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Forum on “Civic Partnerships for Citizenship and Human Rights Education”

**Organised by the Council of Europe in the framework of the
Swedish Presidency of the Committee of Ministers**

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**Report by
Ted Huddleston**

*Learning and living
democracy for all*



PART 1: THE CONTEXT

1. Background

The role of civil society in citizenship and human rights education (EDC/HRE) has been acknowledged since the very beginning of the Council of Europe EDC project in 1997 – in particular, through its focus on ‘sites of citizenship’ at grass roots level. Today there is a growing awareness of the need for governments and civil society organisations to work closer together in developing more effective and sustainable forms of EDC/HRE for young people in Europe.

The first Forum for NGOs on EDC/HRE took place in April 2005 in the framework of the 2005 European Year of Citizenship through Education. It was organised under the auspices of the Polish Chairmanship of the Council of Europe Committee of Ministers. The Declaration adopted by the participants provides a useful background for the Forum on civic partnerships which was held in the framework of the Swedish Chairmanship of the Council of Europe Committee of Ministers.

2. Aims and objectives

The aim of the Forum was to produce recommendations on how civic partnerships supporting EDC/HRE could be further developed and supported at a national and European level – specifically to:

- explore different understandings and experiences of civic partnerships in EDC/HRE
- exchange examples of good practice
- make recommendations for future action.

These were to be produced with a view to informing:

- an event on the promotion of human rights to be organised in the framework of the Swedish Presidency
- decisions to be made by the Committee of Ministers on the follow-up to the EDC/HRE project after 2009
- the work of the Council of Europe to develop a framework policy paper on EDC/HRE
- the International Year on Human Rights December 2008 - December 09.

3. Forum participants

Forum participants included officials from the states party to the European Cultural Convention, representatives of international institutions and civil society and foundations active in the field of EDC/HRE. Member states were each asked to nominate a high ranking official dealing with citizenship and human rights education, and Council of Europe EDC/HRE co-ordinators asked to recommend one prominent representative of

civil society active in EDC/HRE in their respective countries. There was also a possibility for international and national NGOs to apply on-line.

4. Working methods

The work of Forum was organised around two substantial and highly structured workshops interspersed with more formal platform presentations. Working group rapporteurs fed back the results of their group discussions to the Forum as whole in plenary sessions and submitted short written reports which have used as a basis for this report.

Workshop I was structured around six questions relating to civic partnerships for citizenship and human rights education:

- Do you know of examples of good practice?
- What are the essential characteristics of such partnerships?
- What can the benefits be?
- What are the difficulties of and obstacles to such partnerships?
- How can these difficulties and obstacles be overcome?
- What are the respective contributions of the different partners?

Workshop II focused on two further questions:

- How can such partnerships be supported at the national level? What has to be done and by whom?
- What kind of support is required from international and regional institutions?

5. Final Declaration

Forum participants were asked to consider a draft Declaration on civic partnerships for citizenship and human rights education (DGIV/EDU/CIT [2008] 37), prepared by a small drafting group composed of civil society representatives. Following discussion a number of revisions were suggested and a Final Declaration formally adopted by the Forum (DGIV/EDU/CIT [2008] 37 rev). This document sets out the Forum's recommendations of actions to be implemented by relevant agents with respect to civic partnerships in this field – including: the Council of Europe, international and regional governmental institutions, government, parliamentarians, national human rights commissions, civil society organisations, the media and education providers and practitioners. The full text is appended to this report (Appendix I).

PART 2: KEY THEMES

The next section of this report summarises the content of the discussion during the Forum and the main themes emerging from this. The points raised, recommendations made and practical examples cited are taken from the written reports submitted by the Workshop rapporteurs and the oral contributions of individual participants in the plenary sessions.

1. The essential characteristics of civic partnerships

While there was unanimous agreement among the participants about the value of partnership working in the creation of more effective citizenship and human rights education, it was felt important to avoid a too narrow concept of what this might mean in practice – both in terms of the kind of organisations involved and the nature of the relationship. It is difficult to arrive at a set of common criteria and recommendations because each case is unique. Educational systems and civil society organisations are different from one country, region, canton or municipality to another and opportunities for partnership working vary from one situation to the next. In some situations the role of NGOs and other civil society organisations in EDC/HRE is highly developed, whereas in others it is just beginning to get under way – but although there are important lessons to be learned from the experience of the former, we must not make the mistake of thinking that there is only one model for civic partnerships in this field or that the same process of development should be followed.

However, while there may be no ideal model of a partnership working in EDC/HRE, participants agreed that at a generic level there are some common features that distinguish these kinds of partnerships from others:

1. Civic partnerships in EDC/HRE exist to solve problems

First, the reason for the partners coming together in the first place is to solve a particular kind of problem. The problem can take different forms. It may be a need to be satisfied, e.g., a lack of appropriate teacher training in EDC/HRE, or perhaps a request to be fulfilled, e.g., schools asking for help on how to deal with controversial issues in the classroom. It is the nature of the problem that determines the type of partners that should come together, their respective roles and working methods.

2. Civic partnerships in EDC/HRE exist to solve problems and promote EDC/HRE

Second, the problem a civic partnership in EDC/HRE exists to solve is always an educational one – specifically, one relating to citizenship or human rights

education. The outcome, if the partnership is successful, will be an improvement in some aspect of EDC/HRE. Of course, other sorts of problem – e.g., practical or political - may need to be solved along the way, but these will always be secondary to the EDC/HRE purpose.

3. Civic partnerships in EDC/HRE exist to solve problems that cannot be solved by the state alone

Third, the reason the partnership needed is that the problem it exists to solve, for whatever reason, cannot be solved by the state alone. It may be that the state doesn't have the necessary resources, human or financial, at the time – alternatively, it may be problem that as a matter of principle the state ought not to be left to deal with on its own.

4. The ultimate beneficiaries of Civic partnerships in EDC/HRE are the citizens and residents of Europe

Fourth, the ultimate beneficiaries of the process are the citizens of and residents of Europe. They may benefit directly through what might be called 'primary' partnerships, i.e., ones organised to deliver immediate learning – or indirectly, through 'secondary' partnerships, i.e., ones organised for capacity-building for this. The parties that come together in partnership may have something to gain from the process as well, of course. In fact, the prospect of mutual benefit may be powerful incentive for the formation of partnerships in the first place, but the EDC/HRE outcome will always have priority.

2. The potential partners

From the very outset participants stressed the importance of keeping an open mind about the types of groups that might be involved in EDC/HRE partnerships. At the level of the state, for example, partnership working is possible at a wide range of levels: national or regional ministries, local authorities, municipalities, teacher training or pedagogical institutions, and federations of or even individual schools. Nor should we think that ministries of education are the only departments of state with which such arrangements are possible. The Citizenship Foundation in England, for example, has considerable experience of working with the Ministry of Justice and the Ministry for Communities and Local Government as well as the Department for Children, Schools and Families on citizenship education projects for young people. In Estonia a local NGO has worked collaboratively with the Ministry of Economics on the production of resources for consumer education in schools, with input from the state consumer regulatory board.

Similarly, participants stressed the importance of flexibility over the types of civil society organisations that might become involved since different organisations have different

kinds of knowledge and experience to bring to partnerships. A wide range of potential partners were suggested, including: international, national and local NGOs; national agencies of international organisations; trades unions; journalists; associations of retired citizens; higher education institutions; research centres and ‘think tanks’; student associations; youth groups – even private corporations and companies, such as banks. Overarching international organisations such as OHCR, UNESCO and ILO were also mentioned as potential candidates. A strong case was also made for involving the media and media organisations, including community media, both in terms of communicating the activities of partnerships and as potential civic partners in their own right.

3. The nature of the partnership

Participants felt that nature of the partnership ought not to be specified too narrowly. In fact different types of relationship may be necessary in different situations. One group attempted to draw up a typology of the different types of relationship that are possible – thus:

- loose network
- alliance
- true partnership
- coalitions
- collaboration.

There was some discussion about the structural level at which partnership working might take place and general agreement that this can be a range of levels: local to European.

A case was also made for bringing together organisations of the same kind in partnerships, e.g., partnerships between NGOs, between governments at a regional level or between types of educational stakeholders, such as parents associations. The general opinion, however, was that though all such partnerships should be encouraged and supported, the concept of a civic partnership in EDC/HRE needed to have a more specific definition. That is to say, that it should refer specifically to forms of co-operation between *state* and *non-state* actors - in that, arguably, education for citizenship and human rights is the joint responsibility of the state and civil society. EDC/HRE partnerships between different NGOs or between different states of state institutions would then be seen as subsidiary but contributing to this more fundamental type of partnership.

At the same time it was thought important to avoid a simplistic concept of civic partnerships as NGOs providing the expertise and the state providing the means to bring about more sustainable forms of EDC/HRE. Rather, a range of different types of relationship between state and non-state agents is possible. It was suggested that these relationships could be thought of as existing on a spectrum: a minimal relationship would be one where the state doesn’t prohibit but simply allows civil society activity to go ahead unsupported.

Similarly, a range of partners may need to come together to solve a particular problem and different partners might usefully find themselves involved in multiple partnership. An interesting example of EDC/HRE practice in Latin America was referred to by one group. It related to violence on public buses at a time of financial crisis and poverty. A local authority negotiated with banks for loans for private transport companies to buy machines allowing for payment for journeys with cards rather than cash. A university arranged to print sentences from the Universal Declaration of Human Rights on the cards. The media promoted the project and then teachers used the cards for lessons in EDC/HRE.

4. The relation between state and civil society

Fundamental to the development of civic partnerships in EDC/HRE is the idea that education in democratic citizenship and human rights is both too large and too important a task to be left to the state alone. In considering the advantages of partnership working in this field, participants distinguished between three different reasons for bringing together state and non-state action in this field:

1. Pragmatic

First, there are situations where governments are either reluctant or temporarily unable to provide the resources, human or financial, needed for appropriate and effective forms of EDC/HRE for their citizens, e.g., teacher training. In situations like these the role of NGOs and other civil society organisations can be to fill in the gaps in provision through entering into partnerships with public authorities. These sorts of partnerships may be temporary and expedient, perhaps ‘stop-gap’ measures.

