

*Report to the Community of Democracies*

The Pocantico Conference

*on*

*Implementing the Global Strategic Plan  
for Democracy Education*

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Experts, civil society leaders, government officials and representatives of regional and international organizations gathered to consider ways in which the *Global Strategic Plan for Democracy Education* drafted in Pocantico five years earlier could be implemented by democratic governments. The objective is to help consolidate and reinvigorate democracies around the world and assure the broad citizen participation so essential to the health of democratic institutions everywhere. This report is the result of a dialogue between members of the nongovernmental International Steering Committee of the Community of Democracies and educational experts and officials. It is inspired by the Bamako Ministerial Consensus Declaration of 2007. The report is offered as a roadmap and an action plan to the Community of Democracies. It is intended to illuminate the way to creating cultures of democracy, the bedrock of stable, consolidated democracies.

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This report was written by members of the Council for a Community of Democracies staff based on materials prepared for this meeting and the discussions that took place there. It reflects the views of the authors and not necessarily those of other conference participants or of the Rockefeller Brothers Fund. We are exceedingly grateful to the Rockefeller Brothers Fund for making their superb facility, the Pocantico Conference Center, available for this the third in our series of meetings on democracy education and for the many kindnesses of Judy Clark and her outstanding staff.

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Much of the credit for producing this report belongs to David McQuoid-Mason who has reached into communities across South Africa and around the world to infuse educational institutions with the capacity for making ordinary people aware of their rights. We pay tribute to him as a man of boundless energy and imagination, one with the ability to inspire others to action. David framed our discourse, elicited our best ideas and made sure they were articulated in ways that can be supported jointly by civil society and governments as well as regional and international organizations.

The very existence of this report, the work of drafting and editing it, is due to the tenacity and skill of CCD's Chief Program Officer, Steven Wagenseil. The thousand and one details that went into the success of this conference were deftly handled by CCD's Program Officer, Daniel Hollingsworth. We were ably supported throughout by CCD's Administrative and Program Officer Josh Silva. Without them the pieces simply would not have come together.

We wish to pay tribute to the late Penn Kemble a founding member of CCD's Board and a tireless and visionary advocate of creating democratic cultures through education. Without the leadership of Walt Raymond, CCD's founding President, and his successor Richard C. Rowson, CCD's contribution to this initiative would not have been possible.

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## Preface

This is a call to action. It is an appeal to policymakers, representatives of civil society, regional and international institutions, and to the more than 100 democratic governments that comprise the Community of Democracies. We call on them to work together and to suggest ways to broaden and deepen peoples' commitment to democratic values and ideals. We urge that they do so through education. Ringing endorsements for such a global initiative have been an integral part of the Community of Democracies since its founding in Warsaw and in the subsequent Ministerial declarations enunciated in Seoul, Santiago and Bamako. Those declarations have led us to a consensus that governments must educate their children about democracy lest they fail those who sacrificed so much to win freedom for their peoples. But actions have lagged behind the clear need to revitalize both new and traditional democracies. It is now time to move from rhetoric to action.

There is an urgent need for such action lest we witness a reversal in the gains from the Third Wave of democratization. From Ulan Bator to Bamako, from Pretoria to Santiago, from Budapest to Jakarta, people seek to consolidate their fragile, precious, hard won freedom by forging democratic constitutions and institutions.

Frequently citizens -- disappointed that their hopes and dreams are not realized immediately after their country's first democratic election -- wonder whether the struggle was worth it. Too often leaders of newly democratic governments assume too much after winning their freedom and lapse into complacency. The old habits of authoritarianism are not easily converted into vigorous citizen participation aimed at shaping the decisions that affect their lives. A mastery of the rules of "the democratic game" is not automatically derived from that first election.

Questions arise such as: "Why should I vote?" "How can I influence my leaders?" "What can I reasonably expect from my elected officials?" "Why doesn't my democratic government provide me with a better standard of living than the dictatorship we overthrew?" "What are my constitutional rights?" Answers to these questions need to be provided in the union halls, through civic institutions and the in the free press, but especially in the classrooms.

Similarly, citizens of long established democracies too often take for granted the system that affords them liberty. They are prone to forget the lesson that the founders of their democracy imparted: that each generation must renew its

commitment to the values it has inherited. Clearly, that must be done through education.

That is why we returned to Pocantico once again. Encouraged by the 2007 Community of Democracies Bamako Declaration's support for the *Global Strategic Plan for Democracy Education* produced here in 2003, representatives of civil society, governments and international organizations have come together to take the next step to suggest ways to implement that plan at the national, regional and global levels. The purpose of this report is to draw on the best practices and ideas about

what has worked in specific countries and regions and thereby to propose actions which will strengthen democracies throughout the world.



