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## **Regional European Meeting on the World Programme for Human Rights Education (WPHRE)**

**Council of Europe, Strasbourg  
5-6 November 2007**

**Organised in cooperation with**

**Office of the UN High Commissioner for Human Rights (OHCHR)  
Office for Democratic Institutions and Human Rights (OSCE/ODIHR)  
United Nations Educational, Scientific and Cultural Organization  
(UNESCO)**

**Conference Report by Felisa Tibbitts**

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## Executive Summary

This report focuses on the proceedings and outcomes of the Regional European Meeting on the World Programme for Human Rights Education (WPHRE) which was held in Strasbourg on 5 and 6 November 2007. This meeting was organised by the Council of Europe in cooperation with the Office of the UN High Commissioner for Human Rights (OHCHR), UNESCO and the Office for Democratic Institutions and Human Rights (OSCE/ODIHR).

The aim of the meeting was to assist the Council of Europe and OSCE member states in monitoring and supporting the national implementation of the Plan of Action for the first phase of the WPHRE, which is dedicated to the integration of human rights education into primary and secondary school systems.

The conference objectives in relation to this overall aim included:

- an exchange of experiences and views among participants identifying national practices of implementation, including achievements, problems and obstacles and possible solutions;
- development of potential joint supports for implementation of the WPHRE by European and other inter-governmental organizations, including raising awareness about the upcoming “Compendium of Good Practices”, which is lead by OSCE/ODIHR;
- promotion of information sharing and networking within and among the Council of Europe and OSCE countries.

The Working Group discussions, the results of which are highlighted in the main text of the Final Report as well as individual Working Group reports, provided a rich and provocative evaluation of the WPHRE and the practice and prospects for HRE in schools in Europe. Some selective findings of the discussions are:

- In many countries, HRE is taking place but these activities are not linked with an overall Plan of Action or a national implementation strategy. In these contexts, reference to the WPHRE and a national implementation strategy could be used to set a standard for consistent, systematized and sustained national policies for human rights education.
- The CRC and other international human rights treaties that governments are signatories to should be used to promote the establishing of a national implementation strategy for HRE as well as HRE policies.
- In nearly all countries, there is some curricular avenue for addressing human rights, either as a specialized course or as a sub-theme in another course, such as citizenship education, sustainable development, etc. However without a clear and accountable national policy for HRE, this work can be quite varied and uneven in implementation.

- The lack of conceptual clarity results in systems “choosing” from among a range of related normative approaches, such as HRE, citizenship education, education for sustainable development, without fully identifying and assessing the unique approaches of each.
- It might be wise to be flexible about curricular “access points” within educational systems. In some country contexts, HRE might enter schools thematically through the umbrella of EDC or ESD. Regardless of the formal access point, curricular practice could embrace HRE.
- If possible, we should carry out research that shows the links between HRE/EDC/EMRU and quality education, namely improvement in school performance. Some studies have associated approaches that promote student participation in the classroom, that improve relationships in the school and promote project work with improved social climate in the school, better attendance and improved academic achievement.
- Practitioners should aim to promote a truly “human rights school”, with human rights as a concept underlying all the actions of the school. The “labeling” of schools, such as human rights schools, peace schools, etc. may help to bring unified attention to these themes.
- The quality of interaction in non-formal education is high and a key motivating factor for engaging students with human rights. Non-formal education can be instrumental in helping to achieve the first phase of the World Programme (even though not the specific focus of the first phase).
- Participants noted that there is an extremely wide range of tools, teaching kits and materials currently available, many of which can be shared and adapted.
- There was general agreement among participants that teachers are inadequately or poorly prepared to teach HRE/EDC/EMRU. This is related to the overall lack of training opportunities and relative low priority of these thematic areas in relation to other subjects. This situation seriously impedes implementation of these approaches even in countries where curricular policies support them.

Conference participants proposed a series of supports for the Council of Europe and the meeting’s co-sponsors:

- The WPHRE remains important as a standard-setting framework for national discussions and planning and should continue to be promoted. Specifically, international inter-governmental and regional human rights and security organizations need to exert continued pressure on member states to carry out HRE.

- Education and awareness-raising responsibilities, which are already incorporated within international standards signed by governments, should be encouraged by international and regional human rights institutions.
- Technical assistance could be made available on how to assess the national status of HRE, how to develop a sustainable plan that can withstand political changes, and other activities called for in guidelines for developing national implementation strategy for HRE.
- Within the Council of Europe the preparation of a Framework policy document on EDC/HRE is in its early stages and has already been the subject of a feasibility study. Such a Framework should be prepared and adopted, and perhaps extended to other regions. It would, inter alia, help to clarify the concepts and provide a common reference and understanding of the issues at stake. Other framework documents, such as UNESCO/UNICEF's "A Human Rights-Based Approach to 'Education for All'" could also be used, in addition to the WPHRE itself.
- It may be advisable to develop learner objectives, standards and benchmarks within the existing HRE/EDC/EMRU frameworks. This may reduce conceptual confusion that can exist between these fields as well as increase accountability/quality assessment mechanisms.
- The Compendium on Good Practices, which is being co-sponsored by the Council, OSCE/ODIHR, OHCHR and UNESCO, is foreseen as an area of support in sharing good practices in HRE/EDC/EMRU.
- The Council of Europe might extend its Pestalozzi Training Programme for educational professionals, and governments should be encouraged to recognize its value. Support was also shown for the inter-institutional meeting on teacher training in citizenship and human rights education that the Council of Europe is hosting in 2008.
- Partnerships at the national level between inter-governmental agencies, ministries of education, HR Institutions, universities, teacher associations, and NGOs will remain important.
- International cooperation and exchanges of experiences should continue to be encouraged.

**Concluding Comment.** At the conclusion of the meeting, participants felt enriched by the experiences of peers who have been successfully engaging in HRE/EDC/EMRU in schools. It is evident that there is a growing awareness of and support for HRE from policymakers, civil society organizations and professionals in both formal and non-formal education. Moreover there is an increasing demand for seeking and developing expertise in HRE. This awareness needs to be developed into practical strategies that can be used locally, but coordinated and supported nationally.

As observed in the report of Working Group 3, there are a number of creative tensions that need to be managed, including tensions between the formal and non-formal education sectors and between all stakeholders in HRE. There are conceptual tensions between HRE and EDC in terms of umbrella frameworks, and whether HRE should be cross-curricular, integrated, or a separate subject altogether. There remains a need to have a common understanding of HRE within a set of initiatives that includes citizenship education, global education, and EDC – all of whom are related but are not the same. The Framework policy document under development at the Council of Europe shows promise in providing conceptual clarity in relation to all of these themes.

Evaluation and research was an area identified as requiring special attention, in addition to legislative developments. The roles of teachers and school leaders also have to be recognized and directly supported.

The opportunity to participate in the Regional Meeting and the potential supports offered by the Council of Europe, the OHCHR, OSCE/ODIHR and UNESCO were very much appreciated by participants. The Council of Europe and the other co-sponsors of the Regional Meeting will continue to play an invaluable role in engaging and supporting member states' involvement in HRE. HRE that is national in scope, systematic and sustained can only come about through the fruitful cooperation of governmental and non-governmental actors. This will bring us several steps closer to creating a “human rights reality” in each of our communities and countries.

## **GLOSSARY OF ABBREVIATIONS**

CRC – Convention on the Rights of the Child

EDC – Education for democratic citizenship

ESD – Education for Sustainable Development

EMRU – Education for Mutual Respect and Understanding

HRE – Human rights education

NGO – Non-governmental organisation

ODIHR – Office for Democratic Institutions and Human Rights

OECD – Organisation for Economic Cooperation and Development

OHCHR – Office of the UN High Commissioner for Human Rights

OSCE – Organisation for Security and Co-operation in Europe

PoA – Plan of Action

WPHRE – World Programme for Human Rights Education

# 1. Introduction and Background

On 10 December 2004, the General Assembly of the United Nations proclaimed the **World Programme for Human Rights Education** (2005 and ongoing) **to advance the implementation of the human rights education programmes in all sectors.**

Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grassroots.

Unlike the specific timeframe of the Decade, the World Programme is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focuses on primary and secondary school systems. Developed by a broad group of education and human rights practitioners from all continents, the Plan of Action for the first phase (WPHRE PoA) proposes a concrete strategy and practical ideas for implementing human rights education nationally.

In January 2006, the Council of Europe, UNESCO and the Office of the United Nations High Commissioner for Human Rights (OHCHR) sent a joint letter to Ministers of Education in the 46 member states of the Council of Europe on the launch of the Plan of Action for the first phase (2005-2009) of the UN World Programme for Human Rights Education (WPHRE), which **the Council of Europe will monitor at the European level. The first phase is dedicated to the integration of human rights education into the primary and secondary school systems**, which touches upon the following five areas:

- Policies;
- Policy implementation measures and mechanisms;
- The learning environment;
- Teaching and learning practices and tools;
- Educational and professional development of teachers and other educational personnel.

Governments and other actors are encouraged to implement the Plan of Action in four steps:

- Stage 1: Analyse the current situation of human rights education in the primary and secondary school systems;
- Stage 2: Set priorities and develop a national implementation strategy;
- Stage 3: Implement and monitor activities;
- Stage 4: Evaluate.



**Each Ministry of Education** or equivalent institution should assign or strengthen a relevant Department/Unit responsible for coordination with all relevant actors and for serving as a **national focal point for human rights education in the school system**.

A Regional European Meeting was organized by the **Council of Europe** on 5-6 November 2007 in Strasbourg, **in cooperation with the Office of the UN High Commissioner for Human Rights (OHCHR), UNESCO and the OSCE/ODIHR (Organization for Security and Co-operation in Europe/Office for Democratic Institutions and Human Rights)** in conjunction with the Council's role to monitor and support the implementation of the first phase of the World Programme for Human Rights Education. This report summarizes the key results of the conference.

## **2. Objectives and Methodology of Meeting**

The aim of the meeting was to assist the Council of Europe and OSCE member states in the national implementation strategy for HRE and other related commitments. In addition to the activities and exchanges that would take place in Strasbourg, a report from the conference would be developed and published on the Council of Europe website and the websites of the other co-sponsoring organizations. In addition, the organizers would use information generated about good practices during the meeting as additional input into the **Compendium of Good Practices**, which was being developed jointly by the OSCE/ODIHR, OHCHR, UNESCO and the Council of Europe. This was a unique forum for gathering HRE practitioners from across Europe, providing a fruitful opportunity for learning and enriching one another.

