

Strasbourg, 12 April 2010

DGIV/EDU/CIT (2009) 34 rev  
Original English

# **Future Programme of Activities (2010-2014)**

**Project 2-A: Learning democracy and human rights  
in school and out-of-school throughout life**

**Extract from the document adopted by the Steering  
Committee for Education in March 2009**



<b>BACKGROUND AND CONTENT.....</b>	<b>3</b>
A coherent education programme for 2010 – 2014 based on Council of Europe values.....	3
Education for a values-based society.....	3
A coherent education policy for diverse, complex societies.....	3
<b>EUROPEAN EDUCATION POLICIES FOR INTERCULTURAL UNDERSTANDING, HUMAN RIGHTS AND DEMOCRATIC CULTURE.....</b>	<b>5</b>
Values and competences.....	5
Drawing on our past for our future.....	6
Democratic citizenship in a global age.....	6
<b>EDUCATION: DECIDING THE FUTURE OF EUROPE.....</b>	<b>7</b>
Public responsibility in a context of diversity and globalisation.....	7
Governing diverse societies based on European values.....	8
<b>EDUCATION IN THE COUNCIL OF EUROPE PROGRAMME.....</b>	<b>8</b>
A variety of well adapted implementation mechanisms.....	8
<b>LINE OF ACTION: EDUCATION FOR INTERCULTURAL UNDERSTANDING, HUMAN RIGHTS AND DEMOCRATIC CULTURE</b>	
<b>PROGRAMME 1 : Promoting social inclusion and combating discrimination in and through education.....</b>	<b>10</b>
Project 1-A: Protecting and promoting the right to quality education in European education systems.....	10
Project 1-B: Language policies and the right to education and social inclusion .....	12
<b>PROGRAMME 2 : Education for the promotion of the core values of the Council of Europe.....</b>	<b>16</b>
Project 2-A: Learning democracy and human rights in school and out-of-school throughout life.....	16
Project 2-B: Learning the key principles and the functioning of the human rights system.....	19
<b>PROGRAMME 3 : Education for intercultural understanding and sustainable democracies.....</b>	<b>22</b>
Project 3-A: Intercultural education and exchanges.....	22
Project 3-B: Shared histories for a Europe without dividing lines.....	24
Projects 3-C: Day of Remembrance of the Holocaust and for the Prevention of crimes against humanity.....	26
<b>PROGRAMME 4 : Higher Education for a Europe of values.....</b>	<b>28</b>

Project 4-A: Making the European Higher Education Area a reality beyond 2010.....	28
Project 4-B: Higher education for a Europe of values: call on academic freedom, institutional autonomy and transparency.....	30

## **TRANSVERSAL PROJECTS**

Project T : Council of Europe programme for the training of education professionals (Pestalozzi Programme).....	32
--	----

## **BACKGROUND AND CONTENT**

### **A coherent education programme for 2010 – 2014 based on Council of Europe values**

While several Council of Europe activities in the field of education are coming to an end in 2009, others will benefit from reformulation and renewal. This will be an opportunity to strengthen our programme and activities, bring them even further in line with the proposals made by the Standing Conference of European Ministers of Education and the priorities set by the European Ministers responsible for higher education in the framework of the European Higher Education Area. The draft programme also reflects the criteria set by the Committee of Ministers, based on the core objectives of the Declaration and the Action Plan of the Third Summit in 2005, and develops the kind of synergies called for in the Organisation's Medium Term Strategy.

The overall aim of the Council of Europe's education sector (2010-2014) will be to develop a coherent vision of the role of education, with particular emphasis on preserving and promoting human rights, democracy and rule of law and the ability of our societies to engage in intercultural dialogue. Its programme will, therefore, continue to be based on a broad vision of education that encompasses both values and competences. The programme will aim to support the development of the full potential of learners, taking into account the nature of education as a human right, its powerful function in social inclusion and cohesion, and its unique contribution in the key areas of personal development, culture and values, identity building, appreciating diversity, critical thinking, and its fundamental role in establishing a solid basis for lifelong learning and as a precondition for social cohesion and the enjoyment of other human rights.

