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Steering Committee for Educational Policy and Practice (CDPPE)

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Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Final Report David Kerr, Citizenship Foundation (UK)

Item 8

Action:

The CDPPE Bureau is invited to take note of the report and provide final comments before its publication.

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I would also like to thank those working in States party to the Cultural Convention, including EDC/HRE Coordinators, who took the time to compile and complete the questionnaire responses, with the assistance of others, and returned them to the Council within the agreed timescale. This report, and its outcomes, would not have been possible without such commitment.

Above all, the production of this report has been a team effort, underlining the power and potential of European collaboration in this area.

¹ Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Executive Summary

Introduction

This executive summary details the **key findings** of an evaluation of the Council of Europe's *Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE)* (hereafter the '*Charter*'). The evaluation sought to gather information about the implementation of the Charter in the 50 States party to the European Cultural Convention.

The evaluation was conducted through a survey questionnaire addressed to the governments in the 50 States party to the European Cultural Convention in 2012. The questionnaires were returned from 40 states (an 80 per cent response rate). Data was entered and processed on Excel spread sheets enabling the generation of summary statistics.

Key Findings

General Provisions for EDC/HRE

- Support is **high** in States party to the European Cultural Convention for EDC/HRE, particularly at national government and education institution level and in making resources/materials available. However, there is less support for making **financial support** available, possibly as a consequence of the current economic and financial crisis (Article 2 - Definitions and Article 4 – Constitutional structures and member state priorities).
- The majority of countries reported that there were **no inconsistencies** between objectives, principles and policies for EDC/HRE in their country. However, around one-fifth of countries reported inconsistencies at all three levels (Article 2 - Definitions and Article 3 – Relationship between EDC and HRE).
- Two-thirds of Cultural Convention States reported that the Charter has already been **promoted and implemented** in their country through translation (73 per cent), inclusion on ministry websites (60 per cent) and dissemination to key audiences (65 per cent). However, one-third of countries have yet to begin such promotion and implementation of the Charter (Article 4 – Constitutional structures and member state priorities).
- The Council of Europe **tools and resources for EDC/HRE** were found to be useful in two-thirds of Cultural Convention States with some tools more useful than others and there was general awareness about the Charter and its aims, scope and ambition. However, between two-fifths and one-third of countries were either unaware of or were unable to provide information about the usefulness of such tools and resources. This raises the question as to

the reasons of such lack of information and / or lack of interest in these materials (Article 1 Scope).

Specific Articles of the Charter

Section I General Provisions

- Over two-thirds of countries reported that there was a **shared working definition** of EDC/HRE in their country but around one-quarter of countries stated that there was no such shared definition (Article 2 Definitions).

Section II Objectives and principles

- Cultural Convention States reported that they make **explicit reference** to EDC/HRE in laws and policies but mainly in relation to formal education, vocational education and training. There was much less explicit emphasis on EDC/HRE in laws and policies relating to training, higher education and youth and non-formal education. A minority of countries (around 10 per cent) reported scarcely any explicit reference to EDC/HRE in laws and policies (Article 5 Objectives and principles).

Section III Policies

- EDC/HRE has been subject to **revision and updating** in formal education (pre-primary, primary and secondary) and vocational education and training since 2007 in three-quarters of countries. Such revision and updating is still on-going in many countries (Article 6 Formal, general and vocational education).
- Provision for EDC/HRE in higher education is **promoted moderately** in just over half of countries, extensively in nearly one-quarter and scarcely or not at all in over one sixth (Article 7 Higher education).
- The **large majority** of countries (over 90 per cent) reported that they promoted democratic governance in education institutions through decision making procedures, school culture/rules, pupil/student participation, parental/family involvement in schools and school/community links (Article 8 Democratic governance).
- There was a **mixed picture** concerning training for EDC/HRE, with high levels of training reported for teachers (88 per cent) and teacher trainers (85 per cent), school leaders (75 per cent) and youth leaders (70 per cent) but much lower levels for other education staff (48 per cent) and parents (30 per cent) (Article 9 Training).
- There was **variation** in the extent of co-operation and support between governments and non-governmental organisations (NGOs), youth organisations and other stakeholders in countries. Countries said they had higher levels of co-operation and support with NGOs (60 per cent) and youth organisations (55 per cent) than with community groups (40 per cent) and parents' groups (38 per cent) (Article 10 Role of non-

governmental organisations (NGOs), youth organisations and other stakeholders).

- Responses from countries showed an **even division** concerning the development of criteria for evaluating the effectiveness of EDC/HRE programmes with just under half of countries (43 per cent) stating that they had developed such criteria and half saying that they had not (Article 11 Criteria for evaluation).
- The initiation and promotion of research in EDC/HRE was **moderate** rather than extensive with nearly two-thirds of countries stating such moderate promotion and around ten per cent stating that there was such promotion in their country either to a large extent or not at all (Article 12 Research).
- Over **two-thirds of countries** reported that they promoted educational approaches and teaching methods which enabled pupils/students to acquire competences in relation to skills for promoting social cohesion, valuing diversity and handling differences and conflict (Article 13 Skills for promoting social cohesion, valuing diversity and handling differences and conflict).

Section IV Evaluation and co-operation

- There was a reported **lack of action** to evaluate and review policies related to the Charter with a quarter of countries reporting having initiated such action and the majority (63 per cent) saying that no such action had yet been taken (Article 14 Evaluation and review).
- There was an **even split** in countries stating that they had planned any co-operation activities with other Cultural Convention States around the aims and principles of the Charter, with almost half of countries (45 per cent) saying they had planned such activities and almost half (43 per cent) saying they had not (Article 15 Co-operation in follow-up activities).
- The **large majority** of Cultural Convention States reported that they co-operated on EDC/HRE with leading International and European organisations/institutions. The highest levels of co-operation and collaboration by countries were with the Council of Europe (95 per cent); the United Nations (including UNESCO) (93 per cent) and the European Union 83 per cent) (Article 15 International co-operation).

Follow up Actions on the Charter

- It is planned that the **findings** from this report will be presented and discussed at the Conference on *Human Rights and Democracy in Action – Looking Ahead: the Impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education* in autumn 2012.
- The Council of Europe is planning a **regular review cycle** of the Charter which will see a follow-up questionnaire sent to governments in five years' time (i.e. in 2017). There was **general support** from Cultural Convention States for this further review in 2017.

- The respondents suggested that the questionnaire in 2017 should focus more on **certain Charter articles** than others. The highest priority EDC/HRE areas for future focus for countries were those concerning formal general and vocational education (a high focus for 73 per cent of countries), training (68 per cent) and social cohesion, valuing diversity and handling differences (63 per cent). The least priority was for focusing on the role of NGOs, youth organisations and other stakeholders (38 per cent).

Conclusions

- Understanding the **general context** for EDC/HRE within and across Cultural Convention States goes a long way towards explaining how the Charter has fared over the past two and half years in terms of its promotion and implementation.
- There is evidence of **considerable levels** of activity concerning EDC/HRE in many Cultural Convention States. However, there remain a **minority of countries** where there is a lack of detailed information available about what is happening in relation to EDC/HRE and the Charter. This makes it difficult to obtain a **Europe wide** picture of how the implementation of the Charter is faring across countries. It is an issue that the Council should explore how best to resolve going forward, perhaps by resending the evaluation questionnaire to these countries.
- There is evidence that **one-third of Cultural Convention States** still have a considerable way to go in terms of a shared understanding of and common approaches to EDC/HRE and in their awareness and promotion of the Charter. This raises the question of how best to develop such understanding and approaches in these countries.
- Promotion and implementation of the Charter has been much stronger in relation to **certain EDC/HRE areas** over others. The strongest promotion in terms of objectives, principles and practices has been in formal education (primary, lower and upper secondary) and in vocational education and training. There has been less strong promotion in higher education and youth and non-formal education to date.
- It is of **concern** that Cultural Convention States suggest that the review cycle should focus going forward on EDC/HRE areas where promotion and implementation is **already strong** at the expense of areas where promotion and implementation remains weaker. This suggests a focus on formal education, vocational education and training and training, rather than on research, evaluation and monitoring and the role of NGOs, youth organisations and other stakeholders.
- There is a **considerable danger** that the focused approach that Cultural Convention States support to 2017 will lead to **an imbalance** in the promotion and implementation of the Charter. It will leave certain articles of the Charter better supported, promoted and reviewed than others. This is a potentially serious scenario which, if left unchecked over time, could **undermine the scope and ambition** of the present Charter. It suggests

that the Council needs to give serious thought to the nature and balance of the 2017 review in order to ascertain progress on all articles of the Charter over the next 5 years.

Final Comment

A promising start has been made to the implementation of the Council Charter on EDC/HRE, however, as the key findings show, it is only a start. There is still a considerable way to go if the Charter is to fulfil its aims and ambition to be a benchmark for EDC/HRE in and beyond Europe.

The Charter on EDC/HRE has begun its journey but the nature of that journey has yet to be fully mapped out. Much will depend on what is decided about EDC/HRE in Cultural Convention States in partnership with the Council between now and the next review in 2017.

1. Introduction and context

This report details the outcomes of an evaluation of the implementation of the objectives, principles and policies contained in the Council's *Charter on Education for Democratic Citizenship and Human Rights Education* (henceforth 'the Charter') across the 50 States party to the European Cultural Convention (hereafter referred to as "Cultural Convention States").²

1.1 Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

On 11 May 2010, the Ministers for Foreign Affairs and representatives of the 47 Council of Europe member states adopted Recommendation CM/Rec(2010)7 on the Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE)* at the 120th Session of the Committee of Ministers. The Charter is an important reference point for all of Europe and provides the basis for the Council of Europe's work in this field.

The Charter reflects the Council of Europe's understanding of the importance of the role of education in the promotion of the Council's core values - democracy, human rights and the rule of law - and in the prevention of human rights violations. It also builds from the Council's development of a broad range of co-operation programmes in the field of citizenship and human rights education, both in formal and non-formal education from 1997 to the present. This has been marked, in particular, by the various phases of the Council's flagship Education for Democratic Citizenship and Human Rights Education Project (EDC/HRE) and has included the designation of 2005 as the European Year of Citizenship through Education.