**Robert R. LaGamma**, President, Council for a Community of Democracies

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## POCANTICO Recommendations

“Education for democracy” is one of the fundamental principles of the Community of Democracies, reaffirmed repeatedly since the Warsaw Ministerial in June 2000. The following are key recommendations and implementation guidelines for action, as developed at the Third Pocantico Conference in September 2008.

### *INTERNATIONAL DEMOCRACY EDUCATION ACTION PLAN*

- The CD should set Democracy Education as a priority activity and urge its member governments to implement the Global Strategic Plan at the regional and national levels as set forth below.
- An advocacy network for Democracy Education should be established, dedicated to carrying forward the Action Plans elaborated herein. As the Secretariat for the ISC, CCD is ideally placed and experienced to coordinate a permanent advocacy campaign in this field.
- The 2009 Lisbon Ministerial Meeting should adopt this Implementation Plan and mandate the Convening Group, a designated Working Group and the Permanent Secretariat to receive annual reports from governments regarding their activities.
- The Convening Group should remain actively seized of the topic of Democracy Education, either as itself or through its Working Groups, even after the Lisbon Ministerial.
- The CD Permanent Secretariat should act as a repository of information of the activities of national governments and regional organizations and should implement the recommendations of the Working Groups. The ISC through its Secretariat, CCD, will assist the Permanent Secretariat to collect information and to make resource persons from civil society available, either from its own membership or through its wider network.

### *NATIONAL DEMOCRACY EDUCATION ACTION PLANS*

- Each country in the Community of Democracies should develop an effective National Democracy Education Plan (NDEP) in the next two years.
- Development of the NDEP should involve all stakeholders -- governments at national and local levels, education professionals, parents and students, and interested NGOs -- in a collaborative, democratic effort.
- Human resources to develop and implement the plan can also be drawn from universities and other domestic sources of educational expertise.
- Additional inspiration can be drawn from regional organizations active in the support of democracy, inter-parliamentary associations, and international organizations including the CD and the ISC.
- Adequate financial resources should be made available to implement the plan from national, regional or local

education budgets, supported by innovative funding efforts like tax incentives or rebates, with international assistance where needed.

- A public event featuring practitioners, academics, and government officials in a Democracy Education Forum could be used to launch the national plan, increase its visibility and build essential public support.
- Implementation of the National Democracy Education Plans will be monitored by domestic participants, including the national NGO Working Group, local

and national education officials, teachers and parents, and academics.

- Each country should report annually to its national stakeholders, and biennially to the next CD Ministerial, on the progress it has achieved, according to a standard format including a financial report.
- The national NGO Platform could provide a parallel or shadow report to accompany the governmental one, if required.

### *REGIONAL DEMOCRACY EDUCATION ACTION PLANS*

- Each region should establish a Forum for Democracy Education, under the auspices of an appropriate Organization like the OAS, CoE or AU.
- Led by national and local education authorities, civil society and NGO representatives from the region, and appropriate multilateral organizations and other stakeholders, the Regional Forums would support and reinforce efforts at the national levels, draw on those states which have developed plans to assist those states which have not, and develop recommendations for national plans.
- Development and implementation of these regional plans would be led by Civil Society and all partners at all levels in a coordinated manner. Regional governments, including local, district and national governments, in partnership with international and intergovernmental organizations, would provide the necessary resources.
- The Regional Forum should assist in the development of culturally and linguistically relevant, region-specific websites and handbooks for democracy education, tailored to each region's situation. National Joint Committees and NGO Platforms should identify experts as focal points for this task.
- The Regional Forum, working with national democracy education bodies and recognized experts, should prepare periodic reports to appropriate regional and technical organizations, and to the periodic CD Ministerial Meetings.
- Indicators of successful progress would include the integration of Democracy Education into the curricula of all CD states in every region; the number and type of advocacy materials developed, their appropriateness for and dissemination throughout the region, the identification of expertise, and the level of involvement of national and regional stakeholders at all levels.
- Existing expertise in the development of Democracy Education Plans should be identified and shared within and across the regions. Monitoring and evaluation could be conducted by relevant partners such as UNESCO, OHCHR, and ADF.
- The ISC and the CD Permanent Secretariat could support this monitoring process in cooperation with regional bodies such as the OAS, CoE, AU. and liaise with others who might provide expertise and assistance to develop materials, and who could ensure necessary quality control of the materials produced.
- A formal evaluation process should feature as part of the CD Ministerial meeting in 2011. The goal would be to have National and Regional Democracy Education Plans fully operational by 2012.

