

**Steering Committee for Education  
(CDED)**



**CDED (2010) 20 – 13 April 2010**

**Evaluation Report on the Programme  
“Learning and living democracy for all”  
2006-2009**



## Executive Summary

The present document analyses the results of the Council of Europe Programme “Learning and Living Democracy for All” 2006-2009. This analysis is based on the evaluation criteria of the Council of Europe Committee of Ministers from 2006<sup>1</sup> as well as the aspects for self-evaluation selected by the Steering Committee of Education (CDED) in 2007<sup>2</sup>. It also takes into account the approach adopted by Ad Hoc Committee of Experts for the European Year of Citizenship through Education (CAHCIT) for the evaluation of the 2005 European Year of Citizenship through Education. The CAHCIT approach was based on feedback from the EDC/HRE coordinators and other partners.

The document recalls the goals and objectives of the Programme, and compares the outputs produced with the expected results as they were set out under the three lines of action – policy development, teacher training and democratic governance of educational institutions. The criteria of relevance, added value, effectiveness, efficiency and impact and sustainability are used for the assessment of the results.

The Council of Europe Programme “Learning and Living Democracy for All” 2006-2009 promotes comprehensive human rights education (Warsaw Action Plan<sup>3</sup>, III.3) and contributes to the strengthening of democracy and the rule of law through education (Warsaw Action Plan, I.3). The Programme gives particular consideration to children’s rights in accordance with the United Nations Convention on the Rights of the Child and the relevant legal instruments of the Council of Europe (Final Declaration adopted by the Ministers of Education, 10.4<sup>4</sup>). The Programme allows to raise awareness about the Council of Europe values and standards among education professionals.

The Programme has been developed and run on the basis of the guidance received from the Steering Committee for Education (CDED), the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR), and the network of EDC/HRE coordinators, the members of which are officially nominated by the member states. It is thus consistently geared towards the member states’ priorities and objectives. A number of regional initiatives was supported (e.g. South East Europe, Nordic, Baltic and Black Sea regions). Country specific needs were met through bilateral programmes. The feedback received from the target groups shows that this work resulted in reforms or concrete activities in the member states.

The development, testing and dissemination of EDC/HRE Pack<sup>5</sup> continued in 2006-2009. and several new tools were developed. The production of a series of six manuals specifically for teachers was also initiated and have proven to be popular in member states.

The feasibility of setting up a resource centre on teacher training on education for democratic citizenship and intercultural education was examined (Warsaw Action Plan, III.3). On the basis of the conclusions of the feasibility study, and following a Norwegian initiative, a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship (“the European Wergeland Centre”) was set up in Oslo in 2008.

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<sup>1</sup> CM(2006)101 final, Establishing criteria for projects

<sup>2</sup> CDED(2007)25 Evaluation of the work of the Steering Committee for Education (CDED)

<sup>3</sup> Action Plan adopted by the Third Summit of Heads of State and Government of the Council of Europe, Warsaw, 16 - 17 May 2005

<sup>4</sup> Final Declaration, 22nd session of the Standing Conference of European Ministers of Education  
“Building a more humane and inclusive Europe: role of education policies”, Istanbul Turkey, 4-5 May 2007

<sup>5</sup> EDC/HRE Pack is a set of manuals for various target audiences on different aspects of EDC/HRE (ex. policy development and implementation, teacher training, democratic governance of educational institutions and quality assurance)

As a follow up to the “Wroclaw declaration”<sup>6</sup> and the Parliamentary Assembly Recommendation 1682 (2004)<sup>7</sup>, a feasibility study on a framework policy document on EDC/HRE was prepared, in co-operation with the youth sector of the Council of Europe. The CEED authorised the drafting of a non-binding Charter on Education for Democratic Citizenship and Human Rights with a view to its submission to the Committee of Ministers in early 2010. The reason for developing such an instrument is to consolidate the work done so far and to develop a systematic, consistent and sustainable approach to the Council of Europe work in the field of EDC/HRE. This work was also supported by the Parliamentary Assembly Recommendation 1791 (2007)<sup>8</sup>.

The Council of Europe strives to build synergies with other institutions in this field. In 2005-2009, it was responsible for the monitoring of the World Programme for Human Rights Education in Europe, in the framework of a formal agreement with relevant UN bodies. Close co-operation with the European Commission was initiated with a view to develop indicators on active citizenship and education and training on active citizenship. The Council of Europe, OHCHR, UNESCO and OSCE/ODIHR organised a joint meeting on the World Programme for Human Rights Education in 2007 and prepared a publication entitled “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice” in 2009. The Council of Europe also hosts inter-institutional meetings on EDC/HRE on a regular basis and co-operation was initiated with the ICRC<sup>9</sup>, European Training Foundation, the Fundamental Rights Agency and the Organisation of American States.

Co-operation with the Parliamentary Assembly, Congress of Local and Regional Authorities, Human Rights Commissioner’s Office, INGOs Conference, Forum for the Future of Democracy, as well as with the Department for Higher Education and History and the Directorate of Youth and Sport has been considerably developed.

The Programme started later than foreseen due to the finalisation of the 2005 European Year of Citizenship through Education in the first half of 2006 and because of the delay with the adoption of the terms of reference of the ED-EDCHR by the Committee of Ministers (31 January 2007). The present report therefore covers the period of second half of 2006 until end of 2009. During this period the EDC/HRE Division experienced a significant staff shortage. Changes in ministries resulted in high turnover in the network of EDC/HRE coordinators, - and expertise had to be renewed. Nevertheless, most of the objectives foreseen under the programme were achieved as foreseen.

The Third Phase of the Programme is significantly more complex and ambitious than the previous ones, with multiple partnerships being established, and a broad range of activities for various audiences being organised at multilateral, regional and bilateral level. A stronger link between EDC and HRE was established. The main focus was on ensuring that policies and resources developed by the Council of Europe are being put into practice at the country level. The results achieved so far show clearly the added value of the “Learning and Living Democracy for All” Programme for the Council of Europe mission of both promoting human rights, democracy and the rule of law and as a potent preventative mechanism. The Programme has been successful in building cooperation networks, strategic partnerships and meeting the needs of education decision-makers, practitioners and civil society organisations and as such attracted a great deal of external funding. It is important to consolidate these achievements in 2010 and beyond.

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<sup>6</sup> “Wroclaw declaration” adopted by the Ministers responsible for culture, education, youth and sport from the States Parties to the European Cultural Convention, Wroclaw, 9-10 December 2004

<sup>7</sup> Parliamentary Assembly Recommendation 1682 (2004) Education for Europe

<sup>8</sup> Parliamentary Assembly Recommendation 1791 (2007) State of human rights and democracy in Europe

<sup>9</sup> ICRC - International Committee of the Red Cross

## 1. General overview

The present evaluation report provides a summary of the results of the Council of Europe Programme of Activities “Learning and Living Democracy for All” (2006-2009). It covers the period of 2006-2009. It was prepared by the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR), following a request of the Committee of Ministers and instructions of the CDED<sup>10</sup>.

The evaluation criteria of the Committee of Ministers for launching, discontinuing and evaluating Council of Europe projects<sup>11</sup> have been taken into account, as well as the CDED criteria for self-evaluation<sup>12</sup>. The criteria of relevance, added value, effectiveness, efficiency and impact and sustainability and SWOT analysis are used for the assessment of the results (see Appendix I and II). The document also follows the methodology adopted by CAHCIT for the evaluation of the 2005 European Year of Citizenship through Education, which was based on feedback from the EDC/HRE coordinators and other partners and was appreciated by the member states as a positive and forward-looking approach. The principles of quality assurance in EDC/HRE were applied, with evaluation seen as a participatory and development oriented exercise (see, in particular, an overview of the EDC/HRE coordinators feedback, prepared in co-operation with the European Wergeland Centre, in Appendix VI).

The document recalls the goals and objectives of the Programme, and compares the outputs produced with the expected results as they were set out under the three lines of action – policy development, teacher training and democratic governance of educational institutions.

### 1.1. Background

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)<sup>12</sup> 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.

### 1.2. Programme of Activities “Learning and Living Democracy for All”

The programme for the third phase is 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). The reflection which has taken place within the expert groups and networks dealing with EDC/HRE has been crucial for the preparation of the programme. Much attention has been given to the suggestions of the EDC Steering Group (2001-2004) and of the Ad Hoc Committee for the European Year of Citizenship through Education (CAHCIT). Other inputs have also been useful, such as EDC/HRE coordinators’ meeting reports, the report of the Launching Conference of the “Year” and the findings of the “All-European Study on Policies for EDC”. The resulting Programme of Activities “Learning and Living Democracy for All” (2006-2009) 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

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<sup>10</sup> See Terms of Reference of the ED-EDCHR in Appendix I

<sup>11</sup> CM(2006)101 final 22 January 2007 Establishing criteria for projects and CM(2008)156 on Evaluation Policy for the Council of Europe.

<sup>12</sup> CDED (2007)25 Evaluation of the work of the Steering Committee for Education (CDED)

competences of teachers and other educational staff in EDC/HRE; 3) Democratic governance of educational institutions.

The main goals and objectives of the third phase of the EDC/HRE Project are:

- 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;
- 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 Programme is being implemented in accordance with the guidance received from the interdisciplinary Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR), chaired by Ms Reinhild Otte (Germany) (see Terms of Reference in Appendix III). The Group is composed of 2 members of CDED and 8 specialists in the following areas: education for democratic citizenship and human rights, policies for social cohesion, higher education and research and youth policies. Representatives of other sectors as well as of other international institutions are also invited to the meetings of the Group. This composition had been agreed upon following the evaluation of the 2005 “European Year of Citizenship through Education”, which showed the high added value of inter-sectorial and inter-institutional co-operation in this field.

### 1.3. Preliminary remarks

The Programme started later than foreseen due to the finalisation of the 2005 European Year of Citizenship through Education in the first half of 2006 and because of the delay with the adoption of the terms of reference of the ED-EDCHR by the Committee of Ministers (31 January 2007). The present report therefore covers the period of second half of 2006 until end of 2009. During this period the EDC/HRE Division experienced a significant staff shortage. Changes in ministries resulted in high turnover in the network of EDC/HRE coordinators – the key persons responsible for liaison between the CoE and the member states, - and expertise had to be renewed. Nevertheless, most of the objectives foreseen under the programme were achieved as foreseen.

The Third Phase of the Programme is significantly more complex and ambitious than the previous ones, with multiple partnerships being established, and a broad range of activities for various audiences being organised at multilateral, regional and bilateral level. A stronger link between EDC and HRE was established. The Council of Europe played a leading role in driving inter-institutional co-operation. A plethora of tools had to be developed. The main focus was on ensuring that policies and resources developed by the CoE are being put into practice at the country level.