The conference objectives were as follows:

- 1) Identify and highlight national practices of the implementation, including achievements, problems and obstacles, and discuss possible solutions;
- 2) Promote information-sharing, co-operation and networking within and among Council of Europe and OSCE countries;
- 3) Discuss and strengthen joint support by European and other inter-governmental organizations;
- 4) Raise awareness on the Plan of Action and on the World Programme for Human Rights Education;
- 5) Raise awareness of the upcoming "Compendium of Good Practices", which is lead by OSCE/ODIHR;
- 6) Highlight the links between the WPHRE Plan of Action and the Council of Europe's Programme of Activities "Learning and Living Democracy for All" for 2006-2009, as well as earlier efforts in the area of Education for Democratic Citizenship and Human Rights;
- 7) Highlight the links between the WPHRE Plan of Action and OSCE/ODIHR's work in the area of human rights education and education for mutual respect and understanding (EMRU);
- 8) Highlight the links between the WPHRE Plan of Action and UNESCO's work in promoting human rights, democratic citizenship and intercultural understanding;

- 9) Disseminate relevant materials and publications; and
- 10) Contribute to the evaluation of the implementation of the WPHRE Plan of Action and its follow-up.

In the opening session of the conference, welcoming presentations were made by representatives from each of the sponsoring organizations: the Council of Europe, the Office of the UN High Commissioner for Human Rights, OSCE's Office for Democratic Institutions and Human Rights and UNESCO (see Programme in Annex). The opening session was chaired by **Ms Reinhild Otte**, Chair of the Council of Europe Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights, who emphasized the significance of an event jointly organized by the four inter-governmental agencies.

Following the welcoming comments, **Ms Olöf Ólafsdóttir**, Head of Department of School and Out-of-School Education for the Council of Europe, highlighted the importance of education for protecting and promoting human rights, democracy and the rule of law and outlined the objectives for the meeting. **Ms Elena Ippoliti**, Human Rights Officer, Methodology, Education and Training Unit of the Office of the UN High Commissioner for Human Rights, lay the thematic groundwork for the meeting by presenting the common definition of HRE; global and European initiatives to encourage implementation of HRE in the school system; and the components of the Plan of Action for the first phase of the World Programme for Human Rights Education (WPHRE), which served as the organizing themes for the Working Groups.

In order to maximize interaction among participants, six Working Groups were established (including three in English only, one in French only, one in Russian only, and one with a combination of English, French and Russian). Five of the seven sessions of the meeting took place within Working Groups, with each of these sessions dedicated to key areas associated with the World Programme for HRE (e.g., policies, the learning environment). During each of these sessions, participants were asked to share examples of good practice, opportunities for promoting HRE, challenges to implementing HRE and strategies for overcoming this, and areas where support might be provided by inter-governmental/international partners. Although these sessions provided relatively modest amounts of time for addressing areas of great substance (90 minutes to 120 minutes), the discussions were fruitful and insightful, as this Final Report will show.

The moderators and rapporteurs for each of the Working Groups were as follows:

WG	MODERATOR	RAPPORTEUR
1 (FR)	Mr Pol DUPONT	Mr Michel FORST
2 (RU)	Mr Alexander SUNGUROV	Mr Krzysztof OSTROWSKI
3 (EN)	Mr David Kerr	Mr Kabir SHAIKH

4 (EN)	Ms Linda KING	Ms Barbara SCHMIEDL
5 (EN)	Ms Alenka BEGANT	Ms Vibeke Eikaas
6 (EN, FR, RU)	Mr Barry VAN DRIEL	Mr Maarten COERTJENS

I extend my heartfelt thanks to the Moderators and Rapporteurs for their excellent work in facilitating and recording the activities of the individual Working Groups.

A selective summary of the results of Working Group meetings were made by Rapporteurs in the final session of the meeting, in addition to general observations by myself as the General Rapporteur. This final Plenary session was chaired by **Mr César Bîrzea**, Chair of the Council of Europe's Steering Committee for Education. In this final session, a joint presentation by the Council of Europe and the other sponsoring organizations highlighted the kinds of follow-up support that each organization could provide to states interested to further their HRE efforts. Collectively, the organizations pledged:

- continued support for the exchange of experience and networking within and between member states
- to bring together different actors, both governmental and non-governmental
- the development of a compendium on good practices (to be developed in 2008)
- advocacy with member states (for example, through joint letters to Ministries of Education)

In addition, each individual agency presented the technical contributions that they could make for each of the key areas discussed in the Working Groups. The links between requested supports coming from the Working Groups and the general offers of assistance made by individual agencies are integrated in the next section of the report, which summarizes the results of the Working Group sessions.

In the final plenary, support for the objectives and outcomes of the meeting were expressed by **Mr Thomas Hammarberg**, Commissioner for Human Rights for the Council of Europe and concluding remarks were made by **Ms Gabriella Battaini-Dragoni**, General Director of Education , Culture and Heritage, Youth and Sport of the Council of Europe.

Over 150 persons attended and are listed in Annex II. The participants in the meeting included officials from 34 states (49 states are parties to the European Cultural Convention, which are at the same time OSCE participating states, and an additional six OSCE states<sup>1</sup>). These officials were involved potentially in the national implementation

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<sup>1</sup> Belarus and Holy See are included in the 49 states party to the European Cultural Convention. The additional six countries are Canada, Kyrgyzstan, Tajikistan, Turkmenistan, USA, and Uzbekistan.

of the Plan of Action at the decision-making and executive level. Member states were requested to nominate the person coordinating the implementation of the Plan of Action and high level officials from the Ministry of Education.

In addition, representatives from the following sectors were invited to be present. Those who could attend brought the total number of countries represented up to 48:

- member organizations of the UN Inter-Agency Committee on Human Rights Education in the school system established under the World Programme and one person delegated by the Committee
- UN Special Rapporteur on the right to education and a representative of the UN Treaty bodies
- Network of UNESCO Associated Schools (ASPnet)
- Representatives of the National Commissions for UNESCO
- Representatives of the OSCE member states
- National human rights institutions
- European Commission
- OECD
- Other regional and international institutions
- NGOs and foundations.

## **3. Results of Working Group Discussions on National Practice**

### **3.1. Methodology of the Report**

Rapporteurs indicated that the overall discussions were rich and collaborative, although the dialogues inevitably revealed differences of experiences and, in some cases, opinion. Most likely, these differences are likely to be related to differences in national context as well as differences in organization of origin (e.g., a Ministry representative versus an NGO). The discussions of the six Working Groups were summarized by Rapporteurs and have been published by the Council of Europe as separate documents.

The timetable of the conference did not allow for discussions across groups. In this Final Report, therefore, I present the collective results of Working Group discussions. These are highly insightful, but should not be construed as cross-cutting “consensus” points across all participants. I have taken the liberty to highlight certain points based on their having emerged across a number of group discussions and on my own judgment of their importance as an experienced practitioner in the field of human rights education.

### **3.2. Cross-Cutting Observations**

The Working Group discussions resulted in some important cross-cutting observations, which apply to all five areas of the World Programme.

**3.2.1. The broad nature of human rights education** - One of the cross-cutting themes that emerged from the Working Groups was recognition that HRE cannot be reduced to a curriculum nor an associated teaching methodology, although these are important. Human rights in schools means

- an overall human rights culture in the school (leading us back to themes such as the hidden curriculum, an examination of relationships in the school, policies and decision-making systems)
- a rights-based approach in general to schooling (which calls for schooling systems in general to be inclusive/non-discriminatory; participatory in process; transparent; and accountable).

This concept of HRE has implications for all five themes discussed in the Regional Meeting.

**3.2.2. Diversity of educational environments** - The introduction of HRE at the national level needs to take into account a range of features of the educational environment (structural, reform-oriented, and administrative). There can be no “one size fits all” policy approach within the European region, as the region encompasses educational systems distinguished by centralized versus less centralized systems; unified versus federalized; differing bureaus and institutions that might relate to HRE; and various reform energies to which HRE might be attached. These contexts directly affect opportunities for introducing HRE. Change agents need to understand these varying

conditions within each country and work strategically in concert with them. In addition, regional and international frameworks will need to be broad enough to allow practitioners to work within them.

Features of the political, social and historical environments clearly also influence the national context for human rights education, and need to be taken into account by change agents promoting HRE. Questions to ask include how well the human rights framework is known and valued in a general way within the national culture and if/how the framing of national problems can take place from a human right perspective.

**3.2.3. Time-specific opportunities for human rights education** - Certain periods of reform or crises may be more amenable to the introduction of human rights themes within the education sector. For example, countries in “transition” to more democratic processes or, conversely, periods of crisis where the human rights framework are seen as partial solutions to national problems make it easier to promote human rights within schools. Specific events may also contribute to awareness-raising on topics, such as elections and ethnic co-existence. This opens up opportunities for civil society and experts to engage with or promote social movements or activism that can lead to HRE. This principle seems relevant for all levels of schooling, from the national to municipal levels.

**3.2.4. Importance of collaboration and networking** - Participants also highlighted the value of collaboration and networks. At the national level we need clear partnerships between the government and non-governmental sectors – more specifically, to involve key authorities, teacher training institutions, NGOs and civil society organizations, Human Rights Institutions and other kinds of individuals and organizations represented at the regional meeting. Networks will remain important for keeping stakeholders in touch with one another and developing concrete strategies for promoting HRE. These networks can be HRE in general but also across kinds of stakeholders regionally or within a country. In the Russian speaking group, a joint decision was taken by participants to create a website encouraging communication and exchange of information primarily in Russian.

### **3.3. Theme 1. The overall national process for integrating human rights education in the school system.**

**3.3.1. *What it is*** - The overall national process includes the following ingredients, as defined in the WPHRE Plan of Action: needs assessment, national planning, stakeholders’ involvement, monitoring and evaluation, and funding.

**3.3.2. *General observation from the Working Group discussions*** - Regardless of the level of implementation of HRE and/or formal links with the World Programme for Human Rights Education, the WPHRE retains importance as a framework for discussion and can be a way for some countries to initiate human rights education activities at the national level. All countries can make use of the goals of the WPHRE Plan of Action, regardless of the status of HRE activities.