### **Education for a values-based society**

The education which is provided for young and less young people is of fundamental importance in determining the society of today and tomorrow. One cannot develop an education policy without a vision of society and one cannot implement a vision of society without a sound education policy. Education policy cannot be reduced to announcing a series of measures: developing an education policy means to put forward a framework based on common values developed through democratic engagement and participation, and constantly reaffirmed.

Education is therefore of crucial importance in developing the kind of society in which we wish to live and which we wish to leave to future generations. It is an essential element in developing a society based on and imbued with the values of the Council of Europe. This society can only be built on the right of every citizen to quality education and on the determination of all citizens to develop their abilities fully. It must value and exploit diversity and difference in education, and reconcile them with the promotion of the rights and responsibility of democratic citizenship, and with the seemingly contradictory requirements of the right to both an inclusive and a quality education for all.

### **A coherent education policy for diverse, complex societies**

Education in Europe must be founded on a coherent view of our societies and the role of education in shaping them. It must provide citizens with the knowledge, understanding, skills and attitudes needed to tackle the challenges with which both Europe and the world are faced. These include the need to provide meaningful employment for all as well as the need to value

the diversity that characterises all European societies and to enable all our citizens to live dignified and fruitful lives.

European education systems, policies and practices, therefore, must provide learners with the knowledge, understanding, abilities and attitudes to:

- build and maintain the civic culture that Europe will need to create sustainable societies characterised by a diversity of backgrounds, ways of life, experiences, languages, faiths and convictions in which citizens are committed to living together as equals in dignity;
- develop the wisdom and intergenerational solidarity that Europe will need to face the challenge of ageing societies, where more and more citizens beyond retirement age will have to be sustained either by a dwindling population of working age or by increasing numbers of migrants;
- educate citizens conscious of their rights and their responsibilities, respectful of the private space of others and committed to defining a common future by participating in the public space of our societies;
- combine economic performance and well being with environmental responsibility;
- develop the vision, courage and understanding required to make sound societal decisions on complex issues like climate change and social cohesion, on the basis of incomplete information and with regard not primarily to immediate gain but to long term benefits and the well being of future generations;
- reconcile the need for continued technological and scientific development with the need to develop and maintain an ethical perspective and humanistic values;
- face the needs of a globalised and rapidly developing economy, in which the ability to update knowledge and skills across traditional subject boundaries, in a perspective of lifelong learning, will largely determine whether Europe will remain attractive and competitive at world level.

The Council of Europe's education policy must help Europeans rise to these challenges, and help member states in their efforts to ensure social cohesion, intercultural understanding and respect for human rights. It must provide all citizens with key competences for living together as responsible citizens in modern, complex and diverse societies. It must be based on the recognition that when it comes to receiving and benefiting from education, we are not all equal even if we seem to have equal opportunities. In sum, it must aim to make education available, accessible, acceptable and adaptable to each and everyone.

To this end, the Steering Committees responsible for educational cooperation<sup>1</sup> put forward the proposal for a Council of Europe education programme covering all levels of education from pre-primary and primary through higher education, including the continuing education of adults, within a lifelong learning perspective, with targeted activities in three areas: education for democratic citizenship and human rights, the teaching and learning of history and language education. The elements of this programme are presented under one the Line of Action: ***Education for intercultural understanding, human rights and democratic culture***, as follows:

---

<sup>1</sup> Steering Committee for Education (CDED)  
Steering Committee for Higher Education and Research (CDESR)

**LINE OF ACTION: EDUCATION FOR INTERCULTURAL UNDERSTANDING,  
HUMAN RIGHTS AND DEMOCRATIC CULTURE**

**PROGRAMME 1: Promoting social inclusion and combating discrimination in and  
through education**

**PROGRAMME 2: Education for the promotion of the core values of the Council of  
Europe**

**PROGRAMME 3: Education for intercultural understanding and sustainable  
democracies**

**PROGRAMME 4: Higher Education for a Europe of values**

**Transversal projects**

## **EUROPEAN EDUCATION POLICIES FOR INTERCULTURAL UNDERSTANDING, HUMAN RIGHTS AND DEMOCRATIC CULTURE**

### **Values and competences**

The Declaration of the Council of Europe Conference of Ministers of Education held in Istanbul in May 2007 invited the Committee of Ministers of the Council of Europe to instruct the Steering Committee for Education to pay special attention to

