CONFERENCE OF INGOs
OF THE COUNCIL OF EUROPE

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CONSEIL DE L'EUROPE

Terms of reference of a Committee – proposal form

INGOs wishing to propose the creation of a committee to the Conference of INGOs are invited to transmit the following information, together with the requested documents,
no later than 21 March to NGO-Unit@coe.int

1. Proposed Title

Education for Democracy

2. Background and links with the priorities of the Conference of INGOs and the Council of Europe (please indicate also the specific documents / legal / institutional instruments you wish to refer to) (500 words max)

Pursuing the objectives of the Future Education Program of the Council of Europe, this proposal aims to reinforce education and democracy, inclusion and sustainability within the CoE. There exists an overwhelming amount of evidence that suggests education (in all its diverse designs and forms) is the single most useful tool to help people and societies achieve their democratic self-governance, and hence their self-realisation and prosperity.

Building on this, education has become a core field to develop, research, discuss and it has the potential to provide answers for the multifaceted challenges European societies face today. Many of these challenges are closely related to human rights (i.e. universal access to high-quality education) and the fundamental premises of equity and non-discrimination in our societies. In fact, one of the challenges in education is not merely opening access to all, but rather ensuring that all benefit from such an access; this implies trying to limit the gaps between social backgrounds, ages and even geographical and territorial cleavages are to be addressed. It's also to integrate the new paradigms which as a result of the pandemic have become increasingly important such as digital access, non-discrimination and right to education. The rights of minorities for equal opportunities in education and hence in democratic participation are also an important part of the work of the future Committee. Another important challenge to reflect on is the inequality in higher education and academic research, including aspects such as the effects of the current research funding system on the ability of researchers from the variety of backgrounds and disciplines to conduct proper research, which is based on scientific criteria in the choice of topics, and provides knowledge which is useful to society. All these issues can have a negative impact on democracy, reducing the opportunity for disadvantaged to access this profession, therefore, reducing the diversity of perspectives in research content.

Considering the role of Conference of INGOs and the prominence of the Council in opening perspectives in human rights, right to education, on the vision of a common European History, the committee shall be linked to social European contexts and to the priorities of the Council and of the Conference of INGOs.

The political frameworks of the Framework of Competences for Democratic Culture (RFCDC), the CoE Charter on EDC/HRE, COM Rec on Youth Work and the European Youth Work Agenda as recently adopted ask for higher attention and action from the side of civil society to education as a holistic process, for which cooperation between formal, non-formal education and informal learning is crucial.

This committee is aimed at supporting the wide use of the above-mentioned tools and policies by ensuring more cooperation between education sectors in their implementation, bringing together the capacity and expertise of organisations representing the formal / school education sector, and the non-formal education sector, including NGOs and youth organisations.

3. Committee's purpose(s)

The current social and economic context with repetitive social, economic and most recently health crises, our democratic values and societies are at risk. Disinformation in the current digital revolution is becoming the key enemy to our social cohesion and democratic structures. Therefore, t**he main purpose of the committee will be to improve democratic participation of all citizens through better access to quality education and training in a lifelong learning approach. In particular we would look at the role civil society and non-formal and informal education providers play in it.** Bringing the voice and perspective of civil society will be a key feature of the committee. The committee shall serve as a body to reinforce a holistic vision of education, training and lifelong learning, with the overall purpose to help the Council and European bodies formulate coherent positions on these policy subjects. This shall be done through the exploration of links between formal, non-formal and informal education, on all its levels starting from early childhood education and up to academic learning, research and adult education to reinforce democratic processes and values in our societies. This link between education and democracy is crucial to the achievement of CoE goals and its agenda through education and training.

The underlying idea is that experiences of involvement in education processes (from primary school to upper secondary education and from formal education settings to non-formal and informal learning environments) create better and more conditions for active citizens - an indispensable condition for democratic values to bloom.

Its tasks are first and foremost to assess the state of art of how education and democracy are treated within the CoE countries, and to make proposals starting from local experiences. It will also be about sharing points of view and know-how among key stakeholders. Furthermore, the newly established committee could contribute to answering the fundamental questions of democracy, human rights, media literacy and critical thinking, climate change, social justice, to name only a few dimensions where education (in all its forms) is necessary to provide a more active and right based approach. This by addressing issues such as: **media literacy, citizenship education, intercultural learning, active participation, volunteering, peace education, key competences, academic freedom, training of educators …** The work of the committee can and will contribute to other committees' work, education being a cross-cutting issue.

4. Its specific objective(s)

Its specific objectives are to put forward concrete proposals on the role of education stakeholders such as civil society, non-formal education providers and formal education providers as democratic actors to orientate the work of the CoE on the issues related to education about democracy and human rights. This includes creating links between the different initiatives within the CoE initiatives.