3.3.3. *Examples of good practice* - Some countries have adopted National Plans of Action for HRE or Plans of Action for Human Rights that include a HRE element:

- *Kazakhstan*. The Council of Ministers adopted in June 2006 a national plan of implementation of Plan of Action, expressing explicit support for World Programme for HRE and specifying 38 tasks for 2006-7 and responsibilities of five ministries.
- *Moldova*. Parliament adopted plan of activities in promotion of human rights for 2004-8. In 2006 a special hearing on HRE was organized.
- *Croatia*. A National Plan of Action for Human Rights Education was adopted in 1999 in relation to the Decade for Human Rights Education, for all levels of schooling.
- *Czech Republic*. Ministries of Education and NGOs are working together on a Plan of Action for HRE. This plan currently provides that all schools must address human rights and be able to demonstrate this during the school inspectors review process.

The WPHRE does not appear to be catalyzing HRE analysis and priority setting, even where human rights education activities are taking place. However, as other sections of the Final Report will illustrate, there are many HRE-related activities taking place without national implementation strategies related to the WPHRE, sometimes in conjunction with initiatives in related frameworks such as citizenship education.

#### 3.3.4. *Challenges to implementing the theme* –

\* Despite the requirements of governments to carry out HRE at the national level – part of all international treaties – many governments are lacking the will to carry out this commitment through organizing a WPHRE Plan of Action.

\* A variety of international and regional agendas can make it difficult for national actors (from teachers to ministers) to engage in a sustained way with HRE and “neighboring disciplines.” Many of these agendas, including human rights, are not central to curricula and are thus considered as a “burden”.

\* Moreover, organization of national processes for HRE requires the cooperation of multiple actors at the national level, thus compounding the challenges for generating engagement and cooperation in this area. At the national level we need clear partnerships between the government and non-governmental sectors – more specifically, to involve key authorities, teacher training institutions, NGOs and civil society organizations, Human Rights Institutions and other kinds of individuals and organizations represented at the regional meeting.

\* Some national educational administration systems are not centralized, e.g., Germany, Switzerland and UK, thus making the organization of a national implementation strategy unrealistic.

\* There is a lack of know-how on how to assess the national status of HRE.

### **3.3.5. *Strategies for overcoming challenges related to the theme –***

\* Numerous stakeholders beyond the national education systems can be brought in to support a national WPHRE Plan of Action. These natural allies include Human Rights Institutes and Commissions and human rights NGOs. In countries where there exists a focal point for a Plan of Action for HRE, these individuals should be pressured to carry out their responsibilities. In keeping with the recommendations of the WPHRE, any national implementation strategy should be an integrated approach, including not only the Ministry of Education, but different ministries, educational actors, the government and civil society.

\* In several groups, the Convention on the Rights of the Child (CRC) has been used both as a topic within the schooling sector as well as a rationale for HRE in schools. The CRC and other international human rights treaties that governments are signatories to should be used to promote the establishing of a national implementation strategy for HRE practice as well as HRE policies.

\* In many countries, HRE is taking place but these activities are not linked with an overall Plan of Action. In these contexts, reference to the WPHRE Plan of Action could be used to set a standard for consistent, systematized and sustained national policies for human rights education. HRE change agents should approach their Ministry of Education and initiate the appointment of a national focal point.

\* One could make use of existing focal points for EDC or ESD. This suggestion was presented in different Working Groups but was not agreed upon by everyone as these focal points have agendas that are different from human rights education, thus risking that the theme would be diluted when included within an alternative framework.

\* In order to initiate a national consultative process, it was important to provide a clear rationale for each stakeholder in relation to the implementation of HRE. It seemed possible that identifying national (governmental and civil society) actors and bringing them together at one table could be the starting point for any coordinated implementation process. Participants recognized that communication, openness, networking and lobbying are essential processes for national HRE processes.

### **3.3.6. *Areas where support is needed, areas where support can be provided beyond the national level, and the type of support needed.***

1. The WPHRE remains important as a standard-setting framework for national discussions and planning and should continue to be promoted. Specifically, international



inter-governmental and regional human rights and security organizations need to exert continued pressure on member states to carry out HRE. The World Programme may influence HRE activities in countries, even if the Plan of Action is not implemented to the letter. This request from participants in the Working Groups is consistent with the pledge of the co-sponsors of the meeting advocate for HRE with member states and to bring together both governmental and non-governmental actors.

2. Each country should set up a national institution in line with the Paris Principles with the task inter alia of overseeing HRE. Such bodies would be there to foster action by national governments and make sure that their international commitments were implemented in line with the decisions taken.

3. Technical assistance could be made available on how to assess the national status of HRE, how to develop a sustainable national plan that can withstand political changes, and other activities called for in guidelines for developing a WPHRE Plan of Action. Such technical assistance is available through the Council of Europe (expert opinion on national plan of action), OSCE/ODIHR (needs assessment in area of HRE/EMRU), and the OHCHR (sharing of national HRE plans, technical cooperation programmes, methodological guidance).

4. International cooperation and exchange of experiences should be encouraged. All partners facilitate the exchange of experiences and networking, at regional and national levels.

### **3.4. Theme 2. Policy planning and implementation.**

3.4.1. ***What it is*** - Educational policies are understood as commitments by governments that infuse human rights throughout the education system. Such policies include legislation, legislative frameworks, sub-national or other official documents, administrative memos, curricular standards, training policies, and policies that establish institutions such as a regional HRE centre. In order to be effective, such policies require a commitment in terms of the allocation of adequate resources, coordination mechanisms, and methods of monitoring and accountability involving multiple stakeholders, according to the Plan of Action of the WPHRE.

3.4.2. ***General observations from the Working Group discussions*** - In nearly all countries, there is some curricular avenue for addressing human rights, either as a specialized course or as a sub-theme in another course, such as citizenship education, sustainable development, etc. With even a very general policy or curricular standard that refers to human rights, NGOs in many countries are very active in carrying out HRE in schools. However without a clear and accountable national policy for HRE, this work can be quite varied and uneven in implementation.

Participants welcomed policies that promoted HRE but noted that there was a difference between policies that “allowed” for human rights education activities versus those that actively promoted and supported the implementation of HRE.

Discussions also revealed that Ministries of Education have different traditions in relation to policies related to curricular frameworks, which need to be understood when analyzing opportunities for implementing HRE. In some systems, Ministries provide broad frameworks but detailed curricula are developed in de-centralized manner; in other systems, both curricula and textbook development can be highly centralized and tightly controlled.

**3.4.3. *Examples of good practice*** - Participants shared numerous examples of policies supportive of HRE, some more extensive than others. The following list (non-inclusive of all examples shared in the meeting) represents a range of human rights policies shared at the meeting.

- *Norway.* Human rights is a core value/ethic for the entire educational system. It is present in all curricula at all levels, and especially in Social Studies. Parliament has provided educational laws whereas the Ministry of Education has specified the curricula. As the central government funds the municipalities, schools must implement. Universities and teacher training colleges, however, are autonomous.
- *Austria.* During the Decade for HRE, the Ministry of Education established teachers' service centres for HRE and for Citizenship Education at the Vienna-based Boltzmann Institute for Human Rights. In 2006, both centres were combined to POLIS ("Politik in der Schule"). The centre offers support, materials, seminars and school workshops, teacher trainings, and special events (e.g., annual Action Days for citizenship education).
- *Armenia.* Human rights and citizenship education have been compulsory in secondary schools since 2001 and in pedagogical universities since 2005. The Armenian Human Rights School (AHRS), which trains teachers, is the result of an NGO initiative carried out with government cooperation.
- *Sweden.* The School law (April 2006) requires each school to develop an action plan on equal opportunities. National delegation and national conferences for human rights- related issues are part of all ministerial administration. Human rights bodies and NGO networks actively involved in many aspects related to human rights, democratization, non-discrimination, etc.
- *Latvia.* The theme of HR is included in a required test on civic competencies in schools.

**3.4.4. *Challenges to implementing the theme*** - Numerous challenges to implementing coherent, national and resourced policies conducive to HRE were shared by participants.

\* One fundamental challenge is a general lack of political will. Evidence of this general lack of interest in HRE by educational authorities is demonstrated by:

- an overall lack of policies

- HRE policies that are delegated to single persons or small departments without much institutional or financial support.
- a general lack of resources for implementing HRE

\* This lack of political will may be partly related to the pressure for educational systems to teach many different subjects. Moreover, it is quite difficult to implement “systemic” approaches including policies, training and teaching materials in any reform (not to mention HRE).

\* A second fundamental challenge has to do with the content of HRE. The unique and positive qualities of HRE are not always evident to educational authorities and teachers, who may see HRE as a sub-theme to other areas such as citizenship education.

\* Working Group discussions showed that participants recognized that HRE and EDC have much in common in terms of values, skills and even knowledge that we might want learners to have. On the other hand, HRE is uniquely focused on justice, analysis of power and authority, and the importance of empathy and of taking action, in addition to international human rights standards and principles.

\* The Council of Europe and co-sponsors of the regional meeting have already provided detailed definitions of HRE and EDC, but these may not be widely known by policymakers and practitioners. Moreover, these approaches may not be presented in a comparative way, illustrating what is “shared and different” in a simple and easily understandable manner for practitioners.

\* The lack of conceptual clarity results in systems “choosing” from among a range of related normative approaches, such as HRE, citizenship education, education for sustainable development, without fully identifying and assessing the unique approaches of each. In addition, HRE can be seen as ‘political’ rather than ‘educational’ and thus resisted within the education community.

In addition to these quite fundamental challenges to creating HRE-friendly educational policies, the following additional challenges were brought up in the Working Groups:

- A lack of coordination between the Ministry of Education with other ministries involved in HRE, as well as a lack of coordination between the Ministry of Education and international partners such as UNESCO and OHCHR.
- Many educational policies and educational leaders are working within timeframes of two to five years. “Hot button issues” or social problems, which may be incentives for HRE, may come and go quickly. Materials can be developed within a one- or two-year time frame. But HRE and the impacts that we would want to see within a national context is a much longer-term process. So we must have the long-term view but navigate and even manage short-term opportunities that will allow for HRE to take root.

- Both “top-down” and “bottom-up” approaches are necessary for sustained implementation but inherent differences in these approaches (e.g., expert-based versus social movement) create difficulties in combining both processes.

#### 3.4.5. *Strategies for overcoming challenges related to the theme –*

\* If the development and implementation of policies are not feasible at the national level, a project could be carried out at a sub-national/municipal level as a “demonstration case” that could be scaled up later.

\* Monitoring and evaluation of HRE/EDC programming that demonstrates effective practice will help to make the case for national policy development. Evaluation and research on HRE, specifically large-scale, quantitative surveys, may help planning and policy development whereas qualitative case studies on the ground level can inform good practice.

\* One could make use of international initiatives, such as the 2005 European Year of Citizenship through Education and the WPHRE, to raise awareness about the need for educational policies that address these themes.