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# Implementing the Global Strategic Plan for Democracy Education

## A. An Overview

The concept of “education for democracy” is one of the core principles of the Community of Democracies and has been reaffirmed repeatedly. The **Warsaw Declaration**, issued by the Ministerial Conference in Warsaw, Poland that founded the Community of Democracies in June 2000, included a pledge “to promote government-to-government and people-to-people linkages and (to) promote civic education and literacy, including education for democracy.”

At the November 2002 Ministerial Meeting in Seoul, Republic of Korea, the Community of Democracies adopted the **Seoul Plan of Action** which agreed, inter alia,

*“to encourage States and all relevant levels of government in our respective countries to promote a culture of democracy through education for democracy by... encouraging the development of human capacity to empower an educated public who can participate in the national decision-making process; ... adapting public education curricula to further incorporate the promotion and understanding of democracy, and democratic principles and institutions; providing training to teachers to enable them to better inform students at all learning levels of democratic principles and human rights; and seeking to guarantee full access to education for all citizens, with specific emphasis on such access for women and girls.”*

In closing the Seoul Conference, the Korean Minister of Foreign Affairs and Trade said:

*Broad participation of civil society and NGOs is essential to a vibrant democratic system by providing a plurality of voices and strengthening government accountability. An essential element of democracy is broad civic education to ensure all citizens are aware of their rights and responsibilities, better able to participate in and hold accountable their government, and more capable of contributing to the prosperity of their country.”*

He also expressed appreciation for the discussion on Education for Democracy in the parallel NGO Forum. Among its recommendations, NGO Forum urged that

*“In line with the Warsaw Declaration’s endorsement of democracy education, and its recognition of the necessity of collaboration between governments and NGOs in this regard, the governments of the Convening Group should, within six*

*months, convene a meeting of representatives of their governments, other governments, together with an equal number of representatives of national and international NGOs, and multilateral institutions – such as UNDP, UNESCO, UNICEF, World Bank, and regional bodies – to develop a strategy for promoting democracy education world wide.”*

In response to that call, the Council for a Community of Democracies (CCD) in June 2003 organized the first of three democracy education conferences at the Pocantico Conference Center of the Rockefeller Brothers Fund. Bringing together experts from governments and civil society from around the world, CCD’s first Pocantico conference produced the **Global Strategic Plan for Democracy Education**, which set forth a framework and a series of specific recommendations to improve the availability and effectiveness of approaches to teaching democracy around the world (see [www.ccd21.org/pdf/pocantico\\_report.pdf](http://www.ccd21.org/pdf/pocantico_report.pdf)).

As recommended in the *Global Strategic Plan*, CCD organized its second Pocantico Conference in March 2005 on **Democracy Education in the Middle East and North Africa**, which produced a series of 19 recommendations to be presented to the CD Ministerial Meeting later that year (see [www.ccd21.org/pdf/Pocantico\\_II\\_report.pdf](http://www.ccd21.org/pdf/Pocantico_II_report.pdf)).

Meeting in **Santiago, Chile** in April 2005, Foreign Ministers of the Community of Democracies reaffirmed that

*“education in human rights and democracy is essential for participation in the democratic process and governance... urge(d) all countries to implement strategies, policies, programs and concrete measures designed to foster education for democracy...” and pledged to “promote cooperation between regional and global organizations and institutions, in particular the United Nations, in their work to foster education for democracy.”*

Regarding the Middle East, the Santiago Conference stressed “the need for democratic education in the society” and underlined that “knowledge has been stated as an important tool of spreading democratic values and principles.”

The Fourth CD Ministerial Conference, meeting in **Bamako, Mali**, in November 2007, was dedicated to “Democracy, Development and Poverty Reduction.” In the Bamako Consensus Document section on “Non-State Actors,” the participants:

*-- acknowledged that to create an enabling environment for democracy and development, we must focus on building partnerships between government, the private sector and civil society;*

*-- reaffirmed and highlighted the important role played by civil society in all aspects of democratic governance and development, and stressed that an effective government and civil society are mutually reinforcing;*

*-- stressed in particular the role of civil society in increasing citizen participation in...local governance and public policy making (and) reaffirmed (their) commitment to strengthening civil society to play this crucial role in helping to build and sustain democratic societies....*

*-- recalled (the) commitment in Santiago to promote and implement strategies, policies, programs and concrete measures designed to foster education for democracy especially, for youth and women.... And*

*To these ends, resolved to:*

*.... Increase support to civil society especially to facilitate citizens’ engagement in policy making processes and in the provision of civic and democracy education. In particular, (we take) note of the recommendations outlined in the Global Strategic Plan for Democracy Education (2003) which sets out principles and practical measures for democracy education....”*

In light of these repeated affirmations of the centrality of education for democracy, the Council for a Community of Democracies convened its third meeting, September 22-23, 2008, at the Pocantico Conference Center of the Rockefeller Brothers Fund, to develop the following recommendations for an Implementation Plan.

