FORUM ON THE PRESENT AND FUTURE OF CITIZENSHIP AND HUMAN RIGHTS
EDUCATION IN EUROPE WITH YOUNG PEOPLE
Turin, Italy, 11-13 April 2022

DRAFT **GUIDELINES AND PROPOSALS**

FOR THE FUTURE OF EDC/HRE

About this document

These guidelines, conclusions and recommendations for the future of EDC/HRE in the next five years have been compiled and organised by the general rapporteur of the forum, Felisa Tibbits. They are the result of the working groups held on Wednesday 13 April but take into account conclusions and recommendations formulated during other sessions of the forum. They are organised in 6 areas:

Each area contains proposals for member states, educational institutions, civil society/youth actors, for the Council of Europe and for (other) international organisations.

The "draft" status of the document lies on the need to have it validated by the partners organised the forum; the key contents should not change significantly.

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CONCLUSIONS AND RECOMMENDATIONS

The general environment for human rights and human rights education remains more fragile than ever. The COVID-19 pandemic has created significant barriers for practitioners and learners. Many of them endure the precariousness and shrinking of civic and democratic spaces. Hate speech, discrimination and structural violence are all too prevalent against marginalized groups in Europe.

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

This recommendations from the Turin conference in combination with the General Conclusions of the Forum provide a clear message and ways to move forward in strengthening EDC/HRE, mindful that human rights education is a human right itself and a catalyst for all human rights.

I. EDC/HRE curriculum policy

Participants felt that EDC/HRE providers, authorities and academia should urgently recommit in their cooperation and joined strategy for more sustainable EDC/HRE practices based also on reflection, research and monitoring of its impact.

An enabling environment is nurtured by state actors, paving the way for a coordinating approach, supported by a comprehensive policy framework. Partnerships should be developed among a broad range of stakeholders like media, art and the cultural sector. Partnerships should be cross-sectoral and developed in a democratic and cohesive way encouraging mutual learning rather than competition. Recommendations address specific categories of EDC/HRE actors.

To member states

- Carry out mapping exercises to identify organizations engaged in and resources available for EDC/HRE, as well as gaps in the implementation and needs at the community level.
- Include EDC/HRE in ministerial decrees or norms to ensure that it is included in school curriculum.
- Develop National Action Plans where human rights issues and human rights education are mainstreamed.
- Develop EDC/HRE measures of accountability, gather and analyse data, and use in an ongoing manner to improve the delivery of quality of EDC/HRE.
- Connect the EDC/HRE Charter and RFCDC to the implementation of SDG 4.7 and Agenda 2030.
- Mainstream EDC/HRE in all subjects.
- Ensure that EDC/HRE is localized, with special attention to local challenges and issues.
- Ensure an intersectional approach in EDC/HRE, striving for the inclusion, visibility and empowerment of diversity, concerning both topics and groups.
- Include references to the Charter in EDC/HRE curriculum.
- Ensure accessibility of EDC/HRE to all youth, including disadvantaged youth and those without digital access.
- Ensure links between the education and youth sectors.
- Foster public-private partnerships and the involvement of NGOs in producing state strategies.
- Promote effective and transparent participatory approaches in curricular policy making, including all key stakeholders, especially disadvantaged groups, in relevant processes.
- Guarantee sufficient funding and human resources for implementation of EDC/HRE in both the formal and non-formal sectors.
- Encourage inter-governmental cooperation among ministers, such as the education and youth sectors.
- Encourage cooperation between educational institutions (including higher education) and the community, for example, through EDC/HRE networks or coalitions.

To educational institutions

- Promote the development, implementation and assessment of EDC/HRE policies and National Action Plans ensuring the inclusion of multiple stakeholders.
- Facilitate peer sharing of EDC/HRE practices, for example, through digital platforms.

To civil society/youth actors

- Advocate for an increased role of CSOs in implementing HRE drawing on the Charter and also the UN World Programme on Human Rights Education.