\* It might be wise to be flexible about curricular “access points” within educational systems. In some country contexts, HRE might enter schools thematically through the umbrella of EDC or ESD. Regardless of the formal access point, curricular practice could embrace HRE.

\* There may be policies and practices in places that are not self-identified as human rights-related but we might recognize as such, such as policies of inclusion and programs to combat bullying. We can look for opportunities to “reframe” existing policies through a human rights lens in order to help validate and ultimately enhance the use of the term ‘human rights’ in schooling.

\* If possible, we should carry out research that shows the links between HRE/EDC/EMRU and quality education, namely improvement in school performance. Some studies have associated approaches that promote student participation in the classroom, that improve relationships in the school and promote project work with improved social climate in the school, better attendance and improved academic achievement. If HRE/EDC/EMRU can help schools to achieve their core educational mission, this will be one of the strongest cases to be made for their use in the schools.

#### 3.4.6. *Areas where support is needed, areas where support can be provided beyond the national level, and the type of support needed -*

1. Within the Council of Europe the preparation of a Framework policy document on EDC/HRE is in its early stages and has already been the subject of a feasibility study. Such a Framework should be prepared and adopted, and perhaps extended to other regions. It would, inter alia, help to clarify the concepts and provide a common reference

and understanding of the issues at stake. Other framework documents, such as UNESCO/UNICEF's "A Human Rights-Based Approach to 'Education for All'" could also be used, in addition to the WPHRE itself.

2. Education and awareness-raising in relation to international standards signed by governments is currently required for all treaties. HRE should be encouraged as part of these responsibilities.

3. It might be advisable to develop learner objectives, standards and benchmarks within the existing HRE/EDC/EMRU frameworks. This may reduce conceptual confusion that can exist between these fields as well as increase accountability/quality assessment mechanisms. Existing documents that could contribute to such an endeavor could include:

- the Council of Europe's Tool on Quality Assurance in EDC/HRE, published in cooperation with UNESCO and CEPS, which could be further disseminated and tested.
- a Tool on Key Issues for Policy Makers in EDC/HRE, which the Council of Europe will be developing in 2008
- "Religious diversity and intercultural education: a reference book for schools" (Council of Europe)
- teaching and learning processes present in the Plan of Action for the WPHRE
- Guiding Principles for the development of curricula and teacher training regarding teaching about religions and beliefs within a human rights framework (Toledo Guiding Principles), developed by the OSCE/ODIHR.

4. Inter-governmental agencies, such as the OHCHR, can provide technical support for legislation.

5. Partnerships at the national level between inter-governmental agencies, ministries of education, HR Institutions, universities, teacher associations, and NGOs will remain important. It sends a very powerful message that four inter-governmental agencies are cooperating on the WPHRE and each organization is dedicated to bringing together different actors, both governmental and non-governmental, at the national level.

### **3.5. Theme 3. The learning environment and links between formal and non-formal education.**

3.5.1. *What it is* - According to the Plan of Action of the WPHRE, in a rights-based learning environment human rights are practiced and lived in the daily life of the whole school community. Both formal and non-formal learning mechanisms affect the cognitive, social and emotional development of all those involved.

3.5.2. *General observations from the Working Group discussions* - In the Working Group discussions, participants expressed their belief that formal and non-formal learning are highly complementary and should not be seen as competing with one another. Specifically, there were numerous advantages to non-formal ways of learning in relation HRE/EDC/EMRU.

In terms of learning environment, the whole school approach was seen as key to having human rights “lived” as opposed to only “taught” in schools.

**3.5.3. *Examples of good practice*** - Participants felt that there was a wealth of good practice in relation to HRE and the learning environment, including multiethnic schools, cross-border projects and the whole school approach. Specific examples shared included (non-comprehensive):

- School-wide themes, such as Peace schools (Finland, Netherlands) and democratic schools (Russia). Some schools are networked nationally and internationally (for example, UNESCO’s Peace Schools Network).
- School development programs based on cooperation between school management, parents and students (supported by UN in Crimea, Ukraine)

There are also plentiful examples of good practice in relation to non-formal learning approaches to HRE. Some selective illustrations:

- Pupils’ Unions, Student Councils, student representatives on School Board, Children’s Parliament
- Youth election program, preparing students for citizen rights and obligations (Armenia)
- Self-assessment of educational environment carried out by students
- Peer mediation programs
- Connections with the community through project work
- language courses for immigrant/refugee students and their parents
- Actions against racism and bullying
- School-based Human rights counselors (Poland) and youth workers (Finland)
- Opportunities for “personal and social training” (Portugal)

#### **3.5.4. *Challenges to implementing the theme*** -

\* Non-formal education generally is seen as less “legitimate” than formal education. The WPHRE Plan of Action, for example, appears to be geared towards formal schooling. This status impacts opportunities to implement such programs in a national, systematic and sustained manner.

\* In relation to this, non-formal education actors and formal education actors do not normally interact directly with one another. Non-formal education actors may be seen as “volunteers” rather than staff. These rifts can impede coordinated efforts where HRE/EDC programming exists and, specifically, the in-classroom and out-of-classroom learning experiences of students.

\* Administrators and educators may be reluctant to adopt new and innovative arrangements. Oftentimes, training for such new arrangements is not made available. Another problem identified was “getting the right people to teacher trainings.”

\* The overall learning environment of a school may have a culture that does not reflect human rights values. “One of the greatest obstacles for HRE is that it is supposed to be taught in schools but those schools are not always very respectful of the rights of children or of educational personnel.” (Working Group 4)

\* Many school councils are passive and out-of-school contacts can remain formalized and ineffective.

\* NGOs, which carry out much of the non-formal education activities, are often under funded.

### ***3.5.5. Strategies for overcoming challenges related to the theme –***

\* Practitioners should aim to promote a truly “human rights school”, with human rights as a concept underlying all the actions of the school. The “labeling” of schools, such as human rights schools, peace schools, etc. may help to bring unified attention to these themes. If possible, create “non-formal” learning environments within formal learning environments. This will facilitate “living” human rights in the school. It may practical to begin with HRE in the curriculum and then move towards changing the school culture.

\* The quality of interaction in non-formal education is high and a key motivating factor for engaging students with human rights. Non-formal education can be instrumental in helping to achieve the first phase of the World Programme (even though not the specific focus of the first phase) and is certainly central to accomplishing the lifelong learning of HRE.

\* School self-government can be linked with out-of-school learning. Both tendencies clearly strengthen non-formal HRE through the personal experiences of both students and teachers

\* We need more structured ways to bring formal and non-formal education together in Europe. Venues need to be established for dialogue between formal education and non-formal education in the area of HRE/EDC to work through a cross-sectoral approach. There remain opportunities to identify needs, adapting programs to their context, and work together in realizing maximum benefits for learners.

\* Promote genuine student self expression and participation in school Boards as well as Student Councils, etc.

\* Educational authorities might develop “performance indicators” for schools that include a human rights perspective, social climate, and diversity within the school. This model has been developed in Sweden. In relation to this, more research needs to be carried out on non-formal learning and the impact of different school models on the human rights engagement of students.

\* Change agents need to work directly with principals/headmasters, who are key to whole school approaches in terms of setting school-wide expectations and “setting the atmosphere”.

\* Organize teacher in-service training with “the school” as the unit of change rather than the individual classroom. Follow-up evaluations should be school-wide.

\* The non-formal sector has a strong impact on formal education in terms of agendas, topics, expertise, teacher training, etc. States should develop standards regarding content and methodologies of non-formal learning, which would help to legitimize their activities.

### ***3.5.6. Areas where support is needed, areas where support can be provided beyond the national level, and the type of support needed -***

1. Working Group participants felt that financial support required for carrying out programming in the learning environment and the non-formal education sector would come primarily from national and local sources. However, it would be ideal to be able to get resource support from the European Union or the co-sponsors of the Regional Meeting. In the past, the Council of Europe has provided financial support to youth NGOs projects on HRE by the European Youth Foundation; UNESCO has supported ASPnet schools, and the OHCHR has provided small grants to local NGOs/civil society in HRE through “Assisting Communities Together Project.”

2. There may be a need for more HRE/EDC materials focused on non-formal learning and the whole school approach. Existing publications, such as the Council of Europe’s guide on democratic school governance, should be widely disseminated as one of the few existing instruments explaining the whole school approach.

## **3.6. Theme 4. Teaching and learning: processes and tools.**

3.6.1. ***What it is*** - According to the WPHRE Plan of Action, teaching and learning processes and tools associated with HRE include rights-based curriculum content and objectives, democratic and participatory methodologies, and the use of materials and textbooks that are consistent with human rights values.

3.6.2. ***General observations from the Working Group discussions*** - This is the thematic area (of the five addressed at the Regional Meeting) that is most developed. There is a great deal of collective experience in training and learning materials on HRE/EDC/EMRU and a shared understanding of the importance of interactive methodologies.

Nonetheless, needs and opportunities for tools related to HRE will differ from country to country. In Russia, for example, participants noted that there were existing teaching and learning materials but that these needed changes and improvement. In other countries, however, such materials still remain to be developed.



3.6.3. *Examples of good practice* - Working Group practitioners shared numerous examples of good practice in relation to teaching and learning. NGOs represented at the Regional Meeting have been actively working in schools. Participants were encouraged to submit them for possible inclusion in the Compendium on Good Practices.

The discussions in the Working Groups focused primarily on the methodology of teaching and learning. Other interesting examples of good practice that were recorded were:

- *Finland*. A national HRE website is maintained by NGOs, who are involved in teacher training and monitor what takes place at universities and teacher training colleges.
- *Moldova*. Special journal on HR and civic education with section presenting experiences of students and teachers
- *Lithuania*. Annual assessment of student achievements in civic activities and self-government.

#### 3.6.4. *Challenges to implementing the theme* -

Although a large number of teaching and learning materials are now available for HRE (including on-line and free of charge), numerous barriers to their use remain. The barriers mentioned in the Working Groups include:

- a lack of resources in some countries for developing/adapting such resources for local use
- a lack of teacher know-how for use of interactive teaching methods and democratic processes associated with HRE, which is not adequately addressed through teacher training
- a lack of clarity about materials, names, curricula (e.g., human rights, gender equality, global education, civics education)
- a lack of motivation on the part of teachers, in relation to topic itself (not seen as relevant, or seen as ‘political’)
- a lack of motivation on the part of teachers due to other pressures related to work in schools (overloaded schedules, lack of specialized teacher training or related supports for teaching human rights)

It was mentioned that some HRE strategies and methodologies may not work because the underlying pedagogical is not discussed, for example, in relation to the function of the school, the nature of education (e.g., lifelong and holistic). Moreover, HRE can be misused when presented purely historically or taught didactically.