## **B. Development and Implementation of NATIONAL Democracy Education Action Plans**

The Pocantico Global Strategic Plan for democracy education made the following recommendations regarding *National Democracy Education Action Plans*:

- Each country should develop an effective democracy education plan;

- Resources should be made available to implement effective democracy education in each country;
- National education standards should include democracy education – democratically developed;
- Tax incentives should be provided for organizations funding or providing democracy education;
- Governments should assist regional and national foundations supporting democracy education; and
- Democracy education forums should be established in each country linking NGOs and government.

### **Guidelines for implementation:**

1. Each country’s national education standards should include an effective democracy education plan. The plan should be developed democratically, involving responsible governments at the national, regional and local levels, in collaboration with interested NGOs and competent University professionals. One method would be the establishment of a Joint National Committee tasked with drawing up the plan; alternatively the task could be delegated to a university or other professional educational institution, and then transferred to Government for implementation.
2. Democracy Education Forums should be established in each country, linking NGOs and government. Interested, independent NGOs should establish Working Groups (NGO Platforms) as soon as possible to address the project. A Joint Committee, to be created during 2009, would include the NGO Platform, representatives of government from national and local levels, experts and academics, and non-partisan parliamentary associations. A public event on democracy education, featuring practitioners, academics, and government officials, could be used to launch the national plan and increase the visibility of Education for Democracy. The nongovernmental International Steering Committee of the Community of Democracies would be available to assist as requested, bringing international expertise to the national process. Each country should report to the next Biennial Ministerial on the progress it has achieved.
3. It is important to build domestic support for a National Democracy Education Plan through a coordinated lobbying campaign, including interested and competent NGOs; individual teachers, parents and the local school community; and local, decentralized

government mechanisms. Additional inspiration can be drawn from regional organizations active in the support of democracy (e.g., OAS, CoE, EU); inter-parliamentary associations such as the IPU, Parliamentary Assembly of the CoE, or the SADC Parliamentary Forum; and from international organizations such as UNESCO or UNICEF.

4. Adequate financial and human resources should be made available to implement effective democracy education in each country. Resources for the National Democracy Education Plan will be drawn from several sources. The primary source should always be national, regional or local education budgets, as decided through the country's normal budgeting procedures. Additional human resources can be drawn from universities and other domestic sources of educational expertise. The national media can provide useful technical support to help disseminate the ideas throughout the country. Finally, where adequate financial or human resources are hard to identify domestically, contributions can come from official overseas development assistance (ODA), the International Financial Institutions (World Bank, IADB, etc.), and specialized International Foundations.
5. To facilitate development of additional funding sources, Governments should create the conditions for support to innovative funding mechanisms. They could provide of tax incentives for organizations funding or providing Democracy Education. Some countries have a procedure whereby taxpayers can identify a local organization to receive 1% of their tax payments; this has worked well in Poland and is providing support for external actors to assist local schools. In addition, national corporations or foundations could be eligible for rebates or tax reductions if they provide funding for officially-identified activities such as Democracy Education.
6. Each country should report on progress achieved in the development and implementation of its Democracy Education Plan, first of all at the national level, and thereafter to the CD Ministerial Meetings starting in 2009. The national NGO Platform could provide a parallel or shadow report to accompany the governmental one, if required. To assist countries in developing their reporting, it would be helpful to develop a standard format which all can follow. Members of the ISC or other competent international body could participate with the Convening Group or

the relevant CD Working Group in preparing this template. To ensure transparency and accountability in the program, each report should include a financial statement on the Democracy Education activities for the previous year at local and national levels. Preparation of these reports, and studies of the reports prepared by other countries, will help national authorities to improve and implement their domestic plans.