*“analysing and developing key competences for democratic culture and social cohesion, such as citizenship competence, intercultural competence, plurilingual competence, social commitment, a solidarity-based outlook and multiperspectivity”.*

At the Bologna ministerial conference in London in May 2007 the Ministers responsible for Higher Education announced that they were “determined to take 2010 as an opportunity to reformulate the vision that motivated us in setting the Bologna Process in motion in 1999 and to make the case for the European Higher Education Area underpinned by values and visions and go beyond issues of structures and tools”. The Council of Europe’s key values – democracy, human rights and the rule of law as well as a commitment to intercultural dialogue – will underpin our education and higher education programme, policies and practice.

The European education of tomorrow must provide learners with well developed competences in a variety of fields and with the values and attitudes needed to put these competences to good use. Learners must combine highly developed skills with the ability to place their advanced understanding of a specific field into its proper context and to ask fundamental questions about the purposes of our societies and of our existence as human beings. Europe needs reflective and ethically aware as well as skilful citizens who are knowledgeable about their rights and able to defend them as well as committed to taking responsibility for themselves and their societies.

The Council of Europe education programme will aim to develop a Council of Europe perspective on the right to quality education for every human being, as an enabling right making education of a certain level of quality a precondition for fully enjoying other human rights. (*Projects 1- A: Protecting and promoting the right to quality education in European education systems, 2- A: Learning democracy and human rights in school and out-of-school throughout life*).

It recognises that access to quality education is crucial for social inclusion, and that without the necessary kinds of linguistic competence in the language of schooling this access is denied. The Council is concerned with the entitlement of learners to be provided with the language competences and learning experiences that are essential for them to exercise their right to education. In addition, it promotes the right to develop plurilingual competence and a repertoire of languages which includes mother tongue, official languages and modern (foreign) languages (*Project 1-B: Language policies and the right to education and social inclusion*).

The Council of Europe’s education policy will combine a focus on structural reform with a consideration of how structures, policy and practice can further the main purposes of education, with particular emphasis on the fundamental values of the Council of Europe:

democracy, human rights and the rule of law as well as intercultural dialogue. It will emphasize the development of the competences with which higher education will need to provide its learners if they are to be active citizens in democratic, diverse societies that are sustainable in political, cultural, social and economic terms. (*Project 4-A: Making the European Higher Education Area a reality beyond 2010*).

On this basis, the Council of Europe will contribute to a thorough review of our policies for primary and secondary education, where our systems have not changed radically over the past few decades. The Council will continue to be one of the key actors in the profound reform of higher education policies in which it has been engaged over the past 10 years and which will lead to the setting up of a European Higher Education Area in 2010. It will work through the development and dissemination of good practice (*all projects*) as well as European standards and common references instruments member states can draw on in standard setting (*Projects 1- A: Protecting and promoting the right to quality education in European education systems, 1-B: Language policies and the right to education and social inclusion, 2-A: Learning democracy and human rights in school and out-of-school throughout life, 4-A: Making the European Higher Education Area a reality beyond 2010*). It will combine work at pan-European level with targeted work in and with geographical priority regions and countries, in particular in South East Europe and the New Independent States (*all projects*).

### **Drawing on our past for our future**

Interaction and convergence as well as tension and conflict have marked the history of Europe. The interaction and convergence touches all areas of our existence, including our values, our art and our culture, our demography and our economy, our technology and our research. It does not represent a linear, unbroken development, nor is it free of contradictions. It encompasses our finest achievements as well as the darkest failures of our past: the development of the notion that all individuals are equals in dignity and in human rights as well as their denial through the Holocaust and other crimes against humanity.

