

Draft Terms of Reference for a INGO Conference committee

1. Proposed Title

Education and Democracy

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

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

Building on this, education has become a core field to develop, research, discuss and it has the potential to provide answers for the multifaceted challenges European societies face today. Many of these challenges are closely related to human rights (i.e. universal access to high-quality education) and the fundamental premises of equity and non-discrimination in our societies. As a matter of evidence, one of the challenges in education is not merely opening access to all, but rather ensuring that all benefit from such an access; this implies trying to limit the gaps between social backgrounds, ages and even geographical and territorial cleavages are to be addressed. It's also to integrate the new paradigms which have come increasingly into focus as a result of the pandemic: digital access, non-discrimination and rights to education. The rights of minorities are also an important part of the work of the future Committee.

Considering the role of Conference of INGOs and the prominence of the Council in opening perspectives in human rights, right to education, on the vision of a common history in European people's life, the committee shall be linked to social European situations and to the priorities of the Council and of the Conference of INGOs.

It is crucial to ensure and support more cooperation between formal and non-formal education in the implementation of the CDC framework, bringing together the capacity and expertise of organisations representing the formal / school education sector, and the non-formal education sector, including NGOs and youth organisations.

Thus the political frameworks of the CoE Charter on EDC/HRE, COM Rec on Youth Work and the European Youth Work Agenda as recently adopted ask for higher attention and action from the side of civil society to education as a holistic process.

Last but not least, to further ensure links between CoE priorities and the newly-established Committee, our chosen representative will be a member of CDPPE Bureau, elected as a member of the civil society.

3. Committee purpose, specific objectives

The committee shall serve as a body to reinforce a holistic vision of education, training and lifelong learning, with the overall purpose to help the Council and European bodies formulate coherent positions on these policy subjects. This shall be done through the exploration of links between formal, non-formal and informal education, as a means to reinforce democratic processes and values in our societies. This link between education

and democracy is crucial to the achievement of CoE goals and its agenda through education and training.

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

Its tasks are first and foremost to assess the state of art of how education and democracy are treated within the CoE, and to make proposals starting from local experiences. It will also be to share points of view. Furthermore, the newly-established committee could contribute to answer the fundamental questions of Democracy, Human Rights and Artificial intelligence (of digital education under a perspective of a rights based approach towards economical, social and human rights related questions in the a digital society), of human rights and climate change, of human rights and social justice, to name only a few dimensions where education (in all its forms) is necessary to provide a more active and advocacy-oriented role.

Its specific objectives are to put forward concrete proposals on the role of education stakeholders as democratic actors to orientate the work of the CoE in these areas. This includes creating links between the initiatives of the Youth and Education Department in the field of democracy; such as, for example, cooperation with the Network of democratic schools and youth organisations.

In recent years, both the formal and the non-formal sectors have undertaken several steps to set political initiatives in education and youth. Examples include the RFCDC processes in the EPAN network, the testing and embedding of the RFCDC into the non-formal sector, the initiation of the Bonn process in the aftermath of the declaration of the European Youth work Agenda - to name some examples. However, it is clear that the biggest challenge remaining are combined and interrelated actions that relate to bridging the inherent logics of the youth and formal field on the political level. Thus an Education and Democracy Committee could vitally contribute to push and develop such processes.

4. Planed activities, working methods and timetable

1° year 2021: compilation of reality assessment and different studies realized on the thematic proposals. Presentations of concrete activities on the field. Specific contribution to the World forum of democracy.

2° year 2022: identification of concrete activities and selection of 5 to 10 relevant practice experiences. Specific contribution to the World forum of democracy.

3° year 2023: and following years: presentation of different proposals to reinforce "Education and Democracy", linked to the Council of Europe Education strategy. Specific contribution to the World forum of democracy.

Suggestion: involve expert practitioners and NGO's in COE policy processes on core topics of Fundamental Rights, Equality, inclusion and anti-discrimination in order to push the policy development from a practice perspective.

5. Expected outputs and indicators

The results are linked to the three proposals over the three years.

First year

- Aim: Identify existing studies and practices/initiatives in the different countries, by means of using the expertise of European networks in all fields: non-formal, formal, youth, vocational training, and could explore missing links or gaps from existing

reporting such as Euridyce, FRA reporting etc.

