



SURVEY FOR NON-GOVERNMENTAL YOUTH ORGANISATIONS OR INSTITUTIONS

The review process of the Council of Europe Charter on
EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION -
CM/Rec(2010)

Introduction

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

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

If you represent an international NGO that works in several (2 and more) Council of Europe member states, please respond according to the general situation in all countries that you are involved in. If you have partners in various CoE member states who work with EDC/HRE, kindly forward the questionnaire link(s) to them.

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

The questions are focused on the goals agreed on in 2017 by the CoE member states after the previous Charter review, such as EDC/HRE access, cooperation, and evaluation. The review also deals with the consequences of the COVID-19 pandemic for the provision of EDC/HRE.

You do not have to fill in the survey in one go. Your responses will be saved automatically after you press buttons “next” or “done” and move to the next part of the questionnaire. Thus, you are able to come back to where you stopped the last time.

If you want to know more about the Charter implementation review, please check the information note.

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

Details on data protection policy can be found here.

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

Thank you very much for your participation!

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

I Agree



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Information about the respondent

2. Name

3. Position/title

* 4. E-mail address

* 5. Name of the organisation/institution

* 6. Country

7. Website

* 8. Are you representing an organisation/institution working on the national or international level?

National

Community-level

International

Other (please specify)

Regional

Other (please specify)

* 9. Type of the organisation/institution you represent:

- Formal youth organisation (registered on national/ local or regional level)
- Informal youth group/organisation (not registered on national/ local or regional level)
- International youth organisation or network
- Another type (please specify)

Comment/please specify

* 10. Which country(-ies) is/are reached with the EDC/HRE activities of your organisation? (more than one choice from the list possible)

- Albania
- Andorra
- Armenia
- Austria
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland
- Italy
- Kazakhstan

- Kosovo (All references to Kosovo, whether 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.)
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Monaco
- Montenegro
- Netherlands
- North Macedonia
- Norway
- Poland
- Portugal
- Republic of Moldova
- Romania
- Russian Federation
- San Marino
- Serbia
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- Ukraine
- United Kingdom
- All of the countries above
- Other countries (please specify)

* 11. What does your organisation/institution do to promote and implement the EDC/HRE Charter?

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Education and training (non-formal settings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education and training (formal education settings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy and lobbying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the development of EDC/HRE policies on local or national level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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EDC/HRE target groups and areas of implementation

* 12. How often does your organisation/institution work with the target groups below in the area of EDC/HRE?

	Never	Rarely	Sometimes	Often	Always
Young people and youth workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (vocational training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policymakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other groups (please specify)/Comment

* 13. Does your organisation implement initiatives aimed at improving access to EDC/HRE and inclusion of vulnerable groups? Please select all that apply.

- Roma
- Ethnic minorities (except Roma)
- Refugees
- Migrants
- Girls and women
- People with disabilities
- Another group (please specify)
- Comment/please specify

* 14. To which degree do the policy documents related to youth work and youth education in your country/region include EDC/HRE?

	Not at all	To a small extent	To a fair extent	To a great extent	I don't know/I don't answer
Secondary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education (including pre-service teacher education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 15. To which degree the capacity-building and awareness-raising activities in EDC/HRE are accessible for the following target groups in your country/region?

	Not at all	To a small extent	To a fair extent	To a great extent	I don't know/I don't answer
Young people and youth workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (vocational and higher education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policymakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vulnerable groups (By vulnerable groups we understand all groups that are excluded or can be potentially excluded from the formal system of education due to their gender, ethnic background, disability, social or economic background etc.)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Other groups/Comment

* 16. Could you provide examples of good practices of EDC/HRE activities for the following target groups?
If yes, please provide link(s) to the examples of good practices and titles of the initiatives in the corresponding comment box.

	YES	NO
...young people and youth workers?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...policymakers?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...students (school)?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...students (vocational and higher education)?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...parents?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...vocational education professionals?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...teacher students?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
... teacher trainers?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
...vulnerable groups?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	

* 17. What needs to be done in your country/region to make EDC/HRE accessible for all young learners?

Please tick only one box in each row.

	No action required	Minimal action required	Some action required	Urgent action required	I don't know/I don't answer
EDC/HRE capacity-building for educators in all areas of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness raising on relevance of EDC/HRE for meeting the current challenges in our societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation of EDC/HRE resources to minority languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved cooperation of policymakers and formal education institutions with youth organisations in the field of EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political will	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other actions/Comment

* 18. In your country/region, to which extent is priority being given to... (please tick only one box in each row)

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
...integrating EDC/HRE in the youth policy frameworks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting EDC/HRE at institution level (whole-school/whole-institution approach)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting EDC/HRE in vocational education and training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supporting EDC/HRE training for youth workers and young people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supporting EDC/HRE training for teachers and school leaders?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making resources / materials about EDC/HRE for young people available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making financial support for EDC/HRE youth initiatives available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supporting cooperation of policymakers and formal education institutions with youth organisations in the field of EDC/HRE?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/Comment

* 19. Are the Charter and the RFCDC available in all languages used by your target groups? Please tick only one box in each row.