## 2. Interim results

### **Line of Action 1: Education policy development and implementation for democratic citizenship and social inclusion**

#### **Expected results**

- I. Guidelines / tools are developed and serve as a reference for the member states policy and practice in the field of EDC, including:
  - guidelines on EDC/HRE competences for various age and social groups are prepared;
  - guidelines on learners' assessment and achievement in EDC/HRE are prepared;
  - guidelines on Quality Assurance in EDC/HRE are developed and implemented in schools, perhaps through a network of schools;
- II. Best practice in EDC/HRE is collected and shared for the promotion of strong evidence base for EDC/HRE. The sharing is done through a Council of Europe website with links to other databases and sites.
- III. The development of a European reference framework policy document for EDC/HRE is facilitated.
- IV. Mechanisms, such as school networks and the network of EDC coordinators for European exchange and co-operation in EDC are strengthened and made sustainable.

#### **Results achieved**

##### **I. Guidelines and tools**

The development, testing and dissemination of the EDC/HRE Pack continued in 2006-2009. The Pack is a set of manuals for various target audiences on different aspects of EDC/HRE, which is developed on the basis of the guidance received from the ED-EDCHR and feedback from the network of EDC/HRE coordinators network. It includes the Tool on Teacher Training in EDC (2007), Tool on Democratic Governance of Schools (2007), Tool for Quality Assurance of EDC in Schools (2005), Policy Tool for EDC/HRE: Strategic Support for Decision Makers (2010), Tool on Advancing Democratic Practice: A Self-Assessment Guide for Higher Education (2009), and Tool on School-Community-University Partnerships for a Sustainable Democracy: EDC in Europe and the United States. Most of these publications have been translated in a number of non-official languages by the member states (see Appendix IV). The last two tools were developed in close co-operation with the higher education sector and the American Council for Education and the University of Pennsylvania. Development of a series of manuals for teachers was initiated (see under Line of Action 2).

In respect of the work on competences, teachers were identified as the main priority group, and a Tool on EDC/HRE competences for all teachers was published at the beginning of 2009 (see under Line of Action 2). Development of guidelines on EDC/HRE competences for other groups has not yet been dealt with. Similarly, while the focus has been mainly on educational institutions, and such issues as democratic governance and quality assurance were addressed as foreseen, the issue of learners' assessment and achievement in EDC/HRE will need to be postponed. These adjustments in the implementation of the programme are due to the fact that the programme started later than foreseen (as referred in point 1.3 above) and that a number of additional activities have been initiated upon request and through partnerships with others, such as the development of the Tool on Advancing Democratic Practice: A Self-Assessment Guide for Higher Education and the Tool on School-Community-University Partnerships. Moreover, the EDC/HRE Division experienced a significant staff shortage and turnover, in particular in 2007 and then again in 2009.

The German Foundation "Remembrance, Responsibility and Future" promoted the use of the Tool on Quality Assurance in EDC (published jointly by UNESCO, Council of Europe and Centre for Educational Policies – Ljubljana) in a number of countries, with the assistance of the German Institute for International Educational Research (DIPF). To this end, reports on how the Tool could be used in different contexts were prepared by authors from 10 countries and a symposium was organised in Frankfurt in 2006 with the participation of UNESCO, European Commission and Council of Europe representatives. The results of this work were summed up in a book published in 2009 and entitled

Introducing quality assurance of education for democratic citizenship in schools - Comparative study of 10 countries. The project was also presented at the World Congress of Comparative Education Societies (Sarajevo, 2007). As a follow up to this initiative, the Council of Europe supported pilot projects in Ukraine in 2007-2009 and in Romania - as of September 2008 (see under Bilateral co-operation).

Feedback from partners shows that there is a significant demand for the above-mentioned tools, as they promote the most advanced approaches in this field and a common European vision of EDC/HRE. The main challenge at present is the dissemination of the tools. In future programmes, this could be addressed by developing an on-line database of such materials and co-operation with professional media. While the issue of adaptation and translations into the CoE member states languages is of fundamental importance, funding possibilities are extremely limited in this respect.

## **II. Best practice and website**

Following the OSCE/ODIHR initiative, a publication entitled “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice” was published jointly by the Council of Europe, OHCHR, UNESCO and OSCE/ODIHR in 2009. The Compendium was launched at the OSCE's annual human rights conference, the Human Dimension Implementation Meeting on 2 October 2009 with the CoE represented by its ED-EDCHR Chair and Secretariat. It is also foreseen to produce an on-line version of the compendium. Human Rights Education Associates (HREA) is coordinating this project. This publication brings together information on EDC/HRE related frameworks and guidelines developed by the four partners institutions and examples of good practice in the member states. It is hoped that it will help bridging policy and practice, and will provide the basis for on-going exchange and dialogue among various actors. The possibility of making this publication into a series as well as its further dissemination need to be explored.

The EDC/HRE website ([www.coe.int/edc](http://www.coe.int/edc)) was also developed to ensure that the standards, guides and tools are all readily accessible to the public. Meetings and Forums are also highlighted, including accompanying materials, photos, etc. Particular attention was also paid to putting publications in all available languages for free download. This has proven to be an efficient and cost-effective way to send CoE materials to all interested parties.

## **III. Draft Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education**

The “Wroclaw declaration”<sup>13</sup> states, inter alia, that “the Council of Europe should strengthen its role as a centre of excellence for policies to equip people with the knowledge, skills and attitudes for life in democratic societies...To this end, consideration should be given to the setting of European standards by means of appropriate conventional mechanisms...” As a follow up to this recommendation, a feasibility study was prepared in 2007 in co-operation between the CoE youth and education sectors. The Education Committee examined the feasibility study in 2008 together with the opinions available from other relevant bodies<sup>14</sup>, and decided to set up a small drafting group with a view of preparing two drafts – one binding and the other one non-binding – to be discussed at their next plenary meeting in March 2009. The drafting group composed of representatives of CEDE and EDC/HRE experts nominated by the education and youth sectors met three times in 2008 and the drafts were prepared as requested by CEDE. In March 2009, the Committee noted with satisfaction the results of the work of the drafting group which had prepared the provisional version of the framework policy document. The Committee decided to launch the process of drafting a charter on education for democratic citizenship and human rights education and stressed in this context the usefulness of such a charter for ensuring the sustained development of EDC and HRE policies and practices in the member states. The Committee drew up a road map for finalisation of the charter before the 2010 plenary session of the CEDE (24-26 February 2010) with a view to submission of the charter to the Committee of Ministers within the framework of a draft Recommendation shortly thereafter.

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<sup>13</sup> “Wroclaw declaration” adopted by the Ministers responsible for culture, education, youth and sport from the States Parties to the European Cultural Convention

<sup>14</sup> Ad Hoc Advisory Group of Education for Democratic Citizenship and Human Rights (ED-EDCHR); Advisory Council on Youth; Steering Committee for Human Rights (CDDH); Steering Committee for Higher Education and Research (CDESR); and the Bureau of the Steering Committee for Education (CEDE)

## **IV. Exchange and co-operation**

### **1. EDC/HRE coordinators**

The EDC/HRE co-ordinators are officially nominated contact persons whose main tasks are to ensure that CoE information on EDC/HRE is disseminated in the member states and to keep international partners (CoE, network of coordinators, other international organisations when appropriate) informed of EDC/HRE developments in their own countries. Most of the coordinators are representatives of Ministries of Education or similar professional bodies, responsible for the implementation of EDC/HRE in the member states. In 2006-2009, the co-ordinators' meetings were hosted by Russia, Belgium, Ireland, Austria, Hungary and the Czech Republic.

At their meetings, the EDC/HRE coordinators exchanged information on recent developments in their countries, discussed future projects and identified possible solutions to common challenges. They discussed a broad range of issues, including evaluation and assessment; the role of EDC/HRE in intercultural societies; inter-institutional co-operation and EDC/HRE in the context of early childhood and adult education. They provided feedback on the tools and manuals developed by the Council of Europe, and contributed to the organisation of the major events (i.e. Regional European Meeting on the World Programme for HRE, 2007, and the Forum on "Civic Partnerships for EDC/HRE", 2008). Special guests, such as representatives of OHCHR, UNESCO and CoE INGOs Conference as well as the Council of Europe Commissioner for Human Rights addressed the network at various occasions. Increasingly, the coordinators also work in smaller groups on a regional or thematic basis.

Three regional groups were also established in order to address issues specific to their region: The Baltic/Black Sea Network, the Nordic Network and the South East Europe Network. The first two will be discussed under Line of Action 3 as they specifically addressed democratic school governance.

The South East Europe Network was set up in 2006 on the occasion of the 10th anniversary of the involvement of the Council of Europe in teacher training in EDC/HRE in the SEE region. Conferences were hosted by the authorities in Bosnia and Herzegovina (2006), Slovenia (2007), Croatia and Albania (2008) and Montenegro (2009). Themes ranged from teacher training and competences, to EDC/HRE curricula. The Network is maturing, with the knowledge level and commitment of participants increasing at each conference. There is also a higher political profile, with the last two meetings being opened by the Ministers of Education. This positive progression is also due to more partnership organisations being involved, including the Education Reform Initiative in South Eastern Europe (ERI SEE), Civitas, the British Council, the ICRC<sup>15</sup>, the European Training Foundation, the Regional Co-operation Council, etc. Further, members of the CDED Bureau and the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR) were present at the latter conferences, thereby ensuring that these regional activities are placed within the overall framework of the CoE Education programme.

In addition, at the EDC/HRE coordinators meeting in Dublin (December 2008), proposals were made for small countries in Europe (e.g. Andorra, San Marino, Liechtenstein) to work more closely together in EDC/HRE. The Benelux countries and Switzerland were also discussing possible co-operation. It remains to be seen how these initiatives will evolve.

Over the years, the network of EDC/HRE co-ordinators has become a fully functional, active and influential community of professionals and decision-makers. Information from the coordinators shows that the Council of Europe EDC/HRE Project has now had considerable impact in the member states, and that sustainability is increasing through the introduction of legislative and curricular reforms. Relatively high turnover among the coordinators and lack of support within some member states have sometimes prevented the network from functioning in an optimal way.

### **2. International and regional institutions**

In January 2006, a tripartite letter co-signed by OHCHR, UNESCO and the Council of Europe was sent to the Ministers of Education of the Council of Europe member states informing them about the Plan of Action for the first phase of the World Programme for Human Rights Education (WPHRE), adopted by the UN General Assembly in 2005 and about the Council of Europe agreement to assist

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<sup>15</sup> ICRC - International Committee of the Red Cross



the UN in the monitoring of the Plan of Action at the European level through its Programme of Activities 2006-2009. On 5-6 November 2007, the Council of Europe, OHCHR, UNESCO and the OSCE/ODIHR organised jointly a Regional European Meeting on WPHRE. As a follow up to this event, the four institutions prepared the Compendium of good practice (see above under "Best practice"). The evaluation report on the first phase (including information on the Council of Europe contribution) will be submitted to the UN General Assembly.

