

LEARNING TO LIVE TOGETHER

Council of Europe Report
on the state of citizenship
and human rights education in Europe



2017

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**Council of Europe Report
on the state of citizenship
and human rights education in Europe**

**In accordance with the objectives
and principles of the Council of Europe Charter
on Education for Democratic Citizenship
and Human Rights**

Council of Europe

FOREWORD

This report looks at the ways in which democracy and human rights are promoted through education in Europe today and puts forward priorities for action.

It shows that across Council of Europe member states, education is increasingly recognised as a tool for tackling radicalisation leading to terrorism, for successfully integrating migrants and refugees and for tackling disenchantment with democracy and the rise of populism. International co-operation in the area of education for democratic citizenship and human rights is growing, supporting national approaches by raising standards and allowing states to learn from each other's experiences.

But despite this growing understanding of the relationship between education and Europe's overall democratic health, challenges remain. In many countries, education for democratic citizenship and human rights education are not sufficiently mainstreamed. In some areas of learning, such as vocational training, they are often absent. Where they are present, in many cases not enough is being done to monitor their impact, meaning that they do not receive sufficient priority, with resources geared instead towards areas of education that are evaluated and ranked.

Concerted action is therefore needed on the part of politicians, government officials, education professionals and civil society, including young people, to support and embrace democratic citizenship and human rights within national education systems. To achieve this, we need to demonstrate the value of this education for our societies, whether for promoting democratic participation, helping young people learn to resolve conflicts respectfully or creating spaces in which controversial topics can be openly discussed. More needs to be done to share and learn from examples of existing practice. We need to develop reliable methods for evaluating what works in order to make best use of successful methods and approaches.

I hope that this report will inform the current debate around the role of education in our democracies and will encourage stronger take up of the models that have a positive impact. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education provides a solid basis for action and co-operation among member states, and the Council of Europe remains committed to helping Europe's nations build education systems that support and strengthen democracy, human rights and the rule of law.

Thorbjørn Jagland
Secretary General of the Council of Europe

EXECUTIVE SUMMARY

The Council of Europe supports the promotion of human rights and democracy through education, as a means of building peaceful societies where the human dignity of all people is respected. With the adoption of the Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) the member states committed themselves to “the aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education”. Although the charter is a non-binding legal instrument, it provides a unique common European framework of reference and is a focus and catalyst for action in the member states.

The present overview sums up the conclusions of the “Report on the state of citizenship and human rights education in Europe”, which takes stock of the achievements and gaps in this area and recommends priorities for action. This review exercise is part of the follow-up to the conclusions of the 25th Council of Europe Conference of Ministers of Education (Brussels, 2016), which supported the development of a long-term strategy for a more coherent and comprehensive approach to education for democratic citizenship and human rights at European level and requested the Council of Europe to consider ways of increasing the impact of the charter.

The full text of the report is available at: www.coe.int/edchre, together with the results of the governmental and civil society surveys.

The review of the charter is also part of the Council of Europe’s contribution towards the United Nations World Programme for Human Rights Education and the 2030 Education Agenda (Target 4.7) and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, which was adopted by the EU member states in 2015.

Key conclusions

Between 2012 and 2016, substantial progress was made in the 40 countries that responded to the survey: education for democratic citizenship and human rights gained more importance around Europe. In particular, education is increasingly recognised as an essential response to the challenges that our societies are facing. At the same time, feedback from civil society shows that relevant policies need to be supported more effectively, that co-operation between governments and civil society needs to be further developed, and that recognition of the work done by civil society needs to be improved. Other concerns and issues raised include the following:

- 1) Inconsistencies between policies and their implementation were reported by 66% of government respondents in 2016 compared with 20% in 2012.
- 2) Over 80% of government respondents felt that greater awareness of relevance of citizenship and human rights education for addressing the current challenges in our societies is needed in order for such education to receive a greater priority in their countries.
- 3) Over a third of government respondents stated there are scarce or non-existent references to education for democratic citizenship and human rights in laws, policies and strategic objectives, in vocational education and training, and higher education (14 out of 40 respondents).

- 4) In almost two thirds of the countries, no criteria have been developed to evaluate the effectiveness of programmes in the area of education for democratic citizenship and human rights.
- 5) Only over half of government respondents stated that evaluations of strategies and policies undertaken in accordance with the aims and principles of the charter have been done or foreseen.
- 6) An overwhelming majority of government respondents felt that the Council of Europe provides encouragement or motivation for stronger action and higher quality, as well as opportunities for sharing and co-operation with other countries. More needs to be done to take into account specific needs and priorities of the countries.
- 7) The charter is a useful tool for non-governmental organisations both as a guideline for their internal policies and programmes and as a tool for advocacy towards national and local authorities. However, the charter appears little known to young people. The manuals on human rights education with young people and children, *Compass* and *Compasito*, remain central to the citizenship and human rights education work done by civil society.
- 8) The charter needs to be further developed as a shared framework for policy dialogue among and within countries.

Key recommendations

1. Include education for democratic citizenship and human rights education among the priority areas of education, youth and children policy and back it up with sufficient resources.
2. Ensure balanced provision of citizenship and human rights education in different areas and types of education, with particular focus on vocational education and training.
3. Strengthen the recognition both of the work done in this area by education professionals and of the work done by civil society, including youth organisations.
4. Make full use of the data available and support systematic evaluation of the effectiveness of education programmes, including public debates and broad consultations.
5. Give citizenship and human rights education a solid position in the curricula and develop appropriate assessment tools, with a view to reinforce the status of such education while avoiding the pitfalls of standardised testing.
6. Increase the co-operation between state authorities and civil society.
7. Support and encourage international co-operation.
8. Collect and promote examples of good practice illustrating the relevance of citizenship and human rights education for everyday life.
9. Increase the levels of promotion of the charter to all the stakeholders involved, including examples of how it can be applied.
10. Further strengthen the charter review process, support the development of strategic goals for the next five years and facilitate the development of national indicators/benchmarks/priorities that can allow assessing progress achieved and guiding further action at national and international level.

PART I

OVERVIEW

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1. INTRODUCTION

VIEWPOINT

“Every day, we are confronted with news of hatred and violence; and the response we witness to violence and terror often involves more violence and terror, in a spiral of degrading barbarity. We all need to better think through our strategies if we are to tackle the world’s challenges today, from poverty to conflict, discrimination, disease, climate change and beyond. We will only progress if our decisions are grounded in the common understanding that we all belong to one humanity and that all of us are equally deserving of dignity, respect and justice.”

Zeid Ra’ad Al Hussein, United Nations High Commissioner for Human Rights

The Council of Europe promotes human rights and democracy through education, as a means of building peaceful societies where the human dignity of all people is respected. With the adoption of the Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE)¹ in 2010, the member states committed themselves to “the aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education”. This text also outlines the member states’ agreement on the objectives and principles (section II); policies (section III); and evaluation and

co-operation in this area (section IV). Improving the effectiveness of such education is an imperative for the Council of Europe member states, and the main focus of the present “Report on the state of citizenship and human rights education in Europe”.

DEFINITIONS

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

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

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

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

2. BACKGROUND

VIEWPOINT

"Signed in 1950, the European Convention on Human Rights, the first strong act of the Council of Europe, was also the first concrete expression of the ideals contained in the Universal Declaration of Human Rights... The Convention and the Court have been very successful. They have an influence that makes them a source of inspiration even beyond Europe; and through the protection and development of rights they have been a factor for peace, stability and the strengthening of democracy... However, progress still needs to be made. The essential point is that in the first place states take ownership of the Convention for the benefit of persons under their jurisdiction... It is principally at state level that this training in human rights must take place and I can only encourage the states to implement this. That is also part of shared responsibility."

Guido Raimondi, President, European Court of Human Rights

The Council of Europe's work on education for democratic citizenship and human rights benefits from the longstanding support of its member states:

- ▶ The charter was adopted in the framework of the Swiss chairmanship as one of the decisions intended to provide follow-up to the Action Plan adopted at the Committee of Ministers conference (Interlaken, 2010) on the future of the European Court of Human Rights as a text that supports the prevention of human rights violations by strengthening the culture of human rights.

- ▶ The first charter review conference was held in the framework of the Andorran chairmanship (Strasbourg, 2012), in co-operation with the European Commission and the European Wergeland Centre. The Andorran chairmanship consequently organised a conference (Andorra la Vella, 2013), which gave impetus to the work on competences for democratic culture.
- ▶ Finland hosted the 24th Conference of Ministers of Education (Helsinki, 2013), which called on the Committee of Ministers to "consider developing descriptors and a reference framework to assist member states in implementing a competence based education for democracy and intercultural dialogue".
- ▶ Belgium hosted the 25th Conference of Ministers of Education (Brussels, 2016), where the Ministers undertook to support the development of a long-term strategy for education for democratic citizenship and human rights at European level. The Ministers also endorsed the Reference Framework of Competences for Democratic Culture and requested the Council of Europe to consider ways of increasing the impact of the charter.²
- ▶ The 3rd Compass Forum on Human Rights Education (Budapest, 2016), provided initial input and proposals from non-governmental partners and governmental experts active in the Joint Council on Youth. Among other things, the forum called for the continuation of the Human Rights Education Youth Programme.

2. Council of Europe (2016), *Securing democracy through education - Final Declaration*, adopted at the 25th session Council of Europe Standing Conference of Ministers of Education (Brussels, 11-12 April 2016). www.coe.int/t/dg4/education/Source/MED25/MED_25_Final-Declaration_en.pdf.

Today the charter is used as a basis for sharing expertise, evaluating the achievements and defining priorities for action. This learning process consists of a report and a conference organised every five years. The present report builds on the recommendations of the first review cycle (2012). While opinions were very diverse in relation to the need for and feasibility of stronger evaluation mechanisms, there was an emerging consensus on the benefits of ongoing dialogue among key actors in this area and on the added value of the charter as a clear framework and impetus for such dialogue.

In 2016, 40 countries³ responded to the survey on the state of citizenship and human rights education in Europe, organised by the Council of Europe Education Department. In preparing their responses, the governments consulted a broad range of partners.

Feedback from civil society organisations, including youth organisations, was also collected directly by the Council of Europe Youth Department through an online survey, with almost 100 responses received from 44 countries. The present overview sums up the conclusions of these surveys.

USEFUL RESOURCES

- ▶ [Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education \(Recommendation CM/Rec\(2010\)7\)](#)
- ▶ [Human Rights and Democracy in Action Looking Ahead: Conference proceedings \(2012\)](#)
- ▶ [Message of the 3rd Compass Forum on Human Rights Education](#)

3. Albania, Andorra, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Republic of Moldova, Monaco, Montenegro, Netherlands, Norway, Portugal, Romania, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey and Ukraine.

3. EUROPEAN COUNTRIES INCREASINGLY RECOGNISE EDUCATION AS AN ESSENTIAL RESPONSE TO THE CHALLENGES THEY ARE FACING TODAY

“If radicalisation is partially nurtured by a feeling of exclusion, is it not because we failed to transmit and promote our European values to uprooted young people yearning to build an identity? If social cohesion is jeopardised, isn't it because we forgot to build communities on common ground? If the integration of people with a migrant background is sometimes difficult, is it not because we also failed to provide a positive and confident identity, and we did not share our culture of democracy? ... In times of political turmoil, in times of uncertainty, the last thing we can afford is to neglect and forget the value of our values.”

Tibor Navracsics, EU Commissioner for Education, Culture, Youth and Sport

Between 2012 and 2016, substantial progress was made in the respondent countries: education for democratic citizenship and human rights education (EDC/HRE) is gaining more recognition in the education systems and in the school communities around Europe. In particular, education is increasingly recognised as an essential response to the challenges that our societies are facing.

The respondents from the governments and civil society organisations found EDC/HRE to be most relevant in addressing the following challenges:

- i. violent extremism and radicalisation leading to terrorism;
- ii. deficit of democratic participation of both vulnerable and non-vulnerable groups in society;
- iii. integration of migrants and refugees.

The economic crisis, austerity measures and social exclusion were in general seen as slightly less of an issue for EDC/HRE to address. It could be of interest to reflect on the possible reasons for this, as well as on the possible connection between social exclusion and disillusion leading to the rise of populism.

It was also pointed out by the respondents that while EDC/HRE can make an important contribution towards

addressing these challenges, it cannot do this alone and it must not be seen in isolation from the broader environment. The political, social and economic context influence people's values, beliefs and attitudes and EDC/HRE reforms are most effective when they are a part of a comprehensive strategy for social change.

EXAMPLE OF PRACTICE: GREECE

In the framework of the economic crisis in Greece, as well as of the large influx of refugees and newly arrived migrants in the country, issues related to EDC/HRE are gaining increasingly more ground in education at all levels. As a result, several public and civil society stakeholders have initiated and are planning activities to promote it. These include, apart from the bodies of the Ministry of Education itself, the Greek Ombudsman for Children, the scientific societies of the EDC/HRE educators and university departments.

EXAMPLE OF PRACTICE: ITALY

Italy's National Youth Council organised a national training course in human rights education based on *Compass: Manual for Human Rights Education with Young People*, which brought together young trainers and activists. The course led to the inclusion of human rights education in the main priorities of the National Youth Council and a very active network of human rights educators in Italy. It paid special attention to the role of young migrants and refugees as human rights educators.

USEFUL RESOURCE

[Final Declaration of the 25th Council of Europe Standing Conference of Ministers of Education](#)
Brussels, 11-12 April 2016

4. DIFFERENT PERCEPTIONS ON THE PRIORITY GIVEN TO EDC/HRE

VIEWPOINT

"Human rights and citizenship education has been called upon in recent political statements to provide responses to the many challenges faced by our societies: extremism and populism, hate speech, discrimination and poverty, a general climate of fear and doubt. On the other hand, every day we note more cuts in education budgets, more human rights defenders and educators are facing danger and limited freedom in doing their work. It is time to match the political statements with policy measures, appropriate recognition and protection for the work of youth organisations active for human rights education."

Marko Grdošić, Chair of the Advisory Council on Youth of the Council of Europe

While according to government respondents the priority given to EDC/HRE is generally high across different types and levels of engagement and support, this perception was not shared by civil society respondents. In particular, the respondents considered that priority is given to EDC/HRE to a fair or to a large extent as follows: at the national government level (96% for government respondents and 29% for civil society respondents), at education institution level (91% for government respondents and 33% for civil society respondents), to supporting training about EDC/HRE for teachers and school heads (88% for government respondents and 41% for civil society respondents).

Moreover, only 17% of civil society respondents claimed that there was a shared definition of EDC/HRE in their countries, compared with 78% of government respondents. Only 30% of civil society respondents are aware of any measures or activities planned to promote EDC/HRE in their countries, in accordance with the aims and objectives of the charter, whereas 93% of government respondents report the existence of such measures.

FACTS AND FIGURES

- ▶ All 40 countries taking part in the survey reported that concrete measures had been taken to promote citizenship and human rights education, in accordance with the objectives and principles of the charter, compared with two thirds of respondents in 2012.
- ▶ There has been an increase of over 30% in the number of countries where action has been undertaken or is foreseen to evaluate strategies and policies in this area in the last four years.
- ▶ Almost all countries have the charter available in their language, and most countries have it available on the websites of their ministries of education or other relevant bodies.
- ▶ Only 30% of civil society respondents are aware of any measures or activities planned to promote EDC/HRE in their countries, in accordance with the aims and objectives of the charter, whereas 93% of government respondents report such measures.

The substantial differences in perception point to the necessity of improving the channels for information-sharing, feedback collection and analysis. In this respect, establishing a central focal point has proved to be effective in several countries.

One possible explanation to the discrepancies might be that it takes time to translate political commitment into practice. It will be interesting to see in the next review cycle to what extent the political impetus of 2016 has influenced education policy reforms in Europe. It will be important to include feedback from different partners, to ensure a balanced representation of different perspectives.

EXAMPLE OF PRACTICE: LUXEMBOURG

In the light of failings related to the implementation of certain aspects of the EDC/HRE charter, an independent centre for EDC/HRE has been set up to better co-ordinate and plan different components of EDC/HRE.

EXAMPLE OF PRACTICE: GEORGIA

The youth organisation Human Rights Association, in partnership with the Teachers Professional Development Centre, the Ministry of Education and Science, the Civic Education Teachers Forum and the European Wergeland Centre, developed a long-term training course for school teachers and youth workers on human rights and citizenship education, enabling the participants to further create common projects that would contribute to the inclusion and participation of young people in community life.

USEFUL RESOURCE

Share&Connect: Community of practice for educational professionals in the field of education for human rights, democratic citizenship and intercultural understanding – European Wergeland Centre: www.theewc.org/

5. LONG-TERM APPROACH AND POLITICAL AND PEDAGOGICAL PRIORITY ARE NEEDED

VIEWPOINT

"There is evidence that schooling systems in Europe have increased receptivity to inclusion of EDC/HRE approaches as one strategy to protect against discriminatory and prejudicial behaviours that undermine societies and contribute to youth alienation and potential radicalisation. I would argue that EDC/HRE is necessary for a healthy democratic society, regardless of the particular challenges faced at any given time. However, educational systems need to commit to carrying out EDC/HRE in a manner that is sustained and of high quality. This is consistent not only with the aim of the Council of Europe charter but also the United Nations Sustainable Development Goal 4.7 and the Global Citizenship Education initiative."

Felisa Tibbitts, Professor of Human Rights Education, University of Utrecht

While most respondents consider that there are no inconsistencies between EDC/HRE principles and national education policies, 66% of government respondents reported **inconsistencies** between policies and their implementation in 2016, compared with 20% in 2012. The most salient implementation issues according to the respondents relate to the lack of resources, lack of a long-term approach, lack of evaluation tools and lack of awareness among key partners.

FACTS AND FIGURES

Bulgaria: The educational standard on civic education (EDC/HRE) is taught across many subject areas at school. However, there is no monitoring mechanism in place to research and analyse the extent to which the standard is being applied in class, in what way and in which curricula.

Croatia: The curricular reform launched in 2015 at the political level and in the strategy declaratively advocates for citizenship education but on the implementation and curricular level citizenship education is marginalised and becomes one of the seven cross-curricular topics. This new approach is now in a process of public discussion.

Cyprus: Too few data are collected to assess whether what is decided at policy level is implemented successfully.

Estonia: Often there is lack of pedagogic awareness about hidden curriculum. This occurs when the knowledge obtained in civics classes about active and responsible citizenship in a democratic society is not supported by the school culture. EDC/HRE is often not valued in policy sectors outside education.

Greece: The greatest inconsistency exists between the curricula for EDC/HRE, the textbooks for use in schools and the teaching practices. While there are state-of-the-art statements of principle, the instructional materials are mainly academic-oriented and the teaching practices are sometimes traditional. More innovative and creative approaches are needed.

In the last two years, education has received unprecedented levels of political interest as an essential part of responses to current societal challenges. This has provided multiple opportunities for promoting citizenship and human rights education. Nevertheless, stronger continuity and stability in education policy is required to ensure that EDC/HRE programmes transcend political changes and diffuse the education curricula systemically so that they have an added value in the long run.

EDC/HRE must be given further political and pedagogical priority in the long term. This can potentially entail – among other avenues for such reinforcement – the mandatory provision of EDC/HRE at least in formal education in an effort to prioritise it, considering that the number of countries where EDC/HRE is not an obligatory subject at any age has remained unchanged in recent years.⁴

EXAMPLE OF PRACTICE: LITHUANIA

One of the major national programmes financed by the state is the Long-term National and Citizenship Education Programme, which allocates funds to the preparation of educational materials, teacher training, and research and collaboration with non-governmental organisations for promoting democratic citizenship. The Ministry of Education and Science has approved the Inter-institutional Action Plan of Civic and National Education 2016-2020, an indication that these education areas are among the priorities in Lithuania.

EXAMPLE OF PRACTICE: CYPRUS

During the school year 2015-2016, the Ministry of Education and Culture set anti-racist policy as a goal for all schools, entitled Sensitisation of students against racism and intolerance, and promotion of equality and respect, in the context of the No Hate Speech Movement of the Council of Europe. The Code of Conduct and Guide for Managing and Recording Racist Incidents was produced aiming not to characterise or identify individuals as “racist” or “not racist”, but to identify any direct or indirect, purposeful or involuntary, acts and processes which lead to negative discrimination against individuals or groups based on their (perceived) diversity, develop urgent action for the prevention and treatment of racist incidents, and develop anti-racist culture.

USEFUL RESOURCE

Publication on [Curriculum Development and Review for Democratic Citizenship and Human Rights Education](#), developed by the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States.

4. Comparing the 2012 *Report on the Implementation of the Charter* with countries' responses in 2016, as well as considering Eurydice (2012). *Citizenship Education in Europe*. Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support). http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf.

6. CITIZENSHIP AND HUMAN RIGHTS EDUCATION NEED TO BE CONNECTED TO EVERYDAY LIFE

VIEWPOINT

"Human rights may be deemed as abstract ideology or irrelevant and thus difficult to integrate in everyday life for teachers. In order for teachers to experience human rights education as relevant and prioritise to include it in their teaching, structures in teacher training and schools must systematically address relevance and responsibility. Further, clear and practical tools for teachers' everyday work need to be continuously updated and developed in co-operation with the wide array of actors in the educational system, including teachers, parents and students."

Jonas Christoffersen, Executive Director, The Danish Institute for Human Rights

Whereas government respondents considered that lack of support among education professionals, the media and the general public were the most important challenges to the promotion and development of such education, civil society organisations pointed to the lack of priority among decision makers.

While these issues are very closely interlinked, what is clear is that it is essential to demonstrate the relevance of democracy and human rights for everyday life, be it for resolving conflicts without violence, building cohesive societies through participatory decision making, successful integration of vulnerable groups or addressing disenchantment in democracy and the rise of populism.

USEFUL RESOURCES

- ▶ The Council of Europe educational video *Beat Bullying* explores what bullying is and how it affects us all, and shows how citizenship and human rights education can help us to make it stop. The video is available in English, French, German and Russian.

- ▶ *Compass: Manual for Human Rights Education with Young People.*
- ▶ [E-book: Shared Histories for a Europe without Dividing Lines](#). The e-book contains examples of teaching materials relating to significant historical examples of interactions and convergences within Europe.
- ▶ [Bookmarks](#) - A manual for combating hate speech online through human rights education.
- ▶ [Teaching controversial issues](#): A professional-development programme for teachers.

EXAMPLE OF PRACTICE: UKRAINE

In February-March 2015, the non-governmental association Nova Doba organised civic education seminars in 20 regions of Ukraine. They were aimed at strengthening professional networks and communication, and at supporting the process of mutual understanding and reconciliation in Ukrainian society. The trainers were deeply impressed by the desire of educators from both East and West Ukraine to communicate, to learn and understand the situation and their willingness to solve problems.

EXAMPLE OF PRACTICE: EUROPE

The Inclusion Express Campaign "Social rights are human rights too!" was developed by the Youth Express Network, together with young people facing exclusion and youth workers. The campaign advocated for access to social rights for young people facing discrimination, violence and exclusion. It built on the work done in the Enter project of the Youth Department and involved activities both online and offline all over Europe, drawing attention to the importance of social rights and of education about accessing social rights for young people.

7. PROVISION IN DIFFERENT AREAS AND TYPES OF EDUCATION NEEDS TO BE MORE BALANCED

VIEWPOINTS

"A mere focus on how society works, and the values of humanism and democracy might be perceived as irrelevant for students who have received these narratives earlier on in their education. There is a need to connect education for human rights and democracy to the academic field of each student. That's how we make the education relevant and effective in its use."

Chiara Patricolo and Helge Schwitters, European Students' Union

Over a third of respondents stated that there are scarce or non-existent references to EDC/HRE in laws, policies and strategic objectives, in vocational education and training, and in higher education (14 out of 40 respondents). Only seven respondents pointed out that citizenship and human rights education is promoted extensively in higher education institutions.

Respondents indicated that citizenship and human rights-related content is promoted mostly through specific departments at higher education institutions (e.g. law, educational sciences, history and psychology), but is rarely explicitly present elsewhere.

Unbalanced provision of EDC/HRE can be observed among the different areas of education level and types. Citizenship and human rights education appear to be less present in vocationally oriented education (where many disadvantaged and minority groups are found) as compared with general education. Recent research suggests that disadvantaged young people lose out on political learning when placed in vocational education and this could be one explanation about why this is the case.

Considering the importance of including citizenship and human rights-related issues in the whole education system and the need to further empower young people amid the socio-economic crisis, **the ethos of democracy and human rights needs to be more present and explicit both in vocational education and training, and in higher education.**

EXAMPLE OF PRACTICE: GERMANY

Education for democratic citizenship and human rights education is already an essential component and cross-cutting issue at all levels of formal and non-formal education, including (ongoing) teacher training, in the German education system. The measures and initiatives in EDC/HRE that already exist and are being further developed are consistent with the objectives and principles of the Council of Europe Charter on EDC/HRE. Therefore, the implementation of the charter in Germany builds upon already existing educational policies and activities in EDC/HRE.

They receive further impulse from the Council of Europe charter according to the requirements at regional or state level as well as to requirements in the respective educational institutions.

USEFUL RESOURCE

[e-Pub - Higher Education for Democratic Innovation \(Council of Europe Higher Education Series No. 21\)](#)

8. CLEAR AND MEANINGFUL CRITERIA AND APPROPRIATE ASSESSMENT TOOLS ARE NEEDED

VIEWPOINT

"[The Council of Europe Report on the state of citizenship and human rights education] states that the formal assessment of subject domains contributes to their status in curricula. We deeply share this view... We further acknowledge that the evaluation of citizenship and human rights education can be a sensitive area, yet demonstrates that a meaningful and internationally agreed-upon framework as well as corresponding tools and instruments for assessing knowledge, practices, value beliefs, attitudes, and behavioural intentions is possible at the system, school, teacher and student level."

Dirk Hastedt, Executive Director, International Association for the Evaluation of Educational Achievement

In almost two thirds of the countries, no criteria have been developed to evaluate the effectiveness of programmes in the area of citizenship and human rights education. Several respondents stated that they have yet to develop criteria for evaluation and that research in this area receives only moderate support.

There has been an ongoing debate as regards the assessment of citizenship and human rights education and the evaluation of the effectiveness of the programmes. Evidence from other subjects taught in schools suggests that formal assessment contributes to their consolidated status in the curricula. Evaluating the effectiveness of programmes often helps enhance their effectiveness and secure resources. However, it is

often pointed out that citizenship and human rights education – like any other “values” education – is a sensitive area, and that there are certain dangers and concerns in relation to state involvement.

Clear and meaningful criteria and appropriate assessment tools are needed to evaluate the effectiveness of citizenship and human rights education.

A systematic formal national assessment for the effective implementation of policies in the framework of EDC/HRE using appropriate evaluation tools and instruments can help ensure that citizenship and human rights education is adequately assessed, reinforce the status of such education, and give it a solid position in the curricula.

EXAMPLE OF PRACTICE: SPAIN

The Ministry of Education, Culture and Sport has recently devised a Strategic Plan for School Coexistence, with the collaboration of regional educational administrations (“autonomous communities”), of the Observatory for Racism and Xenophobia, the Institute for Women, and other tertiary-sector organisations.

Data collection to quantify the indicators of this general strategy for follow-up and assessment will take place steadily throughout the period of application of the Plan and will rely on the participation of civil society, the different departments of the central Government, and the autonomous communities.

9. SYSTEMATIC AND APPROPRIATE EVALUATION INCLUDING A BROAD PUBLIC DEBATE NEEDS TO BE DEVELOPED

VIEWPOINT

“Civil society, by working collaboratively through broad coalitions, plays a key role in ensuring a high quality of human rights education, and needs to be given sufficient space for consultation and collaboration. A variety of stakeholders, including from marginalised groups, need to be integrated in consultations.”

Salil Shetty, Secretary General, Amnesty International

Only over a half (55%) of the respondents stated that evaluations of strategies and policies undertaken in accordance with the aims and principles of the charter had been carried out or were foreseen. A more coherent and consistent approach is required to the assessment of progress in the area of EDC/HRE and to information, data collection and interpretation.

The replies received from the respondent countries show that collecting information from various actors is often difficult owing to the lack of established channels for such communication and to the data not being collected on a regular basis. On the other hand, the evidence suggests that including perspectives of different stakeholders is essential for the development of EDC/HRE. It enhances shared ownership and commitment, contributes to improved quality and strengthens effectiveness.

Citizenship and human rights issues and approaches need to be explicitly included in ongoing evaluations of education policy and practice and there should be effective ways of pooling such information from different sources.

EXAMPLE OF PRACTICE: NORWAY

The Ministry of Education and Research evaluates policy documents and steering documents on a continuous basis, using recognised research institutions. The issues being evaluated are generally directed towards quality in education, i.e. more general than the charter’s contents, but often directly or indirectly relevant to the charter’s aims and principles.

EXAMPLE OF PRACTICE: BULGARIA

A new standard on civic, intercultural and environmental education has been developed and will soon be enacted by the new curricula. The new curricula and educational standards have been subject to public discussions. They have been developed on the basis of extensive consultations and participation of educational professionals, academia and civil society organisations.

EXAMPLE OF PRACTICE: TURKEY

The curricula of all courses have been reviewed and improved in the context of human rights and discrimination. With the new system of Turkish Board of Education, the curricula are examined by experts in educational programmes and are open to the public for 15 days for comment and critique in a web environment and then finalised. In addition, course books are examined by a group of experts chosen randomly among applicants. The experts examine the books with a view to assessing criteria such as human rights and discrimination.

10. INTERNATIONAL CO-OPERATION IS ESSENTIAL

VIEWPOINT

“International co-operation is key in sharing inspiring practices, and it would also be important to find the means to promote the upscaling of these methods and programmes by allocating balanced funding to this, shifting emphasis from innovation only. When evaluating good practice as well as citizenship and human rights education, it is important to introduce formative evaluation methods that support the formation of desired mindsets, and to avoid these crucial education areas falling victim of standardised testing.”

Eszter Salamon, President, European Parents' Association

The results show an increase in countries that either have, or are planning to take part in, international co-operation activities from 45% in 2012 to 73% in 2016. This is due in great part to initiatives driven by the Council of Europe and European Union – programmes such as Human Rights and Democracy in Action, which is open to all states party to the European Cultural Convention.

An overwhelming majority of respondents felt that the Council of Europe provides a shared framework of reference, encouragement or motivation for stronger action and higher quality, in addition to opportunities for sharing and co-operation with other countries. More needs to be done in order to provide relevant support in accordance with specific needs and priorities of the countries.

FACTS AND FIGURES

There is a high level of co-operation among countries (73% in 2016), to a large extent due to initiatives of the Council of Europe and the European Union.

There has been a one-third increase in co-operation among countries (10 out of 30 replies) for those countries that participated in both cycles of the charter review.

Although co-operation among countries in the field of EDC/HRE has increased, opportunities for such co-operation are limited and do not meet the demand. Such co-operation ought to be further reinforced, as it can be instrumental in addressing the current, serious challenges to democracy and human rights in Europe. The pooling of expertise and peer-to-peer learning among countries are essential for addressing such challenges effectively.

More opportunities for co-operation with other countries is needed to strengthen relevant and innovative action, and to improve the quality of citizenship and human rights education. Given the countries' commitment to the values and principles of human rights, democracy and the rule of law, targeted co-operative actions can ensure sustainable progress and tangible results.

EXAMPLE OF PRACTICE: EUROPE

The Joint Programme of the European Commission and the Council of Europe on [Human Rights and Democracy in Action](#) supports co-operation projects between from three to eight countries with a view to exploring a topic of shared interest, collecting and analysing relevant data and producing practical tools for use in their education systems.

The projects cover a broad range of themes from teaching controversial issues and addressing violence at school, to digital citizenship and curriculum development.

11. THE CHARTER REVIEW PROCESS NEEDS TO BE FURTHER STRENGTHENED

VIEWPOINT

"The Council of Europe is perceived as one of the most significant organisations in Europe that systematically addresses the issues of democracy, human rights and the rule of law [...] The adoption of the Charter on Education for Democratic Citizenship and Human Rights by the Committee of Ministers of the Council of Europe in 2010 marked a significant shift in defining these themes in member countries and in the way they are perceived in education."

Kateřina Valachová, Minister of Education, Youth and Sports of the Czech Republic

A majority of the country respondents felt that the review process provided encouragement for stronger action and higher quality, an opportunity to promote good practice, a support tool for dialogue both with other countries and within the country, and access to expertise from other countries and from international institutions.

At the same time, according to the respondents from both governmental and civil society organisations, the charter is not well known in the countries. While the promotion of the charter is not an aim in itself, endorsement by the Council of Europe member states through a unanimous adoption in 2010, as well as its appreciation by civil society organisations (74 respondents claim that it is useful or very useful), make it a powerful tool for lobbying, advocacy and policy dialogue. Its broader dissemination and promotion are therefore essential and need to be supported.

FACTS AND FIGURES

About 80% of the civil society survey claim that young people in their countries have limited or no knowledge of the charter.

According to the conclusions of the civil society survey, many of the recommendations developed through the first review of the implementation of the charter in 2012 were accepted by the youth organisations and NGOs. It is clear from the data collected that they mainly co-operate in promoting and implementing the charter with other civil society organisations by organising common educational activities and advocacy campaigns or actions. This includes sharing and dissemination of good practices in EDC/HRE.

They also continue networking and sharing good practices at regional, national and European levels to promote the charter's implementation and ensure its dissemination to target groups so as to empower them to take action for the promotion and development of citizenship and human rights education. It is important to ensure that full use is made of the substantial potential of youth organisations and NGOs to support the implementation of the charter.

The "Report on the state of citizenship and human rights education in Europe" is expected to be a support tool for further development of EDC/HRE policy and practice. In particular, its findings will be used for the organisation of the Conference on the State of Citizenship and Human Rights Education in Europe (20-22 June 2017), for the development of the Council of Europe co-operation programme 2018-2019, and for fundraising with other donors for relevant projects and programmes.

It will be important to further improve the methodology of future charter reviews, in accordance with the substantial feedback received from the countries. In particular, the respondents provided the following recommendations:

- a) Further specify some topics and definitions and provide guidance well in advance for both qualitative and quantitative data collection;
- b) Include questions that allow the development of comparative indicators among countries;
- c) Conduct quality EDC/HRE studies in the countries to provide a more in-depth analysis of the situation;
- d) Focus on more thematic questions.

It is hoped that the report and the data that was collected during this exercise will be used extensively by many partners, researchers, education professionals and civil society organisations in Europe and beyond.

EXAMPLES OF RECOMMENDATIONS

Austria: The focus should be on fostering co-operation with other players at EU/UNESCO/OECD level in order to avoid having similar questionnaires and surveys in times of limited resources.

Iceland: Submit the questionnaire on a regular basis and focus on elements that need to be worked on specifically.

Ireland: Sustainable Development Goal 4.7 and indicator focuses only on formal education. It is crucial not to allow non-formal education fall off the agenda. There is a gap in research to support the use of indicators to map non-formal education and EDC/HRE, which means that at a time when the world is measuring the achievement of goals, the non-formal sector is silent – what gets measured gets treasured. It is crucial that this be addressed ... In addition, it would be very useful and appropriate to consult young people for/on this survey and have a line for comment from a young people's perspective throughout the survey.

Lithuania: We would suggest conducting the quality EDC/HRE studies in the member states. Such research would provide more accurate analysis of the situation.

Portugal: More effective support should be given to the EDC/HRE national coordinators to improve data collection. The next report should be a tool to inform policy making. Wide dissemination of the report through the Council of Europe and in each country could encourage progress in citizenship education.

12. FINAL COMMENT

"We must rethink education to ensure that it equips all learners with the skills, attitudes and behaviours that they need to contribute fully to their societies and global solidarity. Education must be more than transmitting information and knowledge. It must be about learning to live in a world under pressure and advancing new forms of cultural literacy on the basis of respect and equal dignity. It must be about connecting the dots between the social, economic and environmental dimensions of sustainable development."

