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LEARNING EQUALITY,  
LIVING DIGNITY.

## ASSERTING CITIZENSHIP AND HUMAN RIGHTS EDUCATION TODAY

A Consultative Meeting to follow-up on the 2022 Turin Forum on Citizenship  
and Human Rights Education and the 3<sup>rd</sup> review of the  
Council of Europe EDC/HRE Charter

Organised by the Youth Department in co-operation with the  
Education Department of the Council of Europe

23-24 May 2023  
European Youth Centre, Strasbourg

**REPORT**

This report gives an account of various aspects of the consultative meeting. It does not represent the official point of view of the Council of Europe.

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## EXECUTIVE SUMMARY

This report presents the main discussions and findings from the Consultative Meeting ASSERTING CITIZENSHIP AND HUMAN RIGHTS EDUCATION TODAY held at the European Youth Centre in Strasbourg from 23 to 24 May 2023 to follow-up on the 2022 Forum “The art of Learning Equality, Dignity, and Democracy – Forum on the present and future of citizenship and human rights education in Europe” (hereafter as “Turin Forum”) and the 3rd review of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE).

This report summarises the participants’ key proposals, innovative ideas, and recommendations for a roadmap to implement the conclusion of the 3rd review of the Charter on EDC/HRE through the Youth for Democracy programme and in similar proposals to the programme of the Education Department of the Council of Europe.

The meeting was called for by the Joint Council on Youth in view of preparing a “roadmap” to implement the conclusions and recommendations of both the forum and the review, especially in relation to the Human Rights Education Youth Programme (or EDC/HRE within the Youth for Democracy programme.

The programme of the meeting was structured to combine presentations on trends and priorities related to Education for Democratic Citizenship and Human Rights Education; discussions of the implementation of EDC/HRE and its challenges, especially in local context; working groups to develop actions to strengthen the EDC/HRE.

The programme featured a series of presentations and discussions centred on the state of play in the field of Education for Democratic Citizenship and Human Rights Education. Key topics included the Reykjavik Summit results, the significance of citizenship and human rights education with young people, and a reflection on the conclusions and recommendations of the 3rd review of the Charter on Education for Democratic Citizenship and Human Rights Education (hereafter as “the Charter on EDC/HRE”). Additionally, the proposals put forth during the Turin Forum for the future of EDC/HRE were explored, along with an assessment of the current status of the Reference Framework of Competences for Democratic Culture (hereafter as “RFCDC”).

The programme encompassed presentations that focused on the priorities for EDC/HRE within the programmes of various organisations included the priorities and initiatives of Amnesty International, the United Nations Human Rights Office, and the European Wergeland Centre, as well as EDC/HRE activities within the Youth for Democracy and Education for Democracy programmes. The meeting provided also a platform for knowledge exchange, collaboration, and the exploration of synergies between different stakeholders involved in activities for EDC/HRE.

The programme featured dedicated working groups that facilitated reflection and discussion on the present and future of EDC/HRE. The working groups focused on two key areas: the current context for EDC/HRE within Youth and Education programmes and the identification of common objectives and priorities for stakeholders in the field of EDC/HRE.

## INTRODUCTION

Education plays a key role in the promotion of the core values of the Council of Europe: democracy, human rights, and the rule of law, as well as in the prevention of human rights violations. The [Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#), adopted by the Committee of Ministers in 2010, stresses the complementary role of the formal and non-formal education actors in promoting education for democratic citizenship and human rights education (EDC/HRE). The Charter on EDC/HRE asks member states frame their policies, legislation and practice with the aim to *provide every person within their territory with the opportunity of education for democratic citizenship and human rights education*.

The purpose and principles of the Charter on EDC/HRE have lately been translated into the [RF CDC](#) important tool that was designed to help the educational institutions in implementation of the Charter on EDC/HRE. The RF CDC provides a systematic approach to designing the teaching, learning and assessment of competences for democratic culture, and introducing them into education systems in ways that are coherent, comprehensive, and transparent.

The Council of Europe youth sector has remained committed to provide the platform for youth organisations and networks to develop EDC/HRE with young people, mainly through its [Human Rights Education Youth Programme](#). The programme has focused on key resources for capacity-building and advocacy, chiefly [Compass](#) and [Compasito](#), manuals on human rights education with young people and with children, respectively. They are complemented by a programme of [Compass national training courses, study sessions and related activities](#) at the European Youth Centres. The [Youth Sector Strategy 2030](#) confirmed the central role of human rights education as a part of the priority of supporting young people's access to rights, namely by

increasing capacity building and resources for youth organisations and other relevant stakeholders to provide human rights education and advocate access to rights.

### The Consultative meeting

The Council of Europe organised the Consultative Meeting Evaluation and Follow-up to the Turin Forum to take stock of the results of the Review of and the Turin Forum. The meeting discussed the results and conclusions of the Review of the Charter on EDC/HRE and the Turin Forum in order to prepare a roadmap for Council of Europe's work in the field of human rights education and education for democratic citizenship.

The meeting took place in a social and political context that is possibly less favourable than before and dominated by the ongoing armed aggress of the Russian Federation against Ukraine, the climate crisis and growing levels of inequalities which undermine the foundations of democratic societies. To quote the participants of the Turin forum:

Practitioners and learners need to be supported and guaranteed the freedom to define and address the most burning issues within their communities, rather than authorities cherry-picking the most comfortable and appealing topics for them. These harsh realities, as well as emerging opportunities, galvanize and raise our voices in support of human rights and EDC/HRE. If there were setbacks and impediments previously, now we have to strongly assert our values.

Objectives of the consultative meeting:

- To reflect and analyse the results, conclusions and recommendations of the 3<sup>rd</sup> Review process of the Council of Europe Charter on EDC/HRE and of the [Turin Forum](#) while taking into account the results of the 4<sup>th</sup> Summit of the Council of Europe;
- To make proposals for follow-up for the Council of Europe's work in the field of EDC/HRE for next 5 years and connect them to priorities and programme of the Youth and Education departments of the Council of Europe;

- To discuss ways to renew the Human Rights Education Youth Programme, as one of the ways to further action at national and international level to improve the provision and quality of citizenship human rights education in member states.

The meeting resulted, among others, in the proposal to the Joint Council on Youth of a roadmap to implement the conclusion of the 3<sup>rd</sup> review of the Charter on EDC/HRE through the Youth for Democracy programme and in similar proposals to the programme of the Education Department of the Council of Europe.

## **Participants**

The consultative meeting brought together 30 experts representing the wide range of stakeholders involved in citizenship and human rights education in the Council of Europe:

- Youth organisations and other civil society actors implementing citizenship and human rights activities within the Youth for Democracy programme;
- Experts of the European Steering Committee for Youth, of the Advisory Council on Youth and of the Steering Committee on Education;
- Representatives of the partners of the 2022 Turin Forum, chiefly Amnesty International (International Secretariat and AI Italy)
- Experts involved in the review of the EDC/HRE Charter and in the Turin Forum;
- Human rights educators and activists.

