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Citizenship Education at the Council of Europe

EUNEC Seminar, Lisbon

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Directorate of Democratic Citizenship and Participation

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HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW

DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT

CONSEIL DE L'EUROPE

47 MEMBER STATES
820 MILLION EUROPEANS

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INTRODUCTION

Established on 5 May 1949 (Treaty of London) by 10 states

Comprises <u>47 member states</u> today

Based in <u>Strasbourg</u> (France)

Intergovernmental political Organisation,
founded on three main values:
human rights, democracy and the rule of law

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Albania - Albanie
Tirana

Estonia - Estonie
Tallinn

Lithuania - Lituanie
Vilnius

San Marino - Saint-Marin
San Marino - Saint-Marin

Andorra - Andorre
Andorra-la-Vella
Andorre-la-Vieille

Finland - Finlande
Helsinki

Luxembourg
Luxembourg

Serbia - Serbie
Belgrade

Armenia - Arménie
Yerevan - Erevan

France
Paris

Malta - Malte
Valletta - La Valette

Slovakia - Slovaquie
Bratislava

Austria - Autriche
Vienna - Vienne

Georgia - Géorgie
Tbilisi - Tbilissi

Republic of Moldova -
République de Moldova
Chişinău

Slovenia - Slovénie
Ljubljana

Azerbaijan - Azerbaïdjan
Baku - Bakou

Germany - Allemagne
Berlin

Monaco
Monaco

Spain - Espagne
Madrid

Belgium - Belgique
Brussels - Bruxelles

Greece - Grèce
Athens - Athènes

Montenegro -
Monténégro
Podgorica

Sweden - Suède
Stockholm

Bosnia and Herzegovina
Bosnie-Herzégovine
Sarajevo

Hungary - Hongrie
Budapest

Netherlands - Pays-Bas
Amsterdam

Switzerland -
Suisse
Bern - Berne

Bulgaria - Bulgarie
Sofia

Iceland - Islande
Reykjavik

Norway - Norvège
Oslo

"The former Yugoslav
Republic of
Macedonia" -
"L'ex-République
yougoslave de
Macédoine"
Skopje

Croatia - Croatie
Zagreb

Ireland - Irlande
Dublin

Poland - Pologne
Warsaw - Varsovie

Cyprus - Chypre
Nicosia - Nicosie

Italy - Italie
Rome

Portugal
Lisbon - Lisbonne

Turkey - Turquie
Ankara

Czech Republic -
République Tchèque
Prague

Latvia - Lettonie
Riga

Romania - Roumanie
Bucharest - Bucarest

Ukraine
Kyiv - Kiev

Denmark - Danemark
Copenhagen - Copenhague

Liechtenstein
Vaduz

Russian Federation -
Fédération de Russie
Moscow - Moscou

United Kingdom -
Royaume-Uni
London - Londres

non-member st... ...elarus)

BACK

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- European Cultural Convention
- 19 December 1954

- 50 signatory states:
  47 member states + Belarus,
  Holy See, Kazakhstan

BUILDINGS OF THE COUNCIL OF EUROPE
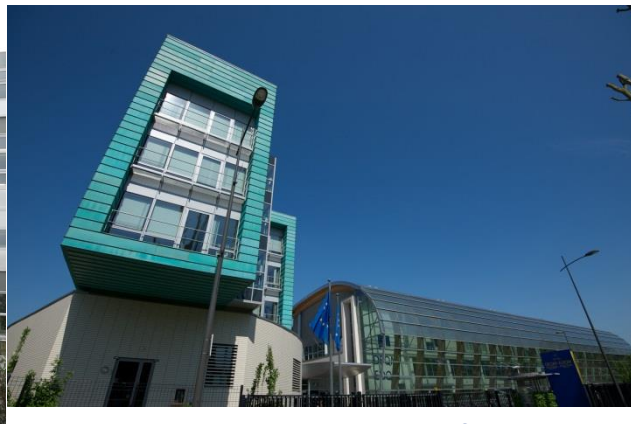**STRASBOURG**

Palais de l'Europe

Human Rights building

European Youth Centre

European Directorate for the Quality of Medicines & Healthcare (EDQM)

Agora

BACK

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**COUNCIL OF EUROPE
CONSEIL DE L'EUROPE**

