

Democracy and Human Rights

▶▶ START WITH US ◀◀

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

CHARTER
for **ALL**
▶▶▶▶

▶▶ **Guidelines for Educators** ◀◀

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

**Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education:
Guidelines for Educators**

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Some words before getting started

In recent decades the rise of violence, racism, extremism, xenophobia, discrimination and intolerance has been posing serious challenges to our societies. Education has increasingly been seen as a defence against such phenomena and against human rights violations that they lead to, as well as a major contribution to social cohesion, social justice and peace.

This growing recognition of the important role of education is reflected in the adoption of the **Charter on Education for Democratic Citizenship and Human Rights Education** (hereafter the Charter) by the Council of Europe member states in 2010. The Charter provides guidance and recommendations on how to promote this kind of education. One of these recommendations encourages the Charter's wide dissemination by informing as many people as possible about its aims and about possible ways of putting it into practice. This is why the material you are now about to read was developed.

Educational materials related to the Charter for EDC/HRE

This document is part of a full pack of materials you can use to work with children and young people on the Charter.

Democracy and human rights start with us!

Under this same title two materials addressed to young people can be found:

Charter for All

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (the Charter) has been adapted into an easier to read version for young people aged between 12 and 15. However, this is only an orientation range which does not exclude its suitability for other ages. It is a stand alone document for young people to read on their own, but can also be a useful tool for group work.

Poster

The purpose of the poster is to raise awareness in places where groups of young people are running Education for Democratic Citizenship and Human Rights Education (EDC/HRE) activities. It is designed to be presented in classrooms, youth centres, youth clubs, summer camps, etc. Very often EDC/HRE is invisible, and this poster can be both a reaffirmation of the group's contribution to democracy and human rights, and a reminder for them to continue the good work. It is also an educational tool that provokes reflection, as it summarises the essence of the Charter and EDC/HRE in 12 sentences.

Guidelines for educators

The present document offers further clarifications about the Charter, but above all, some hints on how to work with both the Charter for All and the poster with your group, in an educational context. This work can be useful either as an introduction to EDC/HRE, or as a tool for them to reflect on the work you are already doing on the topic.

**The Council of Europe Charter on Education
for Democratic Citizenship and Human Rights Education = the Charter**
Education for Democratic Citizenship and Human Rights Education = EDC/HRE

1 Introduction

► The Council of Europe

The Council of Europe, the oldest European intergovernmental organisation, was set up in 1949 in the aftermath of the Second World War. The Council of Europe now has 47 member states. Its primary aim is to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

On the basis of these fundamental values, the Council of Europe tries to find shared solutions to major problems such as terrorism, organised crime and corruption, cybercrime, bioethics and cloning, violence against children and women, and trafficking in human beings. Co-operation among all member states is considered to be the best way to solve the major problems that Europe is facing today.

The Council of Europe is also active in the fields of culture and education. Since the European Cultural Convention entered into force in 1955, a broad range of co-operation activities have been carried out throughout Europe in these areas.



MORE ABOUT THE COUNCIL OF EUROPE

- Council of Europe: www.coe.int



ABOUT THE COUNCIL OF EUROPE'S BODIES

- Committee of Ministers: www.coe.int/cm/
- Parliamentary Assembly: www.assembly.coe.int
- Congress of Local and Regional Authorities: www.coe.int/Congress/
- European Court of Human Rights: www.echr.coe.int/ECHR
- Conference of INGOs: www.coe.int/ngo
- Commissioner for Human Rights: www.coe.int/commissioner

► The Charter

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

The Education for Democratic Citizenship and Human Rights Education (EDC/HRE) project has its foundations in the core mission of the Council of Europe itself - to promote human rights, democracy and the rule of law, and in the conviction that education can play a central role in furthering this aim. During the 2nd Summit of Heads of State and Government of the Council of Europe held in 1997, EDC/HRE was given impetus since it was decided to "launch an initiative for education for democratic citizenship with a

view to promoting citizens' awareness of their rights and responsibilities in a democratic society"¹.

This Council of Europe Charter represents an important expression of the member states' commitment to EDC/HRE and outlines the standards they are setting themselves to achieve.

The term "charter" is used in international practice both for binding and non-binding instruments. The binding instruments are those that include monitoring mechanisms. Such mechanisms can take the form of either a court (for example, the European Court of Human Rights is the monitoring mechanism for the European Convention on Human Rights) or a committee (for example, the European Social Committee is the monitoring mechanism for the European Social Charter). Their aim is to make sure that the legal instruments are effectively put into practice.

The title and form of the Charter on Education for Democratic Citizenship and Human Rights Education was chosen to indicate a desire for a more substantial document than those previously adopted in this field by the Council of Europe member states, and thus implying a stronger commitment. However, the majority of the member states were in favour of the Charter being non-binding as a matter of public international law. It was therefore adopted in the framework of a recommendation; recommendations and anything appended to them are by definition non-binding. Thus, what we understand as the Charter is itself an appendix of Recommendation CM/Rec(2010)7 of the Committee of Ministers. The Ministers of Foreign Affairs of the member states – or their representatives – adopted this text at the 120th session of the Committee of Ministers of the Council of Europe held in Strasbourg in May 2010.

The Charter is frequently published without the text of the recommendation in which it was adopted (it can be found in the **appendices**). This is the reason why the full title is followed by the words "adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers", which renders its non-binding character completely clear. The full text of the Charter is also followed by an explanatory memorandum – a document which provides information on the background, origins and negotiating history of the Charter, as well as including comments and clarifications on the provisions and recommendations of the Charter.

1. Final Declaration of the 2nd Summit of Heads of State and Government of the Council of Europe

2 How to work on the charter with a group of young people

► The Charter in an educational context

The Charter is written in legal terminology and is primarily addressed to governments. At the same time, the Charter highlights the importance of many different stakeholders – education professionals, youth NGOs, parents, carers, and children – in supporting and promoting EDC/HRE, and stresses that all of them should be informed about it. As children and young people take part in the majority of planned educational activities, and are therefore concerned by this topic more than anyone else, it was agreed that they should be the main audience for this publication, and a proposal to explain the Charter in a more accessible format was made.

The materials related to the Charter were conceived primarily for children and young people aged **12 to 15**. It is important to note that, although the language and design of the Charter were designed with that age group in mind, people of different ages may be able to access it on their own. It could also be the case that you, as an educator, may be interested in using it with people of different ages. Thus, even if “children” or “teenagers” could be considered more accurate words, notice that we will be using the term “**young person**” throughout this document. This choice stays coherent with the “Charter for All”, where the words “children” and “teenagers” have been avoided so that any reader can identify with the text. We will also be referring to “**your group**”, so it can be applied in both **formal** and **non-formal** education contexts – without the need to distinguish between students or pupils, participants or members, and also in cases of **peer-to-peer** education.

In order to make the contents more understandable, the “Charter for All” differs from the original Charter not only in the language used, but also in its structure. First of all, the “Charter for All” includes a short introduction to what the Council of Europe is, which is not present in the original, and the reasons for the existence of the Charter. The second and most relevant part is about the contents of the Charter itself, which are organised in eight chapters in a question-answer format.

Moreover, the answers regarding the contents of the Charter do not stand alone, but are accompanied by different graphic elements that render the text clearer for the reader. These elements can also be useful for you as the educator of a group.



Questions for reflection are sources for individual reflection or the starting point for sharing and **discussing** with the group. They can also be used as the starting point to move into other exercises or tasks that go deeper in each of the topics.



Ideas for action are small tasks that can be done both individually or in a group. In the second case, it can mean a first step into collaborative work and further moves towards taking **action with the group**.