The United Nations Inter-Agency Co-ordinating Committee "Human Rights Education in the School System" (UNIACC), which is responsible for the coordination of international activities under the Plan of Action of the WPHRE, meets regularly in Geneva or in Paris. The Council of Europe is the only non-UN organisation invited to the meetings with a special guest status. Seven meetings took place in 2006-2009. The Council of Europe's information and materials were disseminated at side events organised by UNIACC at two sessions of the UN Human Rights Council and at the UN Durban Review Conference<sup>16</sup>.

Joint side events were organised at high profile events (ex. the launch of the Compendium at the OSCE Human Dimension Implementation meeting in 2009 co-hosted with ODIHR and OHCHR, and the event on the WPHRE co-organised with UNIACC at the Durban Conference).

Excellent contacts have also been established with the Organisation of American States. Following a Secretariat presentation of the CoE's work at the World Conference on Civic Education held in May 2008 in Morocco, the OAS invited the CoE to be a member of the Advisory Board of the Organisation of American States Inter-American Program on Education for Democratic Values and Practice. The OAS has recently started their programme and wanted to learn from the CoE's decade long experience in EDC/HRE.

The Council of Europe supported the production of a publication on good practice in the field of Education for Sustainable Development (ESD), which was developed by ENSI - Environment and School Initiatives network, as a contribution to the United Nations' Decade of Education for Sustainable Development (DESD), 2005 - 2014. A competition aimed at supporting pilot projects in the field of ESD was also organised in 2007.

A network comprising key interdisciplinary experts from across Europe was established in 2006 jointly by the Council of Europe and the Centre for Research on Lifelong Learning based on indicators and benchmarks (CRELL) of the European Commission. The aim of this research project "Active citizenship for democracy" was to contribute to the analysis of data needs, the development of the survey modules and the selection of indicators. On the basis of this work, an Active Citizenship Composite Indicator was proposed.

On 14 June 2007, the results of the 22<sup>nd</sup> Session of the Conference of European Ministers of Education as well as the Memorandum of Understanding between the European Union and the Council of Europe which was adopted in May 2007 were presented to the Education Committee of the European Union, meeting in Dresden. The Education Committee reacted positively towards the idea of increased co-operation between the two organisations, in particular regarding the European Resource Centre which was to be established in Oslo in 2008 (see also under Line of Action 2).

The Council of Europe participated in a OECD meeting in January 2007 in Paris on the "Recognition of non formal and informal learning".

The Council of Europe was invited to several events organised by the International Committee of the Red Cross (ICRC), to make a presentation on links between EDC/HRE and the ICRC Programme "Exploring Humanitarian Law" (Vienna, 2006 – conference organised in the framework of the Austrian EU Presidency, Sarajevo 2007, Ljubljana 2008 – meeting organised in the framework of the Slovenian EU Presidency). The ICRC is also a member of the SEE Network and the two organisations organised back-to-back their regional conference in Montenegro including a joint working session.

The Council of Europe has also started to work closely with the European Training Foundation, based in Torino and will continue to strengthen this co-operation, including hosting a study visit in Strasbourg at their request.

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<sup>16</sup> UN Review Conference (Geneva, 20-24 April 2009) on the Implementation of the Durban Declaration and Programme of Action (DDPA), adopted at the World Conference against Racism (Durban 2001)

In addition, co-operation has started with the Fundamental Rights Agency. In particular, Council of Europe representatives were interviewed for the study on human rights education initiated by FRA and attended a "Human Rights Education stakeholders' meeting" organised by the Agency (Vienna, 30/09/09).

As the lead organisation in the field, the Council of Europe regularly hosts and organises [inter-institutional meetings](#) on EDC/HRE whereby 20 major international organisations, NGOs and foundations meet. The last meeting was organised in June 2009 and focused on teacher education.

In sum, the last few years have seen a significant increase in the co-operation between the Council of Europe and other intergovernmental organisations in the field of EDC/HRE. This trend helped to address member states' concerns about possible overlap, duplication and confusion in respect of different types of value education (such as for example "education for sustainable development" promoted by the UN, "education for active citizenship" supported by the EC or "tolerance education" encouraged by the OSCE), and to support greater synergies in this field. This co-operation was possible thanks to a pro-active attitude of the Secretariat of the Division of Citizenship and Human Rights Education, as well as of the ED-EDCHR which strongly encourages this co-operation. Positive response from many other partner organisations demonstrated that such approach can be beneficial for all those involved. The CoE leadership in bringing various actors together has been very much appreciated.

### 3. NGOs and foundations

A representative of the INGO Conference is invited to the ED-EDCHR meetings, with a view to ensure on-going involvement of INGOs in the EDC/HRE Programme of Activities. The Joint Council on Youth is also invited to send its representatives to the meetings of this group.

On 9-10 October 2008 a Forum on "Civic partnerships for EDC/HRE" was organised in Strasbourg in the framework of the Swedish Presidency, in co-operation with the INGO Conference and Directorate of Youth and Sport. The Forum brought together representatives of governments, civil society organisations, human rights institutions and other actors in the field of EDC/HRE, who produced a Declaration with recommendations on how partnerships could be supported and promoted at national and European level. This event was a follow up to the 1<sup>st</sup> Forum for NGOs on EDC/HRE organised in the framework of the Polish Chairmanship in 2005.

Several NGOs attended the Regional Meeting on the World Programme for Human Rights Education in November 2007 and made a strong contribution to the meeting. A Council of Europe representative attended the World Congress on Civic Education in Morocco in 2008 organised by Civitas – a US based organisation actively involved in citizenship education in Europe, where the Council of Europe was given an opportunity to host a workshop on core EDC/HRE competences for all teachers. The EDC/HRE project was presented to a large number of NGOs that visited the Council of Europe in 2006-2009. NGOs were also involved in many other projects and initiatives (ex. the work on the framework policy document on EDC/HRE, pilot projects on Quality Assurance of EDC/HRE in Ukraine and Romania).

Co-operation with the Network of European Foundations continued in the framework of the Initiative for Learning Democracy - ILDE (see under Line of Action 3). The German Foundation "Remembrance, Responsibility and Future" promoted the use of the "Tool on Quality Assurance in EDC" (published jointly by UNESCO, Council of Europe and the Centre for Educational Policies – Ljubljana) in a number of countries (see above). Cooperation with the British Council in the field of teacher training materials in South East Europe also commenced, creating synergies for the dissemination of instruments and ensuring complementarity.

The 14<sup>th</sup> meeting of EDC/HRE coordinators was organised partially together with the conference of DARE – a network of NGOs active in the field of EDC/HRE, which provided good opportunities for exchange and networking.

Overall, the co-operation with NGOs was institutionalised through their inclusion in the steering bodies (ex. ED-EDCHR) and working groups (ex. the drafting group of the Partnership tool). Useful input on future co-operation was received at the Forum in October 2008. The Council of Europe provides a unique platform for bringing together governments and civil society representatives working in

EDC/HRE. Development of guidelines / criteria for such co-operation could be addressed in the next phase of the Programme.

#### 4. Euro-Arab dialogue

The EDC/HRE Division continued to support the work of the Anna Lindh Foundation (ALF) on teacher training according to the agreement signed by the Council of Europe and the ALF in 2005. Teachers from a few ALF countries have been involved in the trainer training module series on Education for democratic citizenship and human rights in 2006-2008.

#### 5. Inter-sectorial co-operation

Within the Council of Europe, the EDC/HRE Division developed intensive co-operation with the Directorate of Youth and Sport on the framework policy document on EDC/HRE. It contributed to the preparation of the Forum for the Future of Democracy - on the interdependence of democracy and human rights (2007) and on e-democracy (2008). The Division worked closely with INGOs Conference of the Council of Europe on the Forum on "Civic partnerships for EDC/HRE" (Strasbourg, 2008) (see above). Good working relationships have been developed with the North-South Centre of the Council of Europe (ex. the EDC/HRE Division provides input into the development of a recommendation on global education). The Division assisted the Directorate of Culture and Cultural and Natural Heritage with the preparation of the publication on Education for Sustainable Development. Co-operation with the Directorate of Communication has been further developed, in particular with respect to the promotion of the manuals for teachers, including the development of highly visible publicity materials. The EDC/HRE Division works in close co-operation with the Division for Higher Education and Research on the development of tools (see above, under "Guidelines and tools"). Good working contacts were maintained with the Secretariat of the Parliamentary Assembly (in particular, in respect of the development of Recommendation 1849 (2008) "For the promotion of a culture of democracy and human rights through teacher education"), the Congress of Regional and Local Authorities of Europe, which started to work on a report on "Education for democratic citizenship: new tools for local authorities" and the Office of the Human Rights Commissioner. In particular, the Commissioner addressed the participants of the Regional European Meeting on WPHRE (Strasbourg, 5-6/11/07) and the EDC/HRE coordinators at their 15<sup>th</sup> meeting (Strasbourg, 30-31/03/09). The Commissioner's viewpoint on "Human Rights education is a priority – more concrete action is needed" was disseminated to EDC/HRE networks.

Good working relationships were established / further developed with most of the Council of Europe sectors dealing with various aspects of EDC/HRE. In future, the question of how to build stronger links between the work done in the field of education and human rights / legal affairs should be explored.

#### 6. School networks

Due to the budgetary and staff constraints, it was not possible to support networking among schools, except for the Nordic initiative (see above information on the meeting in Malmö, Sweden). There is a strong potential in this respect in terms of interest of many partners with good access to schools. Such networks could be supported during the next phase of the programme.

#### **Council of Europe CM Chairmanships and Ministerial Conferences**

On 21-22 September 2006, an "International Seminar on Education for Democratic Citizenship and Human Rights" was held at the State Institute for International Relations of Moscow (MGIMO) in the framework of the Russian Presidency. A resolution of the Russian Presidency, calling on Council of Europe's executive organs to pursue and support the work carried out in the field of EDC and HRE in member states, and recommending the launch of an international project on education on Council of Europe standards regarding democratic citizenship and human rights, was issued at the end of the Conference.

The ED-EDCHR contributed towards and participated in the European Conference "The religious dimension of the intercultural dialogue", which was held in San Marino, 23-24 April 2007, in the framework of the San Marino Chairmanship.