	Yes	No	I don't know/I don't answer
Charter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RFCDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 20. The Council of Europe has produced tools and resources to promote and support EDC/HRE in the member states. Please indicate their usefulness for the following levels/areas of education in your country/region: (please tick only one box in each row)

	Not at all	Scarcely	Moderately	Extensively	I don't know/I don't answer
Secondary School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-formal education (provided by youth organisations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the resources that you use for working with your target groups :

* 21. Are there any other human rights and citizenship education frameworks that you use in your work? If yes, please name these frameworks below.

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

Please specify

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EDC/HRE cooperation

* 22. How often does your organisation/institution cooperate with the following stakeholders to implement education for democratic citizenship and human rights education activities? Please tick only one box in each row.

	Never	Rarely	Sometimes	Often	Always
National or regional governmental authorities/institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational education institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights organisations/Offices of Ombudspersons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other NGOs or youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisations from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify/comment

* 23. To which extent is there cooperation in EDC/HRE in your country/region...(please tick only one box in each row).

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
...among formal (schools, universities etc.) and non-formal (NGOs, youth and parents' organisations etc.) education organisations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...between policymakers and non-formal education organisations ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with international organisations and experts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 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 in your country/region?

Inexistent	Very limited	Limited	Significant	I don't know/I don't answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 25. How does the cooperation happen among policymakers and youth organisations in the area of EDC/HRE in your country/region? Please tick only one box in each row.

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Youth organisations are supporting the implementation of national/ local EDC/HRE policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth organisations are involved in the policymaking on EDC/HRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policymakers are disseminating information and resources on EDC/HRE provided by youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policymakers are providing funding for EDC/HRE initiatives coordinated by youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other ways of cooperation/Comment

* 26. Could you provide examples of good practices on EDC/HRE cooperation? If yes, please provide link(s) to the examples of good practices and titles of the initiatives in the corresponding comment box.

	YES	NO
among different sectors of education?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
NGOs/youth organisations and policymakers?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	
international cooperation?	<input type="radio"/>	<input type="radio"/>
Link and title of the initiative	<input type="text"/>	

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EDC/HRE challenges and opportunities

* 27. Which challenges are there currently for the provision of EDC/HRE for young people in your country/region? Please indicate the level of importance of each challenge.

	Not important	Somewhat important	Important	Very important	I don't know/I don't answer
Lack of priority among decision makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of concrete mechanisms for EDC/HRE policies implementation: recommendations, tools, guidelines etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consequences of the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of awareness/interest/support among educators and youth workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training opportunities for educators and youth workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of public interest and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from the European organisations (Council of Europe, EU etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resistance and/or opposition to human rights education, mostly due to certain political stands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 28. What needs to be done to overcome the key challenges for the provision of EDC/HRE for young people in your country/region? Please indicate the level of action required in relation to each challenge.

	Urgent action required	Some action required	Minimal action required	No action required	I don't know/I don't answer
Improve awareness among educators on the relevance of EDC/HRE for meeting the current challenges in our societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve awareness of the wider public on the relevance of EDC/HRE for meeting the current challenges in our societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of data on effectiveness of EDC/HRE, including examples of good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy by civil society organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assure closer cooperation with/support to youth organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased visibility of EDC/HRE in the media coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide quality training on EDC/HRE for all educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political will	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political pressure from regional and international institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More resources allotted to EDC/HRE educational and youth projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/Comment

* 29. To which extent should public authorities in your country(-ies) prioritise the following action areas to better implement the EDC/HRE Charter? Please tick only one box in each row

	Not at all	To a small extent	To a moderate extent	To a large extent	I don't know/I don't answer
Communication of EDC/HRE importance to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of concrete recommendations for the implementation of EDC/HRE policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of EDC/HRE is an integral component of teacher training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering funding for EDC/HRE initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation of NGOs in EDC/HRE policymaking and policies implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/Comment

* 30. To which extent should the Council of Europe prioritise the following activity areas to effectively support further implementation of the EDC/HRE Charter?