- Assist the formal education sector in the implementation of EDC/HRE through partnerships and peer learning, especially in relation to participatory EDC/HRE pedagogy.
- Use social media, influencers and the arts to promote human rights and HRE.

To the Council of Europe
- Develop a binding instrument on EDC/HRE.
- Make the language of the Charter more user-friendly and establish a task force to develop a campaign to mainstream the Charter. This campaign should use simple language addressing different target audiences and make use of digital platforms.
- Strive to make the Charter better known to the public, including youth and children.
- Carry out workshops/develop modules that promote the use of the Charter and the RFCDC in creating conditions for implementing EDC/HRE.
- Translate the Charter into other languages and try to link it more strongly with the local reality of different participating countries, including those in the global south.
- Emphasize that EDC/HRE supports democratic governments and cultures and is not intrinsically 'in opposition'.
- Strengthen the utility of the Charter reviews for improving EDC/HRE implementation with member states. Conduct nation-specific reviews/recommendations for improving implementation of EDC/HRE and disseminate the results widely. Develop a self-monitoring EDC/HRE tool for policy development and implementation.
- Using the Review as a basis, encourage member states to dedicate a budget and human resources for implementing EDC/HRE.

To international organizations
- Promote EDC/HRE as a priority for governments.
- Encourage governments to submit SDG reports that include the 4.7 indicators.

II. Localization of EDC/HRE

Participants felt that all stakeholders should provide EDC/HRE based on the standards set by European and international organisations but focus strongly on the local dimension through partnerships with local authorities and organisations. CSOs should be involved and whenever possible cooperate with national bodies.

To member states
- Support schools and educators through policies and trainings in addressing controversial and sensitive topics linked with EDC/HRE and democratic societies.
- Incorporate within HRE curriculum a critical reflection on the western origins of human rights, and discussions on the universality of human rights values and how they can be associated with local situations and realities.
- Ensure that HRE introduces the full range of human rights (e.g., through the Universal Declaration of Human Rights) but spend time on those especially relevant for the local context.
- Protect human rights academics, educators, researchers and activists and ensure that they have safe spaces to carry out their work. Grant asylum to those from other countries.

To higher education institutions

- Protect human rights academics and researchers and ensure that they have safe spaces to carry out their work. Grant asylum to those from other countries.
- In conditions of shrinking civic space and harassment of human rights workers, foster networks of peer support within and across borders.

To civil society/youth actors

- In conditions of shrinking civic space and harassment of human rights workers, foster peer support networks of activists within and across borders.
- Develop projects with a sensitivity to local context that involve a variety of stakeholders, including educators, psychologists and scholars.
- Ensure that EDC/HRE is carried out in safe and inclusive spaces that allow for communication, exchange and constructive dialogue.
- Recognize the need and opportunity for EDC/HRE to bring democratic processes into local contexts. Involve young people as activists and advocates for EDC/HRE.

To schools

- Encourage and provide safe spaces for educators to address sensitive topics in the classroom that relate to the development of critical reasoning in students and are linked with democratic culture.

To the Council of Europe and international organizations

- Clarify what is quality HRE and central to EDC/HRE so that a sustainable approach can be promoted with member states, helping to ensure that the EC/HRE curriculum will not be hijacked by any anti-democratic orientations of ruling political parties.

III.   EDC/HRE in initial and in-service training of teachers and youth workers

Participants shared ideas about how to strengthen policies and practices related to pre-service teacher education and trainings for those actively working in the formal and non-formal education sectors.

To member states

- Make aspects of EDC/HRE mandatory in all pre-service teacher training.
- Tailor the required EDC/HRE training to the country context, for example, in terms of relevant themes.
- Ensure quality training, i.e., not 'short information sessions' but trainings that give educators time to practice, develop learning objectives, demonstrate their teaching, and receive mentoring and feedback.
- Find new ways to recognize and value teachers, including their efforts in EDC/HRE.
- Map best practices and successful stories of EDC/HRE trainings.