² For a full list of the 50 states party to the European Cultural Convention visit <http://www.conventions.coe.int/Treaty/Commun/ChercheSig.asp?NT=018&CM=8&DF=12/10/2012&CL=ENG>. The 50 comprise the 47 member states of the Council of Europe plus Belarus, Holy See and Kazakhstan.

The Charter sets out 16 specific articles concerning education for democratic citizenship and human rights education under four main headings. These are:

Section I General Provisions

Article 1 - Scope

Article 2 - Definitions

Article 3 - Relationships between EDC and HRE

Article 4 - Constitutional structures and member state priorities

Section II Objectives and Principles

Article 5 - Objectives and principles

Section III Policies

Article 6 - Formal general and vocational education

Article 7 - Higher education

Article 8 - Democratic governance

Article 9 - Training

Article 10 - Role of NGOs, youth organisations and other stakeholders

Article 11 - Criteria for evaluation

Article 12 - Research

Article 13 - Skills for promoting social cohesion, valuing diversity and handling differences and conflicts

Section IV Evaluation and Co-operation

Article 14 - Evaluation and review

Article 15 - Co-operation in follow up activities

Article 16 - International and European co-operation

Recommendation CM/Rec (2010)7 recommends that the governments of member states:

- implement measures based on the provisions of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education
- ensure that the Charter is widely disseminated to their authorities responsible for education and youth

and instructs the Secretary General to transmit the recommendation to:

- the governments of States party to the European Cultural Convention (ETS No. 18) which are not member states of the Council of Europe
- international organisations

1.2 Scope of the Charter and Definitions of EDC and HRE

The definitions of “**Education for democratic citizenship**” (EDC) and “**Human rights education**” (HRE) (as formulated in the Charter) are:

“**Education for democratic citizenship**” means education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

“**Human rights education**” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Education for democratic citizenship and human rights education are closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives.

It should also be noted that in terms of its scope the Charter states that it “does not deal explicitly with related areas such as intercultural education, equality education, education for sustainable development and peace education, except where they overlap and interact with education for democratic citizenship and human rights education”.³

The full text of the Charter is available on-line at:

http://www.coe.int/t/dg4/education/edc/Links/charter_adopted_en.asp#TopOfPage

³ Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education p.7.

1.3 Purpose and aims of the evaluation

This evaluation has sought to gather information about the implementation of the objectives, principles and policies contained in the Charter in the 50 States party to the European Cultural Convention since its adoption in May 2010. It has also sought to get a sense of the future progress of countries in pursuing the objectives and principles of EDC/HRE promoted in the Charter beyond 2012, as well as their priorities for review and discussion over the next five years through to 2017. Such information is valuable to the Council of Europe and its partners in promoting programmes and actions for Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in the coming years that are in line with the Charter provisions.

1.4 Design and methodology

The evaluation was conducted through a survey questionnaire for completion by governments in the 50 States party to the European Cultural Convention. During autumn 2011, a draft questionnaire was drawn up under the guidance of Steering Committee for Educational Policy and Practice (CDPPE), and in collaboration with the Council Secretariat and the European Wergeland Centre. The questionnaire was designed to focus on the background to EDC/HRE in Cultural Convention States and to elicit information on the implementation of the Charter and its 16 articles since its launch in 2010. The questionnaire contained four sections that corresponded to the sections and articles of the Charter

- Section 1 - Background to respondents
- Section 2 - EDC/HRE and the Charter in Cultural Convention States, including policies, approaches, promotion and dissemination
- Section 3 - The Charter and its articles
- Section 4 - Other (including priorities for a follow-up questionnaire in five years' time).

Respondents were also given the opportunity after every question to add comments to explain their answers and to suggest examples of good practice in their countries, where appropriate.

The questionnaire⁴ was sent out by the Council Secretariat in spring 2012 for completion by governments by June 2012. A further reminder was sent by the Council Secretariat in May and the deadline for completion was then extended to the end of August 2012 to maximise returns.

Between May and August 2012, completed questionnaires were returned, in electronic form, from 40 of the 50 States party to the European Cultural Convention (an 80 per cent response rate) to the Council of Europe Secretariat. The data was then analysed and entered into an Excel spreadsheet. This enabled the generation of summary statistics of the responses to the questions. These summary statistics form the basis of this report.

Completed questionnaires were received from:

Albania, Andorra, Armenia, Austria, Belarus, Belgium (Flemish community), Bulgaria, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kazakhstan, Liechtenstein, Luxembourg, Malta, Moldova, Monaco, Montenegro, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, “the former Yugoslav Republic of Macedonia”, Turkey, Ukraine, United Kingdom.

No reply was received from:

Azerbaijan, Belgium (French community), Bosnia and Herzegovina, Croatia, Estonia, Holy See, Latvia, Lithuania, San Marino and Switzerland.

The reply from the Netherlands was submitted after the deadline, and it was not possible to include it in the present report.

1.5 Report structure

Following this brief introduction (Section 1) the report is divided into four further chapters. These chapters correspond with the main topics in the evaluation questionnaire. The second chapter addresses the general context to EDC/HRE in Cultural Convention States, including the promotion of the

⁴ The questionnaire was made available in electronic form, in English and French versions.

Charter and use of Council tools and resources in this area. This is followed in Chapter 3 by details of progress on the specific articles of the Charter, reviewing progress on each article in turn. The fourth chapter of the report details next steps and follow up on the Charter. The fifth and final chapter offers overall conclusions concerning the implementation of the Charter in countries. The report also contains an Executive Summary which details the main outcomes from the evaluation.

2. General context to EDC/HRE and the Charter in States party to the European Cultural Convention

This chapter of the report contains information about the general context to EDC/HRE in the 50 states party to the European Cultural Convention, including details about the priority given to EDC/HRE at various levels, strategic approaches taken and the extent of implementation, promotion and dissemination of the Charter. This contextual information relates to the Articles 1, 2 and 4 of the Charter, those concerning *Scope, Definitions* and *Constitutional structures and member state priorities*.

Evaluation questionnaires were received from 40 of the 50 States party to the European Cultural Convention; a response rate of 80 per cent. Questionnaires were completed by government representatives in each country, the majority of whom worked in ministries, boards or national agencies that deal with education and youth. A number of respondents were EDC/HRE coordinators. In many countries those completing the questionnaire sought information from a range of key stakeholders involved in EDC/HRE in order to provide full and accurate responses. Such contextual information is useful in providing a picture of the situation across countries concerning EDC/HRE into which the Charter arrived in 2010.

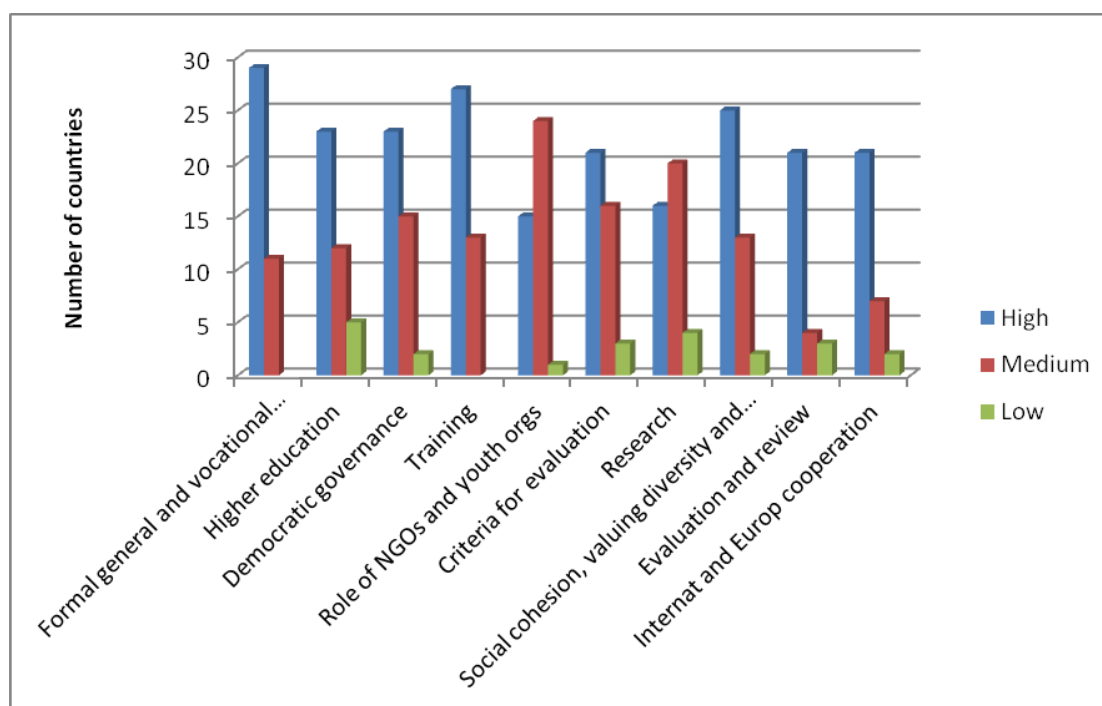
However, it should be noted that 10 Cultural Convention States did not return questionnaires meaning that the overall picture concerning EDC/HRE is for four-fifths of countries to which the Charter applies. It will be important for the Council of Europe and its partners to ascertain information about EDC/HRE provision in the other one-fifth of Cultural Convention States going forward in order to build as full a picture as possible of current policies, practices and approaches. It may be that following this report the Council resends the Charter questionnaire to these 10 countries for completion and updating of the questionnaire database.

2.1 Objectives, principles and policies in EDC/HRE

Respondents were asked to gauge the extent of the priority given to EDC/HRE objectives, principles and policies in their country at different levels of engagement and support.