In recent years, both the formal and the non-formal sectors have undertaken several steps to set political initiatives in education and youth. Examples include the RFCDC processes in the EPAN network, the testing and embedding of the RFCDC into the non-formal sector, the initiation of the Bonn process in the aftermath of the declaration of the European Youth work Agenda - to name some examples.

However, it is clear that the biggest challenges remaining are combined and interrelated actions that relate to bridging the inherent logics of the youth and formal field on the political level. Thus, an Education and Democracy Committee could vitally contribute to push and develop such processes.

5. Planned activities, working methods and timetable

The work of the committee will be organised as follows for the coming two years:

1° Year 2022: In the first year we would focus on the exchange of knowledge and relevant practices on thematics (such as **education for democracy, media literacy, citizenship education, intercultural learning, active participation, volunteering, peace education, key competences, academic freedom, training of educators**), mapping of stakeholders and reaching out to new audiences which implement concrete activities on the field that reinforce the goal for more education for democracy. In view of the preparation of the CoE Education Strategy, the committee will also discuss its contribution to it.

2° Year 2023: In the second year we would focus on the identification of concrete activities and selection of 5 to 10 relevant practices / experiences. Presentation of different existing inspiring practices to reinforce "Democratic participation'' through non-formal and informal learning, linked to the Council of Europe Education strategy and Conference of NGOs Strategic Plan. This will take the form of a policy paper with recommendations and examples to illustrate the role of civil society in strengthening our democratic societies. The aim is to build more synergies among different sectors and levels of education / stakeholders and how to make a better use of existing CoE tools e.g. on teachers / educators training.

Each year we would like to contribute to the World Forum on Democracy in coordination with the Standing Committee. We plan to involve expert practitioners and NGO´s in CoE working on core topics of fundamental rights, equality, inclusion and anti-discrimination in order to push the policy development from a practice perspective.

6. Expected outputs and their indicators

The results are linked to the two proposals over the **two years**.

<u>First year</u>

- Aim: Identify existing inspiring practices/initiatives in the different countries, by means of using the expertise of European networks in all fields: non-formal, formal, youth, vocational training, and could explore missing links or gaps from existing reporting such as Euridyce, FRA reporting etc.
- **Expected results:**
  - This should help us expand the network of stakeholders working on the issue and reach out to new audiences. The mapping of inspiring practices and stakeholders will be crucial to achieving the goal of the committee.
- **Indicators:**
  - Number of significant inspiring practices covering the CoE countries
  - Number of new stakeholders working in the field.

<u>Second year</u>

- Aim: Collect the inspiring practices linking the different levels of education with education for democracy. The practices must be based on a diversity of actors and show the intention to link local levels and transnational solidarity.
- **Expected results:**
  - A selection of concrete inspiring practices promoting education for democracy
  - Drafting a set of recommendations for the Education Strategy of the CoE
  - Position paper with recommendations and practices showcasing the role of civil society stakeholders and contributing to the CoE work on education
- **Indicators:**
  - 5-10 inspiring practices selected

- the number and diversity of people involved in the inspiring practices selected: pupils, students, local actors, teachers, social workers, etc.
- 5-10 recommendations from CSOs on education for democracy
- One position paper on the role of CSOs on democracy through education

Transversal work during the two years:

- Contributing to the World Forum on Democracy
- Sharing experiences and knowledge
- Providing input to CoE work on democracy and education
- Showcase civil society contribution to education for democracy
- Raise funding to finance its activities such as collection of good practices, participation to events such as World Forum for Democracy and production of publications (if applicable)

These results are indicative. The members of the working group will regularly review the relevance of the objectives, the expected results and the indicators to adapt to the current challenges faced in education related to democratic values.

Working method:

- 2 to 3 meetings a year (full group)
- 2 to 3 topical clusters meetings a year (only members interested)
- Online meetings (one meeting a year if budget allows during the Conference of INGOs)

7. Names, contact details, expertise and experiences of the Heads of the INGO delegations supporting the creation of the Committee (at least 5)

Members supporting:

- LLLP, Giuseppina Tucci - President, president@lllplatform.eu
- DARE, Georg Pirker - Chairperson, pirker@adb.de
- EAEA, Gina Ebner - Secretary General, gina.ebner@eaea.org
- EFIL, Elisa Briga – Deputy Secretary General, Head of Advocacy and Research (observatory status within the CDPPE), Elisa.Briga@afs.org
- ESU, Jacob Grodecki - Vice President (observatory status within the CDPPE)
- ESN, Juan Rayon, President, president@esn.org
- EUNET, Richard Heise - Director, richard.stock@centre-robert-schuman.org
- Teodora Panuș, AEGEE-Europe, Vice-President and External Relations Director external.relations@aegee.eu
- Catriona Graham, WOSM European Support Centre Director of Advocacy and Partnerships, catriona.graham@scout.org
- EuroClio, Alice Modena - Deputy Director, alice@euroclio.eu
- Comenius Association, Philip O'Neill, President, philip.oneill@arteveldehs.be
- Eurodoc, Sara Pilia, Vice-President, sara.pilia@eurodoc.net
- Volonteurope, Piotr Sadowski (Volonteurope), piotr@volonteurope.eu
- UNAEC-Europe, the European Union of catholic education alumni/ae, Laurent GREGOIRE - gregoire.laurent@wanadoo.fr
- OIDEL, IGNASI GRAU CALLIZO, Directeur général - ignasi.grau@oidel.org
- ETUCE CSEE - Education International, European Region, Ekaterina EFIMENKO - Ekaterina.Efimenko@csee-etuce.org
- EI – Education International, Dominique MARLET - dominique.marlet@ei-ie.org

8. Names, contact details, expertise and experiences of the delegates who will take part in the Committee (at least 7)

- Arja Krauchenberg, LLLP & EPA, arjakrauchenberg@hotmail.com - see bio below. Her expertise areas are parents' education, childhood education and care, adult education, teacher education.

- David Lopez, LLLP, david.lopez19@wanadoo.fr - Pool of Experts, current member of the CoE CD-EDU executive committee, former President of LLLP and former External Relations representative of La Ligue de l'enseignement in France, member of CNAJEP the french youth council, and board member of Volonteurope.
- Elisa Briga, EFIL, elisa.briga@afs.org, EFIL Deputy Secretary general, expert in pupil mobility, intercultural learning, non-formal education and youth work. EFIL has been integrating the RFCDC in its work and is more and more active in designing and delivering teacher training on intercultural and global competence.
- Jacob Grodecki, ESU, jakub.grodecki@esu-online.org, Vice President of the European Students Union. Expertise in students' rights and participation.
- Gina Ebner, EAEA, gina.ebner@eaea.org Secretary-General. Specialised in adult education for the last 20 years.
- Juan Rayon, ESN, president@esn.org, President. Expertise in learning mobility in higher education,inclusive mobility promotion, intercultural learning, non-formal education and active citizenship.
- Georg Pirker, DARE, pirker@adb.de Chairperson of Democracy and Human Rights Education in Europe. Expert in EDC/HRE and youth/adult learning mobilities. Was part of various *ad hoc* committees of the COE educational and youth department and accompanied e.g. the youth for Human Rights project of the E+ NA´s youth as educational adviser. Author of studies on RFCDC in non-formal education, digital transformation and EDC/HRE, children's rights and education.
- Richard Stock, EUNET, richard.stock@centre-robert-schuman.org
- Teodora Panuș, AEGEE-Europe, external.relations@aegee.eu Vice-President and External Relations Director. Expertise in youth participation, community organising and youth work in EaP+.
- Catriona Graham, WOSM European Support Centre Director of Advocacy and Partnerships, catriona.graham@scout.org. Expertise in advocacy for youth, migrant, children's and women's rights; campaigning; policy development and communications; governance and community engagement and coordination.
- EuroClio - Alice Modena, Deputy Director, alice@euroclio.eu, expertise in professional development management and coordination, development of educational resources connected to teaching democratic competences, community management and network coordination
- Genevieve Laloy, Association Comenius, genevieve.laloy@vinci.be
- Chantal Muller, Association Comenius, chantal.muller@henallux.be - Belgium
- Monika Becker, Association Comenius, Monika.Becker@ph-gmuend.de - Germany
- Sara Pilia, Vice-President of Eurodoc, sara.pilia@eurodoc.net
- Volonteurope, Oonagh Atken, oonagh@volonteurope.eu
- UNAEC-Europe, the European Union of catholic education alumni/ae, Laurent GREGOIRE - gregoire.laurent@wanadoo.fr
- OIDEL, IGNASI GRAU CALLIZO, Directeur général - ignasi.grau@oidel.org
- ETUCE CSEE - Education International, European Region, Ekaterina EFIMENKO - Ekaterina.Efimenko@csee-etuce.org
- EI – Education International, Dominique MARLET - dominique.marlet@ei-ie.org

9. Chairperson of the Committee proposed for election by the Conference of INGOs

Arja Krauchenberg is the current Vice President of Lifelong Learning Platform and Project Coordinator at European Parents Association.