Examples are given by the characters that accompany us through the text; some are very concrete, others are given in more general terms. They intend not only to make **clear** for the reader what it is meant by some of the recommendations, but also to **inspire** them to take further actions in their community. They are always a good starting point to make young people think of related examples they may be familiar with.



Highlighted important ideas help to easily visualise the main ideas in the text. All of these sentences, together with the sentences in the poster, give a condensed summary of the Charter.

Even if the Charter is meant as a stand-alone document, working in a group can make its understanding easier and it will increase young people's motivation to take action. Moreover, all principles related to democracy are more easily understood and experienced within a group.

Constructive and open discussion is at the core of democracy, since it is related to freedom of expression. From the learning perspective, it encourages critical thinking and provides the possibility to put the democratic need for acceptance of diversity of ideas and opinions into practice. Thus, most of the exercises suggested in these guidelines, refer to fragments of the "Charter for All" and then provide questions for open discussion within the group. However, be aware that this may mean that you, as an educator, may have to deal with conflicting views and controversial issues. Be prepared and inform yourself about the specific topics beforehand (further references are provided below). Promoting a culture of democracy and human rights is a step-by-step process and involves a long-term commitment.

► References to Council of Europe publications

In the following pages you will find some hints on how to work on the Charter with your target group, by following the "Charter for All" chapter by chapter. **Most of the exercises for open discussion within the group** (those in **italics**) will be complemented with **group exercises or tasks** (in light **shadowed boxes**) already described in detail in the following Council of Europe manuals and publications.



Compasito

A manual on human rights education for children

www.coe.int/compasito/

This manual, available in 15 languages, is a starting point for educators willing to work on EDC/HRE with children aged 7 to 13, although most of the activities can be adapted to be done with older children. The book familiarises the reader with the key concepts of human rights and children's rights, and provides substantial theoretical background. It also includes 42 practical activities that serve to engage and motivate children and young people to recognise human rights issues in their own environment. In the index you will easily find the titles of the activities recommended in these guidelines.



Compass

A manual on human rights education with young people

www.coe.int/compass/



This is a manual on human rights education which provides youth leaders, teachers and other educators, whether professionals or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people to form a positive awareness of human rights in their own ways and in their own communities. It promotes a broad understanding of human rights education and sees young people as a resource. It is based on experiential non-formal education approaches that put the emphasis on the learners, their environment and their own concerns. Compass is translated into over 30 languages.

“Living Democracy” Manuals

www.coe.int/edc

This series of six manuals aims to help teachers and school directors introduce EDC/HRE at all levels of schooling in a fun and interactive way.



EDC/HRE VOLUME I

Educating for democracy - Background materials on democratic citizenship and human rights education for teachers

Manual addressing key questions about EDC/HRE, its objectives and basic principles, and fostering a whole school approach to education for democracy and human rights.



EDC/HRE VOLUME II

Growing up in democracy - Lesson plans for primary level on democratic citizenship and human rights

Nine teaching units of approximately four lesson plans each give step-by-step instructions and include student handouts and background information for teachers. The complete manual provides a full school year's curriculum for students in the final years of primary school (grades 4 to 6, generally aged 6 to 9).



EDC/HRE VOLUME III

Living in Democracy - Lesson plans for lower secondary school

Same structure as the previous manual, regarding the curriculum for students in lower secondary level (grades 7 to 9, generally aged 10-15).



EDC/HRE VOLUME IV

Taking part in Democracy - Lesson plans for upper secondary level on democratic citizenship and human rights

Same structure as the previous manual, regarding the curriculum for students in upper secondary level (grades 10-12, generally aged 16-17).



EDC/HRE VOLUME V

Exploring Children's Rights - Nine short projects for primary level

Manual on tools to teach children's rights to students at primary schools (first nine years of schooling); however, it can be adapted and serve as a source of inspiration with an older target group. It includes both lesson plans and background materials.



EDC/HRE VOLUME VI

Teaching democracy - A collection of models for democratic citizenship and human rights education

Collection of exercises and models for EDC/HRE in schools as well as in non-formal settings of education. These models provide the framework to encourage students to become active by offering examples and inroads to understanding general principles of democracy and human rights. Many exercises are adaptable for different age groups, as the level of reflection may vary.

In general, the activities you will be referred to in this book will be mainly from the **practical parts in *Compass* and *Compasito***, and **EDC/HRE Volume VI** (unless otherwise indicated).



COUNCIL OF EUROPE'S ONLINE BOOKSHOP

You can access all these manuals in their **online version** in the links provided. If you are interested in the hard copy, look in the online bookshop: book.coe.int/



FURTHER THEORETICAL BACKGROUND

Compasito, Chapters I, II and V

Compass

EDC/HRE Volume I

Background materials on democratic citizenship and human rights education for teachers



TRAINING POSSIBILITIES

Pestalozzi Programme for the Training of Education Professionals:
www.coe.int/pestalozzi/

Youth sector training opportunities: www.coe.int/youth

► Adaptation

As noted in the Charter, formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process, that is why the manuals have been designed to be applied in very different contexts, in formal or less formal settings, and on a regular or ad hoc basis.

In *Compasito* and in some of the “Living Democracy” manuals you may also find target age groups for activities; however, they are just given as a reference, which you, as an educator who knows the group should assess and if necessary, adapt. Thus, not only age but other issues should be taken into consideration, such as the stage of development of your group both in their general learning process and in relation to the topic. Adaptation also refers to the many different learning styles and different levels of ability within the same group. Be especially sensitive to the needs of young people with disabilities and adapt the activity to them rather than expecting them to adapt to the activity.

Taking all of these things into consideration, use the activities we suggest as the starting point to do something adapted to your group. All the recommended manuals also include sections with tips on how to adapt activities.

► Using the poster

The poster is a suitable tool to use with a group of young people. The fact that it is summarised in 12 sentences means that it is a quick and visual way to reflect on the characteristics of EDC/HRE and the contents of the Charter. It can also be used as a checklist for the whole group on their contribution to human rights and democracy. Thus, it is recommended that the poster is placed in a visible spot in the room where you work with a specific group of young people, so you can refer back to it when working through the “Charter for All”.

Since the poster is a visual element of reference for the whole group, in order to work individually on it, each young person can be provided with their own copy. The worksheet (which you can find in the **appendices**) can easily be photocopied and distributed. However, it is not an exact copy of the poster: since it may be difficult for young people to position themselves with a direct yes or no to each of the statements in the poster, the worksheet includes the idea of barometers, which allows them to evaluate individually, or in a group, how close they are to fulfilling each of the statements.

The worksheet, together with the poster, can be used in several ways:

- » *Check what the group thinks about your school or youth organisation regarding EDC/HRE by going through the list of statements before starting the work on the “Charter for All”. Once the group has finished the work on the document, and has gone through a deeper analysis of the topic, the poster can be referred to again and the sentences checked through again to see if there are now any changes in the barometer ratings*
- » *Use the poster as a way to go through the “Charter for All”, as most of the sentences can be related to chapters in the document. It can be used as the last step after working with the young people on each of the chapters by referring to it and deciding together with the group which spot on the barometer would show to what extent the principle in question applies to your group.*

The following table suggests how to organise this idea in relation to the chapters of the “Charter for All”.