Irina Bokova, Director-General, UNESCO

Progress and challenges

Substantial **progress** has been made in the countries and education for democratic citizenship and human rights education are gaining increasingly more recognition in the education systems and in the school communities around Europe. Youth and other civil society organisations remain faithful advocates and practitioners of the charter.

At the same time, many important **challenges** need to be addressed. In particular, the survey demonstrates that lack of awareness of the relevance of such education to addressing the current challenges to the wellbeing of each individual and the wellbeing of our societies remain the main obstacles to promoting and developing such education effectively.

The key to making citizenship and human rights education relevant in everyday life is consistency between what we say about democracy and human rights and what we do to put this into practice – be it at school, in politics or in society at large.

The immediate social, economic and political **crises must not be an excuse** for the governments to neglect their responsibility "to provide every person within their territory with the opportunity of education for democratic citizenship and human rights education" (Article 5 of the charter). To quote the participants of the 3rd Compass Forum: "Human rights have to be promoted and defended at every level and at all times. We expect the Council of Europe and its member states to respond to the increase in violations and threats to human rights by stepping up their defence and promotion, in policies and in practice, at work and in classrooms, at borders and at sea, online and offline."

The universal agenda of the United Nations Sustainable Development Goals makes human rights education

an integral part of quality education and a **priority** for all governments. The charter review is an additional opportunity for the governmental and non-governmental partners in the Council of Europe to advocate citizenship and human rights education – by assessing what has been achieved, what lessons have been learned and what remains to be done.

It is important to make use of the current **political momentum** in order to highlight such relevance. From this perspective, the present review should be seen as an important contribution towards the Council of Europe Action Plans – on Building Inclusive Societies and on the Fight against Violent Extremism and Radicalisation Leading to Terrorism. At the same time, citizenship and human rights education must not only be seen as an emergency response in times of crisis, but also as a long-term tool for building democratic societies based on respect and dialogue.

The charter is the only international legal document that makes **explicit reference to both** education for democratic citizenship and human rights education. As such, it has potential for being further strengthened as a basic document for policy making and as a practical tool for promoting democracy, human rights and the rule of law through education. It remains to be discussed how exactly this can be done, in a way that takes due notice of each country's context, needs and priorities, while making full use of the collective experience and expertise to strengthen Europe's defences against the rising threats and challenges.

What is clear is that citizenship and human rights education needs to be constantly questioned, tested, reviewed and updated, and that this process must be inclusive, respectful and democratic. It must not be about adding more content to education systems, but rather about doing things differently. And the Council of Europe member states can learn a lot from each other's experiences and achievements.

USEFUL RESOURCES

- ▶ [Council of Europe Action Plan on the Fight against Violent Extremism and Radicalisation Leading to Terrorism](#)
- ▶ [Council of Europe Action Plan on Building Inclusive Societies](#)
- ▶ [Council of Europe Reference Framework for the Development of Competences for Democratic Culture](#)

PART II

KEY MESSAGES

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At the invitation of the Council of Europe, a number of persons provided their feedback on the conclusions of the “Report on the state of citizenship and human rights education”. Many of those who responded welcomed the progress made in the Council of Europe member states. As Costas Kadis, Minister of Education and Culture, Cyprus, points out, the Ministry “is committed to the important role education has in an increasingly changing world, hence it considers that the educational system should focus on the acceptance of difference, tolerance, the respect for other cultures as well as on the preparation of tomorrow’s citizens for living in a multicultural environment, in order to enable them to participate effectively in society”.

At the same time, many contributors agree that a lot remains to be done. “The most powerful way of learning is through participation and experience. Citizenship and human rights education is still a subject that is either taught theoretically and in fragment or is not included at all in the curriculum of many European schools”, says George Moschos, Deputy Ombudsman for Children’s Rights, Independent Authority “The Greek Ombudsman”.

The contributors also draw attention to the importance of inclusive public debates and vibrant civil society. “Nobody should be left at the margins, if we want to build pluralistic and open societies, if we want to prevent the populist threat and the establishment of authoritarian regimes”, say Anna Rurka, Sabine Rohman, and Michel Aguilar from the Council of Europe Conference of International Non-governmental Organisations. Jana Hainsworth, Secretary General of Eurochild, suggests that “the emphasis needs to shift from pressurising children to find the right answer over to encouraging an appetite for learning. They should be consulted on matters of concern to them, and the weight of their opinions should be respected by those who are working with and for them... Students need to be given a safe space to ask questions and develop critical thinking while building respect for difference”.

Many contributors also highlight the importance of a systematic approach. Nils Muižnieks, Council of Europe Human Rights Commissioner, calls on the countries to “design comprehensive policies to create a culture of human rights which permeates all strata of society, from schools to families and individuals, the media, the private sector, and state institutions. In this context, national action plans can prove particularly useful because they can mainstream the values of democratic citizenship and human rights in a coherent and systematic way”.

The full responses from all the contributors are included in the present chapter.

NURTURING THE UNDERSTANDING THAT WE ALL DESERVE DIGNITY, RESPECT AND JUSTICE

*Zeid Ra'ad Al Hussein,
United Nations High Commissioner for Human Rights*

Every day, we are confronted with news of hatred and violence; and the response we witness to violence and terror often involves more violence and terror, in a spiral of degrading barbarity. We all need to better think through our strategies if we are to tackle the world's challenges today, from poverty to conflict, discrimination, disease, climate change and beyond. We will only progress if our decisions are grounded in the common understanding that we all belong to one humanity and that all of us are equally deserving of dignity, respect and justice.

The purpose of human rights and democratic citizenship education is to generate and nurture this understanding. Human rights and democratic citizenship education help children and adults to identify their rights and claim them effectively; to make informed choices; to resolve conflict in a non-violent manner; and to participate responsibly in their communities and society at large. They support critical thinking and offer solutions to problems that are consistent with human rights principles.

To effectively perform this role, however, human rights and democratic citizenship education need to be relevant to the daily lives and experience of the learners. They must engage people, through participatory learning methods, in a dialogue about how human rights norms can be translated into social, economic, cultural and political reality. And they must take place everywhere, at all levels of education and training and in the context of any learning opportunity – whether in a public or private, formal, informal or non-formal setting. Also, they must contribute to inclusiveness and ensure in this regard that they are relevant and applicable to all members of a given society, regardless of their status.

Within educational systems, in particular, policies and legislation should ensure the inclusion of human rights and democratic citizenship education at all levels, not only in primary and secondary school systems. Higher education institutions, for instance, have the social responsibility not only to educate ethical citizens committed to the construction of peace and the defence of human rights, but also to generate global knowledge enabling us to address current world challenges with human rights-based solutions. Vocational training should prepare learners to perform their professional duties in line with human rights principles.

We should never consider human rights and democratic citizenship education as “optional extras” or routine obligations – they are vital undertakings to sustain social cohesion, promote inclusion and participation and prevent violence and conflict in our societies. They are an investment in our present and our future which we cannot afford to overlook.

WE MUST RETHINK EDUCATION TO EQUIP ALL LEARNERS WITH SKILLS TO CONTRIBUTE FULLY TO THEIR SOCIETIES AND TO GLOBAL SOLIDARITY

Irina Bokova, Director-General, UNESCO

The Council of Europe “Report on the state of citizenship and human rights education in Europe” makes the stakes clear. Today, more than ever, we must rethink education to ensure that it equips all learners with the skills, attitudes and behaviours that they need to contribute fully to their societies and global solidarity.

This is the importance of the 2030 Agenda for Sustainable Development, and specifically the Sustainable Development Goal 4 on education. This goal embodies a new vision of education for the 21st century – to advance human rights, empower citizens, bolster social inclusion and resilience, and mobilise innovation for sustainable development. Through Target 4.7 of the new goal, all countries have committed to ensuring that learners are provided with the knowledge and skills to promote human rights and global citizenship.

In this, UNESCO’s position is clear. Education must be more than transmitting information and knowledge. It must be about learning to live in a world under pressure and advancing new forms of cultural literacy on the basis of respect and equal dignity. It must be about connecting the dots between the social, economic and environmental dimensions of sustainable development.

Taking this vision forward calls for action across the board – namely in advancing global citizenship education, education for human rights and education to prevent violent extremism. UNESCO is working with Member States in Europe and across the world, to identify new competences for learners, to develop new curricula and pedagogical guidance tools, and to support new approaches to teacher training. For example, UNESCO’s 2017 Forum on Global Citizenship Education focuses on the role of teachers to advance citizenship and human rights education.

In turbulent times, education is essential to empowering women and men, girls and boys, with the values, attitudes and skills they need to withstand the pressures the change and make the most of its opportunities, to build more just, inclusive and peaceful societies.

NEED FOR INCREASED FOCUS ON STRENGTHENING STRUCTURES FOR HUMAN RIGHTS EDUCATION

*Jonas Christoffersen, Executive Director,
Danish Institute for Human Rights*

Clear structures for Human Rights Education (HRE) – especially for teachers and students – is crucial for carrying out principles set in, *inter alia* the Charter on Education for Democratic Citizenship and Human Rights Education. It follows from the charter and national legislation that teachers play a crucial role in encouraging and teaching human rights in schools. Further, the charter points towards incorporating HRE as a central topic in the curricula of educational institutions.

The Danish Institute for Human Rights has worked systematically with the strengthening of HRE in Denmark. The institute's extensive research on HRE illustrates that guidelines, policies and objectives for HRE are vague throughout the educational system spanning from school managements and teacher training colleges to municipality and state level actors.

For example, a study carried out by the institute shows that many lecturers at Danish teacher training colleges do not feel competent in teaching HRE, for example in teaching how to link human rights to the everyday work in schools. The study shows that 87% of the students in the teacher training colleges do not find that their education motivates them at all, or motivates them only to a lesser extent, to teach HRE. Furthermore, 74% responded that familiarity with concepts such as human rights, discrimination and equal opportunities is largely or to some extent a relevant factor for determining whether the topics will be included in the teaching or not.⁵

Human rights may be deemed as abstract ideology or irrelevant and thus difficult to integrate in everyday life for teachers. In order for teachers to experience HRE as relevant and prioritise to include it in their teaching, structures in teacher training and schools must systematically address relevance and responsibility. Further, clear and practical tools for teachers' everyday work need to be continuously updated and developed in corporation with the wide array of actors in the educational system, including teachers, parents and students.

5. Cecilia Decara and Lene Timm, The Danish Institute for Human Rights (2013), *Mapping of Human Rights in Danish Schools*, available at: www.humanrights.dk/publications/mapping-human-rights-education-danish-schools.

CONNECTING CITIZENSHIP AND HUMAN RIGHTS EDUCATION TO EVERYDAY LIFE

Elhadj As Sy, Secretary General, International Federation of Red Cross and Red Crescent Societies

Human rights are founded on an inherent conception of human dignity. Citizenship encompasses a sense of “obligation to community”. These two inherent notions are embedded in the International Federation of Red Cross and Red Crescent Societies (IFRC) approach to address the challenges undermining people’s dignity.

We see a culture of anger, fear, intolerance, mistrust and division prevail in today’s European context, and beyond. We see a collective responsibility to promote respect for human dignity and rights. However, such promotion cannot be confined to formal systems; it needs to inform everyday life however informal that may be. Skills- and value-based education needs to be systematically incorporated into all types of curricula – both formal and informal – and should be done from the earliest age possible.

Red Cross and Red Crescent National Societies’ experience as auxiliaries to their public authorities in the provision of humanitarian education testifies to the dire need to scale up investment and efforts in this area if we are to transform the way we think and relate to each other.

For this change to be genuine and sustainable, education systems need to create trust and ownership, and engage children, adolescents and young adults meaningfully, support inter-generational dialogue and collaboration, and contribute to building social capital. They need to put learners at the centre, to acknowledge and value their diverse knowledge, experiences and learning styles, and allow them to freely express themselves and participate actively in decision-making processes that affect their own learning and lives.

Learning to live together peacefully along with community engagement activities aimed at nurturing respect for diversity, fostering tolerance, intercultural dialogue and promoting social inclusion needs to form an integral part of the education system.

The impact of such a type of educational content and approach to individuals’ mindsets, attitudes and behaviours is evidenced by the IFRC’s global Agents of Behavioural Change (ABC) initiative.⁶ Youth and adults undertake a personal transformation process allowing them to then act as role models and peer educators. They will then help others develop self-awareness, understand societal issues as well as learn and practice important skills such as empathy, active listening, critical thinking, non-violent communication and mediation. The initiative has shown great results in changing participants’ perception of themselves and others as well as reducing levels of discrimination and violence where they live.

As the Red Cross Red Crescent family, we are strongly committed to encouraging and supporting individuals to take up an active role and responsibility in caring for themselves and others in their everyday lives.

6. For more information on the IFRC’s Youth as Agents of Behavioural Change initiative, see www.ifrc.org/en/what-we-do/principles-and-values/youth-as-agents-of-behavioural-change-yabc.

THE WEIGHT OF CHILDREN'S OPINION SHOULD BE RESPECTED

Jana Hainsworth, Secretary General, Eurochild

With the growing levels of inequality, social mobility, societal fragmentation and isolation of different communities in Europe, Eurochild sees a growing need for investing in quality citizenship and human rights education. As advocates for the rights and wellbeing of children, we see the importance in including these in the curricula from an early age. With that we would hope to shape a new generation that understands and respects diversity and embraces social civility.

Integrating democratic citizenship and human rights education into all educational curricula is crucial. It needs to be actively promoted and advocated for by applying pressure on member states to uphold high standards of quality in this regard. Furthermore, its implementation needs to be monitored and evaluated. This is especially important now in light of increasing support for extreme political movements and the threat of violent radicalisation.

While integrating democratic citizenship and human rights education into children's curricula is important, it should not be our only focus. It is even more vital to embed participatory practices into all subject matters and across all forms of education, at all ages. It is not enough for children to be taught about their rights and responsibilities, they need to understand what these concepts mean in practice. The education system needs to respect children's rights; attend to the individual needs of each child; and nurture children's confidence so they listen to others opinions and trust their own judgment. The emphasis needs to shift from pressurising children to find the right answer over to encouraging an appetite for learning. They should be consulted on matters of concern to them, and the weight of their opinions should be respected by those who are working with and for them.

The growing involvement of young people in violent extremism in recent years highlights the importance of promoting counter-narratives and introducing value-based education. Building children's understanding of the root causes of violent extremism (such as discrimination, prejudice and intolerance) is a good example of something that cannot simply be taught. It has to be practised and facilitated on a bilateral level. Teachers need to receive training on how to educate children on such sensitive topics and have the skills to attend to the needs of individual students while managing conflict. Students need to be given a safe space to ask questions and develop critical thinking while building respect for difference. Reforming education systems to allow for increased engagement and participation of children themselves is therefore crucial.

EVALUATION OF CITIZENSHIP AND HUMAN RIGHTS EDUCATION CAN BE A SENSITIVE AREA, BUT IT IS NECESSARY AND POSSIBLE

Dirk Hastedt, Executive Director, International Association for the Evaluation of Educational Achievement

On behalf of the IEA, I would like to congratulate the Council of Europe for preparing this important report on the state of citizenship education. In our view, the report illustrates the diversity of approaches taken towards citizenship and human rights education, progress towards aims at the system and policy level yet also a set of apparent gaps in terms of scope, implementation and evaluation.

In the context of formal education in schools, the IEA's primary area of activity, the information provided by the council's members echo findings from our ongoing research into civic and citizenship education, which started more than 40 years ago. Our current International Civic and Citizenship Study (ICCS) 2016 corresponds to a large number of the areas in the report as well as the underlying charter for EDC/HRE and framework of competencies. We therefore welcome the members' interest to initiate and promote research to describe the current situation at various levels and generate comparative information to advance.

In particular, the report states that the formal assessment of subject domains contributes to their status in curricula. We deeply share this view and include an array of domains in our studies, especially civic and citizenship education and computer/digital information literacy, besides the most prominent domains such as reading, mathematics and science. We further acknowledge that the evaluation of citizenship and human rights education can be a sensitive area, yet demonstrated that a meaningful and internationally agreed-upon framework as well as corresponding tools and instruments for assessing knowledge, practices, value beliefs, attitudes, and behavioural intentions is possible at the system, school, teacher and student level.

I am convinced that the results of IEA's ICCS 2016 study, released in late 2017, will provide an opportunity to study important connections and similarities between the findings in this report and student outcomes – as well as for fruitful collaboration in the future.

EDUCATIONAL SYSTEM SHOULD FOCUS ON RESPECT FOR OTHER CULTURES

Costas Kadis, Minister of Education and Culture, Cyprus

The Government of the Republic of Cyprus is committed to reforming the educational system with a view to turning into reality the vision of a better and more modern system that will meet the needs and challenges of the 21st century. The Ministry of Education and Culture (MOEC) gives special emphasis on re-defining the aims and the content of curricula as well as the different school subjects, in order to form a more unified educational approach, aiming to create a system that will offer high quality education to pupils, thus assisting them to maximise their potential and acquire skills and knowledge which will enable them to become active citizens. The curricula are based on the principle that children should not only be aware of their rights and responsibilities but also be able to safeguard, respect, accept and tolerate the rights of others. A key point for this long-term approach is the appreciation of the personality of every child; through the commitment to the respect and safeguard the implementation of human rights.

The general aim of education in Cyprus is the development of free and democratic citizens with a fully developed personality, who contribute to the social, scientific, economic and cultural progress of the country and to the promotion of co-operation, mutual understanding, respect and love among individuals and people, for the prevalence of freedom, justice and peace. The MOEC is committed to the important role education has in an increasingly changing world, hence it considers that the educational system should focus on the acceptance of difference, tolerance, the respect for other cultures as well as on the preparation of tomorrow's citizens for living in a multicultural environment, in order to enable them to participate effectively in society.

Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) are among the political and pedagogical priorities of the MOEC, therefore specific actions are undertaken to incorporate them in school curricula. These actions include educational policies, policy implementation measures, learning environment changes and opportunities for professional development of teachers.

THE MOST POWERFUL WAY OF LEARNING IS THROUGH PARTICIPATION AND EXPERIENCE

*George Moschos, Deputy Ombudsman for Children's Rights,
Independent Authority "The Greek Ombudsman"*

The most powerful way of learning is through participation and experience. Citizenship and human rights education is still a subject that is either taught theoretically and in fragment or is not included at all in the curriculum of many European schools.

The Greek Ombudsman, after consulting numerous students, has addressed various proposals to the Ministry of Education, asking for measures to be taken to strengthen the democratic character of schools and to promote participation of students in decision making in all classes and in all levels of education. These proposals include among others the organisation of regular class assemblies and discussions, the promotion of dialogue in classrooms during lessons, the familiarization with children's rights through practical examples and role playing, the involvement of students in the agreement and implementation of class and school rules, the operation of students' councils, the participation of students in conflict resolution procedures, the operation of peer mediation teams, the promotion of school activities on issues that are attractive and interesting for students, such as physical and mental health issues, environmental awareness, artistic and cultural expression, etc. Relationship and sexuality education should also be included in such activities.

It is essential that teachers will be trained to organise classroom relations and communication in ways that strengthen personal commitment and responsibilities and at the same time promote the values of listening, mutual respect and reaching agreements through dialogue. Sitting students often in circle in the classroom and organising small groups with specific tasks that are expected to be fulfilled through collaboration is very important.

We should carefully explore ways both in formal and in non-formal education to make children more aware and active about the role they are expected to play in their local communities, in order to have their human rights recognised and respected by everyone.

COMPASSION AND SOCIAL ENGAGEMENT ARE BUILDING BLOCKS FOR ENSURING DIGNITY AND JUSTICE FOR ALL

Nils Muižnieks, Human Rights Commissioner, Council of Europe

Democratic citizenship and human rights education are very close to my heart. At the start of my career in human rights I pored over UN and Council of Europe manuals to organise teachers' seminars and discussions with secondary school students. Today, as Commissioner for Human Rights, I continue devoting a great share of my work to promoting these values to the wider public. In the majority of my country visits, for example, I meet with university and high school students to discuss the human rights protection system, its origins and relevance to the contemporary issues that our societies face. I promote these values also in my meetings with ministers, parliamentarians and law enforcement officials. At the same time, my office engages all year round in meetings with judges, prosecutors, media professionals, and high school and university students to contribute to their formal and informal education programmes.

In an era where a large amount of information flows on the Internet and through social media, I have given increasing prominence to my engagement on social media to promote human rights and democratic citizenship also via these platforms.

European countries have made tangible progress in increasing awareness about human rights and democratic citizenship, but this needs to be done on a continuous basis. We need to keep on nurturing these values and transform them into action. Governments should design comprehensive policies to create a culture of human rights which permeates all strata of society, from schools to families and individuals, the media, the private sector, and state institutions. In this context, national action plans can prove particularly useful because they can mainstream the values of democratic citizenship and human rights in a coherent and systematic way.

Democratic citizenship and human rights education do not only teach norms: they also make us more compassionate, more human, more socially engaged, thus providing the building blocks to ensure dignity, freedom and justice for all. We have to invest more in our own democratic citizenship and human rights education and those of others.

EDUCATION IS ESSENTIAL FOR NURTURING POSITIVE IDENTITIES AND BUILDING SOCIETIES ON COMMON GROUND

Tibor Navracscics, EU Commissioner for Education, Culture, Youth and Sport

Our common values are at the core of our communities. They are the backbone that makes the difference between cohesive societies and an aggregation of communities that live parallel lives, close but never together. For diversity to blossom and bear fruit, it takes common inspirations, a set of unnegotiable principles.

This is everything but an abstract discussion. If radicalisation is partially nurtured by a feeling of exclusion, is it not because we failed to transmit and promote our European values to uprooted young people yearning to build an identity? If social cohesion is jeopardised, isn't it because we forgot to build communities on common ground? If the integration of people with a migrant background is sometimes difficult, is it not because we also failed to provide a positive and confident identity, and we did not share our culture of democracy?

Our values are not a given. They must be learned, understood and owned by every citizen. Democracy is more than a process. Democracy is a mentality, an ethos, a reflex. It is a commitment that nurtures a system, and it is a sense of responsibility. That is why it must be secured. Considering that today's education is tomorrow's society, I firmly believe there is no a better place to promote and pass on those values than families and schools – and no better vector than education to secure democracy.

This task is at the core of my mandate. That is why I, together with all EU Member States, several weeks after the *Charlie Hebdo* and the HyperCasher attacks, signed the Paris Declaration in March 2015 to reaffirm our commitment to promote our common values and citizenship. Two years later, the balance shows how strong this commitment is. More than 1200 projects are committed with Erasmus+ funding, a network of role models has been launched, e-Twinning, the largest teachers' platform in the world, is being extended to third countries, and our co-operation with the Council of Europe is stronger than ever. And there is still a lot more to come. I am convinced that together, we have launched a movement that will not stop. In times of political turmoil, in times of uncertainty, the last thing we can afford is to neglect and forget the value of our values.

IN HIGHER EDUCATION WE NEED TO CONNECT EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY TO THE ACADEMIC FIELD OF EACH STUDENT

*Chiara Patricolo, Member, Executive Committee, and Helge Schwitters,
Rights and Solidarity Coordinator, European Students' Union*

What is, and what should be, human rights education and education for democratic citizenship within higher education? Only seven respondents report that citizenship and human rights education is promoted extensively in higher education institutions, and when it's done it's mostly provided in the faculties of law, social sciences and the humanities. The last observation is hardly surprising as it is obviously connected to the curricula of its students. The question then arises: What is, and what should, human rights education be in higher education? How can we make it relevant? Students within higher education study for other purposes than children and young people in primary and secondary education. We want to specialise ourselves within a specific field, we want to earn competencies we deem relevant for our professional lives, and develop our critical thinking and understanding of the world. There's an inherent curiosity in each and every student that drives us towards finding the truth, new approaches, unfound knowledge and innovation. We should make use of this as the starting position for emphasising the relevance of human rights and democracy.

Students move on to employment as highly skilled workers with capacities to shape, and reshape our societies. Knowledge that can transform the world we live in, and offer new solutions to existing challenges, further develop our understanding and tools, and increase our understanding of ourselves and our surroundings. In all of this lies the power of education and knowledge. It shapes the world, and it empowers the ones that can access it. Human rights and democracy should be taught on these premises. We should teach our students how to use the knowledge they're seeking and developing, for the good of all society. They should constantly assess how science can be used, but also misused, to change the world we live in. We should stand up for truth in times of alternative facts, and share our knowledge democratically. A mere focus on how society works, and the values of humanism and democracy might be perceived as irrelevant for students that have received these narratives earlier on in their education. There is a need to connect education for human rights and democracy to the academic field of each student. That's how we make the education relevant, and effective in its use.

TRANSLATING COMMITMENT TO HUMAN RIGHTS INTO REALITY IS A SHARED RESPONSIBILITY

Guido Raimondi, President, European Court of Human Rights

Signed in 1950, the European Convention on Human Rights, the first strong act of the Council of Europe, was also the first concrete expression of the ideals contained in the Universal Declaration of Human Rights. The Convention also established an international mechanism to ensure compliance with the commitments of States parties. Since 1998, this role has been played by an independent judicial body, the European Court of Human Rights. The Convention and the Court have been very successful. They have an influence that makes them a source of inspiration even beyond Europe; and through the protection and development of rights they have been a factor for peace, stability and the strengthening of democracy. Nowadays the Convention is much better known by judges, lawyers, the academic world, civil society actors.

However, progress still needs to be made. The essential point is that in the first place states take ownership of the Convention for the benefit of persons under their jurisdiction. The Convention now forms part of the domestic law of the states. Citizens must therefore be able to invoke their rights before national authorities. The Court strives to play a role in human rights training. It has prepared themed fact sheets as well as guides on jurisprudence or admissibility. It has developed a highly efficient HUDOC database. Each year, it welcomes more than 18,000 visitors who attend hearings and receive training. However, the states must also, with the help of the Council of Europe, take initiatives in training, and in the translation of the Strasbourg judgments. It is principally at state level that this training in human rights must take place and I can only encourage the states to implement this. That is also part of shared responsibility.

WE NEED A BETTER UNDERSTANDING OF THE LINK BETWEEN HUMAN RIGHTS AND THE NEEDS OF DIFFERENT PEOPLE

Anna Rurka, President, Sabine Rohman, Chair of the Education and Culture Committee, and Michel Aguilar, Chair of the Human Rights Commission, Conference of International Non-governmental Organisations, Council of Europe

Education for active democratic citizenship and human rights constitutes the essential instrument for the effectiveness of rights. Nobody should be left at the margins, if we want to build pluralistic and open societies, if we want to prevent the populist threat and the establishment of authoritarian regimes.

We must raise the democratic voice, a voice that respects the diversity of the population that makes up our societies. The desire to reinforce each individual's capacity to act so that he or she has control over his or her own life, his or her participation in the public decisions that concern him or her starts with education and leads to taking on responsibility. This can be learned from a very young age, in all areas of normal life and through multiple supports, in particular digital technologies.

On the one hand, digital technologies accelerate and amplify the spread of human rights education; on the other, they favour the systematisation of applications that generalise and standardise the behaviour of each individual. This process, which is largely unnoticed, erodes fundamental values and consequently the moral authority of the institutions which guarantee them. Civic space is formed either outside the institutionalised bodies, or in the gaps left by them. In this context, these institutions can no longer fulfil their functions without civil society and NGOs.

We must understand in a much deeper way the link between human rights and the needs of individuals. This knowledge can only be genuinely achieved through peer-to-peer activities, more horizontal actions that constitute a real remedy for the future of democracy within the member states of the Council of Europe. The Conference of INGOs assumes its responsibility in this field, both on the ground and within the Council of Europe, and is ready to play its part in this development.

EVALUATION SHOULD HELP US GROW, AND INTERNATIONAL CO-OPERATION IS KEY

Eszter Salamon, President, European Parents' Association

Citizenship and human rights education must start in early childhood, in the family, and it must start as learning by doing, followed later by formal education efforts to strengthen and support the right habits and routines by adding theoretical background in the form of civic studies or similar curriculum items. The learning by doing approach helps not only children, but also professional educators and parents to become more engaged and conscious active citizens, to apply the human rights approach in all aspects of their lives.

Citizenship and human rights education should be an overarching, transversal element and should not be taught as an isolated subject. It should be given priority politically and also in formal education, in a way that offers each and every child and their parents a meaningful engagement in all aspects of school leadership, from design to execution and evaluation, regardless the school type, the track or any other aspect. It is a most unfortunate trend that while the European Union and its institutions have realised that this engagement is the key to educational success and also the right means to foster active participation in other areas, such as elections, as well as the key to fighting xenophobia, exclusion and populism, more and more countries are restricting the rights of children and parents in decision making in education.

International co-operation is key in sharing inspiring practices, and it would also be important to find the means to promote the upscaling of these methods and programmes by allocating balanced funding to this, shifting emphasis from innovation only. When evaluating good practice as well as citizenship and human rights education, it is important to introduce formative evaluation methods that support the formation of desired mindsets, and to avoid these crucial education areas to fall victim of standardised testing.

WE NEED SYSTEMATIC INVESTMENT AND AN EMPHASIS ON THE APPLICATION OF HUMAN RIGHTS IN DAILY LIFE

Salil Shetty, Secretary General, Amnesty International

Human rights education is key to addressing the underlying causes of injustices around the world. The more people know about their rights and the rights of others in society, the better equipped they are to protect them.

Amnesty International welcomes the “Report on the state of citizenship and human rights education in Europe” and its key conclusions. This report comes at a crucial time, when discrimination, racial profiling and extremism are widespread across Europe. Several European countries are seeing an increase in hate crimes, especially targeted towards asylum seekers and other marginalised groups.⁷

Amnesty International sees numerous challenges in the current political environments in Europe to implementing a long-term, sustainable human rights education strategy. For example, communities such as Roma still face discrimination in accessing their economic, social and cultural rights.⁸ There is an urgent need to challenge this, combat discrimination, and change narratives. As stated in the UN Declaration on Human Rights Education and Training, Article 2,⁹ human rights education can make an important contribution to this.

Civil society, by working collaboratively through broad coalitions, plays a key role in ensuring a high quality of human rights education, and needs to be given sufficient space for consultation and collaboration. A variety of stakeholders, including from marginalised groups, need to be integrated in consultations.

Amnesty International reaches around 430 000 people in Europe and Central Asia through our human rights education work, the majority of projects being in formal education. Our work in 25 European countries across a range of educational spaces has shown that there can be a significant gap between policies, curricula and what is actually happening in everyday life in schools. Textbooks and interactions between school management, teachers and pupils may reinforce stereotypes and prejudices. Teachers may not feel confident and may not have the necessary knowledge to teach about and through human rights.

There is no one simple solution to address the complex societal issues of today. However, to create societies that respect the rights of all people, we need systematic investment and an emphasis on the application of human rights in daily life.

The second review cycle of the charter is an important reference point for Europe regarding commitment towards human rights education and a step towards systematic and comprehensive information about implementation.

7. Amnesty International, *Annual Report 2016/17*.

8. *Ibid.*

9. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, *inter alia*, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.

SCHOOLING SYSTEMS NEED TO PROMOTE DIALOGUE AND A SHARED VISION OF HUMAN RIGHTS

Felisa Tibbitts, Professor of Human Rights Education, Faculty of Law, Economics and Governance, University of Utrecht

There is evidence that schooling systems in Europe have increased receptivity to inclusion of EDC/HRE approaches as one strategy to protect against discriminatory and prejudicial behaviours that undermine societies and contribute to youth alienation and potential radicalisation. I would argue that EDC/HRE is necessary for a healthy democratic society, regardless of the particular challenges faced at any given time. However, educational systems need to commit to carrying out EDC/HRE in a manner that is sustained and of high quality. This is consistent not only with the aim of the Council of Europe Charter but also the United Nations' Sustainable Development Goal 4.7 and the Global Citizenship Education initiative.

I would like to offer two recommendations for the "Report on the state of citizenship and human rights education in Europe". The first is for schooling systems to organise democratic spaces for a wide range of stakeholders to dialogue and come to agreement about the specific ingredients and strategies for EDC/HRE. Such dialogues might take place at the highest level but also at the school level, where learners, educators, school support staff and families must co-exist in a shared community. A meaningful and dynamic EDC/HRE framework will be developed through a shared vision that includes human rights values and ways of working democratically and inclusively in classrooms and whole schools.

My second recommendation is to underline the importance of introducing and sustaining quality EDC/HRE in vocationally oriented education. This sector can be neglected in EDC/HRE-related curriculum reforms, thus reinforcing a structural inequality among groups of students who differ in their career choices. Every learner deserves citizenship education that is based on human rights values and promotes inclusion, agency, respect and skills for positive engagement in society.

DEMOCRACY IS BEST TAUGHT IN PRACTICE

*Kateřina Valachov, Minister of Education, Youth
and Sports of the Czech Republic*

The Council of Europe is perceived as one of the most significant organisations in Europe that systematically address the issues of democracy, human rights and the rule of law. I highly appreciate the fact that the Council of Europe protects and defends these values. I am also happy to acknowledge that they are reflected in its activities in the field of education. The adoption of the Charter on Education for Democratic Citizenship and Human Rights by the Committee of Ministers of the Council of Europe in 2010 marked a significant shift in defining these themes in member countries and in the way they are perceived in education.

In the Czech Republic, citizenship education is enshrined in the documents of the curricula for primary and secondary education. We consider it to be an inherent component of what children have already been learning for many years. Thus, we see the “Report on the state of citizenship and human rights education in Europe” as a convenient opportunity to get acquainted with the approaches to the topic of education for democratic citizenship in other European countries as well as with new trends and forms of work with pupils. It is also a good opportunity to share our good practice with others.

Democratic administration, which covers one of the important parts of Chapter III of the charter, has triggered deepening of our activities aimed at further strengthening the participation of all actors, parents, educators, professionals and the general public, and also pupils and students themselves, in the management of educational institutions. On that account, in the Czech Republic, we are currently implementing a project “Systematic support of civil education in schools (stabilising the role of pupils’ parliaments in civic education)”, which aims to verify in practice the conditions for effective functioning of pupils’ parliaments in primary and secondary schools. It remains true that democracy is best taught in practice. Students assigned to this project actively use in specific situations the skills acquired on the basis of learned theoretical knowledge, they learn to engage in democratic debate and to join the search for acceptable solutions. We will be happy to share the project outputs with the other nearly 50 member states of the Council of Europe.

PART III

ANALYTICAL SUMMARY OF REPLIES

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Furthermore, I wish to express my deepest appreciation to those who provided me the possibility to complete this analytical summary, and in particular to Prof. Bryony Hoskins of the University of Roehampton who critically reviewed the summary and provided essential comments, and to Barbara Santibanez, University of North Carolina - Chapel Hill, who did the data analysis. I would also like to sincerely thank all those who worked on behalf of their governments for the completion of the questionnaire responses whose valuable feedback has been the basis of this work.

Last but not least, a special gratitude I give to the CoE Secretariat, and in particular to Yulia Pererva, EDC/HRE Programme Coordinator in the Council, whose considerable contribution in stimulating suggestions and support helped me to coordinate my work in finalizing this analytical summary.

Katerina Toura

*Greek Ministry of Education,
Research and Religious Affairs,
Directorate of European and International Affairs in Education,
EDC/HRE Coordinator, Greece*

EXECUTIVE SUMMARY

Democratic citizenship and human rights education are [...] increasingly important in addressing discrimination, prejudice and intolerance, and thus preventing and combating violent extremism and radicalisation in a sustainable and proactive way. [...] points out Thorbjørn Jagland, Secretary General of the Council of Europe, in his latest annual report¹⁰. In order to support the Organisation's member states in the development of such education, the Council of Europe organises in 2016-2017 a review on the State of Citizenship and Human Rights Education in Europe, in accordance with the objectives and principles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights¹¹. The present chapter sums up and analyses replies from the governments to a questionnaire on this topic. Forty countries responded to the questionnaire, and their replies are available on the Council of Europe website: www.coe.int/edc. Some of the key findings with respect to the replies from the governments include the following:

Substantial progress has been made in the countries and EDC/HRE is gaining increasingly more importance in the education systems and in the school communities around Europe. All countries that took part in the survey reported that concrete measures were taken to promote citizenship and human rights education, in accordance with the objectives and principles of the Charter, compared to two thirds of respondents in 2012. There is an over 30% increase in the number of countries where action has been taken or foreseen to evaluate strategies and policies in this area in the last four years. Almost all countries have the Charter available in their language, and most countries have it available on the websites of their Ministries of Education or other relevant bodies.