As a result, Europe is a continent characterised by a unique balance of what we have in common as Europeans and the specificities of each of our countries and traditions. Our shared history provides a powerful basis on which to build a Europe without dividing lines. As we mark the 60<sup>th</sup> anniversary of the Council of Europe, its education programme finds in the fact that the space that is Europe has been characterized by common developments and changes that have led us to the freely expressed desire to build a common future a potent lesson that needs to be transmitted to new generations of Europeans. (*Project 3-B: Shared histories for a Europe without dividing lines*).

Our past provides us with lessons for our future, both in inspiration to develop the best of our potential to live together in dignity across and in warnings of our capacity for evil when human dignity is denied. (*Projects 3- C: Day of Remembrance of the Holocaust and for the Prevention of crimes against humanity, T: Council of Europe programme for the training of education professionals (Pestalozzi Programme) as well as projects 2- A: Learning democracy and human rights in school and out-of-school throughout life, 2-B: Learning the key principles and the functioning of the human rights system, 4-B: Higher education for a Europe of values: call on academic freedom, institutional autonomy and transparency*).

### **Democratic citizenship in a global age**

As a result of globalisation, of rapidly increasing private and professional mobility, of the dramatic expansion of migration, and the existence of minority groups in many countries,



there is hardly a school or a university in Europe with anything like a homogeneous cultural background. People's identities are so stratified that it becomes impossible to conceive of them along linear terms. The traditional dialectic between "one's own identity" and "otherness" fails to take this into account. The "boundaries" of identification become mobile, to the point that we need to speak of compound or multiple identities within the same person in an attempt to describe the complexity of one's sense of "belonging".

In a similar way, the Council of Europe's education programme will seek to develop a new approach to conceiving citizenship which can take into account the local, national, European and global dimensions seen in their "nestedness" and in their political, legal, cultural and socio-economic aspects. "Learning and living together democratically" may take on a dual focus, composed of education for intercultural competence and education for democratic citizenship and human rights, both belonging to the central aspects of the kind of education needed if our vision of sustainable democratic societies is to come true. (*Project 3-A: Intercultural education and exchanges*). It is conscious of the fact that our histories have not developed in isolation but has learned from and influenced other areas of the world (*Project 3-B: Shared histories for a Europe without dividing lines*), and it promotes the underlying principles of institutional autonomy and democratic freedom, which are the cornerstones of the heritage of our universities as well as their role as key institutions of modern, democratic and culturally diverse societies. (*Project 4-B: Higher education for a Europe of values: call on academic freedom, institutional autonomy and transparency*). It is built on a conception of citizenships in which individuals enjoy inherent rights (*Project 1- A: Protecting and promoting the right to quality education in European education systems*) and in which democratic participation is a right and assumes the ability and willingness to take responsibility for one's fellow human beings (*Projects 2- A: Learning democracy and human rights in school and out-of-school throughout life, 2-B: Learning the key principles and the functioning of the human rights system*).

The Council's education programme will promote a plurilingual vision of education which will facilitate an integrated and coherent approach to the development of policies and reference tool for standard setting for all languages in and for education: national languages, minority and regional languages, new immigrant languages and modern (foreign) languages. Its approach to language education is values-oriented, encouraging appreciation of the value of diversity and active democratic citizenship in the context of education for personal fulfilment. (*Project 1-B: Language policies and the right to education and social inclusion*).

## **EDUCATION: DECIDING THE FUTURE OF EUROPE**

### **Public responsibility in a context of diversity and globalisation**

As developed through Recommendation Rec (2007) 6 by the Committee of Ministers to member states on the public responsibility for higher education and research and then set out in the Declaration of the Council of Europe Conference of Ministers of Education held in Istanbul in May 2007, education policies must focus on democracy learning as well as on the protection and the full enjoyment of the right to education for all Europeans. They should safeguard the principle of equal opportunities and universal access to a high quality education. They should stress the key role of education for participation in society and for achieving social inclusion. The Ministers recommended that the Council of Europe should address the full range of purposes of education:

- preparation for the labour market;
- preparation for life as active citizens in democratic societies;

- personal development;
- development and maintenance of a broad and advanced knowledge base.