2. Educational

Second, there are aspects of citizenship and human rights education that either actually require or are almost always better done through partnerships between the state and civil society. Civil society is or should be an essential part of the EDC/HRE curriculum: children and young people need to know what it is, how it functions and how it relates to the state. Moreover, they learn the skills of active citizenship through participation in civil society organisations and activities.

3. Critical

Third, there is the critical function that only civil society can play in preventing political or ideological bias in EDC/HRE, i.e., from EDC/HRE acting as state, government or party propaganda – or public perceptions that is the case.

5. The benefits of civil society involvement

In discussing the role of civil society in EDC/HRE, participants identified a number of definite benefits that civil society organisations can bring to partnership working with public authorities – including:

1. *Grass roots working*

Civil society organisations are often better equipped to work at the grass roots level with individual schools and communities. EDC/HRE begins on the ground with actual schools and communities. ‘Bottom-up’ working of the type carried out in small local projects is only way in which the frequently mentioned ‘compliance gap’ between policy and practice may be overcome in this field. Citizens at grass roots level are often suspicious of state initiatives and put more trust in locally-based organisations. Indeed there are some EDC/HRE problems that can only be solved at the local level. An example given of a partnership designed with exactly this in mind is the One Square Kilometre project in Germany which brings together all local stakeholders around a local school with staff from an NGO doing some of the teaching. This project is now being carried out in over ten different schools.

2. *Flexibility*

Smaller civil society organisations are often more flexible than departments of state. They also tend to be able to bring more energy and enthusiasm to bear than slow-moving state bureaucracies.

3. *Experiment and innovation*

On account of freedom from state control, civil society organisations have the potential to be more experimental in their approach, developing and trying out new concepts and ways of working in EDC/HRE, which if successful can then be taken up by the public authorities on a wider scale. In this respect they can act as catalysts for innovation and new developments in EDC/HRE.

4. *Expertise*

Civil society organisations often have specialist expertise in aspects of citizenship and human rights education which is not readily available elsewhere, e.g., in EDC/HRE pedagogy, curriculum development, resource production and training. NGOs are by their nature specialist organisations with relatively specific aims and methods and can have much to offer the state in terms of partnership working on this account – particularly with regard to current issues and problems in society.

An example was given of a local NGO in Bulgaria developing teaching on trafficking through the Compass HRE manual – a problem which schools were finding difficulty in dealing with. International organisations often have their own particular areas of expertise to offer, e.g., translation of materials, or knowledge of best practice internationally. Many different kinds of ‘know-how’ are required for EDC/HRE and this underlines the need for partnership working in this field, bringing together academics and well as advocates and activists.

Participants cited a wide range of examples this. For instance, the partnership between the Serbian Ministry of Education and the NGO Civic Initiatives in the preparation of textbooks, capacity building for teachers, competitions and the publication of a practical magazine on civic education for teachers. Another example is the Armenian Human Rights School set up by a local NGO in collaboration with the Ministry of Education and Science to train teachers in legal education, including human rights and national law – a subject new to schools in the country. With funding from donor organisations, including from the Netherlands, NGO staff help teachers work towards a professional certificate qualifying them to teach this subject in school.

5. A systematic and coherent approach

Civil society organisations are often better equipped to promote a more systematic approach to EDC/HRE than public authorities. This can be especially important in situations where a decentralised system of education results in different attitudes and approaches to EDC/HRE being adopted in different schools or regions within a country. Coming from civil society themselves, civic partners tend to be better placed to help schools approach EDC/HRE in a more holistic way, linking civic education as a classroom subject with democratic governance within the school community and experiential learning in the wider community beyond the school gates, e.g., by facilitating local ‘hands-on’ projects. The implications of a whole-school approach to EDC/HRE learning are not yet always fully understood and there is much that civil society can do to develop and disseminate good practice in this field, e.g., by developing national standards or guidelines. As an example of this, School Councils UK, a UK NGO, is currently working on national standards for school councils.

6. Continuity

Civil society organisations are often able to take a more long-term view to EDC/HRE development than state bodies and thus help to create more sustainable arrangements and ways of working in schools. In the absence of support from civic partners state-promoted EDC/HRE can be highly dependent on the political agenda of the government of the time. Changes in government or in education personnel often lead to changes of educational direction. Through partnership working with the state, civil society organisations are able to create forms of EDC/HRE learning that have more permanence and more able to withstand

changes of political climate or official personnel, e.g., through long-term agreements or protocols or the establishment of periodic events, such as annual competitions or ‘citizenship’ or ‘human rights’ days.

7. *Alternative sources of funding*

Civil society organisations often have access to sources of funding not available to the state, e.g., from private foundations, individual philanthropy, corporate sponsorship or marketing. In situations where this is the case, civil society organisations are able to give financial support to developments in EDC/HRE at a national level or make up for disparities in state funding across a country, e.g., in Italy where the north of the country receives more state funding than the south. This can range from anything from funding the development and trialling of new projects to the supply of training, resources or other technical services to teachers and schools free of charge.

8. *‘Watchdog’ status*

Civil society organisations are in the unique position of being able to hold governments to account over policy development and implementation in EDC/HRE. In the view of some participants at the Forum, this is one of the most valuable contributions that civic partners can bring to partnership working. Civic partners are able to remind the state of its obligations, e.g., to European Convention on Human Rights, and to work to prevent EDC/HRE from becoming political propaganda. Civic partners have the capacity to act as “correcting” agents monitoring government action in this field – in particular, with regard to transparency, accountability and financial management. They are able to bring a measure of congruence to what central and local government says about citizenship and human rights education, what parents and other ‘stakeholders’ understand and want from the process and the kind of teaching and learning experiences that go on in schools and other forms of education. The example was quoted of the development of partnership working between parents and teachers through the creation of school councils in Georgian schools. These councils draw together different local stakeholders to discuss the distribution of funding and school development, including the election of principals, bringing much needed transparency and accountability to a public service where there were previously many allegations of financial mismanagement.

9. *Trust*

Finally, civic partners are able to overcome some of the current disillusionment with public life and institutions by making society more accessible to the citizen and creating more opportunities for citizen participation in society – both at a national and a European level. They are able to begin to build up an atmosphere

of trust in social institutions and services – particularly important at a time of financial crisis – and a more ‘ethical’ approach to public life.

6. Criteria for effective civic partnerships

The identification of success criteria for civic partnerships in EDC/HRE was one of the central tasks of the Forum and stimulated much discussion. Although there was some difficulty in generalising given the wide range of organisations covered and the possible ways in which they might work together – there being no one model of a good civic partnership as such - there was substantial agreement among participants about some of the basic features essential to any civic partnership to be an effective one – including:

1. A common objective

While effective civic partnerships in EDC/HRE do not necessarily depend upon partners sharing the same interests or values, or even general goals, what they do need to share is a common objective for the partnership, i.e., the problem they are coming together to solve – (although it can only be possible if partners are aware of and discuss their differences as well as their commonalities). It means a measure of agreement about the aspect of EDC/HRE it is intended to improve, the means to improve it and an acceptance that this may only be, or be best achieved through joint working. The objective should be specified as clearly as possible so that each partner knows exactly what it is they are involved in. It should be realistic and, as far as possible, evidence-based, i.e., rooted in up-to-date research on teaching and learning and young peoples’ understanding and experience of life in contemporary Europe.

How the objective is first identified and by whom is unimportant. It may come from any number of different sources, e.g., from a public enquiry, an NGO, a school or even a group of school students. Who initiates the idea of partnership in the first place is also unimportant: it is the outcome that counts.

2. Clearly defined roles

It is essential that partners have a clear understanding of what the individual contribution of each is intended to be and that there is joint agreement on this. All of the partners should approve their respective roles. This is not to say that precise roles have to be decided at the outset, however. Identifying and refining roles is likely to involve a process of negotiation over time, demanding a certain amount of flexibility and open-mindedness, and of mutual respect between the partners. The roles may be very different, but they should be complimentary – this is the point of the partnership. It is also better if it involves a range of key personnel in the organisations, not just a few select individuals. An example illustrating this clear division of labour was cited from Belgium where about ten years ago the Ministry of Education established a new structure for publicising NGO services to

schools, in which the offers made by NGOs are co-ordinated and subjected to quality control by the Ministry.

3. Equality

While it might be unreasonable to expect partners to be equal in every respect, e.g., in terms of size, access to funding, or political power (how could one expect a civil society – emphasized in to have the same power as the state?), the idea that partners should be able to discuss their joint objectives and working methods as equal ‘interlocutors’ had much more support from participants. The importance of each partner retaining its integrity of purpose was emphasized.

This will not only have the effect of leading to better decision-making and more effective action, but will also allow for the proper balance between state and civil society actors in matters of democratic education – in particular, the safeguarding of the autonomy and ‘critical’ function of civil society vis-à-vis the state.

It will also allow partnership working to become an exercise in democracy and human rights in its own right. A number of participants argued for the importance of gender equality in EDC/HRE partnership working, given that women in many European countries still do not have equal opportunities of participation in public life. Others argued for the importance of involving children and young people in developing agendas for partnership working and having a chance to express their own opinions. Achieving this would require the development of an explicit culture of dialogue between partners and a climate of trust and mutual respect.

4. Openness and accountability

The quality of openness was recognised as important for EDC/HRE partnerships, i.e., openness both between partners and between partners and the wider public. Partners need to be able to work openly with each other in specifying objectives, planning their activities and so on. They also need to communicate what they are trying to achieve to the range of stakeholders that have an interest in their activities, including parents and other community members, officials and elected representatives. For a number of participants this suggested a greater role for the media (including TV and popular websites) as well modern ICT tools (such as skype, e-learning platforms, etc.) in partnerships. Not only would this give partnerships greater visibility, but it would also build in a greater element of public accountability – both through informing and potentially through involving key stakeholders in EDC/HRE, e.g., the parents of school students. EDC/HRE should be open and accountable in a general sense to the society within which they are working.