At the same time, a number of concerns were identified, including growing level of inconsistencies between

policy and practice; lack of awareness of the relevance of citizenship and human rights education for addressing current societal challenges; lack of criteria for the evaluation of relevant policies; lack of explicit reference to citizenship and human rights education in laws and policies related to vocational education and training, and higher education.

Some of the key recommendations include the following: the countries should a) make full use of the data available, b) facilitate the development of national indicators / benchmarks / priorities, c) make full use of opportunities for international cooperation and the Council of Europe should a) broadly disseminate the findings of the report, b) develop guidance for data collection and c) facilitate a more systematic, structured and on-going dialogue among the countries, based on the findings of the present report and in accordance with the countries needs and priorities.

This review exercise is part of the follow up to the conclusions of the 25th Council of Europe Standing Conference of Ministers of Education (Brussels, 11-12 April 2016), which undertook to support the development of a long-term strategy for a more coherent and comprehensive approach to education for democratic citizenship and human rights at European level and requested the Council of Europe – inter alia - to consider ways of increasing the impact of the Charter.

The Charter review is also part of the Council of Europe's contribution towards the United Nations World Programme for Human Rights Education and the United Nations' 2030 Education Agenda (Target 4.7) and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education adopted by the EU member states in 2015.

The conclusions of the report will be debated at the Conference on the State of Citizenship and Human Rights Education (Strasbourg, 20-22 June 2017) and will provide background for the design of the Council of Europe activities in 2018-2019. The ultimate goal of this work is to strengthen the Charter on Education for Democratic Citizenship and Human Rights Education as an effective support instrument for the promotion of respect and dialogue through education in the Organisation's member states.

10. Council of Europe (2016), State of democracy, human rights and the rule of law in Europe, Report by the Secretary General of the Council of Europe, Strasbourg: Council of Europe. <https://edoc.coe.int/en/an-overview/6455-state-of-democracy-human-rights-and-the-rule-of-law-in-europe.html>

11. Committee of Ministers' Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

MAIN FINDINGS

The main findings of the present analytical summary are as follows:

General support for education for democratic citizenship and human rights

1. The challenges for which EDC/HRE is deemed to be most relevant are as follows: i) violent extremism and radicalisation leading to terrorism, ii) deficit of democratic participation of both vulnerable and non-vulnerable groups in society, and iii) integration of migrants and refugees.
2. The priority given to EDC/HRE is generally high across different types and levels of engagement and support. Countries increased their priority level towards EDC/HRE related training for teachers and school leaders. The greatest decrease in priorities was for making financial support available.
3. All countries took concrete measures to promote citizenship and human rights education, in accordance with the objectives and principles of the Charter (compared to two thirds of respondents in 2012). Almost all respondents indicate that future activities are foreseen to promote EDC/HRE.
4. For EDC/HRE to receive greater priority among countries, the three main actions that appear to have the largest influence are i) improved awareness of relevance of EDC/HRE for meeting the current challenges in our societies, ii) increased visibility of EDC/HRE in the media, and iii) advocacy by prominent personalities. These are then closely followed by availability of data on effectiveness of EDC/HRE with respect to meeting the current challenges in our societies, including examples of good practice.
5. According to the majority of respondents there are no major inconsistencies between principles and national education policy in EDC/HRE. When it comes to the implementation of EDC/HRE policies in practice, there is a substantial number of countries that report such of inconsistencies (66%). The most salient implementation issues according to the country respondents are related to the lack of resources and a long-term approach, lack of evaluation tools and lack of awareness among key partners.

The use of the Council of Europe materials

6. Almost all country respondents indicate that the Charter is available in their own language. 83% of respondents indicated that the Charter is available on the website of the Ministry of Education or other relevant bodies. However, one third of the countries do not disseminate the Charter by other means.
7. With respect to the Council of Europe materials, according to the respondents the most useful tools are: i) Charter on EDC/HRE, ii) Democratic Governance of Schools, iii) How all Teachers can Support EDC/HRE, iv) Compass, and v) Compasito. However, comments from countries also reveal the challenges they have encountered while using these resources, including lack of translated versions, the difficulty of monitoring how these materials are used and insufficient relevance of these resources to local and national realities.

Approaches to education for democratic citizenship and human rights

8. There is a shared working definition of EDC/HRE in 31 countries (78% of the respondents). At the same time, lack of awareness and support among education professionals, media and general public are cited among the key challenges for the development of EDC/HRE.
9. The trends across the education domains of explicitly referencing EDC/HRE in laws, policies and objectives are in decline. There is also a slight decline in the number of countries reporting revisions of EDC/HRE related policies. The reasons cited include the difficulty of finding the right balance so as to avoid a curriculum overload, while ensuring that educators are appropriately trained. Political context plays an important role in providing the support needed and in initiating review cycles.
10. A third of the respondents stated there is scarcely any reference in vocational education and training. Vocational education and training is where many disadvantaged and minority students undertake their education. The lack of laws, policies and strategic objectives on EDC/HRE could be one explanation for why vocational learning is not supporting

young people to be politically engaged. A similar picture regarding the lack of emphasis can be found in higher education policies and objectives.

11. In general, the curricula revision and updating process was deemed inclusive and participatory by the respondents. The inclusive and participatory approach to the process is particularly important considering that EDC/HRE often deals with controversial issues and conflicting perspectives. The diverse forms of feedback received by Ministries or relevant bodies allow taking into account the diversity of opinions and approaches.
12. In higher education there has been a fair degree of stability in the promotion of EDC/HRE. However, it is worth mentioning that the country respondents made scant reference to the concepts of democracy and human rights underpinning the existing official legislation and regulatory framework in higher education institutions. Most often the respondents indicated that EDC/HRE contents are promoted through specific departments at higher education institutions (e.g. Law, Educational Sciences, History and Psychology) and through participation in the governance structures, but are rarely explicitly present elsewhere.
13. With regards to the promotion of democratic governance in educational institutions, the general picture seems very positive as all respondents indicated that in their countries there are relevant education laws, policies and strategies. The situation remained stable for almost all of these countries up to the 2016 review.
14. A majority of the EDC/HRE related training activities are available for teachers (83%), school leaders (70%), youth leaders (68%), and teacher trainers (68%). The trends between 2012 and 2016 for those countries that participated in both cycles show a fairly large amount of consistency in responses about all forms of training except for the training of parents, where there has been substantial increase since 2012.
15. A quarter of countries have given a lower response about their levels of cooperation and support for civil society organisations. It is community and youth organisations that have been affected the most with a reduction of support.
16. The trend analysis between 2012 and 2016 indicates that more than half of countries maintained their commitment to methods for the development of competences for diversity and equality and settling conflict for those countries who participated in the two reviews. Quite surprisingly and of concern is the drop by 11 countries in support for methods that develop social cohesion outcomes and combatting discrimination.
17. Feedback from the parliaments showed that the following areas were of concern to this focus group:

a) contribution of education to the development of democratic culture, b) strengthening teachers' training and professional development, c) combatting and preventing violent extremism and radicalisation leading to terrorism, violence, and bullying in schools, d) minority issues, in particular related to the integration of migrants and the Roma population, e) knowledge of the history and the democratic traditions of the country, f) parliamentary control to oversee the implementation of adopted legislation in the prevention of bullying, accessibility of education in the regions, ensuring quality and availability of ethnic minority education.

Research and evaluation

18. The majority of country respondents (58%) stated that they have not yet developed criteria to evaluate the effectiveness of EDC/HRE programmes. The responses reconfirm the considerable work that still needs to be done to raise awareness of the importance of evaluating EDC/HRE programmes and the need to establish effective and durable criteria for such evaluation.
19. The country respondents indicate that although there has been support for research carried out by independent organisations there is a lack of a coherent approach in this area and funding has been either interrupted or limited by the government.
20. Over half of the respondents stated that evaluations have been done in the last four years or are foreseen, to evaluate strategies and policies undertaken in accordance with the objectives and principles of the Charter.

International cooperation

21. There is a high level of cooperation amongst countries and this is to a large extent through initiatives driven by the Council of Europe and European Union. The majority of countries reported interactions with the Council of Europe (95% of respondents), followed by the United Nations system (93%), the European Union (90%) and the Organisation for Security and Co-operation in Europe (OSCE) (65%).
22. About half of the countries have stated that their current level of satisfaction was very high with respect to the opportunities for sharing and cooperation with other countries provided by the Council of Europe (22 out of 40 countries) and provision of a shared framework of reference / common standards (17 out of 40 countries). This is indicative of a broader demand for cooperation opportunities, networking and exchange of expertise required for addressing both local needs and global challenges.

Next review

23. The respondents have expressed most interest in giving a higher priority to the following areas in the next review cycle: i) training, ii) formal general and vocational education, and iii) skills for promoting social cohesion, valuing diversity, and handling differences and conflict.
24. With regards to suggested improvements for the next review cycle, respondents have provided some recommendations including the following:
 - a) further specify some topics and definitions, and provide well in advance guidance for both qualitative and quantitative data collection,
 - b) include questions that allow the development of comparative indicators among countries,
 - c) conduct quality EDC/HRE studies in the countries to provide a more in-depth analysis of the situation,
 - d) focus on more thematic questions.

1. INTRODUCTION

“[T]he past 12 months have seen a gear shift in Europe’s security concerns. Recent terrorist attacks have sent a shockwave through our societies. Uncoordinated responses to the migrant crisis have sustained chaos at our borders. [...] Combined with ongoing economic uncertainty, such insecure conditions are creating fertile ground for nationalists and xenophobes who seek to exploit public anxiety. Hate crime, anti-Semitism and Islamophobia are on the rise. Trust in state as well as European institutions is in decline.”, as pointed out by the Secretary General Thorbjørn Jagland in his annual report in 2015¹².

In his report in 2016, the Secretary General also highlighted that democratic citizenship and human rights education are increasingly important in addressing discrimination, prejudice and intolerance, and thus preventing and combating violent extremism and radicalization leading to terrorism in a sustainable and proactive way¹³.

This work builds on longstanding support of the Council of Europe member states, and in particular:

- ▶ The Charter was adopted in 2010 in the framework of the Swiss Chairmanship of the Council of Europe, as part of decisions intended to provide follow-up to the Declaration and Action Plan adopted unanimously at their conference at Interlaken in February 2010 on the future of the European Court of Human Rights.
- ▶ The first review conference on “Human Rights and Democracy in Action - Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education” was held in the framework of the Andorran Chairmanship in Strasbourg on 29-30 November 2012, in cooperation with the European Commission and the European Wergeland Centre. The Andorran Chairmanship consequently organised a conference on “Competences for democratic culture and intercultural dialogue” in Andorra la

Vella on 7 and 8 February 2013, which gave impetus to the Council of Europe work on competences for democratic culture.

- ▶ Finland hosted the 24th session Council of Europe Standing Conference of Ministers of Education (Helsinki, 26-27 April 2013), which called on the Committee of Ministers to “consider developing descriptors and a reference framework to assist member states in implementing a competence based education for democracy and intercultural dialogue”.
- ▶ At the 25th session of the Council of Europe Standing Conference of Ministers of Education (Brussels, 11-12 April 2016) Ministers of Education, “mindful of the particular challenges with which Europe is faced, in particular terrorism and violent extremism, the greatly increased number of refugees and migrants arriving in Europe, an increased sense of crisis, the rise of populism and the jeopardising of democratic values as a reaction to that sense of crisis”, undertook to support the development of a long-term strategy for a more coherent and comprehensive approach to education for democratic citizenship and human rights at European level. Furthermore, the Ministers endorsed the Council of Europe Reference Framework of Competences for Democratic Culture and requested the Council of Europe to consider ways of increasing the impact of its’ Charter on Education for Democratic Citizenship and Human Rights Education¹⁴.

The Charter review is also part of the Council of Europe’s contribution towards the United Nations World Programme for Human Rights Education and the United Nations’ 2030 Education Agenda (Target 4.7) and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education adopted by the EU member states in 2015.

Improving the effectiveness of education for democratic citizenship and human rights as a means to address the current challenges is an imperative for the Council of Europe member states, and, as such, the primary focus of this report.

12. Council of Europe (2015), *State of democracy, human rights and the rule of law in Europe, Report by the Secretary General of the Council of Europe*, Strasbourg: Council of Europe. <https://edoc.coe.int/en/an-overview/6455-state-of-democracy-human-rights-and-the-rule-of-law-in-europe.html>

13. Council of Europe (2016), *State of democracy, human rights and the rule of law in Europe, Report by the Secretary General of the Council of Europe*, Strasbourg: Council of Europe. <https://edoc.coe.int/en/an-overview/6455-state-of-democracy-human-rights-and-the-rule-of-law-in-europe.html>

14. Council of Europe (2016), *Securing democracy through education - Final Declaration adopted at the 25th session Council of Europe Standing Conference of Ministers of Education (Brussels, 11-12 April 2016)* http://www.coe.int/t/dg4/education/Source/MED25/MED_25_Final-Declaration_en.pdf

1.1. Background

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

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (hereinafter referred to as “the Charter”¹⁵) is the outcome of an extensive consultation process organised in the framework of the Council of Europe with the aim of strengthening and further developing citizenship and human rights education in the fifty States Party to the European Cultural Convention¹⁶.

The Charter was adopted by the member states in 2010 in the framework of the Committee of Ministers Recommendation CM/Rec(2010)7. While the Charter is a non-binding legal instrument, it is an important political declaration of these countries’ commitment to the promotion of the Council of Europe core values – democracy, human rights and the rule of law – through education. It provides a common framework of reference and is a focus and catalyst for action in the member states, considering also current emerging needs to address challenges to democracy and human rights through education. It is also a way of disseminating good practice and raising standards.

The Charter sets out 16 specific articles concerning education for democratic citizenship and human rights education under four main headings, and makes particular recommendations, which member states can refer to when drafting education policies in compliance with the Charter. Specifically:

Section I General Provisions

Article 1 - Scope

Article 2 – Definitions

Article 3 - Relationships between EDC and HRE

Article 4 - Constitutional structures and member state priorities

Section II Objectives and Principles

Article 5 - Objectives and principles

Section III Policies

Article 6 - Formal general and vocational education

Article 7 - Higher education

Article 8 - Democratic governance

Article 9 - Training

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

Article 11 - Criteria for evaluation

Article 12 - Research

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

Section IV Evaluation and Co-operation

Article 14 - Evaluation and review

Article 15 - Co-operation in follow up activities

Article 16 - International and European co-operation

Furthermore the Committee of Ministers recommends that the governments of member states:

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

1.1.2. Scope and definitions

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

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

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

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

15. Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. The full text of the Charter is available on-line at: <http://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education>

16. The 50 comprise the 47 member states of the Council of Europe plus Belarus, Holy See and Kazakhstan.

It should also be noted that in terms of its scope the Charter states that it “does not deal explicitly with related areas such as intercultural education, equality education, education for sustainable development and peace education, except where they overlap and interact with education for democratic citizenship and human rights education”¹⁷.

1.1.3. Second review cycle

The first review cycle of the implementation of the Charter was organised in 2012, two years after the adoption of the Charter. It consisted of a report and a conference “*Democracy and Human Rights in Action – Looking Ahead. The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education*” organised in Strasbourg on 28-29 November 2012 in cooperation with the European Commission and the European Wergeland Centre. In accordance with the decision of the Council of Europe Steering Committee for Educational Policy and Practice CDPPE (at its first plenary meeting in 2012) the second review cycle was to be conducted five years after the first review.

Hence, the present analytical summary is part of the second review cycle of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education which draws on the lessons from the first exercise in 2012. The main input to the second review cycle consists of a survey for the governments (organised by the Education Department of the Council of Europe) and a survey for civil society organisations (organised by the Youth Department of the Council of Europe).

The goals of this second review cycle are to provide a clear and reliable picture of what has been achieved since 2012, define strategic guidance for future action and effectively support and promote stronger action in the member states in the area of EDC/HRE.

1.2. Objectives and methodology

1.2.1. The survey

This report is in essence an analytical summary of the replies received from the governments to the questionnaire on the State of Citizenship and Human Rights Education in Europe. It is based on the replies received from the countries, as well as on a provisional data analysis prepared by the Secretariat and on other relevant sources¹⁸.

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

18. See Annex

The aim of the survey was to gather information on the progress made since 2012 in the area of citizenship and human rights education in the States Party to the European Cultural Convention, in accordance with the objectives and principles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. The questionnaire was divided in the following five sections:

- ▶ Section I: Background information
- ▶ Section II: General Questions (Q1 – Q9 and Q26)
- ▶ Section III: Questions on specific articles of the Charter (Q10 – Q25)
- ▶ Section IV: Follow-up questionnaire (Q27 – Q29)
- ▶ Section V: Focus Group (Parliamentarians; Q30 – Q34)

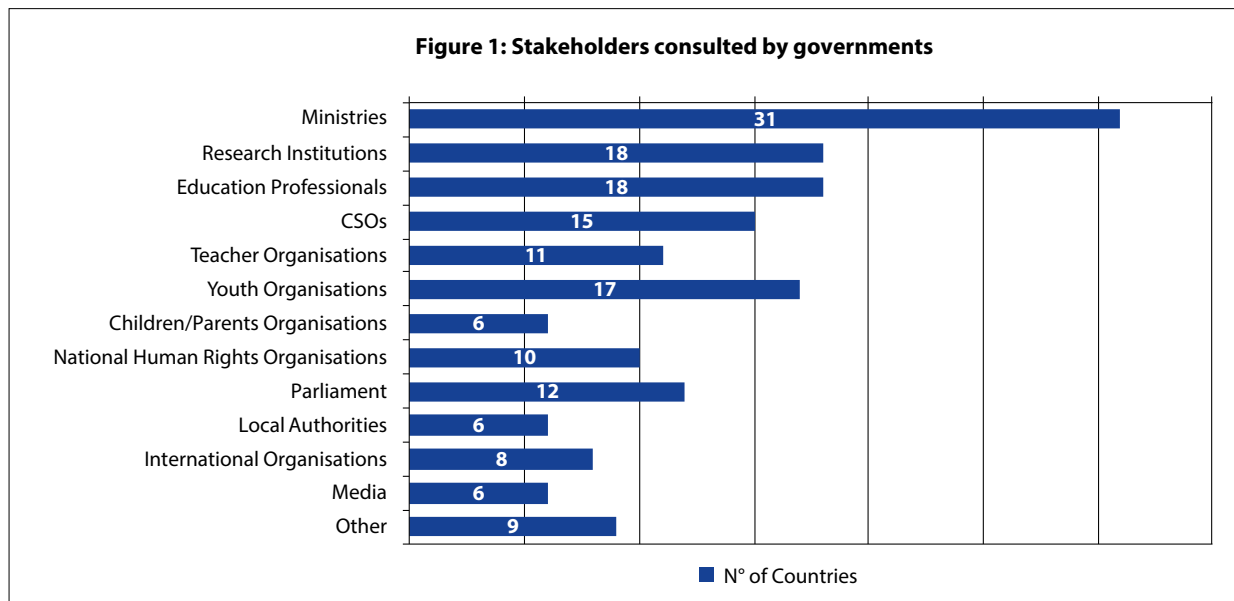
The questionnaire included multiple choice questions as well as open-ended sections in which respondents could provide comments, examples of good practice, and further information.

The consultation process was initiated in February 2016. A questionnaire was sent out¹⁹ by the CoE Secretariat to the representatives of the Steering Committee for Education Policy and Practice (CDPPE) with a copy to the Coordinators for Education for Democratic Citizenship and Human Rights (EDC/HRE coordinators) and Permanent Representations of the member states to the Council of Europe, for completion by governments. The first deadline was set by mid-June 2016, but following several requests from member states the final deadline for submissions from member states was extended to July 25, 2016.

Questionnaires were completed by designated representatives in each country, the majority of whom worked in ministries, boards or national agencies that deal with education and youth. About half of respondents (19 out of 40) were members of the Council of Europe network of coordinators for education for democratic citizenship and human rights (EDC/HRE Coordinators²⁰). A list of other recommended contributors was included in the questionnaire, and in many countries those completing the questionnaire sought information from a range of key stakeholders involved in EDC/HRE in order to provide full and accurate responses. Replies from key stakeholders came mainly from research institutions, education profes-

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

20. The co-ordinators for Education for democratic citizenship and human rights (EDC/HRE coordinators) are officially appointed contact persons whose main tasks are to ensure that Council of Europe information on this topic is disseminated in the member states and to keep international partners (CoE, network of coordinators, other international organisations when appropriate) informed of EDC/HRE developments in their own countries. Most of the coordinators are representatives of Ministries of Education or similar professional bodies.



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

sionals and civil society organisations such as teacher, youth, children and parents’ organisations (see Figure 1). Comments from a number of countries reveal that this process helped to strengthen the cooperation among different national stakeholders.

Forty replies were received which is an 80% return rate. This is the same return rate as for the 1st review on this topic, which was organised in 2012. Thirty-two of the country respondents came from the same countries that participated in the 2012 evaluation²¹. The forty replies and then the thirty two countries responses from both the 2012 and 2016 cycles provided the raw data that had been entered into a spread sheet to be processed and analysed by the CoE Secretariat. A quantitative analysis was carried out to generate a series of descriptive statistics. For the purpose of assessing change since 2012, analysis of trends were made when identical questions have been asked in both the 2012 and 2016 questionnaires for the thirty two countries that participated in both review cycles. These 32 countries are not necessarily representative of all the countries in the CoE, as it could be estimated that these countries are those most likely to be the most engaged in Council of Europe and EDC/HRE activities. Nevertheless, at least trends can be established for these countries which are more than half of the countries within the CoE Cultural Convention. The quantitative data was complemented with a qualitative analysis of the open-ended responses.

21. see Appendix one for a comparative list of countries participating in the 2012 and 2016 surveys

Replies to the 2016 questionnaire for the governments were received from: Albania, Andorra, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, Montenegro, Norway, Portugal, Romania, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, The Netherlands, Turkey and Ukraine.

In 2016 no reply was received from: Armenia, Denmark, Holy See, Italy, Kazakhstan, Poland, Russian Federation, San Marino, “The former Yugoslav Republic of Macedonia”, United Kingdom and Kosovo²². No reply was received both in 2012 and in 2016 from: Holy See, San Marino and Kosovo*.

It should be noted that the 2016 questionnaire also included a Focus Group section to be addressed to the Education Commissions in the National Parliaments or other similar bodies in member states. The goal was to enquire if legislation has been adopted in the last 5 years (or if it is in preparation) with a view to support and promote EDC/HRE. Also, National Education Commissions were asked about the thematic areas of education of particular concern to them. Although all countries were invited to respond to this section, only about half of the country respondents (19 countries) provided their feedback from their parliaments.

22. All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nation’s Security Council Resolution 1244 and without prejudice to the status of Kosovo.

1.2.2. Structure of the analytical summary

This analytical summary includes five main parts. The first part offers an overview of replies to the General Questions in the questionnaire which for the purpose of this report have been related to the ***Contribution of citizenship and human rights education to addressing current challenges and promotion of the Charter.*** The second part offers an overview of replies to the Questions on specific articles of the Charter (General Provisions, Objectives and Principles, Policies, and Evaluation and Cooperation) which have been related to ***Approaches to citizenship and human rights education.*** The third part includes ***Feedback on areas of interest and improvement for the next review cycle.*** Part four provides information on the replies received from the ***Focus Group*** which included representatives of Education Committees of National Parliaments. Finally, part five offers some ***Key conclusions.***

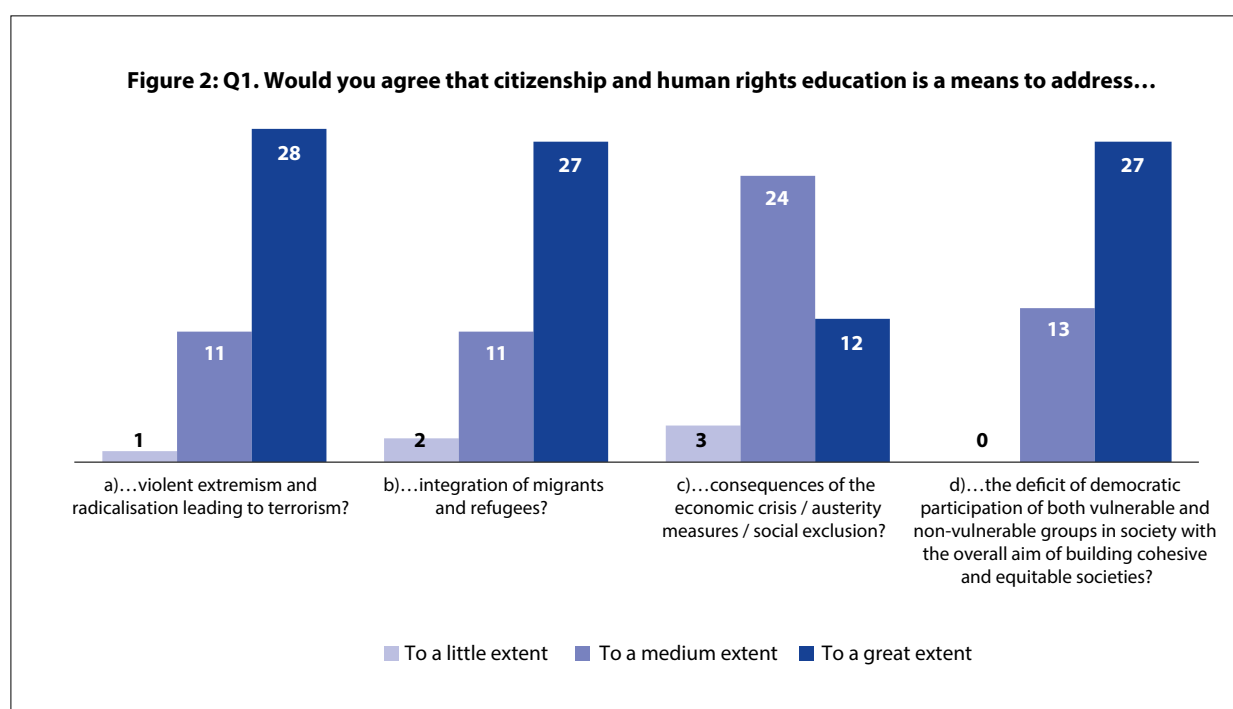
2. OVERVIEW OF REPLIES

2.1. Contribution of citizenship and human rights education to addressing current challenges and promotion of the Charter

General Questions (Q1 – Q9)

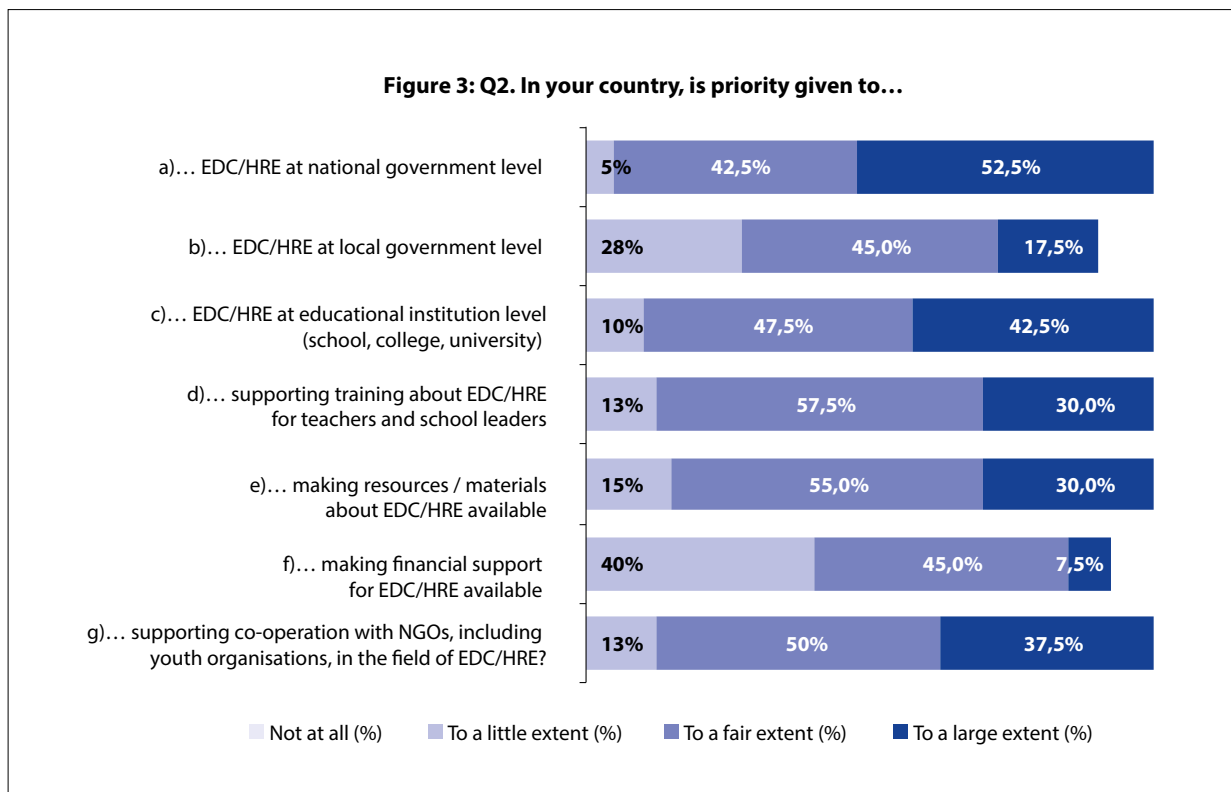
The questionnaire enquired as to the extent to which EDC/HRE was considered to be a means to address a number of current challenges. The challenges for which EDC/HRE was deemed to be most relevant were as follows: i) violent extremism and radicalisation leading to terrorism, ii) deficit of democratic participation of both vulnerable and non-vulnerable groups in society, and iii) integration of migrants and refugees, with just under 30 countries out of the 40 respondents or about 70% identifying strongly (to a great extent) with this opinion (see Figure 2).

The economic crisis was in general seen as slightly less of an issue for EDC/HRE to address (with only 12 out of 40²³ country responses to this question or 30% giving this the strongest score). It was also pointed out that while EDC/HRE can make an important contribution towards addressing these challenges, it cannot do this alone and it must not be seen in isolation from the broader environment. The political, social and economic context influence people's values, beliefs and attitudes and EDC/HRE reforms are most effective when they are a part of comprehensive strategies for social change.



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

23. Where not all countries replied to a specific question, the total number is still indicated in this text as 40 for ease of comprehension by a diverse audience.



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

NB: *For questions a,c,d,e and g the number of respondents is 40. For question b there were 37 respondents and for question f there were 38 respondents.

The **priority** given to EDC/HRE is generally high across different types and levels of engagement and support, as shown on Figure 3 below. Over half of countries that responded said that EDC/HRE was largely their priority at the national level of government. This rose to 38 countries out of 40 who assessed that EDC/HRE was either a fairly or to a large extent a priority. In comparison to the slightly different pool of countries that responded to the 2012 assessment, there are fewer countries that indicated that priority is given to EDC/HRE at a local level. Support is high in 2016 in terms of training in EDC/HRE for teachers and school leaders (35 out of 40 or 88% of respondents), cooperation with NGOs and youth organisations (88%), and making resources and materials available (34 out of 40 or 85% of respondents).

There are some additional findings regarding trends on priorities for the countries that responded to both the 2012 and 2016 review cycles (see Table 1). The most notable finding is the consistency of the responses across time with at least half of countries responding in

exactly the same way to each of the elements regarding their priorities. **Countries increased their priority level the most on support training about EDC/HRE for teachers and school leaders with 11 countries out of 30 or 37% increasing their priority score.** This was followed by an increase for 8 countries out of 30 or 27% in the national priority given to EDC/HRE. In contrast, and more worryingly **the greatest decrease in priorities was for making financial support available (9 out of 29 country responses or 31%) and making resources / materials available (8 out of 30 country responses or 27%).** European wide research suggest that reductions in funding could well be a continuation of the effects of the economic crisis in certain countries in Europe and that this can be associated with societal challenges now and in the future²⁴.

24. For more information on Citizenship and the economic crisis see Hoskins, B., Kerr, D. & Liu, Y Citizenship and the economic Crisis in Europe: An Introduction. Citizenship Teaching and Learning, 11:3.

Table 1. Identifies changes in priorities in EDC/HRE for different domains across time for the countries that participated in both the first and the second cycle of the Charter review (Q2)

	National		Local		Education		Support		Resources		Finance		Cooperation	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Decrease	7	23.3	5	20.0	5	16.1	3	10.0	8	26.7	9	31.0	6	20.0
Increase	8	26.7	5	20.0	5	16.1	11	36.7	5	16.7	3	10.3	7	23.3
Same	15	50.0	15	60.0	21	67.7	16	53.3	17	56.7	17	58.6	17	56.7
N Cntry	30		25		31		30		30		29		30	

For the majority of countries any change in policy emphasis is typically one position up or down the scale (not all, a little, fair, large) but for local government there were three countries with either a two or three degree decrease in priority. This suggests for a small number of countries there has been a large drop in priority given to EDC/HRE at the local level.

The qualitative data in 2016 indicated for several country respondents that EDC/HRE in their countries is now either part of a wider national policy or exists in connection with broader initiatives in human rights and education (e.g. Estonia, Montenegro, Norway, Sweden and Ukraine). In fewer cases, there are specific EDC/HRE initiatives at a local or national level like in Switzerland and Germany where there is support from the cantons and the *Länder*, respectively.

Table 2. Identifies trends in implementing measures and plans for measures to promote EDC/HRE across time for the countries that participated in both the first and the second cycle of the Charter review (Q6 & Q7)

	Q6 Measures		Q7 Planned measures	
	N	%	N	%
Total Y 2012	22	68.8	24	80.0
Total Y 2016	32	100	27	90.0
Change	10	31.3	3	10.0
N Cntry	32		32	

All countries that took part in the 2016 assessment said that they took concrete measures to promote citizenship and human rights education, in accordance with the objectives and principles of the Charter (see some examples in Box 1 below). This presents a positive change since the last review cycle in 2012 when fewer than 70% or 22 out of 32 countries were reported to be implementing measures on EDC/HRE. For those countries who participated within two review cycles there has been just slightly less than a third increase in implementation (see Table 2). In addition, the country responses to question 7 show, there has also been a 3 out of 30 countries or 10% increase in planned projects in this field across the 2 cycle group of countries up to 27 out of 30 or 90% of countries with planned projects (see Table 2).