As Figure 1 below shows in the 40 countries who answered the questionnaire support levels for EDC/HRE in Cultural Convention States were generally high across all levels and areas of priority. The highest individual level of priority was at national government level with 58 per cent of respondents stating that EDC/HRE was a priority to a large extent for the government in their country. Other levels and areas where EDC/HRE was a higher priority were at educational institution level (98 per cent of respondents stating priority to a fair to large extent in their country), national government (93 per cent), making resources/materials available (87 per cent) with lesser levels of priority at local government, supporting training for EDC/HRE teachers and school leaders and supporting NGOs and youth groups (all 78 per cent) and the least level in making financial support available (67 per cent). At the other end of the priority scale around one-quarter of countries (23 per cent) reported

Figure 1 Priority given to EDC/HRE in countries



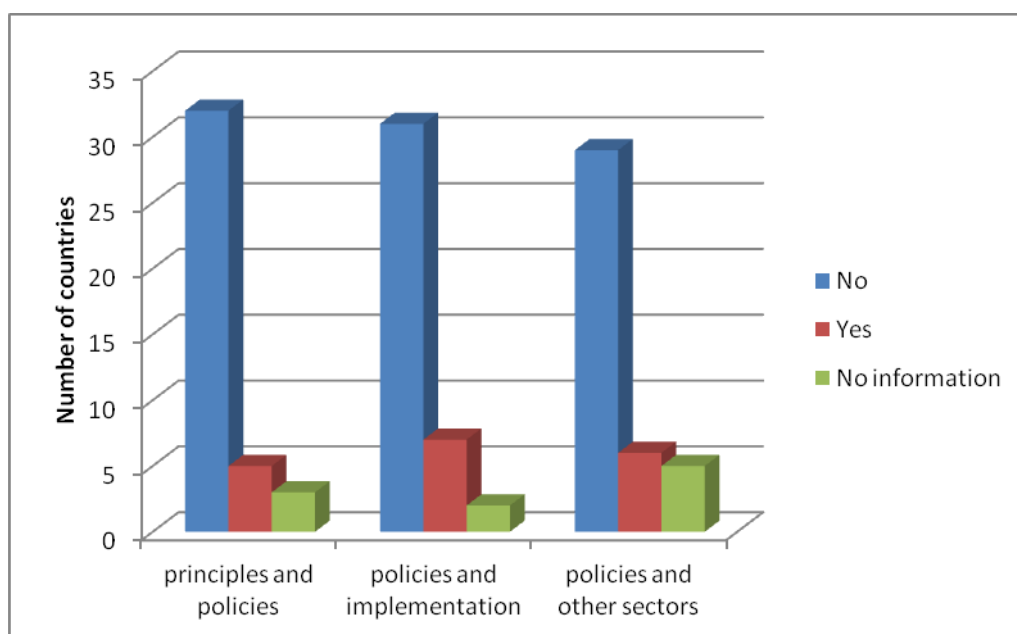
Source: Survey responses to the evaluation of the implementation of the Charter (2012)

little priority in making financial support available and one-fifth little priority in supporting training for teachers and school leaders and co-operation with NGOs and youth groups.

Questionnaire comments underlined a range of influences on the priority given to EDC/HRE at various levels within and across countries. They include: the lack of national government support (meaning that support does not follow at other levels and areas); the challenge of competing policy priorities (particularly concerning literacy, numeracy, languages and key employability skills); the impact of current cuts in public finances and services on people and resources (as part of austerity measures); the impact of devolved and autonomous administration where central administrations have more limited control over what happens in regions and localities (particularly in federal and regional systems and also between local and national level); the lack of monitoring and evaluation; and, gaps between policies and their implementation. These influences can be both positive and negative concerning EDC/HRE but the majority of the comments emphasised the current negative impact of such influences in countries. This suggests that the overall policy context and structure of government and education in countries is one that the Council and its partners should monitor closely in the coming years. Such monitoring would help to better understand the extent of progress concerning the Charter and its articles across Europe.

Figure 2 below highlights that the majority of Cultural Convention States reported no inconsistencies between objectives, principles and policies for EDC/HRE. However, around one-fifth of countries identified such inconsistencies at all three levels. These countries were Cyprus, Italy, Luxembourg, the Russian Federation and Ukraine. The reasons given for such inconsistencies are as a consequence of the negative effects of the influences listed above, including the lack of national government support, the lack of human and financial resources, the gap between policy rhetoric and actual practice and the time lag between the creation of new laws and regulations and their effective implementation.

Figure 2 Inconsistencies in principles and policies of EDC/HRE



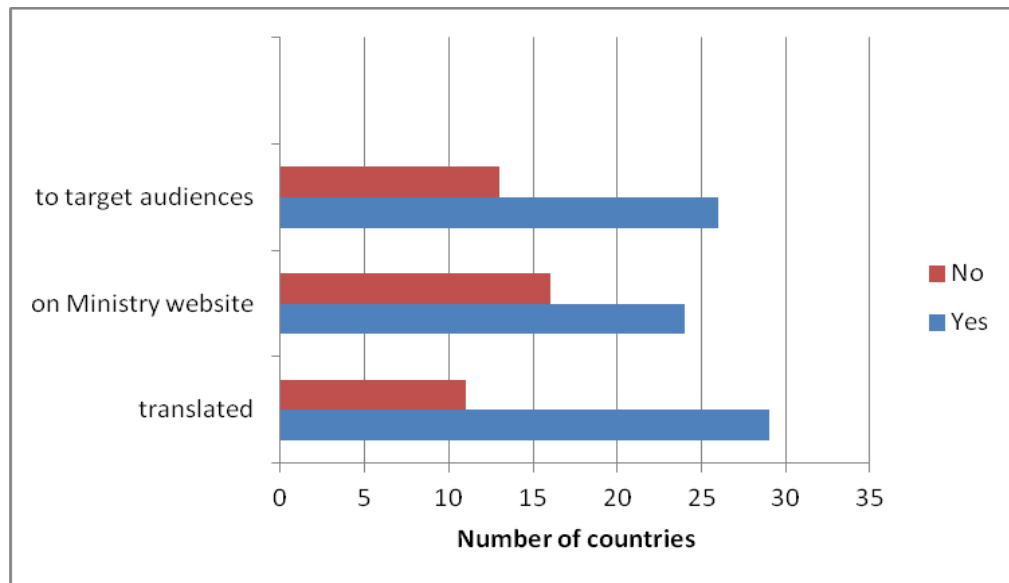
Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Meanwhile, just over one-third of countries stated that strategic approaches have been/are being taken to overcome such inconsistencies. They encompass approaches such as, issuing guidelines, introducing curriculum reforms, drawing up strategic plans, strengthening inspection, undertaking monitoring and evaluation and devising new programmes and projects. The Council should consider drawing such strategic approaches to the attention of all countries in helping them to overcome inconsistencies between principles, policies and implementation of EDC/HRE.

2.2 Promotion and implementation of the Charter

The questionnaire to governments attempted to gauge the extent of the promotion and implementation of the Council's Charter on EDC/HRE since its adoption and launch in 2010. As Figure 3 below illustrates, around two-thirds of countries report having translated the Charter into their own language (73 per cent), published it on the Ministry of Education website (60 per cent) and disseminated it to target audiences (65 per cent). This is a positive picture concerning awareness raising about the Charter. However, seen another way it means that around one-third of the countries have yet to carry out such promotion and implementation of the Charter since 2010.

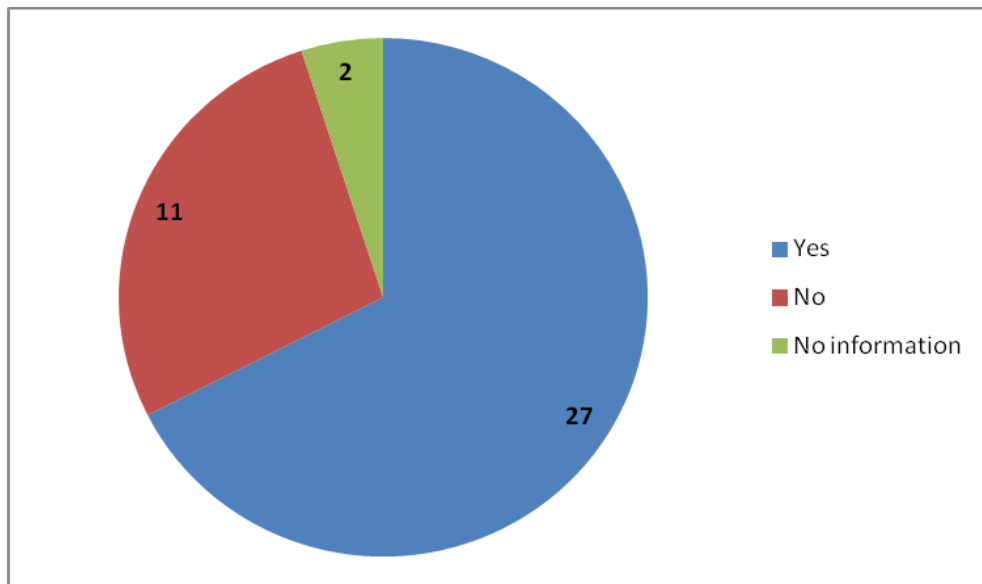
Figure 3 Promotion and dissemination of the Charter



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

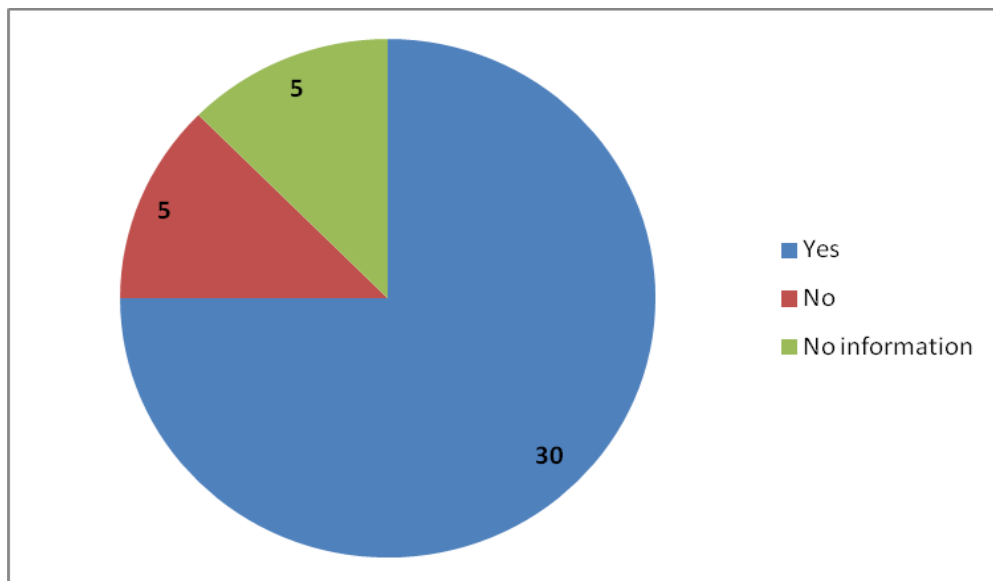
Figures 4 and 5 follow on from this broad overview by showing the extent to which concrete measures/activities have been taken (Figure 4) and are planned (Figure 5) by Cultural Convention States to promote the implementation of the Charter. The picture is generally positive once more. It highlights how over two-thirds of states have taken such measures and how over three-quarters have planned such measures/activities to come. Comments from countries reveal the nature of such promotion activities. They detail that promotion of the Charter has taken place and will take place through a variety of methods including teachers' magazines, NGO and youth websites, links to the Council of Europe EDC/HRE web pages, seminars for key audiences, activities with teacher organisations and in-service training providers, curriculum reforms, drawing up of laws and guidelines, summer academies, conferences and celebration days.