7. The implementation of the National Democracy Education Plans will be monitored, in the first instance, by domestic participants, including the national NGO Working Group, local and national education officials, teachers and parents, academics, et al. At the international level, a Community of Democracies Working Group (with half its membership from the ISC), its Permanent Secretariat and the CD Ministerial will review progress, and competent international bodies will provide guidance and assistance as warranted. A "peer monitoring" mechanism (like the one in Europe for Global Education, where experts are invited to share their experiences, including from the established democracies) could be instituted. Likewise, there could be two regional conferences of related officials and NGOs on the inclusion of Democracy Education in national standards -- one consultative discussion before a plan is drafted, and one after it has been developed drafted to approve and launch the plan. This technique has been applied with some success in Latin America under OAS auspices. It provides for a positive sharing of "lessons learned," so that states can learn what worked elsewhere, and why. It also offers the chance to include culturally relevant examples of indigenous democracy, such as the "indaba" process in Southern Africa.

### C. Development and Implementation of Regional Democracy Education Action Plans

Building on the Global Strategic Plan's recommendations for Democracy Education at the national level, the Third Pocatitico Conference makes the following recommendations concerning *Regional Democracy Education Action Plans*:

- A Regional Forum for Democracy Education should be established in each region;

- The Regional Forum should be composed of national and local education authorities, civil society and NGO representatives from the region, and appropriate multilateral organizations;
- The Regional Forum, working with national democracy education bodies, should prepare periodic reports to appropriate regional and technical organizations;
- The Regional Forum should assist in the development of a culturally and linguistically relevant, region-specific website and handbooks for democracy education.

### Guidelines for Implementation:

1. To support and reinforce efforts undertaken at the national level, and to develop appropriate regional recommendations for national democracy education plans, regional democracy education forums should be set up linking NGOs and governments. These would be led by national Ministries of Education and other appropriate officials, in conjunction with National Joint Committees described above, comprising government institutions, civic organizations, private sectors, academia, media, etc., working on Human Rights and Democracy, perhaps under the auspices of an appropriate Regional Organization like the OAS, CoE or AU. The regional forum would draw on those states which have developed plans to assist those states which do not. The ISC could also contribute expertise where appropriate.
2. Development and implementation of these regional plans would be led by Civil Society and all partners at all levels in a coordinated manner. Regional governments, in partnership with multilateral organizations, would provide the necessary resources. They could also draw on the work being done by civil society in this field, especially in other regions, as well as expertise and materials from international sources like the Human Rights Education Association, the Office of the High Commissioner for Human Rights, etc.
3. Reports on progress towards the development of these regional plans should be made to regularly scheduled meetings of appropriate international bodies, including the forums, to review the Millennium Development Goals, the CD's Tenth Anniversary, etc. Indicators of successful performance would include the existence of regional forums comprising regional democracy and human rights groups, government institutions and

others, working on Democracy Education Plans at national and regional levels. Existing expertise in the development of Democracy Education Plans should be identified and shared within and across the regions. Monitoring and evaluation could be conducted by relevant identified partners such as UNESCO, OHCHR, ADF, et al. The ISC (and CCD as its Secretariat) could support this monitoring process in cooperation with regional bodies such as the OAS, CoE, AU, etc.

4. To facilitate and expedite implementation of the Regional Democracy Education Plans, regional democracy advocacy materials should be developed. This would include (but not be limited to) the development of culturally and linguistically relevant regional websites and handbooks on Democracy Education, tailored to each region's specific situation. National Joint Committees and NGO Platforms could identify experts as focal points or points of contact for this task. The ISC and the CD Permanent Secretariat can liaise with others who might provide expertise and assistance to develop materials, and ensure necessary quality control of the materials produced.
5. Support for the implementation of Regional Democracy Education Plans would be developed with the participation of the Joint Committee and NGO Platform in each country, in collaboration with partners identified at the local, national and regional levels. National and regional media outlets would be asked to assist in building public and official support for the process.
6. Financial and human resources required to develop the Regional Democracy Education Plans would be sought from a variety of interested partners, including local, regional and national governments, international and intergovernmental organizations such as UNESCO, UNDP, OAS, the Commonwealth, the CPLP (the Community of Portuguese Language Countries) and *La Francophonie*. The networks of experts which helped produce and implement the United Nations Decade of Human Rights Education should also be tapped for their expertise to achieve this goal.
7. Monitoring and evaluation of progress in developing and implementing Regional Democracy Education Plans would be carried out by individuals, or local or regional multilateral groups, as identified by the national Joint Committees and NGO Platforms, with support from the ISC and CD Permanent Secretariat.