BOX 1: EXAMPLES OF NEW EDUCATIONAL INITIATIVES AT A NATIONAL LEVEL

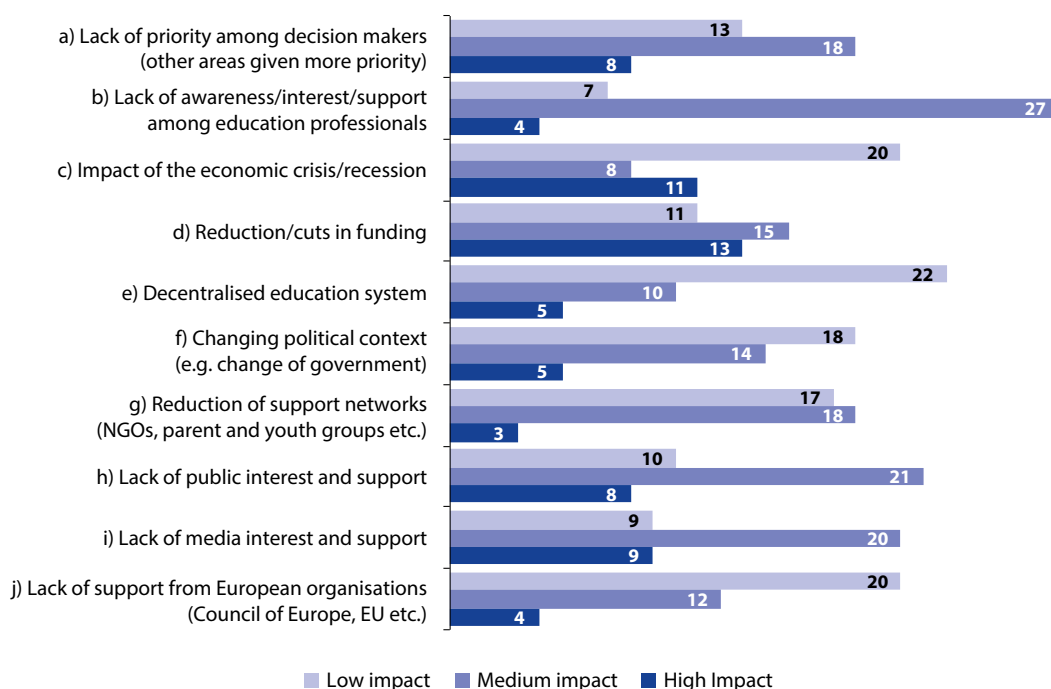
Lithuania: The Ministry of Education and Science has recently approved the Inter-institutional Action Plan of Civic and National Education for 2016-2020. Furthermore, one of the major national programmes financed by the state was the Long-term National and Citizenship Education Programme, under which funds were allocated to the preparation of educational materials, teacher training, research, and collaboration with non-governmental organisations (NGOs) for the promotion of democratic citizenship.

Portugal: In the curricular framework under the Decree-Law no. 139/2912, July 5), a Reference Document 'Citizenship Education Guidelines' was produced including different thematic areas of Citizenship Education and specific curricular guidelines developed by the Ministry of Education in partnership with other public sectors and civil society organisations. These partnerships, in many cases linked to National Plans/National Strategies and Protocols, have been intensified through joint projects, in-service teacher training, awareness raising sessions and other initiatives implemented in schools.

Most of the said measures are related to: i) policy or curricular reforms, ii) teacher training, iii) making resources and support available, and iv) cooperation between and within countries, and across different sectors (e.g. NGOs, youth organisations, schools).

Country respondents have identified the following challenges as salient **for the promotion and development of EDC/HRE**, according to their medium to high impact: i) lack of media interest and support (73% of respondents), ii) lack of awareness/interest/support among education professionals (78%), iii) lack of public interest and support (73%), iv) reduction/cuts in funding (71%). As for challenges to the

Figure 4: Q26. What are the key challenges to the promotion and development of education for democratic citizenship and human rights in your country?



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

promotion and development of EDH/HRE having a rather low impact, half of the respondents have indicated the decentralised education system, the impact of the economic crisis/recession, and lack of support from European organisations (see Figure 4). It was also pointed out that the political, social and economic context is probably more important in terms of hindering the development of EDC/HRE than any of the above-mentioned challenges.

For EDC/HRE to receive **greater priority** among countries, the **three main actions that appear to have the largest influence are:** i) availability of data on effectiveness of EDC/HRE, ii) increased visibility of EDC/HRE in the media coverage, and iii) increased political will all receiving just under half of countries responses. When the two categories of fair to large extent are combined, then the 3 most influential actors change to: i) improved awareness of relevance of EDC/HRE for meeting the current challenges in our societies, ii) increased visibility of EDC/HRE in the media, and iii) advocacy by prominent personalities (all with 33 out of 40 country respondents or 83%), these are then closely followed by availability of data on effectiveness of EDC/HRE with respect to meeting the current challenges in our societies, including examples of good practice (32 out of 40 countries or 82%). The need for more resources allotted to EDC/HRE seems to be fairly important as well (78% of the respondents).

Table 3. Identifies trends as to whether there are inconsistencies found in EDC/HRE principles and education policies, policies and practices and policies with other sector policies in across time for the countries that participated in both the first and the second cycle of the Charter review (Q4)*

	Principles & Policies		Policies & Practice		Policies & Other sectors	
	N	%	N	%	N	%
Total Y 2012	3	10.0	6	20.0	4	14.8
Total Y 2016	10	33.3	20	66.7	13	48.1
Change	7	23.3	14	46.7	9	30.0
N Entry	30		30		27	

* Note that in the second review cycle the response boxes were changed from yes/no to giving the degree of inconsistencies. In order to make the comparison over time we have combined the boxes 'a little' and 'a lot' responses into the 'yes' category and used the 'not at all' category as the 'no' response.

The review inquired as to whether there were **inconsistencies** found in countries between EDC/HRE principles and national education policies, between policies and practices and between education policies with other sector policies. The analysis shows that in the majority of cases country respondents suggest that there are no inconsistencies between principles and national

education policy in EDC/HRE. Nevertheless, since 2012, the level of inconsistencies between principles and policies has increased for the group of countries that participated in both reviews with 7 more countries or 23% increase (see Table 3).

When it comes to the **implementation of EDC/HRE policies in practice**, there is a substantial number of countries that observe a fair level of inconsistency, 66% in 2016. Since 2012 the level of inconsistencies between policies and practices has risen considerably with almost 50% increase for the countries that participated in both review cycles (see Table 3)²⁵. One possibility is that consistent involvement in the review cycles itself could have helped to raise awareness of these issues and thus influence the perception of the level of inconsistencies by the country respondents. Caution should also be taken when drawing strong conclusions from this data due to changes within the response options for this question (see Table 3 and Footnote 15).

The most salient implementation issues according to the country respondents' qualitative data are related to the lack of resources and a long-term approach, but also the lack of tools to evaluate EDC/HRE programmes (as stated in a comment from one of the respondents, "there is not enough data collected to assess whether what is decided at policy level is implemented successfully"). Furthermore, respondents highlighted that sometimes low levels of awareness among different stakeholders can create obstacles for the implementation of EDC/HRE policies.

Over a half of the respondents in 2016 have stated that **strategic approaches have been taken to counter these inconsistencies since 2012** including, but not limited to, new national education policies and strategic plans, amendment of legislative frameworks, reorganisation and review of citizenship education programmes, and support for specific activities on EDC/HRE such as conferences, thematic projects and publications.

One important area in which the situation is quite positive is related to **future activities planned to promote EDC/HRE**. In 2016 almost all (93%) respondents indicate that future activities are foreseen in particular related to: i) curricular reform, ii) providing further support and resources (e.g. translation of materials, training, campaigns to raise awareness, etc.), and iii) international cooperation with other countries

25. Note that in the second review cycle the response boxes were changed from yes/no to the degree of inconsistencies from 'not at all', 'a little' to 'a lot'. In order to make the comparison over time we have combined the boxes 'a little' and 'a lot' responses into the 'yes' category and used the 'not at all' category as the 'no' response. Caution should be taken with the results as there are considerable changes over time and this could be down to the change in response category.

or international institutions. In 2012 those countries who participated in both review cycles were mostly already planning measures for EDC/HRE with 24 out of 32 countries or 80% planning them (see Table 2 Q7). In 2016, 3 more countries, that represents a 10% increase, are now also planning new measures bringing the total for this group to 90%.

A further aspect of improvement with regards to the promotion of the Charter since 2012 is related to its **availability in the national language(s)**. Almost all country respondents (38 out of 40) have the Charter available in their own language. This represents just slightly less than a quarter increase (7 out of 32 countries) since 2012 for those countries involved in both review cycles (see Table 4). Furthermore, in 2016 83% of respondents indicated that the Charter is available on the website of the Ministry of Education or other relevant bodies, and 60% have disseminated it by other means. There is just under a quarter increase in the availability on the web (that is 7 out of 32 countries) since 2012 for those countries involved in both review cycles (see Table 4). However, one third of the countries do not disseminate the Charter by other means. This does not represent a significant change from the 2012 review for those countries that participated in both cycles.

Table 4. Identifies changes in Charter availability across time for the countries that participated in both the first and the second cycle of the Charter review (Q8)

	National language		Website		Other methods	
	N	%	N	%	N	%
Total Y 2012	24	75.0	20	62.5	22	68.8
Total Y 2016	31	96.9	27	84.4	21	65.6
Change	7	21.9	7	21.9	-1	3.1
N Cntry	32		32		32	

Almost two thirds of the respondents (23 countries) have indicated that they do not have the translated version in the minority languages. The reasons provided include the following: there are no official minority languages; minority groups also speak the official language; and the Charter is currently being translated.

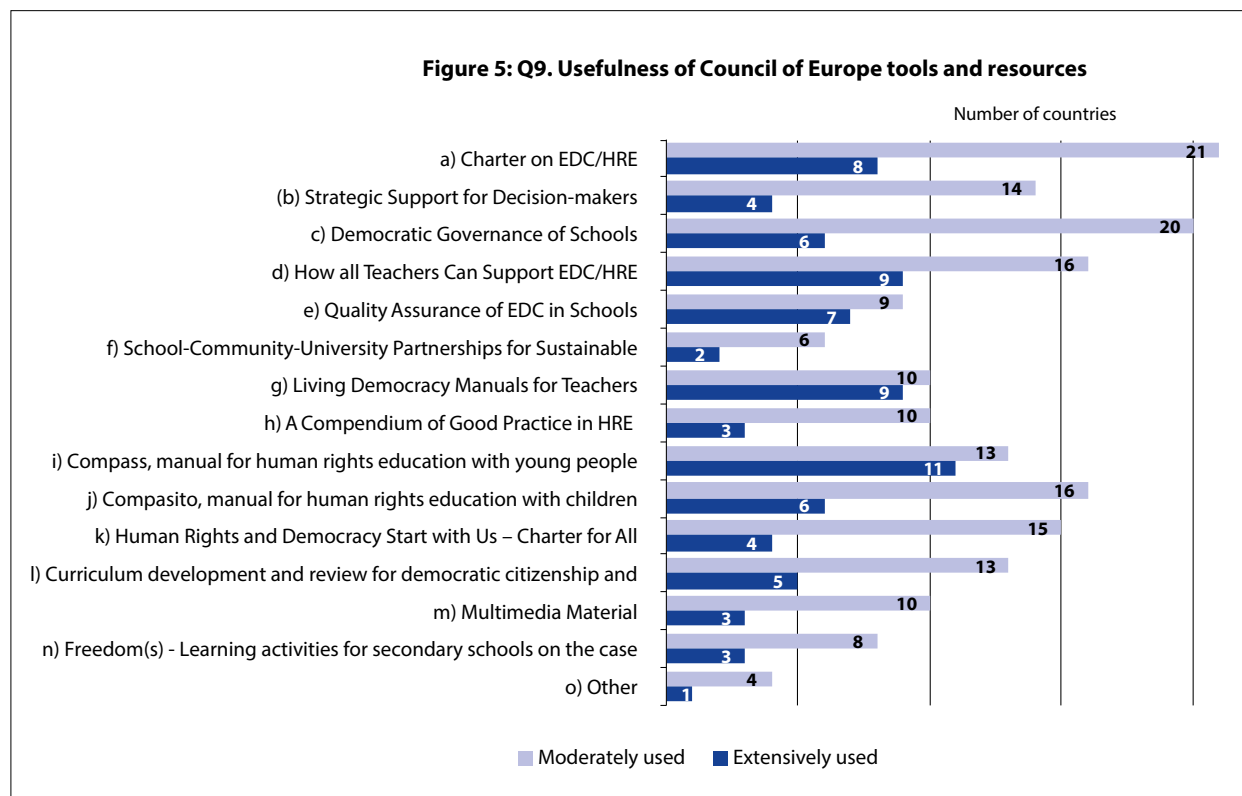
The questionnaire also sought to gauge the usefulness of the tools and resources produced by the Council of Europe for the promotion of EDC/HRE²⁶. As shown on Figure 3, according to the respondents the most useful tools (i.e. moderately or extensively used) are: i) *Charter on EDC/HRE*, ii) *Democratic Governance of Schools*, iii) *How all Teachers can Support EDC/HRE*,

26. Access to tools and resources of the Council of Europe for EDC/HRE is provided at: <http://www.coe.int/en/web/edc/resources>

iv) *Compass*, and v) *Compasito*. As for the least useful resources (i.e. scarcely or not used) respondents identified i) *A Compendium of Good Practice in Human Rights Education*, ii) *Freedom(s) - Learning activities for secondary schools on the case law of the European Court of Human Rights*, and iii) *School-Community-University Partnerships for Sustainable Democracy*. With regards to the publications *Quality Assurance of Education for Democratic Citizenship in Schools*, *Living Democracy Manuals for Teachers*, *Human Rights and Democracy Start with Us – Charter for All*, *Curriculum development and review for citizenship and human rights education*, and *Strategic Support for Decision Makers - Policy tool for education for democratic citizenship and human rights*, respondents provided a mixed feedback as some indicated they were either unaware of the resources or did not have information about their use, while others stated different degrees of usefulness ranging from the lowest to the highest.

The results also show that there are many countries that are not aware of how extensively the Council of Europe tools are used with a large amount of countries responding 'do not know' to several of the items within the question on use of Council of Europe tools (Q9). This means caution should be taken when comparing

the responses as the country responses range from as low as 15 countries to 23 for the trend analysis. Nevertheless, when analysing the trends for countries that have responded in both reviews there are some interesting findings (see Figure 5 and Table 5). The highest percentages increase in country usage since the 2012 cycle was for *Compasito* (just less than 50% increase or 8 out of 17 countries), *School-Community-University partnerships for Sustainable Democracy* (just less than 50% increase or 7 out of 15 countries) and the Charter (closer to 45% increase 10 out of 23 countries). The largest percentage decrease in use was for the *Compendium of Good Practice in HRE* (6 out of 15 countries 40% decrease) and *Strategic Support for Decision Makers* (5 out of 16 countries or slightly more than 30% decrease). For the majority of countries any change in usage is typically one movement up or down the scale (not used, scarcely, moderately, extensively) but for the Charter, the *Quality assurance of EDC in Schools tool* and *School-Community-University partnerships for Sustainable Democracy* three countries gave a two or more increase in positions on the scale of their countries usage, for example, changing from 'not used' or 'scarcely used' to 'extensively used'. This suggests that for some countries these tools have started to become important national resources in the last four years.



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

Table 5. Identifies changes in the use of CoE tools across time for the countries that participated in both the first and the second cycle of the Charter review (Q9)

	a.		b.		c.		d.		e.		f.		g.		h.		i.		j.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Decreased	3	13.0	5	31.3	2	10.5	2	10.5	1	6.7	3	20.0	4	21.1	6	40.0	3	16.7	2	11.8
Increased	10	43.5	3	18.8	5	26.3	5	26.3	6	40.0	7	46.7	8	42.1	5	33.3	7	38.9	8	47.1
Same	10	43.5	8	50.0	12	63.2	12	63.2	8	53.3	5	33.3	7	36.8	4	26.7	8	44.4	7	41.2
N countries	23		16		19		19		15		15		19		15		18		17	

*a= Charter, b=Strategic support, c=Democratic Governance of Schools, d= How all Teachers can Support, e= Quality assurance of EDC, f=school-community-University partnerships, g= living democracy manual for teachers, h= compendium of good practice in HRE, i= Compass, j= Compasito. The remaining tools were not asked about in 2012.

Several countries reported that many of the resources have **high visibility** among policy makers and experts and have been used for the development of local and national EDC/HRE strategies and curricular reforms. Several respondents also stated that these resources are very useful in non-formal education settings, in particular for youth organisations.

However, comments from countries also reveal the **challenges** they have encountered while using these resources. First, lack of translated versions of these publications into national languages has been an obstacle for their dissemination and use. Second, the difficulty of monitoring how these materials are used can be linked to the general lack of monitoring and evaluation tools and to the decentralisation of the education system. Third, insufficient relevance of these resources to local and national realities was mentioned as a reason for their limited use in some countries.

2.2. Approaches to citizenship and human rights education

Questions on Specific Articles of the Charter (Q10 – Q26)

Section I – General Provisions

With regards to Article 3 of the Charter (*Relationship between education for democratic citizenship and human rights education*), 78% of the respondents (31 countries) have confirmed that there is a shared working definition of EDC/HRE in their country.

Since 2012 there has not been much change with regard to the development of a shared definition when analysing trends for the countries that responded to the two review cycles (see Table 6). There are two countries out of the 29 responding to this question that have developed a shared definition since 2012 bringing the total up to 24 out of the 29 countries or 83% (slightly higher than the group of countries that participated only in the 2016 questionnaire). This is a high level for this group of countries and the increase although small is going in a positive direction.

Table 6. Identifies changes in the number of countries with shared definitions of EDC/HRE across time for the countries that participated in both the first and the second cycle of the Charter review (Q10)

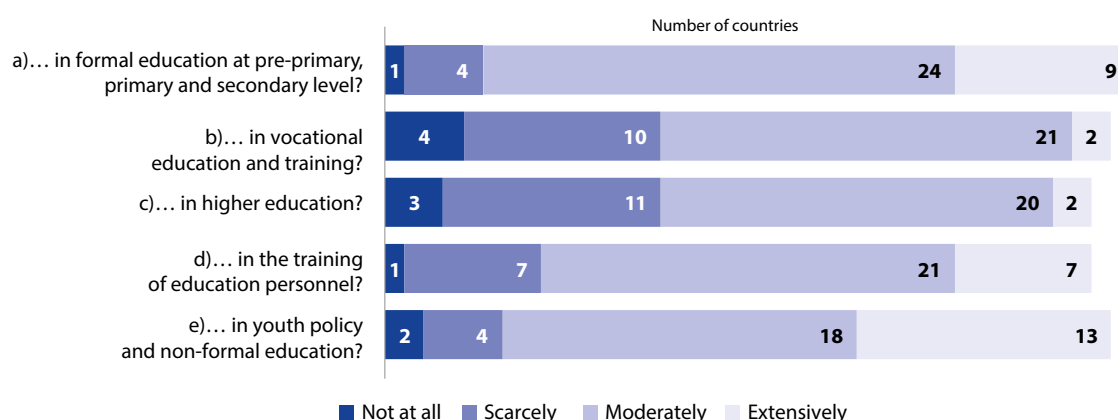
	N	%
Total Y 2012	22	75.9
Total Y 2016	24	82.8
Change	2	6.3
N Cntry	29	

Section II – Objectives and Principles

Respondents were asked about the extent to which education laws, policies, and strategic objectives explicitly refer to EDC/HRE, in accordance with Article 5 of the Charter on Objectives and Principles of EDC/HRE. As shown on Figure 6, there is a **strong emphasis in formal education** (pre-primary, primary, and secondary level), as well as in **youth policy and non-formal education, and the training of education personnel**. More concerning is that over a third of the respondents stated there is **none to scarcely any reference in vocational education and training** (14 out of 40 respondents). Vocational education and training is where many disadvantaged and minority students undertake their education. Recent research across diverse European countries finds that disadvantaged and minority young people lose out on political learning as they often attend vocational education and training and this form of education is found to be less supportive of political learning²⁷. The lack of laws, policies and strategic objectives on EDC/HRE could be one explanation for why vocational learning is not supporting young people to be politically engaged. A similar picture regarding the **lack of emphasis can be found in higher education policies and objectives** (14 out of 40 country respondents).

27. See research by the following European authors Van de Werfhorst, 2009; Janmaat and Mons, 2011; Eckstein et al., 2012; Janmaat et al., 2014 Hoskins and Janmaat 2016.

Figure 6: Q11. In your country, to what extent do education laws, policies, and strategic objectives explicitly refer to EDC/HRE



A major concern is that the trends across the education domains of explicitly referencing EDC/HRE in laws, policies and objectives are all negative and in decline (see Table 7). For the countries that participated in both cycles there has been about 60% of countries (17 and 18 countries out of 29 and 30) where **there has been a reported decline in the explicit referencing in laws, policies and objectives to EDC/HRE in both formal and vocational education** (see Table 7). Just under half of countries (or 12 out of 27 countries) also reduced explicit references to EDC/HRE in higher education.

Table 7. Identifies changes in the extent that education laws, policies and objectives explicitly refer to EDC/HRE in the different education domains for the countries that participated in both the first and the second cycle of the Charter review (Q11)

	Formal		Vocational		Higher		Training for Ed.		Youth policy	
	N	%	N	%	N	%	N	%	N	%
Decreased	18	60.0	17	58.6	12	44.4	10	35.7	11	40.7
Increased	1	3.3	3	10.3	0	0.0	2	7.1	1	3.7
Same	11	36.7	9	31.0	15	55.6	16	57.1	15	55.6
N countries	30		29		27		28		27	

Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

The scale of the decline in some countries is of note. The country responses on this scale range from ‘not at all’, ‘scarcely’, ‘moderately’ to ‘extensively’. Typically within the overall questionnaire country responses have changed just one position in either direction on such a scale, however, the decline for vocational education mentioning EDC/HRE for three countries was three steps down the scale, i.e. from ‘extensively’

to ‘not at all’ and for another five countries two steps down the scale. **This suggests that the situation for learning EDC/HRE for disadvantaged and minority students, who often end up in vocational education tracks, is only getting worse and there is significant work which could be done in this sector. EDC/HRE within Vocational Education and Training could be considered an area for focus within the next review cycle.** For Higher Education the scale in reduction was also of note with one country with a 3 position decline and 7 countries with a two position decline.

Section III – Policies

Article 6: Formal general and vocational education

A majority of the respondents (35 out of 40 countries or 88%) have indicated that **EDC/HRE is promoted in schools and colleges through a cross-curricula approach**, followed by EDC/HRE as an obligatory subject matter (78%), a whole school approach (73% of the respondents), and finally, EDC/HRE as an optional subject matter (45% of the respondents). Compulsory and elective courses cover topics such as human rights, citizenship/civic education, democracy, intercultural education, and social sciences.

In terms of the **revision and updating process of EDC/HRE curricula** since 2012, the overall picture shows that revisions mainly take place in lower secondary (over two-thirds of the respondents), followed by primary (65%), upper secondary school (63%), and pre-primary education (43%). When comparing the situation with the 2012 review for countries that have participated in both cycles there has been a slight decline in the number of countries reporting revisions taking place in all domains (see Table 8). The largest decline in number is for pre-primary with 6 less countries implementing revisions.

Table 8. Identifies changes in the extent that revisions and updates have taken place for the countries that participated in both the first and the second cycle of the Charter review (Q13)

	Pre-primary		Primary		Lower Secondary		Upper Secondary	
	N	%	N	%	N	%	N	%
Total Y 2012	19	79.2	22	81.5	25	92.6	25	92.6
Total Y 2016	13	54.2	21	77.8	23	85.2	21	77.8
Change	-6	25.0	-1	3.7	-2	7.4	-4	14.8
N Cntry	24		27		27		27	

In most cases the reasons for the absence of a revision process are: i) the structure of the educational system (e.g. in Norway pre-primary is not considered as an education level, VET has a specific curriculum approach), ii) the decision to carry out a revision process is taken at a local/regional level, and iii) EDC/HRE is not present across all levels of education in the country.

The **key challenges** in this process identified by the respondents were related to the difficulty of finding the right balance so as to avoid a curriculum overload, and at the same time have EDC/HRE as a specific subject for which teachers and educators are appropriately trained. As highlighted by the Greek respondent: “The key challenges identified by the new curricula and instructional approaches pertain to giving the relevant courses a more active learning approach through the use of a wide spectrum of materials and methods”.

Moreover, countries suggested that the political context plays an important role in providing the support needed and in initiating review cycles that are in accordance with current national and international frameworks. Interestingly, in Cyprus the curriculum revision was influenced by the growing diversity of personal and community identities: “The main idea permeating the New Curricula (2010) is that ‘Greek Cypriot children are encouraged to negotiate their identities and at the same time to respect the identities of both the members of the recognized religious minorities and communities in Cyprus, as well as of the people who have migrated to the island (...). The right and obligation for education implies the determination of the society to reject any kind of exclusion and that the democratic school entails a school where all children are entitled to become educated (Cyprus)”.

In general, **the revision and updating process was deemed inclusive and participatory by the respondents**. This process was in many countries not exclusively related to EDC/HRE curricula but part of a broader curricula reform. It should be noted that

in most countries there was a variety of stakeholders that took part in the process such as groups or committees of experts, NGOs, teacher associations and student councils. In Norway, teachers and higher education institutions contribute to the curriculum development. The Sami Parliament (indigenous people’s Parliament) is involved in defining the content of the national Norwegian curriculum to include Sami content. In Belarus, Bulgaria, Croatia and Romania the process was subject to public consultation. The inclusive and participatory approach to the process can be deemed particularly important considering that EDC/HRE often deals with controversial issues and conflicting perspectives. The diverse forms of feedback received by Ministries or relevant bodies allow taking into account the diversity of opinions and approaches.

Article 7: Higher education

In higher education there has been a fair degree of stability in the promotion of EDC/HRE between 2012 and 2016 with about 60% of countries or 15 out of 26 countries responding with the same level of emphasis for those countries that answered this question in both cycles (see Table 9). Seven countries (Belarus, Bosnia and Herzegovina, Finland, France, Germany, Latvia and Moldova) reported extensive promotion in 2016.

Table 9. Identifies changes in the extent that EDC/HRE has been promoted in Higher Education for the countries that participated in both the first and the second cycle of the Charter review (Q14)

	N	%
Decreased	6	23.1
Increased	5	19.2
Same	15	57.7
N Cntry	26	

As already noted during the 2012 review cycle, the high level of autonomy of higher education institutions limits the extent to which governments can control provision of EDC/HRE. However, it is worth mentioning that the country respondents made scant reference to the concepts of democracy and human rights underpinning the existing official legislation and regulatory framework in higher education institutions. Most often the respondents indicated that EDC/HRE contents are promoted through specific departments at higher education institutions (e.g. Law, Educational Sciences, History and Psychology), but is rarely explicitly present elsewhere.

Nevertheless, several countries provided detailed information on how human rights are included in the mission statements of higher education institutions. In Germany, for instance, such statements confirm the

commitment of higher education institutions to human rights. They ensure the freedom of teaching, learning and research within the framework of an understanding of knowledge that is based on democratic principles and are committed, amongst other things, to a humane, free and just society, to realising the equality of the sexes, to considering the particular concerns and requirements of the disabled, to eliminating and preventing all discrimination and to promoting international understanding. Educating the individual to respect human dignity and to communicate the basic values, as stipulated in the Basic Constitutional Law, represents a key task of higher education institutions in the Federal Republic of Germany.

It might be of interest for the Council of Europe to encourage more substantial feedback from respondents on EDC/HRE in higher education in the next review cycle of the Charter.

Article 8: Democratic governance

With regards to the promotion of democratic governance in educational institutions, the general picture seems very positive as all respondents indicated that in their countries there are education laws, policies, and strategies concerning i) decision making procedures, ii) school culture and rules, iii) pupil and student participation (e.g. student councils), and iv) parental and family involvement. In relation to school and community links in and out of school, and as noted in the 2012 evaluation analysis, there are still some countries (5) reporting that they do not have any education laws, policies and strategies that concern this specific level.

When looking at the trends between 2012 and 2016, what is noticeable is that all the countries that participated in both review cycles already had laws and policies for democratic governances in education in 2012 for i) decision making procedures, ii) school culture and rules, and iv) parental and family involvement and almost all them for pupil participation and community links (see Table 10). The situation remained stable for almost all of these countries up to the 2016 review.

The 2016 qualitative responses commented on the practice of democratic governance across educational institutions stating that legislation and policies are available at a local, regional, and/or national level with an emphasis on lower and upper secondary education. In general, the decision-making process seeks to include different stakeholders, in particular the school administration, teachers, parents and students through school boards, student councils and parent-teacher associations.

Table 10. Identifies changes as to whether there are laws policies and strategies on promoting democratic governance in Education for the countries that participated in both the first and the second cycle of the Charter review (Q15)

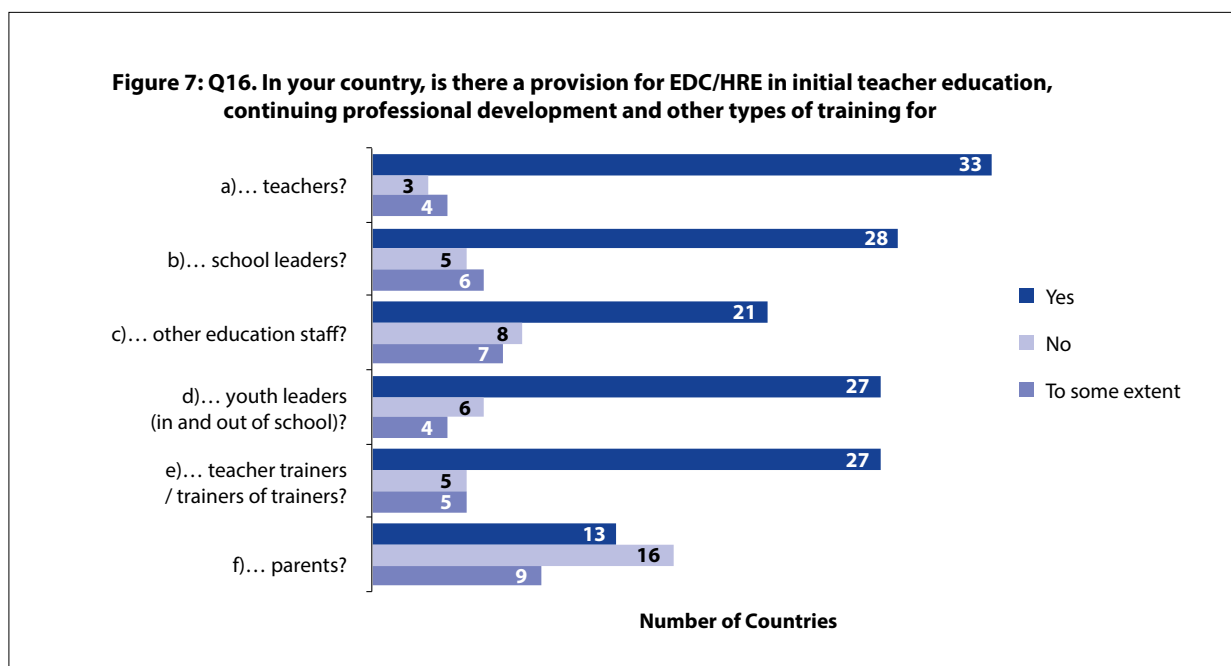
	a) proce- dures		b) school culture		c) pupil partici- pation		d) parent family involve- ment		e) com- munity links	
	N	%	N	%	N	%	N	%	N	%
Total Y 2012	32	100.0	32	100.0	31	96.9	32	100.0	28	90.3
Total Y 2016	32	100.0	32	100.0	32	100.0	32	100.0	27	87.1
Change	0	0.0	0	0.0	1	3.1	0	0.0	-1	-3.2
N Cntry	32		32		32		32		31	

Article 9: Training

There is a **mixed situation regarding provision of EDC/HRE training for a variety of actors** (see Figure 7). A majority of the training activities are available for teachers (83%), school leaders (70%), youth leaders (68%), and teacher trainers (68%). The trends between 2012 and 2016 for those countries who participated in both cycles show a fairly large amount of consistency in responses for all forms of training accept the training of parents (see Table 11). In this case **the trend shows an increase in the amount of training of parents in EDC/HRE with 10 countries out of 25 or 40% increasing their training provision. The largest decrease in training provision was for school leaders with 6 out of 28 or just over 20% responses showing the reduction of this training provision, and then training for youth leaders with 5 out of 25 or also about 20% responses showing less of this training provision being offered.**

Table 11. Identifies trends on provision of EDC/HRE in training for educators across diverse domains for countries that participated in the first and the second cycle of the Charter review (Q16)

	Teachers		School leaders		Other staff		Youth leaders		Teacher trainers		Parents	
	N	%	N	%	N	%	N	%	N	%	N	%
Decreased	4	13.3	6	21.4	4	18.2	5	20.0	4	16.0	6	24.0
Increased	1	3.3	4	14.3	5	22.7	2	8.0	2	8.0	10	40.0
Same	25	83.3	18	64.3	13	59.1	18	72.0	9	76.0	9	36.0
N Cntry	30		28		22		25		25		25	



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

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

In terms of the **relationship between the government and other stakeholders**, the highest levels of cooperation and support are with NGOs (88% of respondents stated a fair to large extent) and youth organisations (78% of the respondents), as it was also observed with a slightly different group of countries in the 2012 evaluation analysis. When analysing trends for countries that participated in both cycles across the four year time span between 2012 and 2016 we can see a fair amount of change (see Table 12). **A quarter or more of countries have given a lower response in their levels of cooperation and support for civil society organisations (see Table 12). It is community and youth organisations that have been affected the most with a reduction of support by about 35% of countries which equates to 10 and 11 countries respectively. Community groups and youth organisations also received the largest intensity of the decline in country responses.** The scale for responses ranged from 'not at all', 'a little', 'fair' to 'large'. For youth organisations four countries gave a two position decline and for community groups three countries gave a two position decline. Nevertheless, we should keep in mind that for a different 7 countries (just under a quarter) they increased their support for community groups but there were little increases in support for youth organisations with just 4 countries responses indicating this.

Table 12. identifies trends in cooperation and support by governments with various civil society organisations for countries that participated in the first and the second cycle of the Charter review (Q17)

	NGOs		Youth Organisations		Community groups		Parents	
	N	%	N	%	N	%	N	%
Decreased	9	29.0	11	36.7	10	34.5	7	25.0
Increased	5	16.1	4	13.3	7	24.1	6	21.4
Same	17	54.8	15	50.0	12	41.4	15	53.6
N Cntry	31		30		29		28	

BOX 2. EXAMPLES OF COOPERATION INITIATIVES WITH NON-GOVERNMENTAL ORGANISATIONS (NGOS), YOUTH ORGANISATIONS, AND OTHER STAKEHOLDERS

In the **Republic of Belarus** there are 256 children's and youth associations and organisations, including Belarusian Association of UNESCO Clubs, Belarusian Republican Youth Union, Belarusian Republican Pioneer Organisation, Voluntary Labour League of Youth, Belarusian Republican Scout Association, Belarusian Association of Guides and Belarusian Association of Assistance to Disabled Children and Young People. All children and young people have equal rights to participate in the work of associations and organisations.

In **Estonia**, the Ministry of Education and Research took the initiative *“Interesting School”* (*“Huvitav Kool”*). It aims at reflecting society’s expectations of school and education in order to make the learning experience interesting for students, teachers, and parents as well as for educational benefactors and friends of education. The initiative sends a clear joint message by the state and the public that going to school can and must be interesting, that developing a student’s natural curiosity is important, that school must be creative. During the course of the initiative, many teachers, heads of school, students, parents and educational benefactors have put forward their visions of an interesting school as they see it.

In **France**, professionals from the world of industry and business are important partners in this policy. A “citizens’ reserve force” has been set up to enable members of the public to share their experience and play a part in passing on values. This initiative has enriched the longstanding partnership with civil society, regarding citizenship education, particularly with associations’ school partners (popular education movements, large mainstream organizations, specialized associations).

In **Serbia**, NGOs have been providers for teacher trainings for Civic Education. The Ministry of Youth and Sports cooperates with the Ministry of Education in different areas. Local Offices for Youth cooperate with schools and provide trainings.

In **Ukraine**, in February-March 2015, the non-governmental association Nova Doba organised civic education seminars in 20 regions of Ukraine, aimed at strengthening professional networks and communication, at supporting the process of mutual understanding and reconciliation in Ukrainian society. The trainers were deeply impressed by the desire of educators from both East and West Ukraine to communicate, to learn and understand the situation and their willingness to solve problems.

