

Introduction

Your responses to the following questionnaire will allow collecting valuable data to:

- further strengthen the implementation of the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE),
- support the development of strategic goals for the next five years,
- define the priorities that will guide further action at national and international level.

The review covers the last five years of the Charter implementation. Throughout this period, the promotion and use of the Charter have been closely connected to the Reference Framework of Competences for Democratic Culture (RFCDC). In terms of this questionnaire, we take both instruments equally into account.

The questions address the goals agreed on in 2017 by the Council of Europe Member States after the previous Charter review, such as EDC/HRE access, cooperation, and evaluation. This review cycle also deals with the impact of the COVID-19 pandemic on the provision of EDC/HRE.

The definitions of key terms used in the survey can be found here.

Details on data protection policy can be found here.

If you have any questions regarding the survey, please contact us at: youth.HRE@coe.int

Thank you very much for your participation!

* 1. By answering this survey, you agree to the collection and the processing of the personal data requested in this form

I agree

Information about the respondent

* 2. Name

* 3. E-mail address

* 4. Institutional affiliation

* 5. Country

* 6. Institutional Website

* 7. Would you say that EDC/HRE principles are taken into consideration in your country's youth policies

- To a large extent
- To a moderate extent
- To a small extent
- Not at all

* 8. Would you say that progress has been made in the last five years in your country in terms of...

	Not at all	To a small extent	To a moderate extent	To a moderate extent
Provision of EDC/HRE?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of EDC/HRE?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. In your country, would you say priority is being given to...

	Not at all	To a small extent	To a moderate extent	To a large extent
... promoting EDC/HRE at a national level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... promoting EDC/HRE at a regional or local level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... promoting EDC/HRE in youth governmental bodies/agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... supporting training about EDC/HRE for youth educators and leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... making resources / materials about EDC/HRE available (for instance, the Reference Framework of Competences for Democratic Culture, the COMPASS Manual, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... making financial support for EDC/HRE available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... supporting co-operation with NGOs, including youth organisations, in the field of EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If relevant...) Please provide examples of how policy priorities translate in practice in your country regarding EDC/HRE:

* 10. What is needed for EDC/HRE to receive a greater priority in your country?

	Not at all	To a small extent	To a moderate extent	To a large extent
More awareness of the relevance of EDC/HRE to address the current challenges in our societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of data on the impact of EDC/HRE with respect to addressing the current challenges in our societies, including examples of good practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More advocacy initiatives from civil society organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closer cooperation/support to youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in advocacy by prominent personalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased visibility of EDC/HRE in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater political will to introduce policies supporting EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased political support from regional and international institutions (e.g. Council of Europe, UN, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More resources allocated to EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. Would you say there are inconsistencies between EDC/HRE policies and their implementation in practice?

- To a large extent
- To a moderate extent
- To a small extent
- Not at all

Please provide more details or examples:

* 12. Have concrete measures/activities been implemented to promote EDC/HRE in your country since 2016, in accordance with the objectives and principles of the Charter? (NB: this may include work done in the framework of the UN World Programme for Human Rights Education and other relevant international programmes and initiatives)

(Please select all that apply):

- ... promoting EDC/HRE at a policy level (e.g. national, regional, local)
- ... promoting EDC/HRE in youth governmental bodies/agencies
- ... supporting training about EDC/HRE for youth educators and leaders
- ... making resources / materials about EDC/HRE available, such as the Reference Framework of Competences for Democratic Culture
- ... making financial support for EDC/HRE available
- ... supporting co-operation with NGOs, including youth organisations, in the field of EDC/HRE

If yes, please specify the area(s) of implementation.

If not, please indicate the reasons why.

* 13. Do these measures/activities ensure that vulnerable groups have access to EDC/HRE?

- Yes No

If yes, please provide examples.

If not, please indicate the reasons why not:

* 14. Are there any measures/activities planned to promote EDC/HRE in your country, in accordance with the aims and objectives of the Charter?

If yes, please specify the area(s) of action:

If no, please provide details about the reasons why not:

* 15. What are the key challenges to the promotion and development of EDC/HRE in your country?

(Please select all that apply)

- Lack of priority among decision makers (other areas given more priority)
- Lack of concrete mechanisms for EDC/HRE policies implementation: recommendations, tools, guidelines etc.
- Lack of awareness/interest/support among professionals in the field of youth
- Consequences of the COVID-19 pandemic
- Lack of training opportunities for educators and youth workers
- Reduction/cuts in funding
- Changing political context (e.g. change of government)
- Little support from networks (NGOs, parent, and youth groups, etc.)
- Lack of public interest and support
- Lack of media interest and support
- Other (please specify)

* 16. How has the COVID-19 pandemic affected the implementation of the Charter in your country?

(Please select all that apply)

- There has been an increased attention given to this instrument after the pandemic started
- No difference before and after the pandemic started
- The attention to the Charter dropped when the pandemic started, but it hasn't been excluded from the policy agenda
- The implementation of the Charter was interrupted until further notice
- Other (please specify)

Please provide more details:

* 17. Is the Charter...

	YES	NO	DON'T KNOW
...available in the language(s) of your country?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...available in the minority language(s) of your country?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...available on the website of the Ministry or another relevant public body?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...disseminated to the target audiences by other means?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, please provide details (e.g. which minority languages, which official websites, etc.)

If no, please provide details about the reasons why not:

* 18. Is the Reference Framework of Competences for Democratic Culture...