Among the topics to be evaluated would be the number and type of advocacy materials developed, their appropriateness for the region, their dissemination throughout the region (and across regions as appropriate), the identification of expertise from within the region (and the willingness to reach out to other regions when necessary), and the level of involvement of the different national and regional stakeholders in the process. Progress in the development and implementation should be reported to the periodic meetings of the CD, with a formal evaluation process featuring as part of the CD Ministerial meeting in 2010 or 2011. The goal would be to have National and Regional Democracy Education Plans fully operational by 2012.

8. States of the Community of Democracies in each region should create the conditions for establishing and supporting regional funding mechanisms for national institutions in support of Democracy Education. Regional Democracy Education Committees, linked to the national Joint Committees and the NGO Platforms, can provide guidance and oversight to ensure full sharing of information and best practices. The CD Convening Group, regional multilateral organizations and international institutions can contribute to monitoring and evaluation of the process. The ISC and the CD Permanent Secretariat would also be available to support the process as required.
9. Progress should be reported to the CD no later than 2012 and 2014. Indicators of successful progress would include the integration of Democracy Education into the curricula of all CD states in every region; the existence in regions and states of institutions supporting democracy education; and widespread provision of assistance to Democracy Education at national, regional and local levels.

#### **D. Implementation of an INTERNATIONAL Democracy Education Action Plan**

1. The Community of Democracies, taking note of its commitments in the Warsaw Declaration, Seoul Plan

of Action, and Santiago Commitments, and in particular its endorsement of the Global Strategic Plan at the Bamako Ministerial, should set Democracy Education as a priority activity of the Community. The CD should urge its member governments to implement the Global Strategic Plan at the regional and national levels.

2. Given the CD's repeated emphasis on Democracy Education, their support for the role of civil society, and their recognition that there must be an element of international collaboration in all phases of CD activities, it is logical that there be established an advocacy network for Democracy Education, dedicated to carrying forward the Action Plans elaborated herein. In light of its role in organizing all three of the Pocantico Conferences, as well as its responsibilities as the Secretariat for the nongovernmental International Steering Committee of the Community of Democracies, CCD is ideally placed and experienced to coordinate a permanent advocacy campaign in this field.
3. The Portugal Ministerial Conference should adopt this Implementation Plan, and mandate either the Convening Group or a Working Group or any other suitable mechanism, to receive annual reports from governments regarding their implementation activities.
4. The Convening Group should remain actively seized of the topic of Democracy Education, either as itself or through its Working Groups (Regional Cooperation, Government and Civil Society, or Democracy and Development).
5. The Permanent Secretariat should implement the recommendations of the Working Groups. It should also act as a repository of information of the activities of national governments and regional organizations. The ISC will assist the Permanent Secretariat to collect information and to make resource persons from civil society available, either from its own membership or through its wider network.
6. The ISC calls on CD governments to sponsor the draft UN Resolution on Democracy Education (see Appendix), and work together to ensure its adoption by the General Assembly.

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## Expert Reports

To assist participants in preparing the above Action Plans, experts provided information on the work which has been done in Democracy Education at national levels in Chile, Poland, and Taiwan; at the regional level, through the NGO Street Law, the Council of Europe and the Organization of American States; and internationally, through the UN Education, Scientific and Cultural Organization (UNESCO).

### Chile

*(Abraham Magendzo Kolstrein, Coordinator of the UNESCO Chair of Human Rights Education at the Universidad Academia de Humanismo Cristiano, submitted a report of recent steps taken in Chile. Highlights follow.)*

Salvatore Allende, elected democratically to the presidency in 1970, was overthrown by General Augusto Pinochet in 1973. In 1990, Pinochet left office after losing a plebiscite and Patricio Aylwin took over as the first President of the period known as the Transition to Democracy. Close to half the Chilean population of 17 million say they would opt for an "authoritarian" regime over democratic government if it could "resolve" their economic problems. In almost all Latin-American countries, when polls asked why people do not participate in elections, close to 45% cite lack of interest, no motivation or selfishness; lack of time (40%), or lack of trust (30%).

The educational system includes government-funded public schools, private schools subsidized by the government, and private, fee-paying schools, as follows:

- Kindergarten: Children under 6 years old, in public and private institutions.
- Elementary: Grades 1 - 8.
- Secondary: Grades 9 - 12, in two types: scientific-humanistic and professional-technical, combining general studies and preparation for work.
- *Superior*: Universities and Professional Institutions, both public and private.