Article 11: Criteria for evaluation

The majority of country respondents (58%) stated that they have not yet developed criteria to evaluate the effectiveness of EDC/HRE programmes. Since 2012 the situation appears at first to look quite stable in terms of the overall number of countries that have evaluation criteria at about 40% or 11 or 12 out of 30 countries who responded to both review cycles on this question (see Table 13). Nevertheless, this masks some variation in particular the fact that five countries have stopped using the evaluation criteria they were using in 2012 and four countries have developed new criteria since 2012.

Table 13. identifies trends in the development of evaluation criteria for countries that participated in the first and the second cycle of the Charter review (Q18)

	Q18 Evaluation Criteria	
	N	%
Total Y 2012	12	40.0
Total Y 2016	11	36.7
Change	-1	3.3
N Cntry	30	

Countries highlighted the difficulty of evaluating and measuring effectiveness of EDC/HRE programmes in terms of the methodology to be used for this purpose - e.g. standardised testing, self-evaluation, peer-to-peer evaluation. While skills and attitudes usually develop over a long period of time, evaluation tools are usually not intended to measure changes over a longer period of time. Diverse interpretations of the goals of EDC/HRE create additional challenges in this area. The broader context, peers and media play an important role in the development of values, attitudes, skills and behaviours, and this makes it difficult to define the exact influence and impact of the formal education.

As for the countries that are developing (or will develop) criteria for evaluation, the review process is conducted either on a case-by-case basis or using a general broader framework that has been established beforehand. Some respondents indicated that evaluation frameworks were elaborated by external evaluators (e.g. researchers, education experts), and in some cases international guidelines were used as a reference.

Furthermore, in some cases specific criteria to evaluate the effectiveness of EDC/HRE programmes have been developed in the framework of the EU/CoE Joint Programme “Human Rights and Democracy in Action” (e.g. projects on the *“Charter on Education for Democratic Citizenship and Human Rights Education: Diversity of Approaches”* and *“Teacher training in EDC/HRE: how to develop students’ ability to assess information from media and social networks”*). These criteria have been used in research to evaluate the effectiveness of EDC/HRE programmes through questionnaires for teachers, school leaders, students, parents, children’s and youth organisations.

The responses reconfirm the considerable work that still needs to be done to raise awareness of the importance of evaluating EDC/HRE programmes and the need to establish effective and durable criteria for such evaluation. The development of such criteria can build upon the existing work within the CoE such as the Reference Framework of Competences

for Democratic Culture²⁸, the existing research in the field such as work conducted by the IEA on the International Citizenship and Civic Education study 2009 and 2016²⁹ and OECD's research on measuring Global Competence³⁰ and in collaboration with international organisations such as the UN³¹ and UNESCO³² funded research on developing indicators on Global Citizenship Education and the EU's research into the development of indicators on Active Citizenship and Civic competence³³.

Article 12: Research

Research helps to evaluate the effectiveness or new or existing EDC/HRE practices. When asked to indicate the extent to which research was initiated and promoted to take stock of the current situation, **73% have stated that there is support from moderate to large extent**. There has been quite a large degree of fluctuation between 2012 and 2016, for the countries that participated in the two cycles. Just under a third of country respondents (9 countries) increased their score on their countries research initiatives, just under a third decreased their score on research initiatives (9 countries) and just over one third maintained the same score (11 countries) (see Table 14). The decreases were more intense than the increases with three countries declining two positions on the scale from 'large', 'moderate', 'a little' to 'not at all'. The 2016 country respondents indicate that although there has been support for research carried out by independent organisations there is a lack of a coherent approach in this area, and funding has been either interrupted or limited by the government. Countries suggested that in order to obtain further support for such research there should be more efforts towards influencing political will, strengthening cooperation and recognition, with a view to promote the increase of funding and resources for this area.

28. http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf
29. See the IEA ICCS website for more details on existing the ICCS 2016 study and the ICCS 2019 follow-up study <http://iccs.iea.nl/>
30. OECD 2016 Global Competency for an inclusive world <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>
31. Goal 4.7 of the UN development goals on Global Citizenship Education <https://sustainabledevelopment.un.org/sdg4>
32. <http://unesdoc.unesco.org/images/0024/002456/245620E.pdf>
33. For example see Hoskins, Saisana and Villalba (2014) Measuring Youth Civic Competence across Europe in 1999 & 2009. EC Joint research centre, Ispra, Italy. <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/measuringyouth-civic-competence-across-europe-1999-2009>

Table 14. identifies trends in the extent to which research has been initiated and promoted on EDC/HRE for countries that participated in the first and the second cycle of the Charter review (Q19)

	N	%
Decreased	9	31.0
Increased	9	31.0
Same	11	37.9
N Entry	29	

Article 13: Skills for promoting social cohesion, valuing diversity and handling differences and conflict

With regards to the extent to which educational approaches and teaching methods are promoted to enable pupils/students to acquire competences related to these skill areas, the **general picture was that there was a high emphasis on the development of all the four skills listed**. A majority of the respondents indicated these approaches and methods are promoted either to a moderate to a large extent.

The trend analysis between 2012 and 2016 indicates that more than half of countries maintained their commitment to methods for the development of competences for diversity and equality and settling conflict for those countries who participated in the two reviews (see Table 15). **Quite surprisingly and of concern is the drop by 11 countries in support for methods that develop social cohesion outcomes and combatting discrimination**. Nevertheless, there were 6 countries that increased their support for combatting discrimination whilst only 3 countries increased their support for methods that promote social cohesion.

Table 15. identifies trends in the extent that method are promoted that enable students to gain a range of competences linked to EDC/HRE for countries that participated in the first and the second cycle of the Charter review (Q20)

	Social Cohesion		Diversity & Equality		Settle conflict		Combat discrimination	
	N	%	N	%	N	%	N	%
Decrease	11	34.4	9	28.1	9	28.1	11	34.4
Increase	3	9.4	4	12.5	2	6.3	6	18.8
Same	18	56.3	19	59.4	21	65.6	15	46.9
N Entry	32		32		32		32	

In 2016, the country respondents suggested that the following measures can help promote these educational approaches and teaching methods: improving coordination between different stakeholders, strengthening the teaching profession, including these

approaches in the policy-making process, and in particular stressing the need to work more intensively on preventive measures, instead of interventions when conflicts or bullying have already occurred.

In Slovenia, the Ministry has prepared content intended for all audiences, especially teachers, school leaders and parents, in order for them to have the necessary information and advice regarding the integration of immigrant children into the education system³⁴.

Section IV – Evaluation and Cooperation

Article 14: Evaluation and review

The questionnaire asked whether governments have taken any action (or will take in the future) to evaluate strategies and policies undertaken in accordance with the objectives and principles of the Charter. **Over half of the respondents stated that evaluations have been done in the last four years or are foreseen. The trend is also positive in conducting these evaluations, there was just over a 30% increase (9 countries out of 32) for the group of countries that participated in both cycles** (see Table 16). Those who said in 2016 that no action has been taken or foreseen provided a number of reasons, including the following: it would duplicate the efforts of external evaluators; there are not enough human and financial resources to do so; and specific aspects of the Charter are indirectly evaluated through other studies in the education field.

Table 16. identifies trends in action undertaken to evaluate strategies and policies towards the principles of the charter for countries that participated in the first and the second cycle of the Charter review (Q21)

	Evaluation and review	
	N	%
Total Y 2012	8	27.6
Total Y 2016	17	58.6
Change	9	31.0
N Cntry	29	

Countries that have carried out evaluations in recent years commented also on some of their key findings. First, raising awareness and strengthening knowledge about EDC/HRE within the school community (teachers, students, parents, etc.) are among the most salient issues identified. Second, lack of resources allotted has impacted the ability to carry out in-depth evaluations and reviews, and therefore these actions have not been given due attention.

34. More information on this initiative can be found on <http://www.zrss.si/objava/vkljucevanje-otrok-beguncev>

Article 15: Cooperation in follow-up activities

There is a high level of cooperation among countries (73% in 2016) and this is to a large extent through initiatives driven by the Council of Europe and European Union. There has been a one third increase in cooperation among countries (10 out of 30 replies) for those countries that participated in both cycles of the Charter review (see Table 17). Country respondents also provided feedback on what is needed to encourage such cooperation activities highlighting the importance of adequate financial resources and sharing information in a timely manner between partners and within the countries, so as to avoid the overlapping between initiatives.

Table 17. identifies trends in cooperation undertaken with other countries for the countries that participated in the first and the second cycle of the Charter review (Q21)

	Cooperation with other countries	
	N	%
Total Y 2012	12	40.0
Total Y 2016	22	73.3
Change	10	33.3
N Cntry	30	

It is worth mentioning here that since 2013 a considerable number of countries³⁵ have participated in one or more projects in the framework of the CoE/EU Joint Programme “Human Rights and Democracy in Action”. Several of these and other countries have also participated in the Regional Summer Academies organised by the European Wergerland Center and the Council of Europe. Many countries mentioned these initiatives in their replies to the questionnaire as examples of good practice.

BOX 3. SOME EXAMPLES OF INTERNATIONAL COOPERATION PROGRAMMES AND PROJECTS

- ▶ [Promoting Human Rights Education and Democratic Citizenship](#) - EU/CoE Joint Programme (2015-2017)
 - **Armenia, Azerbaijan, Georgia, Republic of Moldova, Ukraine and Belarus**
- ▶ Human Rights and Democracy in Action – EU/CoE Joint Programme (2013-2016)
 - **Croatia, Hungary, Montenegro and Romania:** [Travel pass to democracy: supporting teachers for active citizenship](#)

35. Armenia, Azerbaijan, Belarus, Cyprus, Croatia, Finland, France, Georgia, Greece, Hungary, Ireland, Montenegro, Republic of Moldova, Romania, Ukraine, Spain and the United Kingdom

- **Cyprus, Ireland, Montenegro, Spain and United Kingdom:** [Teaching controversial issues: developing effective training for teachers and school leaders](#)
- **France, Finland and Ireland:** [Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum](#)
- **Greece, Hungary, Montenegro, Poland and Romania:** [Addressing Violence in Schools through Education for Democratic Citizenship and Human Rights Education](#)
- **Belarus, Georgia, Lithuania and the Russian Federation:** [Teacher training in EDC/HRE – how to develop the ability of students to assess information from media and social networks?](#)

► [Pestalozzi](#) – Council of Europe Council of Europe’s programme for the professional development of teachers and education actors

► [Council of Europe Reference framework of competences for democratic culture](#): Testing of the descriptors: Andorra, Armenia, Belarus, Belgium, Czech Republic, Estonia, Georgia, Luxembourg, Montenegro, Norway, Portugal and Romania

► Other

- **Estonia, Latvia, and Lithuania:** Regional Baltic Summer Academy “[Local Partnerships for Human Rights through History](#)”
- **Norway and Slovakia:** Seminar in Norway in 2015 on Human Rights Education organised with the Ministry of Education in Slovakia
- Switzerland and Ukraine: [Project DOCCU](#)

Article 16: International and European cooperation

Regarding cooperation with international organisations and institutions, the **majority of countries reported interactions with the Council of Europe (95% of respondents), followed by the United Nations system (93%), the European Union (90%) and the Organisation for Security and Co-operation in Europe (OSCE) (65%)**. There have been no significant changes in levels of cooperation since the 2012 review cycle for the countries that participated in both reviews (see Table 18). Other organisations mentioned by respondents were the British Council, European Youth Forum, European Parliament, European

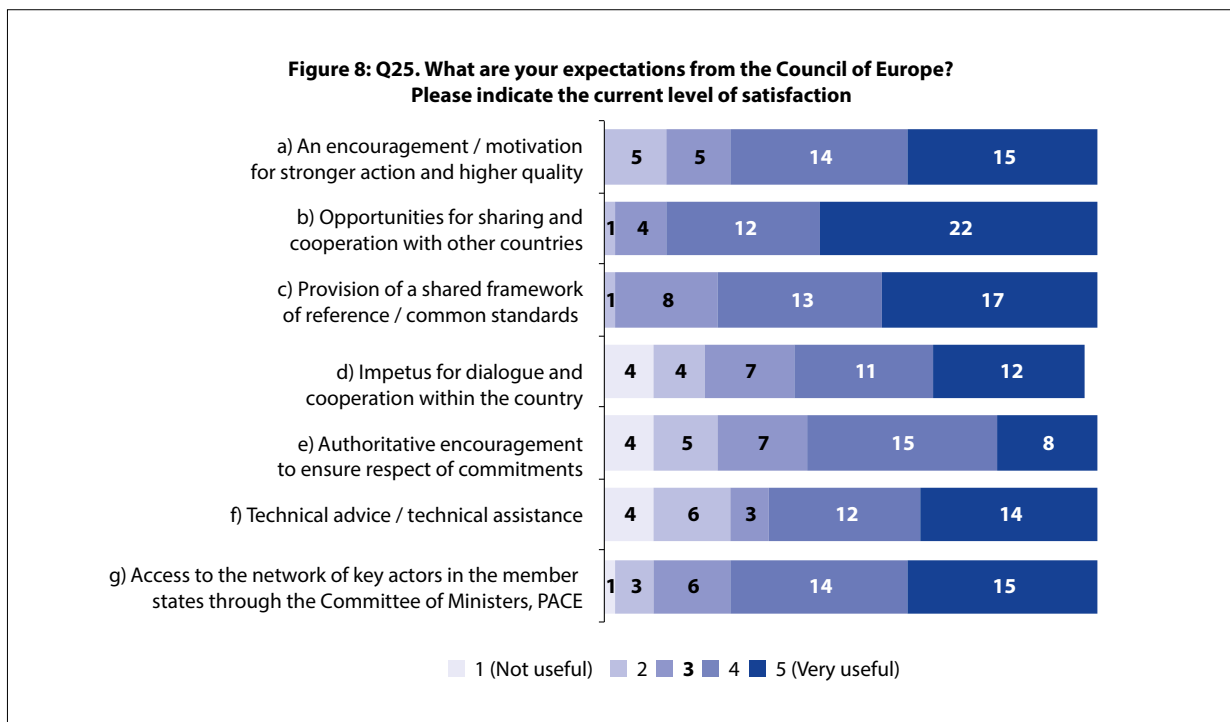
Wergeland Centre, North South Centre of the Council of Europe, International Holocaust Remembrance Alliance, Organisation of Iberoamerican States, and Organisation Internationale de la Francophonie (OIF).

Table 18. identifies trends in cooperation undertaken with international organisations for the countries that participated in the first and the second cycle of the Charter review (Q21)

	Council of Europe		UN		OSCE		EU	
	N	%	N	%	N	%	N	%
Total Y 2012	30	100.0	28	96.6	17	63.0	27	90.0
Total Y 2016	28	93.3	28	96.6	17	63.0	27	90.0
Change	-2	6.7	0	0.0	0	0.0	0	
N Cntry	30		29		27		30	

As shown on the table below, in terms of expectations respondents indicated that they sought mainly an exchange of good practices, knowledge and skills as well as networking and partnership opportunities.

Expectations from international cooperation on EDC/HRE	Recommendations to make the cooperation more useful
<ul style="list-style-type: none"> • Exchange of good practices/ knowledge/skills • Networking and partnerships opportunities • Coherent approach to EDC/HRE across European countries • Fostering democratic culture • Enhancing national expertise and capacity building 	<ul style="list-style-type: none"> • Enhance joint activities and partnerships between countries • Availability of resources in other languages • More funding for projects and programmes • Support teacher training and capacity building • Improve country cooperation to solve common challenges • Take into account specific needs of the countries



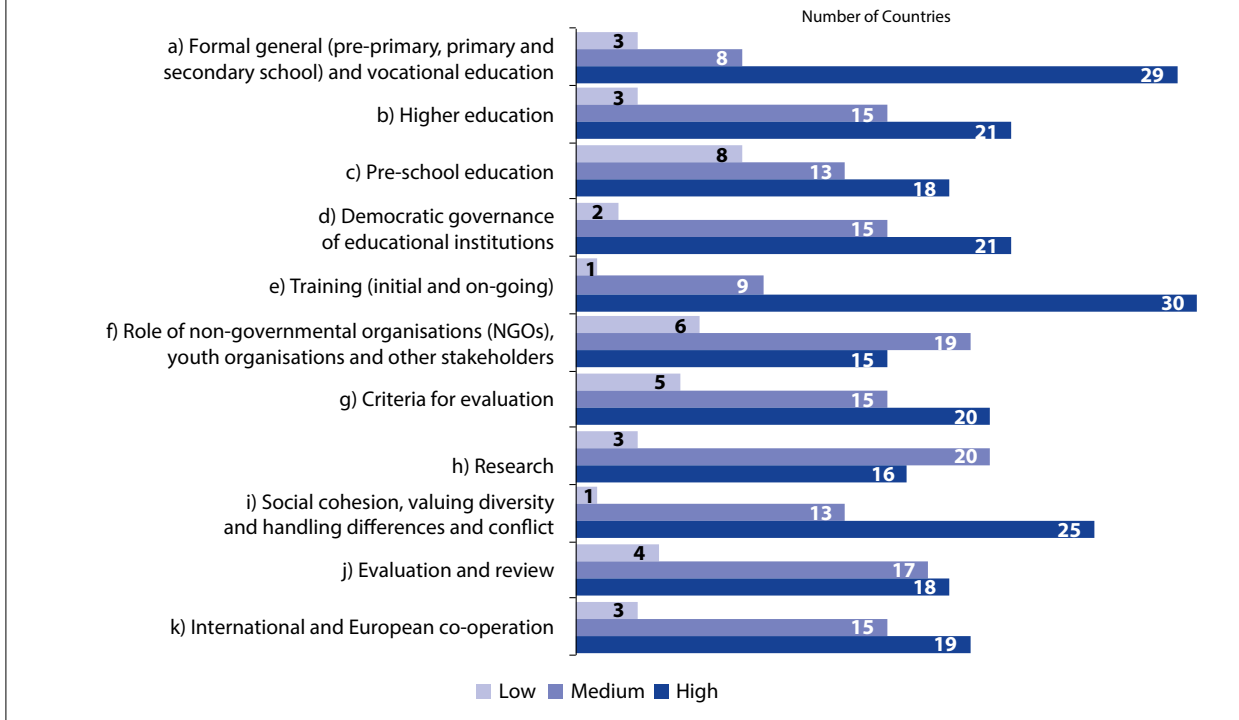
Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).

As shown on Figure 8 below, the questionnaire also enquired about the respondents' level of satisfaction with regards to their expectations from the Council of Europe. A majority of the countries expressed satisfaction with all options on the list. About half of the countries have stated that their current level of satisfaction was very high with respect to the opportunities for sharing and cooperation with other countries (22 out of 39 countries) and provision of a shared framework of reference / common standards (17 out of 40 countries).

This assessment is consistent with the extensive cooperation activities several countries have chosen to participate in since 2012 as stated in the analysis of Article 15 above. They are indicative of a broader demand for cooperation opportunities, networking and exchange of expertise required for addressing both local needs and global challenges.

Impetus for dialogue and cooperation within the country, authoritative encouragement to ensure respect of commitments, and technical assistance were deemed useful to a lesser extent.

Figure 9: Q27. What particular areas should the follow-up Questionnaire focus on for the next review cycle?



Source: Survey responses to the questionnaire for governments on the implementation of the Charter (2016).
 NB: The number of respondents for question a=37, b=36, c=31, d=36, e=39, f=34, g=35, h=36, i=38, j=35, k=34

2.3. Feedback on areas of interest and improvement for the next review cycle

The 2016 questionnaire included a follow-up section to enquire about particular areas of interest and improvement for the next review cycle. As shown on Figure 9, **respondents have expressed great interest in giving a higher priority to the following areas: i) training; ii) formal general and vocational education; and iii) skills for promoting social cohesion, valuing diversity, and handling differences and conflict.** The top 3 medium priority was given to i) research, ii) role of non-governmental organisations and iii) evaluation and review. Combining the two categories medium to high priority, the top 5 were 1) skills for promoting social cohesion, valuing diversity, and handling differences and conflict, 2) formal general (pre-primary, primary and secondary school) and vocational education 3) higher education, 4) democratic governance, and 5) research.

With regards to suggested improvements to ensure a meaningful and useful data collection for the next review cycle, respondents have provided some recommendations such as:

- ▶ Further specify some topics and definitions – e.g. with regards to research, training and evaluation,

and provide well in advance guidance for both qualitative and quantitative data collection.

- ▶ Include questions that allow the development of comparative indicators among countries, such as the presence of EDC/HRE in the curricula (as a cross-curricular topic, as a separate subject, or as contents within a subject), levels in which it is taught, specific contents included, methodology used and assessment methods.
- ▶ Conducting quality EDC/HRE studies in the countries to provide a more in-depth analysis of the situation.
- ▶ Focus on more thematic questions.

The questionnaire also asked in **what ways the Charter review process can be of support to the countries.** A majority of the respondents have stated that the review process is most useful for giving access to expertise from other countries and from international institutions, followed by being a support tool for dialogue with other countries, encouragement for stronger action and higher quality, as well as an opportunity to promote good practices. This attests to the added value that the review process of the Charter can have and is in support of the further development of an appropriate methodology and support tools.

2.4. Focus group 2016: parliamentarians

The goal of the Focus Group section in the questionnaire to be addressed to the Education Commissions in the National Parliaments or other similar bodies was to enquire if legislation has been adopted in the last 5 years (or if it is in preparation) with a view to support and promote EDC/HRE. The examples of legislation to support and promote EDC/HRE that have been provided by countries can be found in Appendix 2.

The respondents to the Focus Group section also mentioned that the following thematic areas were of particular concern to their respective parliaments:

- ▶ Contribution of education to the development of democratic culture;
- ▶ Strengthening teachers' training and professional development;
- ▶ Combatting and preventing violent extremism and radicalisation leading to terrorism, violence, and bullying in schools;
- ▶ Minority issues, in particular related to the integration of migrants and the Roma population;
- ▶ Knowledge of the history and the democratic traditions of the country;
- ▶ Parliamentary control to oversee the implementation of adopted legislation in the prevention of bullying, the accessibility of education in the regions, the guarantee of quality and availability of ethnic minority education.

It should be noted that only about half of the respondents (19 countries) provided feedback (full or partial) from their parliaments. Several respondents mentioned difficulty in contacting relevant interlocutors in the parliament which confirms that in general collecting information from actors outside the formal education sector is often difficult in many countries.

In any case, lack of feedback from the parliaments is a somewhat contradictory picture considering the priority given to EDC/HRE at policy level according to the replies of the majority of countries. It would be interesting to explore this issue in the framework of future cooperation programmes of the Council of Europe.

2.5. Key conclusions

The second review cycle of the implementation of the Charter is being organised at a time when Europe faces serious challenges to democracy and human rights. "Democratic citizenship and human rights education are [...] increasingly important in addressing

discrimination, prejudice and intolerance, and thus preventing and combating violent extremism and radicalisation in a sustainable and proactive way. [...] points out the Secretary General Thorbjørn Jagland in his latest annual report.

The analysis of the questionnaire responses of States Party to the European Cultural Convention demonstrates that substantial progress has been made in the countries and that EDC/HRE is gaining increasingly more ground in the education systems and in the school communities around Europe. All countries that took part in the survey reported that concrete measures were taken to promote citizenship and human rights education, in accordance with the objectives and principles of the Charter, compared to two thirds of respondents in 2012. There is an over 30% increase in the number of countries where action has been taken or foreseen to evaluate strategies and policies in this area in the last four years. Almost all countries have the Charter available in their language, and most countries have it available on the websites of their ministries of education or other relevant bodies.

At the same time, a lot remains to be done to ensure effective and sustainable promotion of democracy and human rights through education. Some provisional conclusions and recommendations on the priority areas for future action are included below.

2.5.1. Long term approach and political and pedagogical priority

Inconsistencies between policies and their implementation are reported by 66% of respondents in 2016 compared to 20% in 2012. The most salient implementation issues according to the respondents are related to the lack of resources, lack of a long-term approach, lack of evaluation tools and lack of awareness among key partners.

In the last two years education has received unprecedented levels of political interest as an essential part of responses to the current societal challenges. This has provided multiple opportunities for the promotion of citizenship and human rights education. Nevertheless, stronger continuity and stability in education policy is required to ensure that EDC/HRE programmes transcend political changes and diffuse the education curricula systemically so that they have an added value in the long run. **EDC/HRE must be given further political and pedagogical priority in a long-term perspective.** This can potentially entail – among other avenues for such reinforcement - the mandatory provision of EDC/HRE at least in formal education in an effort to essentially prioritise it considering that the

number of countries where EDC/HRE is not an obligatory subject at any age has remained unchanged in recent years³⁶.

2.5.2. Connecting citizenship and human rights education to the everyday life

Over 80% of respondents felt that a) awareness of relevance of citizenship and human rights education for addressing the current challenges in our societies, b) increased visibility of citizenship and human rights in the media, and c) advocacy by prominent personalities are needed in order for such education to receive a greater priority in their countries.

While education is seen by decision makers as an essential part of solutions to the current challenges, a lot remains to be done to demonstrate the relevance of democracy and human rights values for our everyday life. These concepts and approaches are often seen as alien, abstract and irrelevant by many educators, students and their parents.

2.5.3. Balanced provision in different tracks and types of education

Over a third of respondents stated there is scarcely to none at all reference to EDC/HRE in laws, policies and strategic objectives, in vocational education and training, and higher education (14 out of 40 respondents). Only seven respondents pointed out that citizenship and human rights education is promoted extensively in higher education institutions. Respondents indicated that citizenship and human rights related contents are most of the time promoted through specific departments at higher education institutions (e.g. Law, Educational Sciences, History and Psychology), but are rarely explicitly present elsewhere.

Unbalanced provision of EDC/HRE can be observed among the different tracks of education level and types. Citizenship and human rights education appear to be less present in vocationally-oriented education (where many disadvantaged and minority groups are found) as compared to general education. Recent research suggests that disadvantaged young people lose out on political learning when placed in vocational education and this could be one explanation about why this is the case. At the same time, explicit promotion of citizenship and human rights related contents in higher education institutions also remains quite low.

36. Comparing the 2012 Report on the Implementation of the Charter with countries' responses in 2016, as well as considering Eurydice (2012). *Citizenship education in Europe*. Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support) http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf

Considering the importance of citizenship and human rights related issues becoming inherent in the whole education system and the need to further empower young people amidst the socioeconomic crisis, **the ethos of democracy and human rights needs to be more present and explicit both in vocational education and training, and in higher education.**

2.5.4. Criteria for evaluation

In almost two-thirds of the countries no criteria have been developed to evaluate the effectiveness of programmes in the area of citizenship and human rights education. Several respondents have stated they have yet to develop criteria for evaluation (58%), and that research in this area receives only moderate support.

There has been an ongoing debate as regards the assessment of citizenship and human rights education and the evaluation of the effectiveness of programmes therein. Evidence from other subjects taught in schools suggests that formal assessment contributes to their consolidated status in the curricula. Evaluation of the effectiveness of programmes often helps enhance such effectiveness and secure relevant resources. However, it is often pointed out that citizenship and human rights education – like any other values education – is a sensitive area, and that there are certain dangers and concerns with respect to the state involvement in this area. **Clear and meaningful criteria and appropriate assessment tools are needed in order to evaluate the effectiveness of citizenship and human rights education.** A systematic formal national assessment for the effective implementation of policies in the framework of EDC/HRE using appropriate evaluation tools and instruments can help ensure that citizenship and human rights education is adequately assessed, reinforce the status of such education, and give it a solid position in the curricula.

2.5.5. Systematic and appropriate evaluation

Only about half of respondents stated that evaluations of strategies and policies undertaken in accordance with the aims and principles of the Charter have been done or foreseen. A more coherent and consistent approach to the assessment of progress in the area of EDC/HRE as well as to information and data collection and interpretation is required. The replies received from the countries show that collecting information from various actors is often difficult, as often there are no established channels for such communication and the data is not collected on regular basis. On the other hand, the evidence suggests including perspectives of different stakeholders is essential for the development of EDC/HRE; it enhances shared ownership and commitment; it contributes to improved quality and strengthens the effectiveness. **Citizenship and human**

rights issues and approaches need to be explicitly included in on-going evaluations of education policy and practice and there should be effective ways of pooling together such information from different sources.

2.5.6. International cooperation

The results show an increase of countries that have done or are planning to take part in international cooperation activities from a 45% (in 2012) to 73% (in 2016), to a great extent through initiatives driven by the Council of Europe and European Union, such as the “Human Rights and Democracy in Action” Programme, which is open to all States Party to the European Cultural Convention. An overwhelming majority of respondents felt that the Council of Europe provides a shared framework of reference, an encouragement / motivation for stronger action and higher quality as well as opportunities for sharing and cooperation with other countries. More needs to be done in order to provide relevant support in accordance with specific needs and priorities of the countries.

Although co-operation among countries in the field of EDC/HRE has increased, the current opportunities for such cooperation remain rather limited and do not meet the existing demand. Such cooperation ought to be further reinforced as it can be instrumental in addressing the current, serious challenges to democracy and human rights in Europe. The pooling of expertise and peer-to-peer learning among the countries are essential for addressing such challenges effectively. **More opportunities for cooperation with other countries is needed to strengthen relevant and innovative action, and to improve quality of citizenship and human rights education.** Given the countries’ commitment to the values and principles of human rights, democracy and the rule of law, targeted cooperative actions can ensure sustainable progress and tangible results.

2.5.7. Further strengthening the Charter review process

A majority of the country respondents felt that the review process provided an encouragement / motivation for stronger action and higher quality, an opportunity to promote good practice, a support tool for dialogue with other countries and within the country and access to expertise from other countries and from international institutions. Thus, **the upcoming 2016 Report on the State of Citizenship and Human Rights Education in Europe is expected to be a support tool for further development of EDC/HRE policy and practice.** In particular, its findings will be used for the organisation of the Conference on the State of Citizenship and Human Rights Education

in Europe (20-22 June 2017), for the development of the Council of Europe cooperation programme 2018-2019 as well as for fundraising with other donors for relevant projects and programmes. It is also hoped that the report and the data that was collected in the framework of this exercise will be extensively used by many partners, researchers, education professionals and civil society organisations in Europe and beyond.

It will be important to further improve the methodology of the future Charter reviews, in accordance with the substantial feedback received from the countries.

In particular, the respondents provided the following recommendations: a) further specify some topics and definitions and provide well in advance guidance for both qualitative and quantitative data collection; b) include questions that allow the development of comparative indicators among countries; c) conduct quality EDC/HRE studies in the countries to provide a more in-depth analysis of the situation; d) focus on more thematic questions.

3. FINAL COMMENT

Upon conclusion of the Analytical Summary of Replies to the Questionnaire for Governments as part of the second review cycle of the State of Citizenship and Human Rights Education in Europe in accordance with the objectives and principles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education for the years 2012-2017, it can be safely argued that substantial progress has been made in the countries and that EDC/HRE is gaining increasingly more ground in the education systems and in the school communities around Europe. At the same time, important challenges remain to be addressed, which is more urgent now considering, among other things, the adverse socioeconomic conditions in many European countries, the continuing arrival of refugees, asylum seekers and migrants, as well as the risk of a new outbreak of discrimination and racism and new forms of violent extremism and radicalisation leading to terrorism.

The Charter is the only international legal document which makes explicit reference to both education for democratic citizenship and human rights education. As such, it has potential for being further strengthened as a basic document for policy making and as a practical tool for the promotion of democracy, human rights and the rule of law through education. By adopting the Charter the Council of Europe member states expressed their commitment to “providing every person within their territory with the opportunity of citizenship

and human rights education”. However, the present survey demonstrates that lack of awareness of the relevance of such education to addressing the current challenges to the wellbeing of each individual and the wellbeing of our societies as a whole remain the key obstacles to the effective promotion and development of such education. It is important to make use of the current political momentum in order to highlight such relevance. From this perspective, the present review should be seen as an important contribution towards the Council of Europe Action Plans on Building Inclusive Societies and on the Fight against Violent Extremism and Radicalisation Leading to Terrorism. However, citizenship and human rights education must not only be seen as an emergency response in times of crisis, but also as a long term basic tool for building democratic societies based on respect and dialogue.

It is important to explore how the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education can be further strengthened as an effective support instrument in this area. What is clear is that such education needs to be constantly questioned, tested, reviewed and updated and that this process must be inclusive, respectful and democratic. However, it should not be about adding more on top of what education systems already have to cope with, but rather about doing things differently. And the Council of Europe member states can learn a lot from each other’s experiences, challenges and achievements.

APPENDIX I: REPLIES RECEIVED FROM THE STATES PARTY TO THE EUROPEAN CULTURAL CONVENTION

COUNTRY	2012	2016
Albania	Yes	Yes
Andorra	Yes	Yes
Armenia	Yes	No
Austria	Yes	Yes
Azerbaijan	No	Yes
Belarus	Yes	Yes
Belgium	Yes	Yes
Bosnia and Herzegovina	No	Yes
Bulgaria	Yes	Yes
Croatia	No	Yes
Cyprus	Yes	Yes
Czech Republic	Yes	Yes
Denmark	Yes	No
Estonia	No	Yes
Finland	Yes	Yes
France	Yes	Yes
Georgia	Yes	Yes
Germany	Yes	Yes
Greece	Yes	Yes
Holy See	No	No
Hungary	Yes	Yes
Iceland	Yes	Yes
Ireland	Yes	Yes
Italy	Yes	No
Kazakhstan	Yes	No
Latvia	No	Yes
Liechtenstein	Yes	Yes
Lithuania	No	Yes
Luxembourg	Yes	Yes
Malta	Yes	Yes
Moldova	Yes	Yes
Monaco	Yes	Yes
Montenegro	Yes	Yes
Netherlands	See footnote ³⁶	Yes
Norway	Yes	Yes
Poland	Yes	No
Portugal	Yes	Yes
Romania	Yes	Yes
Russian Federation	Yes	No
San Marino	No	No
Serbia	Yes	Yes
Slovak Republic	Yes	Yes
Slovenia	Yes	Yes
Spain	Yes	Yes
Sweden	Yes	Yes
Switzerland	No	Yes
“the former Yugoslav Republic of Macedonia”	Yes	No
Turkey	Yes	Yes
Ukraine	Yes	Yes
United Kingdom	Yes	No
Kosovo*	No	No

37. The reply from the Netherlands was submitted after the deadline, and it was not possible to include it in the 2012 report.

APPENDIX II: THE EXAMPLES PROVIDED BY COUNTRIES IN TERMS OF LEGISLATION TO SUPPORT AND PROMOTE EDC/HRE IN THE FRAMEWORK OF THE FOCUS GROUP 2016: PARLIAMENTARIANS

Azerbaijan:

- ▶ The State Strategy on Development of Education in the Republic of Azerbaijan (2013) pays special attention to providing a secure and non-violent learning environment in which the rights of all are respected.
- ▶ In preparation of a renewed subject "Citizenship" for secondary schools.

Belgium:

- ▶ DASPA (Dispositif d'Accueil et de Scolarisation des Primo-Arrivants)
- ▶ Plan to combat and prevent radicalisation

Estonia:

- ▶ Amendment of Constitution: Lowering age for voting to 16 years old in local election. It will be implemented in 2017 local municipalities' election for the first time.

Finland:

- ▶ Government decrees 2012 and 2014 to allocate more resources and focus on Citizenship Education in Basic and Upper Secondary Education

Lithuania:

- ▶ A new version of the Law on Education of the Republic of Lithuania, 2011.