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The Council of Europe is active in all areas affecting European society, with the exception of defence and the economy, and addresses modern-day challenges such as:

match fixing
intercultural dialogue
the efficiency of justice
the fight against terrorism
the efficiency of justice
youth
money laundering
migrants rights
internet governance
education for citizenship
the protection of journalists
overcrowded prisons
the fight against discrimination
overcrowded prisons
counterfeit medical products
the fight against discrimination
youth
match fixing migrants rights
education for citizenship
intercultural dialogue
counterfeit medical products
hate speech
the protection of journalists
money laundering
the fight against terrorism
internet governance
hate speech

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INSTITUTIONS AND BODIES

Committee of Ministers www

Parliamentary Assembly www

Congress of Local and Regional Authorities www

European Court of Human Rights www

Commissioner for Human Rights www

Conference of International Non-governmental Organisations (INGO) www

Secretary General www

Citizenship Education

- Directorate General of Democracy (DG II)

- Directorate of Democratic Citizenship and Participation:

  ◦ Education Department – Formal education

  ◦ Youth Department   –   Non-formal education

Youth Department

- No Hate Speech Movement:

  ◦ **a youth campaign against hate speech and for human rights online of the Council of Europe**

  ◦ *Bookmarks*, a manual for combating hate speech through human rights education presents activities designed for young people aged 13 to 18, but which are adaptable to other age ranges.

We CAN! Taking action against hate speech through counter and alternative narratives

▸ This manual presents communicative and educational approaches and tools for youth and other human rights activists to develop their own counter and alternative narratives to hate speech.

▸ It is designed for working with young people from the age of 13. Based on the principles of human rights education and youth participation, We CAN! complements the manual Bookmarks.
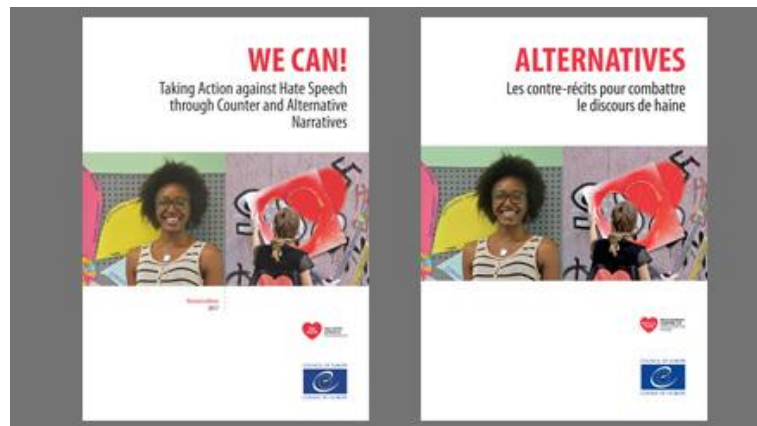
Education Department

- Education Policy Division:

  ◦ Language education

  ◦ History teaching

  ◦ Higher education

  ◦ Education for Democratic Citizenship / Human Rights Education

- Capacity Building and Co-operation Programmes

Language education

- Common European Framework of References for Languages: Learning, teaching, assessment

- European Language Portfolio

- Autobiography of Intercultural Encounters

- Linguistic Integration of Adult Migrants
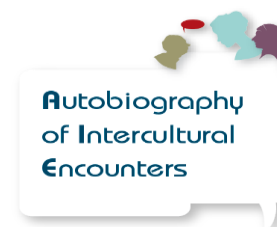
History teaching

▸ **Educating for Diversity and Democracy: teaching history in contemporary Europe**

▸ **Shared Histories for a Europe without Dividing Lines**

Higher Education

- **The democratic mission of higher education**

- In 2007, in its recommendation (2007)6, the Committee of Ministers defined the different missions of Higher Education:

-

- "In keeping with the values of democratic and equitable societies, public authorities should ensure that higher education institutions, while exercising their autonomy, can meet society's multiple expectations and fulfil their various and equally important objectives, which include:

  ◦ preparation for sustainable employment;

  ◦ preparation for life as active citizens in democratic societies;

  ◦ personal development;

  ◦ the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base."