### ***3.6.5. Strategies for overcoming challenges related to the theme –***

\* Most of the strategies proposed by participants did not address the cultural, political and institutional barriers to teaching and learning processes but rather the tools designed to support HRE.

\* Participants noted that there an extremely wide range of tools, teaching kits and materials currently available, many of which can be shared and adapted. The forthcoming Compendium on Good Practices is foreseen as a contribution to this dissemination. In particular, innovative methodologies, such as use of cartoons and cartoon festivals that have been used successfully in promoting HRE, should be shared. An on-line resource platform for this is welcomed. At the sub-regional level, the Russian language Working Group identified a need for a TV Internet broadcast in order to facilitate an exchange of information on existing tools and practices.

\* In order to increase the relevance of such tools, it was suggested that HR learning materials use local values, history, religion and literature as sources. HRE can be used to address local problems, such as violence in schools, and to promote positive values. Guidance on how to adapt existing resources to local contexts is welcomed.

\* In order to increase the local ownership of such tools, teachers might become involved directly in the development of curricula and textbooks. HRE materials should be “practice based”, involving local actors rather than experts per se. In terms of overall program development and implementation, state and non-state actors should be involved at all levels in order to create ownership. This has already been done with some success by the Council of Europe in Bosnia and Herzegovina.

### ***3.6.6. Areas where support is needed, areas where support can be provided beyond the national level, and the type of support needed -***

1. The Compendium on Good Practices, which is being co-sponsored by the Council, OSCE/ODIHR, OHCHR and UNESCO, is foreseen as an area of support. Such a compendium should contribute to “efficiencies” within the HRE/EDC/UMRU through the exchange of good practices. The OHCHR also has a Database and Resource Collection on HRE and Training.

2. Written guidelines and trainings on how to adapt existing learning materials to different learning groups and local contexts could help to ensure that effective use of HRE resources.

3. As mentioned in the policy section, it might be advisable to develop learner objectives, standards and benchmarks within the existing HRE/EDC/EMRU frameworks. Specific content can be added as a national supplement.

### **3.7. Theme 5. Educational and professional development of teachers and other educational personnel.**

3.7.1. *What it is* - All teachers and staff need to be able to transmit and model human rights values. Education and professional development is necessary for fostering educators' knowledge about, commitment to and motivation for human rights, according to the WPHRE Plan of Action.

3.7.2. *General observations from the Working Group discussions* - There was general agreement among participants that teachers are inadequately or poorly prepared to teach HRE/EDC/EMRU. This is related to the overall lack of training opportunities and relative low priority of these thematic areas in relation to other subjects.

\* Participants felt that HRE should not be “ghettoized” within the curriculum of a single subject but should be integrated across the teaching team at training institutions.

\* Much of the teacher training that is being carried is in-service and done by NGOs. Such trainings tend to be under-resources and not sustained. Once HRE/EDC/EMRU is part of educational policy, governments should make adequate provisions for effective pre-service and in-service teacher training. Generally speaking, there is much more training taking place in an in-service education rather than through initial training at teacher training institutions.

3.7.3. *Examples of good practice* - There are some examples of good practice in teacher preparation. These appear to involve collaborations between NGOs, universities and national institutions for in-service teacher training. The following are some (non-comprehensive) examples mentioned in the Working Groups:

- *Germany*. In-service HRE teacher training takes place through a combination of on-line and in-person trainings, involving an NGO and a university.
- *Estonia*. An NGO carries out in-service trainings and certificates recognizing these trainings are issued by the Ministry of Education.
- *Norway*. A Resource Centre for EDC/HRE and intercultural education will be established by the Norwegian government in cooperation with the Council of Europe in 2008. It will involve, inter alia, the in-service training of teachers in concert with the Pestalozzi Training Programme.
- *Austria*. During the Decade for HRE, the Ministry of Education established teachers' service centres for HRE and for Citizenship Education at the Vienna-based Boltzmann Institute for Human Rights. In 2006, both centres were combined to POLIS (“Politik in der Schule”). The centre offers support, materials, seminars and school workshops, teacher trainings, and special events (e.g., annual Action Days for citizenship education).

- *Croatia*. There are regular in-service teacher trainings on HRE and democratic citizenship through a cooperative effort of NGOs/civil society and a national institution for teacher in-service training. Concepts and trainings suggested by NGOs and held by NGO trainers can be integrated into the state-directed teacher training. EDC certificates acquired in non-formal education are recognized by authorities.

#### 3.7.4. *Challenges to implementing the theme –*

- \* Often the NGOs are burdened with training teachers through in-service, which is inadequate and inefficient. In many countries, there is an overall lack of opportunity for in-service and pre-service teacher education.
- \* Where HRE in-service training exists, it may be lacking in content and vision.
- \* Some schools resist opening their doors to in-service training through NGOs or alternative professional development strategies. Traditional in-service training systems can also be resistant to the adoption of new content.
- \* A large number of teachers remain untrained in HRE/EDC/EMRU. This situation seriously impedes implementation of these approaches even in countries where there are policies on paper to support them.

#### 3.7.5. *Strategies for overcoming challenges related to the theme –*

- \* Broaden the target groups for trainings in order to build wider interest and ownership for HRE. This strategy could ultimately result in a consensus about the need for more training supports for teachers in this area. Potential target groups identified by the Working Groups were: school leaders, administrators, policymakers, parents and community members. School leader training is especially important for promoting understanding and support of HRE in decentralized school systems.
- \* Make certain that HRE is motivating and exciting. This will encourage teachers and others to continue their own training and engagement with HRE, and potentially their peers.
- \* Let NGOs develop strategies and trainings with the intension to transfer them to government structures after a pilot stage.
- \* Curricular standards or core curriculum for teacher training institutions should be developed that make reference to HR, citizenship education, and education for mutual respect and understanding. Core curriculum for HRE - including methods, tools, and how make adaptations to the local situation – should be included in initial teacher trainings.
- \* HRE in-service teacher trainings can make use of existing training centres (e.g., 100 centers are in Russia)

\* Develop initiatives to create professional organizations promoting HRE (using self-regulatory methods), including peer education for methodology training.

***3.7.6. Areas where support is needed, areas where support can be provided beyond the national level, and the type of support needed -***

1. The Council of Europe should extend its Pestalozzi Training Programme for educational professionals, in particular as human rights education is concerned, and governments should be encouraged to recognize the value of this programme.
2. The future tool of the Council of Europe on core competencies in EDC/HRE for all teachers, which will be prepared by the end of 2008, should be taken into account in initial and in-service teacher trainings of all teachers.
3. Support was shown for the inter-institutional meeting on teacher training in citizenship and human rights education that the Council of Europe is hosting in 2008.
4. European and/or international experts should directly counsel national teacher training institutions. UNESCO is currently playing an advocacy role with member states in the area of higher education; all co-sponsors of the regional meeting are directly engaged with or supporting teacher training efforts.
5. At the national level, teacher training institutions, curriculum development units and ministerial units should be brought together in order to provide a coordinated effective support system for teaching HRE/EDC/EMRU.

## 4. Overall Results of Meeting

The objectives were as follows:

**4.1. Identify and highlight national practices of the implementation, including achievements, problems and obstacles, and discuss possible solutions.**

See previous section on outcome of Working Group discussions.

**4.2. Promote information-sharing, co-operation and networking within and among Council of Europe and OSCE countries.**

See previous section on outcome of Working Group discussions.

**4.3. Discuss and strengthen joint support by European and other inter-governmental organizations.**

In the afternoon of the second day of the meeting, a presentation was made jointly by the Council of Europe and other meeting co-sponsors about the kinds of support available for promoting the implementation of the first phase of the World Programme for Human Rights Education at the national level. The overview of these supports is included in Annex IV.

**4.4. Raise awareness on the Plan of Action and on the World Programme for Human Rights Education.**

As the overall agenda of the meeting involved discussions on the key themes related to the World Programme, this objective was certainly achieved. In addition, 200 copies each of the Plan of Action (2005-2007) of the UN World Programme for Human Rights Education and its associated leaflet were made available to participants were made available in English, French and Russian.

**4.5. Raise awareness of the upcoming “Compendium of Good Practices”, which is lead by OSCE/ODIHR.**

Announcements encouraging submissions to the Compendium of Good Practices in Human Rights Education, including Citizenship Education and Education for Mutual Respect and Understanding were made in all plenary sessions and within individual working groups. “Invitation to Submit” literature was available in English, French and Russian. Following the conclusion of the meeting, the Council of Europe reminded all participants to consider submitting entries to the Compendium and I followed up with personal e-mails to participants on the basis of information shared by Rapporteurs on good practices shared during their working group sessions.

**4.6. Highlight the links between the Plan of Action and the Council of Europe’s Programme of Activities “Learning and Living Democracy for All” for 2006-2009,**

**as well as earlier efforts in the area of Education for Democratic Citizenship and Human Rights.**

**4.7. Highlight the links between the Plan of Action and OSCE/ODIHR's work in the area of human rights education and education for mutual respect and understanding (EMRU).**

**4.8. Highlight the links between the Plan of Action and UNESCO's work in values education, human rights education and peace education.**

Objectives 4.6-4.8 were achieved through presentations in the initial plenary session as well as the concluding session.

**4.9. Disseminate relevant materials and publications.**

The Council of Europe distributed hundreds of publications in English and French, including

- general documentation on the Council of Europe
- publications related to Education for Democratic Citizenship
- the European Dimension of Education (i.e., education of Roma children and religious diversity/intercultural education)
- the COMPASS publication and training activities carried out by the Directorate of Youth, and
- the Compendium of cultural policies and trends in Europe.

The Office of the UN High Commissioner for Human Rights distributed in English, French and Russian the following resources:

- "ABC of Teaching Human Rights" (200 copies)
- game poster accompanying "ABC of Teaching Human Rights" (150)
- the Education and Training Series Publication no. 6 "Human Rights Training: A Manual on Human Rights Training Methodology" (110)
- poster of Universal Declaration of Human Rights (200)
- list of OHCHR publications (200)

All participants were invited to share samples of their work in the "marketplace" area located outside of the main conference room.

**4.10. Contribute to the evaluation of the implementation of the Plan of Action and its follow-up.**

The Working Group discussions, the results of which were highlights in the previous section as well as individual reports, provided a rich and provocative evaluation of the WPHRE and the practice and prospects for HRE in schools in Europe.