Monaco:

- ▶ Creation of a High Commissioner for the Protection of Rights, Liberties and for Mediation (Ordonnance Souveraine n°4.521, 2013)

Serbia:

- ▶ Education strategy until 2020
- ▶ Strategy of prevention and protection against discrimination
- ▶ National Strategy for Resolving the Problems of Refugees and Internally Displaced Persons (2015 – 2020)
- ▶ The strategy for social inclusion of Roma in the Republic of Serbia (2016 – 2025)
- ▶ The national strategy for gender equality (2016 – 2020)
- ▶ Laws on Preschool, Primary, and Secondary Education
- ▶ Law on student standards (Official Gazette of the Republic of Serbia, no. 55/2013)

Spain:

- ▶ Organic Act 8/2013, of December 9th, for the Improvement of Educational Quality (LOMCE).
- ▶ Royal Decree 126/2014, of February 28th, which establishes the Basic Curriculum for Primary Education.
- ▶ Royal Decree 1105/2014, of December 26th, which establishes the Basic Curriculum for Compulsory Secondary Education and Bachillerato.
- ▶ Order ECD/65/2015 of January 21st, which describes the relationship between competences, contents and assessment criteria in Primary Education, Compulsory Secondary Education and Bachillerato.
- ▶ The Autonomous Communities have also published their regulation frameworks for coexistence and participation in schools.

Switzerland:

- ▶ New curriculum framework for both the French and the German-speaking areas of Switzerland

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PART IV

CIVIL SOCIETY ORGANISATIONS SURVEY

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EXECUTIVE SUMMARY

Background

This review of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education presents the findings out of the data collected from representatives of youth organisations and other NGOs working with young people. It was run in 2016 with the aim to analyse how the Charter is implemented in the member states of the Council of Europe and what role youth organisations and NGOs have in this process.

The data was collected through an online questionnaire, using the software *SurveyMonkey*, made available for the respondents in English, French and Russian from May to August 2016. The questionnaire was developed on the basis of the general questionnaire provided by the Education Department of the Council of Europe that was targeting governments. However, some questions were added and the other ones were adapted in order to better fit the specificities of youth NGOs.

96 answers were taken into consideration for the review. 70 more answers were received but were dismissed as they were incomplete or spams. The respondents were from 44 countries, out of which 36 are states parties to the European Cultural Convention of the Council of Europe. Some respondents chose to provide the answers for the region they work in rather than a specific country: Europe, Middle East and Western Balkans. Taking into account the specificity of the work of the Youth Department, which includes working with the international youth organisations and involving participants from outside Europe in some educational activities, the evaluators decided to include all responses in the review. However, the contribution of respondents from outside Europe was not included in the quantitative analysis but was taken in consideration for the qualitative aspects of the review.

The respondents represent a variety of youth organisations (formal or informal) and other NGOs active either on local, regional, national or international levels. These organisations work mainly in the field of EDC/HRE implementing educational activities and/or advocacy campaigns.

Where possible and relevant, the results of this review were compared to the ones of the previous review conducted in 2012. However, given that the respondents to this survey are not necessarily the same as the ones from 2012, the comparison is to some extent limited in terms of relevance and depth. The review of the implementation of the Charter faces some limits as well. Assessing the extent to which respondents know or use the Charter cannot be done with a high level of precision. Due to the relatively small number of answers the survey, the generalisation of the results is made difficult.

Key findings

1. The absence of a shared definition of education for democratic citizenship and human rights education at national level. Only 17% of the respondents claim there is a shared definition of education for democratic citizenship and human rights education in their countries – in Poland, Italy, Slovak Republic, Greece, Germany, Chile, Czech Republic, Denmark, Albania and Jordan. This definition comes mainly from “Compass – manual on human rights education with young people” or from the Charter itself. Only a few respondents indicate the sources where this definition is stated. People who took part in the survey have some difficulties in singling out both definitions and explain the differences between EDC and HRE. Some state they are the same or that one feeds the other. They also argue which definition is more containable: is EDC a part of HRE or vice versa.

2. Information on the Charter are mainly found online and on educational activities on European level. Respondents learnt about the Charter mainly from the educational activities on European level they participated in – almost 47% but also from the Internet – more than 31%. Very few survey participants got to know about the Charter from information provided by the governments – only about 3%.

3. The Charter proved to be a useful tool for youth organisations and NGOs. 74% of the respondents claim the Charter is useful or very useful to the policies and activities of their youth organisations and NGOs. They promote it primarily in the non-formal educational activities they organise (77%) and use it as an advocacy and lobbying tool (41%). In the promotion and implementation of the Charter, youth organisations and other NGOs co-operate with different stakeholders, mainly with other organisations and NGOs (71%) or European institutions (70%). This co-operation includes different actions, such as organising common activities, strategy planning and development of EDC/HRE curricula or involvement in expert groups.

4. Young people know little about the Charter. About 80% of the survey participants claim that young people in their countries have very limited or no knowledge about the Charter.

5. COMPASS and COMPASITO are central to EDC/HRE activities. In order to plan and implement EDC/HRE activities, the youth organisations and NGOs use materials developed by the Council of, mainly “COMPASS” (47% use it extensively and moderately) and “COMPASITO” (40%). These tools are used mainly in youth policy and non-formal education, in formal education, training of educational personnel or vocational education and training.

6. Some areas of EDC/HRE need greater priority on national level. Supporting training about EDC/HRE for youth workers and youth leaders, making resources / materials about EDC/HRE available and supporting co-operation with NGOs, including youth organisations, in the field of EDC/HRE are the dimension receiving the greatest priority at national level. In order for EDC/HRE to receive a greater priority in their country, survey participants think that urgent or some action is required to increase the visibility of EDC/HRE media coverage, improve the awareness of the relevance of EDC/HRE for meeting current challenges in our societies, allot more resources for EDC/HRE educational and youth projects, use political pressure from regional and international institutions and make data on the effectiveness of EDC/HRE with respect to meeting the current challenges in our societies available.

7. The lack of priority among decisions makers is perceived as the main challenges to EDC/HRE. Respondents mention many challenges they face in

their EDC/HRE practice. The greatest challenge they highlighted is related to the lack of priority among decisions makers (more than 89%). 93% of the respondents see increased opportunities for training for teachers and youth workers as a means to address the challenges they face. In 2012, the lack of financial support for sustainability was identified as the greatest challenge, with 74% of replies, while it scored 49% in this review.

8. The impact of the promotion measures for EDC/HRE appears limited (when those measures exist). Only 30% of the respondents are aware of any measures or activities planned to promote EDC/HRE in their countries, in accordance with the aims and objectives of the Charter. These activities include: co-operation with the national EDC/HRE co-ordinator in the development of educational activities (Georgia), allocation of funds to the EDC/HRE activities with young people (Pakistan), training activity organised by the government within the Pestalozzi Programme (Andorra), launching a new funding scheme for NGOs related to the co-operation with schools (Czech Republic), launching the No Hate Speech Movement Youth Campaign (Germany).

9. Cross-curricula approach to EDC/HRE seems to be the most popular in formal general and vocational education, according to the respondents. However, about a third of survey participants were not able to specify what approaches are used in this domain.

10. The integration of EDC/HRE in national youth strategies or youth policies appears limited. Some 33% of the respondents claim that EDC and HRE are included in the national youth strategies or youth policies in their countries.

11. The EDC/HRE provision in the training of partners in educations is considered as insufficient. When asked whether there is a provision for EDC/HRE in initial teacher education, continuing professional development and other types of training for partners in education, half of the surveyed people answered negatively, 21% positively and 29% don't know. However, the answers vary significantly for each category of partner in education. Youth workers and trainers, youth leaders and teachers stand on the top of the scale while school leaders, parents, (11%) school staff and school administrative staff are at the other end. Teacher trainers hold an intermediary position. Since the 2012 survey, a regression can be observed for each category except parents and teachers that remained approximately at the same level.

12. The level of cooperation between governments and EDC/HRE actors is perceived as moderate. Governments seem to have a relatively similar level of cooperation and support with human rights organisations, non-governmental organisations (NGOs) and youth organisations with respectively 45%, 53% and

51% of respondents considering that cooperation exists to a moderate or large extent.

13. The level of governmental recognition and support for EDC/HRE actors is seen as limited. A little more than half of the respondents consider that the level of recognition from state authorities of the role of youth organisations and NGOs as important providers of citizenship and human rights education is moderate or significant. The level of governmental support for youth organisations and NGOs involved in EDC/HRE is considered as rather limited with three quarters of participants declaring that their government don't support them at all or to a little extent.

14. Educational approaches and teaching methods in respondents' countries prepare young people only partially to face today's challenges. 43% of the participants declared that educational approaches and teaching methods promoted in their country enable young people to acquire competences to promote social cohesion to a moderate or large extent. This number rises to 46% when it comes to value diversity and equality (particularly between different faiths and ethnic groups) and 49% to settle disagreements and conflicts in a non-violent manner.

15. Many of the recommendations developed during the Human Rights and Democracy in Action - Looking Ahead conference in 2012 – where the results of the first review of the implementation of the Charter was introduced – were taken on board by the youth organisations and NGOs. It is clear from the data collected that they mainly co-operate in the promotion and implementation of the Charter with other civil society organisations by organising common educational activities and advocacy campaigns or actions. This includes sharing and dissemination of good practices in EDC/HRE as well. They also continue networking and sharing good practices at regional, national and European levels to promote the Charter's implementation and ensure dissemination of the Charter to target groups and empower them to take action for the promotion and development of citizenship and human rights education.

Recommendations

Based on the findings from the survey and the results of the working groups which discussed them during the 3rd Compass Forum on Human Rights Education, the consultants recommend the following actions to be considered:

1. Council of Europe could support the states in the development of strategic goals for EDC/HRE and the criteria for evaluation across sectors with education (all forms of education comprised) responsibility. This process should include the representatives from the youth organisations and other NGOs as important partners who implement EDC/HRE programmes on national and local levels.
2. More priority could be given to learn about the Charter and its translation into the lives of young people in Europe using online tools. This should also be backed up by tools and training courses for civil society to better advocate for human rights education at all level. Compass and Charter for all provide good starting points.
3. Support for national networks of human rights educators and NGOs should be ensured to allow for broad coalitions able to take action for the advancement of quality and accessibility of human rights education with young people.
4. EDC/HRE coordinators should make greater efforts in consulting and cooperating with civil society, especially youth organisations, in a transparent and open manner. In an ideal scenario, this should be included in their mandate.
5. The states should be encouraged to include EDC/HRE in their youth strategies and policies.
6. The Council of Europe could develop strategies to increase cooperation between NGOs and the governments.
7. The next review cycle should keep the separate open questionnaire along with other methods of consultation with civil society. The results of the current review should be advertised at country level and civil society should be encouraged to use it in its advocacy work. The reviews need better follow-up at national level.
8. Visibility of EDC/HRE should be enhanced. The use of social media and online should be considered.
9. EDC/HRE resource materials should be reviewed on regular basis to adapt them to the changing social context and reality of young people. New tools should be also developed.
10. Funding for EDC/HRE activities should be made available, together with bigger and broader recognition given to the non-formal education sector. The Charter allows for this, but the practice shows that these areas have been missing.

INTRODUCTION

About the Charter

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education was adopted by the Committee of Ministers in 2010 with the recommendation to be implemented and widely disseminated to the authorities responsible for education and youth. It has become the first European document setting standards for education for democratic citizenship and human rights education both in formal and non-formal education in the member states, followed by the UN Declaration on Human Rights Education and Training in 2011. The Charter recognises the role of human rights education and education for democratic citizenship in education and youth work and provides aims and guidelines on how they can be implemented both in formal and non-formal education. Despite its non-binding character, it has become the ready-to-use instrument to foster human rights education and education for democratic citizenship on different levels – from local to international.

The adoption of the Charter on Education for Democratic Citizenship and Human Rights Education in 2010, prepared jointly by the Education and Youth sectors in the Council of Europe Secretariat, recognises the role of youth organisations and non-formal education in contributing to EDC/HRE:

Non-governmental organisations and youth organisations have a valuable contribution to make to education for democratic citizenship and human rights education, particularly through non-formal and informal education, and accordingly need opportunities and support in order to make this contribution.

In 2012 the Council of Europe initiated and ran the first review of the implementation of the Charter in its member states that consisted of the analysis of responses coming from governments, youth organisations or other NGOs. Such an approach, involving

different stakeholders, both governmental and from the civil society allowed for the recognition of different actors and the drawing of a more complete picture related to the implementation of the Charter. The review was reflected upon during the “Human Rights and Democracy – Looking Ahead” Conference that took place in Strasbourg on 29 – 30 November 2012 that aimed to take stock of the results achieved since the adoption of the Charter and to discuss the challenges faced by the States Party to the European Cultural Convention, with the view to plan future strategies in this area and to assess the support measures needed from the side of the Council of Europe and other international institutions. A similar approach will be used for the overall review of the implementation of the Charter, with the results to be presented on the conference to be held in the Council of Europe in 2017.

About this review

This review of the implementation of the Charter by youth organisations and NGOs was initiated in the end of 2015. The review process was designed in order to find answers to the following questions:

- ▶ How is the Charter used by young people? To what extent do they find it useful/helpful? How aware are they about the Charter?
- ▶ How is the Charter promoted in the member states? What is the role of youth NGOs in this process?
- ▶ How is the child/youth friendly version of the Charter (Charter for All) used by young people in order to raise awareness of the document and promote EDC/HRE?
- ▶ What are the obstacles impeding the implementation of the Charter?
- ▶ To what extent were the recommendations of the first review of the Charter taken into consideration in the following three years?

In May 2016 the questionnaire, In English, French and Russian, was circulated online to the representatives of youth organisations and other NGOs by the Youth Department of the Council of Europe. It was also promoted on the social media – Facebook and Twitter. It was designed on the basis of the questionnaire for the governments developed by the Education Department of the Council of Europe in order to allow for comparisons between both surveys. However, it was adapted in order to fit the specificities of the youth organisations, e.g. questions about youth work were added and some questions of the original questionnaire were made optional as they could be irrelevant for youth organisations.

The questionnaire is divided into 3 sections, with section 3 including several sub-sections:

- I. Information about the respondent
- II. General questions
- III. Questions on the specific articles of the Charter
 1. General provisions
 2. Objectives and principles
 3. Policies
 4. Evaluation and co-operation

The evaluators received 166 (148 in English, 10 in Russian and 8 in French) responses, out of which 70 were incomplete or spam. Majority of incomplete questionnaires included only respondents' data, therefore the evaluators discarded them as they would not bring any content value to the review of the implementation of the Charter. Therefore, this report analyses the answers of 96 (86 in English, 5 in French and 5 in Russian) respondents who completed the whole questionnaire.

The respondents were asked to state the name of the country they would be providing the answers for. Altogether, the respondents claim to describe the situation related to the implementation of the Charter in 44 countries and 3 regions (in the last review – 28 countries):

The states parties to the European Cultural Convention of the Council of Europe (36 countries):

Albania - 2	Latvia - 1
Andorra - 1	Luxembourg - 1
Armenia - 2	Netherlands - 1
Austria - 1	Norway - 1
Azerbaijan - 1	Poland - 1
Belgium - 3	Portugal - 2
Bosnia and Herzegovina - 1	Romania - 8
Croatia - 1	Russian Federation - 2
Cyprus - 1	Serbia - 2

Czech Republic - 1	Slovak Republic - 1
Denmark - 3	Slovenia - 1
Estonia - 4	Spain - 1
France - 4	Sweden - 1
Georgia - 4	Switzerland - 1
Germany - 4	"The former Yugoslav Republic of Macedonia" - 2
Greece - 6	Turkey - 6
Hungary - 1	Ukraine - 3
Italy - 5	United Kingdom - 1

Unfortunately, no answer was received from the following states party to the European Cultural Convention: Belarus, Bulgaria, Finland, Holy See, Iceland, Ireland, Kazakhstan, Liechtenstein, Lithuania, Malta, Moldova, Monaco, Montenegro, and San Marino.

Other respondents indicated the regions or the countries that are not the states parties to the European Cultural Convention:

Brazil - 1	Europe - 4
Chile - 1	Middle East - 1
India - 1	Western Balkans - 1
Jordan - 1	
Kosovo* - 1	
Libya - 1	
Pakistan - 2	
Uganda - 1	

Some respondents represent the European/international youth NGOs; therefore, they chose to provide answers about the regions where they primarily carry out their activities. The contribution of respondents from outside Europe was not included in the quantitative analysis but was taken in consideration for the qualitative aspects of the review.

The findings of this review will be discussed during the 3rd Human Rights Education Forum to be held in Budapest in October 2016, which will gather educators, policy makers and human rights education practitioners in formal and non-formal education from all over Europe. The Forum participants are expected to provide feedback and share practices that would contribute to the final version of this review. At the same time, the evaluation of the Human Rights Education Youth Programme will be presented, which includes references related to the reception and implementation of the Charter done by youth organisations.

* All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

About the respondents

The respondents represent a variety of youth organisations: the biggest number come from the youth organisations registered on local, regional or national level (some 35%), followed by international youth organisations (11,5%). Some 6% of the people who took part in the survey claim to be affiliated to an informal group of young people at different levels. The rest of the respondents belong to: federations of NGOs on national level (approx. 5%), networks of educators and practitioners (4%), minority group organisations (4%), student organisations or councils (4%), National Youth Councils (4%) and teachers' unions/councils (1%). 24% of the respondents specified a different type of organisation from the ones suggested in the answers to the question. This includes: various NGOs working with different groups not exclusively young people (women's rights organisations, human rights organisations, human rights foundations, patients' organisations and international religious organisations) or other types of organisations/institutions such as: human rights institutes, university units, think tanks, youth wings of political parties or research institutes.

People who responded to the survey are mostly in managerial positions in their organisations (members of the boards, executive directors, secretary general, heads of the units). Other people describe their positions as: policy officers, project managers and co-ordinators, trainers, advocacy or programme officers or volunteers in the organisation.

The organisations that respondents represent are active in the field of education for democratic citizenship and human rights organisation implementing various projects and initiatives, such as: trainings for different target groups (young people, children, education professionals), awareness raising activities, campaigns, youth exchanges, workshops, seminars or round tables, translation and adaptation of educational materials. Some initiatives mentioned by the respondents include:

- ▶ Working with Roma people on their literacy skills in Greece
- ▶ Influencing educational and youth policies in Romania
- ▶ Working with war orphans providing therapy and fostering reconciliation in Bosnia and Herzegovina
- ▶ Providing learning opportunities on children's rights through smartphones in Denmark
- ▶ Developing animation videos on human rights instruments in Turkey
- ▶ Mapping youth organisations representing African diaspora in Italy

- ▶ Providing support to young women who enter politics in Turkey
- ▶ Advocating for the implementation of international HRE standards into national legislation in Denmark
- ▶ Creating a youth parliament for children and young people in Estonia to enhance their participation in decision making processes in the government

KNOWLEDGE ABOUT THE CHARTER

Defining education for democratic citizenship and human rights education

The Charter provides both definitions in Section I p. 2:

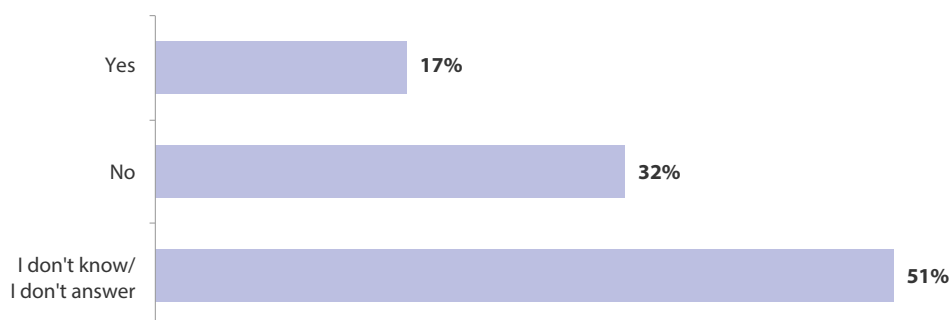
“Education for democratic citizenship” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights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

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

As further explained in the Memorandum to the Charter, both definitions derive from the ones already existing and used in the Council of Europe. They differ in their final aim (one aims at the promotion and protection of democracy and the rule of law, while the other at the promotion and protection of human rights and fundamental freedoms). The issue of empowerment presented in the definitions may look different but is somehow very complementary: it is difficult to build a universal culture of human rights without playing an active part in a democratic process or not valuing diversity. Both definitions can be quite disputable, however, this is not the purpose of this review.

When asked about a shared definition of EDC/HRE in the country, 51% of the respondents claim not to know it or declined to answer the question. Only about 17% of them are sure of the existence of such a definition (Poland, Italy, Slovak Republic, Greece, Germany, Denmark, Albania and Czech Republic). The survey respondents from outside Europe (Chile and Jordan) point out the existence of such a definition in their countries.

Figure 1: Is there a shared working definition of EDC/HRE in your country?



However, when asked about providing the used definition and the source of it, the respondents usually mention the definitions from COMPASS or from the Charter.

We asked the respondents what differences between education for democratic citizenship and human rights education they could identify. Respondents provided many answers to this question, which is part of the questionnaire for the NGOs only and does not appear in the questionnaire for the governments. Some of the replies refer exactly to what has been explained above (definitions from the Charter). However, some participants came up with their own explanations:

The former (EDC) is national but the latter (HRE) is universal.

Education for human rights contains the knowledge and skills about human rights protection, and attitudes to promote and protect us and other human rights. The intercultural dimension is very connected to the human rights dimension of education. Democratic citizenship education provides information about knowledge and skills needed to competently participate in a democratic society such as political education, economic education and peaceful conflict resolution. Human rights and democratic citizenship education are connected in the political systems that are in the European Convention for the protection of human rights and fundamental freedoms, or any other document for human right protection.

Human rights education is an important area – one of many – in which students can learn to be active global citizens. This activity provides a case study of one group, Amnesty International, where students might learn about human rights – and possibly join as members. Citizenship education can be defined as educating children, from early

childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society.

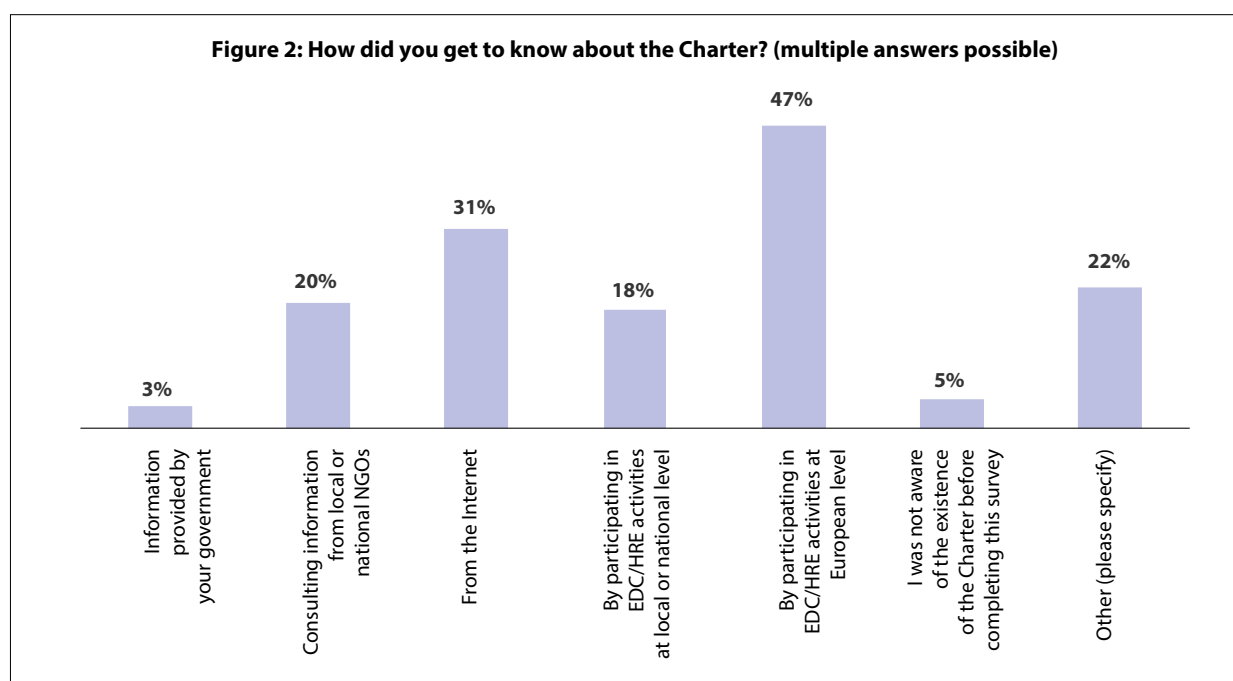
Human Rights Education is the field to create people's awareness about their rights. Democratic Citizenship is an approach on how to create a society which is created by involvement of everyone's decision.

Democratic citizenship - teaches the good sides of it and encourages more people to take part of the society's developing process. HRE - teaches the rights that we as human beings have and ensure that the people are treated properly.

6 respondents think there is no difference between both definitions and 3 say that one complements the other or that it would not exist without the other. Several people provided explanations on either EDC being a part of HRE or vice versa. One person from Ukraine highlighted the problem of defining education for democratic citizenship in his/her country as it is often confused with another term – national and patriotic education - used in national policy documents.

Sources of knowledge and use of the Charter in youth organisations and NGOs

The implementation of the Charter very much depends on people being aware of its existence and knowing how to use it. It seems that the role of educational activities at European level is quite remarkable here as 47% of respondents learnt about the Charter by participating in EDC/HRE activities at European level. The Internet plays an important role as a source of information about the Charter – 31% of people participating in the survey got to know about it by browsing the net.



Only about 3% of the respondents learnt about the Charter from the government. The people participating in the survey get to know more about the Charter by consulting information from other NGOs (about 20%). The respondents mention as well other sources of information, such as: university studies, Advisory Council on Youth, e-mail or international youth organisations.

The Charter seems to be useful or very useful to the policies and activities of youth organisations and other NGOs (74%); only about 5% of respondents find it irrelevant for their work.

As Figure 3 shows, they use and promote it mainly in the non-formal educational activities they organise (77%) but also deploy it as an advocacy and lobbying tool (41%).

Some negative comments provided by the respondents include complaints about the impracticality of the Charter or its legal character that does not provide any advice on how to implement EDC/HRE in the activities run by the youth organisations or other NGOs.

The successful implementation and promotion of the Charter relies a lot on partnerships between different stakeholders in education for democratic citizenship and human rights education. Youth organisations and NGOs co-operate with various partners in the promotion and implementation of the Charter. It does not come as a surprise that they mainly co-operate with other youth organisations and NGOs on a regular basis (often – always: 71%), but also with international organisations (primarily the Council of Europe) as they either implement projects that are financed by

the European Youth Foundation or run National and Regional Training Courses in HRE (often – always: 53%). Other partners they co-operate with include: human rights organisations (often – always: 52%), national or regional authorities responsible for education (often – always: 52%), local governments (often – always: 39%). They least work together with the offices of Ombudspersons (often – always: 10%).

The high level of co-operation with the authorities expressed in this question comes as a surprise. For question on how the organisations get information about the Charter, only 3% of the respondents stated they learnt about it from the authorities. This may suggest the shift of the roles – organisations informing the governments about the Charter or different understandings of the question: organisations may get, for example, different support from the governments for running EDC/HRE activities (e.g. financial), which in their understanding may be considered as co-operation with the authorities.

In the comments section, other institutions or organisations are mentioned, such as: think tanks, international networks and the No Hate Speech Movement National Campaign Committees. The co-operation includes different actions, such as: financial or educational support, organising educational activities together, strategy planning and development of EDC/HRE curricula in schools, EU structured dialogue process, ad-hoc referrals, involvement in expert groups, online consultations or sharing expertise and collecting examples of good practice.

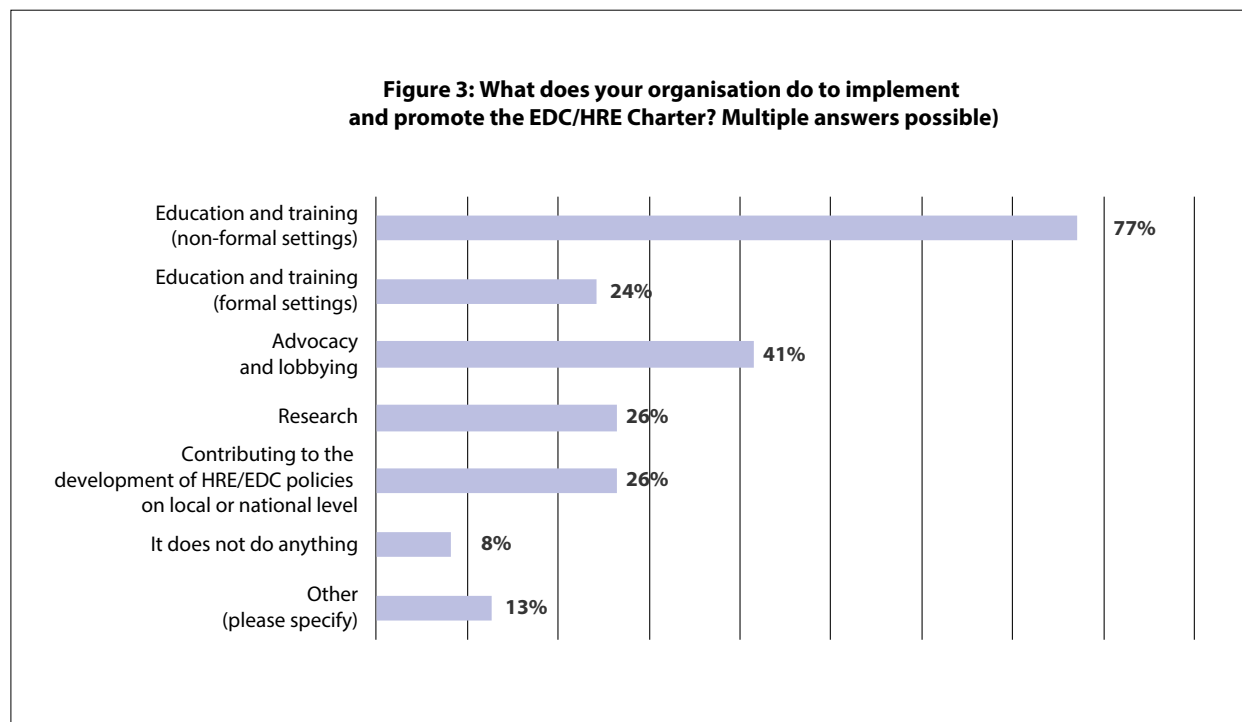
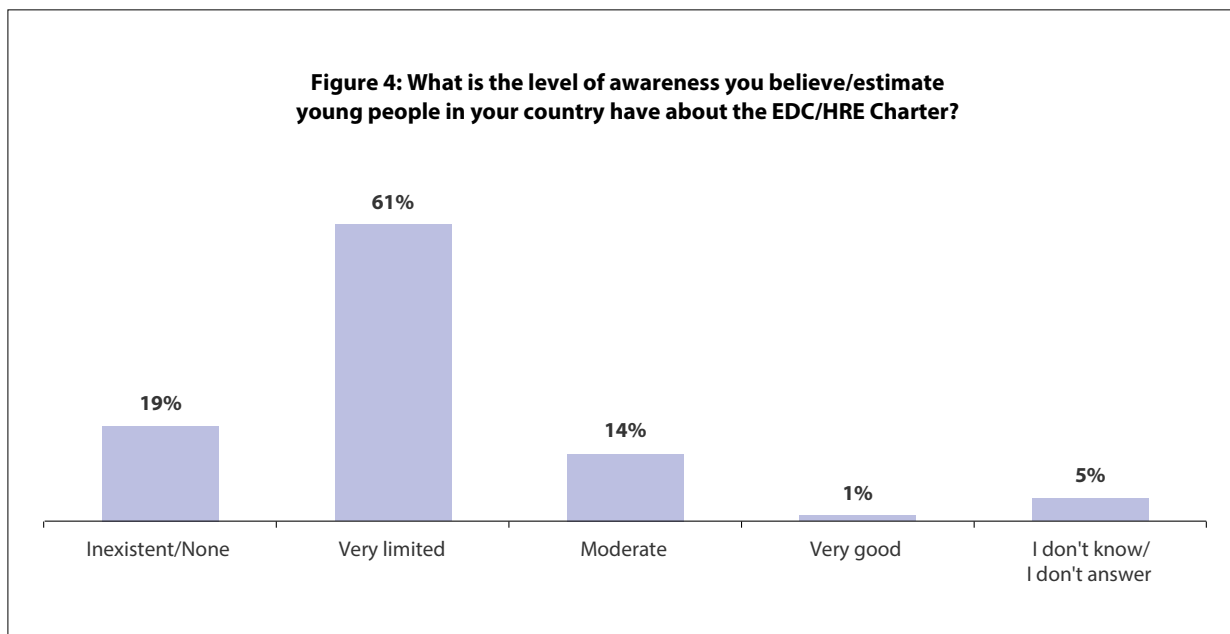


Figure 4: What is the level of awareness you believe/estimate young people in your country have about the EDC/HRE Charter?



General knowledge about the Charter

How aware about the Charter are young people in the respondents' countries? 80% of people who took part in the survey estimate that this level of knowledge/awareness is rather inexistent or very limited. 14% of them deem it as moderate or very good.

One of the means to raise people's awareness of the Charter and its provisions is to make sure it is available in different languages. According to the web site of the Council of Europe³⁸, it is available now in 25 languages. We asked the survey participants if this is the case in their country. Some 57% claim that the document is available in the language of the country where they live, with 26% stating that it is available on the web site of the Ministry of Education or other relevant body. About 13% of the respondents claim one can consult the document in the minority languages spoken in their country.