5. *Sustainability*

A key feature of effective EDC/HRE partnerships was thought to be the extent to which they are able to lead to educational practices that are sustainable. While a certain amount of stability is required if civic partnerships are to effect permanent changes in this way, it is not necessary that the partnership itself is sustainable in the long run. What is more important is that the practices which it establishes are sustainable. Partnerships should not be judged in terms of their short-term successes but rather in terms of what happens after the partnership ends. Will what has been gained be immediately lost, or will it continue and grow? Partner organisations need to take a long-term view of what makes for more effective citizenship and human rights education in the countries in which they are operating and plan their activities in the light of this. One way to build in sustainability is to create partnerships capable of making a structural difference to the education system – e.g., through developing standards and qualifications, professional development accreditation and certification, or quality assurance mechanisms. An interesting example from Romania was quoted of a joint NGO-government round table that was set up to deal with a problem concerning the adoption of children: the problem was solved but the round table still exists.

6. *Evaluation and self-evaluation*

Regular reflection on progress was thought to be another essential feature of an effective partnership. While summative evaluation can provide valuable information on which to bid for or plan future projects and partnerships, formative evaluation – particularly self-evaluation – is more able to ensure that the desired outcomes of the partnership are achieved.

7. **Obstacles to be overcome and dangers to be avoided**

Participants made reference to a wide range of different obstacles to partnership working in EDC/HRE, some of which are universal while others tend only to exist in certain countries or regions. These included: a lack of resources; inflexible school curricula; absence of educational support structures, such as teacher training institutions or mechanisms; teacher workload; negative attitudes among school leaders and classroom teachers; an overemphasis on basic skills teaching and formal examinations to the detriment of wider curricular aims; bureaucratic state systems; centralisation; fragmentation of state funding; a cultural climate that clashes with the values implicit in citizenship and human rights education; regular changes of government and government personnel, and so on. Obstacles to partnership working between countries and regions included different understandings of EDC/HRE and cultural differences in conceptualising the field. An Estonian participant, for example, explained the problem of their being no term in Estonian for ‘neighbourhood’.

Some of these might be better seen, however, not as obstacles to, but as *reasons* as to why the support for partnership working is so important in EDC/HRE. On the other hand there are other states of affairs that are not so much obstacles to be overcome but *dangers to be avoided* in partnership working. These were raised at various points in the Forum and may be summarised as follows:

1. Civil society organisations espousing implicit or explicit political agendas

Political or ideological bias – even the perception of it – endangers the credibility and sustainability of partnership working. It can lead to discrimination against a civil society organisation by government, or to accusations of government favouritism. It would seem to be absolutely essential that NGOs and other civil society organisations wishing to work in EDC/HRE take care to avoid any kind of partisan political affiliation or giving the impression that they may have some hidden political agenda. This can be greatly helped by public authorities taking concrete measures to ensure transparency in the way they select civil society partners with which they intend to work.

2. Civil society organisations developing too close a relationship with government

Situations can arise whereby civil society organisations find themselves the only players in the field or for some reason become over dependent upon government funding or have close personal relationships with government members or state administrators. In these sorts of situation there is a danger that state-civil society partnership will be looked on with suspicion by third parties. There is also a danger that the critical function of the civil society organisation – its ‘watchdog’ status - will be undermined out of fear of losing funding or support. NGOs and civil society organisations should take care to avoid falling into this trap. It can be useful for partnerships to establish steering committees enabling the different partners to maintain the integrity of their contribution. It is also useful if public authorities are able to recognise the ‘watchdog’ status of civil society and not make criticism a reason for non-co-operation.

3. Civil society organisations duplicating work and effort

Where civil society organisations are plentiful on the ground there is always a danger of the duplication of work and effort. Sometimes this arises out of ignorance of what other organisations are doing. Sometimes it is because funding is only available for certain kinds of work and NGOs feel they have to do this sort of work to maintain their existence. One of the prime functions of civil society organisations, however, is to innovate or act as catalysts for innovation. One way to maintain this function would be for civil society organisations themselves to work more closely together, to disseminate the results of their work to each other and to make their activities more public. It suggests greater co-operation between civil society organisations, including at the international level, and more of a

focus on communicating to other players in the field what has already been achieved.

4. Civil society organisations emulating commercial businesses

Another way in which the critical function can be lost is when NGOs begin to adopt the structures and approaches of commercial businesses, in contrast to those of purely voluntary associations, e.g., branding, merchandising and selling services on the open market. In such situations there is always a danger that the profit motive may take priority over the educational one, and the desire to develop the organisation as a business over its social purpose.

5. Civil society organisations absolving the state of its duty

Finally, in situations where the state is weak or lacking in resources, there can be a danger that public authorities hand over too much of the responsibility for EDC/HRE to civil society. There is a proper role for state involvement in EDC/HRE as there is for civil society and it is inappropriate that control over democratic education in a country should rest with completely unelected bodies. One of the aims of state-civil society partnerships, therefore, should be to work towards a proper balance of state and civil society responsibility for EDC/HRE.

8. Support for civic partnerships nationally

How might EDC/HRE be best supported at the national level? Participants made a number of practical recommendations. In addition to the ever-present need for financial support, these included:

- establishing curricular guidelines that implicitly or explicitly stimulate co-operation between schools and civil society organisations, e.g., Poland where 25% of civic education must be by project relating to civil society, or ‘the former Yugoslav Republic of Macedonia’ where students need to present a project to graduate from primary school at age 15
- monitoring existing educational arrangements – e.g., standards, curricula, textbooks – in EDC/HRE for gaps that might be filled by partnership working
- broadening EDC/HRE development programmes to make partnership a condition of funding
- earmarking EDC/HRE funding for stakeholder groups such as school councils and parents associations – as, for example, in Norway
- creating a broad platform to involve a wider range of stakeholders, especially parents, in policy development, implementation and evaluation of EDC/HRE – including the media
- facilitating coalitions of or umbrella structures for civil society organisations in EDC/HRE to provide a bank of potential partners, a

means of information exchange between them and a more rational division of responsibilities and areas of work between them – as in Serbia, for example, where there are seven ‘clusters’ of NGOs nationwide

- evaluating and reporting on existing partnerships at a national level
- appointing an officer responsible for working with civil society organisations on EDC/HRE at a national level, including the identification of specialist expertise, resources and practices, and facilitating partnership creation
- establishing a national working group to suggest recommendations for developing partnerships that can then be formalised, paying special attention to monitoring the success of partners’ work and making suggestions for future improvements – as in Montenegro, for example, where there is a centre for NGO development through which the government can easily and directly contact NGOs
- providing a national channel by which NGOs can promote their work to schools and public authorities.

It was pointed out, however, that there is a difference between national and state support. Thus, quite a number of the suggestions in the above list could apply equally to state and non-state organisations at a national level – including the national agencies of international organisations.

9. Support for civic partnerships internationally

At the international level a number of different kinds of support were suggested for partnership working – including:

- setting up on-line data-bases where partners for joint activities and programmes can be found and NGOs can promote their work to national authorities and to each other
- co-ordinating regional and international networks of organisations involved in EDC/HRE
- evaluating or providing instruments for evaluating partnership programmes
- organising round tables and conferences – regional or nationally – acting as meeting places where partnerships can be developed
- enlisting famous people as ‘champions’ to give moral or practical support to creation of partnerships
- commissioning comparative research, creating a common language about EDC/HRE practice and facilitating the development of partnerships nationally and internationally
- bringing together researchers, practitioners and other stakeholder communities in EDC/HRE at a national, regional or European level
- disseminating good practice in partnerships working internationally, e.g., forums
- bringing together and mediating between civil society organisations on the ground at a national or regional level, helping to identify active organisations and define common objectives

- organising international events which support EDC/HRE, e.g., an international competition conducted through the internet
- developing international standards for EDC/HRE in schools, including for content and methods
- facilitating international partnerships, including through translation and the exchange of materials and tools.

10. The role of the Council of Europe

Considering ways in which the Council of Europe might better support civic partnerships in EDC/HRE, reference was made to the history of Council of Europe involvement in this field and, in particular, the network of EDC/HRE co-ordinators. It was thought that a number of the practical suggestions made in relation to international support could also apply to the Council of Europe. In addition it was suggested that there were certain kinds of practical support that the Council of Europe is well-positioned to give – including:

- establishing a collaborative platform at a European level to circulate information between existing EDC/HRE networks and communities and help to develop new ones
- setting up a working party to develop a code of practice for EDC/HRE partnerships
- developing guidelines on EDC/HRE partnerships, possibly in the context of the proposed framework document
- achieving a balance of state and non-state organisation representatives at international forums on basis of teams established within each member state
- developing the newly-established Oslo centre¹ as a hub of research on EDC/HRE partnerships, a centre for information and exchange and a clearing house where national authorities and civil society organisations can come together for the development of new partnerships
- recognising the ongoing partnership between the Council of Europe and international NGOs
- developing the notion of a human right to EDC/HRE.

¹ On the basis of the conclusions made in the feasibility study, and following a Norwegian initiative, a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship (“the European Wergeland Centre”) was set up in Oslo at the end of 2008.