The ED-EDCHR members were actively involved in the preparation of the 22nd session of the Standing Conference of European Ministers of Education (Istanbul, 4-5 May 2007), which was held

under the title “Building a more humane and inclusive Europe: role of education policies”, and their input is clearly visible in the adopted documents. During the Conference, the German Minister took the floor on the topic of EDC/HRE (in relation to the Charter – see also above).

On behalf of the ED-EDCHR, Ms Reinhild Otte chaired one of the workshops of the Forum for the Future of Democracy, which was held on 13-15 June 2007 in Stockholm/Sigtuna during the Serbian Presidency, on the topic of 'Power and empowerment – the interdependence of democracy and human rights'. The Committee also contributed to the Forum for the Future of Democracy held in Madrid on 15-17 October 2008 on e-democracy, where Ms Otte also chaired a workshop on the relationship between EDC/HRE and e-inclusion.

Forum on “Civic partnerships for EDC/HRE” was held in Strasbourg on 9-10 October 2008 in the framework of the Swedish Chairmanship. This event is a follow up to the 1<sup>st</sup> Forum for NGOs on EDC/HRE organised in the framework of Polish Chairmanship in 2005 (see also above under “NGOs and Foundations”).

The EDC/HRE Division contributed towards and participated in the event on “Systematic Promotion of Human Rights” organised in Stockholm in November 2008 in the framework of the Swedish Presidency.

The events organised in the framework of chairmanships provided good opportunities for drawing attention to the role of education in the promotion and development of human rights, democracy and the rule of law among broader public, and for supporting networking and partnerships with various professional groups working in these fields (e.g. politicians, lawyers, NGOs and media representatives).

## **Bilateral cooperation**

### **1. Kosovo<sup>17</sup>**

The Education Directorate has negotiated with the European Commission a major three year joint project in Kosovo within the context of the Commission’s Instrument for Pre-Accession (IPA) programme. The overall project aim is to set up sustainable conditions for strengthening multicultural understanding among all communities in Kosovo in a mutual respect based on human rights and intercultural education in a lifelong learning perspective compatible with European standards or best practices. EDC/HRE activities will play a major role in the project among its seven components. Given the groundwork in EDC/HRE already in the region, the project was launched with EDC/HRE activities in September 2008.

### **2. Ukraine**

In 2007- 2009, a project to pilot the Tool on Quality Assurance of EDC was supported in Ukraine, as a follow up to the seminar on this topic organised in Frankfurt in November 2006 by the German Institute for International Educational Research (DIPF) (see above under “Guidelines and tools”). The tool was tested in 8 schools in Cherkasy region. A number of recommendations on the adaptation and mainstreaming of the QA-EDC methodology was made in the project report. As part of this project a methodological guide to accompany the Tool was developed.

### **3. Romania**

A pilot project on Quality Assurance of EDC was supported in Romania in 2008-2009. The project was organised by Friendship Ambassadors Association. The US Embassy in Bucharest also contributed financially to this project.

### **4. Bosnia and Herzegovina**

See under Line of Action 2 and 3.

### **5. “the former Yugoslav Republic of Macedonia”**

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<sup>17</sup>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

See under Line of Action 2.

## 6. Turkey

A major joint EC/CoE project in Turkey entitled 'Democratic Citizenship and Human Rights Education' is currently being negotiated with the Turkish authorities and the European Commission Delegation in Turkey and it is expected to start in early 2010. This major project (6.1 million Euros over three years) will touch upon all areas of the EDC/HRE project (curriculum, teacher training, democratic school governance, etc). The Council of Europe was selected to implement this project because of its leading role in EDC/HRE. A stakeholder conference on EDC/HRE was held in Ankara in November 2009 in co-operation with the Ministry of National Education. The Conference gathered some 200 participants from all sectors of education in Turkey, including the Ministry of National Education, the Board of Education, university professors, provincial authorities, teachers, students and NGO representatives. The Minister of Education opened this event. It is expected that the project will be launched in early 2010 to continue the momentum of the stakeholder conference.

### ➤ Line of Action 1: Summary

A broad range of multilateral, regional and bilateral activities was supported. The practical outputs of this work include a series of tools and manuals (ex. EDC/HRE Pack) and orientation documents (ex. Declaration adopted by the Forum on Partnerships). Co-operation with other partners (both within the CoE and outside) allowed to develop synergies and attract additional resources (ex. Regional European Meeting on the World Programme for Human Rights Education and the upcoming joint EC/CoE project in Turkey). The programme design and implementation are based on the guidance provided by the ED-EDCHR, as well as on the feedback from the network of EDC/HRE coordinators and other partners, which allows to meet specific needs of relevant actors. The preparation of the draft Charter on Education for Democratic Citizenship and Human Rights is an important step towards consolidating the member states' achievements and will provide a European reference point in this field.

Due to changes in the EDC/HRE coordinators' network, as well as in the staff of the EDC/HRE Division, knowledge and experience had to be renewed. Insufficient capacity on the part of the Council of Europe to meet demands in the member states (due to lack of resources) has sometimes resulted in lost opportunities for promoting EDC/HRE more widely, as well as for the Organisation's visibility.

### **Line of Action 2: New roles and competences of teachers and other educational staff in EDC/HRE**

#### **Expected results**

Guidelines / tools are developed and serve as a reference for the member states policy and practice in the field of EDC, including:

- Guidelines on curricula for initial and in-service teacher training systems, if appropriate through the drafting of a recommendation setting out some general principles and examples of such curricula;
- Guidelines on awareness-raising material and educational resources for educators and educational staff;
- Methodological and educational resources, such as handbooks and manuals are made available to educators;
- The possibility of creating/organising sustainable mechanisms for training multipliers is explored and made available for member states;
- Member states give higher priorities to teacher training in EDC/HRE.

#### **Results achieved**

Teacher training in EDC/HRE was highlighted as a priority area for the Council of Europe both by the 3<sup>rd</sup> Summit of the Heads of State and Government (Warsaw, 2005) and the Standing Conference of

Ministers of Education (Istanbul, 2007). Consequently, a number of important initiatives in this field has been launched and developed.

### **Competences for teachers**

A Tool on core competences in EDC/HRE for initial and in-service teacher education entitled '[How all teachers can support citizenship and human rights education: a framework for the development of competences](#)' was developed and launched at the CEED in March 2009. This publication presents 15 core competences that define teachers' necessary capabilities toward the implementation of EDC/HRE in the classroom, across the whole school and in the wider community. The tool's intended readership is teachers across all phases of education (not only EDC/HRE specialists but teachers in the full range of subject areas); and teacher educators working in higher education institutions or other settings, in pre- or in-service training. The feedback received from various partners so far shows great interest and demand for this instrument and it is being translated into several languages

### **Preparation of educational resources – manuals for teachers**

A series of high quality [materials for teachers](#) for use in the classroom in the field of EDC/HRE were produced. Three out of six manuals were published so far ("Exploring Children's Rights", "Teaching Democracy" and "Living in Democracy") and the three others will be ready early 2010. This work is being co-financed by the CoE and the Swiss government. Close co-operation was developed with the Directorate of Communication to promote and disseminate these publications, which are proving very popular among teachers throughout Europe as well as other parts of the world.

### **Sustainable mechanisms**

The feasibility of setting up a resource centre on teacher training on education for democratic citizenship and intercultural education was examined (Warsaw Action Plan, III.3). On the basis of the conclusions made in the feasibility study, and following a Norwegian initiative, a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship ("the European Wergeland Centre") was set up in Oslo at the end of 2008. The Centre carries out and supports research in these domains, provides in-service training and support for the professional development of teachers and teacher training professionals on education for intercultural understanding, human rights and democratic citizenship. The Centre also disseminates information and serves as a platform and meeting place for researchers, teachers, teacher training professionals, policy-makers and other relevant actors. For further information see the cooperation agreement between the Council of Europe and the Norwegian authorities in Appendix V.

### **Contribution to the Pestalozzi events**

The EDC/HRE Division contributed to the organisation of a number of seminars organised on the topic of EDC/HRE in the framework of the Council of Europe Pestalozzi Programme for education professionals - as a follow up to the 4<sup>th</sup> Prague Forum (e.g. seminar on 'Democratic Governance of Schools', Oslo, Norway, November 2009, seminar on "Children's Rights", Bad Wildbad, Germany, May 2008, and seminar on "Media Literacy and Human Rights: Education for Sustainable Democratic Societies", Graz, Austria, December 2007).

Close co-operation with the Pestalozzi Programme allows to make a stronger link between policy development and training activities. The Programme provides a good opportunity for the promotion and dissemination of the CoE tools and manuals. Valuable feedback on new materials was received, in particular, from the trainers working on this Programme on the Competences for teachers tool. As a follow-up, a training module will be organised at the European Wergeland Centre on the new EDC/HRE teacher competences publication in November 2010.

Generally, teacher training in EDC/HRE is an area of high interest for many international institutions and organisations (see above about the inter-institutional meeting on this topic in 2009).

### **Bilateral cooperation**

1. "the former Yugoslav Republic of Macedonia"

At the request of the local education authorities, the Council of Europe's experts worked with the group of teacher trainers and the team of six pedagogical advisers to institutionalise the Council of Europe's materials in the schools (*Exploring Children's Rights – 9 short projects for primary level*) and to set the guidelines for sustainable mechanisms of teacher training in children's rights education in the country. Several modules taken from the CoE's materials are being in the process of inclusion in the curriculum of the primary schools in the country.

Following the lead of the education authorities and acting in accordance with the Memorandum of Understanding between the CoE and the Ministry of Education and Science, the CoE also developed a training programme for future children's rights trainers/multipliers in 'the former Yugoslav Republic of Macedonia'. A dozen potential children's rights trainers/multipliers were certified by the education authorities in the country in 2009. The assessment tools for this exercise were provided by the Council of Europe.

## 2. Bosnia and Herzegovina (BiH)

All teachers of the course human rights and democracy in Bosnia and Herzegovina went through a certification process - part of the quality assurance mechanism - with the close support of the CoE as well as Civitas. This was the final stage of CoE support for this course in BiH which also included curriculum and material development and teacher training.

### ➤ Line of Action 2: Summary

High quality materials on topical issues were produced for both teacher trainers (ex. Tool on teachers' competences) and teachers. Co-operation with other partners allowed to reach broader public and mobilise additional resources (ex. "Pestalozzi" Programme, Wergeland Centre). Intensive dissemination and training were organised through bilateral activities, and useful feedback was received from end users. Member states contributed to translations into their respective languages.

### **Line of Action 3: Democratic governance of educational institutions**

#### **Expected Results**

Useful material is collected, prepared and developed to serve as a reference for the member states' policy and practice in the field of democratic governance of educational institutions.