38. <http://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education> (as of August 2016)

The use of educational materials produced by the Council of Europe

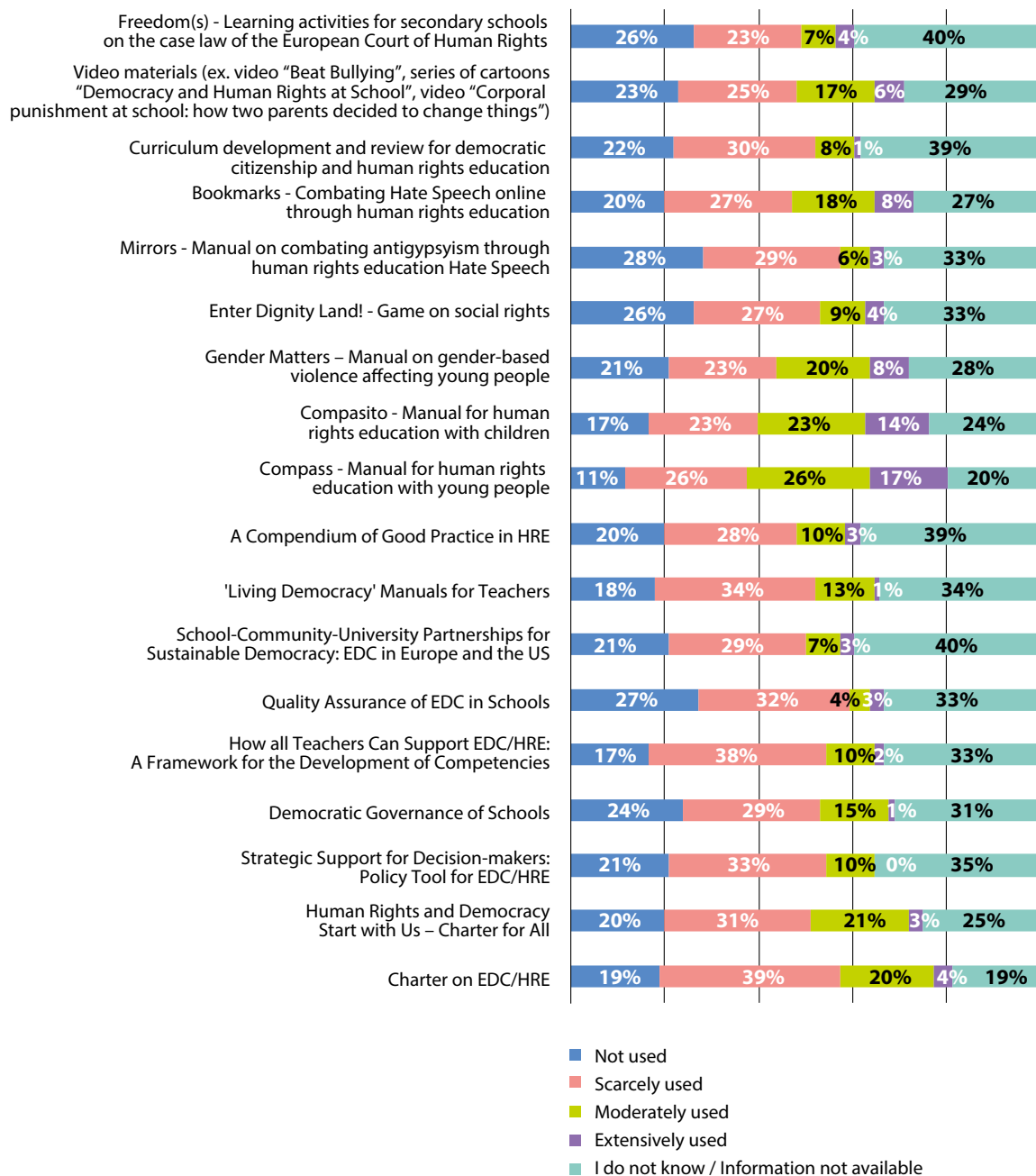
The Council of Europe produced a number of tools and resources³⁹ that aim at supporting the planning and implementation of EDC/HRE activities, both in formal and non-formal education. Over the years they have become an important element of the work of youth organisations and NGOs that run EDC/HRE activities. Figure 5 shows how, according to the respondents, these tools and resources are used by teachers, youth workers, youth leaders and/or trainers in their countries. As the respondents in this survey come primarily from the non-formal education sector, it does not come as a surprise that the tools produced by the Youth Department are the ones used the most with nearly half of the respondents using "Compass – Manual on Human Rights Education with Young People" moderately or extensively. "Compassito – Manual on Human Rights Education for Children", "Gender Matters – Manual on gender-based violence affecting young people" and "Bookmarks – a manual for combating hate speech online through human rights education" are used moderately or extensively by respectively 40%, 30% and 29% of respondents; the Charter itself and "Charter for all" follow closely with 27% and 25%.

39. These materials can be consulted at the following web sites: <http://www.coe.int/en/web/edc/resources> (Education Department), <http://www.coe.int/en/web/compass> (Youth Department) and <http://www.coe.int/en/web/compass/resources> (Youth Department)

The utilisation of these tools varies according to the context: 70% of the respondents use them moderately or extensively in youth policy and non-formal education, half of them in training of educational

personnel, 40% in formal education at pre-primary, primary and secondary level, 37% in formal education at pre-primary, primary and secondary level and 36% in vocational education and training.

Figure 5: The use of Council of Europe tools and resources



GENERAL INFORMATION

EDC/HRE Priorities

According to the survey participants, the governments in their countries give the greatest priority to four main areas (Figure 6): supporting training about EDC/HRE for youth workers and youth leaders (41% answered to a fair extent or to a large extent), supporting co-operation with NGOs, including youth organisations (37%), EDC/HRE at educational institution level (33%) and making resources/materials about EDC/HRE available (37%). The areas that get less consideration include: supporting training about EDC/HRE for teachers and school leaders (20%), EDC/HRE at local government level (18%) and making financial support for EDC/HRE available (18%).

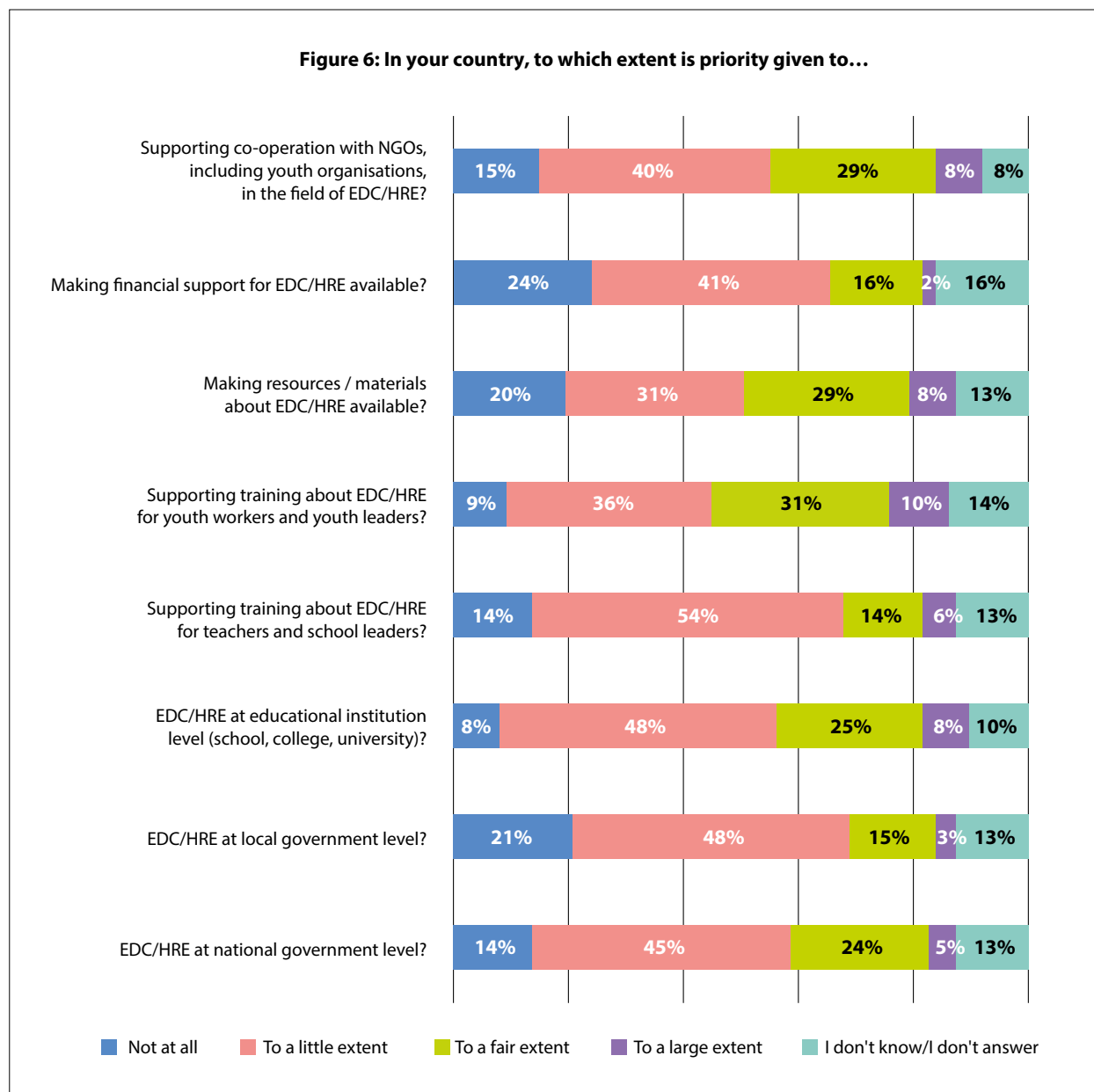
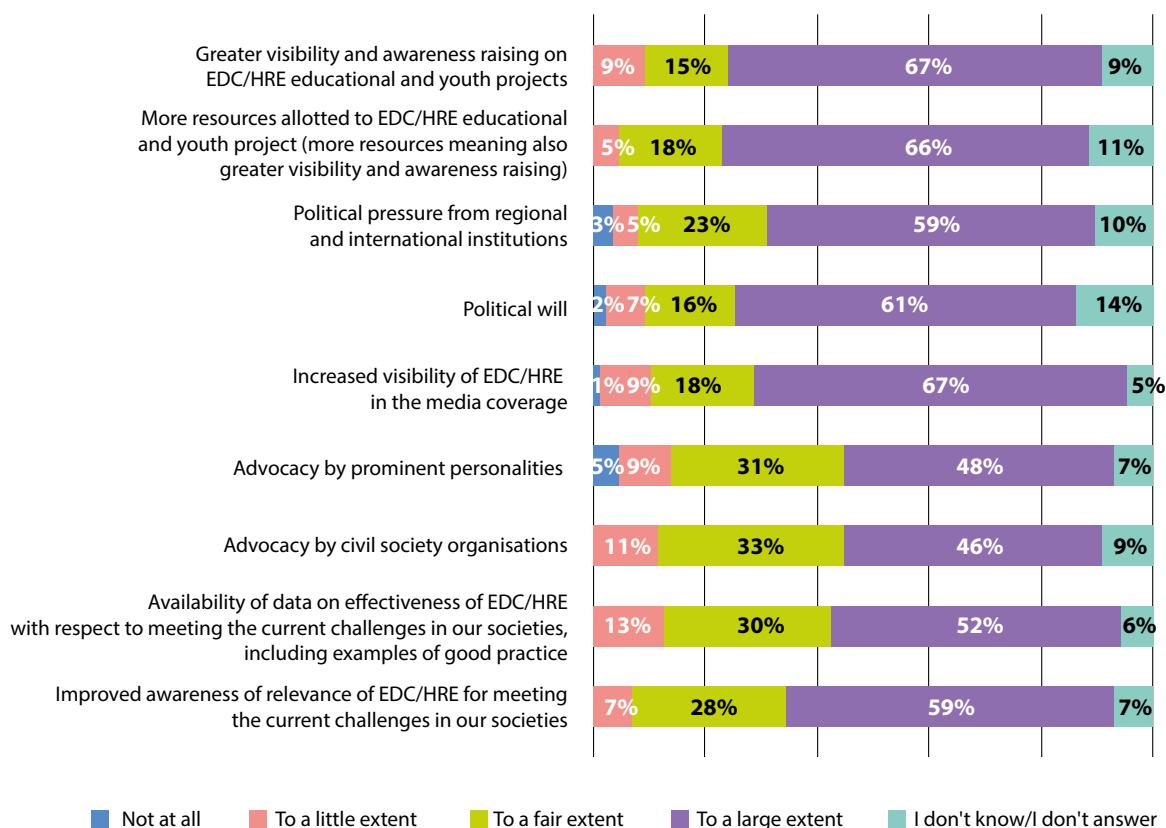


Figure 7: What would be needed for EDC/HRE to receive a greater priority in your country?



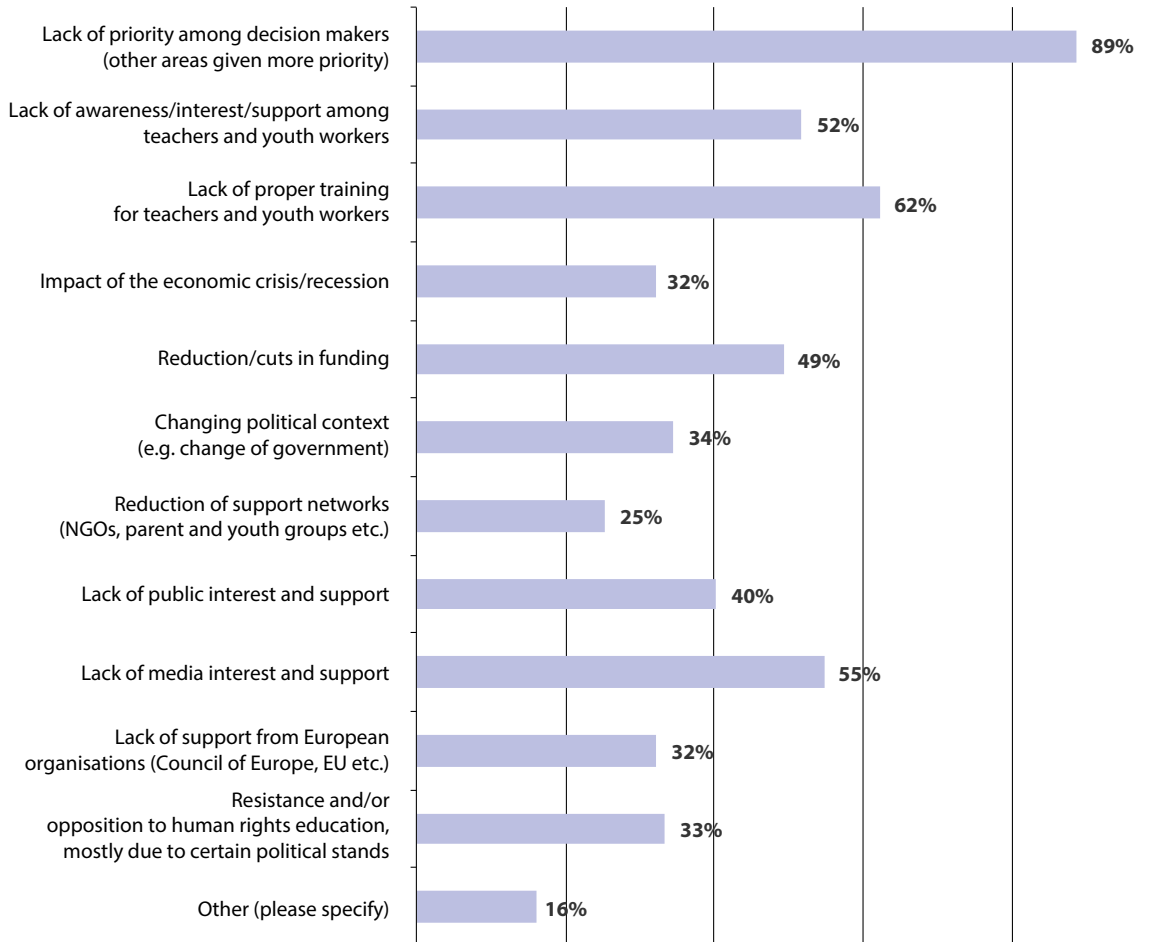
When asked about what would be needed for EDC and HRE to get a greater priority the respondents identified five main areas: an improved awareness of relevance of EDC/HRE for meeting current challenges in our societies (87% to a fair or large extent), increased visibility of EDC/HRE media coverage (85%), more resources allotted for EDC/HRE educational and youth projects (84%), some political pressure from regional and international institutions (82%) and the availability of data on effectiveness of EDC/HRE with respect to meeting the current challenges in our societies, including examples of good practice (82%).

Challenges to EDC/HRE

Working in education for democratic citizenship and human rights education, whether in formal or non-formal education involves facing various challenges. We asked the respondents what challenges to their practices in EDC/HRE they were seeing: the lack of

priority among decision makers seems to be the greatest challenge (89%). This point is similar to the outcomes of the review of the Charter in 2012, where the lack of political support was rated as the third biggest challenge among the respondents. However, the number raised from 47% to almost 89%. The lack of proper training for teachers and youth workers (62%) is the second challenge identified by the survey participants followed by the lack of media interest (55%) and the lack of awareness/interest/support among teachers and youth workers (52%). This corresponds to the previous question about the priorities, where increased media coverage was rated as the first need for EDC/HRE to get greater priority in respondents' countries. However, there seems to be a change regarding the perception of the lack of financial resources. Nearly half of the 2016 respondents considered the reductions and cuts in funding influence as a key challenge to their EDC/HRE work. In 2012, 74% of the respondents had identified the lack of financial support for sustainability of the programmes as a key challenge.

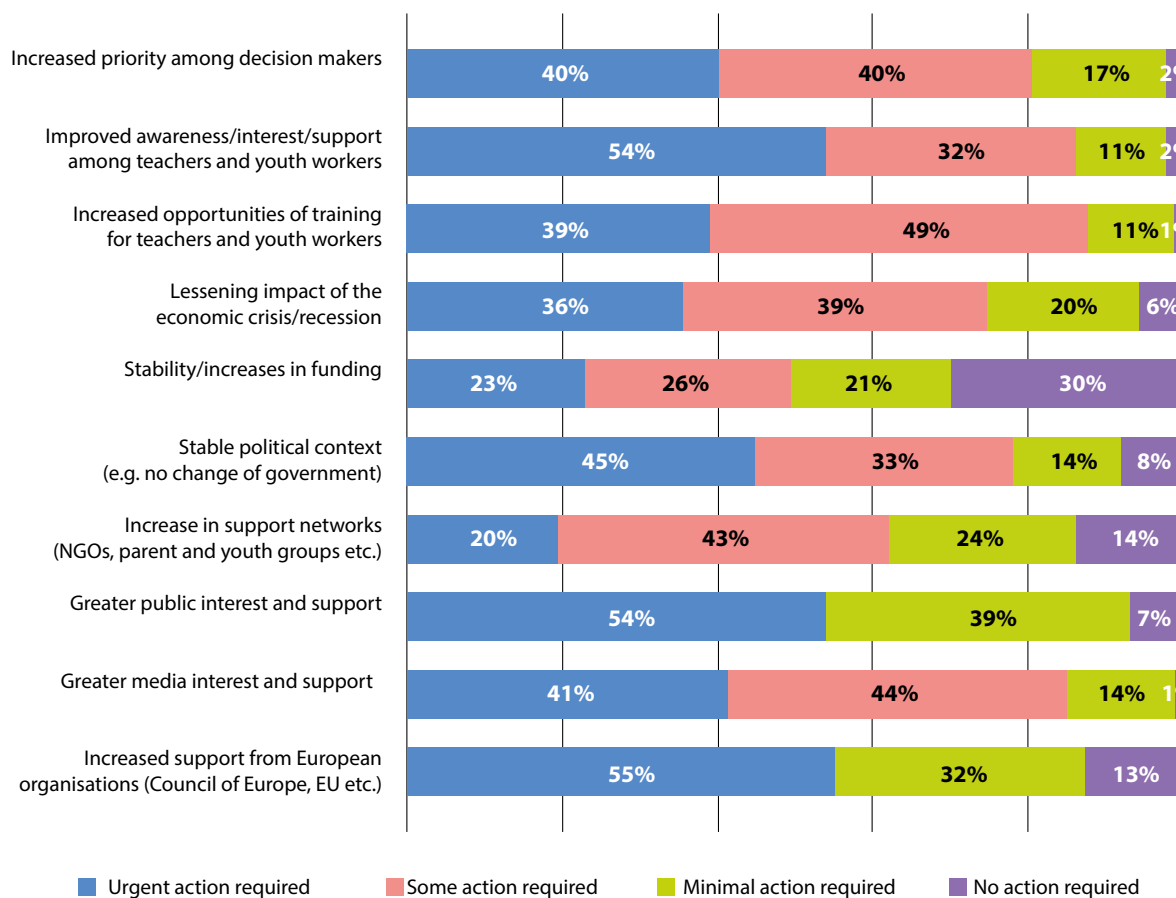
Figure 8: What are the key challenges to the promotion and development of education for democratic citizenship and human rights in your country? (multiple answers possible)



Survey participants mentioned also several other challenges than the ones provided to them as answers to the question: a lack of awareness of modern technology tools for EDC/HRE and a resistance to use them, especially in schools; a lack of support from field offices of the Council of Europe; an excessive focus on single issues only (e.g. refugees or terrorism) and not taking into account the universal aspect of EDC/HRE.

What then needs to be done to address these challenges? This is the next question respondents provided answers to. According to them, increasing the opportunities for training for teachers and youth workers (93% considering that urgent action or some action is required) is one of the ways to overcome the above mentioned challenges and it requires either urgent or some action. It was closely followed by a greater public interest and support, an increased priority among decision makers and a greater media interest and support.

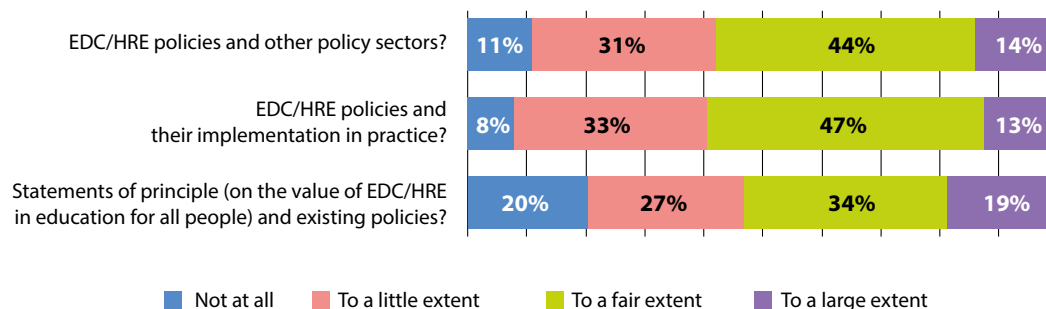
**Figure 9: What needs to be done to overcome the key challenges to the promotion and development of education for democratic citizenship and human rights in your country?
(Please indicate the level of action required in relation to each challenge)**



People who decided to leave comments related to this question acknowledged the role of the Council of Europe in addressing the challenges to their EDC/HRE work. However, the support coming from local, regional or national authorities is seen as very scarce. As EDC/HRE is very contextualised and rooted in local contexts for many respondents, such support to address the challenges is more than needed.

Different inconsistencies can create additional challenges to EDC/HRE work. The answers to the question related to identified inconsistencies (Figure 10) spread quite equally – all were scored from 50 to 59% (to a fair and large extent). According to the respondents the area that creates least inconsistencies is related to EDC/HRE policies and their implementation in practice (8%).

Figure 10: In your country, are there any inconsistencies between...



Objectives and principles of the Charter

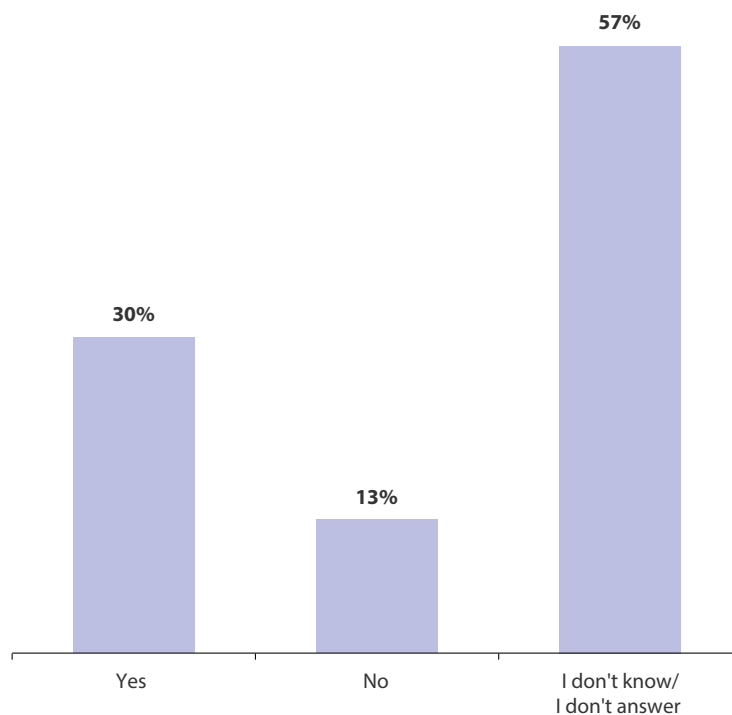
The Charter in its Section II lists 10 objectives and principles that should guide member states in the framing of their policies, legislation and practice. These are:

- ▶ A universal right to EDC/HRE for all citizens in Council of Europe member states
- ▶ Involvement of society as a whole, including stakeholder involvement such as NGO participation in the formation of the substance of EDC/HRE
- ▶ Incorporating all forms of education (formal, informal, non-formal) within in the remit of EDC/HRE
- ▶ Support for NGOs and youth organisations in their involvement with EDC/HRE
- ▶ Promotion of EDC/HRE through democratic involvement in school governance
- ▶ Promotion of social cohesion and intercultural dialogue
- ▶ Empowering students with not just knowledge, but readiness to be involved in democratic participation
- ▶ Training and development for professionals

- ▶ Participation and collaboration between all stakeholders, such as local, regional and national governments, NGOs, etc.
- ▶ International and regional co-operation in the activities covered by the charter

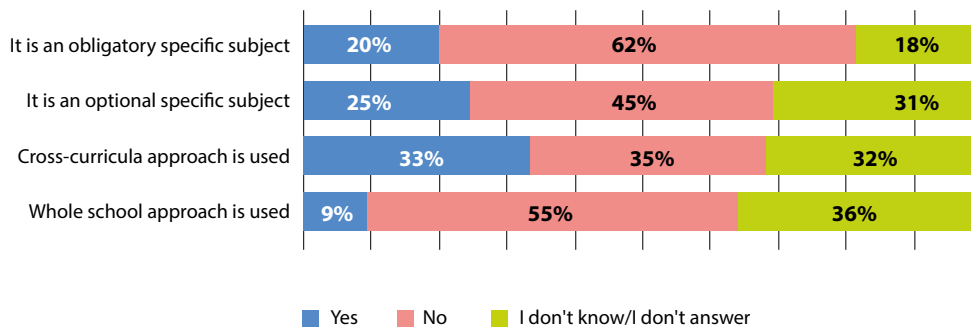
As these are the objectives directed mainly toward the governments of the member states, though they highlight a very important role for the civil society, we asked the survey participants if they are aware of any measures or activities that are planned in their countries to promote EDC and HRE in accordance with the aims and objectives of the Charter (Figure 11). Some 30% of the respondents were aware of such measures and activities. They highlighted the following actions: co-operation with national EDC/HRE co-ordinator in the development of educational activities (Georgia), allocation of funds to the EDC/HRE activities with young people (Pakistan), training activity organised by the government within the Pestalozzi Programme (Andorra), launching a new funding scheme for NGOs related to the co-operation with schools (Czech Republic), launching the No Hate Speech Movement Youth Campaign (Germany). However, there are a lot of bitter words in the comments to the questions related to the passivity and lack of awareness about EDC/HRE in governments.

Figure 11: Are there currently any measures/activities planned to promote Citizenship and Human Rights Education in your country, in accordance with the aims and objectives of the Charter?



POLICIES

Figure 12: How is EDC/HRE implemented in the schools and colleges in your country? This question is optional



Article 6. Formal general and vocational education

It is difficult to have a clear picture on whether EDC/HRE is an obligatory or optional subject in schools and colleges in respondents' countries as showed in Figure 12. More than a third of respondents to this questions could not answer about the approached used. The cross-curricula approach seems to be used much more than the whole school approach, involving all the partners in education.

65 people answered this optional question.

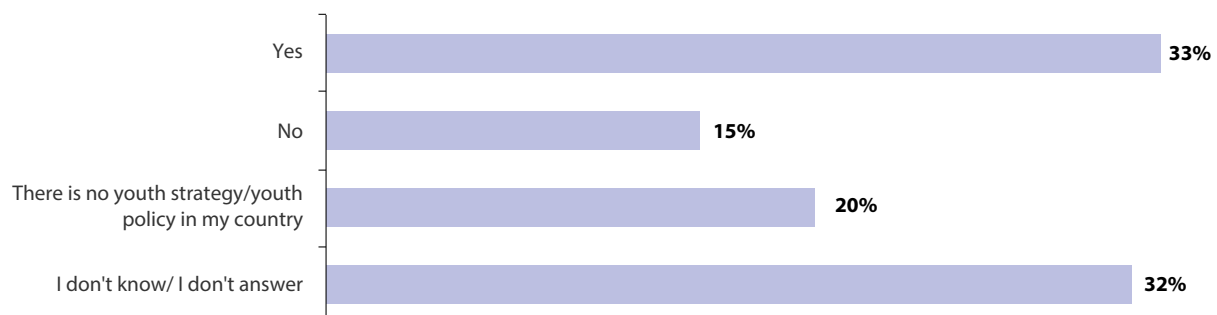
In the case when EDC/HRE is included in school curricula, a third of the respondents did not know whether the curricula have been subjected to revision and updating since 2012. The number of positive answers is fairly limited though: pre-primary education 9% "Yes" - 52% "No"; primary school 18% "Yes" - 46% "No"; lower secondary school (including vocational) 18%

"Yes" - 44% "No"; upper secondary school (including vocational) 25% "Yes" - 41% "No". 60 people answered this optional question.

On whether EDC/HRE is included in national youth strategies/youth policy, a third of participants could not answer and nearly a fifth declared there was no youth policy/strategy in their country. Nearly the same number of respondents answered that EDC/HRE was not included. The 33% of respondents that answered positively represented the following countries: Albania, Armenia, Azerbaijan, Belgium, Croatia, Estonia, France, Georgia, Germany, Greece, Kosovo, Netherlands, Romania, Russia, Slovakia, Slovenia, Spain, Switzerland

The contents of the comments section for this question highlighted the diversity of situations in the represented countries. Some participants provided quotes and references of national youth strategies/youth policy while others referred to indirect mentions of EDC/HRE in the youth policies of their country.

Figure 13: In your country, is EDC/HRE included in national youth strategies/youth policy?



Article 7. Higher education

The level of promotion of EDC/HRE provisions in higher education institutions is mainly regarded as poor by participants - two thirds of them considering that EDC/HRE provisions are not at all promoted (14%) or only scarcely (57%). The remaining third is more positive, seeing EDC/HRE provisions moderately (23%) or extensively promoted (5%). 56 people answered this optional question.

Article 8. Democratic governance

When it comes to the existence of education laws, policies and strategies that promote democratic governance in educational institutions and particularly schools, the answers varied significantly from one area of school/institution life/functioning to another. It seems that there are more laws, policies and strategies dedicated to pupil/students' participation such as school councils (66% of the respondents answered positively), to parental / family involvement in schools (61%) and to decision-making procedures (55%). The results appear less positive when it comes to school culture/ rules (47%) and in school / community links - in and out of school (41%). These results very much correspond to the ones from 2012, when 63% of the respondents confirmed the existence of educational laws, policies and strategies that promote democratic governance

in educational institutions. However, in the 2012 review students' participation was rated higher, at 75%.

In the comments section to this question, participants to the survey advocated for more democratic governance in schools and educational institutions, highlighting its benefits for all stakeholders and society as a whole. Some pointed out the discrepancies between the laws, policies and strategies and their implementation in schools as well as their non-compliance with the Charter's principles. Challenges related to collaboration with some specific groups and tokenistic participation of students were also mentioned.

Article 9. Training

When asked whether there is a provision for EDC/HRE in initial teacher education, continuing professional development and other types of training for partners in education, nearly a half of the surveyed people answered negatively, 20% positively and 31% don't know. However, the answers vary significantly for each category of partner in education. Youth workers and trainers, youth leaders and teachers stand on the top of the scale while school leaders, parents, school staff and school administrative staff are at the other end. Teacher trainers hold an intermediary position. Since the 2012 survey, a regression can be observed for each category except for parents and teachers that remained approximatively at the same level.

Figure 14: Q27. In your country, is there a provision for EDC/HRE in initial teacher education, continuing professional development and other types of training for...

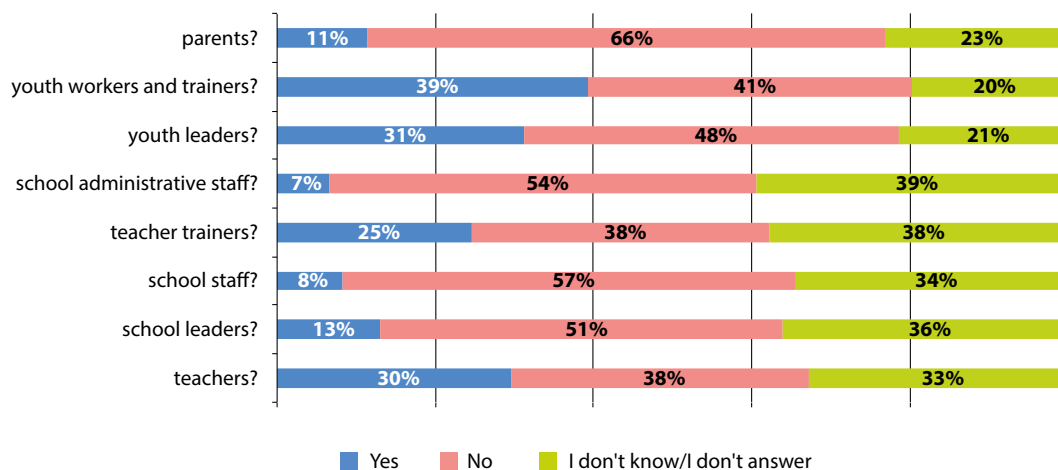
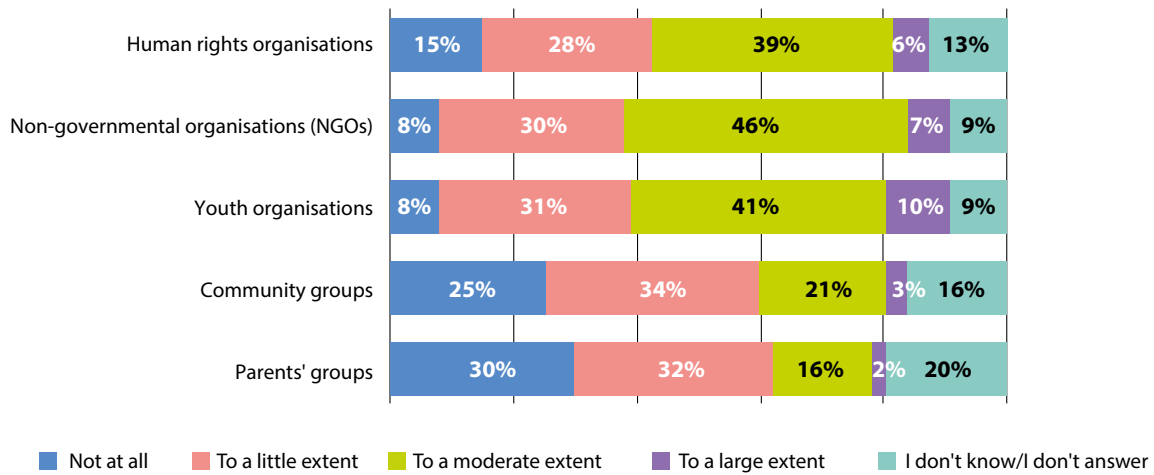


Figure 15: To what extent, in your country, is there co-operation and support between the government and the following organisations and groups that foster EDC/HRE?



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

Governments seem to have a relatively similar level of cooperation and support with human rights organisations, non-governmental organisations (NGOs) and youth organisations with respectively 45%, 53% and 51% of respondents considering that cooperation exists to a moderate or large extent. The figures for community groups and parents' groups are also close but generally less positive, a type of cooperation about which the surveyed people seem less informed about.

As highlighted in the Figure 16, a little more than half of the participants in the survey consider that the level of recognition from state authorities of the role of Youth Organisations and NGOs as important providers of citizenship and human rights education is moderate or significant. A slightly smaller half think otherwise, considering that the level of governmental support is very limited, if not inexistent.

Figure 16: What is the level of recognition from state authorities of the role of Youth Organisations and NGOs as important providers of citizenship and human rights education?