Figure 4 Concrete measures/activities taken to promote the Charter



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Figure 5 Concrete measures/activities planned to promote the Charter



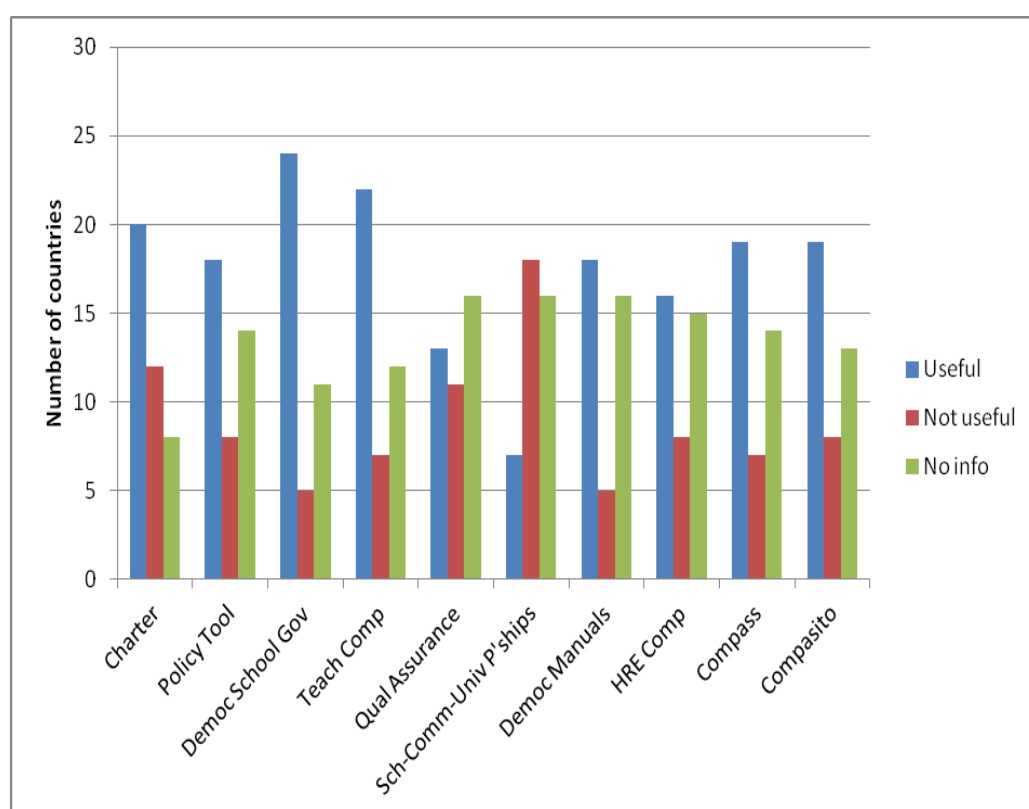
Source: Survey responses to the evaluation of the implementation of the Charter (2012)

2.3 Council of Europe tools and resources for EDC/HRE

The Council of Europe has produced a number of tools and resources over the past ten years, now including the Charter, to promote and support EDC/HRE

within and across countries.⁵ These tools and resources are important sources of information, support and training on EDC/HRE topics as requested by countries. They draw on experience and expertise across countries and help to set out the scope of EDC/HRE and clarify definitions, policies and practices. Respondents were asked to indicate the usefulness in their country of these various tools and resources. Figure 6 shows their responses. According to the respondents the most useful (i.e. extensively or moderately used) Council tools and resources were the *Democratic Governance of Schools* and *How all Teachers Can Support EDC/HRE: A Framework for the Development of Competences* followed by the *Charter on EDC/HRE*, *Compass*, *Manual for Human Rights Education with Young People* and *Compasito, Manual for Human Rights Education with Children*.

Figure 6 Utility of Council of Europe tools and resources for EDC/HRE



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

⁵ Detailed information about the tools and resources produced by the Council of Europe for EDC/HRE and access to many of the resources is provided at:

http://www.coe.int/t/dg4/education/edc/Resources/Publications_EN.asp

The least useful (i.e. scarcely or not used) were *School-Community- University Partnerships for Sustainable Democracy: EDC in Europe and the US* and *Quality Assurance of EDC in Schools*.

It should also be noted that between one-third and two-fifths of countries said that they were unaware of or had no information about the usefulness of these tools and resources. This underlines the need for the Council of Europe to continue to promote and disseminate to all countries, not just the Charter, but all the other tools and resources, which build on many years of European co-operation and can provide useful guidance on various aspects of EDC/HRE.

However, it should also be noted that such promotion and dissemination raises the question of the nature of the relationship between the Council and Cultural Convention States. In order to achieve more reach for the above-mentioned tools and resources the Council would require the active co-operation of governments in countries to help to disseminate these further through networks and organisations in each country, including the EDC/HRE coordinators. It is a question of where the impetus and priority lies for such co-operation within and across countries as well as in the Council. This is an issue that requires further on-going discussion.

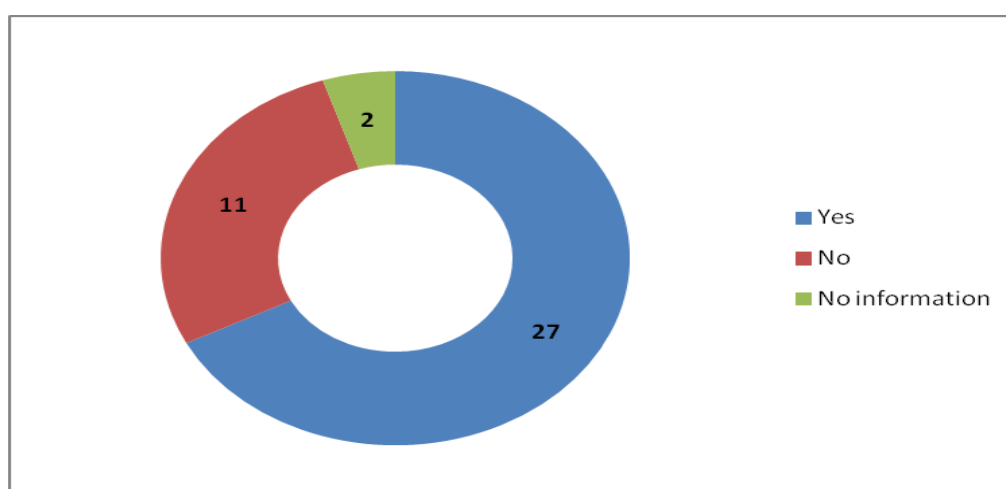
3. Specific Articles of the Charter

This section of the report concentrates on the extent to which Cultural Convention States have promoted the implementation of the specific articles in the Charter. Respondents were asked a series of questions concerning the nature and range of the implementation of the specific objectives, principles and policies contained in the Charter. What follows is a review of the responses of governments on each of the main Charter sections and articles: Section I (Article 3); Section II (Article 5); Section III (Articles 6 to 13); and Section IV (Articles 14 to 16).

3.1 Section I – General provisions

Article 3 of the Charter concerns the *Relationship between education for democratic citizenship and human rights education*. Respondents were asked whether there is a shared working definition of EDC/HRE in their country. Figure 7 confirms that there is such a definition in over two-thirds of countries but not yet in over one-quarter. The countries where it is reported that there is no such definition were: Belarus, Belgium (Flemish Community), Greece, Hungary, Moldova, Monaco, Poland, Portugal, Slovakia and Slovenia, while no information was available from Georgia and Turkey.

Figure 7 Shared working definition of EDC/HRE



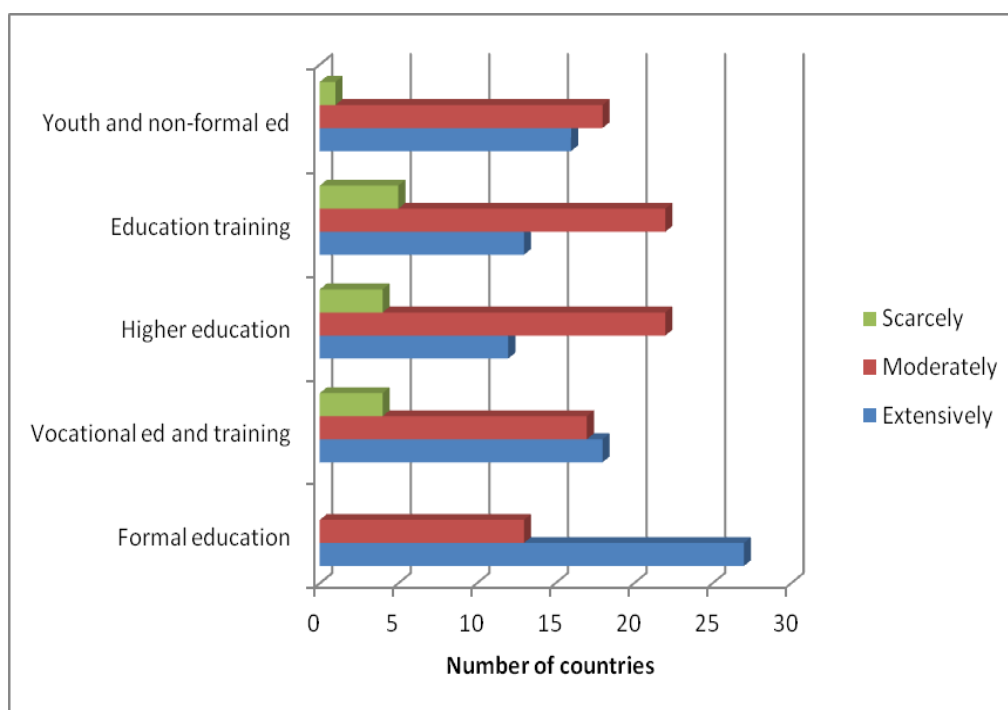
Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Further exploration may be required to ascertain the extent to which the lack of a shared working definition of EDC/HRE is an impediment to developing effective policies and practices in this area in these countries.