## THE STATE OF PLAY IN THE FIELD OF EDC/HRE

### The Reykjavik Summit, citizenship and human rights education and the role of young people

The [4<sup>th</sup> Summit of the Council of Europe](#) was held in Reykjavik from 16 to 17 May 2023. The Summit presented itself as a *"historic opportunity for the Council of Europe to refocus its mission, in the light of new threats to democracy and human rights, and to support Ukraine"*. *The summit should reflect and address the challenges above-mentioned and assign an important role to citizenship and human rights, and to the agency of young people.* The consultative meeting is thus an opportunity to take into account the outcomes of the summit in relation to EDC/HRE.

One of the outcomes of the Summit is Reykjavík Principles for Democracy, confirmed by the Heads of State and Government. Together, the participants of the Summit committed to the 10 Reykjavik Principles for Democracy, three of which highlight the role of EDC/HRE:

- invest in a DEMOCRATIC FUTURE by ensuring that everyone is able to play their role in democratic processes. Priority will be given to support the participation of young persons in democratic life and decision-making processes, including through education about human rights and core democratic values, such as pluralism, inclusion, non-discrimination, transparency and accountability;
- reaffirm that CIVIL SOCIETY is a prerequisite for a functioning democracy and commit to supporting and maintaining a safe and enabling environment in which civil society, as well as human rights defenders, can operate free from hindrance, insecurity and violence;
- ensure FULL, EQUAL AND MEANINGFUL PARTICIPATION IN POLITICAL AND PUBLIC LIFE for all, in particular for women and girls, free from violence, fear, harassment, hate speech and hate crime, as well as discrimination based on any ground.

It should be noted that these principles are necessary for implementation not only by the Council of Europe itself but mostly by the member states. In practice, within the Council of Europe, young people are invited to actively participate in the development and discussion of policies and documents of the organisation and intergovernmental work, nevertheless the Council of Europe stresses the importance of the participation of young people in member states and at the local level.

### Recalling the conclusions and recommendations of 3<sup>rd</sup> review of the Charter on EDC/HRE

The Council of Europe has conducted reviews of the implementation of the Charter on EDC/HRE in member states to support its implementation, encourage evaluation of national strategies and policies in member states as well as supporting co-operation among national stakeholders, from both governmental and non-governmental sectors. The reviews allow also for an updating of the trends, challenges and innovations in policy and practice of human rights education.

[The third and the latest review cycle](#) of the Charter on EDC/HRE considered the extent to which the issues identified and recommendations from the last review cycle (2016) have been addressed. Three main aims guided the review process:

- further strengthening the Charter on EDC/HRE implementation;
- supporting the development of strategic goals for the next five years, and
- facilitating the development of national indicators/benchmarks/priorities that can allow assessing progress achieved and guiding further action at national and international level.

The key findings of this review address the three main aims stated above, along with the recommendations stemming from the review process and the conclusions of the Turin Forum:

1. While substantial progress was observed in terms of the inclusion of EDC/HRE in European education systems, a systemic approach specifically addressing HRE is still absent in most

education policy frameworks.

*Recommendation: Emphasis should be given to the relevance of EDC/HRE at the national and local levels of policy action, without losing sight of the universality of human rights values.*

2. In formal general education and initial vocational education and training (hereafter as "VET"), the persisting challenge is to provide access to EDC/HRE to students in school-based VET, that are perceived as not as open to including EDC/HRE in the curriculum.  
*Recommendation: EDC/HRE should be present across all levels of education, but particular attention should be paid to VET and higher education.*
3. In a majority of countries there is still work to do in relation to democratic governance, involving all actors – e.g., students, teachers, parents, school leaders, etc.  
*Recommendation: Schools are important learning environments. They should be encouraged to move away from the "tokenistic" approach to EDC/HRE in favour of long-term strategies and programmes. Youth workers and other EDC/HRE practitioners can have a key role in supporting schools to build a more democratic environment.*
4. Co-operation between governmental agencies and civil society organisations, NGOs, and other community organisations was pointed out as a key challenge by the focus groups participants.  
*Recommendation: Parents are one of the hardest groups to reach according to NGOs and youth organisations. Strategies and tools to help parents and the broader community to understand the value of EDC/HRE need to be developed.*
5. Supporting teachers in the acquisition of knowledge, skills, and attitudes to address EDC/HRE in the classroom remains a key challenge, in particular when it comes to teachers translating EDC/HRE policies into practice.  
*Recommendation: Teachers' involvement not only in training opportunities, but also in the policy design and implementation processes, could help to improve the provision of EDC/HRE at school.*
6. Much as in the last review cycle, higher education and research are still underlined as areas of particular importance for EDC/HRE. Data collected for this review shows that progress made in terms of provision of EDC/HRE in higher education is still limited.  
*Recommendation: Research should be a key area of further action in the next five years. Gathering data on EDC/HRE implementation across sectors would allow to systematise and exchange good practices.*
7. Learner assessment in EDC/HRE remains an area for further improvement. While there has been progress as described in the last Eurydice report (2017), countries have provided very little information on assessment methods aligned, in particular with regard to student assessment in initial VET.  
*Recommendation: Recent guidelines support the implementation of the RFCD as research on appropriate assessment methods for EDC/HRE.*
8. Both NGOs and youth organisations consider the lack of training opportunities for educators and youth workers to be a fundamental challenge, although NGOs are still the leading providers of capacity-building opportunities at the national level.  
*Recommendation: training should have greater presence in initial teacher education (ITE) and training for teacher educators (e.g. university lecturers, teacher trainers, etc.).*
9. Pre-primary education is not compulsory in many countries and often there are no specific national standards regarding EDC/HRE. When it comes to higher education and initial VET, EDC/HRE training is moderately accessible both to VET students and teachers-in training.  
*Recommendation: Particular attention should be paid to VET and higher education, two areas where EDC/HRE is still lagging behind, and key educational actors should have a greater involvement in decision making processes regarding EDC/HRE.*
10. Policy makers, youth organisations, and NGOs see the consequences of the COVID-19 pandemic as having created important challenges for EDC/HRE implementation.  
*Recommendation: The impact of the COVID-19 pandemic on provision and quality of EDC/HRE should be considered in the development of strategic goals for the upcoming five-year cycle.*

11. There are several common challenges to policy implementation process in EDC/HRE and that should be considered in the development of indicators and priorities at the national level. These challenges relate to:
- Conceptual discrepancies about EDC/HRE;
  - Lack of monitoring and evaluation data;
  - Unequal access to EDC/HRE for vulnerable groups;
  - The need for more co-operation between and within sectors (e.g. government, civil society, private sector, etc.);
  - Funding.

More information at the website [the Report of the 3rd Review of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#).

## The proposals of the Turin Forum for the future of EDC/HRE

As a direct contribution to the Review process, [Turin Forum](#) was organised to share the initial results of the 2022 Review of the Charter on EDC/HRE and to use this as a basis for critical reflection, sharing and planning to strengthen EDC/HRE.

Over 300 stakeholders and partners from a variety of sectors and from all member states took part in the event, both in-person and online. Participants included representatives of public authorities in charge of education and youth, national human rights institutions, international institutions, education institutions, education professionals, including youth workers and trainers, as well as representatives of civil society and media from 45 countries of the Council of Europe and beyond.