APPENDIX I FINAL DECLARATION

The participants of the Forum on “Civic Partnerships for Citizenship and Human Rights Education” held in the framework of the Swedish Chairmanship of the Committee of Ministers of the Council of Europe:

- recall the decisions of the Third Summit of Heads of State and Government of the Council of Europe (Warsaw, 2005), which gave a clear mandate to the Organisation to continue and intensify the work on EDC/HRE;
- recall the Declaration adopted by the participants of the Conference on “The role of NGOs in Education for Democratic Citizenship” (Warsaw, 2005) organised in the framework of the Polish Chairmanship of the Committee of Ministers of the Council of Europe, which called, *inter alia*, for the development of partnerships, particularly between civil society NGOs, community-based groups and policy makers at all levels;
- welcome the holding of the Forum on “Civic Partnerships for Citizenship and Human Rights Education” in Strasbourg, in the framework of the Swedish Chairmanship of the Council of Europe, as a direct follow up to the Warsaw Conference, and in 2008, the year of the adoption of the White Paper on Intercultural Dialogue²;
- recognise the fundamental importance of co-operation among international, regional and local institutions, governments, parliamentarians, human rights commissions, civil society organisations, media and education practitioners in the field of Citizenship and Human Rights Education (EDC/HRE);
- recognise the work done and results reached in processes on Development Education, Global Education, Peace Education and Education for Sustainable Development;
- define “EDC/HRE partnerships” as any form of co-operation among state and non-states actors with a view to advancing sustainable EDC/HRE;
- recall the various commitments to EDC/HRE made by Council of Europe member states in the framework of related discussions at the United Nations (e.g. World Programme for Human Rights Education);
- recognise the ongoing partnership between the Council of Europe and INGOs;
- take note with satisfaction of the existing partnership between the Office of the UN High Commissioner for Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office for Democratic Institutions and Human Rights (OSCE/ODIHR) and the Council of Europe;
- welcome the setting up of the European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship in Oslo (the European Wergeland Centre).

² White Paper on Intercultural Dialogue “Living Together As Equals in Dignity” - Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)

Call on the Council of Europe to:

- continue to bring together international and regional government institutions, government representatives and civil society organisations with a view to promote EDC/HRE partnerships and exchange of experience, and in particular:
 - to organise an annual Forum on Citizenship and Human Rights Education;
 - to promote, in the framework of the Council of Europe's "Quadrilogue"³, a reinforced partnership on EDC/HRE between the Congress of Local and Regional Authorities and the Conference of INGOs ;
- develop guidelines / set of criteria on EDC/HRE partnerships, and support their implementation in the member states;
- support research, including documentation of good practices, on EDC/HRE partnerships;
- support EDC/HRE partnerships through the relevant policy documents;
- encourage and support co-operation between the EDC/HRE coordinators and civil society organisations;
- make use of the opportunities created by the White Paper on Intercultural Dialogue and develop synergies with EDC/HRE;
- further reinforce co-operation with other international and regional governmental institutions, and in particular with UNESCO, OHCHR, OSCE/ODIHR, the European Commission, Fundamental Rights Agency, Alliance of Civilisations, the Arab League Educational, Cultural, and Scientific Organization (ALECSO), Islamic Educational, Scientific and Cultural Organization (ISESCO) and International Organization of La Francophonie (OIF);
- include International Humanitarian Law (IHL) as an integral part of EDC/HRE;
- extend the good practice of co-management in the youth field in the area of education;
- develop partnerships through the existing global networks of the Council of Europe North South Centre and the forthcoming Wergeland Center for the promotion of global democratic citizenship.

Call on all international and regional governmental institutions to:

- further develop co-operation in the field of EDC/HRE, in particular by clarifying the links between their respective programmes and by further improving coordination of their contacts with member states;
- pool resources and expertise in order to find complementary ways of supporting EDC/HRE development in the member states;
- cooperate directly in the implementation of initiatives promoting EDC/HRE;
- continue to facilitate information sharing and to build bridges within and among member states;
- support partnerships among national actors through their field offices;
- call in particular on the European Union to make EDC/HRE one of the priorities of the new open method of cooperation on education in follow up to Education and Training 2010.

³ Council of Europe's "Quadrilogue" includes the Committee of Ministers, Parliamentary Assembly, Congress of Local and Regional Authorities and INGO Conference

Call on governments to:

- ensure access to quality education for all;
- actively promote EDC/HRE in all government functions, as well as in teacher pre- and in-service training;
- acknowledge the role of NGOs in EDC/HRE and give high priority to co-operation between government and civil society organisations;
- strengthen their support to the Council of Europe’s EDC/HRE coordinators as the main liaison persons at the national and European levels;
- examine the possibility to set up or further develop inter-institutional commissions on EDC/HRE or other similar bodies, with participation of civil society organisations;
- adopt a Council of Europe framework policy document on EDC/HRE, including a provision on supporting EDC/HRE partnerships, and providing for a follow up mechanism;
- report systematically and through a broad consultative processes on EDC/HRE activities – including information on partnerships - in reports submitted to international governmental institutions;
- share with other governments exemplary Plans of Actions, examples of good practice, policies and regulations promoting EDC/HRE;
- encourage civic participation of parents, students and community leaders and other civil groups in school life and in the democratic governance of schools;
- coordinate their EDC/HRE action in the framework of intergovernmental programmes (e.g. UN, UNESCO, Council of Europe, OSCE, EU);
- translate and disseminate as broadly as possible practical tools and manuals developed by the Council of Europe;
- reinforce the liaison among national, regional and local authorities in order to raise awareness of the need for EDC/HRE.

Call on parliamentarians to:

- reinforce their engagement in favour of citizenship and human rights education (including partnerships, finances and legislation);
- bring EDC/HRE matters to the fore in all their dealings with national curriculum, and in all their contacts with voters and pupils during their daily work.

Call on national human rights commissions to:

- continue to engage in partnerships for EDC/HRE;
- draw attention to the importance of partnerships for EDC/HRE.

Call on all civil society organisations to:

- act on opportunities provided by policies and resources coming from international and regional government institutions to carry out EDC/HRE activities in cooperation with governments, and in particular:
 - make use of the participatory status of INGOs in the Council of Europe for promoting and supporting partnerships in EDC/HRE⁴;

⁴ Resolution (2003)8 adopted by the Committee of Ministers on 19 November 2003, replaces “consultative status” for NGOs with “participatory status”. When NGOs are granted this status, the steering committees, committees of governmental experts and other bodies of the Committee of Ministers, may involve the INGOs enjoying

- make use of United Nations instruments, mechanisms and initiatives to pursue EDC/HRE and of their consultative status with UN/ECOSOC and UNDP (Department of Public Information);
- work with governmental and non-governmental partners in bringing experience from the field to bear upon the development of standards of good practice for EDC/HRE;
- bring the perspectives of individual citizens, especially the most disadvantaged and marginalized, to the work of all agencies engaged in EDC/HRE;
- seek out partnerships with other civil society organisations in order to pool resources and expertise for supporting EDC/HRE;
- cooperate directly with other civil society organisations in the implementation of initiatives promoting EDC/HRE.

Call on media to:

- give permanent attention to EDC/HRE by regularly demonstrating their importance and positive consequences on social cohesion, by promoting examples of good practice and by underlining the role of associative media.

Call on education providers and practitioners to:

- as formal educational institutions, open their doors to cooperation with NGOs, such as youth organisations;
- as higher education and research institutions, conduct more research on the effectiveness of EDC/HRE, in partnership with educators;
- exchange knowledge, practices and experiences at local and regional forums to mirror the practice of working in partnerships;
- integrate EDC/HRE in their educational practice and call on relevant authorities to include EDC/HRE in initial and in-service training of education professionals.

participatory status in the definition of Council of Europe policies, programmes and actions in particular by granting observer status to the Liaison Committee and to the INGO thematic groupings. The committees of the Parliamentary Assembly and of the Congress of Local and Regional Authorities of the Council of Europe are invited to study ways of intensifying co-operation with and facilitating INGO participation in their work, for example by granting observer status or by inviting the Liaison Committee or INGO thematic groupings to provide their expertise. The Commissioner for Human Rights is also encouraged to maintain close co-operation with the INGOs enjoying participatory status. Additionally, considering their role as advisers in questions concerning civil society, the Secretary General may consult the INGOs, the Liaison Committee or the INGO thematic groupings, in writing or by means of a hearing, on questions of mutual interest.

APPENDIX II AGENDA

9 October 2008

09.30-10.30

Opening

Chair: Mr Aziz POLLOZHANI, former Member of the Parliamentary Assembly of the Council of Europe

Chairmanship of the Council of Europe Committee of Ministers (10 minutes)

Ambassador Per SJÖGREN, Permanent Representative of Sweden to the Council of Europe

Council of Europe (10 minutes)

Mr Gabriele MAZZA, Director of Education and Languages

Council of Europe Ad hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR)

Ms Reinhild OTTE, Chair

Conference of International Non-Governmental Organisations of the Council of Europe (INGOs) (10 minutes)

Ms Annelise OESCHGER, President

Aims and objectives of the Forum (10 minutes)

Ms Yulia PERERVA, Division on citizenship and human rights education, Council of Europe

Presentation of the Declaration to be adopted by the participants

Mr Alain MOUCHOUX, Former President of the Grouping Education and Culture, Conference of International Non-Governmental Organisations of the Council of Europe

10.30-11.00

Coffee break

11.30-13.00

Workshop I: Civic partnerships for citizenship and human rights education – exploring the concept and sharing examples of good practice: 6 parallel groups

<p>Room 1 (English/French/Russian) Moderator: Ms Felisa TIBBITTS Rapporteur: Ms Maja GRUSZCZYNSKA Council of Europe: Ms Jane CROZIER</p>	<p>Room 15 (English) Moderator: Mr John EDWARD Rapporteur: Mr Rolf GOLLOB Council of Europe: Mr Florian CESCION / Ms Sabine KLOCKER</p>
<p>Room 2 (English)</p>	<p>Room 16 (English)</p>

Moderator: Ms Neyyir BERKTAY	Moderator: Ms Karine HENROTTE
Rapporteur: Ms Alicia CABEZUDO	Rapporteur: Ms Marianne WISEMAN
Council of Europe: Mr Emir ADZOVIC	Council of Europe: Ms Sarah KEATING

Room 14 (French)	Room 17 (English)
Moderator: Mr Gabriel NISSIM	Moderator: Ms Arlene BENITEZ
Rapporteur: Mr Gérard VALETTE	Rapporteur: Ms Sneh AURORA
Council of Europe: Ms Katia DOLGOVA-DREYER	Council of Europe: Ms Gordana BERJAN