3.2 Section II - Objectives and principles

Article 5 of the Charter is about *Objectives and Principles* of EDC/HRE. Respondents were asked a series of questions about the extent to which education laws, policies and strategic objectives explicitly refer to EDC/HRE. Figure 8 below shows the outcomes.

Figure 8 Explicit references to objectives and principles of EDC/HRE



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Figure 8 confirms that there is explicit reference to EDC/HRE most extensively in education laws and policies in the countries concerning formal education (pre-primary, primary and secondary) and vocational education and training and more moderately in relation to training of education personnel, higher education and in youth policy and non-formal education. It also highlights that a minority of countries (around 10 per cent) report scarcely any

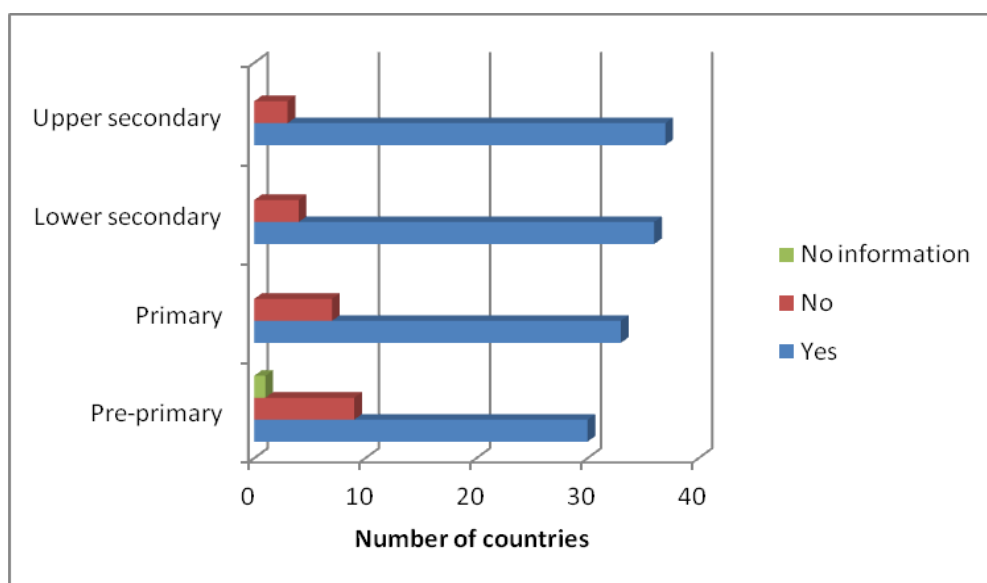
explicit reference to EDC/HRE in laws and policies. These countries are: in vocational education, Bulgaria, Hungary, Montenegro, Spain; in higher education, Iceland, Romania, the Russian Federation and the UK; in the training of education personnel, Georgia and Hungary; and, in youth policy and non-formal education, the Russian Federation. It underlines the work that remains to be done if EDC/HRE is to be an explicit part of education laws, policies and strategic objectives within and across all 50 States party to the European Cultural Convention.

3.3 Section III - Policies

The questionnaire also asked about the extent to which there was EDC/HRE provision in countries in relation to a number of key education policy areas that are covered in the central Charter articles.

Article 6 concerns *Formal general and vocational education*. Respondents were asked the extent to which EDC/HRE in the curricula had been subject to revision and updating since 2007. Figure 9 shows high levels of such revision and updating of EDC/HRE across over three-quarters of countries, often as part of major on-going revisions and reforms of the whole school curriculum.

Figure 9 Revision and updating of EDC/HRE since 2007

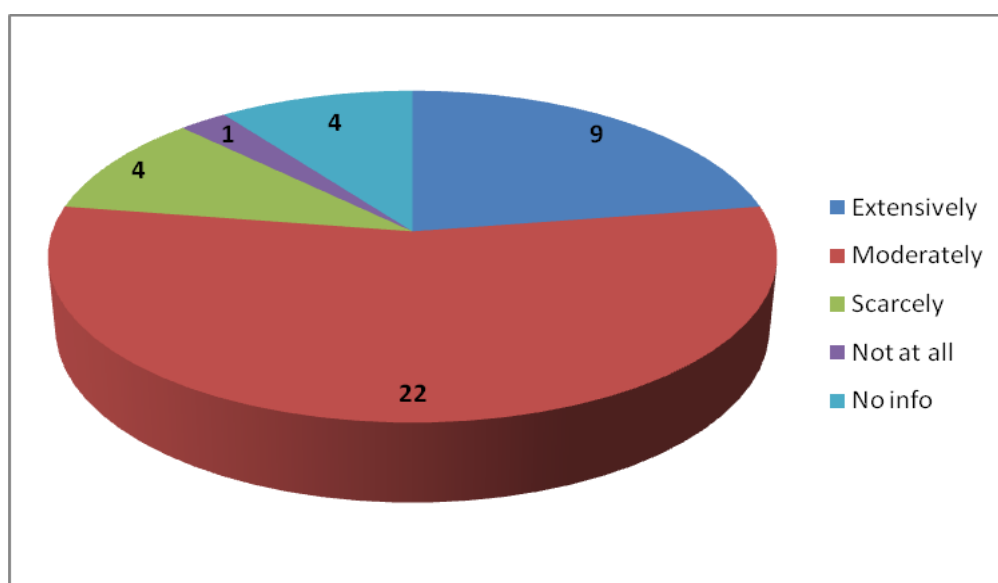


Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Revisions have been greatest in lower and upper secondary, closely followed by primary and pre-primary education. It underlines the nature of change that has and is taking place concerning EDC/HRE in formal general and vocational education within and across countries. The challenge for the Council is to ensure that the Charter and its provisions are considered as part of the revision and updating process of education and of EDC/HRE, in particular, across all countries.

Article 7 addresses *Higher education* and the questionnaire asked governments the extent to which EDC/HRE provision is promoted in higher education institutions in their country. Figure 10 shows that provision for EDC/HRE is promoted moderately in just over half of countries, extensively in nearly one-quarter and scarcely or not at all in over one sixth. There is scarcely any promotion in Finland, Iceland, Ireland and Turkey, at present, and no reported promotion in Slovakia.

Figure 10 Promotion of EDC/HRE provision in higher education institutions



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Country responses highlight that promotion varies within and across countries and encompasses inclusion in general values and mission statements, in certain departments and courses (e.g. social and human sciences and law) and in teacher training. However, it should also be noted that the increasing autonomy of higher education institutions limits the extent to which

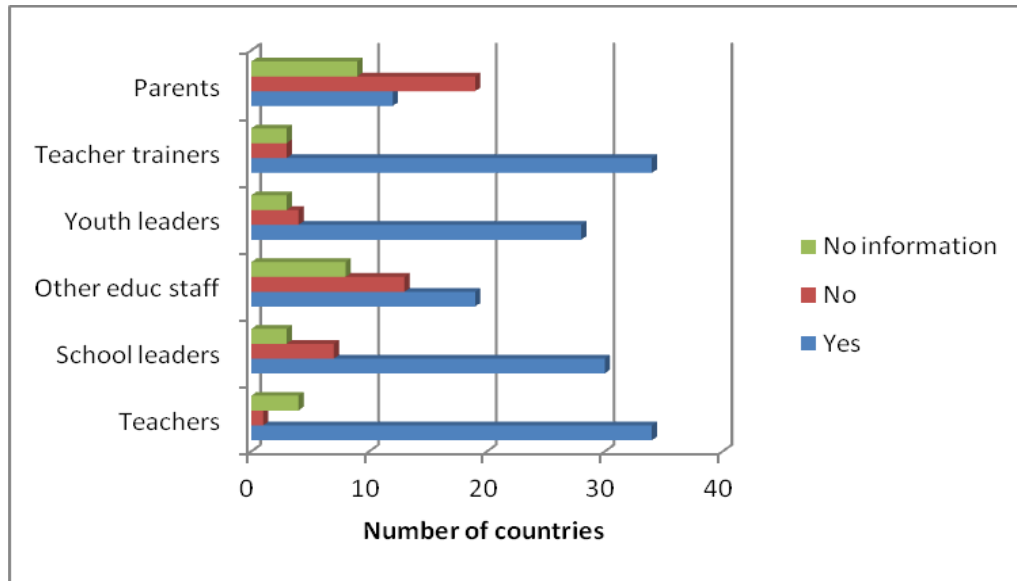
governments can control such provision. This presents an issue for the Council as to how more autonomous higher education institutions across Europe can be made aware of the Charter and its provisions concerning EDC/HRE. Governments may be one avenue of promotion but there may also be other avenues through country and Europe wide HE networks which can also be explored going forward.

Article 8 is about *Democratic governance* and respondents were asked about the existence of laws, policies and strategies that promote democratic governance in educational institutions, particularly schools, concerning various groups and functions. The country responses are extremely positive. They confirm that the large majority of countries (over 90 per cent) promote democratic governance in relation to: decision making procedures (e.g. governing bodies/school boards); school culture/rules; pupil/student participation (e.g. school/student councils); parental/family involvement in schools (e.g. governing bodies/school boards); and, in school/community links (in and out of school). The only countries that report no such promotion are Bulgaria and Hungary in relation to school/community links.