- A special tool on democratic governance of educational institutions is prepared, made available to and used in member states;
- An overview of European policies and practice of democratic governance in education is made available to the member states practitioners and decision-makers;
- Member states give higher priority to democratic governance in education, eg through the adoption of a Council of Europe recommendation on this issue.
- a European network of democratic schools is created, with the assistance of other institutions/foundations/organisations.

#### **Results achieved**

##### **Tools and manuals**

The Guide "Democratic Governance of Schools" was published in 2007 as part of the EDC/HRE Pack (see above under Line of Action 1). The Guide aims to promote school governance based on the principles of democracy and human rights. The Guide has been translated into 11 languages. It is particularly popular among EDC/HRE practitioners as a valuable instrument on the question of school governance, and was met with great interest in the member states and in some observer states of the Council of Europe. It has been pointed out that further methodological guidance materials might be required on this issue for specific target audiences.

Furthermore, a complementary tool on higher education institutions entitled 'Advancing Democratic Practice: A Self-Assessment Guide for Higher Education' was published in 2009.

The Council of Europe and the Network of European Foundations (Initiative for Learning Democracy - ILDE) have cooperated on the issue of democratic school governance since 2006. In 2007, a scoping study on progress in democratic school governance was prepared. This study focuses on a few countries from different parts of Europe and looks into progress and failures with implementing democratic governance in schools in those countries.

As part of the ILDE project, the participating foundations decided to prepare a “European Handbook of Democratic School Development”. The Handbook, ready in 2009, is aimed at foundations, NGOs, parents and other interested groups and individuals, and was conceived from the start as being complementary to the Council of Europe Guide on Democratic Governance of Schools.

Significant progress was made towards developing a comprehensive “EDC/HRE Pack”, in particular with respect to the issue of democratic governance. Partnerships with other sectors and organisations allowed for taking into account specific needs and approaches of relevant target groups (higher education institutions, foundations). Such co-operation also allowed to attract additional funding, and will be instrumental for broader promotion and dissemination of the tools. In future, it will be important to present this work on the Internet in the most accessible and functional way.

### **Networks and cooperation**

The Black Sea and Baltic region network was set up following the initiative of the EDC/HRE coordinators from Georgia, Lithuania, Russia and Ukraine. Other countries from the region were invited to join the network, and four of them (Armenia, Estonia, Latvia and Moldova) became part of the network subsequently. The first meeting of the network took place in Kyiv in 2007. The participants developed a regional programme of activities for 2008-2009 aimed at exchanging experiences in the field of democratic governance of educational institutions. The second regional meeting was held in two locations - Kaliningrad and Klaipeda – on 7-11 April 2008. The 3rd meeting (initially planned in Tbilisi in October 2008, but cancelled for security reasons) took place in Tallinn (5-7/10/09). A publication on EDC/HRE in the countries of the region was published at the end of 2009, with a contribution from the Ministry of Education and Science of the Republic of Lithuania.

A group of Nordic countries agreed to work on the topic of democratic governance of educational institutions. A meeting with about 80 school actors and experts on the theme of “Living Democracy – Participation in Nordic schools” was hosted by the Swedish National Agency for School Improvement in Malmo, in August 2008. The meeting included a visit to a school, interactive workshops for school teams and presentations by experts and practitioners. The 2<sup>nd</sup> meeting of the network (Helsinki, 1-2/10/2009), which was hosted by the Finnish Board of Education, addressed the issue of curriculum reforms in the Nordic countries with regard to EDC/HRE as well as teacher education. Pupils/students competences were at the heart of the discussions. Participants also shared good practices of implementing EDC/HRE in schools and visited Helsinki University Teacher Training School.

Due to the staff shortage it was not possible to develop a European network of democratic schools, as foreseen in the Programme.

Co-operation was launched with the BiH authorities and the OSCE on the introduction of the Democratic School Governance manual. A workshop was held from 16-17 June 2008 and involved 30 school directors as well as one of the authors of the manual. The seminar received wide press coverage. Further, the CoE provided 1200 copies of the manual in local languages to be distributed to all schools within BiH. The manuals were distributed by the OSCE field offices, an example of a complementary partnership.

### **➤ Line of Action 3: Summary**

Considerable progress was made towards developing a comprehensive set of materials on the topic of democratic governance of educational institutions. Co-operation with other partners (ex. Higher Education Sector, foundations) allowed to pool lessons learned, to attract additional resources and to ensure complementarity. There is a wealth of examples of good practice in the member states in the field of democratic governance, and there is a great interest among professional groups in sharing such examples and learning from each other's experiences. Bringing together such groups in the framework of Council of Europe events allows to promote among broader public approaches and guidelines agreed at the European level, and contributes to the visibility of the Organisation.



## 5. Conclusions

Significant progress has been made on all the lines of action of the Programme, and most of the objectives have been fulfilled according to the mandate.

- 1) The Council of Europe's leading role in EDC/HRE has been acknowledged by other actors. Strategic partnerships have been established with key governmental and non-governmental organisations working in this field. Another indication of the Council of Europe's leading role is the attraction of external resources.
- 2) The Council of Europe is increasingly asked to provide a platform for co-operation in the area of EDC/HRE: in politically sensitive situations through regional initiatives as well as with NGO and governmental representatives.
- 3) Participation of the education practitioners (ex. teachers, headmasters) in regional and multilateral activities has been beneficial for the Programme, and needs to be further reinforced. Particular attention needs to be given to the participation of children and young people.
- 4) A pragmatic and flexible approach has been adopted, which allowed for meeting member states and other partners' needs and demands. Additional activities have been taken up, in accordance with the emerging priorities and end users' demands. Ongoing reporting and feedback from the ED-EDHCR have allowed to make necessary adjustments in the Programme.
- 5) Support has been given to policy implementation, as a follow up to the 2005 European Year of Citizenship through Education and in accordance with the decisions of the 3<sup>rd</sup> Summit of the Heads of State and Government.

## Appendix I: CM criteria: Relevance, efficiency, effectiveness and sustainability

Impact and sustainability	Added value
<p>Impact and sustainability: medium and long-term effects produced by the project and the continuation of benefits after project implementation has been completed.</p> <ul style="list-style-type: none"> <li>Over the years, the network of EDC/HRE co-ordinators has become a fully functional, active and influential community of professionals and decision-makers. Information from the coordinators shows that the Council of Europe EDC/HRE Project has now had considerable impact in the member states, and that sustainability is increasing through introduction of legislative and curricular reforms.</li> <li>The impact of this work is not easy to evaluate (both at member states and international level), as it consists of changes in culture (e.g. attitudes to migrants, participation in voting or prevention of anti social behaviour), which is influenced by many factors outside of education (e.g. media coverage, or possibilities for participation in decision making for marginalised groups). Even factual information (e.g. legislation, curriculum and evaluation) that is up to date and comparable across countries is not easily available.</li> <li>Development of Charter on Education for Democratic Citizenship and Human Rights Education can provide a basis for sustainable co-operation among the member states in this field.</li> </ul>	<p>Added Value: the Council of Europe comparative advantage, prevention of unnecessary internal and external duplication. Ability of the Council of Europe, through its specific approach, composition and working methods to make a significant contribution.</p> <ul style="list-style-type: none"> <li>With its excellence in the field of human rights, democracy and the rule of law, the CoE is in a privileged position to play a leading role in the field of education for citizenship and human rights. This leading role is recognised; in particular, by the OHCHR, UNESCO, OSCE/ODIHR, EU. Whenever possible, synergies were developed and partnerships established (ex. Regional European Meeting on the World Programme for Human Rights Education, joint project with the EC on "Active citizenship for democracy" and Compendium of good practice on HRE).</li> <li>The CoE provides a platform for co-operation in the area of EDC/HRE: in politically sensitive situations through regional initiatives; by bringing together civil society and government representatives, both from EU and non-EU member states.</li> <li>The EDC/HRE Department has a long standing experience in the field of education for citizenship and human rights in formal settings, and well established links with the Ministries of Education in the member states. Close working relations with other sectors dealing with various aspects of EDC/HRE were supported, in particular with PACE, CLRAE, Forum for the Future of Democracy, INGOs Conference, Directorate of Youth and Sport, North South Centre, Programme on "Building Europe for and with Children", Directorate of Communication and Research and Department of Higher Education and History.</li> </ul>
Effectiveness	Efficiency
<p>Effectiveness: the extent to which the project's objective and expected results were achieved, or are expected to be achieved; it also includes the concept of risk, the level of interest of member states and quality of project design. Risk identifies factors/assumptions affecting or likely to affect the successful achievement of a project's objective. Quality of project design covers appropriateness of objectives, expected results and performance indicators within the framework of project's budget and duration.</p> <ul style="list-style-type: none"> <li>The project design was successful in defining objectives, expected results and working methods that are in line with the member states needs and priorities.</li> <li>Most of the specific objectives were achieved as foreseen.</li> <li>The level of interest of member states varied considerably. The Programme was most successful where there was high and sustained interest in the member state and sufficient resources available (ex. bilateral and regional activities).</li> <li>While the expected results were very ambitious, financial and human resources were not always sufficient. This resulted at times at thinly spread activities, with limited possibility for in-depth analysis and thorough follow up.</li> </ul>	<p>Efficiency: a measure of how economically resources/inputs such as staff and operational resources and time are converted to results.</p> <ul style="list-style-type: none"> <li>The EDC/HRE Secretariat was composed of 2 members of staff working full time on the programme and 4 members of staff working part time on the programme. This team run a programme of multilateral, regional and bilateral activities with a yearly ordinary budget of approximately 250.000 Euros (which is a very modest amount compared to the funds available for programmes run by other institutions, such as the EC), as well as a number of programmes funded from other sources.</li> <li>Co-operation with other partners (ex. international institutions, foundations and relevant CoE sectors) allowed for reaching broader public and mobilising additional resources.</li> </ul>