Citizenship Education

▶ RECOMMENDATION No. R (85) 7 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON TEACHING AND LEARNING ABOUT HUMAN RIGHTS IN SCHOOLS

▶ (Adopted by the Committee of Ministers on 14 May 1985
▶ at the 385th meeting of the Ministers' Deputies)

- Noting Recommendation 963 (1983) of the Consultative Assembly of the Council of Europe on "Cultural and educational means of reducing violence";

- Conscious of the need to reaffirm democratic values in the face of:
- – intolerance, acts of violence and terrorism;
- – the re-emergence of the public expression of racist and xenophobic attitudes;
- – the disillusionment of many young people in Europe, who are affected by the economic recession and aware of the continuing poverty and inequality in the world;

- Believing, therefore, that, throughout their school career, all young people should learn about human rights as part of their preparation for life in a pluralistic democracy;

- Convinced that schools are communities which can, and should, be an example of respect for the dignity of the individual and for difference, for tolerance, and for equality of opportunity,

- I. Recommends that the governments of member states, having regard to their national education systems and to the legislative basis for them:

- a. encourage teaching and learning about human rights in schools in line with the suggestions contained in the appendix hereto;

- b. draw the attention of persons and bodies concerned with school education to the text of this recommendation;

- II. Instructs the Secretary General to transmit this recommendation to the governments of those states party to the European Cultural Convention which are not members of the Council of Europe.

Living Democracy manuals

- 2002-2004: Joint Programmes for Bosnia and Herzegovina and Serbia and Montenegro. The main achievement was the conception, preparation and publication of the first volumes of the manuals for Education in Democratic Citizenship (EDC).

- The "Living Democracy" manuals provide teachers with high-quality lesson materials which have been tested by educators in several countries and are flexible enough to enable both experienced and trainee teachers to introduce citizenship and human rights education into their schools in a fun, interactive and challenging way.

- They draw on expert authors from different parts of Europe and cover the whole age range from primary to secondary or high school.

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

- 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.

- The Charter is an important reference point for all those dealing with citizenship and human rights education. It provides a focus and catalyst for action in the member states. It is also a way of disseminating good practice and raising standards throughout Europe and beyond.

Human rights and democracy start with us – Charter for all
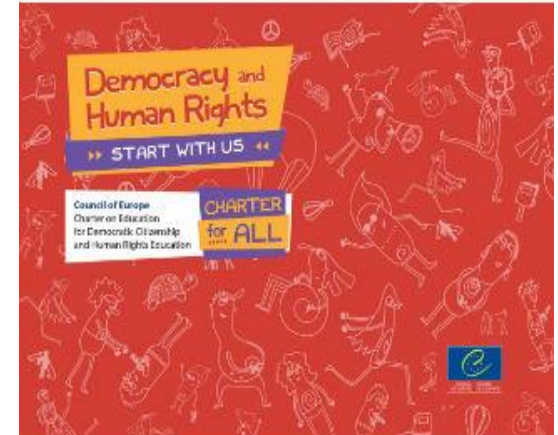
- **Child friendly version**
- The brochure for children explores the principles of human rights and democracy, what we can all do to make them possible, and how education can be of help.

Learning to Live Together - A Conference on the Future of Citizenship and Human Rights Education in Europe, 20-22 June 2017

- Over 400 representatives of governments, education institutions and civil society organisations debated the future of citizenship and human rights education in Europe.
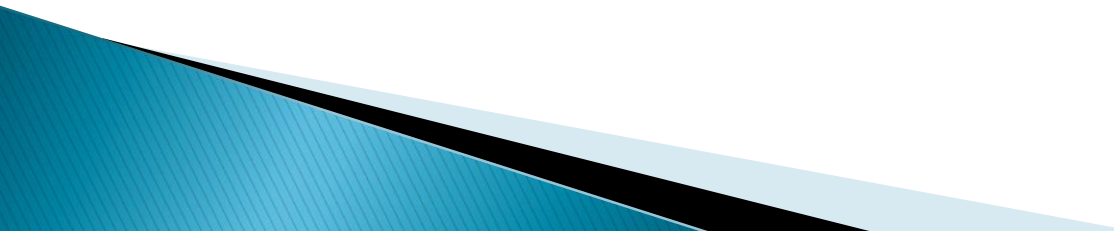
- Participants discussed current challenges and opportunities in this area, shared examples of good practices and lessons learned, and proposed recommendations for future action, including specific criteria and mechanisms for evaluation of progress, in particular in the framework of the Council of Europe Charter on education for democratic citizenship and human rights.
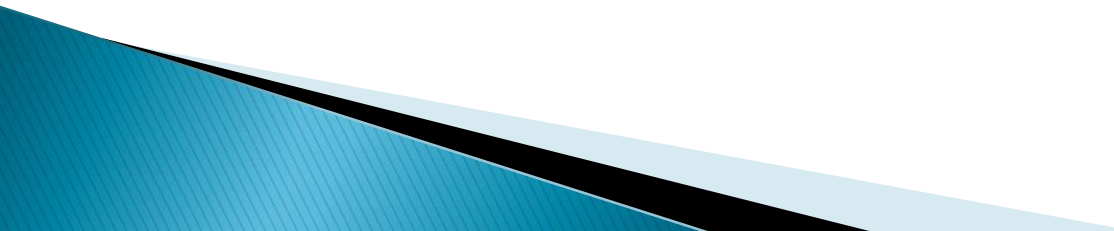
Competences for Democratic Culture
Background