POSTER In our actions...	CHARTER FOR ALL Chapter
Our rights are respected and we respect the rights of the others	Chapter 1. Why a charter? Chapter 2. What are human rights?
There is an agreement about the rules for working together We participate in community issues	Chapter 3. What is democratic citizenship?
We learn things that are important to us We learn about human rights and democracy We learn to take actions if human rights are not respected	Chapter 4. What is education for democratic citizenship and human rights education?
We make it possible for everybody to take part We solve our conflicts without violence and everybody feels safe	Chapter 5. What are the principles of human rights and democracy?
We have a say in what we do and how we do it We have both rights and responsibilities.	Chapter 7. Do schools and organisations respect human rights and democracy?
We co-operate with family, schools, youth organisations, media, etc. We like sharing with others what we do about human rights and democratic citizenship.	Chapter 6. Who is involved in education for democratic citizenship and human rights education? Chapter 8. What can we do to promote citizenship and human rights education?

► The “Charter for All”: ideas chapter by chapter

In this part of the guidelines you will find a selection of the most relevant ideas tackled in each chapter of the “Charter for All”, as well as some ideas on how to work on them with your group. Most of the suggested starting points are elements that appear in the “Charter for All”, so it may be easier for you to go through that document in parallel to these guidelines.

1. Why a charter?

SUMMARY

This introductory chapter has two relevant ideas:

- **Importance** of the document
 - **Role** of governments and young people
- » *Discuss expectations about the contents of the document with the group before reading the first chapter:*
- *Why do you think a document on education may concern all people?*
- » *Discuss expectations about the contents of the document with the group after reading the first chapter:*
- *Why do you think the kind of education that reflects the values of human rights, democracy and the rule of law is important?*
 - *Why do you think it is relevant that 47 countries agree to follow the recommendations written in a document?*
 - *Why are we also responsible to make sure such education takes place?*

The last question may introduce you to the meaning of democracy, which will be developed further in **Chapter 3**. Consider, while discussing this last point, that this document is non-binding, which means that what is written is not compulsory for governments, but just a recommendation.

COUNCIL OF EUROPE

This chapter also introduces the Council of Europe. Getting familiar with its member states can help young people to realise that the contents of the Charter apply to very many different people.

- » *Work on the topic using a map (you can find one in the appendices) either with individual print-outs or as a group using a projection on the wall. An interactive option could be to create a puzzle by cutting the countries out separately and asking young people to put the map back together; to do this you can use one print-out per person or a large map for the whole group.*



UNDERSTANDING THE COUNCIL OF EUROPE

An interactive online map: www.coe.int/47countries1europe

Short booklets on the Council of Europe:

- For younger children: "**Travel the universe of Greater Europe. An adventure story**"
book.coe.int/sysmodules/RBS_fichier/admin/download.php?fileid=3206
- For young people: "**The Council of Europe. Unlimited Connections**"
youth-partnership-eu.coe.int/youth-partnership/news/news_267.html

The latter publication goes deeper into the differences and relationship between the Council of Europe and the European Union.

2. What are human rights?

HUMAN RIGHTS IN GENERAL

This is one of the most important topics to work on with young people, since it is the basis for further work. Very simple exercises can help to encourage them to talk about human rights in general terms.



EDC/HRE Volume VI : Teaching democracy, Chapter 3

3.3. The human rights tree

Drawing activity to help young people to visualise the concepts related to human rights.



Compass, Chapter 2, 2.5

Act it out

Drama activity where participants present their perceptions of the concept of human rights.

Who are I?

Buzz groups, brainstorming, drawing and group discussion to explore issues of identity linked to human rights.

CHARACTERISTICS OF HUMAN RIGHTS

The characteristics of human rights are presented in this chapter without using the technical words: **inalienability** and **universality**.



Human rights are what nobody can take away from you.
Human rights are the same for all human beings, everywhere in the world.

Indivisibility (all rights are equally important and essential) and interdependency (complementarity of these rights) are not mentioned in the “Charter for All” but it might be interesting to touch upon them as well.



Compasito, Chapter IV
17. Most important for whom?

Consensus building activity to introduce the United Nations Convention on the Rights of the Child and to understand how rights are universal, inalienable and interdependent.



EDC/HRE Volume VI : Teaching democracy, Chapter 3
3.4. The balloon ride

Prioritising activity to reflect on inalienability of rights and how arbitrary abolition of human rights borders on dictatorship.

HUMAN NEEDS, RIGHTS AND WANTS

The tasks in this chapter focus on the **link between human needs and human rights**.



What things do you need in order to live well, safely, healthily, and to grow up?



Look back to the list of needs you wrote and check in the United Nations Convention on the Rights of the Child if what you need is listed as a right

Since that link is usually easily understood, when dealing with this topic with young people it is important to put some emphasis on the **difference between rights, needs and wants**.

- » Ask young people to read the list they wrote about their needs once again.
- » Ask them to think about whether there is anything on their list they could do without: these are not human rights but wants. You can use examples to clarify the difference:
 - Everybody has got the right to live in good conditions, so we may need to have warm clothes in winter. However, this is different from a wish to have the latest fashionable clothes.
 - Everybody has the right to health, stemming from a need to nutritious and healthy food. However, this is different from wanting to eat sweets all day long.



Compasito, Chapter IV
27. Sailing to a new land

Prioritising activity to evaluate what is essential for survival and development, to separate wants and needs, and to connect human needs and human rights.



EDC/HRE VI, Teaching democracy, Chapter 3
3.5. Wants and needs

Card game to help players to understand the difference between things they want or would like and what they really need.

In the summary of the United Nations Convention on the Rights of the Child there are a couple of concepts which may not be easy to understand for all young people at a first glance. They can be worked on more thoroughly later, since further references will appear in **Chapter 5**:

- Discrimination > Include Everybody
- Violence and abuse > Respect Human Dignity

CHILDREN'S RIGHTS

Children's rights are not specifically mentioned in the Charter, but it might be useful to discuss them as well, as they can help you to make human rights issues more relevant for young people.



Do you need any of these things because you are not yet an adult? If yes, which ones?

When referring to those elements that are **specifically for children (not yet adults)**, it is useful to remember that children's rights, as recognised in the United Nations Convention on the Rights of the Child (1989), can be divided into three general categories, known as the "three Ps":

- Protection
- Provision
- Participation

Most of these specific considerations have to do with **protecting** minors (those under 18 years old) from abuse, neglect and exploitation because of their higher vulnerability. Some others have also to do with those specific needs linked to the development phase they are in, so they need to be **provided** with certain things, such as education and health care. It is important to clarify that children's rights are formulated taking these specific care requirements into consideration, which does not mean that adults (human beings in general) do not also have these rights. The right to play is the only right recognised for children that cannot be found in the general Universal Declaration of Human Rights. The idea of **participation** of children is developed further in **Chapter 3**.



CHILDREN'S RIGHTS

- www.coe.int/children
- www.unicef.org/magic
- **Compasito**
Chapter I.2. "What are children's rights?"
- **EDC/HRE Volume V**
Exploring children's rights, Part II

VIOLATIONS OF RIGHTS

Do you know any situation in which human rights were not respected (from what has happened to friends, situations in books, on TV, something you have witnessed, etc.)? Have you ever felt that your rights were not respected? What did you do?



- » Refer to their feelings and understanding of rights violations with questions such as:
 - If you know these situations from your own experience, what was your reaction when somebody's rights were not respected? How did you feel?
 - How did you know rights were not being respected?
 - Could you do anything about it?

What should people do when their rights or other people's rights are not respected?



Human rights violations should be, in the first place, prevented; this is why knowing our rights is so important. Standing up for our rights and denouncing violations is our responsibility; but it is important to make young people notice that it is not always possible to act alone; we may need to ask for the support of other people and get informed about local instruments that protect our rights. Moreover, supporting people whose rights have been violated is also our responsibility, always taking into consideration our capacities. The topic of taking responsibility is dealt with further in **Chapter 3** and **Chapter 7**.



EDC/HRE Volume VI: Teaching democracy, Chapter 5

5.1. It's not fair

Analysis of photographs to become aware of one's own concepts of justice and injustice.