13.00-14.30	Lunch break
14.30-16.00	Workshop I (continued): Civic partnerships for citizenship and human rights education – exploring the concept and sharing examples of good practice: 6 parallel groups
16.00-16.30	Coffee break
16.30-18.00	Plenary session Chair: Ms Isabel ROMÃO, former Chair of the Council of Europe Steering Committee for Equality between Women and Men (CDEG)
16:30 - 17:15	Reports from the working groups (3/4 minutes each = 20 or max 25 minutes in total) and discussion
17:15 - 18:00	Debate "Civic partnerships at the international and regional levels: the contribution / role of inter-governmental and non-governmental organisations working in EDC/HRE" Office of the UN High Commissioner for Human Rights (OHCHR): Ms Elena IPPOLITI Conference of NGOs in Consultative Relationships with the UN: Mr Kazunari FUJII, Chair of the NGO Working Group on Human Rights Education and Learning Conference of INGOs of the Council of Europe: Mr Gabriel NISSIM, Chair of the Human Rights Committee Council of Europe: Ms Olöf ÓLAFSDÓTTIR, Head of Department of School and Out-of-School Education
18.00	Concert-lecture on “Discovering and practicing democratic citizenship values with music” (Room 1)
19.00	Reception , co-hosted by the Ambassador Per SJÖGREN, Sweden, and Mr Gabriele MAZZA, Director of Education and Languages, Council of Europe (Blue Restaurant)

10 October 2008

09.00-10.30

Plenary session

Chair: Mr Dario GHISLETTA, Member of the Congress of Local and Regional Authorities of Europe (CLRAE)

Council of Europe and Civil Society Organisations: co-operation and possibilities for support (Round Table and Discussion)

Political Affairs Directorate: Ms Jane CROSIER

Youth Directorate: Ms Karen PALISSER

North South Centre (Lisbon): Ms Gordana BERJAN

Citizenship and Human Rights Education Division: Ms Sarah KEATING-CHETWYND

Experience from the field: Mr Emir ADZOVIC

10.30-11.00

Coffee break

11.00-12.00

Citizenship Education Models: Mr Krzysztof STANOWSKI, Under-Secretary of State at the Polish Ministry of Education

European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship (The European Wergeland Centre) - possibilities for partnerships and co-operation: Mr Gunnar MANDT, Deputy Director General, Ministry of Education and Research of Norway

Conclusions of the Conference “Building a Europe for and with children – Towards a Strategy for 2009-2011” (Stockholm, 8-10 September 2008)
Ms Maarit KUIKKA, Council of Europe Programme “Building a Europe for and with children”

Discussion

12.00-14.00

Lunch break

14.00-15.30

Workshop II: Supporting civic partnerships at the national level: 6 parallel groups

Room 1 (French)	Room 15 (English)
Moderator: Mr Joseph BRITZ	Moderator: Mr Calin RUS
Rapporteur: Ms Martine PRETCEILLE	Rapporteur: Ms Valentina DEMETRIADOU-SALTET
Council of Europe: Ms Jane CROZIER	Council of Europe: Mr Florian CESCOU / Ms Sabine KLOCKER

<p>Room 2 (Russian) Moderator: Ms Svetlana POZNYAK Rapporteur: Mr Andrey IOFFE Council of Europe: Ms Katia DOLGOVA-DREYER</p>	<p>Room 16 (English) Moderator: Mr Hermann ABS Rapporteur: Mr Wim TAELEMAN Council of Europe: Mr Emir ADZOVIC</p>
<p>Room 14 (English) Moderator: Mr Jeroen BRON Rapporteur: Ms Gudrun RAGNARSDOTTIR Council of Europe: Ms Gordana BERJAN</p>	<p>Room 17 (French)⁵ Moderator: Mr Christian ROY Rapporteur: Mr Jean Luc GROSCLAUDE Council of Europe: Ms Sarah KEATING</p>
<p>Room 5 (English) Moderator: Mr Bastian BAUMANN Rapporteur: Mr Sulev VALDMAA Council of Europe: Ms Yulia PERERVA</p>	

15.30-16.00

Coffee break

16.00-17.30

Closing

Chair: Ms Elena IPPOLITI, Office of the UN High Commissioner for Human Rights (OHCHR)

Reports from the working groups

Overview of the conference by Mr Ted HUDDLESTON, Rapporteur General

Adoption of the Declaration (10 minutes)

Perspective by Mr Thomas HAMMARBERG, Council of Europe Human Rights Commissioner (10 minutes)

Closing of the Forum by Mr Gabriele MAZZA, Director of Education and Languages, Council of Europe

⁵ This workshop was organised by the European University of Voluntary Participation (Université européenne du volontariat), and included an on-line transmission and debate with students and civil society organisations in other locations (in French only).

**APPENDIX III
LIST OF PARTICIPANTS**

Mr Thomas Aastrup RØMER, Associate Professor
School of Education- University of Aarhus
Korshøjen 51
8240 RISSKOV, Denmark

Mr Hermann Josef ABS
Deutsches Institut für Internationale Pädagogische Forschung (DIPF)
German Institute for International Educational Research
Schloss-Str. 29, D-60486 FRANKFURT AM MAIN, Germany

Mr Haci Mustafa AÇIKÖZ, Turkish Coordinator for EDC/HRE
Ministry of National Education, Supreme Council (Talim Terbiye Kurulu)
Talim ve Terbiye Kurulu Baskanligi, Kurul Uyesi, Tenikokullar, 06330 ANKARA, Turkey

Ms Cristina ADAM, Programme Coordinator
Save the Children Romania
Intr. Stefan Furtuna no. 3
District 1, BUCHAREST, Romania

Mr Emir ADZOVIC
Interculturalism and Bologna Process, Programme Co-ordinator
Council of Europe Secretariat Office in Kosovo
Rr. e Kragujevcit 8, UNHCR HQ
10 000 Pristina, Kosovo

Mme Deniz AKCAY, Adjointe au Représentant permanent de la Turquie au Conseil de l'Europe
Présidente du Comité Directeur pour les Droits de l'Homme (CDDH)
23, boulevard de l'Orangerie, F-67000 STRASBOURG

Mme Florència ALEIX
Représentante Permanente adjointe d'Andorre auprès du Conseil de l'Europe
10, avenue du Président Schuman
F-67000 STRASBOURG

Ms Amani Salem AL-HOUBAISHI, Human Rights Programme Officer
Danish Institute for Human Rights
Hadda Street, 967 Sana'a, Yemen

Ms Olita ARKLE, Senior Desk Officer
Development of Education Unit, Department of General Education
Ministry of Education and Science Republic of Latvia
Valnu street 2, LV-1050 RIGA, Latvia

Ms Sneh AURORA, International Human Rights Education Program Manager
Amnesty International Secretariat
Peter Benenson House, 1 Easton Street, UK-LONDON WC1X 0DW, United Kingdom

Mr Frederick BANSON,
 External Relations Unit
 European Union Agency for Fundamental Rights
 Schwarzenbergplatz 11, A – 1040 VIENNA

Mr Bastian BAUMANN
 Magna Charta Observatory
 Via Zamboni 25
 40126 Bologna, Italy

M. Ali BELGHITH, Concepteur et Directeur du Réseau Educatif Euro-Arabe Zénith.
 Président et Fondateur de l'Association Franco-Arabe pour la Formation et l'Education (AFAFE)
 119, Avenue de Stalingrad 95100 ARGENTEUIL – France

Mr Evgeny BELYAKOV, President
 Civitas Foundation
 MOSCOW, 121170, box 22, Russia

Apologised / excusée

Ms Arlene BENITEZ, Program Manager
 East/Central Europe and Eurasia
 Center for Civic Education (CIVITAS)
 5145 Douglas Fir Rd.. Calabasas, CA 91302, USA

Ms Cecilia BERGLIN
 Sveriges Kommuner och Landsting
 Sektionen för Demokrati och styrning
 Swedish Association for Local Authorities and Regions (SALAR)
 118 82 STOCKHOLM, Sweden

Apologised / excusée

Ms Neyyir BERKTAY, Coordinator
 Education Reform Initiative (ERG)
 Bankalar Caddesi, No: 2, Kat: 5 Karaköy
 34420 ISTANBUL, Turkey

Ms Tatiana BESHENENKO
 Assistant Manager of Department Politics Education
 Ministry of Education and Science, str. Tversray ,11 MOSCOW, The Russian Federation

Apologised / excusée

Ms Elisabeth BITTNER
 European Commission
 Directorate General for Education and Culture
 A2, Lifelong Learning: Innovation and Creativity
 1, Place Madou, MADO 11/52
 B-1049 BRUSSELS, Belgium

Apologised / excusée

Ms Lubica BIZIKOVA
 Department on Pedagogy and Special Pedagogy
 National Institute for Education
 Pluhova 8, P.O.Box 26, 830 00 BRATISLAVA, Slovakia

Monsieur Cédric BLOQUET, Directeur
Association civisme et démocratie (CIDEM)
16, bld Jules Ferry, F-75011 PARIS

Ms Kristina BOUREE
Legal Bureau of State University – Higher School of Economics
M. Ordynka, 17, MOSCOW, Russia

Maître François-Henri BRIARD, Président
Institut VERGENNES c/o Delaporte, Briard & Trichet
6, rue Anatole de la Forge
75017 PARIS, France

M. Joseph BRITZ, professeur-attaché, Coordinateur national EDC/EDH
Ministère de l'Education nationale et de la Formation professionnelle
29, rue Aldringen, L- 2926 LUXEMBOURG

Mr Jeroen BRON, Senior Project Manager
Dutch Institute for Curriculum Development, SLO
Postbus 2041, 7500 CA ENSCEDE, Netherlands

Mr Serhiy BUROV, Director
M'ART
Prospekt Myru, 21-a, off. 15
14000 CHERNIHIV, Ukraine

Apologised / excusé

Ms Alicia CABEZUDO, Professor
International Program Education for Democracy and Citizenship
University of Rosario, Argentina/Fundacion Cultura de Paz-Madrid
Street Guitard Number 49-51
08014 BARCELONA, Spain

Mme Martine CAMPANGNE, Directrice Adjointe
Centre Culturel Européen Saint Martin de Tours
149, rue de Rennes, F-75006 PARIS, France

Apologised / excusée

Mr Chris CAVANAUGH, Chief Operating Officer
Citizenship Foundation
63 Gee Street, GB – London EC1V 3RS