- Indicators:
 - Number of significant studies covering the Council of Europe countries (30 for example)

Second year

- Aim: select concrete experiences linking the different levels of education with education for democracy. The experiences must be based on a diversity of actors, and show the intention to link local territories to the European level cooperation and developments at least in the vision
- Indicators:
 - 5-10 significant practices selected
 - the number and diversity of people involved in the significant experiences selected: pupils, students, local actors, teachers, social workers, etc.

Third year

- Aim: make concrete proposals to encourage the development of concrete actions for education for democracy, for citizenship education.
- Expected results:
 - A charter for local actors to implement local projects on EDC/HRE
 - The creation of a steering committee to accompany the projects.
- Indicators:
 - 10 projects.
 - Diversity of actors in the steering committee.

These results are indicative. The members of the working group will regularly review the relevance of the objectives, the expected results and the indicators.

6. Names and contact details of the Heads of the INGO delegations supporting the creation of the Committee (at least 5) and of the delegates who will take part in the Committee (at least 7)

Members supporting:

- DARE, Georg Pirker Chairperson pirker@adb.de
- EAEA, Gina Ebner - Secretary General gina.ebner@eaea.org
- EFIL, Elisa Briga – Deputy Secretary General, Head of Advocacy and Research (observatory status within the CDPPE). elisa.briga@afs.org
- ESU, Martina Darmanin, martina.darmanin@esu-online.org (observatory status within the CDPPE)
- ESN, Juan Rayon, President, president@esn.org
- EUNET, Richard Stock, richard.stock@centre-robert-schuman.org
- FEDE, (observatory status within the CDPPE), office@fededucation.org
- WOSM, Marguerite Potard, mpotard@scout.org

Delegates

- Elisa Briga, EFIL, elisa.briga@afs.org, EFIL Deputy Secretary general, expert in pupil mobility, intercultural learning, non formal education and youth work. EFIL has been integrating the RFCDC in its work, and is more and more active in designing and delivering teacher training on intercultural and global competence.
- Martina Darmanin, ESU, martina.darmanin@esu-online.org, President
- Gina Ebner, EAEA, gina.ebner@eaea.org Secretary-General
- Juan Rayon, ESN, president@esn.org, President. Expertise in learning mobility in higher education, inclusive mobility promotion, intercultural learning, non formal education and active citizenship.
- Georg Pirker, DARE, pirker@adb.de chairperson of Democracy and Human Rights Education in Europe. Expert in EDC/HRE and youth/adult learning mobilities. Was

part of various *ad hoc* committees of the COE educational and youth department and accompanied e.g. the youth for Human Rights project of the E+ NA's youth as educational adviser.. Author of studies on RFCDC in non formal education, digital transformation and EDC/HRE, children's rights and education.

- Richard Stock, EUNET, richard.stock@centre-robert-schuman.org
- Claude Vivier Le Got, FEDE chairwoman, office@fededucation.org, former chairwoman of the education and culture Committee of the conference of INGO, member of the Bureau of the CDPPE, member of the new steering committee for best practice programme on integrity in education.

7. Chairperson(s) of the Committee proposed for election by the Conference of INGOs

David LOPEZ, LLLP Pool of Experts

David has been a teacher, social worker and community organizer throughout his career. His training is professional (as a teacher), academic (Master in social development and urban geography, Master in Spanish Language), and complementary (administrator of European cultural projects of the Council of Europe, Psychopedagogy of trainers of permanent education, University of Caen).

During the last years of his career, David was in charge of the international relations of the Ligue de l'Enseignement. In this capacity he was one of the founders of the Lifelong Learning Platform and the European Civic Forum. He is still vice-president of Volonteurope and keeps expert missions for the EPAL France agency and the Erasmus agencies (Education and Youth France, and AEF Belgium).

Lifelong Learning Platform is the reference structure. The links between formal and non-formal education, democracy and citizenship are invariable in the missions of Lifelong Learning Platform. At the INGO conference, David was present on behalf of the CEMEA and then of the Ligue de l'enseignement and its European structure (the FEEC) of which he was the secretary general.

8. In attachment, please present the experience of the candidate for chairperson of the Committee in relation to the proposed topic, as well as the experience of the five Heads of delegation proposing this Committee.