5.3. The jigsaw puzzle

Simulation game to become aware of one's own reactions to unfair treatment.



Compassito Chapter IV

10. Compassito reporter

Photo reportage activity to develop awareness of human rights in everyday life and to understand how rights can be both violated and defended.



Compass Chapter 2

Front page

Simulation of a group of journalists working to prepare the front page of their newspaper covering the situation of human rights in a context familiar to the young people.

PROTECTION OF RIGHTS

When confronting the issue of violation of rights, it may be relevant to work further on mechanisms of defence of human rights. Since several legal documents are mentioned in this chapter, if young people are interested, it may be worth clarifying certain concepts:

- legal documents have different formats and characteristics; as we saw in the first part of these guidelines, a “charter” may be binding and non-binding, while a “recommendation” is by nature non-binding. Although the Universal Declaration of Human Rights marks an important turning point in history and has achieved the status of customary international law, a “declaration” is only a statement of intent, which must be written into documents called “conventions” (also referred to as “treaties” or “covenants”) to have full legal force. The European Convention on Human Rights is the oldest and strongest regional mechanism that defends, with full legal force, human rights in Europe;
- although the human rights legal protection system may be regarded as one of the greatest accomplishments of the twentieth century, it is worth being reminded that throughout all human history societies have developed systems of justice that sought the wellbeing of society as a whole.

Legal documents are implemented and ensured with the support of other mechanisms, such as courts. The European Court of Human Rights is a relevant body with which young people may be interested in becoming acquainted.



Compass

Chahal vs. UK

A simulation that looks at a real case that came before the European Court of Human Rights.



HUMAN RIGHTS DEVELOPMENT AND PROTECTION SYSTEMS

- **Composito**
Chapter I.1. “Introducing Human Rights”
- **Explore and act for human rights:** explorehumanrights.coe.int
This project aims to promote a better understanding of the principles of the European system of protection of human rights and the functioning of its mechanisms
- **European Court of Human Rights:** www.echr.coe.int/ECHR/
Find more information through brochures and videos, as well as a simplified version of the European Convention on Human Rights.

3. What is democratic citizenship?

CHARACTERISTICS OF DEMOCRACY



- Check if the place where you live is a democracy

- » *As democracy is only one of the possible ways to organise a group of people, it may be interesting to reflect together with the group about their awareness of other forms of government.*
 - *What other forms of government do you know?*
 - *What are the differences between those systems and democracy?*
 - *Do you know any country with these other systems?*
 - *Do you know any place close to you where these other kinds of governments are in place?*

The concept of democratic citizenship may seem distant from young people unless it is **related to their reality**. The proposed questions aim to encourage young people to reflect on how democratic their school or organisation is.



- In your school, team or club, is there any set of rules that all of you follow in order to work, live and do things together?
- What rights and responsibilities have you got?
- Who created those rules?
- Can they be changed? If so, how?

- » *If there are no “common rules” yet in the place where you work with young people, or they are not democratic enough because they come from a higher body, you can start by creating rules just for your group, where each member, including you, the educator, reach a consensus.*



Compasito, Chapter IV

2. A constitution for our group

Consensus-building activity to understand the relationship of rights and responsibilities, to emphasise participation in the creation and protection of rights and to create an agreed set of rules and responsibilities for the group.



EDC/HRE Volume VI : Teaching democracy, Chapter 1

1.2. Rights, responsibilities and rules in the classroom

Step-by-step approach to make young people aware of links between rights, responsibilities and rules (especially in the group context).

RESPONSIBILITIES

What happens when people don't follow these rules?



The last question for reflection serves to introduce the idea that action sometimes needs to be taken to prevent people from breaking rules, but above all, to reflect on how our actions may affect others. Once people are aware of their rights, they should take the **responsibility** for their own rights, but also for the rights of others.



Compasito, Chapter IV

40. Words that wound

Discussion activity to understand the limits of freedom of expression and to reflect on the causes and effects of hurtful language.

PARTICIPATION

It might be interesting to work more in-depth on the topic of the **electoral system**, in order to help young people to better understand it and to encourage their participation.



Compasito, Chapter IV

13. Every vote counts

Simulation to understand the meaning of fair and democratic elections and to learn the mechanics of democratic voting

However, when exploring democracy in your context, you might wish to highlight that participation is not limited to voting and is a much broader concept.

- » *Before reading the example given by the characters, ask your group whether they have the right to participate.*
- » *Brainstorm with your group about whether they can think of other ways of making change in the community. Complete the brainstorm after reading the example.*

It is important to remember that children and young people, despite their age and specific needs, also have rights within the category of **participation** (third “P”, together with protection and provision), which include:

- the right to express their views on all matters affecting them;
- freedom of expression;
- freedom of thought, conscience and religion;
- freedom of association;
- the right to access to information;
- the right to participate in the cultural life of the community.

The rights related to the participation of children and young people may not always be so obvious since they were only recognised in 1989 with the signature of the United Nations Convention on the Rights of the Child and not in previous documents. It is important to bear in mind that children's rights (as well as related responsibilities) should always be considered according to the **evolving capacities of the child**.



EDC/HRE Volume VI : Teaching democracy, Chapter 7

7.8. Ways of participating in democracy

Discussion activity to analyse possible forms of political participation.



Compasito, Chapter IV

37. Where do you stand?

Discussion activity where young people take a physical position in the room and then explain and support their opinions. Although it can be adapted to any topic, the suggested sentences for discussion regard the right to participation of children and young people.



Compass

On the ladder

Role play and discussion where participants reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community.

Tale of two cities

Board game in which players vote for the kind of city they wish to live in and the amenities they wish to enjoy. It addresses issues such as social solidarity, the implications of paying taxes and the value of local democracy.

4. What is education for democratic citizenship and human rights education?

EDUCATION: A RIGHT AND A TOOL



Education is a right, but also a way for making other rights possible.

- » Discuss this idea:
- In the list you wrote on your needs (in **Chapter 2**) did “education” appear?
 - If it didn’t, did you write any other related concepts (such as learning, getting to know new things, reading, getting information, etc.)?
 - Why do you think education is a human right?
 - What benefits can education give you?
 - Did you ever think, before reading the ideas in the image on page 12 showing different parts of the body involved in education, that education could do that?



Compass, Chapter 2, 2.5

Education for all?

In this activity participants further explore the respect for the right to education by matching pairs of cards while thinking about the inequalities of educational provision worldwide.

EDC/HRE

From this chapter onwards the acronym EDC/HRE will often be used. You can devote some minutes for young people to familiarise with it if you have the feeling it still feels strange for them.

- » *Ask them to think what other sets of words EDC/HRE could stand for.*

Education for democratic citizenship and human rights education have common objectives due to the strong interdependency between human rights and democracy. The difference is such a subtle change of focus that it is not so relevant for young people at this stage. For this reason, throughout the “Charter for All” they are considered as just one concept.

CHARACTERISTICS OF EDC/HRE

The text introduces the idea that EDC/HRE deals with things that are important for the learner.

- » *Discuss this idea:*
 - *What things are important for you?*
 - *Are we dealing with them here?*
 - *How do you think they could be included as part of your learning here?*

EDC/HRE has a **holistic approach** since it takes into consideration the three dimensions in the learning process: skills (metaphorically placed in the hands in the picture), attitudes (metaphorically placed in the heart) and knowledge (metaphorically placed in the head). Thus, being competent in human rights and democratic citizenship is much more than knowing the theory behind the terms. Note that the conception of the activities in the three proposed manuals focuses on the learner as a whole.