She holds an MA in romance languages from Vienna University with a special focus on multilingualism, diversity and interculturalism and has also trained as a certified tourist guide. A mother of three, Arja has lived abroad for almost twenty years and has been actively involved in parents' representation in the schools attended by her children in different countries. Upon return to her native Austria, she started to engage in the regional parents' association and

was later elected as a member of the board of the European Parents' Association (EPA) where she served as president 2018-19 and is currently engaged as project coordinator. In 2020 she also joined the executive committee of OIDEL (an INGO that promotes the right to education). A lifelong learner herself (she is currently enrolled in a teacher training program), she has been a member of the Steering Committee of Lifelong Learning Platform (LLLP) since 2019. In May 2021 she also became a member of the executive board of EUFIC (European Food and Industry Council). Arja Krauchenberg advocates for a holistic and learner-centred approach in education. Formal, informal and non-formal education should help learners to develop their full and unique potential. Formal settings should be motivating places where teachers and educators can be enablers of learning and provide guidance about all the possibilities of future careers.

10. As an attachment, you are requested to present the expertise and experience of the candidate for the position of Chairperson of this committee, in relation to the subject matter of the committee, as well as the expertise and experience of the Heads of the delegations supporting the creation of this committee

Extract from the Rules of Procedure of the Conference of INGOs)

Rules that apply for the creation and functioning of a Committee, the validation of its mandate and of reporting and the election of the Chairperson of the Committee by the Conference of INGOs

«61. Committees shall be established by the General Assembly on a proposal from the Standing Committee or from 5 Heads of Delegation to: (a) provide a focus for discussion and research on a particular issue relevant to the work of Council of Europe bodies; and (b) prepare reports on their findings together with, where appropriate, draft declarations, recommendations and resolutions for its consideration.

62. In deciding to establish a Committee, the General Assembly shall have regard to:
(a) the relevance of the proposed issue to be examined for the three-year Strategic Plan adopted by the General Assembly and for work being undertaken, or that ought to be undertaken, by Council of Europe bodies;
(b) the availability of sufficient expertise, whether amongst Delegates or that can otherwise be called upon;
(c) the need to avoid overlap with an issue that is being addressed by an existing Committee;
(d) the willingness of at least 7 Delegates to participate in it; and
(e) the possibility of accommodating meetings of the proposed Committee in the schedules of forthcoming Sessions of the Conference.

63. The General Assembly when establishing a Committee shall specify its terms of reference and the duration of its operation. It shall then invite applications/proposals for the Chair, who shall be elected on a show of voting cards where the Session is held in Strasbourg and/or through use of voting passwords for each Session held through videoconferencing. Only Articles 100, 120 and 122 shall apply to the election of Chairs of Committees.

64. The duration of a Committee shall normally be limited to two years but, where a real need has been demonstrated, may be extended by the General Assembly for a third year.

65. Committee meetings shall be open to all Delegates and to persons invited by the Chair or the Standing Committee to take part in them. Those attending shall provide the Rapporteur with their email address for distribution of notes of meetings and draft reports.

66. Each Committee shall choose its Rapporteur at its first meeting

67. In the event of a Chair not being able to continue in this role, a replacement shall be appointed by the Standing Committee. In the event of a Rapporteur not being able to continue in this role, a replacement shall be appointed by the Committee at the first opportunity to do so.

68. The Chair of a Committee shall be responsible for:
(a) chairing its meetings;
(b) preparing its agenda in consultation with the Rapporteur and ensuring that this is sent to INGOs in accordance with Article 6;
(c) circulating notes of meetings and draft reports;
(d) inviting persons other than Delegates to participate in its meetings;
(e) liaising with any Delegate appointed by the Standing Committee to represent the Conference on a Steering Committee or other body within the Council of Europe whose remit is relevant to the issue being examined;
(f) presenting its reports submitted to the General Assembly;
(g) submitting a request for any extension of the Committee duration; and
(h) submitting interim and final reports for consideration by the General Assembly.

69. The Rapporteur shall be responsible for:
(a) suggesting points to be included in the agenda;
(b) preparing briefings for discussion at meetings;
(c) preparing notes of meetings;
(d) preparing interim and final reports; and
(e) deputising for the Chair in his or her absence

70. Outside of Conference Sessions, meetings of Committees may be held in Strasbourg or elsewhere and also through videoconferencing arrangements determined by the Standing Committee.

71. Each Committee shall submit: (a) an interim report on its activities for consideration at the General Assembly occurring a year after its creation; and (b) a final report on its findings, together with any draft recommendation or resolution considered appropriate, for consideration at the General Assembly held prior to the end of its mandate."»