	Not at all	To a small extent	To a moderate extent	To a large extent	I don't know/I don't answer
Development and dissemination of relevant EDC/HRE resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection and dissemination of good practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of EDC/HRE importance for the overall CoE mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Updating existing topics and approaches according to the new developments and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering capacity-building activities for educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderate exchange of experiences and lessons learnt among education professionals and policymakers on the international level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/Comment

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EDC/HRE topics and emerging issues

* 31. Would you agree that democratic citizenship and human rights education is a means to address...
(please tick only one box in each row)

	Not at all	To a small extent	To a fair extent	To a great extent
...digital literacy and digital citizenship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...climate crisis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...integration of vulnerable groups through education with the overall aim of building cohesive and equitable societies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...radicalization of young people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...combating racism, antisemitism and xenophobia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gender equality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...erosion of democratic values and practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other issues/Comment

* 32. How relevant are the following EDC/HRE-related thematic areas and approaches for young people in your country/region at the moment? Please tick only one box in each row.

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Digital citizenship and media literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change and sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of democratic competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole-school approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention of hate speech offline and online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention of radicalization and extremism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social cohesion and intercultural dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other EDC/HRE themes and approaches you consider relevant (please specify)

* 33. To which extent are educators equipped to address these topics and use these approaches in your country/region? Please tick only one box in each row.

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Digital citizenship and media literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change and sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of democratic competences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole-school approach/Whole-institution approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention of hate speech offline and online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social cohesion and intercultural dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 34. To which extent do you agree that democratic citizenship and human rights education is a means to address the following consequences of the COVID-19 pandemic for the society and the educational system? Please tick only one box in each row.

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Further exclusion of vulnerable groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition to new formats of teaching & learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disruption in continuous education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other issues/Comments

* 35. How did the COVID-19 pandemic affect the implementation of the Charter and the RFCDC in your organisation?

- There was more attention given to these instruments after the pandemic started
- No difference before and after the pandemic
- The attention to these instruments dropped when the pandemic started, but they were not excluded from the agenda
- The implementation of these instruments was interrupted indefinitely
- The implementation of these instruments stopped but gradually returned to the same scale
- Other (please specify)

Comment/please specify

* 36. How did the COVID-19 pandemic affect the implementation of the Charter and the RFCDC in your country/region?

- There was more attention given to these instruments after the pandemic started
- No difference before and after the pandemic
- The attention to these instruments dropped when the pandemic started, but they were not excluded from the agenda
- The implementation of these instruments was interrupted indefinitely
- The implementation of these instruments stopped but gradually returned to the same scale
- I don't know/I don't answer
- Other (please specify)

Comment/please specify

* 37. How often does your organisation currently use the following formats to implement and promote RFCDC and the Charter? Please tick only one box in each row.

	Never	Rarely	Sometimes	Often	Always
Face-to-face (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 38. To which extent are educators in your country equipped to promote EDC/HRE in the following formats? Please tick only one box in each row.

	Not at all	To a small extent	To a fair extent	To a large extent	I don't know/I don't answer
Face-to-face (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 39. In your country, to what extent are educational approaches and teaching methods promoted that enable young people to acquire competences to... (please tick only one box in each row)

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

Comment

* 40. Could you provide good practices on EDC/HRE implementation...

YES

NO

on the changes to
EDC/HRE
implementation since
the start of the COVID-
19 pandemic

in online or blended
formats

If yes, please provide link(s) to the examples of good practices and titles of the initiatives:



SURVEY FOR NON-GOVERNMENTAL YOUTH ORGANISATIONS OR INSTITUTIONS

The review process of the Council of Europe Charter on
EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION -
CM/Rec(2010)

EDC/HRE evaluation and promotion

* 41. Are there clear procedures and criteria for evaluating the quality of EDC/HRE initiatives in your organisation?

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

If yes, please provide more details:

* 42. In your country/region, have criteria been developed to evaluate the quality of the provided EDC/HRE?

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

Comment

* 43. Do the quality education criteria in your country/region include EDC/HRE?

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

Comment

* 44. Since 2017, have you developed new resources on EDC/HRE? If yes, please indicate which type(s) of resources and add the link(s) below.

- No resources were developed
- Online course
- Blended course
- Manual for educators
- Good practices compilation
- Policy recommendations and/or advocacy materials
- Promotional and communication materials
- Other resources (please specify)

Please specify and add the link(s) here

* 45. Could you provide examples of good practices...

	YES	NO
on recently developed resources for EDC/HRE promotion and implementation?	<input type="radio"/>	<input type="radio"/>
for EDC/HRE policies and/or initiatives evaluation?	<input type="radio"/>	<input type="radio"/>

If yes, please provide link(s) to the examples of good practices and titles of the initiatives:

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