- » *To work further on these concepts with your group, try to make them realise that they are already working in the three dimensions of EDC/HRE, which they are not always aware of.*
 - *Ask them to identify the following things, thinking about their daily lives:*

HUMAN RIGHTS (HR)	DEMOCRATIC CITIZENSHIP (DC)	COMPETENCES
Something you know about HR	Something you know about DC	KNOWLEDGE
A way you put HR into practice	A way you put DC into practice	SKILLS
A situation when you feel HR are respected	A situation when you feel DC is respected	ATTITUDES

- » Notice that one of the sentences on the poster that can be related to this chapter, refers mainly to knowledge [“In our activities we learn about human rights and democracy”].
 - *Does the sentence apply to your reality?*
 - *Do you think you also learn FOR (skills) and THROUGH (attitudes) human rights and democracy?*



METHODOLOGY IN EDC/HRE

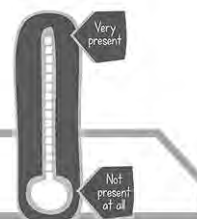
- **Composito**
Human rights education for children (pages 25-28)
Experiential learning (pages 38-40)
- **EDC/HRE Volume I** : Educating for democracy, Unit 3
Task-based learning (pages 46-47, 124 and 132)

5. What are the principles of human rights and democracy?

RESPECTING PRINCIPLES



Are these principles respected in your group?



In this chapter, which is subdivided into five topics, the core principles or values of EDC/HRE are tackled. The barometers are intended for young people to assess, from their perspective, to what extent each of these principles are present in the group.

- » After individual reflection discuss with them what their opinions are and see whether there are differences among the young people.
- » In cases of divergence or when the general opinion tends to say that the values are “not present at all”:
 - Why do you think it is like that?
 - Are there any specific examples that you can think of?
 - Could anything be done to avoid being, as a group, at the bottom end of the barometer?
- » In very positive cases, when most of the group feel those values are “very present”:
 - Do you know any other places, which are familiar to you, where this is not the case?

If you wish to cover each of the principles in detail, there are several activities you may like to consider.

VALUE DIVERSITY



EDC/HRE Volume VI : Teaching democracy, Chapter 1

1.4. A bouquet of flowers

Artistic activity to appreciate that individuals in a group are unique and different, but also contribute to the overall strength of the group.

In your country, what image does the media give of people who are different from the majority? What image do you think the media should give?



Compasito, Chapter IV

38. Who's behind me?

Guessing game to discuss the link between stereotyping, prejudice and discrimination and to analyse the role of the media in enhancing stereotypes and prejudices.

A "Living Library" works like a normal library where readers come and borrow a "book" for a limited period of time and, after reading it, they return the book to the library. There is only one difference: the books in the Living Library are human beings! They belong to groups who are often discriminated against. Books and readers speak to each other, so readers have the chance to get to know a real person and change the negative ideas they may have had before about a particular group of people.

- » *The example of the Living Library and the statement by a Roma person can lead to deeper discussion:*
 - *If we had to organise a Living Library in our town, who should we invite? Which are the groups that suffer discrimination close to us?*
 - *Is there any idea that comes into your mind if you think of Roma people?*
 - *Have you ever met somebody from these groups or a Roma person?*
 - *What questions would you like to ask them to get to know them better?*



Compass, Chapter 2
Responding to racism

Role playing on a critical incident to explore issues of racism and prejudice, notably against Roma, and how to deal with racism in a school or other educational organisations.

INCLUDE EVERYBODY

Have you ever felt left out of a group? [...]

- » *The topic can be started by discussing the examples shared by the characters.*
 - *Has anything similar ever happened to you or to somebody you know?*
 - *What would have you done in their case?*
 - *What could other peers have done to avoid that happening?*

Are there people in your class or group who may be feeling excluded? Why?

- » *Discuss what could be done to avoid people in the group feeling excluded.*

Are there people in your community who are considered not to be part of that community?
What should change in your community to make it possible for everybody to be involved?

- » *Explore with the group the possible reasons for exclusion in the community, as well as alternatives to prevent exclusion..*

Are boys and girls in your school or organisation treated differently?

If you would like to follow up the discussion, and considering that the examples in this section regard **gender discrimination** and discrimination based on **socio-economic factors**, you may want to use specific activities on the topic.



Compasito, Chapter IV

35. What I like and what I do

Discussion activity to recognise the effects of gender stereotypes.

7. Boys don't cry.

Statement exercise to discuss gender stereotypes and gender equality.



EDC/HRE Volume VI : Teaching democracy, Chapter 4

4.6. We are all equal, but some are more equal than others

Drawing and reflection exercise to identify and analyse the reasons for discrimination, focusing on socio-economic factors.

GIVE EVERYBODY EQUAL CHANCES

At our local youth organisation, in the United Kingdom, there is a boy called William [...]

- » Referring to William's case, you can develop further discussion:
 - Do you know any young persons with the same difficulties that William has? Are they enjoying being part of the group as much as William is?
 - What would we do as a group if somebody with learning difficulties joined us?

Since the example regards inclusion of people with **different abilities or special needs**, you can use some activities to work further on this topic; they will help you to get young people ready for the mapping task mentioned below.



Compasito, Chapter IV

5. Blindfolded

Simulation to understand the specific rights and needs of young people with disabilities.

Compasito, Chapter IV

28. Silent speaker

Role play to understand the difficulties of people with a hearing disability and to understand the need for positive discrimination.



Compass, Chapter 2

See the ability!

Practical activity to encourage empathy with people with disabilities. The issues addressed include the obstacles people with disabilities face in integrating into society, and perceptions of the rights of the disabled as basic human rights.

- Explore your neighbourhood. On a map, mark your favourite places [...]



- » Ask your group to do research with the mapping of obstacles in their community
- » Make sure that the conclusions can be addressed somewhere where they will be taken into consideration:
 - An association working with people with special needs that can lobby for changes
 - Directly to the organ in the city council that takes care of citizens' demands.

DIVERSITY, STEREOTYPES AND PREJUDICES

Besides the very specific examples given above, it is also very relevant to have the chance to speak about difference and diversity in general. Stereotypes and prejudices can also be worked upon at this stage.

- » Brainstorm on all possible reasons why someone may be considered different. Try to introduce other reasons that have not yet been dealt with in the previous points.



EDC/HRE Volume VI : Teaching democracy, Chapter 4
4.5. We all have prejudices

Game to introduce and question stereotypes and prejudices about other people.

EDC/HRE Volume VI : Teaching democracy, Chapter 5
5.2. The exception

Game to introduce the topic of discrimination.



Compassito (Chapter IV. 29) and **Compass** (Chapter 2)

Take a step forward

Simulation to promote empathy with others who are different and to raise awareness about the inequality of opportunities in society.

RESPECT HUMAN DIGNITY

To work on the idea of all of us being equal:



EDC/HRE Volume VI : Teaching democracy
3.2. The strings

Activity to visualise the common origin and history of human beings.

Does everybody feel safe in your school or group?



When sharing openly their answers about feeling safe in the group, it may be possible that honest answers will not always come up, especially if there are cases of covert bullying in the group or close to some of the young people. Certain experiential activities may prove more suitable to tackle this topic than just discussion.



Compassito, Chapter IV

8. Bullying scenes

Discussion to deepen the understanding of different kinds of bullying and to analyse different responses to it.



Compass, Chapter 2

Do we have alternatives?

Role play activity that addresses issues of interpersonal violence and bullying.

LIVE IN PEACE

How do you deal with conflict among the members of your group or class?



- » Discuss with the group their answers on how they deal with conflict:
 - Do the ways you currently use for conflict resolution follow the principle “live in peace”?
 - Are there other possible alternatives to the ways you solve conflicts now?
 - Do you know any school/group that is doing something similar to what is explained in the example?
 - Would something similar be necessary in your group? How could it be organised?



