENTRE FOR HUMAN RIGHTS "AMOS"

Mr Sasho KOCHANKOVSKI, President
"The former Yugoslav Republic of Macedonia"

CENTRE FOR EDUCATION DEVELOPMENT

Ms Olena STYSLAVSKA
Citizenship Education
Poland

CIVIC INITIATIVES

Mr Miljenko DERETA, Executive Director
Civic Initiatives
Serbia

RUSSIAN ASSOCIATION FOR CIVIC EDUCATION

Ms Natalia VOSKRESENSKAYA, Vice-President, Russian Association for Civic Education;
Program Director, Civitas Foundation
Russia

EIP

Ms Alenka Elena BEGANT, Director
EIP Slovenia

FUNDACIÓN EDUCATIVA Y ASISTENCIAL CIVES

Ms María Dolores GARCÍA-AJOFRÍN ROMERO-SALAZAR
Spain

M. Pedro URUÑUELA NÁJERA
Spain

GERMAN COMMISSION FOR UNESCO

Mr Benjamin HANKE
Division of Science, Human Rights

Grodna Public Association of Young Intellectuals VIT (VIT Association)

Mr Siarhei SALEI
Belarus

HELSINKI ESPAÑA -UNIVERSITY NETWORK

Ms Ana NIETO, Executive President

apologised/excusée

HUMAN RIGHTS EDUCATION CENTRE

Mr Givi MIKANADZE, Deputy Chairman
Georgia

KOSOVA EDUCATION CENTER

Mr Dukagjin PUPOVCI, Executive Director
Kosovo⁸

NETWORK OF EDUCATION POLICY CENTRES

Ms Maria GOLUBEVA, Senior Researcher,
Latvia

HUMANITARIAN AND POLITICAL SCIENCE CENTER STARTEGY

Mr Alexander SUNGUROV, President, Head of Department of Political Science of SPB Branch of
Russia

TEACHERS FOR DEMOCRACY AND PARTNESHIP

Ms Olena POMETUN
Ukraine

THE FRIENDSHIP AMBASSADORS

Ms Corina LECA, Human Right's Trainer
Romania

* * *

EXPERTS, SPEAKERS AND SPECIAL GUESTS

Mr Hermann Josef ABS, Professor of Education Research
Faculty for social and cultural studies
University of Giessen
Germany

Ms Elisabeth BÄCKMAN, School Principal
Tullinge gymnasium
Sweden

Mr César BÎRZEA, Director
Institute for Educational Sciences
Romania

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United Kingdom

Ms Bryony HOSKINS, Project Leader
United Kingdom

Ms Elena KONNOVA, Senior lecturer of international law
International Institute of Labour and Social Relations
Belarus

⁸ “All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo”

Mr Peter KRAPF
 Staatliches Seminar für Didaktik und Lehrerbildung Weingarten
 Germany

Ms Sabina MANEA, School inspector
 School Inspectorate of Iasi County
 Romania

Ms Pascale MOMPOINT-GAILLARD, Consultant
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