- 7-8 February 2013, Andorra la Vella, **High-Level Conference** organised by the Andorran Chairmanship on

"Competences for a culture of democracy and intercultural dialogue: a political challenge and values"

- 24th session of the **Council of Europe Standing Conference of Ministers of Education**, Helsinki, 26-27 April 2013 :

.

   "… competences for a culture of democracy and intercultural dialogue were fundamental to our societies today and that they should be described and put into practice in our formal education systems."

- First meeting of an expert working group 10 -11 December, 2013.

Democratic Culture

- The set of attitudes and behaviours that enable democratic institutions and democratic laws to function in practice

- The will and ability to conduct intercultural dialogue is part of democratic culture

- Understanding of and respect for human rights is also part of democratic culture

Competences for Democratic Culture

- Main sources of inspiration:

- The **Common European Framework of Reference for Languages** (2001)

- The **White Paper on Intercultural Dialogue**: "Living together as equals in dignity" (2008)

- The **Charter on Education for Democratic Citizenship** (2010)

- **Recommendation CM/Rec(2012)13** of the Committee of Ministers to member States on ensuring **quality education**

Competences for Democratic Culture

- CoE flagship project in Education
- **Reference Framework**:
  - **Model** (adopted by Ministers April 2016)
  - **Descriptors** (piloted June 2016 – March 2017)
    - 858 teachers in 16 countries piloted descriptors for learners aged 9 years upwards
  - **Guidance for implementation**:
    - Assessment
    - Pedagogy
    - Teacher education
    - Curriculum design
    - Whole-school approach
    - Building resilience to radicalisation leading to violent extremism and terrorism
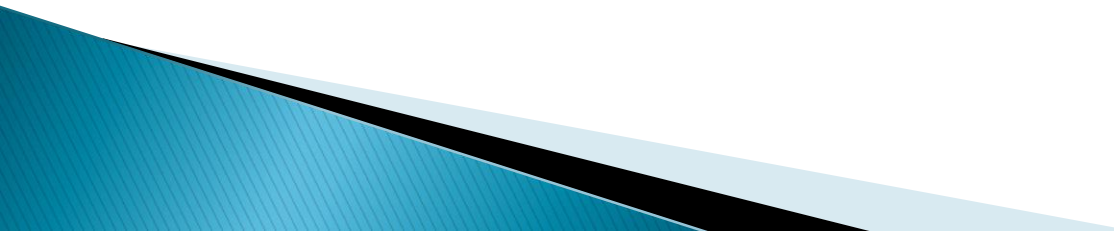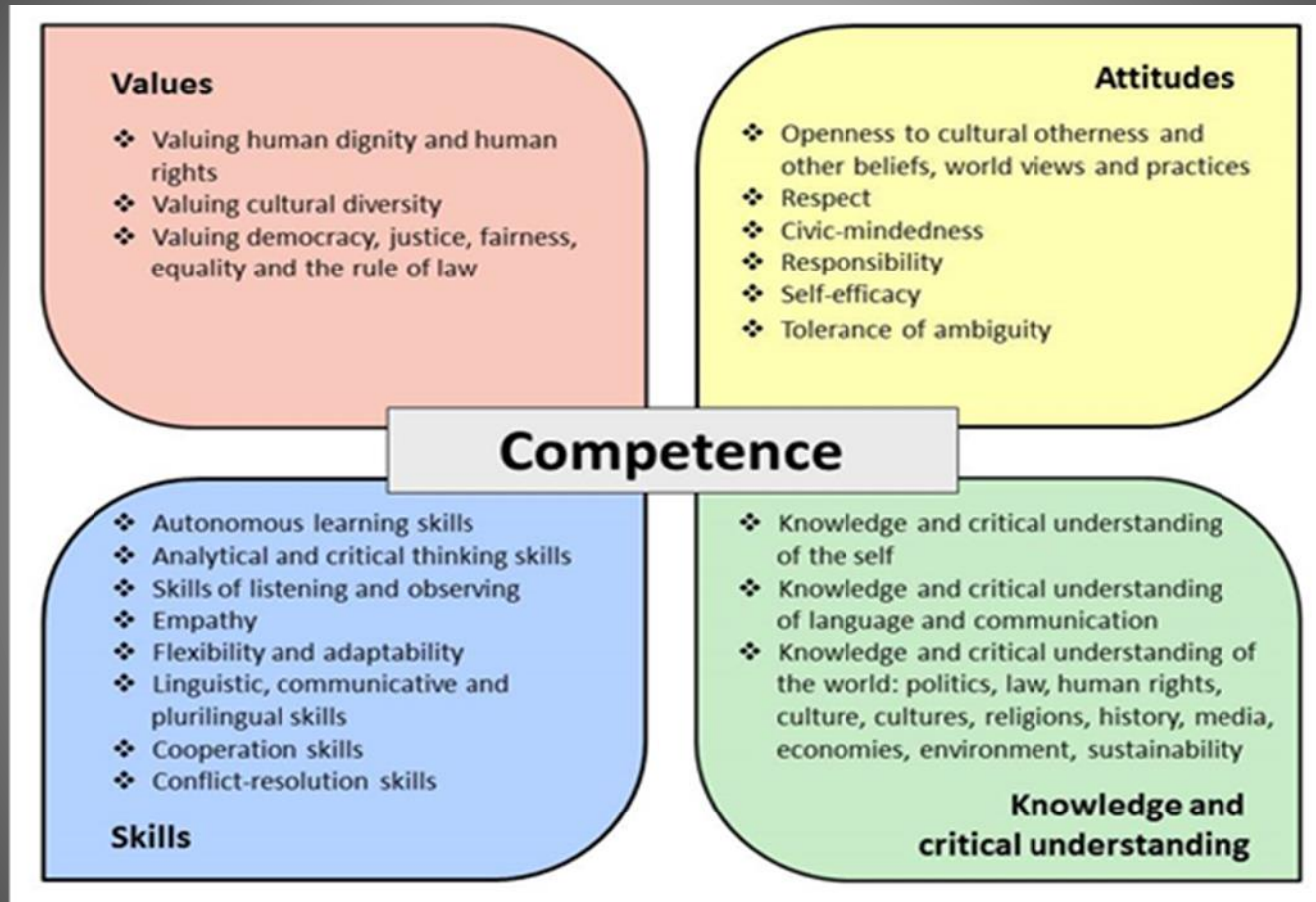- **To be published in April 2018**

COMPETENCES FOR DEMOCRATIC CULTURE
Living together as equals in culturally diverse democratic societies

Executive summary

Competences

- What you:
  - Know
  - Understand
  - Are able to do
  - Are *willing* to do – or refrain from doing

- Should be
  - Teachable
  - Learnable
  - Assessable

  - For all learners at all ages and all levels of education
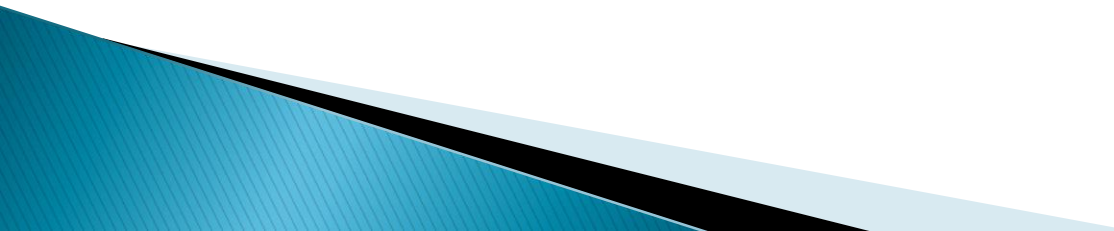
THE CDC MODEL