To educational/training institutions

- Prepare educators to use blended and hybrid learning approaches, involving both in-person and on-line learning. This can be related to digital citizenship education.
- HRE trainings should not be purely theoretical but include an action-oriented approach, for example, drawing on the real stories of human rights defenders.
- Include non-formal education methodologies in EDC/HRE pre-service and in-service teacher education.

To schools

- Engage teachers in decision-making and give them the flexibility to develop curriculum
- Involve youth workers and other professionals who have experience working with disadvantaged youth.

To civil society/youth actors

- Build the capacities of young people to act as safeguards of democracy and human rights, for example through international exchanges and networks
- Develop the monitoring and evaluation skills of civil society trainers
- Work together with formal education to build sustainable partnerships
- Create human rights educator networks, in order to give space for peer learning and sharing of experiences and resources.

To the Council of Europe

- Develop an evaluation framework for assessing teachers' EDC/HRE performance, resulting in a professional development certificate. Develop the framework in such a way that it can be used for self-assessment and continuing improvement.
- Create an evaluation and monitoring system for EDC/HRE practices that can be used for self-assessment and ongoing improvement.
- Continue to promote Council of Europe EDC/HRE tools and resources, such as the Charter and the RFCDC, as well as those developed by other inter-governmental organizations.
- Create an accessible web platform to facilitate communication about EDC/HRE best practices and resources among international organizations.

IV.   EDC/HRE and the whole school approach

Participants felt that a range of stakeholders could support successful implementation of the whole school approach in supporting the lived experiences of EDC/HRE among all members of the school community. Recommendations were made to specific categories of EDC/HRE actors.

To member states

- Assemble research that shows the success of EDC/HRE and its associated methodologies (e.g., socio-emotional learning, experiential learning) for promoting both the well-being and academic achievement of children and youth.
- Identify and implement strategies for promoting the capacities of school leaders in the whole school approach to EDC/HRE.
- Encourage schools to carry out educational events with parents and school boards so that they can understand the importance of EDC/HRE at school for both the well-being and academic achievement of their children.
- Develop strategies to help parents and the broader community to understand and value EDC/HRE.

To higher education institutions

- Carry out research on EDC/HRE and its associated methodologies in order to provide evidence-based research on its impacts on learners, teachers and the school environment.

To schools

- Make use of existing resources for the EDC/HRE whole school approach, such as the RFCDC, the United Nations' child-friendly schools and Amnesty International's human rights-friendly schools.

- Create an open environment for EDC/HRE with workshops and events that can involve civil society organizations and local authorities, bringing students closer to civic action.
- Involve youth workers as allies in reaching out to and working with community organizations.
- Institute policies that foster meaningful youth participation in important decisions that affect their lives.
- Foster the capacity of disadvantaged youth to engage in decision-making in the school context and beyond, involving youth workers and other professionals who support disadvantaged groups.
- Carry out educational events with parents so that they can understand the importance of EDC/HRE at school for both the well-being and academic achievement of their children.
- Use a whole school approach for the development of democratic online spaces including the time and space to give all a voice: local governments, learners, parents, teachers.

To civil society/youth actors

- • Engage and support schools in a whole school approach to EDC/HRE.
- Pursue access to disadvantaged youth in the school setting and work with educators to ensure that they are fully engaged in EDC/HRE-related whole school initiatives.

To the Council of Europe

- Develop an evaluation framework for assessing a school's adoption of a meaningful whole school approach to EDC/HRE, with associated accreditation related to the Charter. Develop the framework in such a way that it can be used for self-assessment and continuing improvement.

V.   EDC/HRE in the non-formal education and youth sectors

Participants shared a range of ideas about how to strengthen EDC/HRE with youth, working within the non-formal education sector.