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

Apologised / excusé

Mr Ahmad CHAMSSSEDINE
Lebanese Association for Human Rights
Badaro, BEIRUT, Lebanon

Apologised / excusé

Mr Maarten COERTJENS
European Youth Forum
120 rue Joseph II, B-1000 BRUSSELS

Ms Susan COONTZ
 Union to promote Cultural and Professional Advancement in Europe (UCAPE)
 Siege sociale: Allée des Crocus 13
 B-6120 NALINNES, Belgique

Mr Vezio COSSIO, Directeur de Production
 Agence IKEN
 34 quai St Cosme
 71100 CHALON/SAÔNE, France

Ms Borislava DASKALOVA
 Bulgarian Network for Human Rights Education
 PK 546 Tsentralna Poshta
 4000 PLOVDIV, Bulgaria

Ms Valentina DEMETRIADOU-SALTET, Permanent Secretary Assistant
 Ministry of Education and Culture
 Kimonos & Thoukydides Corner
 Nicosia, CY 1434 CYPRUS

Ms Anna DOBROVOLSKAYA, Program coordinator
 Free University
 Tsyurupy str. 34-306
 394000 VORONEZH, Russian Federation

Mme Fleur DROUET, Chargée de Mission Partenariats Europe
 EVEIL
 105, Chemin de Ronde, F-78290 CROISSY-SUR SEINE

Ms Eva DURHÁN, Head of Department for Schools
 Ministry of Education and Research
 S-103 33 STOCKHOLM

M. Jean-Philippe DURRENBERGER, Ancien Vice-président du Regroupement Education et Culture de
 la Conférence des OING du Conseil de l'Europe
 Association européenne des Institutions d Loisirs des Enfants et des Jeunes (EAICY)
 16, rue du Champ de Manœuvre
 F – 67200 STRASBOURG

Mr John EDWARD, Head of Office
 European Parliament
 Directorate General for Communication Office in Scotland
 The Tun, Holyrood Road, GB – EDINBURGH EH8 8PJ

Ms Vibeke EIKAAS, Adviser
 Amnesty International Norway
 Tordenskioldsgate 6B, PO Box 207 Sentrum
 0106 OSLO, Norway

Mr Kent ERIKSSON, Senior Administrative Officer
 Ministry of Education and Research
 S – 103 33 STOCKHOLM, Sweden

Ms Katrin FRANK
 German Commission for UNESCO/ Deutsche UNESCO-Kommission e. V.
 Commission allemande pour l'UNESCO
 Colmantstr. 15, D-53115 BONN, Germany

Mr Kazunari FUJII
 Chair of the NGO Working Group on Human Rights Education and Learning
 c/o Soka Gakkai International (SGI) United Nations Liaison Office
 The Conference of NGOs in Consultative Relationships with the UN
 150, route de Ferney, P.O. Box 2100,
 CH-1211 GENEVA 2, Switzerland

M. Normand GAGNÉ, Conseiller au sous-ministre adjoint à l'éducation préscolaire, à l'enseignement
 primaire et secondaire et aux régions
 Ministère de l'Éducation, du Loisir et du Sport du Québec
 1035, rue De La Chevrotière, 15^e étage, QUEBEC, Canada, G1C 7E6

Ms Alexandra GALICO, Program Coordinator for Civitas International Programs
 Center for Civic Education
 5145 Douglas Fir Rd.
 Calabasas, CA 91302, USA

Ms Camille GANGLOFF, Program Manager- Active Citizenship Program
 Association des Agences de la Démocratie Locale / Association of Local Democracy Agencies (ALDA)
 c/o Conseil de l'Europe, office 1027
 Avenue de l'Europe, F - 67075 STRASBOURG Cedex, France

Mr Antonio de GASPERIS, Head of Division IV, Ministero della Pubblica istruzione,
 Direzione Generale Relazioni Internazionali, Viale trastevere 72
 I - 00153 ROMA, Italy

M. Claude-Laurent GENTY, Secrétaire Général, Président d'Honneur de la Commission de Liaison des
 ONG dotées du statut participatif auprès du Conseil de l'Europe
 Confédération internationale des Travailleurs intellectuels (CITI)
 International Confederation of Professional and Intellectual Workers (CITI)
 35, rue du Général Faidherbe
 F - 94130 NOGENT-sur-MARNE, France

Mr Rolf GOLLOB, Prof. lic. phil.
 Pädagogische Hochschule Zürich (PHZH)
 Transfer Centre International Projects in Education (IPE)
 Hirschengraben 28, 8001 ZÜRICH, Switzerland

Ms Maja GRUSZCZYŃSKA, International Programs Coordinator
 Center for Citizenship Education (CCE)
 Ul. Noakowskiego10/1
 00-666 WARSZAWA, Poland

M. Giuseppe GUARNERI, Représentant auprès du Conseil de l'Europe
 Institut international Études des droits de l'homme
 18, rue Eugène Carrière, F-67000 STRASBOURG, France

Mr Niklas GIDION
 EUDEC c/o Phoenix Education Trust
 The Old School, School Road
 Stokeinteignhead, UK - Devon TQ12 4QE

Ms Josefine GUSTAVSSON, Secretary
 Delegation for Human Rights in Sweden
 Vasagatan 8-10, 103 33 STOCKHOLM, Sweden

Mr Gaston DE LA HAYE
 Education International
 5 Boulevard du roi Albert II
 B-1210 BRUSSELS, Belgium

Ms Karine HENROTTE, General Delegate of SVIV to les Europeens dans le Monde
 Belgium

Ms Eva HERMANSON, Senior Administrative Officer
 Ministry of Education and Research
 S – 103 33 STOCKHOLM

Mr Ralph Edward HUDDLESTON, Education Consultant, **General Rapporteur**
 Citizenship Foundation, 63 Gee Street
 UK – LONDON EC1V 3RS

Mr Andrey IOFFE, Vice-President
 Association for Civic Education, Russia

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

M. Peter IVANSZKY
 Agent politique / économique
 AMBASSADE DU CANADA
 2, avenue de Tervuren, B-1040 BRUXELLES, Belgium

Mme Marie-Françoise IWANIUKOWICZ
 Association Le Furet
 6 Quai de Paris, F-67000 STRASBOURG

Mr Edouard JAGODNIK
 Fédération Européenne des Ecoles
 9 Quai Tilsitt – BP 2223
 69213 LYON CEDEX 02, France

Ms Justyna JANISZEWSKA
 Education for Democracy Foundation
 Nowolipie 9/11, 00-150 Warszawa, Poland

Mme Heleen JANSEN, Présidente du comité didactique AEDE
 Association européenne des Enseignants (AEDE) / European Association of Teachers (EAT)
 Rue Beau Soleil, F – 32310 SAINT-PUY, France

Ms Maria JONTÉN, Desk Officer
 Division for Democratic Issues, Human Rights,
 National Minorities and Non-Governmental Organisations
 Ministry for Integration and Gender Equality
 Swedish Government Offices
 Fredsgaten 8
 SE-103 33 STOCKHOLM, Sweden

Mr Darko JORDANOV, Education Advisor
 Education & Behaviour Unit, Communication Department, ICRC
 19 Avenue de la Paix, CH-1202 GENEVA

Mme Brigitte KAHN, Vice-Présidente de la Commission des Droits Humains de la Conférence des OING
 B'Nai B'Rith “Conseil international” (ICBB)
 7 Boulevard Jacques Preiss, F - 67000 STRASBOURG

Ms Ágnes KENDE, Programme Manager
 Active Citizenship Foundation
 Szentkirályi utca 11, 1088 BUDAPEST, Hungary

Ms Tiina KIVIRAND, Head of General Education Department
 Ministry of Education and Research
 Munga 18, TARTU 50088, Estonia

M. Jean Pierre KLEIN, Président
 Fédération Internationale de Thérapie et de Relation d'Aide par la Médiation (FITRAM) / International
 Federation for Therapy and Assistance through Mediation

Ms Kjersti Toverud KLETTE, Advisor
 Ministry of Education and Research
 PB 8119, 0032 OSLO, Norway

Ms Natasa KRIVOKAPIC, Assistant Professor
 Faculty of Philosophy, Danila Bojovica bb
 NGO Civitas Montenegro Center
 Hercegovački Put 8
 81400 NIKSIC, Montenegro

Ms Tamara KRIVOKAPIC, Manager of Educational Program
 NGO Forum MNE
 ul. Bratstva i jedinstva br.4, 81 000 PODGORICA, Montenegro

Mr Ruben KRRIKYAN, CS and Education Program Coordinator
 Jinishian Mémorial Foundation (JMF)
 34 Abovian street apt. #5
 0009 YEREVAN, Armenia

Apologised / excusé

Mr Jon LANDA, Human Rights Director
 Human Rights Office. Department of Justice, Employment and Social Security
 Basque Government
 Donostia, 1
 01010 VITORIA, Spain

Apologised / excusé

Ms Gunilla LARSSON, Director of Education
 The Swedish National Agency for Education
 Alströmergatan 12, SE-106 20 STOCKHOLM, Sweden

Mr Heid LEGANGER-KROGSTAD
 Commission intereuropéenne Eglise et Ecole (ICCS)
 InterEuropean Commission on Church and School (ICCS)
 MF- Norwegian School of Theology
 P.O. Box 5144 Majorstuen, NO -0302 OSLO

Apologised / excusé

Mr Salomon LEVY
 B'nai B'rith Conseil International
 (personal) 19a avenue de la Paix, 67000 STRASBOURG, France

Ms Nevenka LONČARIĆ JELAČIĆ, Senior Adviser for the National Curriculum-EDC/HRE
 Education and Teacher Training Agency
 Donje Svetice 38, 10 000 ZAGREB, Croatia

Lycée de BELLEGARDE (France)
OING du Volontariat à l'acte gratuit de Lyon
 15, Avenue Saint-Exupéry
 F-01200 BELLEGARDE S/VALSERINE Cedex