Participants also made recommendations for strategic action to be undertaken by the Council of Europe, intergovernmental organisations, member states, including actors such as schools and higher education institutions, and civil society organisations in strengthening EDC/HRE.

### 1. EDC/HRE curriculum policy

EDC/HRE providers, authorities and academia should urgently recommit in their co-operation and joined strategy for more sustainable EDC/HRE practices and comprehensive policy framework based also on reflection, research and monitoring of its impact.

Recommendations for strategic actions:

- Develop a binding instrument on EDC/HRE;
- Increase efforts to implement the Charter on EDC/HRE and support training on the RFCDC;
- Take further steps to integrate EDC/HRE into the formal education sector, fostering synergy between the formal and nonformal education sectors;
- Clarify what is quality HRE and central to EDC/HRE.

### 2. Localisation of EDC/HRE practices

All stakeholders should deliver EDC/HRE based on the standards set by European and international organisations but focus strongly on the local dimension through partnerships with local authorities and civil society organisations.

Recommendations for strategic actions:

- Involve young people as activists and advocates for EDC/HRE;
- Support schools and educators in addressing controversial and sensitive topics and ensuring safe and inclusive spaces for dialogue;
- Guarantee the safety of teachers, academics and researchers to carry out their work.

### 3. EDC/HRE in the initial and in-service training of teachers and youth workers



The policies and practices related to pre-service education and trainings for those actively working in the formal and non-formal education sectors should be strengthened.

Recommendations for strategic actions:

- Make quality EDC/HRE mandatory in all pre-service teacher training;
- Carry out capacity-building of EDC/HRE stakeholders, including school leaders, youth workers and young people;
- Promote the use of existing EDC/HRE tools;
- Develop an evaluation framework for EDC/HRE performance that can be used for self-assessment and continuing improvement.

#### **4. EDC/HRE and the whole school approach**

A range of stakeholders could support successful implementation of the whole school approach in supporting the lived experiences of EDC/HRE among all members of the school community.

Recommendations for strategic actions:

- Make use of existing resources for the EDC/HRE whole school approach, including child-friendly and human rights-friendly schools;
- Use whole school approaches to promote meaningful youth participation (especially disadvantaged youth) and engagement with parents, municipal authorities and civil society organisations (hereafter as "CSOs");
- Assemble evidence-based research on the effectiveness of whole school approaches for achieving EDC/HRE goals in the school community.

#### **5. EDC/HRE in the non-formal education and youth sectors**

EDC/HRE with youth, working within the non-formal education sector should be strengthened.

Recommendations for strategic actions:

- Strengthen the recognition of the work of youth organisations and non-formal education providers;
- Encourage co-operation between the youth sector and the education sector at all levels, including joint planning in national plans related to EDC/HRE;
- Make available sustainable funding for HRE in the non-formal education sector.

#### **6. EDC/HRE with disadvantages groups and in context of crisis**

A range of recommendations related to EDC/HRE during times of crises and for disadvantaged groups came out of workshop sessions, related to inclusion and the development of crisis management plans. Attention should be paid to:

- Ongoing challenges of racism, antisemitism and attacks on gender equality;
- Needs of migrants and refugees, including those fleeing armed conflict;
- Climate crisis.

A document regarding the [General Conclusions of The Forum on the Present and Future of Citizenship and Human Rights Education in Europe with Young People](#) is available by the link.

### **State of play and review of the Reference Framework of Competences for Democratic Culture (RFCD)**

There 26th session of the Council of Europe Standing Conference of Ministers of Education is under preparation; it will be held on 28-29 September 2023 in Strasbourg, France.

The Draft of Education Strategy called "Learners first: education for today's and tomorrow's democratic societies" will be adopted during the Conference and focus on:

- Renewing the democratic and civic mission of education;

- Enhancing the social responsibility and responsiveness of education;
- Developing a human rights-based perspective on the digital transformation of education.

[RFCDC](#) is a set of materials that can be used by education systems to equip young people with all of the competences that are needed to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies. It is intended for use by education policy makers, especially those working within ministries of education, and by education practitioners in all sectors of education systems, from pre-school through primary and secondary schooling to higher education, including adult education and vocational education.

It is planned to develop before the Conference in September a (draft) Monitoring report on the implementation of the RFCDC, as well as a new legal instrument on education for democracy based on the Charter on EDC/HRE and the RFCDC to strengthen the democratic culture in member states and give further impetus to its implementation.

## **PRIORITIES FOR CITIZENSHIP AND HUMAN RIGHTS EDUCATION IN THE PROGRAMME OF PARTNER ORGANISATIONS**

### **Amnesty International**

Human rights education is core to the work carried out by [Amnesty International](#). In 2022 across the Amnesty movement, more than 4.1 million people were reached through human rights education, more than 650,000 across Europe and Central Asia.

Amnesty International advocates for a holistic approach to high-quality human rights education as it is a powerful tool which helps prevent future human rights violations and violence, as well as fight racism, extremism, xenophobia, discrimination, and intolerance.

Amnesty International human rights education covers multiple topics, such as the right to peaceful protest, combating gender-based violence, refugee rights, and climate justice, to name a few. Amnesty International works with children, young people, and adults, with the majority of those reach being children and young people. Last year, 55% of Amnesty International human rights education took place in formal education.

Education for and about human rights remains an imperative as we see a continued deterioration of respect for human rights across the globe. As Amnesty International's most recent annual report highlights, shrinking civic space, conflict, the climate crisis, and discrimination led to mass violations of human rights in 2022.

New and protracted conflicts led to appalling human tragedies. The Russian invasion of Ukraine has resulted in grave violations of humanitarian and human rights law, and seen millions forcibly displaced within Ukraine and across its borders as refugees in many European countries. HRE has a significant role to play in the context of conflict and displacement, and the support of the Council of Europe to teachers and educators in Ukraine who continue delivering human rights education in the context of war is vital, as is education on refugee rights.

In countries which are now hosting refugees fleeing Ukraine, Amnesty HRE have adapted their work and made efforts to respond and provide support. Amnesty Moldova implemented a project called "Child Human Rights Defenders: Help me claim my rights!", which enabled discussions for students between the ages of 13 and 18 about mental health and children's struggles as a consequence of the war in Ukraine.

In addition, repression of freedom of expression, association and peaceful assembly, including protests is growing globally. The right to protest and freedom of expression are under attack in many European countries. Shrinking civic space is a major concern and focus for Amnesty International, with a new 5 year flagship campaign, Protect the Protest launched last July, that includes human rights education work, not only globally but also with our regional and national work in Europe.

Through our human rights education work Amnesty will continue to bring a focus on the rights of refugees, next month we will launch a new e-learning course on Refugee Rights on Amnesty's Human Rights Academy. Even more pressing is the work of countries hosting refugees, such as Poland and Hungary. Amnesty colleagues in these countries are strengthening their work in this area, often in very challenging environments for human rights education when the legitimacy and importance of non-governmental organisations working on human rights education in schools are under increasing restrictions.