Article 9 is concerned with *Training* and the questionnaire sought to find out whether there is any provision for EDC/HRE training as part of initial teacher education, continuing professional development and other types of training for particular groups, from teachers and school leaders to parents. Figure 11 shows the responses from countries concerning such training.

Figure 11 details a mixed situation concerning training with more targeted training for some groups than others. It shows that there are high levels of training available in countries for teachers (88 per cent of countries) and teacher trainers (85 per cent) as well as school leaders (75 per cent) and youth leaders (70 per cent). It also highlights much lower levels of training currently available for other education staff (48 per cent) and parents (30 per cent). Indeed, the level of EDC/HRE training for parents is the lowest of all groups. Figure 11 also shows that there are almost one-fifth of countries where there is no information available concerning training for EDC/HRE.

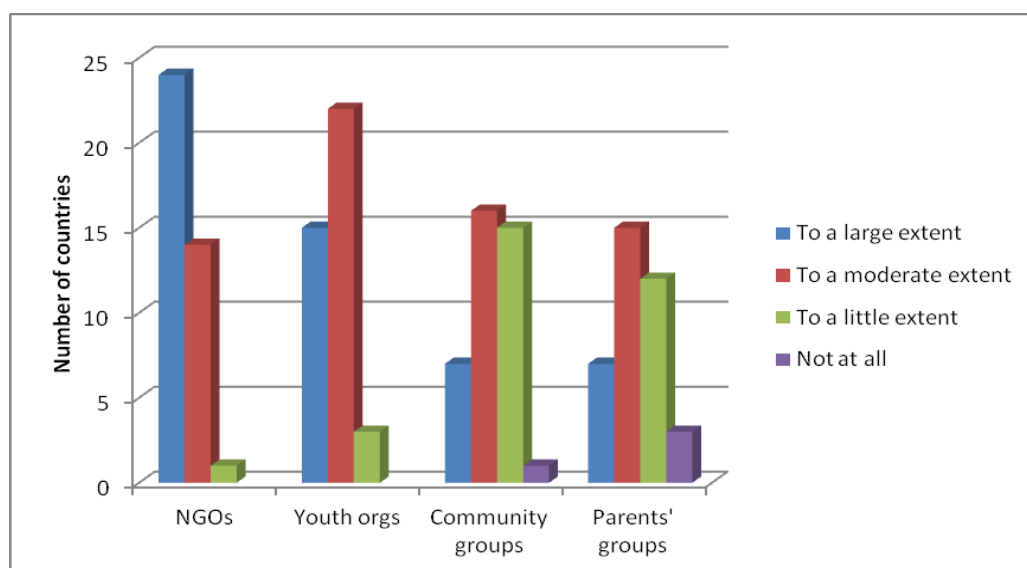
Figure 11 Provision for EDC/HRE training



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Article 10 of the Charter is about the *Role of non-governmental organisations (NGOs), youth organisations and other stakeholders*. Governments were asked about the extent of co-operation and support between the government and such organisations in their country. Figure 12 demonstrates varying levels of co-operation and support with different groups.

Figure 12 Co-operation between governments and organisations that support EDC/HRE



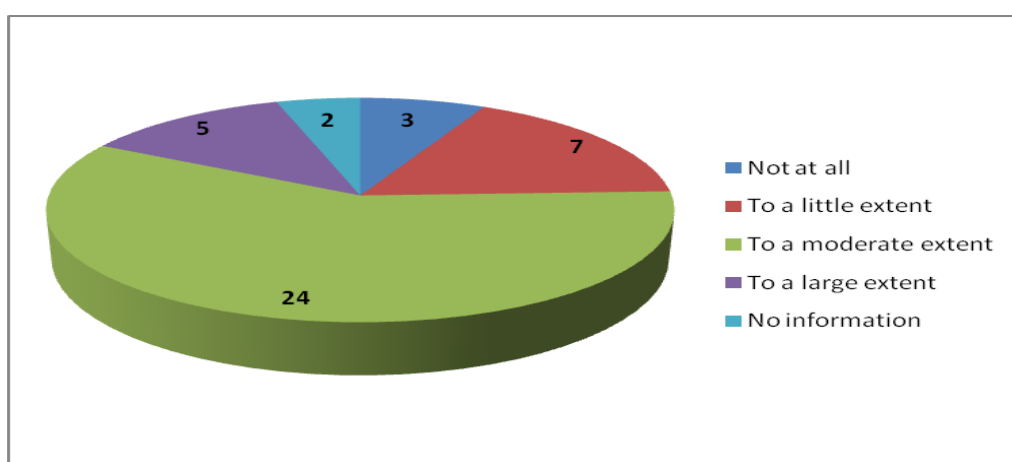
Source: Survey responses to the evaluation of the implementation of the Charter (2012)

The most extensive co-operation and support is between government and NGOs (60 per cent of countries), with moderate levels of co-operation and support with youth organisations (55 per cent) and much less co-operation and support with community groups (40 per cent) and parents' groups (38 per cent). Indeed, in relation to the last two groups there was no reported co-operation and support between government and community groups in Georgia and with parents' groups in Georgia, Monaco and Sweden.

Article 11 of the Charter changes tack by focusing on *Criteria for evaluation* of EDC/HRE. The questionnaire asked whether criteria have been developed in countries to evaluate the effectiveness of EDC/HRE programmes. The results show an even division with just under half of countries (43 per cent) reporting the development of such criteria and half no such development (50 per cent). However, a number of countries say that such criteria are currently under consideration. Even so the responses confirm the considerable work that still needs to be done to convince all countries of the importance of evaluating EDC/HRE programmes and of the need to establish criteria for such evaluation.

Article 12 is about *Research* with countries asked the extent to which they have initiated and promoted research on EDC/HRE to take stock of the current situation. Figure 13 shows a range of responses with the largest group of countries (59 per cent) stating the initiation and promotion of research on EDC/HRE to a moderate extent.

Figure 13 Initiation and promotion of research

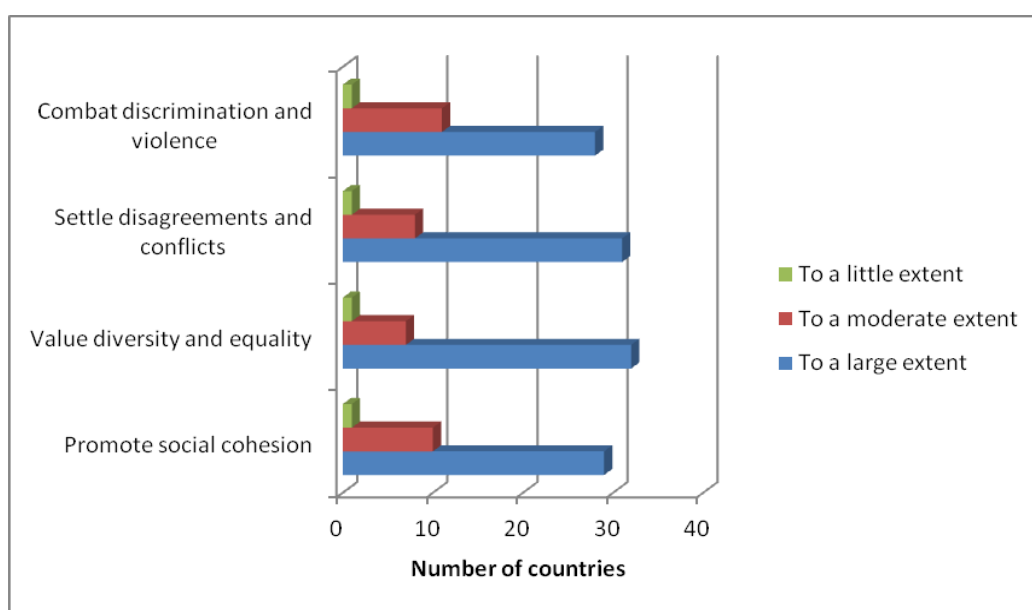


Source: Survey responses to the evaluation of the implementation of the Charter (2012)

At either end of the spectrum around ten per cent of countries say they promote research to either a large extent or not at all. Countries where research on EDC/HRE is extensively promoted are Montenegro, the Russian Federation, Serbia, Slovakia, Slovenia and the UK. Countries where there is no research undertaken at all are Bulgaria and Turkey. The findings highlight that while research on EDC/HRE is given consideration in many countries it is a moderate rather than high priority for action.

Article 13 focuses on *Skills for promoting social cohesion, valuing diversity and handling differences and conflict*. Respondents were asked about the extent to which educational approaches and teaching methods are promoted in their country which enabled pupils/students to acquire competences in relation to these skill areas. Figure 14 shows the responses and underlines how over two-thirds of countries promote such educational approaches and programmes and teaching methods extensively to develop pupils/students skills. Only one country, Turkey, reports such promotion to a more limited extent. Many countries commented how the development of such skills and competences was built into national curricula and national guidelines for education more generally and reinforced through EDC/HRE teaching within and beyond the curriculum.

Figure 14 Promoting pupils' skills in EDC/HRE competences



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

3.4 Section IV – Evaluation and co-operation

Section IV of the Charter covers issues of evaluation and co-operation in relation to both the Charter and to EDC/HRE, with other countries as well as with European and international organisations. Cultural Convention States were requested as part of the questionnaire to provide examples of good practice, where appropriate, in relation to Article 14 *Evaluation and Review* and Article 15 *Co-operation in follow-up activities*. The outcomes from this request are detailed in Appendix 1.