## Appendix II: CDED criteria: Strengths, weaknesses, opportunities and threats

	Strengths	Weaknesses	Opportunities	Threats
<b>Continuity and sustainability</b>	<ul style="list-style-type: none"> <li>▪ The Programme provides a follow up to the Committee of Ministers Recommendation (2002) 12 by supporting co-operation among the member states in the field of EDC/HRE. It promotes comprehensive human rights education (Warsaw Action Plan, III.3) and contributes to the strengthening of democracy and the rule of law through education (Warsaw Action Plan, I.3). The Programme gives particular consideration to children's rights in accordance with the UN Convention on the Rights of the Child and the relevant legal instruments of the Council of Europe (Final Declaration adopted by the Ministers of Education. It is clear that such work also plays a key preventative role against future human rights violations.</li> <li>▪ Development of a framework policy document on EDC/HRE (i.e. charter or a framework convention) can provide a basis for sustainable co-operation among the member states in this field.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The policy guidelines provided by Committee of Ministers Recommendation (2002) 12 on EDC need to be updated and reinforced (this work is currently under way in relation to the Charter on Education for Democratic Citizenship and Human Rights)</li> <li>▪ The Programme implementation started later than foreseen due to the finalisation of the 2005 European Year of Citizenship through Education in the first half of 2006 and because of the delay with the adoption of the terms of reference of the ED-EDCHR by the Committee of Ministers.</li> <li>▪ While there is a need for revising the conceptual approach towards EDC/HRE in order to take into account recent developments in this area in the member states, this was not possible, as the main focus was on practical tools and materials. Such reflection could be facilitated in the next phase of the Project.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Council of Europe plays a leading role in EDC/HRE, which is still a growing area. It is therefore in an excellent position for opening new avenues and influencing future thinking in this field. For example, the work developed on such topics as democratic governance of educational institutions and EDC/HRE competences for teachers could potentially have a considerable impact on the work of other international organisation</li> <li>▪ Defining Education for Democratic Citizenship and Human Rights Education as a single concept has been beneficial insofar as allowed to highlight the interdependence and indivisibility of these fields;</li> <li>▪ A forum for debate was provided for the member states on topical issues (e.g. Regional European Meeting on the World Programme for Human Rights Education, Forum on "Civic Partnerships for Education for Democratic Citizenship and Human Rights").</li> </ul>	<ul style="list-style-type: none"> <li>▪ Member states' support to the EDC/HRE coordinators, who play a key role in the EDC/HRE Programme, needs to be continued or further strengthened.</li> <li>▪ Council of Europe's inability to respond to the demand in the member states due to lack of resources</li> </ul>
<b>Visibility</b>	<ul style="list-style-type: none"> <li>▪ The Council of Europe is acknowledged as a leading organisation in this field. This has been clearly demonstrated at the Regional European Meeting, organised jointly by the OHCHR, UNESCO, OSCE/ODIHR and the Council of Europe (Strasbourg, 2007) and by the willingness of the Norwegian authorities to work with the Council of Europe on EDC/HRE and intercultural education (European Wergeland Centre). Political support from many other member states has also been very strong.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact of this work is not easy to evaluate (both at national and international level), as it consists of changes in culture (e.g. attitudes to migrants, participation in voting or prevention of anti social behaviour), which is influenced by many factors outside of education (e.g. media coverage or possibilities for participation in decision making for marginalised groups). Even factual information (e.g. legislation, curriculum and evaluation) that is up to date and comparable across countries is not easily available.</li> <li>▪ Contacts with the Permanent Representations need to be further developed.</li> <li>▪ Dissemination of the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results are regularly disseminated through the Council of Europe Education Newsletter (e.g. Special issue on the World Programme for Human Rights Education, articles on specific topics).</li> <li>▪ CoE Chairmanships provided good opportunities for drawing the attention to the role of education in promoting human rights, democracy and the rule of law.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Potential lack of visibility as other organisations take over products pioneered by the Council of Europe. A pragmatic approach to this might be required. As the Council of Europe has limited resources for dissemination, other institutions taking over the products could also be seen as an opportunity rather than a threat, provided that the Council of Europe is duly acknowledged – and this is what has to be ensured by close co-operation with relevant partners.</li> </ul>

		Programme's results in the member states needs to be further improved, in particular, by developing co-operation with media specialised in education		
<b>Networks and expertise</b>	<ul style="list-style-type: none"> <li>▪ The manuals developed are used in the Council of Europe "Pestalozzi" training programme for education professionals</li> <li>▪ The expertise developed is fed into the European Wergeland Centre</li> </ul>	<ul style="list-style-type: none"> <li>▪ Due to changes in the EDC/HRE coordinators network, as well as in the staff of the EDC/HRE Division, knowledge and experience had to be renewed.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Networks and expertise should not be taken for granted, and be given support and resources required.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>▪ The Programme design allows for links to be developed among decision makers, education practitioners and civil society organisations, and for taking into account their respective needs and expectations. Dialogue and pooling of lessons learned on topical issues were facilitated, and joint initiatives allowed to attract additional resource and to ensure complementarity. In particular: <ul style="list-style-type: none"> <li>○ On-going communication with the member states is ensured with the help of the network of EDC/HRE coordinators, which is now fully functional and sustainable and provides an excellent basis for reaching other partners in the member states.</li> <li>○ Partnerships have been built with international institutions (e.g. UNESCO, OHCHR, OSCE/ODIHR, European Commission), with civil society organisations (e.g. HREA, DARE) and foundations (e.g. Network of European Foundations, Remembrance and Future).</li> <li>○ Within the Council of Europe co-operation continued, in particular with the Directorate of Youth and Sport, Forum for the Future of Democracy, the secretariat of PACE, CLRAE,</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ Strategic partnerships have been developed with key actors working in the field of EDC/HRE and high profile joint activities were organised (e.g. Regional European meeting on the World Programme for Human Rights Education and Compendium of good practice in Human Rights Education developed in co-operation with OHCHR, UNESCO and OSCE/ODIHR), NGOs and foundations. Such co-operation allows for reaching broader public and mobilising additional resources. This positive experience has also created an excellent foundation for the next phase of the Programme. <ul style="list-style-type: none"> <li>▪ Co-operation with the Directorate of Communication and Research was reinforced (e.g. in respect of the promotion of the manuals for teachers on human rights and democracy).</li> <li>▪ The Council of Europe made significant contributions to external campaigns (e.g. UN World Programme for Human Rights Education, UN Decade of Education for Sustainable Development).</li> <li>▪ Partnerships were established with media professionals.</li> <li>▪ A number of Information Offices, with specific interest in EDC/HRE issues, were invited to meetings (e.g. Regional European Meeting).</li> </ul> </li> </ul>	

	Office of the Human Rights Commissioner and the INGO conference of the Council of Europe.		<ul style="list-style-type: none"> <li>Increased participation of civil society in the ED-EDCHR (INGOs conference, youth representative)</li> <li>The contribution to the Forum for the Future of Democracy opens avenues for reaching broader public and strengthens the role of education in the CoE.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Direct and indirect financial contributions by several member states and other actors have been attracted (e.g. member states hosting coordinators' meetings, Swiss contribution to the manuals for teachers, foundations' work on democratic governance and quality assurance, cooperation with international institutions, generous funding foreseen by the Norwegian authorities for the Wergeland Centre and a future joint EC/CoE project in Turkey).</li> </ul>	<ul style="list-style-type: none"> <li>The Secretariat experienced considerable staff shortage.</li> <li>The budget was cut every year, as part of the Council of Europe prioritisation exercise.</li> <li>While programme design is very ambitious, the resources are not sufficient. As a result, the Programme can be seen as somewhat thinly spread.</li> </ul>	<ul style="list-style-type: none"> <li>Some member states paid for translation and dissemination.</li> </ul>	<ul style="list-style-type: none"> <li>Declining financial support to the activities in the field of education organised by the Council of Europe.</li> </ul>

**Appendix III : Terms of Reference of the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED EDCHR)**

**« Fact sheet »**

<b>Name of Committee:</b>	Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR)
<b>Conformity with Resolution Res(2005)47:</b>	yes
<b>Programme of Activities: Project(s)</b>	2002/DG4/94 – «Linking policy and practice in citizenship and human rights education»
<b>Project relevance:</b>	<p>1. Summit Action Plan Chapter: III – Building a more humane and inclusive Europe, 3. Education: promoting democratic citizenship in Europe.</p> <p>2. Contribution to core values: The aim of the project is to promote human rights, participative democracy and the rule of law through education.</p> <p>3. Committee of Ministers' decisions.</p> <p>4. Consolidation, promotion, implementation of Council of Europe standards:</p> <ul style="list-style-type: none"> <li>▪ Follow up to the CM Recommendation Rec (2002) 12 on Education for Democratic Citizenship</li> <li>▪ Follow up to the CM Recommendation R (85) 7 on teaching and learning about human rights in schools.</li> <li>▪ The project contributes to the effective implementation of the European Convention on Human Rights and other Council of Europe instruments by promoting culture of human rights and democracy.</li> </ul> <p>5. Relevance to Council of Europe country strategies and country-specific needs:</p> <ul style="list-style-type: none"> <li>▪ Bilateral programmes are run in Bosnia and Herzegovina and Kosovo.</li> <li>▪ Ad hoc bilateral and regional initiatives are supported upon request (e.g., South East Europe network, Baltic and Black Sea countries network, Nordic countries network, Project on Quality Assurance in Education for Democratic Citizenship in Ukraine).</li> </ul> <p>6. Timeliness of project(s):</p> <ul style="list-style-type: none"> <li>▪ Information received from EDC/HRE coordinators in December 2007 shows that the Council of Europe EDC/HRE Project has had considerable impact in more than one third of member states, and that sustainability is increasing through introduction of legislative and curricular reforms. Further support is required to build on this acquis.</li> <li>▪ The EDC/HRE Programme "Learning and living Democracy for All" 2006-2009 is a European contribution to the UN First Phase of the World Programme for Human Rights Education (2005-2009).</li> </ul>
<b>Project added value:</b>	<p>1. Council of Europe as leading agency, most important facilitator in this field: With its 11 years of experience in EDC/HRE and with its excellence in the field of democracy and human rights the Council of Europe is the best placed for a leading role in EDC/HRE. This has been recognised by other organisations, and this recognition was clearly demonstrated at the Regional European Meeting on the World Programme for Human Rights Education</p>

	<p>jointly organised by UNHCHR, UNESCO, OSCE/ODIHR and the Council of Europe in Strasbourg on 5-6 November 2007.</p> <p>2. Project covering 'new ground': Citizenship and human rights education is still a relatively new area and the Council of Europe has played a pioneering role in this field so far.</p> <p>3. Strong opportunities of partnerships with other international organisations: The Council of Europe has been asked by UNESCO and UNHCHR to co-ordinate the World Programme on Human Rights Education at the European level. A project on indicators for active citizenship and education and training for active citizenship is run currently in co-operation with the European Commission. Co-operation with the OSCE/ODIHR has been developed.</p> <p>4. Reasons for entrusting the Group with these terms of reference:</p> <ul style="list-style-type: none"> <li>▪ There is a need for specific expertise in EDC/HRE, especially considering the innovating character of the project.</li> <li>▪ Interdisciplinary nature of the project (specialists in the field of youth, social cohesion and higher education are invited with voting rights).</li> <li>▪ The tasks described in the terms of reference are time-consuming and cannot be dealt with within the timeframe of the Steering Committee for Education.</li> </ul>
<b>Financial information:</b>	<p>Two annual meetings of the Group (10 participants) immediately preceded by a Bureau meeting (3 members).</p> <p>Annual budget: €28 900, of which €18 200 for reimbursement of participation in meetings; €7 600 for interpretation; €3 000 for translation and €100 for document production.</p>