Amnesty International recommend that the Council of Europe:

- Adopts a holistic approach to human rights education, using the different tools it has available including the binding judgments of the European Court of Human Rights, in particular those relevant for HRE (freedom of association, expression, assembly, LGBTI, gender violence); and the recommendations of its different bodies including the Commissioner for Human Rights; and crucially its co-operation projects to reach out at national level where support for formal and nonformal human rights education is very much needed. Like Human Rights Defenders and journalists, many human rights educators are under threat today and need the Council of Europe's support.
- Recognises the importance of freedom of expression and the right to peaceful assembly and supports this as a priority area within human rights education.
- Address challenges to human rights education considering the national context to ensure an enabling environment for teachers, educators and students alike, so that they can learn and claim their rights effectively. Again, the European Court of Human Rights judgments offer excellent guidance and should be translated for non-lawyers – that is what Amnesty has done with the Human Rights Workout.
- Support teachers and educators in Ukraine who continue delivering human rights education in the context of war, and education on human rights in the context of conflict as a topic in general.
- Support and legitimise NGOs working on human rights education, those working in difficult environments or who may be teaching about human rights issues that are seen as "not popular", "foreign", against "family values" etc. The Council of Europe should be doing its utmost to support them.
- Continue inviting Human Rights Defenders and Educators from Belarus and Russia (or living in exile) to Council of Europe programmes as their experience of human rights education in totalitarian countries is useful for others.

## The UN Human Rights Office (OHCHR)

[OHCHR](#) coordinates [the World Programme for Human Rights Education](#) (2005-ongoing), launched by UN General Assembly to advance national implementation.

- First phase (2005-2009). Human rights education in primary and secondary education.
- Second phase (2010-2014). Human rights education in higher education. Human rights training of civil servants.
- Third phase (2015-2019). Human rights training for media professionals and strengthen first/second phases.
- Fourth phase (2020-2024). Human rights education for youth.

Global Human Rights Education priorities are:

- Development/dissemination of guidance materials on effective HRE methodology and evaluation;
- Facilitating information sharing and networking among all actors, including through dedicated online resources (library catalogue, database of HRE programmes, materials, and institutions);
- Identification, documentation, and dissemination of good practices/impact stories by all actors (compilations/meetings);
- Building the capacities of human rights educators, trainers, and other educators.

This year OHCHR has launched a special Human Rights initiative which is related to the 10th anniversary of the University of the College of Human Rights that starts in December. This special Human Education Human Rights initiative is a global campaign of OHCHR which has some monthly thought life on specific issues. The HRE with young people is top line for December 2033 and an opportunity for innovation, for the collaboration for HRE.

## European Wergeland Centre (EWC)

[EWC](#) promotes education as a path to democracy and human rights. The center is established by the Council of Europe and Norway and its work is based on the Council of Europe standards and materials, as well as research and its expertise from practice.

The main directions and their challenges are:

1. *Trusting that my voice matter and that I can make a difference.* However, many young people do not trust that they can participate and have lack trust in institution's ability to change.
2. *Living together in multicultural societies where human rights are respected.* Obstacles to this are racism and discrimination, radical nationalism when the groups are excluded on racial, ethnical, cultural grounds. In addition, the consequences of the war became noticeable.
3. *Providing education for democracy and human rights for all.* However, education for democracy and human rights is not a political priority in member states, as well as the governments do not sufficiently recognise or support the role of civil society in educating for democracy and human rights. There is lack of understanding of the vital role of education in building democracies and the potential role of education to building down democracy.
4. *Supporting educators with practical democracy and human rights education.* Through partnerships EWC strengthen the competences of "significant others" in young people's lives, such as youth leaders, teachers and parents. But also, there are learning and teaching materials, training programmes, meeting places for exchange and sharing experiences with practitioners.
5. *Strategies and tools for strengthening young people's political efficacy; creating inclusive learning environments and teaching controversial issues; addressing hate speech through the human rights lens; teaching about terrorism and extremism.*
6. *Making education for democracy and human rights a political priority* through communication with policy makers on the vital role of education in building strong democracies and building strategic partnerships with institutions and organisations with similar aims.

## EDC/HRE IN THE PROGRAMMES YOUTH FOR DEMOCRACY AND EDUCATION FOR DEMOCRACY

### Activities of the Council of Europe Youth Sector

[The European Youth Foundation \(EYF\)](#) is a fund established in 1972 by the Council of Europe to provide financial and educational support for European youth activities. Only youth NGOs from the 46 Council of Europe member states, as well as the European Cultural Convention Signatories: Belarus, Kazakhstan, the Holy See, and the Russian Federation, can apply to the Foundation.

EYF has an annual budget of approximately 3.8 million Euros, which is mainly made up of obligatory contributions from each Council of Europe member state:

- to make the voice of youth heard at a top decision making level;
- [managed by both youth non-governmental organisations \(NGOs\) and government representatives](#), who decide and monitor the Council of Europe's Youth programme;
- to support European non-governmental youth organisations and networks;
- to promote peace, understanding and respect.

Since 1972, more than 300 000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF supported activities.

Currently the EYF team is improving its services to be more accessible for youth NGOs in providing support for EDC/HRE activities.

[Democracy Here |Democracy Now](#) is a Council of Europe project coordinated by the [Youth Department](#) and aiming at revitalising democracy through strengthening mutual trust between young people and democratic institutions and processes. The activities of the project are connected to EDC/HRE as they aim to strengthen democracy at local, national, and international levels.

In 2023, the following activities are carrying out within the framework of the project:

- [Training course “Young activists for democracy”](#) (28 May - 4 June, European Youth Centre in Strasbourg);
- [Seminar on the role of local youth councils in strengthening democracy](#) (27-29 June, European Youth Centre in Strasbourg);
- Development of the new [Compass](#) section on digital citizenship and related educational activities (June-September);
- Action month of Democracy at local, national, and international levels (15 September - 15 October);
- The project implementation connected with some activities of the Youth for Democracy programme and the bilateral projects.

Besides, the Council of Europe Youth Department has bi-lateral projects within Action Plans (Azerbaijan and Ukraine) and has a recent project in the co-operation programme with Serbia that built around the publication of Compass in Serbian. The projects have a component to promote citizenship and human rights education as a civic engagement and participation of young people based on the [Compass Manual](#). The Project “[Youth for Democracy in Ukraine: III Phase](#)” is carried out activities to mainstream EDC/HRE in youth work in war in Ukraine.

The Council of Europe Youth Department recognises the importance of access to EDC/HRE educational materials and their availability in local languages that should motivate and practically support the development of quality in non-formal education activities with young people in member states. Besides the Serbian version, the translation of Compass is planned in Georgian and Armenian.

The [Advisory Council on Youth \(CCJ\)](#) as the non-governmental partner in the co-management structure of the Council of Europe’s youth sector promotes HRE mainstreaming in all national youth policies and youth work practices, national action plans on EDC/HRE, as well as support for NGOs and co-operation with local authorities. At the same time, considering its mandate, CCJ advocates for the accessibility of HRE, especially the translations of educational materials with a focus on minority languages, trainings at the national and local levels, inclusion of HRE in national educational curricula.