Education in Europe is founded on the conviction that education is a public asset and a public responsibility. As our societies grow more diverse, and as the diversity of actors in society at large as well as in the education sector continues to expand, the overriding principle of public responsibility for education needs to be reaffirmed through an open-minded and hard-headed consideration of the roles and responsibilities of various actors within an overall framework established by public authorities. We must re-examine the way in which public authority is exercised with a view to ensuring that the principle of public responsibility remains a bearing principle of European education even as our societies change. (*Projects 1- A: Protecting and promoting the right to quality education in European education systems, 4-A: Making the European Higher Education Area a reality beyond 2010*).

### **Governing diverse societies based on European values**

European societies must be governed through democratic institutions and the rule of law and they must be respectful of human rights and cultural diversity, in accordance with Council of Europe standards. However, institutions and laws alone will not create this culture based on values, those of democracy, human rights and intercultural understanding. The attitudes and skills needed to put these principles into practice should be taught and learned, practised and maintained throughout life.

As recognised by the Warsaw Summit, democratic institutions and democratic legislation will not function unless they are underpinned by democratic culture. Europeans must be imbued with a spirit of democratic citizenship and human rights, mindful of the value of cultural diversity as well as of social cohesion, proficient in intercultural dialogue and endowed with the competences needed to make democracy a living reality of our lives. (*Projects 2- A: Learning democracy and human rights in school and out-of-school throughout life, 3-A Intercultural education and exchanges; 3-B: Shared histories for a Europe without dividing lines*). In few areas is the need to combine specific skills with broad reflective and analytical competences and attitudes of openness and inclusion as evident as here. (*Projects 1- A: Protecting and promoting the right to quality education in European education systems, 4-A: Making the European Higher Education Area a reality beyond 2010*).

This can only be achieved through education, from pre-primary and primary through secondary, vocational and higher education to lifelong learning. It requires well functioning education systems, adapted education standards and sound education policies and practices. The values transmitted through education must be underpinned by actual education practice: one cannot teach democratic participation for future use in our broader society without also practicing democratic participation in the daily life of schools and universities (*Projects 2- A: Learning democracy and human rights in school and out-of-school throughout life, 2-B: Learning the key principles and the functioning of the human rights system, 3-A: Intercultural education and exchanges, 4-B: Higher education for a Europe of values: call on academic freedom, institutional autonomy and transparency, T: Council of Europe programme for the training of education professionals (Pestalozzi Programme)*).

## EDUCATION IN THE COUNCIL OF EUROPE PROGRAMME

### A variety of well adapted implementation mechanisms

The Council of Europe must present a coherent education programme for the period 2010 – 2014; a programme centred on the overarching principles and priorities of the Council of Europe which draws on a variety of traditional as well as newer mechanisms and working methods in making our vision of education an operational reality.

While it is the Committee of Ministers which has the decisional authority over the overall programme of activities of the Organisation, the political guidelines for and validation of the Council of Europe's education programme stem from the Standing Conference of European Ministers of Education, the next session of which will be held in Slovenia in May 2010. For the higher education part of the programme, important guidelines are also provided by the ministerial conferences of the Bologna Process.

The Council of Europe education programme will be overseen by the Steering Committees for Education (CDED) and for Higher Education and Research (CDESR). While the two Steering Committees will have specific responsibilities within the programme, based on their respective competences and the role of public and other actors in each area, they will cooperate closely in ensuring overall implementation of the programme in accordance with the Council of Europe's standards and political priorities. They will also cooperate with other pertinent Council of Europe bodies as well as with other international institutions, public authorities and civil society. Structural and functional arrangements will have to be found to improve coordination with the training activities for young people organised within the Directorate of Youth and Sport.