## **5. ANNEXES**

Annex I. Programme

Annex II. List of Participants

Annex III. Press Release



## ANNEX I: PROGRAMME

**Monday 5 November 2007**

08.30-09.30	Registration of participants
09.30-10.15 Plenary session	<p>Chair: Ms Reinhild OTTE, Chair of the Council of Europe Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights</p> <p>Welcome address by the Council of Europe (10 minutes) Ms Olöf ÓLAFSDÓTTIR, Head of Department of School and Out-of-School Education</p> <p>Welcome address by the Office of the UN High Commissioner for Human Rights (10 minutes) Mr Ibrahim WANI, Chief, Research and Right to Development Branch</p> <p>Welcome address by the OSCE/ODIHR (10 minutes) Ms Kirsten MLAČAK, Head of Human Rights Department of the OSCE's Office for Democratic Institutions and Human Rights</p> <p>Welcome address by UNESCO (10 minutes) Ms Linda KING, Chief of Section for the Promotion of Rights and Values in Education</p>
10.15-11:00	<p>Aims, objectives and expected outcomes of the European Meeting (15 minutes)</p> <p>Ms Olöf ÓLAFSDÓTTIR, Head of Department of School and Out-of-School Education for the Council of Europe</p> <p>Integrating Human Rights Education in the school system – a comprehensive approach (15 minutes) Ms Elena IPPOLITI, Human Rights Officer, Methodology, Education and Training Unit of the Office of the UN High Commissioner for Human Rights</p> <p>Practical Information Ms Yulia PERERVA, Administrator, Division on Education for Democratic Citizenship and Human Rights Education</p>
11.00-11.30	Coffee break

11.30-12.30 Working Group Sessions – Introduction

In each working group (WG): 1 introduction by the moderator (10 minutes)

1 presentation (up to 7 minutes)

WG1 (French)	WG3 (English)	WG5 (English)
<b>Moderator</b> Mr Pol DUPONT	<b>Moderator</b> Mr David KERR	<b>Moderator</b> Ms Alenka Elena BEGANT
<b>Rapporteur</b> Mr Michel FORST	<b>Rapporteur</b> Mr Kabir SHAIKH	<b>Rapporteur</b> Ms Vibeke EIKAAS
WG2 (Russian)	WG4 (English)	WG6 (English, French, Russian)
<b>Moderator</b> Mr Alexander SUNGUROV	<b>Moderator</b> Ms Linda KING	<b>Moderator</b> Mr Barry van DRIEL
<b>Rapporteur</b> Mr Krzysztof OSTROWSKI	<b>Rapporteur</b> Ms Barbara SCHMIEDL	<b>Rapporteur</b> Mr Maarten COERTJENS

12.30-14.00 Lunch

14.00-16.00 Working Group Sessions (cont.)

six parallel working groups

1<sup>st</sup> theme

**The overall planning process for integrating human rights education in the school system**

16.00-16.30 Coffee break

16.30-18.00 six parallel working groups	2 <sup>nd</sup> theme <b>Policy planning and implementation</b>
18.30	Vin d'honneur (Restaurant Bleu), Palais de l'Europe Hosted by Ms Gabriella BATTAINI-DRAGONI, General Director of Education, Culture and Heritage, Youth and Sport

## Tuesday 6 November 2007

09.00-10.30 six parallel working groups	3 <sup>rd</sup> theme <b>The learning environment and links between formal and non-formal education</b>
10.30-11.00	Coffee break
11.00-12.30 six parallel working groups	4 <sup>th</sup> theme <b>Teaching and learning: processes and tools</b>
12.30-14.00	Lunch
14.00-15.30 six parallel working groups	5 <sup>th</sup> theme <b>Educational and professional development of teachers and other educational personnel</b>
15.30-16.00	Coffee break
Plenary session	Chair: Mr César BÎRZEA, Chair of the Council of Europe's Steering Committee for Education
16.00-16.30	Possibilities for support provided by the UN OHCHR, UNESCO, OSCE/ODIHR and the Council of Europe (presentation by a member of the Organising Committee)
16.30-17.45	Highlights of the working groups - 6 rapporteurs (up to 5-7 minutes each)  Highlights of the Meeting by the General Rapporteur Ms Felisa TIBBITTS (10 minutes)

Perspective: “Integrating human rights education in the school system”  
Mr Thomas HAMMARBERG, Commissioner for Human Rights, Council  
of Europe (15 minutes)

Discussion

17.45-18.00 Closing remarks by the host organisation, Council of Europe  
Ms Gabriella BATTAINI-DRAGONI, General Director of Education,  
Culture and Heritage, Youth and Sport

## **ANNEX II**

### **List of participants**

#### **ALBANIA / ALBANIE**

##### **ANDORRA / ANDORRE**

Mr Salvador SALA CARRASCO  
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Working language: F/E

**Apologised / excusé**

#### **ARMENIA / ARMENIE**

##### **AUSTRIA / AUTRICHE**

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European Training and Research Centre for Human Rights and Democracy  
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Working language: E

##### **AZERBAIJAN / AZERBAÏDJAN**

Mr Azad AKHUNDOV, Chief Executive  
International Department, Ministry of Education  
49 Khatai avenue, 370008 BAKU  
Working Language: E

#### **BELARUS**

##### **BELGIUM / BELGIQUE**

*Flemish community / Communauté flamande*

*French community / Communauté française*

Mr Pol DUPONT, Professeur  
Faculté de Psychologie et des Sciences de l'Education à Mons  
20, rue du Parc, B-7000 MONS  
Working Language: F

**BOSNIA AND HERZEGOVINA / BOSNIE-HERZEGOVINE**

**BULGARIA / BULGARIE**

Mme Lubov DRAGANOVA, Représentante Permanente Adjointe de la Bulgarie  
22, rue Fischart, F-67000 STRASBOURG  
Working Language: F

**CROATIA / CROATIE**

Ms Alida MATKOVIC, Head of the Department for Multilateral Cooperation  
Ministry of Science, Education & Sports  
Directorate for International Co-operation  
Strossmayerov trg 4  
HR-10000 ZAGREB  
Working Language: E

Ms Nevenka LONČARIĆ JELAČIĆ, Head  
Centre for Adult Education, Education and Teacher Training Agency  
Badalićeva 24, 10 000 ZAGREB  
Working Language: E

**CYPRUS / CHYPRE**

Mr Panayiotis MAVROS, Inspector of Secondary Education  
Ministry of Education and Culture  
Kimonos and Thucydides Corner, 1434 NICOSIA  
Working Language: E

**CZECH REPUBLIC / REPUBLIQUE TCHEQUE**

Ms Zdeňka MAŠKOVÁ, Head of the Department for Education Outside the Classroom  
Ministry of Education, Youth and Sports of the Czech Republic  
Karmelitská 7, 118 12 PRAHA 1  
Working language: E/F/R

**DENMARK / DANEMARK**

Mr Christian Lamhauge RASMUSSEN, Head of Section  
Ministry of Education  
Department of Primary, Lower Secondary and General Adult Education  
Frederiksholms Kanal  
261220 COPENHAGEN K  
Working Language: E

Ms Sanne LARSEN, Special Advisor  
Ministry of Education  
Frederiksholms Kanal  
261220 COPENHAGEN K  
Working Language: E

**ESTONIA / ESTONIE**

Ms Tiina KIVIRAND, Head of General Education Department  
Ministry of Education and Research  
Munga 18  
TARTU 50088  
Working Language: E

**FINLAND / FINLANDE**

Ms Satu HEIKKINEN, Special Adviser  
Ministry of Education, Department for Education and Science Policy, General Education  
Division  
P.O Box 29, FI-00023 Government  
Working Language: E

**FRANCE**

M. Alain BERGOUNIOUX  
Inspecteur général de l'éducation nationale, Histoire et Géographie  
Ministère de l'Education nationale  
110 rue de Grenelle  
75357 PARIS SP 07  
Working Language: F

**GEORGIA / GEORGIE****GERMANY / ALLEMAGNE**

Ms Reinhild OTTE  
Standing Conference of Ministers of Education and Cultural Affairs of the Federal Republic of  
Germany, c/o Ministry of Education, Youth and Sports Baden-Württemberg  
Schlossplatz 4, D-70173 STUTTGART  
Working Language: E/F

Ms Claudia LOHRENSCHEIT  
German Institute for Human Rights  
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Working Language: E

Ms Birgitta RYBERG  
Sekretariat des Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik  
Deutschland  
Lennéstr. 6, D-53113 BONN  
Working Language: E

**GREECE / GRÈCE**

Ms Maria FASSARI  
Greek Ministry of National Education and Religious Affairs  
Directorate of International Relations in Education  
Section of International Organizations  
Working language: E

## **HOLY SEE / SAINT-SIÈGE**

### **HUNGARY / HONGRIE**

Mr Sándor BRASSÓI  
Deputy Head of Department (Dept. of Public Education)  
Ministry of Education and Culture  
1055 Budapest Szalay u. 10-14  
Working Language: E

### **ICELAND / ISLANDE**

Ms Sesselja SNAEVARR, Adviser  
Ministry of Education, Science and Culture  
Division of Curriculum, Sölvhólgata 4  
150 REYKJAVIK, Iceland  
Working Language: E

### **IRELAND / IRLANDE**

### **ITALY / ITALIE**

Mme Rita RENDA  
Ministero della Pubblica istruzione, Direzione Generale Relazioni Internazionali  
Viale trastevere 76/A, I-00153 ROMA  
Working Language: F

### **LATVIA / LETTONIE**

Ms Sandra FALKA, Specialist for Curriculum of Social Sciences  
Ministry of Education and Science  
Centre for Curriculum Development and Examinations  
Valnu Street 2, RIGA LV 1050  
Working Language: E/R

### **LIECHTENSTEIN**

Mme Andrea HOCH  
Amt für Auswärtige Angelegenheiten (Office des Affaires Etrangères)  
Heiligkreuz 14  
FL-9490 VADUZ  
Working Language:

### **LITHUANIA / LITUANIE**

Ms Ginta ORINTIENE, Civic Education specialist  
Education Development Centre  
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Working Language: R

### **LUXEMBOURG**

M. Joseph BRITZ, professeur-attaché  
Ministère de l'Éducation nationale et de la Formation professionnelle  
29, rue Aldringen  
L- 2926 LUXEMBOURG  
Working Language: F/E