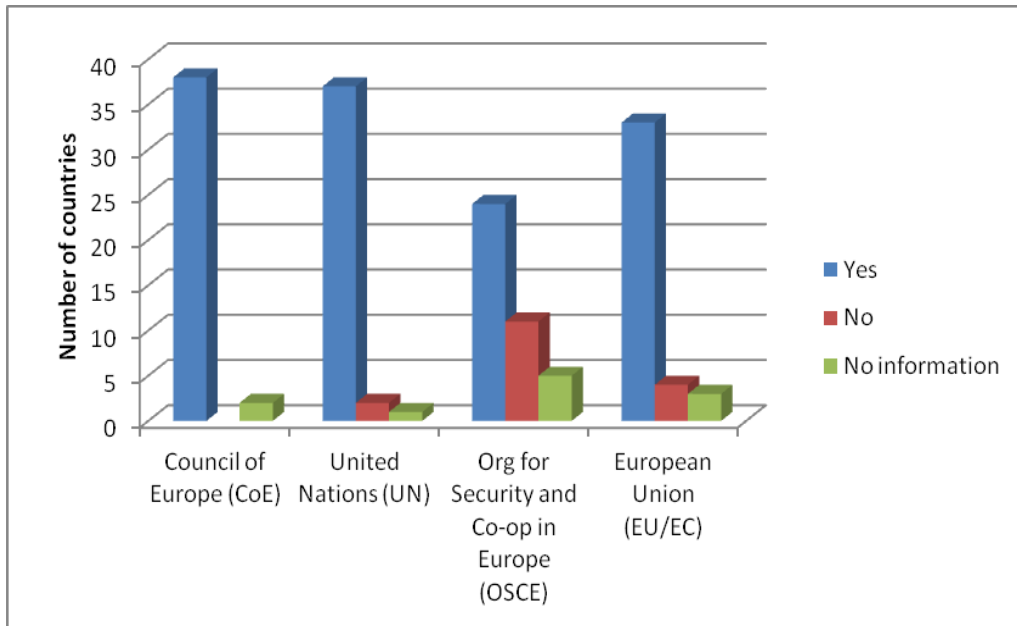
Article 14 addresses *Evaluation and review* in relation to the Charter. The questionnaire asked governments whether there has been any action foreseen to evaluate strategies and policies undertaken with respect to the Council's Charter on EDC/HRE. A quarter of countries reported having initiated such action with the majority (63 per cent) saying that they had taken no action to evaluate and review strategies and policies related to the Charter. These findings underline the lack of action in countries since 2010 to evaluate and review strategies and policies related to the Charter. They confirm the considerable efforts that still need to be made to encourage countries to give due attention to evaluation and review actions in respect of EDC/HRE.

Article 15 focuses on *Co-operation in follow-up activities*. Countries were asked whether they had planned any co-operation activities with other countries around the aims and principles of the Charter. Questionnaire responses were split fairly evenly with almost half of countries (45 per cent) saying they had planned such co-operation activities and almost half (43 per cent) saying they had not. No information was available from ten per cent of countries on this question. The responses suggest the need to explore in more detail the nature and potential benefits of such follow-up activities and the reasons why some countries currently co-operate on such activities while others do not.

Article 16 addresses *International and European co-operation* on EDC/HRE. The questionnaire asked countries to detail whether they co-operated with a number of leading organisations/institutions. Figure 15 details their responses. It shows that the large majority of countries take part in such co-operation on EDC/HRE with the highest levels being with the Council of Europe (95 per cent of countries), the United Nations (including UNESCO) (93 per cent) and

the European Union (83 per cent). A smaller number of countries (60 per cent) co-operate with the Organisation for Security and Co-operation in Europe (OSCE). Other international and European organisations that countries mentioned collaborating with were: SIEDO, the Economic Commission for Western Asia (ECWA), the European School of Governance, the Nordic Council of Ministers and the Organisation Internationale de Francophonie.

Figure 15 International and European co-operation on EDC/HRE



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

4. Follow-up Actions on the Charter

It is important to bear in mind that it is only just over two years ago in May 2010 that the Council's Charter on Education for Democratic Citizenship and Human Rights Education was adopted. It is recognised that it is still early days for all 50 States party to the European Cultural Convention to promote and fully implement the Charter and its articles. However, the Charter is an important reference point for all of Europe concerning EDC/HRE and it provides the basis for the Council's work in this field. It is therefore vital that it is promoted and implemented and that there is regular monitoring of such activity within and across countries. It is no use adopting the Charter in 2010, promoting it to 2012 and then finding out that it has been forgotten as a reference point by 2015 as policy and practice in education continues to shift in countries.

It is essential, therefore, that the Council gauge the extent to which countries have already promoted and begun to implement the Charter since 2010 and the extent of their plans for on-going and future promotion and implementation in 2012 and beyond. This raises the need for regular collection of data and high level reporting, discussion and dissemination of the outcomes.

This section of the report focuses on two particular follow-up actions designed to keep the profile of the Charter high in the Council and across Europe Charter in 2012 and the years beyond. The first action concerns concrete plans to present and discuss the findings from this questionnaire (i.e. this report) in 2012. The second action is about having a further follow-up questionnaire on the promotion and implementation in five years' time (i.e. in 2017) and a European conference to highlight the outcomes.

4.1 Conference to discuss report and findings

It is planned that the findings from this report will be presented and discussed at the Conference on *Human Rights and Democracy in Action – Looking Ahead: the Impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education*, which is being organised by the Council of Europe in co-operation with the European

Commission and the European Wergeland Centre in Strasbourg from 29-30 November 2012. The overall aim is to take stock of progress across Europe in meeting the objectives, principles and policies set out in the 16 articles of the Charter from its adoption in May 2010 through to autumn 2012. It will also provide a strategic opportunity for the Council of Europe and the 50 States party to the European Cultural Convention, as well as for other European and international organisations who work in the field of EDC/HRE, to review existing plans and to set new targets, initiatives and programmes so as to strengthen the continued promotion and implementation of the Charter from 2012 onwards. This explains why the conference is titled '*Looking Ahead*'.

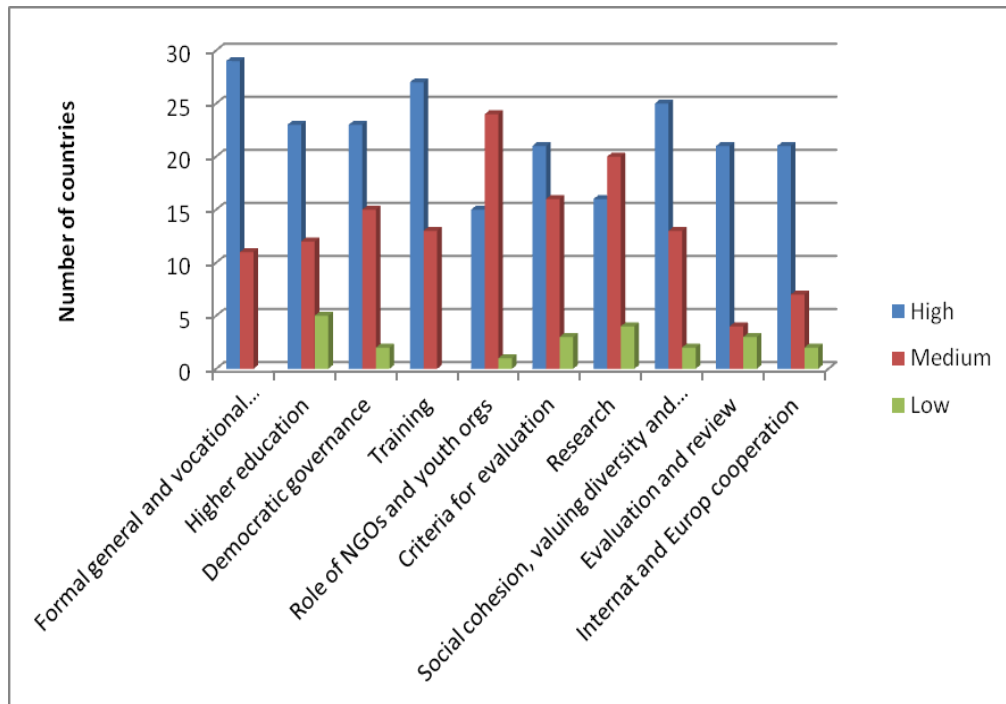
This report has been structured and written with this conference in mind. It addresses the current state of progress on all of the 16 articles in the Charter and contains some conclusions to help the Council and its partners to look forward with confidence. There is also an executive summary which sets out the main findings from the implementation questionnaire to governments.

4.2 Follow –up questionnaire on the Charter

The Council of Europe's Education Committee is also planning beyond 2012 with a proposal that this implementation review exercise should be repeated every five years as part of an on-going review cycle on the Charter. Five years is deemed a suitable period of time in which to assess the extent of progress of countries in pursuing the aims and principles for EDC/HRE promoted in the present Charter. It is planned that in five years from now (i.e. in 2017) a questionnaire similar to this one, but perhaps focusing on particular Charter articles and including more detailed case studies of effective practice in relation to EDC/HRE and the Charter in countries, should be drawn up and distributed. There should then be another report based on the questionnaire responses and a follow-up conference to discuss the findings and plan further actions and activities.

As part of the plans for this follow up review of the Charter the questionnaire contained a final question to countries concerning what particular areas of EDC/HRE the follow-up questionnaire should focus on in 2017. Governments were asked to give a level of priority to a number of key areas covered in the Charter. Figure 16 details the priorities chosen by the countries.

Figure 16 Priority areas for follow-up questionnaire



Source: Survey responses to the evaluation of the implementation of the Charter (2012)

Figure 16 shows that the highest priority areas for countries were those concerning formal general and vocational education (a high focus for 73 per cent of countries), training (68 per cent) and skills for social cohesion, valuing diversity and handling differences (63 per cent). High to medium priority areas were those concerning democratic governance of educational institutions (58 per cent), higher education (58 per cent), criteria for evaluation and evaluation and review (53 per cent) and international and European co-operation (53 per cent). Medium priority for focus was the role of NGOs, youth organisations and other stakeholders (38 per cent high focus). Meanwhile, over one-tenth of countries declared low interest in higher education, evaluation and review and research. More investigation is required to understand the reasons given for these priorities from the highest to the lowest.

It is interesting to note that the areas suggested for highest priority are those Charter articles, that according to the questionnaire responses, are where countries currently show highest levels of implementation, promotion and support. The same holds true in reverse for those areas which are medium to lowest priority (i.e. low priority equals low support and action). It raises the

likelihood that the focus in countries through to 2017 will be on self-selecting Charter articles where support for the principles and objectives of EDC/HRE in policy and practice is highest, while ignoring those articles where support and interest is lower. There is a danger that this will lead to an imbalance in focus on articles of the Charter through to 2017, both within and across countries, and in questionnaire design, analysis, reporting and discussion in 2017. It raises a question as to the focus of the 2017 questionnaire review and the extent to which it should investigate in more depth the Charter articles that are lower priority for countries so as to provide a more balanced overview of progress in countries.