In addition to our long standing working methods, including conferences, seminars, working groups and expert contributions, the Council of Europe education programme will be implemented through and supported by:

- the *European Centre for Modern Languages* (ECML) in Graz, which implements Council of Europe policy in the Enlarged Partial Agreement's member states through the development and dissemination of best practice and innovation in language education;
- the mechanisms of the *European Charter for Regional or Minority Languages*, which is a unique instrument for protecting and promoting the linguistic diversity that is a key European asset in an age of globalisation;
- the *European Higher Education Area*, to be established in 2010 on the basis of the Bologna process, and which offers the Council of Europe a unique opportunity to further European values and policies in the framework of a broad platform of public authorities, higher education institutions, staff and students and social partners;
- the Council of Europe programme for the training of education professionals (*Pestalozzi Programme*), which trains education professionals in Council of Europe standards and values and supports all parts of our education programme;
- the *European Wergeland Centre* in Oslo, which develops education for intercultural understanding, human rights, awareness of democratic culture and the need for intercultural dialogue among professionals in all areas of education.

**Project 2-A:  
Learning democracy and human rights in school and out-of-school throughout life**

### **Main objectives**

The general aim of this project would be to build on ten years activities in the fields of education for democratic citizenship and human rights (EDC/HRE) in order to ensure its widespread practice, in a lifelong learning perspective, and to support its sustainability in member states. The main objectives will be as follows: 1) Supporting policy development and implementation; 2) Promoting partnerships and networking; and 3) Putting CoE instruments into practice.

Issues that were not sufficiently dealt with in the earlier stages of the project will receive specific attention. These issues will be precisely defined through the evaluation of the third phase of the EDC/HRE Project, in 2009.

### **Specific objectives**

#### **Objective 1 - Supporting policy development and implementation**

- to prepare a framework policy document, binding or non-binding, setting out common policy orientations for the member states of the Council of Europe in the field of education for democratic citizenship and human rights, based on the experience of the past years and with a view to ensure sustainability of EDC/HRE; accompany this instrument with description of the necessary support structures for implementation;
- to assist member states who so wish in defining their own policies in this field and help them to set up support systems to implement these policies and keep them under review;

#### **Objective 2 - Putting CoE tools and manuals into practice**

- to disseminate and promote CoE materials, in particular through co-operation with specialised media;
- to adapt to member States' needs the tools prepared in recent years and assist with their implementation in different contexts and at different levels;
- to develop methodological guides to support the implementation of the existing tools;
- to define learners' EDC/HRE competences at all levels of the school system and in a lifelong learning perspective, develop relevant tools and support their implementation;

#### **Objective 3 - Promoting partnerships and networking**

- to reinforce co-operation among EDC/HRE coordinators, in particular through projects targeting special issues of concern (ex. quality assurance in EDC/HRE);

- to promote bilateral and regional projects. In this framework, networks of education professionals (teachers, school leaders, NGOs), researchers and education institutions will be supported;
- building on the existing tools, to provide criteria and guidelines for partnerships, in particular at the local level, among schools, local authorities, NGOs, community groups and universities with a view to provide opportunities for out-of-school and lifelong learning.

### **Target and beneficiary groups**

Policy and decision-makers at all levels of the education systems. People working in educational institutions (head teachers, educators), local communities, NGOs, parents' groups, foundations, learners at all ages.

### **Expected outcomes**

The project as a whole aims at producing pragmatic and practical outcomes, such as support systems for the implementation of EDC/HRE in member states.

### **Objective 1 - Supporting policy development and implementation**

A framework policy document on education for democratic citizenship and human rights is drafted and submitted to the Committee of Ministers via the Steering Committee for Education for adoption;

Introduction and/or reform of education policies in member states are supported through the promotion of EDC/HRE principles and policies in curricula, teacher training and school governance in a number of member states (e.g. expertise and advice could be provided by means of studies and recommendations, round tables and study visits);

### **Objective 2 - Putting CoE tools and manuals into practice**

Council of Europe tools are disseminated and promoted (e.g. an on-line database with EDC/HRE Pack and other materials, training and awareness raising activities and publications in specialised media);

Implementation of the tools is facilitated (e.g. through development of methodological guides and other materials, adaptation to member States' and regional contexts).