**MALTA / MALTE**

Ms Josephine VASSALLO, Education Officer  
Democracy and Values Education  
Ministry of Education, Youth and Employment  
Education Division, Great Siege Road  
FLORIANA CMR02  
Working Language: E

**Apologised / excusée**

**MOLDOVA**

Ms Nadejda VELISCO, Head of Department of Secondary Education  
Ministry of Education and Youth, Piata Marii Adunari Nationale 1  
CHISINAU MD 2033  
Working Language: R

**MONACO**

Mme Sylvia CHEYNUT, Responsable du Centre de Formation Pédagogique  
Direction de l'Education Nationale,  
de la Jeunesse et des Sports  
Avenue de l'Annonciade, 98000 Monaco  
Working Language: F

**MONTENEGRO / MONTÉNÉGRO****NETHERLANDS / PAYS BAS****NORWAY / NORVEGE**

Ms Maren HEGNA, Advisor

Mr Gunnar MANDT, Deputy Director General  
Ministry of Education and Research  
PB 8119 Dep., 0032 OSLO  
Working Language: E

Mr Lars ULSNES, Senior Advisor  
Norwegian Ministry of Education and Research  
Department for Policy analysis, Lifelong and International Affairs  
PB 8119 Dep., 0032 OSLO  
Working Language: E/F

**POLAND / POLOGNE**

Ms Malgorzata CICHUCKA, Counsellor  
Ministry for Foreign Affairs of Poland  
Aleja Szucha 23, 00 – 918 WARSAW  
Working Language: E

Ms Stefania WILKIEL, Counsellor to the Minister  
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Working Language: E

**PORTUGAL**

Ms Rosa AFONSO

GAERI - Gabinete de Assuntos Europeus e Relações Internacionais do Ministério da Educação  
Bureau for European Affairs and International Relations of the Ministry of Education

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Working Language:

**ROMANIA / ROUMANIE**

Mr César BÎRZÉA, Chair of CDED

Director, Institut des Sciences de l'Education

37 Stirbei Voda, 70732 BUCAREST

Working Language: E/F

**RUSSIAN FEDERATION / FEDERATION DE RUSSIE**

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Ministry of Education and Science, str. Tverskaya, 11 Moscow, The Russian Federation

Working Language: R

**SAN MARINO / SAINT-MARIN****SERBIA / SERBIE****SLOVAK REPUBLIC / REPUBLIQUE SLOVAQUE****SLOVENIA / SLOVÉNIE**

Ms Erika RUSTJA

Ministry of Education and Sport, Education Development Unit

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1000 LJUBLJANA

Working language: E

Mr Mitja SARDOC

Educational Research Institute, Gerbiceva 62

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Working Language: E

Ms Darja ROKAVEC, School Adviser

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Working language: E

**SPAIN / ESPAGNE**

**Apologised / excusé**

**SWEDEN / SUÈDE**

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Working Language: E

**SWITZERLAND / SUISSE**

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Working Language: F/E

**“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA” / « L'EX-RÉPUBLIQUE  
YOUGOSLAVE DE MACÉDOINE »**

Ms Marija MILOSEVSKA, Head of the Unit for Education for Peace and Human Rights  
Ministry of Education & Science, Bul. Ilindenska bb.  
1000 SKOPJE  
Working Language: E

**TURKEY / TURQUIE**

Mr Abdulvahap OZPOLAT  
The Board of Education – Ministry of National Education  
Talim ve Terbiye Kurulu, Teknik Okullar, Beşevler, ANKARA  
Working Language:

Ms Olga SANLI GERGER  
Ministry of National Education  
DG for Foreign Affairs  
Milli Egitim Bakanligi dis Iliskiler Genel Mudurlugu 6. kat c blok  
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Working Language: E

**UKRAINE**

Ms Tamara ANDRIEVA, Director of the Department for international legal cooperation of the  
Ministry of Justice of Ukraine  
Ministry of Justice of Ukraine  
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Mr Nazar KYLCHITSKIY, Head of the State Secretariat on the European Court of Human Rights  
of the Ministry of Justice  
Ministry of Justice of Ukraine  
str. Horodetskogo 13, KIEV 01001

**UNITED KINGDOM / ROYAUME-UNI**

Mr David KERR, Principal Research Fellow  
National Foundation for Educational Research (NFER)  
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Working Language: E

\* \* \*

## **OSCE MEMBER STATE**

Ms Shirin AHMEDOVA, Director  
National Institute for Democracy and Human Rights  
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ASHGABAD 744000  
Turkmenistan  
Working Language: R

\* \* \*

## **COUNCIL OF EUROPE / CONSEIL DE L'EUROPE**

### **Committee of Ministers / Comité des Ministres**

#### **Parliamentary Assembly / Assemblée parlementaire**

M. Stefan GLĂVAN, Député **Apologised / excusé**  
Président de la Commission Affaires Etrangères de la Chambre des Députés  
Camera Deputatilor, Palatul Parlamentului, Str. Izvor 2-5, Sector 5, BUCAREST RO  
Working Language: F

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

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

Mr Thomas HAMMARBERG

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

#### **Grouping Education and Culture / Regroupement Education et Culture**

Président  
M. Alain MOUCHOUX  
Comité syndical européen de l'Education  
11, rue Louis Rolland  
F – 92120 MONTROUGE  
Working language : F/E

#### **Vice-Président**

M. Jean Philippe DURRENBERGER  
Association européenne des Institutions d Loisirs des Enfants et des Jeunes (EAICY)  
16, rue du Champ de Manœuvre  
F – 67200 STRASBOURG  
Working language : F

**Grouping Civil Society and Democracy in Europe / Regroupement Société civile et Démocratie en Europe**

Vice-President

Mr Henrik H. KRONER

European Movement International

Square de Meeûs 25, B - 1000 BRUXELLES

Working language: E

**Grouping Human Rights / Regroupement Droits de l'homme**

Président

M. Gabriel NISSIM

Association catholique mondiale pour la Communication (SIGNIS)

41 Bd de la Victoire, F - 67000 STRASBOURG

Working language: F

Vice-Présidente

Mme Brigitte KAHN

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

7 Boulevard Jacques Preiss

F - 67000 STRASBOURG

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**Grouping Gender equality / Regroupement Egalité-parité hommes-femmes**

*Vice-Presidente*

*Ms Anje WIERSINGA*

*International Alliance of Women (IAW)*

*PO Box 614, NL – 3700 AP ZEIST*

*Working language:*

**Grouping Extreme poverty and social cohesion / Regroupement Grande pauvreté et Cohésion sociale**

*Ms Maritchu RALL, Presidente*

*International Association of Charities (AIC)*

*3, rue Stimmer, F-67000 STRASBOURG*

*Working language:*

**Grouping North-South dialogue and solidarity / Regroupement Dialogue solidarité Nord-Sud**

Mme Gwendoline RICHEZ

2 rue de Rome, F-67000 STRASBOURG

Working Language: F/E

**European Steering Committee for Youth / Comité directeur européen pour la jeunesse (CDEJ)**

Ms Zdeňka MAŠKOVÁ, Head of the Department for Education Outside the Classroom

Ministry of Education, Youth and Sports of the Czech Republic

Karmelitská 7, 118 12 PRAHA 1

Working language: E/F/R

**Advisory Council on Youth / Conseil consultatif pour la Jeunesse**

Ms Anna Mari HÄMÄLÄINEN

Ahdinkatu 26 A 41

40700 JVVÄSKYLÄ, Finland

Working Language: E

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

Mr César BÎRZÉA, Chair of CDED

Director, Institut des Sciences de l'Education

37 Stirbei Voda, 70732 BUCAREST, Romania

Working Language: E/F

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

Mr Virgílio MEIRA SOARES

**Apologised / excusé**

Former Rector of the University of Lisbon

Departamento de Química e Bioquímica

Faculdade de Ciencias da Universidade de Lisboa

R. Ernesto Vasconcelos, P-1600 LISBOA

Working Language: E

**Steering Committee for Human Rights / Comité Directeur pour les Droits de l'Homme (CDDH)**

Mr Martin EATON

The Old Farmhouse, Yew Tree Farm, Brookhouse Road

Blackwell, GB – BROMSGROVE B60 1QP

Working Language: E

\* \* \*

**EUROPEAN COMMISSION / COMMISSION EUROPEENNE**

\* \* \*

**INTERNATIONAL GOVERNMENTAL ORGANISATIONS / ORGANISATIONS  
GOUVERNMENTALES INTERNATIONALES**

**OECD / OCDE**

Apologised/excusé

**OHCHR / HCDH (Office of the UN High Commissioner for Human Rights / Le Haut Commissariat des Nations Unies aux droits de l'homme)**

Mr Ibrahim WANI, Chief, Research and Right to Development Branch

Ms Elena IPPOLITI, Human Rights Officer  
Methodology, Education and Training Unit/RRDB  
Office of the United Nations High Commissioner for Human Rights  
RRDB/Methodology, Education and Training Unit  
Avenue G. Motta, UNOG  
CH-1211 GENEVA 10, Switzerland  
Working Language: E/F

Ms Thérèse BJÖRK, Associate Human Rights Officer  
Office of the UN High Commissioner for Human Rights  
RRDB/Methodology, Education and Training Unit  
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CH-1211 GENEVA 10, Switzerland  
<http://www.ohchr.org>  
Working Language: E

**UNESCO**

Ms Ana Luiza MACHADO, Deputy Assistant Director General for Education  
**Apologised / excusée**

Ms Linda KING, Chief of Section, Peace and Human Rights Education  
Education Sector  
UNESCO, 7 place de Fontenoy  
F-75325 PARIS 07 SP  
Working language: E

Ms Linda TINIO  
Section for the Promotion of Rights and Values in Education  
Basic Education Division, Education Sector  
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Working language: E

**UN Special Rapporteur on the Right to Education**  
Mr Vernor MUNOZ

**Apologised / excusé**

**United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)**

Mr Kabir SHAIKH, Representative  
Headquarters Amman  
Bayader Wadi Seer  
PO Box 140157, AMMAN 11814, Jordan  
Working Language: E

**OSCE / ODIHR**

Ms Kirsten MLAČAK, Head of Human Rights Department, OSCE/ODIHR

Mr Barry VAN DRIEL, Senior Education Consultant

Mr Pavel CHACUK, Human Rights Advisor  
Human Rights Department, OSCE/ODIHR  
Al. Ujazdowskie 19, 00-557 WARSZAWA Poland  
Working language: E

Ms Svetlana SENKO, Democratization Assistant  
OSCE Office in Minsk, prospect Gazety Pravda, 11  
MINSK, 220116, Belarus  
Working language: E