Until recently, only primary school education was mandatory for Chileans. In 2003, President Lagos made high-school also mandatory, giving the State responsibility for education of all Chileans under 18 years old. These twelve years of mandatory, free education make Chile a special case in the Latin America region. The average education level is almost 11 years of schooling for every student.

Despite the government's goal of equalizing the quality of education for students across economic lines, inequalities can still be seen in access to private education, in the quality of education received, and in opportunities for higher education.

OAS analysis of a worldwide 1999-2000 study of Civic Education for 14-year-olds in 29 countries showed Chilean students were at the bottom of the scores, with averages significantly below the international mean. Only half of the students in Chile correctly answered a question about who should govern in a democracy by choosing "popularly elected officials." (Chilean students also scored poorly in recognizing threats to democracy.)

The Study also showed that youth in Chile did not trust their national government institutions, though they expressed a higher level of trust in their schools than students in many of the other countries. The study found that, in spite of relatively low levels of knowledge and skills, the majority of young people participated in community and solidarity groups, even as they expressed distrust and detachment from formal political institutions.

Curriculum reform since 1996 has made education for democracy an integral part of the curriculum, with democracy a cross-curriculum element and democratic competencies as transversal objectives fundamental to the curriculum in all level of study. In July 2004, the Minister of Education established a committee to review and revise the curriculum of civic education. In the History and Social Science curriculum there has been a unit on the 1973 *coup d'état* and the 1990 transition to democracy. Chile is now moving from Civic education to education for citizenship that includes knowledge, abilities and attitudes toward democratic behavior, building citizens of modern competencies including acceptance and respect for human rights and diversity

The Ministry of Education is also taking initiatives to enhance democracy in the educational system itself. **School Councils** incorporate community actors into the school management, to promote participation in a democratic system to administer the schools. **Student councils** have been reinforced in all the

schools. A policy of *convivencia escolar* – living together in the school community – is being fostered, through Human Rights Education programs and support for diversity in schools.

It has not always been easy, however, as there remain differences between the official democratic discourse and full

democratic implementation. There is still a tendency to emphasize language, mathematics, and science (which are easier to test); a big gap remains between democratic discourse and democratic practice in education; teachers are not yet well-trained to teach citizen and democratic competencies; and there is still an authoritarian school model.

## Poland

*(Krzysztof Stanowski, Undersecretary of State in the Ministry of Education, described recent initiatives in Poland, and some of the results which have been realized.)*

Since the transition to democracy in Poland, civic and democracy education has been introduced into national curricula, under the heading “Knowledge of Society.” Students take one hour of courses a week from grades 6-12, and national exams are required after grades 6, 9, and 12. This subject is now the second most popular subject in exit exams, as proficiency in civic and democracy education is considered a valuable asset for students pursuing university studies.

One factor that makes the Polish approach unique is its emphasis on cooperation between the government, civil society, and the private sector in the development of curricula and programs. NGOs, businesses, and publishers participate in developing curricula, introducing elements of decentralization and competition that have strengthened Poland’s approach to democracy education. This partnership has also promoted the use of non-traditional education methods, and beginning in the late 1990s cooperation with these local partners has resulted in a quarter of the activities in the field of Knowledge of Society being done as projects, rather than traditional classroom studies.

Importance of the link between education and the community is demonstrated by the observation that reforms have been most effective in rural areas, reflecting the belief of parents that the only hope for children of these communities is a strong

education. In instances when local governments have sought to close schools due to financial constraints, communities have often assumed responsibilities for administering the school, resulting in an improvement in educational quality. Poland has taken steps to strengthen this link by allowing individual taxpayers to direct 1% of their taxes to the NGO of their choice.

Several challenges to democracy education in Poland were identified:

- Curricula focus on parties and elections, but they often neglect local and individual activities essential to strengthening democracy.
- European Union funding to non-governmental organizations sometimes has a restricting effect on civil society initiatives.
- There is a disconnect between teachers who have lived through censorship and the denial of democratic rights, and their students who have not shared these experiences.

The success of Poland’s approach to democracy education can largely be attributed to the democratization of its educational system. By allowing for a decentralized development of curricula and methods, democracy and education have been mutually reinforcing: democracy has strengthened education, and education strengthens democracy.