1. **Name of Group:** Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR)
2. **Type of Committee:** Ad hoc Advisory Group
3. **Source of terms of reference:** Committee of Ministers, following a proposal of the Steering Committee for Education (CDED)

4. **Terms of reference:**

**With regard to:**

- the Declaration and the Action Plan of the Council of Europe Third Summit of Heads of State and Government (Warsaw, May 2005) and in particular the chapter 3.3. - Education: promoting democratic citizenship in Europe;

- the Declaration of the 21st Session of the Conference of European Ministers of Education (Athens, November 2003);

- the Action Plan of the United Nations on Human Rights Education (2005-2009) and the United Nations Decade of education for sustainable development (2005-2014);

- Recommendation Rec(2002)12 of the Committee of Ministers to member states on Education for Democratic Citizenship;

**Under the authority of the Steering Committee for Education (CDED) and in relation with the implementation of Project 2002/DG4/94 "Linking policy and practice in citizenship and human rights education" from the Programme of Activities, the Group is instructed to:**

- i. - advise the Steering Committee for Education and the Secretariat on the implementation of its Programme of Activities 2006-2009 on Education for Democratic Citizenship and Human Rights "Living and learning democracy for all" and oversee the preparation and implementation of the activities organised in this framework;
- ii. - make proposals on activities to be carried out within this programme, bearing in mind the work already accomplished in this field and taking into account the results of the European Year of Citizenship through Education as well as the aims and objectives set out in the Programme EDC/HRE 2006-2009;
- iii. - propose activities to be organised in co-operation with the European Commission, the relevant international organisations, such as UNESCO, the Office of the United Nations High Commissioner for Human Rights, OSCE-ODIHR and OECD, and international NGOs;
- iv. - when requested, advise and, where appropriate, assist member states regarding the implementation of EDC/HRE policies and co-operate in this connection with the network of Council of Europe EDC/HRE co-ordinators;
- v. - carry out an evaluation of the work done before the end of 2008 under the Programme EDC/HRE 2006-2009 and advise the CDED on how it should be continued.



## **5. Composition of the Group:**

### **5.A Members**

- i. The Group shall be composed of 2 members of the Steering Committee for Education (CDED) and 8 specialists from the following sectors, to be appointed by the Secretary General:
  - 5 specialists in education for democratic citizenship and human rights;
  - 1 specialist in policies for social cohesion;
  - 1 specialist in higher education and research;
  - 1 specialist in youth policies.
- ii. The Council of Europe budget will cover their travel and subsistence expenses.

### **5.B Participants**

- i. The following committees may each send representatives to meetings of the Group, without the right to vote and at the expense of the corresponding Council of Europe budget sub-heads:
  - the Steering Committee for Higher Education and Research (CDESR),
  - the Joint Council on Youth (CMJ),
  - the European Committee for Social Cohesion (CDCS),
  - the Steering Committee for Human Rights (CDDH),
  - the North-South Centre.
- ii. The Parliamentary Assembly may send a representative to meetings of the Group, without the right to vote and at the expense of its administrative budget.
- iii. The Congress of Local and Regional Authorities of the Council of Europe may send a representative to meetings of the Group, without the right to vote and at the expense of its administrative budget.
- iv. The Council of Europe Commissioner for Human Rights may send a representative to meetings of the Group, without the right to vote and at the expense of its administrative budget.
- v. The Conference of INGOs of the Council of Europe may send a representative to meetings of the Group, without the right to vote and at the expense of the sending body.

### **5.C Other participants**

- i. The European Commission may send a representative to meetings of the Group, without the right to vote or defrayal of expenses.
- ii. The following intergovernmental organisations may send representatives to meetings of the Group, without the right to vote or defrayal of expenses:
  - United Nations Educational, Scientific and Cultural Organisation (UNESCO);
  - Office of the United Nations High Commissioner for Human Rights (OHCHR);
  - Office for Democratic Institutions and Human Rights (OSCE/ODIHR);
  - Organisation for Economic Co-operation and Development (OECD).

**6. Working methods and structures:**

Under its terms of reference and within the limits of its budgetary attributions, the ED-EDCHR shall have the opportunity to have whatever contacts or engage in whatever consultations it deems necessary with the various Council of Europe sectors, and with experts, NGO representatives and interested professionals, in particular on the occasion of hearings or by means of written consultations.

It will hold two plenary meetings a year. A restricted Bureau, composed of the Chair, the Vice-Chair and one member, may, if need be, meet between the plenary sessions to prepare the work.

**7. Duration:**

These terms of reference will expire on 30 June 2010.

## Appendix IV: Key EDC/HRE Publications

As of 22/12/2009

### EDC/HRE Pack

Policy Tool for Education for Democratic Citizenship and Human Rights (EDC/HRE):  
Strategic Support for Decision Makers (Tool 1)

Available in: English (or)

Underway: French, Russian

Democratic Governance of Schools (Tool 2)

Available in: Albanian, Bosnian, Croatian, English (or.), French, German, Greek, Hungarian, Polish, Portuguese, Russian, Serbian, Swedish, Ukrainian

How all teachers can support citizenship and human rights education: a framework  
for the development of competences (Tool 3)

Available in: English (or), French, Polish, Georgian, Swedish, Ukrainian,

Underway: Bulgarian, Latvian, Russian, Dutch

Tool on Quality Assurance of Education for Democratic Citizenship at School (Tool  
4)

Available in: Albanian, Azeri, Bulgarian, English (or), French, Polish, Romanian,  
Ukrainian

Democratic Partnerships for Social Change – A Guide for schools, higher education  
institutions and communities (Tool 5)

Available in: English (or)

### Supporting materials

A glossary of terms for EDC

Available in: Arabic, Azeri, Dutch, English (or.), Finnish, French, German, Greek, Italian,  
Korean, Portuguese, Spanish, Swedish, Ukrainian

All European Study on EDC

Available in: English (or), French

Tool on Teacher Training

Available in: Dutch, English (or.), French, German, Polish, Romanian, Russian, Serbian,  
Slovak, Turkish, Ukrainian

### Manuals for teachers

Living in democracy

Available in: Albanian, Azeri, English (or), Georgian, Hungarian, Ukrainian  
Underway: French, Russian

Teaching democracy

Available in: English (or), Swedish

Underway: Bulgarian, French

## **Other**

Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice (published jointly by the OHCHR, UNESCO, OSCE/ODIHR and the Council of Europe)

Available in: English (or)

Underway: French, Russian

Learning and living democracy for all - posters and postcards

Learning and living democracy for all - video

## **Appendix V**

### **- ADOPTED - 12 June 2008 COOPERATION AGREEMENT**

**BETWEEN THE GOVERNMENT OF THE KINGDOM OF NORWAY AND THE  
COUNCIL OF EUROPE WITH RESPECT TO THE EUROPEAN RESOURCE CENTRE  
ON EDUCATION FOR INTERCULTURAL UNDERSTANDING, HUMAN RIGHTS AND  
DEMOCRATIC CITIZENSHIP**

**The Government of the Kingdom of Norway  
and  
the Council of Europe  
(hereinafter: the Parties)**

WHEREAS the Committee of Ministers of the Council of Europe, at its 1014<sup>th</sup> meeting at the Deputies Level (12 December 2007), welcomed the Norwegian initiative to establish a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship (“the Centre”), which will cooperate with the Council of Europe,

WHEREAS the Parties share the goal of promoting intercultural understanding, human rights and democratic citizenship, and believe that the Centre can play a major role in the pursuit of this goal,

WHEREAS cooperation between the Council of Europe and Norway with respect to the Centre should reinforce the impact of their action to the mutual benefit of both Parties, (while respecting mutual autonomy),

WHEREAS it is necessary for the Parties to conclude an agreement defining the general principles and objectives, as well as the concrete modalities, of their mutual cooperation with respect to the Centre,

Agree on the following:

#### **Article 1 Scope**

On the basis of the Council of Europe’s and the Government of the Kingdom of Norway’s shared fundamental values and principles and in pursuance of the aims of fostering democratic culture, respect for human rights, intercultural dialogue and understanding, the mission and mandate of the Centre is to support and promote the work of the Parties in these areas; in so doing the Centre contributes to the implementation, in the signatory states to the European Cultural Convention, of the Council of Europe’s educational principles and goals, as spelled out in its relevant policy recommendations<sup>18</sup>.

#### **Article 2 The mission of the Centre**

The Centre shall act as a resource centre on education for intercultural understanding, human rights and democratic citizenship for the member states of the Council of Europe.

The Centre shall carry out and support research on education for intercultural understanding, human rights and democratic citizenship.

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<sup>18</sup> e.g. Declaration by the European Ministers of Education on intercultural education in the new European context (Athens 2003), Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship, etc.

The Centre shall provide in-service training and support for the professional development of teachers and teacher training professionals on education for intercultural understanding, human rights and democratic citizenship.

The Centre shall disseminate information and serve as a platform and meeting place for researchers, teachers, teacher training professionals, policy-makers and other relevant actors.

The Centre shall cooperate with the Council of Europe on the basis of the Council of Europe's and Norway's shared values and goals as regards education for intercultural understanding, human rights and democratic citizenship.

### **Article 3 The target groups**

The target groups of the Centre will consist mainly of multipliers, practitioners, researchers, administrators and decision-makers in education for intercultural understanding, human rights and democratic citizenship and related fields in formal and non-formal education.

### **Article 4 Strategic objectives**

The Centre will principally cooperate with the appropriate units of Directorate General IV of the Council of Europe, and specifically with the Directorate of School, Out-of-School and Higher Education, the Directorate of Youth and Sport, and will collaborate as required with other Council of Europe services and entities, including the North-South Centre – as well as with the relevant Norwegian institutions, with a view to enhancing the impact of their work by:

- improving the capacity of trainers through the development of training materials for multipliers; aiding networks of experts and practitioners and supporting the Council of Europe Pestalozzi Programme for the training of education professionals;
- carrying out research and development, including exploration of conceptual, methodological and policy issues for the Council of Europe in close coordination with its Steering Committee for Education (CDED) and its Steering Committee for Higher Education and Research (CDESR) and in cooperation with the relevant bodies active in the youth field, in the areas of intercultural education, democratic citizenship and human rights education;
- providing up-to-date documentation and information to practitioners and other multipliers in these fields, especially with regard to Council of Europe values, standards and achievements;
- acting as a focal point for networks of researchers, teacher trainers and other multipliers in the areas concerned;
- acting specifically as an instrument of the Council of Europe and the Government of Norway while remaining open for cooperation with all member states in support of the promotion of intercultural dialogue and intercultural education, particularly through collaborative programmes with other relevant Organisations such as the European Commission, UNESCO, ALECSO, and instances such as the Alliance of Civilisations and the Anna-Lindh Foundation.