Proviseur du Lycée : M. FLOQUET Paul Henry

M. Christian ROY
 40 rue de Lyon
 01630 St Genis, France

Mme Annick BARRAND
 Mme Sylvana BERTOLDI
 M. Adrien René BLACHERE
 Mme Odile BOISSON DE CHAZOURNES
 M. Vezio COSSIO
 M. Quentin DUMAS

M. Léo FORTAILLIER
 M. Yves FLAUX
 Mme Anäis FRISA
 M. Ascensio GARCIA
 Mme Camille GONZALES
 M. Jean Luc GROSCLAUDE
 Mme Céline GUILLERMIN
 M. Christophe HENRY
 Mme Marie Christine HIVERNAT
 Mme Esther PAILLE
 M. Giuseppe SECCAMANI
 M. Adrien THUILLE
 Mme Laura VITTOZ
 M. Christophe VYT

Mr Veaceslav LUCA
 Child Rights Information Center
 E. Coca str., 15
 MD-2008 CHISINAU, Republic of Moldova

Apologised / excusé

Ms Alyssa LUTTJOHANN, Deputy Director, International Affairs
 The Federalist Society for Law and Public Policy Studies, Institut VERGENNES
 Institut VERGENNES c/o Delaporte, Briard & Trichet
 6, rue Anatole de la Forge
 75017 PARIS, France

Mme Christiane LUX, Déléguée Alsace
 Association Générale des Intervenants Retraités Actions de Bénévoles pour la Coopération et le
 Développement (Association AGIRabcd)
 4 Avenue de la Gare, F-67160 WISSEMBOURG

Mr Ian MACPHERSON, Senior Programme Manager - Education Advocacy
 Education Support Programme
 Open Society Institute (OSI)
 100 Cambridge Grove
 UK – London W6 0LE

Mme Marie-Pierre MAGNILLAT, Déléguée Générale
 Fédération européenne des Ecoles (FEDE) / European Federation of Schools (FEDE)
 9 quai Tilsitt, BP 2223, F – 69213 LYON CEDEX 02

Ms Borislava MAKSIMOVIC, Advisor
 Ministry of Education of the Republic of Serbia
 Nemanjina st. 22-26, 11000 BELGRADE, Serbia

Mr Gunnar MANDT, Deputy Director General
 Ministry of Education and Research
 PB 8119 Dep., 0032 OSLO, Norway

Ms Olga MANEA, President
Asociatia cultural-educativa "Ambasadorii Prieteniei"
Friendship Ambassadors
Calea Domneasca, no. 252
Tirgoviste, Dimbovita county, Romania

Mr Edmon MARUKYAN, Expert of Armenian Human Rights School
Youth Center for Democratic Initiatives
Grigor Lusavorich 53/59, 2021 VANADZOR, Armenia

Mme Carla MAURER
Commission Eglise et Société (CSC) de la Conférence des Eglises européennes (KEK)
8 rue du Fossé des Treize, F-67000 STRASBOURG, France

Mr Chrysis MICHAELIDES, President
European Social Forum of Cyprus (ESFC)
P.O.Box 53364, 3302 LEMESOS, Cyprus

Mr Alexander MILOV
Youth Information and Mobility Centre "JUMC"
Dzirnavu 87189-314, LV-1013 RIGA

Mr Atom MKHITARYAN, President of FYCA
Federation of Youth Clubs of Armenia (FYCA)
M. Baghramyan Ave. 24d, # 708
YEREVAN 0019, Armenia

Mr Colin MOORHOUSE, Project Manager
European Safer School Partnerships Project (ESSP)
Metropolitan Police Haringey London
115 Fortis Green
LONDON N2 9HW, United Kingdom

M. Alain MOUCHOUX
Ancien Président du Regroupement Education et Culture de la Conférence des OING du Conseil de
l'Europe
Comité syndical européen de l'Education
11, rue Louis Rolland
F – 92120 MONTROUGE

Ms Diane MURRAY, Consultant
Commission Eglise et Société (CSC) de la Conférence des Eglises européennes (KEK)
2 quai Mathis, F-67000 STRASBOURG, France

Ms Vincenza NAZZARI, Director of Education
Equitas-International Centre for Human Rights Education
666, rue Sherbrooke O., bur. 1100
MONTRÉAL, Québec H3A 1E7, Canada

Ms Iveta NEMECKOVA
 Department of equal opportunities in education
 Ministry of Education, Youth and Sport, Czech Republic

Mme Mariama NIANG, Spécialiste de Programmes
 Islamic Educational Scientific and Cultural Organisation (ISESCO) /
 Organisation islamique pour l'Education, les Sciences et la Culture (ISESCO)
 Direction de l'Education, Avenue des F.A.R.
 Hay Riad, B.P. 2275
 RABAT, Royaume du Maroc

M. Gabriel NISSIM
 Président de la Commission "Droits de l'Homme" de la Conférence des OING du Conseil de
 l'Europe/Chair of the Human Rights Committee of the Conference of INGOs of the Council of Europe
 Association Catholique Mondiale pour la Communication (SIGNIS)
 41, Bd de la Victoire, F-67000 STRASBOURG

Mme Annelise OESCHGER, Présidente de la Conférence des OING du Conseil de l'Europe/President of
 the Conference of INGOs of the Council of Europe
 Krozingerstrasse 58, D - 79114 FREIBURG, Germany

Ms Barbara OOMEN, Associate Professor at RA/Professor in Legal Pluralism at UvA
 Roosevelt Academy (Utrecht University)
 P.O. Box 94, 4330 AB MIDDELBURG, The Netherlands

M. Noël ORSAT, Administrateur
 Confédération internationale des travailleurs intellectuels
 43 rue de la Planchette, 51 140 TRESLON, France

Ms Reinhild OTTE, Chair of the Council of Europe Ad hoc Advisory Group on Education for Democratic
 Citizenship and Human Rights (ED-EDCHR)
 Standing Conference of Ministers of Education and Cultural Affairs of the Federal Republic of Germany,
 c/o Ministry of Education, Youth and Sports Baden-Württemberg
 Schlossplatz 4, D-70173 STUTTGART

M. Alginas PAKALNIŠKIS, Responsable de la coordination du programme national de l'éducation à la
 citoyenneté adopté par le gouvernement de la Lituanie
 Ministère de l'Éducation et des Sciences de la République de la Lituanie
 A. Volano str. 2/7, LT-01516, VILNIUS, Lithuania

Ms Suba PARTHIBAN, Programme Officer
 Soroptimist International of Europe
 72 rte de Florissant
 1206 GENEVA, Switzerland

Ms Gabriella PATRIZIANO
 Human Rights Education Programme Consultant
 VIS (Volontariato Internazionale per lo Sviluppo - International Voluntary Service for Development)
 50, Viale Picco della Mirandola, pal E int 4
 00142 ROME, Italy

Apologised / excusée

Mr Petros PETROU, Inspector of Secondary Education
 Department of Secondary Education
 Ministry of Education and Culture
 Kimon and Thucydides streets
 1434 NICOSIA, Cyprus

Apologised / excusé

Ms Olena POMETUN, Director
 Teachers for Democracy and Partnership
 7/11 Verbitskogo
 KYIV 02140, Ukraine

Mr Ralf POSSEKEL
 Foundation “Remembrance, Responsibility and Future”
 Markgrafenstrasse 12-14, D-10969 BERLIN

Ms Svitlana POZNYAK
 Academy of Pedagogical Science of Ukraine
 Institute of Social and Political Psychology
 15, Andriivska St.,
 04070 KIEV, Ukraine

Ms Martine PRETCEILLE
 125 Rue du chemin vert, Hall 3
 F-75011 PARIS, France

M. Svetlozar RAEV, Ancien Ambassadeur de Bulgarie
 Leyboldstr. 27, D-50968 KÖHN

Apologised / excusé

Ms Guðrún RAGNARSDÓTTIR, Kennslustjóri/Head of Academic Study
 Borgarholtsskóli v/Mosaveg
 112 REYKJAVÍK, Iceland

Mme Danièle-Anne RENS, Conseillère à la Présidence du Collège universitaire Henry Dunant-Université
 d’été des droits de l’homme et du droit à l’éducation (CUHD - UEDH)
 International Organisation for the Development of Freedom of Education / Organisation internationale
 pour le Développement de la Liberté d’Enseignement (OIDEL)
 32, rue de l’Athénée, CH - 1206 GENEVE

Mme Jelica RISTIĆ-ĆIROVIĆ, Conseillère
 Ministère de l’Education
 Nemanjina st. 22-26, 11000 BELGRADE, Serbia

Mr Aare RISTIKIVI
 Hugo Treffner Gymnasium
 Munga 12, 51007 TARTU, Estonia

Mme Marie-Claude RIVIERE
 Association européenne des Enseignants (AEDE) / European Association of Teachers (EAT)
 38 rue de Dasle
 F-25230 SELONCOURT, France

M. Jean-Marc ROIRANT, Président
Forum Civique Européen/European Civic Forum
16, bld Jules Ferry, 75011 PARIS

Ms Silvia ROMANCIUC
NGO SIEDO
17TH Sfatul Tarii, 2012 CHISINAU, Moldova

Mme Isabel ROMÃO
Steering Committee for Equality between Women and Men / Comité Directeur pour l'égalité entre les femmes et les hommes (CDEG)
Coordinator of the Unit for International Affairs
Comissão para a Cidadania e Igualdade de Género
Avenida da República, 32 - 1º | 1050-193 Lisboa, Portugal

Ms Milana ROMIC
Agency for Education Reform Initiatives of South Eastern Europe (ERI SEE)
Ivana Lucica 5, 10 000 ZAGREB, Croatia

Mme Fabienne ROSSLER, Chargée d'affaires
Commission Consultative des Droits de l'Homme du Grand-Duché de Luxembourg
16, rue Notre-Dame, L-2240 Luxembourg

Mr Calin RUS, Director
Intercultural Institute Timisoara
Bd. 16 Decembrie 1989 No 8
300173 TIMISOARA, Romania

Ms Elin RUUD, Advisor
Ministry of Education and Research
PB 8119 Dep., 0032 OSLO, Norway