### The Council of Europe Education for Democracy programme

The Council of Europe Education Department’s programme aims to help develop a culture of democracy through quality education that may be achieved through intergovernmental co-operation and by favouring exchanges of information and innovative policies and practices at pan-European level, as well as peer-to-peer learning among member States. The [Steering Committee for Education \(CDEDU\)](#) prepares an operational programme focusing on key educational issues that require action. Several groups of experts are designated for each project that include government experts nominated by national authorities and independent experts selected by the Council of Europe Secretariat.

The programme is supported, among others, by the EWC in Oslo, which develops education for intercultural understanding, human rights, awareness of democratic culture and the need for intercultural dialogue among professionals in all areas of education.

Within the framework of formal and non-formal education, the Education Department is carrying out RFCDC that helps to create education which ensures that humanity flourishes, that the individual’s human rights are protected and that democratic values are expressed through public bodies and other institutions that affect citizens. RFCDC, with its competence model and descriptors, provides a means of realising the principles of the Charter on EDC/HRE and of the Council of Europe’s call for quality education.

The underlying aim of RFCDC is the empowerment of young people, as well as the underlying goal is to offer national education systems a framework that can be used to empower young people. In particular, RFCDC can be used to endow young people with the ability to function as autonomous social agents who are capable of choosing and pursuing their own goals in life, within the framework that is provided by democratic institutions and respect for human rights.

The Role of RFCDC in this regard:

- Practical tool for implementation of the Charter on EDC/HRE.
- Entry point to EDC/HRE, [Sustainable Development Goals](#), [Global citizenship education](#), etc.
- Instrument to measure HRE teaching, learning and assessment levels, practical checklist.

More practical information at the [Living Democracy website](#).

## **REFLECTION ON PRESENT AND FUTURE OF EDC/HRE IN WORKING GROUPS**

### **The current context for EDC/HRE**

In the first day of the meeting, the participants were invited to reflect on an evaluation of the Turin Forum, as well as the following questions throughout the small working groups:

- What has changed in the context for EDC/HRE since Turin Forum?
- What new/old challenges have appeared?
- What opportunities (including achievements) have appeared?

The participants' viewpoints as expressed in the group were the following:

Since the Turin Forum, the scope of activities on EDC/HRE has been expanded from non-formal to formal education, aiming to achieve a balance. This expansion is supported by various trends, including the initiation, and strengthening of dialogues between the governments and NGOs, the recognition of necessity for physical meetings and events, the promotion of socialising, active participation in social processes following the COVID-19 pandemic, and an emphasis on higher youth participation.

The past and present challenges for EDC/HRE encompass a decline in political participation and the occurrence of significant events such as the war in Ukraine, democratic backsliding, the climate crisis, and the rise of nationalism.

The changes in the context for EDC/HRE since the Turin Forum include the incorporation of parents into EDC/HRE activities and the acknowledgment of the pupils' environment, encompassing both their families and teachers. Additionally, there has been a focus on localizing HRE initiatives with the active involvement of young people.

The group of experts and partners who participated in the Turin Forum evaluated it and drew the following conclusions:

- Connection between arts, culture and HRE are stronger and need to be used;
- Partnerships can be improved with different stakeholders;
- Involvement of the Council of Europe Education department can be more proactive bringing significant input;
- Backsliding of democracy is directly connected to EDC/HRE activities;
- Mainstreaming of HRE in youth policy programmes remains very important and necessary;
- Renewing of the co-operation between partners, actors of HRE (activity in 2025) are significantly important.

### **Identifying common objectives and priorities**

The participants engaged in group discussions focused on imagining a better future for societies with EDC/HRE. This exercise aimed to generate meaningful insights and perspectives that would subsequently inform the development of a comprehensive roadmap. The outputs of these group

discussions were prepared presentations, which served as precursors to the subsequent roadmap creation process.

*A neighbourhood where people say "hello" to each other, share, participate and create through the development of current schools or communities into value-based places where human rights values are present, and everything is designed around them.*

1. Cultivating Social Cohesion: promoting the establishment of cohesive neighbourhoods where individuals actively engage and participate.
2. Holistic Approach in Education: implementation of a comprehensive educational framework that integrates human rights values into existing schools and communities, fostering an environment where these values permeate every aspect of life.
3. Mainstreaming EDC/HRE in Formal Education: embedding EDC/HRE into the formal curriculum, with particular emphasis on schools and youth work practices at national and local levels, following national contexts.
4. Central Role of Monitoring: assigning a monitoring role, ensuring the alignment of all components with EDC/HRE principles, and facilitating their integration.
5. Integration of EDC/HRE into the Formal Education System: introducing EDC/HRE as a standalone subject in the formal education system, encompassing a comprehensive curriculum.
6. Enhanced Accessibility of EDC/HRE Materials: facilitating wider access to EDC/HRE educational resources by translating materials, such as Compass and Compasito, into local languages, especially targeting minority communities.
7. Collaboration with NGOs and Youth Organizations: facilitating collaboration and partnership between educational institutions and non-governmental organizations (NGOs) and youth organizations, fostering collective efforts towards EDC/HRE goals.
8. EDC/HRE for State Administration: engaging governments and state administrations in EDC/HRE initiatives, promoting their understanding and adoption of HRE, thereby influencing societal approaches.
9. Inclusive Civic Engagement: promoting gender equality as an integral topic within formal civic education, alongside discussions on hate speech and war crimes.
10. Unified EDC/HRE Program for Schools: implementation of EDC/HRE programmes in schools, with a primary focus on raising awareness and nurturing socially responsible individuals committed to democratic citizenship.
11. Ongoing Evaluation: conduct regular questionnaires among students, parents, and educational staff to monitor and evaluate the implementation of EDC/HRE initiatives.
12. Mandatory HRE Trainings: mandating HRE trainings for individuals who deviate from societal norms, aiming to educate and involve them, while also raising awareness among the general population through media campaigns about the concept of HRE.

*A holistic approach to HRE is the key to dealing with challenges*

1. Holistic Approach to HRE: emphasising a holistic approach to HRE as the strategy for effectively addressing the challenges.
2. Formal and Non-formal Education co-operation strategy: establishing a co-operative framework that recognises the value of non-formal education and involves HRE in the decision-making process, ensuring a cohesive strategy for collaboration.
3. Stakeholder Network: the creation of a participatory network of diverse stakeholders, operating

at international and regional levels, to form a coalition for advocacy and problem-solving. This network will consist of actively engaged professionals in the field, offering support for local and regional issues.