To member states

- Strengthen the recognition of the work of youth organizations and non-formal education providers in general, but specifically in EDC/HRE.
- Encourage cooperation between the youth and education sectors at the highest levels, including joint policy making and participation in national plans related to EDC/HRE.
- Draw on the European Youth Work Agenda, a binding document, in elevating the status and role of youth organizations in EDC/HRE.
- Make available funding for HRE in the non-formal education sector that is continuous so that sustainable, long-term programming can be implemented at the local level with maximum results for learners and their communities.
- Facilitate access to EDC/HRE resources for youth workers and non-formal education providers, including those developed by the Council of Europe.
- Promote EDC/HRE 'community pacts' between citizens, schools, the media, institutions and private bodies that facilitate imagining and implementing activities for active and social justice-sensitive citizenship.
- Actively promote cooperation between the formal and non-formal education sectors in the daily life of schools and learners. Document and disseminate successful examples of cooperation between the non-formal and formal education sectors.

<u>To higher education institutions</u>

- Develop tools and processes for use in measuring the impacts of EDC/HRE projects carried out by nonformal education and youth actors and assist in the training of monitoring and evaluation capacities.

<u>To civil society/youth actors</u>

- Develop the capacities of NGO project managers and staff to design and successfully manage EDC/HRE-related projects, including measurement of success.

- Network with other civil society and youth actors delivering EDC/HRE to facilitate the sharing of resources and coordination of project work.

<u>To schools</u>

- Work with youth organizations in developing programs that respond to the needs of disadvantaged learners, and in responding swiftly to new issues not yet covered in the formal education curriculum.

- Allow learners to see the possibility of engaging in future work with the youth sector in the area of EDC/HRE.

<u>To the Council of Europe</u>

- Continue to facilitate access to EDC/HRE resources for youth workers and non-formal education providers, including those developed by the Council of Europe.

- Strengthen efforts to recognize the work of youth organizations and non-formal education providers in EDC/HRE and provide related capacity development and funding.

- Develop a framework for cooperation between the formal and non-formal education sectors in EDC/HRE, with sensitivity to differing national contexts.

- Collaborate with providers and other inter-governmental organizations in developing and disseminating monitoring and evaluation guidelines pertaining to EDC/HRE in nonformal education.

<u>International organisations</u>

- Harmonize the definitions and methodologies of human rights education so that civil society and youth actors understand what is quality HRE, and how to select and adapt approaches that will be most relevant and effective in their local environment.

- Make available funding for HRE in the non-formal education sector and encourage national entities to provide funding that is continuous so that sustainable, long-term programming can be implemented with maximum results for learners and their communities.

- Create 'public spaces' – both digitally and in-person – to facilitate peer learning and cooperation within the youth sector around the goals of the Charter.

VI. EDC/HRE with disadvantaged groups and in contexts of crisis

A range of recommendations related to EDC/HRE during times of crises and for disadvantaged groups came out of workshop sessions.

<u>To member states</u>

- Ensure that all EDC/HRE providers - in both the formal and non-formal education sectors – carry out inclusive processes. Such processes of inclusion encompass, but are not restricted to, persons with different abilities as well as cultural and linguistic diversity, especially those coming from disadvantaged backgrounds.

- Construct EDC-HRE-oriented crisis-management plans for the youth sector – involving policymakers and practitioners – to work with refugees and others experiencing trauma.

To civil society/youth actors

- Be prepared to implement crisis-management plans to respond to youth needs, including the preparation of volunteers.
- Reach out to new audiences, including disadvantaged persons living in rural areas.
- Ensure that all EDC-HRE events are accessible to young people with different abilities and backgrounds.

To schools

- Work with youth organizations in developing programs that respond to the needs of disadvantaged learners in the school setting.
- Consult and collaborate with NGOs and youth workers in responding swiftly to emergent issues not covered in the formal education curriculum.

To the Council of Europe and international organizations

- Emphasize with education providers the necessity to develop inclusive EDC-HRE programming and provide strategies for how such inclusion can be assured.