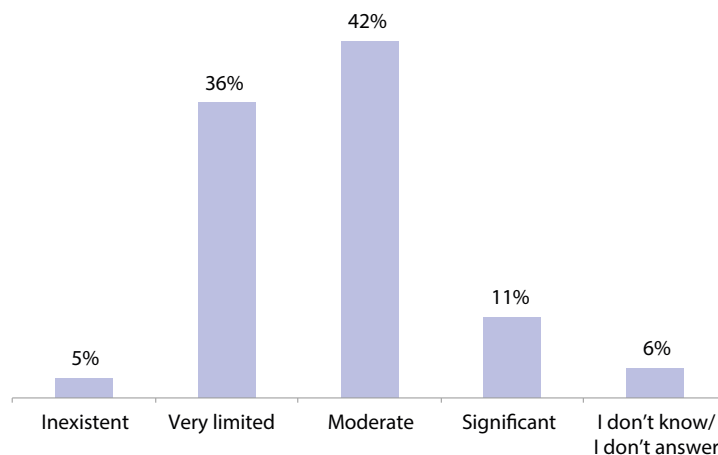
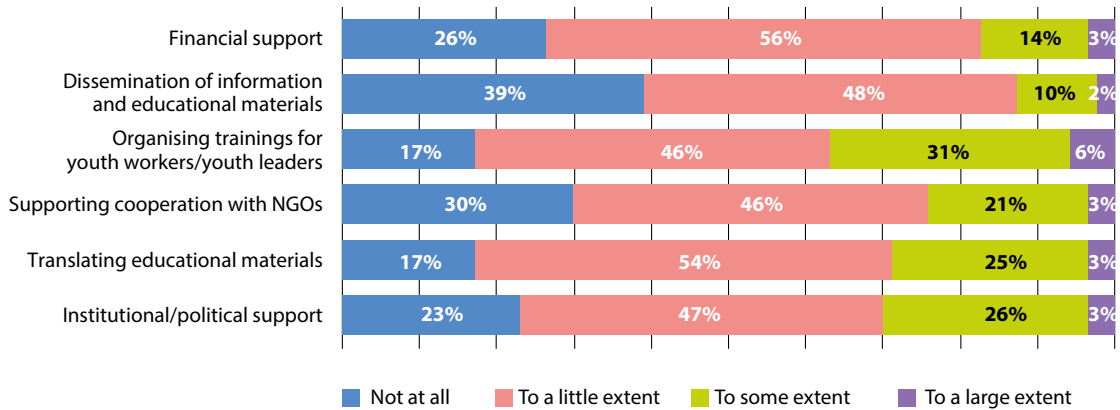


Figure 17: How does your government support Youth Organisations and NGOs involved in HRE/EDC?



Overall, the level of governmental support for youth organisations and NGOs involved in HRE/EDC is considered as rather limited with three quarters of participants declaring that their government don't support them at all or to a little extent. Institutional and political support and translating educational materials are seen as the weakest forms of governmental support discussed. Respondents are more positive when it comes to governments supporting cooperation with NGOs, financial support and the dissemination of information and educational materials, even though numbers remain rather small.

In the comment sections, some respondents drew attention to the challenges to get support from governments faced by newly-established organisations, organisations focusing on innovative practices, or organisations that do not share governmental priorities.

Article 11. Criteria for evaluation

When asked whether criteria have been developed to evaluate the effectiveness of EDC/HRE programmes, 64% of respondents to this question declared they did not know, which makes a significant increase compared to 2012 (46%). Nearly a third of them - 30% - answered negatively (43% in 2012) and only nearly 6% (representing Albania Croatia, Germany, Greece, Norway) of them responded "yes" (10% in 2012). 60 people answered this optional question.

Article 12. Research

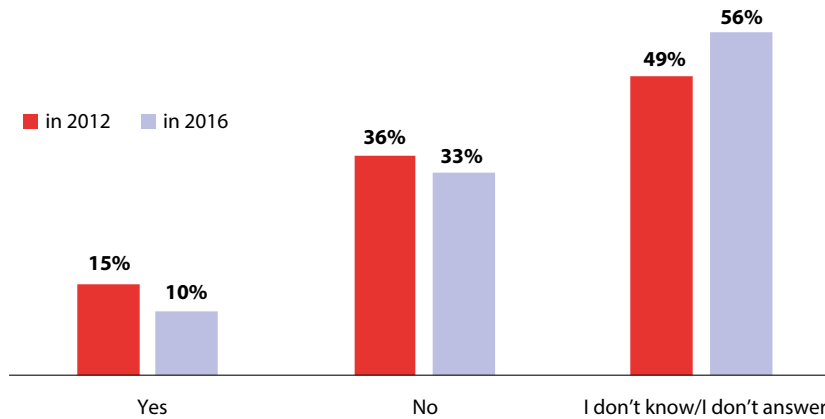
Only 65 people shared their views on the research that has been initiated and promoted on EDC/HRE to take stock of the current situation. Amongst the respondents, the amount of research on EDC/HRE is perceived as limited as half of them answering "not at all" or "to a little extent". Less than 20% of them consider that research on EDC/HRE has been initiated and promoted to a moderate extent or to a large extent while 32% of them don't know.

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

43% of the participants declared that educational approaches and teaching methods promoted in their country enable young people to acquire competences to promote social cohesion to a moderate or large extent, 46% when it comes to value diversity and equality (particularly between different faiths and ethnic groups) and 49% to settle disagreements and conflicts in a non-violent manner. Combating all forms of discrimination and violence (especially bullying) comes ahead with 56%. At the other end of the scale, around 10% of the surveyed people consider that the educational approaches and teaching methods promoted in their country do not enable young people to gain competencies in those areas. One can observe quite a decline in comparison to the results of the 2012 review. The two areas that scored higher in 2012 were promoting social cohesion at 54% and valuing diversity and equality at 58%.

EVALUATION AND COOPERATION

Figure 18: Has any action been taken or foreseen at national level to evaluate strategies and policies undertaken in accordance with the aims and principles of the Charter?



Article 14. Evaluation and review

When asked whether any action has been taken or foreseen at national level to evaluate strategies and policies undertaken in accordance with the aims and principles of the Charter, more than half of the respondents declared they did not know. More than a third of them answered negatively and only 11% of them responded "yes". The comparison with data from 2012 shows a little decline.

Article 15. Co-operation in follow-up activities

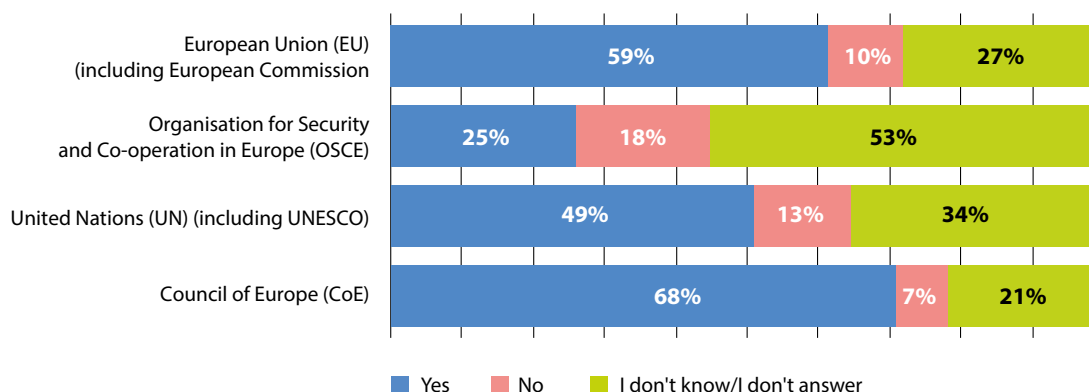
The level of awareness regarding international cooperation in pursuing the aims and principles of the Charter is also limited. More than 61% of people don't know or don't answer on bilateral or multilateral cooperation (excluding collaboration with and through

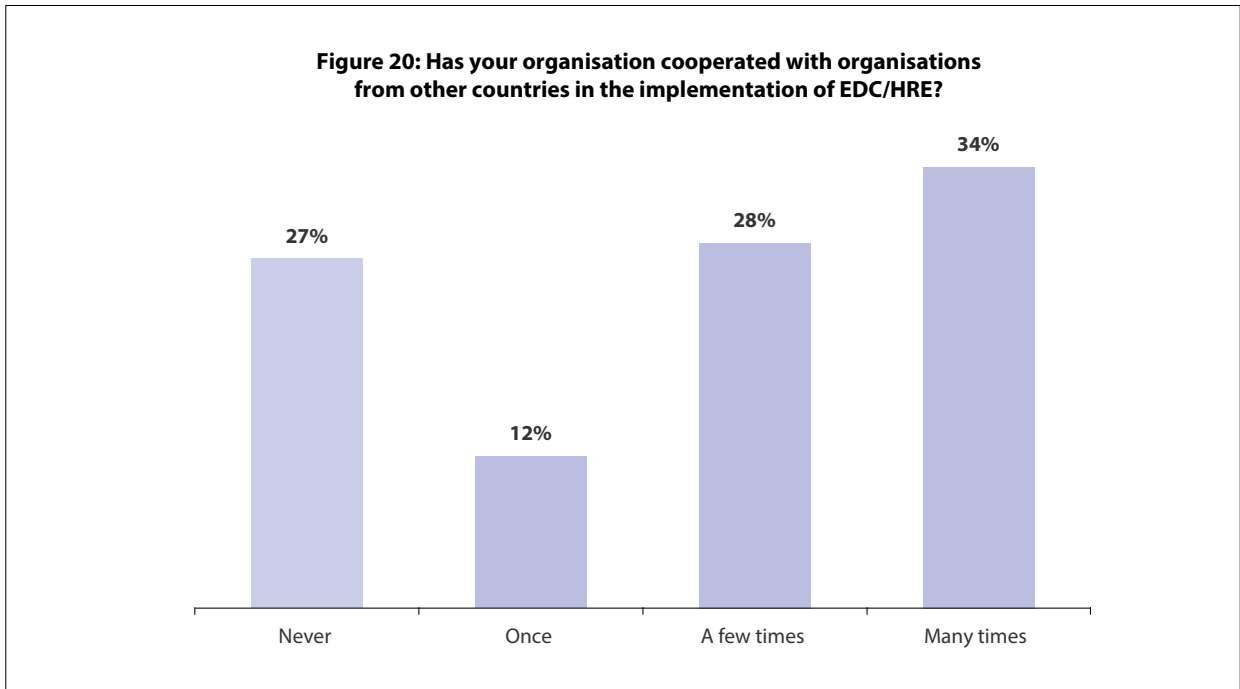
international organisations for this question). 14% of the respondents declared that co-operation activities with other countries have been organised or planned by their government in pursuing the aims and principles of the Charter but 25% answered negatively.

Article 16. International and European co-operation

Overall, respondents were more confident when it comes to the cooperation with international institutions on EDC/HRE. The level of cooperation with the Organisation for Security and Co-operation in Europe (OSCE) is perceived significantly lower compared to other institutions. It is also the least known. Without surprise, cooperation with the Council of Europe is the most widespread. It is followed by the European Union and the United Nations.

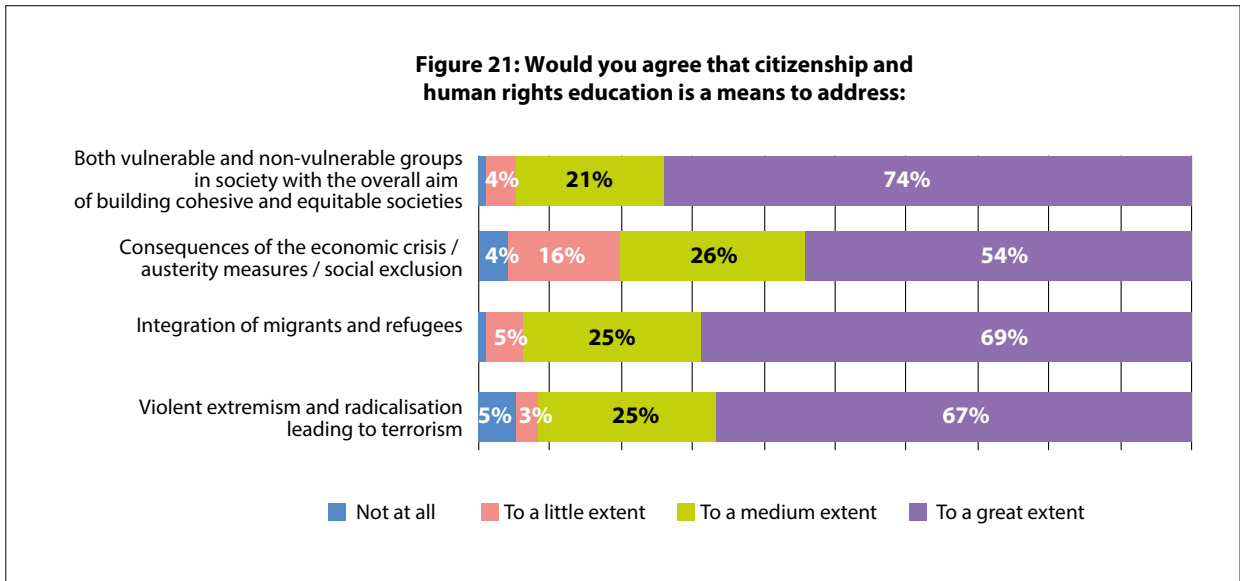
Figure 19: In your country, is there co-operation on EDC/HRE with the following organisations / institutions?





As far as the cooperation between organisations from different countries on EDC/HRE is concerned, 66% of the surveyed people have cooperated with organisations from other countries in the implementation of EDC/HRE at least a few times while a quarter of them had never done it yet. Respondents from outside Europe (Brazil, India, Jordan, Lebanon, Libya and Uganda) are over-represented among the third of the respondents whose organisation has not engaged in international cooperation in the implementation of EDC/HRE. EDC and HRE are without doubt regarded as a means to address challenges societies are now facing that

are violent extremism and radicalisation leading to terrorism, integration of migrants and refugees, both vulnerable and non-vulnerable groups in society with the overall aim of building cohesive and equitable societies, and consequences of the economic crisis / austerity measures / social exclusion. It has to be noted that participants to the survey are slightly less positive for the latter. The representatives of the youth organisations highlighted the importance of using the correct terminology. In view of some of them, the term “radicalisation leading to terrorism” may be discriminatory as it usually associated with people who consider themselves Muslim.



CONCLUSIONS AND FINAL REMARKS

in 2012 the participants of the Human Rights and Democracy in Action - Looking Ahead came up with several recommendations to different stakeholders, including civil society organisations:

- ▶ Cooperate with other civil society organisations in networking and advocacy for the implementation of the Charter on national and local level
- ▶ Build collaborative projects with the government to further the implementation of the Charter
- ▶ Contribute independently to the Charter review process
- ▶ Continue the networking and the sharing of good practices at regional, national and European levels to promote the Charter's implementation
- ▶ Ensure the dissemination of the Charter to target groups and empower them to take action for the promotion and development of citizenship and human rights education.

The results of the survey show that many of those recommendations were taken on board by the youth organisations and NGOs. It is clear from the data collected that they mainly co-operate in the promotion and implementation of the Charter with other civil society organisations by organising common educational activities and advocacy campaigns or actions. This includes as well sharing and dissemination of good practices in EDC/HRE. However, the co-operation with the governments is seen as very limited or inexistent, both in developing common project and involving civil society partners in the Charter review process. Governments are seen by the youth organisations and NGOs as passive in providing information about the Charter and even perceived as not knowledgeable enough about it. This also applies to the government's responsibility to disseminate the Charter: they are the least important source of information for the youth organisations and NGOs.

The knowledge about the Charter among young people is very limited, if not inexistent. One can argue on how much young people, who are often beneficiaries of the youth organisations should know about it. However, taking into account the fact that many respondents claim that the Charter is very useful in the work of their organisations and that they implement many EDC/HRE activities, a very low knowledge about the Charter among youth is worrisome. Knowing the Charter or even being aware of its existence may support young people in claiming their right to quality EDC/HRE in their spaces, such as schools.

The Charter is mainly a policy tool, though it is treated by the youth organisations as a practical instrument. This is where some disappointments occur, as young people would like to find therein clear advice on how to implement their EDC/HRE activities. The explanatory memorandum to the Charter seems to be such a tool, however, the language used in it seems youth unfriendly.

Educational materials developed either by the Youth or Education Department in the Council of Europe are indispensable tools for translating the Charter into EDC/HRE practice. They are very popular among the youth organisations and other NGOs and used in their daily activities. The role of COMPASS and COMPASITO is especially highlighted by the respondents. There is a need for some work to disseminate other tools, especially the ones developed by the Education Department highlighting its significance for the work of youth organisations.

It seems that EDC/HRE does not get enough media coverage, which is problematic for many respondents. The media have an important role to play, especially in highlighting the effects of EDC/HRE. In this respect, the role of social media seems very indispensable.

The data collected highlights a limited awareness of respondents regarding the EDC/HRE implemented. A lack of collaboration between actors from the formal and non-formal education sectors could possibly explain it. Respondents consider the amount EDC/HRE in primary, secondary and higher education as poor. Not surprisingly, the training of partners in education lacks EDC/HRE provisions and no improvement is noticeable compared to the 2012 data. Likewise, the 2016 data shows stagnation in the existence of education laws, policies and strategies that promote democratic governance in educational institutions and particularly schools.

There also seems to be some confusion and a lack of awareness when it comes to the inclusion of EDC/HRE in national youth strategies/youth policy.

The level of recognition from state authorities of the role of youth organisations and NGOs as important providers of citizenship and human rights education is overwhelmingly perceived as limited and governmental supports for those organisation is clearly considered as insufficient. Respondents declared particularly missing institutional and political support, and financial support or translating educational materials.

The lack of criteria to evaluate the effectiveness of EDC/HRE programmes is particularly worrisome for the improvement of the quality of EDC/HRE and the development of evidence-based of EDC/HRE practices. It is all the more concerning that the situation on that point deteriorated since 2012. More research on EDC/HRE and a better dissemination and accessibility of the ones available seem needed.

EDC and HRE are without doubts regarded as a means to address challenges societies are now facing such as violent extremism, the integration of migrants and refugees or social exclusion.

APPENDICES

Key findings of the survey from 2012

In this section are presented the main findings of the survey for youth organisations and NGOs: *Assessing The impact of the Charter on education for democratic citizenship and human rights education*. It was presented at the occasion of the *Human Rights and Democracy in Action – Looking Ahead* conference in 2012. 87 respondents from 24 European countries and 4 countries outside Europe had contributed to the survey.

Use of the Charter. Almost half of the respondents (48%) stated that the Charter has helped them and their organisation to improve the quality of EDC/HRE programmes.

Challenges for EDC/HRE. The main challenges that youth organisations and NGOs were facing in 2012 were the lack of financial resources and to a lesser extent the lack of awareness on EDC/HRE amongst official and target groups, the lack of political support and the lack of recognition and support from formal education entities.

EDC/HRE in words and in deeds. More than half of the respondents saw some inconsistencies between the statements of principles on the value of education for EDC/HRE and the existing policies as well as the between existing policies for EDC/HRE and their implementation. 45% of the participants to the survey noticed inconsistencies between EDC/HRE and policies in other sectors.

Governmental action in favour of EDC/HRE in formal education. The majority of respondents declared that their governments had scarcely taken the necessary measures to ensure the access to EDC/HRE in laws, policies, and strategies in formal education.

Provisions for ongoing training and personal development in EDC/HRE for partners in education. Half of the respondents declared that there were enough provisions for ongoing training and personal development in EDC/HRE for youth leaders and youth workers/trainers. The numbers drop to 28% for teachers, around 20% for school staff and to 12% for parents.

Role of non-governmental organisations, youth organisations and other stakeholders. 50% of the respondents felt that cooperation between the formal education sector and non-governmental organisation is not encouraged and recognised in respect to EDC/HRE programmes and that EDC/HRE is not a priority in their national/local education policy, with the other half feeling the opposite.

Encouragement and development of research. Almost half of the respondents replied they did not know whether criteria had been developed to evaluate the effectiveness of EDC/HRE programmes and policies at national and local level in the countries of the respondents (10% “yes” and 43% “no”). When it comes to their own organisation 41% answered positively, 19% answered negatively and 31% considered the matter not relevant.

Evaluation at national level. The respondents were asked whether there has been any action foreseen/undertaken at national level to evaluate strategies and policies undertaken with respect to the Charter. 49% of them replied they did not know, 36% said “no” whilst 15% said “yes”.

Cooperation with other organisations at international level. 48% of respondents have had cooperation with the European Union and 45% with the Council of Europe, 28% of respondents had cooperated with the United Nations and 20% with the Organisation for Security and Cooperation in Europe.

Online questionnaire

Information about the respondent

Name

Country

Position/title

E-mail address

Name of the organisation

Website

Type of organisation:

- Youth organisation (registered) on national level
- Youth organisation (registered) on local or regional level
- International youth organisation
- Informal youth group/organisation (not registered) at national level
- Informal youth group/organisation (not registered) at local or regional level
- Federation of non-governmental organisations active at national level
- Network of educators and practitioners
- Minority groups organisation
- Student organisation/council
- Teachers union/organisation
- Parents' association
- Other type of NGO (please specify which one)

Description of activities in respect to human rights education and/or education for democratic citizenship (please describe briefly what kind of activities your organisation implements, specify the target groups and aims)

.....
.....

What country does this questionnaire concern? (leave empty if the same as the country specified above)

.....

REVIEW OF THE EDC/HRE CHARTER

General questions

1. How did you get to know the EDC/HRE Charter?

- Consulting information from your government
- Consulting information from local or national NGOs
- From the Internet
- By participating in EDC/HRE educational activities at local or national level
- By participating in EDC/HRE educational activities at European level
- I was not aware of the existence of the Charter before completing this survey
- Other (please specify)

2. To what extent is the EDC/HRE Charter useful to the policies and activities of your organisation?

Not at all A little Moderately A lot

3. What does your organisation do to implement and promote the EDC/HRE Charter? (multiple answers possible)

- education and training (non-formal settings)
- education and training (formal education settings)
- advocacy and lobbying
- research
- contributing to the development of HRE/EDC policies on local or national level
- Other (please specify):

4. How often does your organisation cooperate with the following partners to o implement education for democratic citizenship and human rights activities? (please tick only one box in each row)

- Never Rarely Sometimes Often Always
- National or regional governmental authorities in charge of education
- National or regional governmental authorities in charge of youth
- National or regional authorities/institutions dealing with human rights
- National bodies in charge of the implementation and monitoring HRE/EDC related policies
- Local government
- Schools
- Universities
- Human rights organisations
- Offices of Ombudspersons
- Other NGOs or Youth Organisation
- Others (please specify).....

Please briefly specify what this cooperation include:

.....

5. What level of awareness young people in your country have about the EDC/HRE Charter?

Inexistent Very limited Limited Moderate Significant I don't know/I don't answer

6. In your country, to which extent is priority given to... (Please tick only one box in each row)

- Not at all To a little extent To a fair extent To a large extent I don't know/I don't answer
- EDC/HRE at national government level
- EDC/HRE at local government level
- EDC/HRE at educational institution level (school, college, university)
- Supporting training about EDC/HRE for teachers and school leaders
- Supporting training about EDC/HRE for youth workers and youth leaders

- Making resources / materials about EDC/HRE available
- Making financial support for EDC/HRE available
- Supporting co-operation with NGOs, including youth organisations, in the field of EDC/HRE?
- other (please specify)

7. What would be needed for EDC/HRE to receive a greater priority in your country?

- Not at all* *to a little extent* *to a fair extent* *to a large extent* *I don't know/I don't answer*
- Improved awareness of relevance of EDC/HRE for meeting the current challenges in our societies
- Availability of data on effectiveness of EDC/HRE with respect to meeting the current challenges in our societies, including examples of good practice
- Advocacy by civil society organisations
- Advocacy by prominent personalities
- Increased visibility of EDC/HRE in the media coverage
- Political will
- Political pressure from regional and international institutions
- More resources allotted to EDC/HRE educational and youth projects
- Greater visibility and awareness raising on EDC/HRE educational and youth projects
- Other (Please specify)

8. What are the key challenges to the promotion and development of education for democratic citizenship and human rights in your country? (multiple answers possible)

- Lack of priority among decision makers (other areas given more priority)
- Lack of awareness/interest/support among teachers and youth workers
- Lack of proper training for teachers and youth workers
- Impact of the economic crisis/recession
- Reduction/cuts in funding
- Changing political context (e.g. change of government)
- Reduction of support networks (NGOs, parent and youth groups etc.)
- Lack of public interest and support
- Lack of media interest and support
- Lack of support from European organisations (Council of Europe, EU etc.)
- Resistance and/or opposition to human rights education, mostly due to certain political stands
- Other (please specify):

9. What needs to be done to overcome the key challenges to the promotion and development of education for democratic citizenship and human rights in your country?

(Please indicate the level of action required in relation to each challenge)

- Urgent action required* *Some action required* *Minimal action required* *No action required*
- Increased priority among decision makers
- Improved awareness/interest/support among teachers and youth workers

- Clearer information about HRE
- Increased opportunities of training for teachers and youth workers
- Lessening impact of the economic crisis/recession
- Stability/increases in funding
- Stable political context (e.g. no change of government)
- Increase in support networks (NGOs, parent and youth groups etc.)
- Greater public interest and support
- Greater media interest and support
- Increased support from European organisations (Council of Europe, EU etc.)
- Other (please specify)

[optional] 10. In your country, are there any inconsistencies between...

- Not at all To a little extent To a fair extent To a large extent
- statements of principle (on the value of EDC/HRE in education for all people) and existing policies?
- EDC/HRE policies and their implementation in practice?
- EDC/HRE policies and other policy sectors?

11. Are there currently any measures/activities planned to promote Citizenship and Human Rights Education in your country, in accordance with the aims and objectives of the Charter?

- Yes No I don't know/I don't answer
- If yes, please specify:
-
- If not, please explain why not:
-

12. Is the Charter...

- Yes No I don't know/I don't answer
- available in the language(s) of your country?
- available in the minority language(s) of your country?
- available on the website of the Ministry of Education or another relevant bodies?
- disseminated to the target audiences by other means?

13. The Council of Europe has produced a number of tools and resources to promote and support EDC/HRE within and across the States Party to the European Cultural Convention. Please indicate how much they are used, in your country, by teachers/youth workers/youth leaders/trainers (Please tick only one box in each row)

- Not used Scarcely used Moderately used Extensively used I do not know/Information not available
- Charter on EDC/HRE
- Human Rights and Democracy Start with Us – Charter for All
- Strategic Support for Decision-makers: Policy Tool for EDC/HRE
- Democratic Governance of Schools
- How all Teachers Can Support EDC/HRE: A Framework for the Development of Competencies
- Quality Assurance of EDC in Schools

- School-Community-University Partnerships for Sustainable Democracy: EDC in Europe and the US
- Living Democracy' Manuals for Teachers
- A Compendium of Good Practice in HRE
- Compass, manual for human rights education with young people
- Composito, manual for human rights education with children
- Gender Matters – Manual on gender-based violence affecting young people
- Enter Dignity Land! - Game on social rights
- Mirrors - Manual on combating antigypsyism through human rights education Hate Speech
- Bookmarks - Combating Hate Speech online through human rights education
- Curriculum development and review for democratic citizenship and human rights education
- Video materials (ex. video "Beat Bullying", series of cartoons "Democracy and Human Rights at School", video "Corporal punishment at school: how two parents decided to change things")
- Freedom(s) - Learning activities for secondary schools on the case law of the European Court of Human Rights
- Other (please specify).....

Questions on specific articles of the charter

General provisions

Article 3. Relationship between education for democratic citizenship and human rights education

14. Is there a shared working definition of EDC/HRE in your country?

Yes No I don't know

If yes, please provide it here and specify the source (where is it available?):

[Optional] 15. In your opinion, what are the differences between education for democratic citizenship and human rights education?

Objectives and principles

Article 5. Objectives and principles

16. The Council of Europe has produced a number of tools and resources to promote and support EDC/HRE within and across the States Party to the European Cultural Convention. These tools and resources are available at: <http://www.coe.int/en/web/edc/resources> and at: www.coe.int/compass Please indicate the usefulness, in your country, of the following Council of Europe tools and resources... (Please tick only one box in each row)

- Not at all Scarcely Moderately Extensively I don't know/I don't answer
- In formal education at pre-primary, primary and secondary level
- In vocational education and training
- In higher education
- In the training of education personnel
- In youth policy and non-formal education
- Optional Comments:

Policies

Article 6. Formal general and vocational education

[optional] 17. How is EDC/HRE implemented in the schools and colleges in your country?

- Yes No I don't know
- It is obligatory specific subject
- It is optional specific subject
- Cross-curricula approach is used
- Whole school approach is used
- Other, please specify:

Optional Comments:

[optional] 18. If EDC/HRE is included in school curricula in your country, has it been subject to revision and updating since 2012 at the level of ...?

- Yes No I don't know/I don't answer
- pre-primary education?
- primary school?
- lower secondary school (including vocational)?
- upper secondary school (including vocational)?

Optional Comments:

19. In your country, is EDC/HRE included in national youth work/ youth policy strategies

- Yes No I don't know/I don't answer There is no youth work strategy/ youth policy in my country

If yes, please explain how:

Article 7. Higher education

[optional] 20. To what extent are EDC/HRE Charter provisions promoted and implemented in higher education institutions in your country?

- Not at all Scarcely Moderately Extensively I don't know/I don't answer

Optional Comments:

Article 8. Democratic governance

[optional] 21. In your country, are there any education laws, policies and strategies that promote democratic governance in educational institutions, particularly schools, concerning the following points:(Please tick one box in each row)

- Yes No I Don't know/I don't answer
- decision making procedures? (e.g. governing bodies / school boards)
- school culture / rules?
- pupil / student participation (e.g. school / student councils)?
- parental / family involvement in schools (e.g. governing bodies / school boards)?
- school / community links (in and out of school)?

Optional Comments:

Article 9. Training

22. In your country, is there a provision for EDC/HRE in initial teacher education, continuing professional development and other types of training for... (Please tick one box in each row)

- Yes No I don't know
- Teachers
- school leaders
- school staff
- teacher trainers
- school administrative staff
- youth leaders
- youth workers and trainers
- parents

Optional Comments:

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

23. To what extent, in your country, is there co-operation and support between the government and the following organisations and groups that foster EDC/HRE?

- Not at all To a little extent To a moderate extent To a large extent I don't know/I don't answer
- human rights organisations
- non-governmental organisations (NGOs)
- youth organisations
- community groups
- parents' groups
- others (please specify)
- Optional Comments:

24. What is the level of recognition from state authorities of the role of Youth Organisations and NGOs as important providers of citizenship and human rights education?

- Inexistent Very limited Limited Moderate Significant I don't know/I don't answer
- Optional Comments:

25. How does your government support Youth Organisations and NGOs involved in HRE/EDC?

- Scale: Not at all To a little extent To some extent To a large extent
- Financial support
- Dissemination of information and educational materials
- Organization of trainings for youth workers/youth leaders
- Supporting cooperation with NGOs,
- Translating educational materials
- Institutional/political support
- Other (please specify).....
- Optional Comments:

Article 11. Criteria for evaluation

26. In your country, have criteria been developed to evaluate the effectiveness of EDC/HRE programmes?

Yes No I don't know/I don't answer

Optional Comments:

Optional Comments:

Article 12. Research

[optional] 27. In your country, to what extent has research on EDC/HRE been initiated and promoted to take stock of the current situation?

Not at all To a little extent To a moderate extent To a large extent I don't know/i don't answer

Optional Comments:

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

28. In your country, to what extent are educational approaches and teaching methods promoted that enable young people to acquire competences to...

Not at all To a little extent To a moderate extent To a large extent I don't know/I don't answer

Promote social cohesion?

Value diversity and equality (particularly between different faiths and ethnic groups)?

Settle disagreements and conflicts in a non-violent manner?

Combat all forms of discrimination and violence (especially bullying)?

Optional Comments:

Evaluation and cooperation

Article 14. Evaluation and review

29. Has any action been taken or foreseen at national level to evaluate strategies and policies undertaken in accordance with the aims and principles of the Charter?

Yes No I don't know/I don't answer

Optional Comments:

Article 15. Co-operation in follow-up activities

30. Have any co-operation activities with other countries been organised or planned by the government in pursuing the aims and principles of the Charter?

Yes No I don't know/I don't answer

Optional Comments:

Article 16. International and European co-operation

31. In your country, is there co-operation on EDC/HRE with the following organisations/institutions? (Please tick only one box in each row)

Yes No I don't know/I don't answer

Council of Europe (CoE)

United Nations (UN) (including UNESCO)

Organisation for Security and Co-operation in Europe (OSCE)

European Union (EU) (including European Commission)

Other international/ European organisations (please specify)

Optional Comments:

32. Has your organisation cooperated with organisations from other countries in the implementation of EDC/HRE?

Never *Once* *A few times* *Many times*

Please specify what this cooperation include/included:.....

33. Would you agree that citizenship and human rights education is a means to address:

Not at all *To a little extent* *To a medium extent* *To a great extent*

- 1) Violent extremism and radicalisation leading to terrorism
- 2) Integration of migrants and refugees
- 3) Consequences of the economic crisis / austerity measures / social exclusion
- 4) Both vulnerable and non-vulnerable groups in society with the overall aim of building cohesive and equitable societies

34. Would you like to receive news about the activities of the Youth Department in Human Rights Education field?

Yes

No

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Preparatory group on the evaluation of the implementation of the Council of Europe Charter on Education for democratic citizenship and human rights:

Council of Europe Steering Committee for Educational Policy and Practice:

- ▶ Etienne GILLIARD, Directeur des Relations Internationales Ministère de la Fédération Wallonie-Bruxelles
- ▶ Oksana KOVALENKO, Leading Specialist, Department of Secondary and pre-School Education, Ministry of Education and Science
- ▶ Ellen LANGE, Senior Adviser, Ministry of Education and Research

Council of Europe Joint Council on Youth:

- ▶ Juozas MELDZIUKAS, member of the European Steering Committee on Youth in respect of Lithuania
- ▶ Jorge QUEIRÓS, member of the European Steering Committee on Youth in respect of Portugal
- ▶ Jan HUSAK, member of the Advisory Council on Youth on behalf of the Czech Youth Council
- ▶ Rok PRIMOŽIČ, member of the Advisory Council on Youth on behalf of the Slovenian Student Union

Other experts:

- ▶ Aleksa BJELIŠ, Former Rector, University of Zagreb
- ▶ Bojka DJUKANOVIC, Faculty of Philosophy, University of Montenegro
- ▶ Nino KHATISKATSI, Deputy Mayor, Tbilisi City Hall
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- ▶ Olena STYSLAVSKA, Educational Advisor, Centre for Education Development
- ▶ Christine SUSBROCK, Secretary General International Falcon Movement – Socialist Educational International (IFM – SEI)
- ▶ Katerina TOURA, Greek Ministry of Education, Research and Religious Affairs, Directorate of European and International Affairs in Education, EDC/HRE Coordinator, Greece
- ▶ Işık TÜZÜN, Acting Director, Education Reform Initiative (ERI)
- ▶ Simona VELEA, Senior Researcher, Institute for Education Sciences
- ▶ Trond WAAGE, Former Ombudsman for Children, Head of the Pedagogical Department, Telemark University

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Analytical summary of replies from governments (available on-line):

- ▶ Katerina TOURA, Greek Ministry of Education, Research and Religious Affairs, Directorate of European and International Affairs in Education, EDC/HRE Coordinator, Greece: author
- ▶ Bryony HOSKINS, University of Roehampton, London: reviewer
- ▶ Barbara SANTIBAÑEZ, University of North Carolina - Chapel Hill: data analysis

Results of the 2nd review with non-governmental and youth organisations (available on-line):

- ▶ Dariusz GRZEMNY, Poland, expert with the Youth Department
- ▶ Edouard PORTEFAIX, France, expert with the Youth Department

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- ▶ Jana HAINSWORTH, Secretary General, Eurochild, UK
- ▶ Dirk HASTEDT, Executive Director of the IEA, The International Association for the Evaluation of Educational Achievement
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- ▶ Markus WOLF, Chair of the European Steering Committee on Youth of the Council of Europe



The Council of Europe promotes human rights and democracy through education, as a means of building peaceful societies where the human dignity of all people is respected. With the adoption of the Charter on Education for Democratic Citizenship and Human Rights Education in 2010, the member states committed to “the aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education”. The state of citizenship and human rights education in Europe is reviewed every 5 years with member states and civil society with the aim to identify achievements and challenges and to propose action at European, national and local level. This report covers the second review for the period 2012-2017.



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