4. **Enhancing National-Level HRE Activities:** promotion of the expansion of HRE activities within national contexts, considering the specific circumstances and prioritising the fundamental right to freedom of assembly. Topics such as violence against women, LGBTQ+ rights, and anti-Semitism should be extensively addressed, emphasising that member states must fully implement all aspects of human rights without "cherry-picking".
5. **Peace Education and Online Spaces:** integrating peace education into HRE programs, while recognising the significance of online spaces as a critical platform for HRE in the contemporary landscape.
6. **Inclusive Approach to HRE:** implementing an inclusive approach to HRE, involving various sectors such as media, youth work actors, formal and non-formal education, among others, to ensure comprehensive coverage and dissemination.
7. **Support for Human Rights Educators and NGOs:** providing substantial support for human rights educators and NGOs, particularly those facing challenges or attacks, as their work is indispensable for effective education and advocacy efforts.
8. **Funding for Youth Organizations and Research:** allocating sufficient funding for youth organisations and research initiatives, acknowledging their crucial role in advancing HRE and fostering informed engagement.
9. **Regular Trainings and Meetings:** ensuring consistent and regular capacity-building training courses in all member states, adhering to universal standards while considering local contexts. These sessions should be readily accessible, fully funded, and responsive to changing local realities.
10. **Adaptability and Flexibility:** maintain an adaptable and flexible approach to HRE, recognising the need to respond to rapidly evolving local dynamics. Training programmes should be revised periodically to address emerging issues effectively.
11. **Resource Centres and Spaces:** establishing resource centers and dedicated spaces for HRE activities, including meetings, trainings, and engagements. These physical spaces are crucial for fostering collaboration and providing a conducive environment for meaningful interactions.
12. **Mainstreaming HRE in Various Sectors:** promoting the mainstreaming of HRE beyond the education sector, extending its reach into cultural, artistic, sporting, and media domains. This broad dissemination will ensure widespread awareness and integration of human rights principles in diverse aspects of society.

*A society where voice matters and youth is the main agent. A vision for Youth-Driven EDC/HRE.  
Moto "Make the world to be the swimming pool where everyone can swim freely"*

1. **Youth-Centric Approach to EDC/HRE:** envisioning an approach to EDC/HRE that places youth at the forefront, catering to their unique interests and addressing their specific needs. This approach is particularly crucial for vulnerable young people.
2. **Inclusive Access through Translations:** ensuring the broad accessibility and inclusivity of HRE education materials, such as Compass and Compasito, by undertaking translations into languages spoken by minority and migrant communities. By doing so, we can break down linguistic barriers and promote equal participation.
3. **Expert Teachers for Effective Instruction:** promoting the expertise of teachers within member states, who possess comprehensive knowledge and pedagogical strategies for effectively addressing controversial topics within school environments. Their proficiency will ensure the successful dissemination of EDC/HRE principles.



4. **Creating an Enabling Environment:** establishing an appropriate environment conducive to the advancement of EDC/HRE initiatives. This includes the development of dedicated human rights houses, implementation of strategic political frameworks, comprehensive training programmes, well-connected networks, robust funding mechanisms, and access to essential educational tools.
5. **Mainstreaming EDC/HRE in Policies and Institutions:** embracing the mainstreaming of EDC/HRE by integrating it into policies and forging strong connections among relevant institutions. By doing so, we can ensure a cohesive and comprehensive approach that permeates all levels of education and society.
6. **Addressing Pressing Challenges:** effectively addressing challenges, such as colonialism, climate change, proselytism, ethnocentrism, LGBTQ+ phobia, gender inequality, and racism, through targeted EDC/HRE strategies. By tackling these issues head-on, we can foster a more inclusive and rights-based society.
7. **Allocating Resources and Funding:** allocation of necessary resources and funding to support the successful implementation and advancement of EDC/HRE initiatives. Adequate financial backing is vital to sustain and expand these endeavors.
8. **Safeguarding Autonomy and Collaboration:** safeguarding the autonomy and community of CSOs and academic institutions engaged in EDC/HRE work. This involves protecting their independence and promoting collaboration to effectively advocate for democratic values.
9. **Promoting Strong Co-operation:** promoting a clear focus on fulfilling the democratic needs of society by fostering strong co-operation between NGOs. Collaborative efforts among these organisations are crucial for the effective delivery of EDC/HRE initiatives and the realization of democratic ideals.
10. **Visible Presence and Integration:** ensuring the visible presence of EDC/HRE values, themes, and practices in various public domains. This entails disseminating these principles through diverse channels and linking them closely with formal schooling systems and lifelong learning initiatives.
11. **Cultivating a Shared Democratic Perspective:** fostering a shared democratic perspective among individuals and communities, empowering them to actively participate in democratic processes. By nurturing this collective mindset, we can strengthen democratic values and principles.
12. **Encouraging Responsibility, Trust, and Respect:** encouraging a sense of responsibility, trust, and mutual respect among all individuals. By fostering these qualities, we can create a harmonious society founded on democratic principles and inclusive citizenship.
13. **Promoting Joy and Fulfilment:** recognising the transformative potential of these initiatives to enrich the lives of individuals and contribute to the collective well-being of society.

The working group on the second day undertook the important task of translating visions of the desired future into a practical and achievable roadmap that can be effectively implemented by EDC/HRE actors and practitioners.

## **RECOMMENDATIONS FOR STRATEGIC ACTIONS**

### **Asserting citizenship and human rights education in the next five years**

The working groups aimed to support the creation of the roadmap taking into account and making use of the ideas generated in previous working groups focusing on quality. The working groups took into account the [Draft Guidelines and Proposals for the Future of EDC/HRE](#) developed with the proposals of the participants of the Turin Forum. Participants worked in 4 thematic groups:

- Localization of HRE;
- EDC/HRE and the whole school approach;
- EDC/HRE in the non-formal education and youth sectors;
- EDC/HRE with disadvantaged groups and in contexts of crisis.

The working groups have resulted in proposals for further work, outlined in the following part of this report, specifically regarding further actions in the next five years. Each area contains proposals for advocacy measures, resources, opportunities, and innovations, as well as commitments of participants to take steps.

## **Localisation of HRE**

*Advocacy measures should be taken by the Council of Europe, member states, international organisations and civil society organisations:*

- Advocate HRE as a political priority at the local and regional levels, in member states and for the Council of Europe itself;
- Develop a “non-negotiable” curriculum on HRE that can be used in every member state that can also be relevant for the local context and include those issues that are perceived to be “foreign” or “not relevant” for some member states’ political agendas, e.g., non-discrimination, gender issues, freedom of religion, minority rights, migration, the context of war, freedom of expression, freedom of assembly, freedom of association.

*Resources and activities are necessary for the implementation of EDC/HRE in the local context:*

- Evidence-based research on the challenges in EDC/HRE that need to be addressed at the national and local levels;
- Review of Compass and other education resources including or extending those rights such as freedom of assembly, LGBTQ+, and other critical issues, as well as use the relevant jurisprudence of the Court explaining it to people without a professional background in law;
- Translation of the education resources on EDC/HRE into local languages including minority languages;
- National guidelines and frameworks on EDC/HRE considering local context adapted to the national level for a sense of ownership of materials;
- Funding for EDC/HRE activities through the inclusion of EDC/HRE component into the Council of Europe co-operation projects, activities, action plans in member states;
- Trainings and MOOCs (massive open online courses) include key standards explained in an easy way for everyone to grasp;
- Support networking amongst the different EDC/HRE stakeholders;
- Strengthen Council of Europe external offices, youth centers and youth council, where these exist, to deliver and facilitate EDC/HRE;
- [School of Political Studies](#) in member states.

*Innovative actions for localization of EDC/HRE:*

- Develop and strengthen the platforms to protect and defend human rights educators and teachers, who should benefit from the same protection given to human rights defenders and journalists, considering the growing obstacles to HRE and threats that they face in particular on “unpopular issues”, including providing visas and other protection mechanisms for those in difficult situations;
- Develop the platforms at the national levels on EDC/HRE with educators;
- Arrange for annual trainings of trainers on HRE with national follow-up implementation;
- Use Larps: Live Action Role Play;
- Develop digital platforms to support educators.