**International Labour Office**

Ms Maria Gabriella LAY, Programme Manager “Global Campaign to Raise Awareness and Understanding on Child Labour”  
International Labour Organization (ILO)  
4, route des Morillons, CH-1211 GENEVA 22  
Working language: E

**UNAIDS**

**UNHCR**

**International Committee of the Red Cross (ICRC)**

Mr Darko JORDANOV, Regional EHL Advisor for Eastern, Central and South-eastern Europe  
ICRC Skopje, Kairska 6  
1000 SKOPJE, “the former Yugoslav Republic of Macedonia”  
Working language: E

**International Bureau of Education (UNESCO:IBE)**

**Apologised / excusé**

\* \* \*

**Anna Lindh Euro-Mediterranean Foundation (ALF)**

Ms Eman QARA'EEN, Head of Education, Heritage and Human Rights Unit  
**Apologised / excusée**  
Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures  
P.O.Box 732, ALEXANDRIA 21111, Egypt  
Working language: E



**British Council**

Ms Sara KNOWLES, Manager Learners and Networks

**Apologised/ excusée**

British Council

Bridgewater House, 58 Whitworth Street, UK-MANCHESTER M1 6BB

Working language: E

**Education Reform Initiative of South Eastern Europe (ERI SEE)**

Ms Alida MATKOVIC, Head of the Department for Multilateral Cooperation

Ministry of Science, Education & Sports

Directorate for International Co-operation

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HR-10000 ZAGREB

Working Language: E

**Open Society Institute (OSI)**

Ms Gordana MILJEVIC, Senior Program Manager

Education Support Program

6 October str 12, H-1051 BUDAPEST

[www.soros.org/initiatives/esp](http://www.soros.org/initiatives/esp)

Working language: E

\* \* \*

**INTERNATIONAL NON GOVERNMENTAL ORGANISATIONS (INGO) /****ORGANISATIONS INTERNATIONALES NON GOUVERNEMENTALES (OING)****The Conference of NGOs in Consultative Relationship with the UN (CONGO)**

Mr Kazunari FUJII

Chair of the NGO Working Group on Human Rights Education and Learning

c/o Soka Gakkai International (SGI) United Nations Liaison Office

150, route de Ferney, P.O. Box 2100,

CH-1211 GENEVA 2, Switzerland

Working language: E

M. Jean-David PONCI

Membre du groupe de travail sur l'éducation aux droits de l'homme

de la Conférence des ONG aux Nations Unis

32, rue de l'Athénée

1206 GENEVE, Suisse

Working language: F/E

**Aflatoun Child Savings International**

Mr Jan 't LAM, Head of Advocacy and Research

PO Box 15991

1001 NL AMSTERDAM

Working language: E

**American Council on Education**

**Apologised / excusé**

**Amnesty International**

Ms Sneh AURORA, International Human Rights Education Program Manager  
International Mobilization Program  
International Secretariat  
1 Easton Street, UK-LONDON WC1X 0DW  
W: <http://www.amnesty.org>  
Working language: E

Ms Vibeke EIKAAS, Adviser  
Amnesty International Norway  
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0106 OSLO, Norway  
Website: [www.amnesty.no](http://www.amnesty.no)  
Working language: E

Mr Brian RUANE, Human Rights Education Manager  
Amnesty International Irish Section  
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DUBLIN 2, Ireland  
Website: [www.amnesty.ie](http://www.amnesty.ie)  
Working language: E

Ms Tanja CLIFFORD  
Amnesty International Norge  
Hordaland, Sogn og Fjordane Amnesty Raftohuset  
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5007 BERGEN, Norway  
Working language: E

***Association for Community Colleges*****Association internationale des charités**

Mme Aliette de MAREDSOUS  
199 rue de Grenelle, F-75007 PARIS  
Working Language: E/F

***Association of the Local Democracy Agencies / Association des agences de la démocratie locale*****Consortium of Institutions for Development and Research in Education in Europe  
(CIDREE)**

Mr Helmar VYVERMAN  
Programme Director CIDREE  
Rozenlaan 36, B - 9470 DENDERLEEuw  
Working Language: E

**CISV-International (UK – France)**

Mr Bastian KÜNTZEL

**CIVITAS**

**Democracy and Human Rights Education in Europe (DARE)**

Ms Daniela KOLAROVA  
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Working Language: E

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Working Language: E

**Education aux Droits de l'Homme**

M. Gérard VALETTE  
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Working language : F

**Education International**

Mr Gaston DE LA HAYE, Deputy General Secretary  
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Working language : F/E

**Apologised / excusé**

**European Association of Institutions for Leisure Time and Youth / Association européenne des Institutions de Loisirs des Enfants et des Jeunes (EAICY)**

M. Jean-Philippe DURRENBARGER, Vice-Président du Regroupement Education et Culture d'OING du Conseil de l'Europe  
16, rue du Champ de Manœuvre, 67200 STRASBOURG  
Working Language: F

**European Federation of Schools / Fédération européenne des écoles (EFS)**

Mme Marie-Pierre MAGNILLAT, Déléguée générale  
9 Quai Tilsitt, BP 2223  
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Working Language: F

**World Association for the School as an Instrument of Peace (EIP)**

Mr Pol DUPONT, Professeur  
Faculté de Psychologie et des Sciences de l'Education à Mons  
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Working Language: F

Ms Alenka Elena BEGANT  
EIP Slovenia - School for Peace  
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Working Language: E

**European Training and Research Centre for Human Rights and Democracy**

Ms Barbara SCHMIEDL

Programme, Training, Public Relations

European Training and Research Centre for Human Rights and Democracy

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**European Youth Forum (EYF)**

Ms Bettina SCHWARZMAYR, President

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**Apologised / excusée**

Mr Maarten COERTJENS

European Youth Forum, 120 rue Joseph II

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**Human Rights Education Associates (HREA)**

Ms Felisa TIBBITTS, **General Rapporteur**, Executive Director

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Working language: E

**International Rescue Committee**

Ms Bahija ALIYEVA, Project Manager

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Working language: E/R

***The Organising Bureau of European School Student Unions (OBESSU)***

*Ms Antonia WULFF*

*OBESSU Board member*

*Rue de la Sablonnière 20*

*1000 Brussels*

*Belgium*

**The Standing International Conference of Inspectorates (SICI)**

Mr Paul SCHATTEMAN, Secretary General

SICI vzw

Hendrik Consciencegebouw-7C17, Koning Albert II-laan 15

1210 BRUSSELS

[www.sici-inspectorates.org](http://www.sici-inspectorates.org)

Working language: E/F

**Women's Federation for World Peace, International**

Ms Carolyn HANDSCHIN  
Deputy Director for United Nations' Relations  
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Working language: E

**World Federation of United Nations Associations**

Ms Daphné ROMY, Director  
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CH-1211 GENEVA 10  
Working language: E/F

\* \* \*

**HUMAN RIGHTS BODIES****Commission nationale consultative des droits de l'Homme (CNCDH)**

M. Michel FORST, Secrétaire Général  
Commission nationale consultative des droits de l'Homme  
35 rue Saint-Dominique, F-75007 PARIS  
[www.cncdh.fr](http://www.cncdh.fr)  
Working language: F/E

**Danish Institute for Human Rights**

Ms Anette Faye JAKOBSEN, Special Advise  
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Working language: E

**Greek National Commission for Human Rights**

Ms Christina PAPADOPOULOU, Human Rights Officer  
Human Rights Education & Promotion, International Co-operation & Communication  
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Working language: E

**Irish Human Rights Commission**

Ms Fidelma JOYCE, Senior Human Rights Awareness Officer  
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Working language: E

**The Luxembourg Human Rights Commission / Commission Consultative des Droits de l'Homme**

Mme Fabienne ROSSLER, Conseillère  
Commission Consultative des Droits de l'Homme  
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Working language: F/E

**The Northern Ireland Human Rights Commission**

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Northern Ireland Human Rights Commission  
Temple Court, 39, North Street  
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\* \* \*

**NATIONAL NGOs / ONGs NATIONAUX**

**Accademia europea di Firenze (Italy)**

Ms Silvia VOLPI  
Educare ai diritti umani national network  
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## ANNEX III

# Press Release

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### **National commitment and international co-operation are essential for human rights education at school, say participants in Strasbourg meeting**

Strasbourg, 06.11.2007 – Committed, vigorous and concerted national action is essential to ensure proper integration and implementation of human rights education in the school system, participants in a two-day Regional European meeting in Strasbourg concluded today.

"The development of education for democratic citizenship and human rights should be seen as a priority in the best interest of all nations. It contributes positively to the effectiveness of the national education system as a whole, which in turn plays a fundamental role in economic, social and political development," said Ibrahim Wani, Chief of the Research and Right to Development Branch of OHCHR

The event was organised jointly by the Council of Europe, the Office of the UN High Commissioner for Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the OSCE Office for Democratic Institutions and Human Rights (OSCE/ODIHR). Over 200 experts from governments of the Council of Europe and OSCE member states, NGOs and other bodies attended the meeting.

"The protection of Human Rights, democracy and the rule of law are the overall aims of our organisation," said Ólöf Ólafsdóttir, Head of Department of School and Out-of-School Education of the Council of Europe. "Since our mandate is to promote these common values, it is clearly necessary to ensure that these values are properly understood and embraced – through education."

Linda King, Chief of Section for the Promotion of Rights and Values in Education of UNESCO said that many avenues were open for strengthening responsible and coordinated partnerships: "Today, there is a strong call to build enhanced partnerships where each and everyone participates to bring a unique contribution to the cause of human rights education."

The meeting participants also noted significance of promotion of human rights education for ensuring peace and security. "Human rights education is an area widely recognised and accepted by governments and civil society as being instrumental to establishing and maintaining peaceful and democratic societies built on principles of respect for human rights," said Kirsten Mlačak, Head of Human Rights Department of the OSCE/ODIHR.

The co-organisers of this meeting have invited education practitioners to make submissions for a Compendium of good practices in human rights education in the school system, including citizenship education and education for mutual respect and understanding. The aim of this resource, currently under development, is to facilitate exchange of experiences and networking among relevant actors.

Follow up to the Regional European Meeting will be given at the UNESCO International Conference on Human Rights Education in October 2008, which is organised in the framework of the commemoration of the 60<sup>th</sup> anniversary of the Universal Declaration of Human Rights.

The Council of Europe also plans to host an inter-institutional meeting on teacher training in citizenship and human rights education in 2008.

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