Values
- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

Competence

Skills
- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

Knowledge and critical understanding
- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
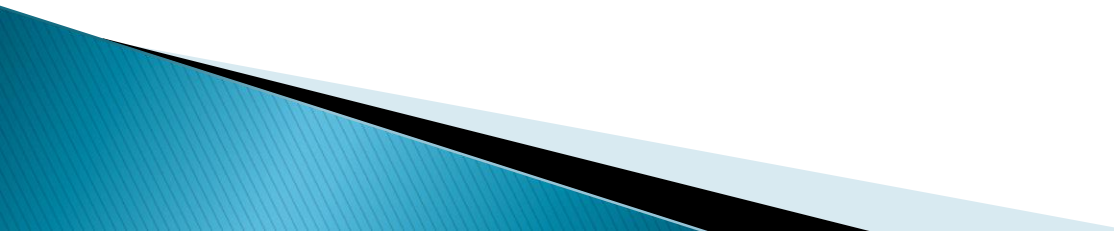
Descriptors

- **Descriptors have been developed** for all of the competences in the model

- Descriptors show how a person can **demonstrate knowledge** and **understanding** of a given competence and their **ability and willingness to act or abstain from acting**

- Formulated using the language of **learning outcomes**:

  - Start with an action verb followed by the object of that verb
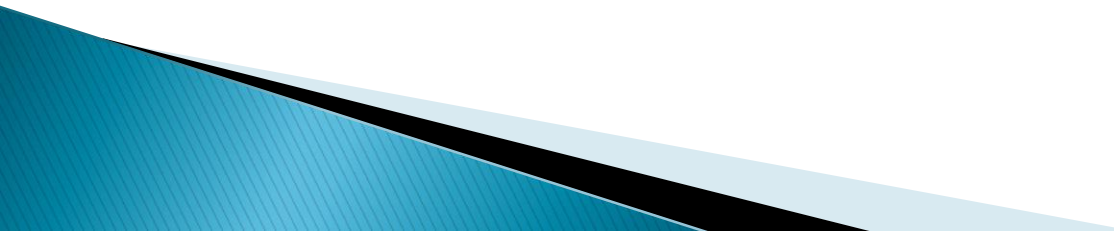
  - The outcome must be observable and assessable

Descriptors – Examples

- **Values - Valuing cultural diversity:**
  Promotes the view that we should be tolerant of the different beliefs that are held by others in society

- **Attitudes - Openness to cultural otherness and to other beliefs, world views and practices:**
  Expresses a willingness to relate to others who are perceived to be different from himself/herself

- **Analytical and critical thinking skills:**
  Can make connections between arguments and information

- **Knowledge and critical understanding of language and communication:**
  Can describe some effects which different styles of language use can have in social and working situations

Some Key Issues

- *Can* all the 20 competences be assessed?

- *Should* they be?

- What do we mean by assessment?

- Assessment important in all education systems
  - At different ages
  - At different levels
  - In different ways

Next steps

- Establishment of an Education Policy Advisors Network (EPAN), Copenhagen, 23-24 April 2018
- Follow up to the conclusions of the 25th session of the CoE Standing Conference of Ministers of Education
- **CoE instruments:**
  - The Reference Framework of Competences for Democratic Culture
  - The Charter on education for democratic citizenship and human rights education
- **Aim:** To support the promotion of culture of democracy and human rights through education

Digital Citizenship Education

- The Council of Europe's report "Overview and New Perspectives" presents definitions, actors and stakeholders, competence frameworks, practices, emerging trends and challenges.

- The "Multi-stakeholder consultation report" looks at the place of digital citizenship competence development in education, the types of online resources and contemporary information technologies being used in educational settings, and maps the administrative and legal responsibilities for school leaders, teachers, students and parents.

Digital Citizenship Education

	DIGITAL CITIZENSHIP EDUCATION (DCE)	**Being Online**	1. Access and Inclusion 2. Learning and Creativity 3. Media and Information Literacy
		Wellbeing Online	4. Ethics and Empathy 5. Health and wellbeing 6. E-presence and communications
	10 DOMAINS	**Rights Online**	7. Active Participation 8. Rights and Responsibilities 9. Privacy and Security 10. Consumer Awareness

WHAT KIND OF EDUCATION?

▸ The answer to the question: "what kind of education do we need?" lies in the answer to another question: "What kind of society do we want"?

Eugenio Tironi: El sueño chileno (2005)

▸ www.coe.int/education