*Opportunities and enabling factors are necessary for the localization of EDC/HRE:*

- Enabling factors are safety and security, non-discrimination and assertiveness in particular by the Council of Europe in case there are threats to human rights education, the Council of Europe can have an assertive strong message to tackle those obstacles in its dialogues with member states;
- Charter on EDC/HRE and European Convention on Human Rights and relevant binding judgments of the ECtHR: different frameworks and legal tools that need to be implemented;
- Advocacy and discussion at a high level initiated by the Council of Europe with member states;
- Civil society organisations monitoring and reporting, contributing to online platforms, and keeping in contact.

*Commitments of the participants for localization of EDC/HRE:*

- Continue Amnesty International HRE online platforms;
- Share experience and remain in contact with HRE practitioners.

## **EDC/HRE and the whole school approach**

*Advocacy measures should be taken by the Council of Europe, international organisations, and civil society organisations:*

- Advocate for the whole school approach as a means for quality education and EDC/HRE.
- Integrate the whole school approach into national policies and plans of action;
- Recognise the status of educators and youth workers who provide EDC/HRE;
- Advocate for a "whole system approach", expanding actions beyond the school to the entire education system;
- Involve a wider range of stakeholders in EDC/HRE activities, especially parents and family members;
- Foster collaboration between different stakeholders, such as the ministries and agencies responsible for education and youth affairs;
- Use social media, media and public education to promote and inform about EDC/HRE, as well as make the resources available offline;
- Focus on the whole school approach inclusion in pre-primary institutions;
- Foster a culture of human rights within the whole school approach.

*Resources and activities are necessary for the implementation of EDC/HRE and the whole school approach:*

- More accessible EDC/HRE educational resources that have already existed in terms of translation into every language, as well as their availability online to ensure a cohesive implementation of EDC/HRE in all participating countries combined with a non-hierarchy of languages.
- Focusing on implementation, renewal and availability of EDC/HRE educational resources, as well as strengthening communication and coordination of this process;
- Reviewing and renewing the copyright arrangements and procedures of translation in terms of training.
- Education and training on EDC/HRE for a wider range of stakeholders who surround young people, e.g., school leaders, teachers, school administrations, municipality, family members, parents;
- Sustainability of the trainings by switching to a long-term format of trainings with support of the follow-up with educators;
- Establishing networks of stakeholders, as well as peer-to-peer trainings with opportunities to exchange good practices;
- More trainings on conducting advocacy for EDC/HRE with all stakeholders.

*Innovative actions for implementation of EDC/HRE and the whole school approach:*

- Ensure access to EDC/HRE for all in a broad context including online and offline contexts, expanding access with and for pedagogies, methodologies, digital elements moving beyond the classroom;
- Practice new spaces for EDC/HRE to move lessons out of classrooms into open urban areas including squares, streets, museums, and companies;
- Bring in different entities as stakeholders to represent culture and science, e.g., museums, sports, art, festivals;
- Promote EDC/HRE through the engagement of famous people and influencers to become EDC/HRE ambassadors;
- Establish networks across schools and make connections between institutions dealing with formal education, non-formal education, and informal education.
- Incorporate AI tools and technologies as non-traditional means of learning;
- Encourage non-formal education, youth workers, and the whole school approach to work with parents and families on EDC/HRE;
- Use the European Wergeland Centre's self-assessment for EDC/HRE.

*Opportunities and enabling factors are necessary for the implementation of EDC/HRE and the whole school approach:*

- Growing co-operation, coordination, and togetherness of all stakeholders of EDC/HRE;
- Sharing of existing tools, practices, expertise, and resources on EDC/HRE of the organisations;
- Fostering the skilled professionals' network with the capacity to promote and implement EDC/HRE on national levels;
- Recourses and funds to ensure implementation of the whole school approach and follow-up of the activities;
- Government reforms and reshufflings to obtain political support;
- Campaigns for Digital Citizenship.

*Commitments of the participants for the implementation of EDC/HRE and the whole school approach:*

- Cultivate networking platforms to share expertise and multiply existing experience of the whole school approach implementation considering the diversity of contexts;
- Use Activist Academies such as the No Hate Speech Network;
- Make connections with the institutions and various decision-makers to advocate for EDC/HRE and the whole school approach;
- Use the potential of EWC, Amnesty International, and human rights-friendly schools as the strategic resources for instruments, frameworks and materials;
- Embrace the [Human Rights documentary film platform](#).

## **EDC/HRE in the non-formal education and youth sectors**

*Advocacy measures should be taken by the Council of Europe, international organisations and civil society organisations:*

- Strengthen advocacy efforts with local and regional authorities to develop EDC/HRE youth action plans for municipalities that include educational activities for young people and strengthen the local youth councils' activities for EDC/HRE. Co-operation with the Congress of Local and Regional Authorities and the Parliamentary Assembly of the Council of Europe may bring added value to the outcomes.
- Strengthen advocacy efforts with the national authorities to mainstream EDC/HRE in the youth policy and youth action plans on national levels, as well as mainstream social inclusion and equality in different activities;
- Strengthen advocacy efforts between the Council of Europe, international organisations, civil society organisations, and national and local authorities of the member states to improve the accessibility of EDC/HRE educational activities including, but not limited, translations;
- Advocate for the development and measurement of the quality implementation of EDC/HRE in the non-formal education and youth work contexts.

*Resources and activities are necessary for the implementation of EDC/HRE in the non-formal education and youth sectors:*

- National, regional, and local EDC/HRE educational activities for multipliers (e.g., trainers, youth workers, youth leaders) in member states;
- Translations of EDC/HRE educational materials, such as Compass, Compasito and others, into different local languages, especially the minority languages;
- Support of the youth civil society organisations in the creation of EDC/HRE educational material considering the local realities, needs, and challenges;
- Space for communication and networking is needed for the organisations, activists, educational professionals involved in EDC/HRE.

*Innovative actions for the implementation of EDC/HRE in the non-formal education and youth sectors:*

- Innovate the current approaches to EDC/HRE in a sense of accessibility for young people;
- Foster co-operation with other spaces not traditionally used for implementation of EDC/HRE educational activities with young people, e.g., theatres, museums, and sports settings;
- Promote EDC/HRE through the engagement of famous people and influencers to become EDC/HRE ambassadors.

*Opportunities and enabling factors necessary for the implementation of EDC/HRE in the non-formal education and youth sectors:*

- Engaging the [European Year of Skills](#) to promote EDC/HRE in non-formal education and youth sector settings by including non-formal education and youth sector activities that aimed at developing competences of young people;
- Co-operation with the [European Youth Work Agenda](#) to expand the area of its actions on EDC/HRE;
- Reviewing the [EU Youth Strategy](#) actions to improve the EDC/HRE component in line with the needs of young people;
- Co-operation with the [Global Campus of Human Rights](#) to implement the Charter on EDC/HRE.