Programmes of activities will be established by the Centre in pursuance of the above-mentioned objectives. The programme offered by the Centre will contribute to the efforts of the Council of Europe and the Government of Norway by enhancing their capacity for initiating actions in the areas included in the Centre's mission.

## **Article 5 Undertakings of the Government of the Kingdom of Norway**

The Government of the Kingdom of Norway undertakes to

- establish the Centre as an independent legal entity (“stiftelse”) under the Norwegian Foundation Act (stiftelseslov)
- facilitate cooperation with relevant Norwegian institutions
- contribute basic financing to the Centre in accordance with the provisions of Article 7

## **Article 6 Undertakings of the Council of Europe**

The Council of Europe undertakes to:

- co-operate with the Centre with a view to the pursuit of the Centre’s objectives and to the implementation of its programme of activities;
- consider the Centre as a privileged partner for the implementation of Council of Europe initiatives in the field of education for intercultural understanding, human rights and democratic citizenship;
- ensure access by the Centre to the *acquis* and expertise of the Council of Europe as regards the Centre’s areas of activity and develop synergies between the respective programmes of activities.

## **Article 7 Financing**

Within a yearly amount of at least NOK 6 500 000 (2008 cost level) the Government of the Kingdom of Norway will

- provide the Centre with fully equipped premises (including meeting rooms) adapted to the nature of its activities,
- maintain these premises on an ongoing basis and finance the implementation of a core programme (activities and staffing) and
- place the basic capital of NOK 100 000 at the Centre’s disposal;

The Centre may receive contributions from other member states, from international governmental and non-governmental institutions and organisations as well as other donors which may wish to cooperate with the Centre and contribute to its work.

## **Article 8 Governance**

The Centre shall be governed by a Board composed of seven members, with tasks and responsibilities laid down in relevant Norwegian legislation<sup>19</sup> and the statutes of the Centre.

Three members and two substitute members of the Board shall be nominated by the Council of Europe. As soon as possible after the entry into force of the present Agreement and at least three months before the expiry of their terms thereafter, the Council of Europe shall communicate the names of the members and substitute members to be appointed on its behalf by the Norwegian Ministry of Education and Research.

The Council of Europe shall nominate suitably qualified nominees according to the conditions set out in the statutes for the composition of the Board, particularly as concerns gender balance; the Norwegian Ministry of Education and Research shall inform the Council of

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<sup>19</sup> In particular in the Norwegian Foundation Act

Europe within two weeks of receipt of the proposal by the Council of Europe, of the acceptance of the nomination.

The Centre shall bear the travel and subsistence costs involved in the fulfilment of the statutory functions and tasks of the members of the Board.

#### **Article 9 Contacts between the Parties and the Centre**

The Government of the Kingdom of Norway, represented by the Ministry of Education and Research, and the competent services of the Council of Europe Secretariat shall each appoint a senior official to ensure effective liaison between them.

The appointed liaison officers shall attend the meetings of the Board of the Centre as observers.

The Executive Director of the Centre shall be responsible for the day-to-day contact and relationship between the Centre and the Parties.

#### **Article 10 The Centre's relations with the Council of Europe and its member states**

In the course of its activities the Centre shall comply with the fundamental values and standards underpinning Council of Europe activities. Neither the Council of Europe as such nor its member states shall be bound in any way by the statements and activities of the Centre. In the event that the Centre's activities should be found to be contrary to the above principles or to the provisions of the present Agreement, the Council of Europe reserves the right to suspend immediately all cooperation with the Centre.

The Centre is authorised to use the name, the flag and the logo of the Council of Europe for the activities that fall within the purpose of cooperation with the Council of Europe, in accordance with applicable rules.

The Centre shall not be entitled to invoke any privilege or immunity enjoyed by the Council of Europe, its buildings and premises.

Staff recruited by the Centre shall be remunerated and managed in accordance with the Norwegian Working Environment Act and may not claim any link whatsoever with the Council of Europe in respect of contractual and working conditions or benefit from the privileges and immunities enjoyed by Council of Europe staff.

#### **Article 11 Evaluation of the Centre's performance**

One year after the entry into force of the present Agreement, and at least once every two years thereafter, the Parties shall hold a meeting to evaluate the functioning of the Centre and the cooperation between the Parties, with a view to their ongoing enhancement.

#### **Article 12 Resolution of disputes**

The Parties shall seek to settle amicably all differences and disputes arising out of, or in connection with the implementation of this Agreement.



### **Article 13 Entry into force and termination**

This Agreement is drawn up for a period of five years starting from the date when the Parties have informed each other that the internal conditions for entering-into-force have been fulfilled, and shall be tacitly renewed for subsequent periods of five years. The terms of the Agreement may be amended or supplemented by means of a supplementary Agreement between the Parties, drawn up in writing.

Either Party may, after a period of five years, terminate this Agreement by giving six months written notice to the other Party on the understanding that appropriate consultations have taken place.

Signed in ..., this ....the day of ... 2008, in two copies, in English

For the Government of  
the Kingdom of Norway  
Minister

For the Council of Europe  
The Secretary General  
[...] Right Honourable Terry Davis

**Appendix VI:**  
**Overview of the feedback from the EDC/HRE Coordinators**  
**on the Programme “Learning and living democracy for all” (2006-2009)**

Prepared in co-operation with the European Wergeland Centre

**Background information**

Collecting regular feedback from the member states, as well as from a broad range of other actors dealing with citizenship and human rights education was an integral part of the Council of Europe Programme “Learning and living democracy for all” 2006-2009<sup>20</sup>. Such feedback was mainly qualitative and it helped ensure the relevance of the Programme for the member states, and to feed in the best practice into the development of guidelines and manuals on various aspects of citizenship and human rights education.

In the framework of the final evaluation exercise, based on the guidance provided by the Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR), a questionnaire for the EDC/HRE coordinators<sup>21</sup> was developed. The questionnaire aimed to provide an impact evaluation of the Programme by the member states, as it was felt that such method of “self-evaluation” was the most appropriate one, taking into account the Programmes’ objectives, working methods and available resources.

The questionnaire was sent to the coordinators at the end of 2009, and the feedback received was analysed<sup>22</sup>, with the assistance of the European Wergeland Centre. The exercise thus included both elements of internal and external evaluation. Both quantitative and qualitative information was collected.

In the course of this evaluation exercise it became clear that:

- The impact of international co-operation in the field of education for democratic citizenship and human rights is difficult to evaluate, as developments in the member states are influenced by many external factors (e.g. historical and cultural background, political and economic situation).
- The context in the 47 Council of Europe member states is very diverse in terms of contexts, structures and approaches) and factual information (e.g. legislation, curriculum and evaluation) that is up to date, reliable and comparable across countries is not easily available.

It was therefore agreed that a brief summary of the main conclusions would be the most appropriate way of presenting the outcomes of this evaluation exercise.

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<sup>20</sup> See for example, reports of the EDC/HRE coordinators meetings, report on the Regional European Meeting on the World Programme for Human Rights Education (2007) and report of the Forum on Partnerships for Citizenship and Human Rights Education (2008)

<sup>21</sup> EDC/HRE coordinators are officially nominated member states representatives, whose task is to ensure a link between the EDC/HRE developments at the member state and those at the European level. The network of the Coordinators, set up in 2000, has developed over the years into a knowledgeable and influential professional community.

<sup>22</sup> Twenty eight (out of forty seven) EDC/HRE coordinators replied to the questionnaire

## **Council of Europe Programme “Learning and living democracy for all” 2006-2009: perspective of EDC/HRE coordinators**

The replies to the questionnaire display considerable progress made in the member states in the field of citizenship and human rights education, in particular with regard to primary and secondary education. Curriculum changes, awareness campaigns, teacher training reforms and democratic governance of schools have been mentioned by many coordinators. Partnerships have been established and / or reinforced, in particular, with civil society organisations. At the same time, it is clear that the degree to which the programme has been acknowledged and implemented varies considerably from country to country. The Coordinators estimate that the Council of Europe Programme has a positive impact on the developments in the member states, in particular in terms of the information-sharing and networking opportunities.

The use of the tools/publications produced in the Programme is most successful in the sectors of primary and secondary school. While all the key publications were highly rated, the manuals on “Democratic Governance of Schools” and “How all teachers can support citizenship and human rights education: a framework for the development of competences” are of the highest relevance for the member states. A possibility of producing or adapting manuals for other sectors (vocational, informal education) could be considered in future programmes. One of the most significant challenges with regard to the use of the tools / publications is the lack of translations into national languages, which makes it difficult to ensure their systematic use in teacher trainings, and in trainings of teacher trainers. Nevertheless, the number of existing translations grows steadily, thanks to the member states’ interest towards the pioneering approaches promoted in the Council of Europe manuals and thanks to the financial support that has been made available in many countries. While most coordinators agreed that the EDC/HRE publications developed by the Council of Europe provide real added value compared to publications from other international organisations, the need for better coordination was also highlighted. An overview / “a road map” of the existing publications were requested. The use of other formats was also recommended (“suitcase format” (CD), e-learning/blended learning and video films).

The coordinators proposed a number of priorities for future action. The top five included 1) teacher training, 2) translation, implementation and dissemination of existing tools, 3) development and implementation of assessment (evaluation, monitoring) tools, 4) curriculum development and 5) whole school approach / democratic governance. In terms of obstacles for EDC/HRE, lack of teacher trainings, financial resources and insufficient adaptation of the tools were highly rated. Lack of political support or problems due to political change were mentioned by several respondents.

Finally, on the network of the EDC/HRE coordinators, one respondent pointed out that it is “the jewel in the crown of the EDC/HRE programme”, as the level of expertise and commitment has grown considerably over the years. To use the full potential of the group, communication tools such as a blog could be helpful. In general, stronger focus on web-based resources of communication (web-forum, blog), dissemination of material and even forms of e-learning could offer solutions to a number of obstacles and challenges named in the questionnaires (such as lack of resources). There is a tension

between the added value of getting in touch with differing experiences in the international group and the need for exchange of similar experiences. The emergence of regional sub-networks (ex. South East Europe, Black Sea and Baltic, Nordic countries) is appreciated by most members. As the group is quite heterogeneous when it comes to experience with EDC/HRE work (“veterans” vs. “newcomers”), the mechanisms for the transfer of experiences could be further reinforced, in particular by means of web-based communication. Finally, there is high level of motivation among the coordinators to take the work further. The EDC/HRE coordinators’ network represents a very important source of motivation and orientation for its members.