Compass, Chapter 2

Power station

Brainstorm on acts of violence common in daily life, then look for creative ways of dealing with them and finding solutions to the problems.



Compassito, Chapter IV

21. Picturing ways out of violence

Drama activity to develop non-violent ways of conflict resolution.

These two activities can be introduced as a link between the issue of violence, discussed in the section on “**Respect human dignity**”, and conflict resolution as in the principle in this section, “**Live in peace**”. Moreover, the last activity involves drama, as illustrated by the example in the “Charter for All” on bullying, in page 18.



Compasito, Chapter IV
30. The battle for the orange

This activity aims to generate discussion on the need for communication in conflict situations and to reflect on strategies for conflict resolution.

11. Cookie monster

Group negotiation activity to discuss the issue of equal rights and the process of negotiation and peace.



EDC/HRE Volume VI: Teaching democracy, Chapter 8
8.2. A structured approach to conflict resolution

Task-based exercise to learn a technique of conflict resolution in six stages.

8.6. Punishment versus positive conflict resolution

Task to develop young people’s creative potential in resolving conflicts and to encourage them to take part in decision-making processes regarding this topic. It can be very easily linked to the example of peer-mediators.

6. Who is involved in education for democratic citizenship and human rights education?

EDUCATION FOR EVERYBODY



EDC/HRE are for everybody and throughout our lives

- » Some questions might help young people to reflect on their perceptions and awareness of learning processes:
 - What are your plans once you finish school?
 - After that, do you plan to stop learning? (notice: not “studying”)
 - Are you now learning only in school?
 - Do adults around you know everything? Are they still learning?

SOURCES OF EDUCATION

Where can people learn? Complete the list: at school, in a library, at home





Compasito, Chapter IV

1. A Body of Knowledge

Drawing exercise to raise awareness of ways and places of learning and to discuss the right to education.

- » Before reading the chapter, follow the steps described below, for young people to reflect about different sources of education (steps are based on the above-mentioned activity from Compasito).

First step: Ask young people to think about what they know and what they can do best, including physical and mental competences (knowledge, skills, attitudes). If the list is very long, ask them to choose the 10 elements they consider the most important. Make them notice whether any of the things they wrote have to do with any of the principles of democracy and human rights. If not, encourage them to think of at least one they would like to add to the list.

Second step: Think about all the things they wrote about and how they learned them. Ask them to write next to each element what place, person, institution or situation helped them to learn those things.

Third step: Ask young people the following questions:

- Was it easy to find things you are able to do?
- Was it more difficult regarding the principles of democracy and human rights?
- Did you always remember where you learnt them?
- From those things you remembered, did you learn everything from the same person or in the same place?

After this exercise it should be easy to complete the list suggested on the first page of this chapter.



- Go back to the list in page 20 on places and people you can learn things from and complete it with new ideas that appeared in this chapter, if you missed out any.

- » The list with the ideas which appear in the document could include: school (pre-school, primary school and secondary school), university, NGOs, youth organisations, library, neighbours, the media, parents and carers, our friends...

It is useful to visualise the diversity of places where education takes place, and therefore where EDC/HRE should be present. According to the Charter it is relevant to bear all these institutions in mind since they are stakeholders of any EDC/HRE process, and should be involved. Moreover, the more young people are aware of how learning takes place the more effectively they can benefit from various learning opportunities.

PEER-TO-PEER EDUCATION

Have you ever thought of yourself as an educator of your group or schoolmates? How could this help to improve your own life as well as other people's lives? Did you find any inspiring examples in previous chapters where it is young people who work on EDC/HRE with their friends?



- » Refer back to the examples from **Chapter 3**:
 - Theatre plays by students in Portugal (page 18).
 - Students in Spain acting as conflict mediators (page 19).
- » Reflect on possibilities of peer-to-peer education:
 - Is the group important for your learning?
 - Could you take responsibility for it?
 - What others ways of promoting EDC/HRE among your friends can you think of?



PEER-TO-PEER EDUCATION and TAKING ACTION

Composito

In all activities you will find a section on “**Ideas for action**”. Some of them include ideas of peer-to-peer education.

7. Do schools and organisations respect human rights and democracy ?

PRINCIPLES



Would you say that you are experiencing the values and principles of EDC/HRE in your environment (in your school, in your organisation, in the sports club, etc.)?

- » Share the answers with the group. Link them to previous work with barometers in **Chapter 5**.
 - What are the obstacles and how could they be overcome? (If the answer is NEVER or RARELY)



Can you think of specific actions that your school or youth organisation is taking or should take to promote the principles of human rights and democracy?

Although the first question for reflection gives a general overview of the presence of the principles of human rights and democracy in your group, it is interesting to further explore what actions back up our impressions.

- » Explore the suggested example further:
 - What are the conditions to become a member of our association or to join our school?
 - Are these conditions respectful towards the principles of human rights and democracy?

EXPERIENCING DEMOCRACY AND HUMAN RIGHTS



Are your opinions taken into consideration regarding activities in your school/youth organisation?
How are decisions made in your group or class?
Could this be improved upon? How?

- » These questions refer closely to democratic principles in the group. Refer them back to discussion about questions in **Chapter 3**, page 9.
 - Is the way decisions are made related to the existing rules in the group?

INVOLVING EVERYBODY AND THE ACTIVE PARTICIPATION OF THE LEARNER

Who should have a say on what you learn?



Although this section is very closely related to the previous section on stakeholders, here it is important to focus on the fact that within each of the institutions concerned with EDC/HRE, all actors should also be involved: educators and other staff, learners and policy makers.



Compass, Chapter 2, 2.23

Let every voice be heard

Discussion exercise in small groups and in plenary, working on what education is and how it meets peoples' needs, and about participation in decision-making processes.

- » Find out whether the group you have is aware of the importance of learner-centered pedagogy:
 - Do you think you also have a say in your learning? Why?
 - How to ensure that your opinion is taken into consideration?

- Check if there is a student council in your school or similar structures in your organisation.

- » Discuss the concept of student councils:
 - Consider the positive and negative aspects of having a democratically elected body (student council or similar body in the youth organisation) to make decisions about your education at the local level.
 - What would be the best form of council for you?
 - How should it be organised so that you could have a say?

RESPONSIBILITIES

If we agree that our opinions will be shared in class [...]

The last example introduces the idea that participation implies responsibilities, which can be related back to questions for reflection in **Chapter 2** and **Chapter 3**, in the "Charter for All"

- » Reflect further by asking questions such as:
 - Who takes responsibility within the group? And in the whole school/organisation?
 - What are these responsibilities?



DEMOCRATIC GOVERNANCE in EDUCATION INSTITUTIONS

EDC/HRE Volume I : Educating for democracy, Unit 1

1. Politics, democracy and democratic governance of schools

Democratic governance of schools: www.coe.int/edc

B. What can we do to promote citizenship and human rights education?

The “Charter for All” finishes with specific ideas on how EDC/HRE can be improved. However, the group will have found ideas for action all through the text, especially if you are working deeper with the group on certain topics.

CO-OPERATION

This Charter is great proof that co-operation can work [...]

- » *In order to make international co-operation more relevant for young people, try to make them think of examples close to them.*
 - *Do you know of any kind of international experiences or exchanges between students (school twinning, language exchanges, musical exchanges, etc.)?*
 - *What about opportunities for co-operation or exchange outside the school?*
 - *Why do you think it is important to get to know people from other countries and how these people live?*
 - *Why do you think it is important to know about the situation of rights of people in your country? And about the rights of people in other countries?*

The latter question could easily be linked to the previously mentioned idea of responsibility between our rights and those of others, very relevant in the context of globalisation.