A small number of countries also suggested other areas that should be a focus in 2017 including EDC/HRE and the economy, environmental issues and learner competences in EDC/HRE. General comments from countries on this questionnaire and the process of review and follow-up included recommendations to: streamline further the questions to save respondents time chasing information and data; get data and information about EDC/HRE from other sources that are publicly available in order to reinforce country responses and save time; focus the questionnaire totally on a small number of Charter articles where there is most interest and activity; and, collect examples of effective policy and practice from countries and to share them more widely with others. Countries generally welcomed the opportunity to review progress on the Charter at regular intervals.

5. Emerging Conclusions

This report sets out government responses to a questionnaire that looked at each section and article of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in turn. It is not easy within such a format of analysis and reporting to draw out common emerging themes. However, such an overview of current progress is extremely helpful to the Council of Europe and 50 States party to the European Cultural Convention, as well as to other partners in discussing and deciding how to take the Charter forward in the coming years. This section of the report therefore attempts to draw conclusions from the preceding chapters. It is structured around three themes.

The first theme is the **general context for EDC/HRE** within and across countries. This is the context within which the Charter is being promoted, and which, in turn, influences (both positively and negatively) such promotion. The second theme concerns **overall progress on promoting and implementing the Charter since its adoption in 2012** in terms of strengths as well as areas that require further work. The third and final theme is that concerning **follow-up and future actions from 2012 onwards**. The chapter ends with a final comment on the evaluation as a whole.

5.1 General context for EDC/HRE and the Charter

The first part of the questionnaire to governments sought to capture the general context for EDC/HRE within and across countries. This general context is important because it is the situation into which the Charter was adopted in May 2010 and that within which attempts have since been made for its initial promotion and implementation in countries. Understanding the context for EDC/HRE goes a long way to explaining how the Charter has fared over the past two and half years. There are a number of general conclusions concerning this context that arise from reviewing the questionnaire responses. They include:

- Existence of numerous influences in countries that affect the approach taken to EDC/HRE and to the Charter. For example, the Charter was adopted with the current financial and economic crisis beginning to impact across Europe. There are signs that the crisis is affecting government spending and the degree of priority given to EDC/HRE in government policy and in provision of resources (human and monetary). Meanwhile, there is evidence of a growing move to decentralisation of educational responsibilities and resources in many countries. This makes it difficult to both influence policy and practice concerning EDC/HRE and to collect robust information and data about current developments.
- Recognition of on-going policy reforms in many countries in relation to the curriculum in general and EDC/HRE in the curriculum in particular. This makes it difficult to plan with certainty for EDC/HRE in countries in the coming years and to provide up-to-date information on policy and practice.
- Evidence of considerable on-going levels of activity in policy and practice in EDC/HRE across a wide range of areas and of continued support for this area from European governments.
- Signs of higher support and activity concerning EDC/HRE in certain education sectors compared to others. There is much greater support for EDC/HRE in formal general education than in higher education and in youth and non-formal education.
- Lack of detailed information about policy and practice in EDC/HRE in a minority of European countries. This includes country wide information as well as information about certain education sectors and areas. Such information is vital if a European wide review of the Charter and of EDC/HRE is to be achieved.
- Varied levels of awareness in countries of support for EDC/HRE from the Council of Europe through its programmes, actions, tools and resources, including the present Charter.

This context should be borne in mind when reading the findings in this report and discussing follow-up and future actions in relation to EDC/HRE and the Charter.

5.2 Progress in promoting and implementing the Charter

Reviewing the findings concerning all the Charter articles reveals a number of broad conclusions about progress in promoting and implementing the Charter between 2010 and 2012. These include:

- Evidence of awareness across countries of the Charter on EDC/HRE and understanding of its purpose and importance as a benchmark for EDC/HRE in and beyond Europe (Article 1).

- Signs that the general policy context has and is influencing the degree of awareness, promotion and implementation of the Charter in countries. Such awareness and promotion is higher in countries where EDC/HRE is given greater policy priority and lower in countries where that priority is lower. The extent of policy and practice in EDC/HRE goes hand in hand with the level of progress on the Charter.
- Evidence of shared definitions for EDC/HRE and of the promotion and implementation of the Charter in around two-thirds of countries between 2010 and 2012 and of further planned activities (Articles 2 and 4).
- Evidence that one-third of the countries that responded to the questionnaire still have a considerable way to go in terms of their understanding of and approaches to EDC/HRE and in their awareness and promotion of the Charter (Articles 2 and 4).
- Promotion and implementation of the Charter has been much stronger in relation to certain EDC/HRE areas over others. The strongest promotion in terms of objectives, principles and practices has been in formal general education (primary, lower and upper secondary) and in vocational education and training. There has been less strong promotion in higher education and youth and non-formal education to date. (Articles 6, 7 and 10).
- Countries are strong in promoting democratic governance across educational institutions (Article 8)
- Strength of promotion of EDC/HRE and of the Charter influences the nature of training for EDC/HRE. It is noticeable that the majority of countries provide training for teachers, teacher trainers and school leaders rather than for youth leaders and parents. (Article 9)
- Mixed levels of support and promotion across countries for NGOs, youth organisations and other stakeholders (including parents), with higher support for NGOs (though not financial) than for other stakeholders (Article 10).
- Only moderate support and action concerning evaluation, research and monitoring for EDC/HRE. Many countries have yet to develop criteria or to take action. This may be because EDC/HRE is still a relatively new and evolving area and/or because it is not a high policy priority and therefore not deemed a high enough priority for such actions (Articles 11, 12 and 14).
- Most countries are strong in promoting the competences and skills of pupils in relation to promoting social cohesion, valuing diversity and handling differences and conflict both through EDC/HRE and across the curriculum (Article 13).
- Evidence of countries co-operating and collaborating with other countries on the Charter and of many countries co-operating with international and European organisations and institutions that work in the field of EDC/HRE (Articles 15 and 16).

It is hoped that these emerging conclusions, concerning areas of EDC/HRE as reflected in particular Charter articles, will be useful for influencing discussions and decisions concerning follow up and future actions on the Charter and on EDC/HRE.

5.3 Follow up and future actions

It is positive that there has been support from governments (40 out of 50 States party to the European Cultural Convention) to review the implementation of the Council Charter on EDC/HRE this time round. It is also encouraging that, in the main, countries support a regular review cycle on the Charter, with the next review scheduled for 2017 (in five years' time). However, it is of concern that countries suggest that the review cycle should focus going forward on EDC/HRE areas where promotion and implementation is already strong at the expense of areas where promotion and implementation remains weaker. This means a focus on formal education and vocational education and training, rather than on research, evaluation and monitoring and the role of NGOs, youth organisations and other stakeholders.

There is a considerable danger that if agreed such an approach would lead to an imbalance in the promotion and implementation of the Charter. It would leave certain articles of the Charter better supported, promoted and reviewed than others. It could mean that less popular Charter articles are ignored in terms of policy, practice and action.

Finally, there is a need to consider how best to build a robust evaluation and review cycle concerning the Charter. The questionnaire and this report are helpful in this process but as time progresses it will be important to decide: how and how much to draw on other sources of data and evidence about EDC/HRE that are in the public domain; how to get reliable information and data from all European countries (a 100 per cent rather than an 80 per cent response rate), how to encourage those countries that are currently reluctant to participate in the review in five years' time, and, how to obtain examples of best practice and share and act upon the review outcomes. There is plenty to consider going forward.

5.4 Final comment

Above all, the questionnaire responses have underlined that a promising start has been made to the implementation of the Council Charter on EDC/HRE. However, as the key findings show, though promising, it is only a start. There is still a considerable way to go if the Charter is to fulfil its aims and ambition to be a benchmark for EDC/HRE in and beyond Europe.

The Charter on EDC/HRE has begun its journey but the nature of that journey has yet to be fully mapped out. It is hoped that, as with the outcomes of the 2005 European Year of Citizenship through Education, the adoption and implementation of the Charter signals clearly the start of a new collaborative journey for the Cultural Convention States to strengthen education for citizenship and human rights education. Much will depend on what is decided about EDC/HRE by these countries - both at the national level and in the framework of the Council of Europe - between now and the next review in 2017.

Appendix 1

Charter Section IV Evaluation and Co-operation - Examples of Good Practice from the States party to the European Cultural Convention

In Section 4 of the questionnaire on Evaluation and Co-operation, in relation to evaluation strategies and policies concerning the charter (Article 14) and co-operation activities with other countries (Article 15) countries were invited to provide 1-2 example(s) of good practice. The criteria of appropriateness, effectiveness, originality and sustainability were used as guidelines for identifying good practice.

Concerning Article 14 in respect of any action foreseen to evaluate the strategies and policies undertaken with respect to the present Charter none of the countries could confirm that good practice examples have been developed. As the Charter was adopted in 2010, it is perhaps not surprising that only limited experiences of good practice in the field of evaluation are available in the countries.

Concerning Article 15 whether co-operation activities with other countries in pursuing the aims and principles of the present Charter have been planned, only two countries (out of those who provided a positive answer), Albania and France, made specific reference to on-going co-operation activities with other countries classified as good practice. Albania reported that it is part of the European Network for EDC/HRE as well as a member of the regional network in this field. Furthermore, it referred to a summer school to be organized in Montenegro in summer 2012, addressing teachers, school principals and representatives of NGOs from the same school and community from South East European countries. Meanwhile, France has established exchange and co-operation activities in the field of citizenship, especially with England and Scotland. They include among others, a comparative study on EDC/HRE in the three countries, and capacity building of education professionals.⁶

⁶ For more information, please follow the links provided by the Ministry of Education France:
<http://eduscol.education.fr/cid47756/presentation.html>
http://media.eduscol.education.fr/file/Europe_et_international/54/7/citoyennete_Angleterre_Ecosse_France_114547.pdf
<http://eduscol.education.fr/cid48543/les-cadres-d-action.html>