Ms Laura SAGASTIZABAL, Human Rights Officer
Donostia, 1
01010 VITORIA, Spain

Apologised / excusée

Mgr Stefano SANCHIRICO
Congrégation pour l'Education Catholique
Piazza Pio XII, V-00120 CITTA DEL VATICANO

Mr Mitja SARDOC
Educational Research Institute
Gerbiceva 62, 1000 LJUBLJANA, Slovenia

Mme Patricia SCHURMANN ANDRADE
Secretary of « Consortium for Comparative Research on Regional Integration and Social Cohesion »
Doctorante, Assistante du Dr. Harlan Koff
Laboratoire de Sciences Politiques
Université du Luxembourg, Campus Walferdange
B.P. 2 / Route de Diekirch, L-7220 WALFERDANGE, Luxembourg

Ms Anne SEIFERT
 Network of European Foundations
 FREUDENBERG STIFTUNG GMBH
 Freudenbergstr. 2
 D-69469 WEINHEIM, Germany

M. Antoine SELOSSE
 Cloître de la Psalette, 7 rue de la Psalette
 F-37000 TOURS

Apologised / excusé

Mme Anne SFORZA, Présidente
 Conférence internationale pour l'Etude et l'Encouragement de la Philanthropie
 International Standing Conference on Philanthropy (INTERPHIL)
 6, rue du 22 novembre, F - 67000 STRASBOURG

Ambassador Per SJÖRGREN
 Permanent Representative of Sweden to the Council of Europe
 67, allée de la Robertsau
 67000 STRASBOURG

Ms Benedikte Ask SKOTTE, Vice chair
 The National Association of Schoolparents (Skole og Samfund)
 Kvægtorvsgade 1, kld. 1710 COPENHAGEN V, Denmark

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

Apologised / excusée

Mr Krzysztof STANOWSKI, Under-Secretary of State
 Ministry of National Education
 Aleja Szucha 25, 00-918 WARSAW, Poland

Mlle Valentina STAVERIS, Stagiaire
 c/o Conseil de l'Europe
 Avenue de l'Europe, F - 67075 STRASBOURG Cedex

M. Christian STREHLER, Stagiaire
 Représentation Permanente de la Suisse auprès du Conseil de l'Europe
 23, rue Herder, F-67000 STRASBOURG

Mr Willem TAELEMAN
 Democracy and Human Rights Education in Europe (DARE)
 Stuvesande 576
 4532ML TERNEUZEN, The Netherlands

Ms Agnieszka TATERA, Trainer/Youth worker
 Foundation „Szansa XXI”
 Dębowa 16
 89 – 121 ŚLESIN, Poland

Ms Felisa TIBBITTS, Executive Director
 Human Rights Education Associates (HREA), US office
 PO Box 382396, Cambridge, MA 02238 USA
 Visiting address: 97 Lowell Road, Concord, MA 01742, USA

Ms Krassimira TODOROVA
 Ministry of Education and Science, 2A Kniaz Dondukov Blvd., 1000 SOFIA, Bulgaria

Mr Emilio TOMASSETTI
 Ministero dell'Istruzione, Direzione Generale *per gli Affari Internazionali*
 Viale trastevere 76/A, I-00153 ROMA, Italy

Mr Ognjen TOMIC, Program Manager
 GARIWO SARAJEVO
 Branilaca Sarajeva 39
 71000 SARAJEVO, Bosnia and Herzegovina

Mme Stefania TORELLO
 Association des Agences de la Démocratie Locale
 Association of Local Democracy Agencies (ALDA)
 c/o Conseil de l'Europe
 Avenue de l'Europe, F - 67075 STRASBOURG Cedex

Apologised / excusée

Mr Irfan UKSHINI, President of ISN
 Institute for International Studies (ISN)
 St. "Halil Alidema"
 36000 GJILAN, Kosovo

Ms Liudmila ULYASHYNA, Coordinator
 International Law in Advocacy
 Human Rights House Foundation
 Tordenskioldgt. 6b, 0160 OSLO, Norway

Ms Maja UZELAC
 NGO "Mali Korak" (A small step) – Centre for Culture of Peace and non-violence
 Kraljevec 77a, 10 000 ZAGREB, Croatia

Mr Sulev VALDMAA, Director
 Civic Education Center
 Jaan Tõnisson Institute, Pikk 7
 10123 TALLINN, Estonia

M. Gérard VALETTE
 Education aux Droits de l'Homme
 Pax Christi
 35 Avenue de Lattre de Tassigny, F-68000 COLMAR

Mme Alexandra VELEVA, Responsable de projets
 Organisation internationale de la francophonie/ Délégation à la paix, à la démocratie et aux droits de
 l'Homme (DDHDP)
 13 quai Andre Citroën, F-75015 PARIS, France

Ms Nadejda VELISCO, Director
 Department for Pre-university Education
 Ministry of Education and Youth
 Piata Marii Adunari Nationale, 1
 CHISINAU MD 2033, Republic of Moldova

Mr Christopher VELLA
 Jesuit Refugee Service
 Triq ix-Xorrox
 BIRKIRKARA BKR, Malta

Apologised / excuse

Ms Polina VERBYTSKA, Executive Director
 All-Ukrainian association of Teachers of History and Civic Education „Nova Doba”
 Halytska, 1/5
 79008 LVIV, Ukraine

Ms Marina VORON, Coordinator
 Ukrainian Step by Step Foundation
 9 Pushkinska St., 4 office
 01034 KYIV, Ukraine

Ms Marianne WISEMAN, Head of Youth Sector
 Education & Behaviour Unit, Communication Department,
 International Committee of the Red Cross (ICRC)
 19 Avenue de la Paix, CH-1202 GENEVA, Switzerland

Ms Ulrike WOLFF-JONTOFSOHN
 Pädagogische Hochschule Freiburg, University of Education
 Kunzenweg 21, D - 79117 FREIBURG

Apologised / excusée

Mr Andrey YUROV, Honorary President
 International Youth Human Rights Movement
 Tsyurupy
 394000 VORONEZH, Russia

Apologised / excusé

Mr Giorgi ZEDGINIDZE
 Ministry of Education and Science of Georgia
 National Curriculum and Assessment Center
 Head of Social Sciences Subject Group
 52 Uznadze St., TBILISI 0102, Georgia

COUNCIL OF EUROPE / CONSEIL DE L'EUROPE

Parliamentary Assembly / Assemblée parlementaire

Mr Azis POLLOZHANI, Member of the Committee on Culture, Science and Education
 Parliamentary Delegation of “the former Yugoslav Republic of Macedonia”
 Assembly of the Republic of Macedonia
 11 Oktomvri b.b., MK - 1000 – SKOPJE

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

Mr Dario GHISLETTA, Member of the Congress of Local and Regional Authorities of Europe
V. Belsoggiorno 12
CH-6500 BELLINZONA
Switzerland

* * *

SECRETARIAT OF THE COUNCIL OF EUROPE / SECRETARIAT GENERAL DU CONSEIL DE L'EUROPE

Parliamentary Assembly / Assemblée parlementaire

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

Mr Alexander BARTLING, Secretary of the Committee on Culture and Education / Secrétaire de la Commission de la Culture et de l'Education

Office of the Commissioner for Human Rights / Bureau du Commissaire aux Droits de l'Homme

Mr Thomas HAMMARBERG
Commissioner for Human Rights / Commissaire aux Droits de l'Homme

DIRECTORATE GENERAL IV – EDUCATION, CULTURE AND HERITAGE, YOUTH AND SPORT / DIRECTION GENERALE DE L'EDUCATION, DE L'EDUCATION, DE LA CULTURE ET DU PATRIMOINE, DE LA JEUNESSE ET DU SPORT

Directorate of Education and Languages/ Direction de l'Education et des Langues

Mr Gabriele MAZZA, Director of Education and Languages
Directorate General IV, Council of Europe, F-67075 STRASBOURG CEDEX

Ms Ólöf ÓLAFSDÓTTIR, Head of Department of School and Out-of-School Education

Division for Citizenship and Human Rights Education / Division de l'Education à la citoyenneté et aux droits de l'homme

Ms Yulia PERERVA, Administrator

Ms Sarah KEATING-CHETWYND, Administrator

Ms Heather COURANT, Administrative Support Assistant

Ms Rona BROWN, Administrative Support Assistant

Mme Marguerite SIBERT, Assistante administrative

Mr Nedim VRABAC, Administrative Support Assistant

Ms Katherine DYDAK, Trainee

Mr Jean-Michel BEAUCHER, Trainee

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

Ms Katia DOLGOVA-DREYER, Administrator

Directorate of Youth and Sport / Direction de la jeunesse et du sport

Mr Florian CESCO

Mme Sabine KLOCKER

Ms Karen PALISSER

European Youth Foundation

North South Centre / Centre Nord-Sud

Ms Gordana BERJAN, Head of Section

Global Education & Youth Programme

North-South Centre of the Council of Europe

Avenida da Republica, 15-4, 1050-185 LISBOA, Portugal

DIRECTORATE GENERAL OF DEMOCRACY AND POLITICAL AFFAIRS / DIRECTION GENERALE DE LA DEMOCRATIE ET AFFAIRES POLITIQUES

Civil Society / NGO Division / Division des ONG et de la société civile

Ms Jane CROZIER

Ms Isabel CRISTOVAM-BELLMANN

* * *

PRESS / PRESSE

Ms Larisa ZUEVA (« Uchitelskaya Gazeta », Moscow, Russia)

Email: lorapzueva@yandex.ru

Tel: +7 495 6235781

Fax: +7 495 624 2927

Contact information of "Uchitelskaya Gazeta":

Ananievskiy pereulok, 4/2-1

Moscow, Russia, 107045

Mr Stanislav LIPCANU (Newspaper „Săptămîna”, Moldova)

INTERPRETERS / INTERPRETES

Ms Penelope MACDONELL

Mr Alexei MILKO

Ms Pascale MICHLIN

Ms Kolia ILIN

Ms Gillian WAKENHUT

Mr Jean louis WUNSCH