## **EDC/HRE with disadvantaged groups and in contexts of crisis**

*Advocacy measures should be taken by the Council of Europe, international organisations and civil society organisations:*

- Develop the local activities based on a survey on the current needs, priorities, and opinions of young people in the covered communities;
- Create a mechanism for adequate monitoring of the Charter on EDC/HRE implementation and its inclusion in activities with disadvantaged groups;
- Use mechanisms that have already been established, whose monitoring could already benefit the tackling of some presented challenges in the domain of young people facing disadvantages;
- Provide tools that allow practitioners to analyse their organisations activities and their impact in the field;
- Build different levels of monitoring international, national, local, and focus groups from organisations consisting of young people facing disadvantages;
- Include activists from Russia and Belarus and other countries facing severe democratic backsliding to activities for encouraging democratic forces of opposition;
- Involve climate crisis and justice topics in pedagogical processes;
- Create permanent committees on national levels in member states that may be starting points for the development and further actions of youth work with disadvantaged groups and in contexts of crisis.

*Resources and activities are necessary for the implementation of EDC/HRE with disadvantaged groups and in contexts of crisis:*

- Introducing and incorporating experts in crisis management and trauma management in the implementation of EDC/HRE with disadvantaged groups and in contexts of crisis;
- Revising EDC/HRE educational resources in terms of local language and minorities languages;
- Training of trainers on human rights education with young people on an annual basis.

*Innovative actions for the implementation of EDC/HRE with disadvantaged groups and in contexts of crisis:*

- Update the language used in defining, identifying, and addressing suggestions and actions with disadvantaged groups and in contexts of crisis;
- Introduce and implement EDC/HRE lens around other things such as soft and practical skills and nano learning;
- Apply the nano learning approach as more accessible learning for young people since their attention span has drastically narrowed in the past few years, especially during the COVID-19 pandemic and the popularisation of social media platforms.

*Opportunities and enabling factors necessary for the implementation of EDC/HRE with disadvantaged groups and in contexts of crisis:*

- Applying language to avoid stigmatisation and present an encompassing manner for those involved;
- Formulation of the disadvantaged groups in terms of language, and a multilevel structural problem that permits them from adequate participation not only in the domain of EDC/HRE, but in general.

*Commitments of the participants for the implementation of EDC/HRE with disadvantaged groups and in contexts of crisis:*

- Offer experienced trainers and project managers, as well as trainers in advocacy and campaigning to implement EDC/HRE with disadvantaged groups and in contexts of crisis;
- Share contacts with human rights defenders working in the context of crisis and working with young people facing disadvantages.

## APPENDICES

### PROGRAMME

#### Monday, 22 May

Arrivals

#### Tuesday, 23 May

- 09:30 Opening, presentations and introductions to the meeting
- 10:00 *The Reykjavik Summit, citizenship and human rights education and the role of young people*, exchange with Matjaž Gruden, Director of Democratic Participation, Council of Europe
- 10:30 Programme and working methods the meeting
- 10:45 *Break*
- 11:15 *Recalling the conclusions and recommendations of 3<sup>rd</sup> review of the Charter*, by Barbara Santibañez, consultant with the Youth and Education departments
- 11:40 *The proposals of the Turin Forum for the future of EDC/HRE*, introduction by Felisa Tibbitts (Human Rights Education Associates), rapporteur of the forum
- 12:00 Working groups on the current context for EDC/HRE of Youth and Education programmes  
In parallel: Evaluation with the partners of the Turin Forum
- 13:00 *Lunch Break*
- 14:30 Feedback from the working groups
- 14:50 *State of play and review of the Reference Framework of Competences for Democratic Culture (RFCDC)*, by Sarah Keating, Education Department of the Council of Europe
- 15:15 Identifying common objectives and priorities for stakeholders in citizenship and human rights education – in working groups
- 17:30 Presentation and discussion of the conclusions of the working groups
- 18:15 Reception  
Dinner (self-organised by participants, in Strasbourg).

#### Wednesday, 24 May

- 09:30 Priorities for citizenship and human rights education in the programme of other organisations:
- Kate Moriarty, Amnesty International
  - Ingrid Aspelung, European Wergeland Centre
  - Elena Ippoliti, Office of the UN High Commissioner for Human Rights (online input)
- 10:00 EDC/HRE in the future of the programmes Youth for Democracy and Education for Democracy, with:
- Konstanze Schönfeld and Marialuisa Silvestrini, Joint Council on Youth
  - Natia Natsvlishvili, European Steering Committee on Education
  - Anca-Ruxandra Pandea; project Democracy Here | Democracy Now!; Gordana Berjan, European Youth Foundation
- 10:40 Working groups on designing a roadmap for asserting citizenship and human rights education in the next five years, including:
- Updating and developing educational resources
  - Provision and quality of capacity-building activities at European and national levels

- Advocacy strategies at national level in formal and non-formal education sectors
- National indicators and benchmarks to assess progress on EDC/HRE
- Co-operation between the formal and non-formal education sectors
- Integrating the digital dimension in citizenship and human rights education
- ...

*13:00 Lunch Break*

15:00 Presentation and discussion of the proposals for the road map

*16:00 Break*

16:30 Upcoming opportunities and meeting points for the road map

17:00 Evaluation and closing of the meeting

Departures | Dinner (self-organised by participants, in Strasbourg).

### Thursday, 25 May

More departures.

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## LIST OF PARTICIPANTS

ALESSANDRO IENZI	Raíces Teatro
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DUMAN YUNUS	International Youth Activities Center Association (IYACA), Turkey
DZHAFER SAATCHA	Amnesty International Bulgaria
ELENA CENTEMERO	Ministry of Education and Merit, National Technical Scientific Committee for the Implementation of Civic Education in Schools (Italy)
EMILIA ASTORE	Amnesty International Italy
ELENA IPPOLITI	Office of the United Nations High Commissioner for Human Rights (online)
FELISA TIBBITTS	Consultant, Human Rights Education Associates
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GUBAZ KOBERIDZE	Advisory Council on Youth (No Hate Speech Network)
INGRID ASPELUNG	The European Wergeland Centre
JANA ZARKOVIC	Youth Initiative for Human Rights, Serbia
KATE MORIARTY	Amnesty International
KNYAZ SAROYAN	Yeghvard Youth Ecological NGO, <a href="#">Armenia</a>
KONSTANZE SCHÖNFELD	Advisory Council on Youth (World Esperanto Youth Organisation)
MARIALUISA SILVESTRINI	European Steering Committee on Youth (Presidency of the Council of Ministers,



	Department for Youth Policies and the Universal Civic Service, Italy)
NANA PIRTSKHALAISHVILI	Initiative for Civil Society (Georgia)
NATALIA CHARDYMOVA	Rapporteur (independent expert)
NATIA NATSVLISHVILI	European Steering Committee on Education (CDEDU)
NEDA OJDANIC	Ministry of Sports and Youth of Montenegro
NELLI GISHYAN	Youth Alliance for Networking Educational NGO
NIKA BAKHSOLIANI	Human Rights Education Youth Network
OLGA DONETS	Donetsk Youth Debate Centre
PAULINA DREGVAITE	Lithuanian Centre for Human Rights
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RITA PATRICIO	Amnesty International
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