	YES	NO	DON'T KNOW
...available in the language(s) of your country?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...available in the minority language(s) of your country?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...available on the website of the Ministry or another relevant public body?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... disseminated to the target audiences by other means?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions on Specific Articles of the Charter

* 19. Article 5. Objectives and Principles

In your country, to what extent do legislation, policies, and strategic objectives in the field of youth policy **explicitly** refer to EDC/HRE

- Not at all
- To a small extent
- To a moderate extent
- To a large extent

If legislation, policies, and strategic objectives do refer **explicitly** to EDC/HRE, please provide some examples:

If legislation, policies, and strategic objectives **do not** explicitly refer to EDC/HRE, please state the reasons why:

* 20. Article 6. Formal general and vocational education

In your country, EDC/HRE has been introduced in formal education and vocational training curricula (Please select all that apply)

- as a specific subject matter – obligatory
- as a cross-curricular approach
- as a “whole-school” approach
- it has not been introduced

Please provide further details including web links where appropriate:

* 21. What have been the main policy challenges to introducing EDC/HRE in youth policy? (Please select all that apply):

- Challenges at the policy design phase
- Challenges at the policy implementation phase
- Challenges at the policy evaluation phase
- Challenges at the policy review and updating phase

Please provide more details about the challenges encountered at the policy level:

*** 22. Article 8. Democratic governance**

In your country, are there any legislation, policies, or strategies that promote democratic governance in educational institutions, particularly schools, concerning...

	YES	NO
... decision making procedures (e.g. governing bodies / school boards)?	<input type="radio"/>	<input type="radio"/>
... school culture / rules?	<input type="radio"/>	<input type="radio"/>
... pupil / student participation (e.g. school / student councils)?	<input type="radio"/>	<input type="radio"/>
... parental / family involvement in schools (e.g. governing bodies / school boards)?	<input type="radio"/>	<input type="radio"/>
... school / community links (in and out of school)?	<input type="radio"/>	<input type="radio"/>

If yes, please specify:

If not, please provide more details about the reasons why not:

*** 23. Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict.**

In your country, to what extent youth policies aim to enabling young people to develop competences to...

	Not at all	To a small extent	To a moderate extent	To a large extent
promote social cohesion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
value diversity and equality (particularly between different faiths and ethnic groups)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
settle disagreements and conflicts in a non-violent manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combat all forms of discrimination and violence (for ex., bullying and cyberbullying)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically assess the information they encounter in the media or online?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If not at all or to a small extent, please provide more details about the reasons why not.

If to a large extent, please provide more details:

24. What needs to be done to encourage more active promotion of youth policies that enable young people to develop these competences?

*** 25. Article 9. Training.**

In your country, EDC/HRE training opportunities are provided in (please select all that apply):

- Governmental youth bodies/agencies
- Educational and training institutions
- Civil society organisations (e.g. NGOs, youth organisations, informal networks, etc.)

Other (please specify)

*** 26. What are the target groups for these training opportunities? (Please select all that apply)**

- Policymakers
- Young people
- Parents
- Youth workers and leaders
- Other (please specify)

Please provide examples of good practice:

*** 27. Article 10. Role of non-governmental organisations (NGOs), youth organisations and other stakeholders.**

To what extent, in your country, is there co-operation and support between the government (e.g. Ministry of youth or other public body) and the following organisations and groups that foster EDC/HRE?

	Not at all	To a small extent	To a moderate extent	To a large extent
Non-governmental organisations (NGOs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 28. Article 1. Evaluation and review.** Has any action been taken or foreseen to monitor and evaluate strategies and policies on EDC/HRE, undertaken in accordance with the aims and principles of the Charter?

- Yes
- No
- DON'T KNOW

If yes, please provide links to the relevant monitoring and evaluation reports.

If not, please provide more details about the reasons why not.

29. Article 15. Co-operation in follow-up activities

In your country, have any co-operation activities with other countries been organised or planned in pursuing the aims and principles of the Charter?

- Yes
- No
- DON'T KNOW

*** 30.** What have been the key enablers and/or challenges for such cooperation activities?

31. Article 16. International and European co-operation.

In your country, is there co-operation and collaboration on EDC/HRE with the following organisations / institutions?

	YES	NO
Council of Europe (CoE)	<input type="radio"/>	<input type="radio"/>
United Nations system (UN) (including UNESCO and UN OHCHR)	<input type="radio"/>	<input type="radio"/>
Organisation for Security and Co-operation in Europe (OSCE)	<input type="radio"/>	<input type="radio"/>
European Union (EU) (including European Commission)	<input type="radio"/>	<input type="radio"/>
Organisation for Economic Co-operation and Development (OECD)	<input type="radio"/>	<input type="radio"/>
Other international/European organisations	<input type="radio"/>	<input type="radio"/>

Please specify 'Other international/ European organisations':

32. What are your expectations from such cooperation?

How could such cooperation be made more useful?

33. In what ways is / can the Charter review process be of support to your country?

	Very useful	Useful	Not so useful	Don't know
An encouragement / motivation for stronger action and higher quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An opportunity to promote good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A support tool for dialogue with other countries and within the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to expertise from other countries and from international institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

34. What are your expectations from the Council of Europe? Please indicate the level of importance for each:

	Very Important	Important	Somewhat Important	Not important
An encouragement / motivation for stronger action and higher quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for sharing and cooperation with other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of a shared framework of reference / common standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impetus for dialogue and cooperation within the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authoritative encouragement to ensure respect of commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical advice / technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the network of key actors in the member states through the Committee of Ministers, Parliamentary Assembly, the Congress of local and regional authorities and the INGO Conference and the HR Commissioner as well as various monitoring bodies (such as ECRI) as a means of raising visibility of EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

35. Do you have any further comments to provide about EDC/HRE in your country? If so, please use the space below.