EDC/HRE Volume VI: Teaching democracy, Chapter 4
4.8. *Globingo: “A human being is part of the whole world”*
Bingo to show that a human being is part of the whole world.



Compass, Chapter 2
Beware, we are watching
Activity to learn about the social, economic and environmental costs of a cotton T-shirt at global level.

Out of school there are many opportunities for international exchanges among young people, and they can be inspiring both for formal and non-formal education contexts.



INTERNATIONAL EXPERIENCES FOR YOUNG PEOPLE

- Youth in Action programme: ec.europa.eu/youth
- Cookbook (examples of “All Different, All Equal Campaign”): www.coe.int/t/dg4/youth/fej/ADAE%20cookbook.pdf
- European Youth Foundation: www.yf.coe.int/fej/

If you are in a youth organisation, you may be interested in using this space for your group to become aware of certain “higher” structures they may not always be aware of (umbrella organisations, international federations, etc.).

- » *Some questions that may help you to introduce the topic:*
 - *Does our youth organisation work only in this neighbourhood? Only in this country?*
 - *Does it belong to a bigger organisation, represented at a higher level?*

TRAINING OF TEACHERS AND YOUTH LEADERS



- Ask your educators how they learnt about EDC/HRE. Ask them when the last time was that they received training on the topic.

- » *Share with them how the training of educators works in your organisation or in the school system*
 - *Why do you think it is important for educators to keep on learning?*
- » *Remind them about the ideas of peer-to-peer education. This implies that they keep improving and learning if they want to work with other peers.*

EVALUATION



Do you usually get the chance to express your opinion after an activity or lesson you have taken part in?
How can your opinion be taken into account?



EVALUATION WHEN CLOSING ACTIVITIES

Compasito, Chapter III
Evaluation and reflection opportunities

Compass,
Activities for reviewing

EDC/HRE Volume I : Educating for democracy
Unit 5 – Assessment of students, teachers and schools

RESEARCH

A research process was organised by the union of secondary school students of Serbia [...]

- » After reading the example, reflect on:
 - What can be the use in getting to know in detail the situation of the education system in a country?
 - Have you ever filled in a questionnaire, as in the Serbian example, on how do you think the education system in your country is working?

Notice that this example of research in Serbia is related to the example about student councils in page 25. Serbia, thanks to the passing of this law, is one of the countries in Europe where student councils can vote on the school-board.

Research is not always about questionnaires. In **Chapter 5**, when exploring the principle of “Giving everybody equal chances”, a mapping exercise is used to carry out research on the situation in the city for people with special needs. You can use this technique for further research.



Compassito, Chapter V
23. Putting Rights on the Map

Mapping exercise to associate human rights with places in young peoples' daily life and to encourage the evaluation of human rights climate in the community.



Compass

Change your glasses

Simple outdoor exercise where young people go out and explore the locality through someone else's eyes.



EDC/HRE Volume I: *Educating for democracy, Part 3, Unit 2*
Toolbox for students

Basic instructions addressed to young people on how to carry out interviews and surveys, as well as on researching on the internet.

SHARING EXPERIENCES

Which of all the positive examples you read in this document was the most interesting for you? Why?



- » *Reflect further with your group:*
 - *What can be the use of getting to know other positive experiences of EDC/HRE either from your country or other countries?*
 - *Before you read this Charter, had you ever read or heard anything about EDC/HRE either in your country or in other countries?*

If your school or organisation has a newsletter or a web page, use it to write about experiences with EDC/HRE you have in your class or group.

- » *Brainstorm about other actions that the group could take in order to share experiences. For example:*
 - *writing about the topic in newspapers or in the school/youth organisation's newsletter or blog;*
 - *recommending other interesting websites on the topic on the school/youth organisation website;*
 - *creating posters and exhibitions;*
 - *putting on performances.*



Compasito, Chapter IV
4. Advertising Human Rights

Activity to start critical thinking about media and to develop ideas on how to promote human rights.



EDC/HRE Volume I : Educating for democracy, Part 3, Unit 2

Toolbox for students

Different ideas on how to do certain tasks, most of them could be used for dissemination purposes.

INFORMING EVERYBODY

What different ways can you think of to inform others about the Charter?

- » *Complete the previous list on ways to inform others about EDC/HRE experiences.*
 - *How did you find out about the Charter?*
 - *Is "the Charter for All" any different from the example "Light on the Rights" (see p.29 in the "Charter for All")?*
- » *Encourage young people to reflect on how sharing experiences can help us to learn from each other.*

► Concluding your work on the Charter

Now that you know a bit more about EDC/HRE, what ideas would you like to share about it with your friends?

- » *Encourage young people to write in their own "Charter for All", in the last empty square with a loudspeaker, a sentence they would like to share, something they learned or something they want to remember from the Charter.*

As mentioned before, evaluation is very useful not only in EDC/HRE, but in any kind of activity we do with our group. Thus, when closing the work on the Charter, it is also important to do an evaluation.

- » *Young people toss a ball from one to another; each person who catches the ball states the sentence they wrote in their booklets as a way to evaluate whether (and why) the work was relevant for them.*
- » *Encourage them to take this evaluation further and share this same idea with other young people and the team who prepared the document.*

We will be happy to read about these ideas, and also about your own views and experiences. Send them to edchre@coe.int!

3 Appendices

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

Adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers

Introduction

Education plays an essential role in the promotion of the core values of the Council of Europe: democracy, human rights and the rule of law, as well as in the prevention of human rights violations. More generally, education is increasingly seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. This growing awareness is reflected in the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (“EDC/HRE”) by the Organisation’s 47 member states in the framework of Recommendation CM/Rec(2010)7. The Charter was developed over a period of several years as a result of wide-ranging consultations and is non-binding.

It will be an important reference point for all those dealing with citizenship and human rights education. It will hopefully provide a focus and catalyst for action in the member states, as well as a way of disseminating good practice and raising standards throughout Europe and beyond.

Section I - General provisions

1. Scope

The present Charter is concerned with education for democratic citizenship and human rights education as defined in paragraph 2. 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.

2. Definitions

For the purposes of the present Charter:

a. “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.

b. “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.

c. "Formal education" means the structured education and training system that runs from pre-primary and primary through secondary school and on to university. It takes place, as a rule, at general or vocational educational institutions and leads to certification.

d. "Non-formal education" means any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.

e. "Informal education" means the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, peer group, neighbours, encounters, library, mass media, work, play, etc.).

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

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.

4. Constitutional structures and member state priorities

The objectives, principles and policies set out below are to be applied:

a. with due respect for the constitutional structures of each member state, using means appropriate to those structures.

b. having regard to the priorities and needs of each member state.

Section II - Objectives and principles

5. Objectives and principles

The following objectives and principles should guide member states in the framing of their policies, legislation and practice.

a. The aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education.

b. Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.

c. All means of education and training, whether formal, non-formal or informal, have a part to play in this learning process and are valuable in promoting its principles and achieving its objectives.

- d. 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.
- e. Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents.
- f. An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.
- g. One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law.
- h. Ongoing training and development for education professionals and youth leaders, as well as for trainers themselves, in the principles and practices of education for democratic citizenship and human rights education are a vital part of the delivery and sustainability of effective education in this area and should accordingly be adequately planned and resourced.
- i. Partnership and collaboration should be encouraged among the wide range of stakeholders involved in education for democratic citizenship and human rights education at state, regional and local level so as to make the most of their contributions, including among policy makers, educational professionals, learners, parents, educational institutions, non-governmental organisations, youth organisations, media and the general public.
- j. Given the international nature of human rights values and obligations and the common principles underpinning democracy and the rule of law, it is important for member states to pursue and encourage international and regional co-operation in the activities covered by the present Charter and the identification and exchange of good practice.