EDC/HRE instruments targeting special groups or specific themes are developed (such as a Tool on EDC/HRE competences for learners) based, for example, on the recommendations of the 5<sup>th</sup> Prague Forum;

### **Objective 3 - Promoting partnerships and networking**

Creation and / or further development of sustainable networks of education professionals (teachers, school leaders) and of institutions, such as schools, teacher training institutes, universities with special interest in this field is supported (e.g. further development of the EDC/HRE coordinators' network, South East Europe, Black Sea and Baltic and Nordic networks through thematic meetings and publications, development and maintenance of on-line platforms for communication and publication of newsletters).

## **Working methods**

The project would be led by a Working/Advisory Group, composed of experts in EDC/HRE representing early childhood, primary, secondary, higher and adult education and the NGO sector, including youth. Representatives of the CDED and the network of EDC/HRE coordinators will participate in the work of the Group in order to ensure adequate links. Representatives of other committees (ex. Steering Committee for Higher Education and Research (CDESR), the Joint Council on Youth (CMJ), European Committee for Social Cohesion (CDCS), Steering Committee for Human Rights (CDDH)) and of Council of Europe institutions (ex. PACE, CLRAE, HR Commissioner's office and the Conference of INGOs) will be invited to the meetings of the Group, with a view to support synergies and co-operation with the sectors concerned.

The project will be implemented in close co-operation with the target groups, and in particular with the member states EDC/HRE coordinators' network. This will require the consolidation of the network of the EDC/HRE co-ordinators, e.g. through a developed web-based communication system.

In terms of partnerships with other organisations, close co-operation with other international organisations working on human rights education, such as relevant UN agencies, the European Union, OSCE/ODIHR and International Committee of the Red Cross (ICRC) will continue. Possibilities for co-operation with the EU Fundamental Rights Agency, the Organisation of American States (OAS), ALECSO and Anna Lindh Foundation will be explored.

The European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship (European Wergeland Centre) will be a privileged partner. Inside the Council of Europe, co-operation with the Pestalozzi programme, the Higher Education Division, the Youth Directorate, the European Youth Centres in Strasbourg and Budapest and the North South Centre in Lisbon will be further developed.

The success of this project will depend on a very flexible management, through appropriate working methods adopted both by the Secretariat and the participants in the projects. Multiple contacts and networks in and among member states will be necessary and the use of new technologies in this context will be crucial.

## **Added value**

The project will allow the Council of Europe to reinforce its leading role in the field of learning democracy and human rights. This role is based on 10 years of experience, and is acknowledged by other partners (such as the OHCHR, UNESCO, OSCE/ODIHR and the European Union).

The project will allow the consolidation of the "acquis" in this field and further support the promotion of democracy and human rights in educational institutions in the member states.

The Council of Europe will provide a broad framework for inter-governmental co-operation in this field, within which each country can participate in accordance with its priorities. This flexible and constructive approach helps ensure high level of commitment of the member states. In this context, a stronger role will be attributed to the EDC/HRE coordinators.

The Council of Europe will continue to bring together various partners (e.g. international institutions, governments, education professionals and civil society actors) and to support co-operation and exchange.

The inter-disciplinary and intersectorial composition of the Ad-hoc Advisory Group on EDC/HRE will help to build synergies and to avoid duplication with other sectors.

The existence of a framework policy document would favour higher level of commitment among member states, and provide a joint framework for specific actions to be taken. It would therefore be crucial for closing the “gap” between policy and practice in member states identified by the All-European study on education for democratic citizenship in 2002 and by the Human Rights Commissioner in 2008. It would also favour cooperation between member states, as countries could usefully assist each other in preparing and implementing their policies.

It would give the message that education for human rights and democracy is an important tool for preventing human rights violations, for creating a democratic culture and a culture of human rights in Europe. It would give the Council of Europe a leading role as an Organisation strongly committed to the principles of human rights and democracy.