Section III - Policies

6. Formal general and vocational education

Member states should include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training. Member states should also continue to support, review and update education for democratic citizenship and human rights education in these curricula in order to ensure their relevance and encourage the sustainability of this area.

7. Higher education

Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in higher education institutions, in particular for future education professionals.

8. Democratic governance

Member states should promote democratic governance in all educational institutions both as a desirable and beneficial method of governance in its own right and as a practical means of learning and experiencing democracy and respect for human rights. They should encourage and facilitate, by appropriate means, the active participation of learners, educational staff and stakeholders, including parents, in the governance of educational institutions.

9. Training

Member states should provide teachers, other educational staff, youth leaders and trainers with the necessary initial and ongoing training and development in education for democratic citizenship and human rights education. This should ensure that they have a thorough knowledge and understanding of the discipline's objectives and principles and of appropriate teaching and learning methods, as well as other key skills appropriate to their area of education.

10. Role of non-governmental organisations, youth organisations and other stakeholders

Member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education.

Member states should also promote and publicise education for democratic citizenship and human rights education to other stakeholders, notably the media and general public, in order to maximise the contribution that they can make to this area.

11. Criteria for evaluation

Member states should develop criteria for the evaluation of the effectiveness of programmes on education for democratic citizenship and human rights education. Feedback from learners should form an integral part of all such evaluations.

12. Research

Member states should initiate and promote research on education for democratic citizenship and human rights education to take stock of the current situation in the area and to provide stakeholders including policy makers, educational institutions, school leaders, teachers, learners, non-governmental organisations and youth organisations with comparative information to help them measure and increase their effectiveness and efficiency and improve their practices. This research could include, inter alia, research on curricula, innovative practices, teaching methods and development of evaluation systems, including evaluation criteria and indicators. Member states should share the results of their research with other member states and stakeholders where appropriate.

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

In all areas of education, member states should promote educational approaches and teaching methods which aim at learning to live together in a democratic and multicultural society and at enabling learners to acquire the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences – particularly between different faith and ethnic groups – and settle disagreements and conflicts in a non-violent manner with respect for each others' rights, as well as to combat all forms of discrimination and violence, especially bullying and harassment.

Section IV - Evaluation and co-operation

14. Evaluation and review

Member states should regularly evaluate the strategies and policies they have undertaken with respect to the present Charter and adapt these strategies and policies as appropriate. They may do so in co-operation with other member states, for example on a regional basis. Any member state may also request assistance from the Council of Europe.

15. Co-operation in follow-up activities

Member states should, where appropriate, co-operate with each other and through the Council of Europe in pursuing the aims and principles of the present Charter by:

- a. pursuing the topics of common interest and priorities identified;
- b. fostering multilateral and transfrontier activities, including the existing network of co-ordinators on education for democratic citizenship and human rights education;
- c. exchanging, developing, codifying and assuring the dissemination of good practices;
- d. informing all stakeholders, including the public, about the aims and implementation of the Charter;
- e. supporting European networks of non-governmental organisations, youth organisations and education professionals and co-operation among them.

16. International co-operation

Member states should share the results of their work on education for democratic citizenship and human rights education in the framework of the Council of Europe with other international organisations.

► Worksheet: Democracy and human rights start with us: where do we stand?

Democracy and Human Rights
START WITH US
In our actions...

Our rights are respected and we respect the rights of others

There is agreement about the rules for working together

Rules

We participate in community issues

We learn things that are important to us

DEMOCRACY

We learn about human rights and democracy

We solve our conflicts without violence and everybody feels safe

HUMAN RIGHTS FOR ALL

We learn to take action if human rights are not respected

We make it possible for everybody to take part

We co-operate with family, schools, youth organisations and media

We like sharing with others what we do about human rights and democratic citizenship

We have both rights and responsibilities

We have a say in what we do and how we do it

SCHOOL

YOUTH CENTRE

► GET INVOLVED! ◀

www.coe.int/edchre

COUNCIL OF EUROPE / CONSEIL DE L'EUROPE

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





























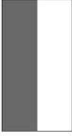






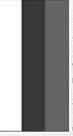












► Map of Council of Europe member states (next page)

Council of Europe Conseil de l'Europe

47 Member States États membres



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Albania - Albanie
Tirana | 
Andorra - Andorre
Andorre-la-Vieille
Andorre-la-Vieille | 
Armenia - Arménie
Yerevan - Yerevan | 
Austria - Autriche
Vienna - Vienne | 
Azerbaijan - Azerbaïdjan
Baku - Bakou | 
Belgium - Belgique
Brussels - Bruxelles | 
Bosnia and Herzegovina
Banja Luka - Banja Luka
Sarajevo | 
Bulgaria - Bulgarie
Sofia | 
Croatia - Croatie
Zagreb | 
Cyprus - Chypre
Nicosia - Nicosie | 
Czech Republic -
République Tchéque
Prague | 
Denmark - Danemark
Copenhagen - Copenhague |
| 
Estonia - Estonie
Tallinn | 
Finland - Finlande
Helsinki | 
France
Paris | 
Georgia - Géorgie
Tbilisi - Tbilissi | 
Germany - Allemagne
Berlin | 
Greece - Grèce
Athens - Athènes | 
Hungary - Hongrie
Budapest | 
Iceland - Islande
Reykjavik | 
Ireland - Irlande
Dublin | 
Italy - Italie
Rome | 
Latvia - Lettonie
Riga | 
Liechtenstein
Vaduz |
| 
Lithuania - Lituanie
Vilnius | 
Luxembourg
Luxembourg | 
Malta - Malte
Valletta - La Vallette | 
Republic of Moldova -
République de Moldova
Chisinau | 
Monaco
Monaco | 
Montenegro -
Monténégro
Podgorica | 
Netherlands - Pays-Bas
Amsterdam | 
Norway - Norvège
Oslo | 
Poland - Pologne
Warsaw - Varsovie | 
Portugal
Lisbon - Lisbonne | 
Romania - Roumanie
Bucharest - Bucarest | 
Russian Federation -
Fédération de Russie
Moscow - Moscou |
| 
San Marino - Saint-Marin
San Marino - Saint-Marin | 
Serbia - Serbie
Belgrade | 
Slovakia - Slovaquie
Bratislava | 
Slovenia - Slovénie
Ljubljana | 
Spain - Espagne
Madrid | 
Sweden - Suède
Stockholm | 
Switzerland -
Suisse
Bern - Berne | 
The former Yugoslav
Republic of
Macedonia
"Ex-République
yougoslave de
Macédoine"
Skopje | 
Turkey - Turquie
Ankara | 
Ukraine
Kyiv - Kiev | 
United Kingdom -
Royaume-Uni
London - Londres | 
Azores (Port.) |

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The Council of Europe, created in 1949, brings together countries which share the values of human rights, democracy and the rule of law. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education was developed in order to promote these values in and through education. The child friendly version of the Charter ("Charter for All") is intended for everybody, especially young people, who would like to learn what this international legal document is about and how it can be used to promote democracy and human rights in classroom, at school and in society at large. The Guidelines for Educators aim to provide advice and assistance for teachers and trainers on how to work with the "Charter for All" with children and young people.

The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the Second World War, the Council of Europe has symbolised reconciliation.

Council of Europe

Charter on Education for Democratic Citizenship and Human Rights Education

» www.coe.int/edchre «

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COUNCIL OF EUROPE



CONSEIL DE L'EUROPE