## Taiwan

*(Wen-cheng Lin, President, Taiwan Foundation for Democracy and Professor, National Sun Yet-sen University, made the following points about his country’s experiences.)*

Modern education was introduced during the 50 years when Taiwan was ruled as a Japanese colony (1895-1945), with universal primary schooling and secondary education after an entrance examination, but from 1937 onwards it was all in Japanese. Teacher training institutes were established; but Taiwanese were not allowed to study law or political science. Following WWII, Taiwan was transferred to China; after the Chinese government moved to Taiwan in 1949, it imposed

martial law. Japanese was replaced with Mandarin as the language of instruction; teachers were imported from the Mainland as part of the effort to de-Japanify society and help develop an appropriate culture. Early civics curriculum from 1953 emphasized Chinese nationalism, patriotism, evils of Communism, with a heavy personality cult element and direct involvement of the ruling KMT party in schools. Strong arguments taught against democracy given the martial law

environment. Modern history of Taiwan was not taught, only Imperial China.

From the late 1960s, rapid economic growth and industrialization accompanied by universal secondary education in 1968, yet civics classes still emphasized ideology, while technical and scientific subjects, considered politically “safe,” were favored.

Democratization took place gradually, with formation of the first opposition party only in 1986, lifting of martial law in 1987, and finally restoration of the 1947 Constitution in 1991 after it had been suspended for 42 years. The first real elections for President (1992) and Parliament (1996) were followed by the first transfer of power only in 2000.

Democratization in education took place in parallel, with formation of an Education Reform Committee in 1994. Tolerance of varying cultural perspectives, from locality to greater China to global questions, brought education out of service to political issues. Restrictions were lifted on publication of textbooks, and academic freedoms permitted wider variety of courses. In 1999, benchmarks were adopted for social studies and human rights competencies in grades 1 through 9. New curriculum guidelines were adopted for secondary school in 2006, merging “civics” and “modern society” with the “principles of the people” modules from the early 1950s.

Current elementary school curricula include three hours of social studies focusing on community participation (Grade 3), social (and legal) norms (Grade 4), democracy and government (Grade 5), and an introduction to the Constitution and the legal system (Grade 6). Middle school civics (two hours per week) includes social participation and norms (Grade 7); democratic politics, parties and elections, and the judicial system (Grade 8); and economic systems and rights, globalization, and pluralism (Grade 9). Since 2007, the high school curriculum on “civics and society” covers relationships, ethics and law (Grade 10); and Nature of the state, government structure and functioning, and cross-Strait and foreign relations (Grade 11); with plans being developed for “society and the Law” or “Democratic Politics & Economics” in Grade 12.

Several issues affect these reforms, however. Education is being used to achieve national economic objectives, and there remains a strong top-down mentality among education officials. Finally, many teachers require retraining, which is a massive task.

Democracy education draws on various agents across society, including schools but also family ties, the mass media, and non-governmental organizations. The Taiwan Foundation for Democracy assists this effort through grants to NGOs, sponsorship of democratic activities such as debates between candidates; a website design contest, and debating programs on democracy at universities.

## Curricular Initiative in the Middle East

*(Mary Larkin, Director of International Programs for the NGO Street Law, outlined an educational campaign conducted in December 2005 in partnership with community educator teams in Algeria, Jordan, Morocco and Egypt.)*

The ultimate objective of this project was to lay the foundation for increasing the capacity of community leaders to discuss the congruencies between democracy and Islam with their constituents, by developing curricula that connects the principles of democracy and Islam and by training NGO leaders to discuss the content with community groups. The materials were written and edited by Arab community leaders to ensure cultural accuracy and sensitivity. Using Recommendations from the Global Strategic Plan for Democracy Education (Pocantico I, March 2003), the following activities were carried out.

The project emphasized interactive teaching strategies, an STL speciality. The focus was on adults, taught in different groups. The NGO leaders were trained to conduct workshops with both Secularist and Islamist Muslims, as well as with Women, Teachers, and Muslim Clerics.

Following the Pocantico I recommendations, the goal of the program was not just to examine the religious tenets of Islam and their relation to democracy, but also to take this discussion out of academia and put it in grassroots society using easy to understand materials that cover complex ideas.

The Project also developed Islam and Democracy: Toward Effective Citizens; an Arabic text that highlights the intersection between democratic principles and political tenets of Islam, while asking people to consider the shape democracy can take in Muslim societies. It was edited by 6 mainstream community Arabic leaders from diverse backgrounds and countries (Secular, Islamic, MPs, women, Human Rights experts). Based on success of this project, STL worked last year in 3 Egyptian cities (Menya, Asyut and Sohog) doing leadership development.

## Council of Europe

*(Terry Davis, Secretary General of the Council of Europe, described its efforts at Education for Democratic Citizenship for its 46 Member States. Excerpts follow.)*

Democracy and building are two of the buzz words of recent years. Advocates of the concept believe that a country can move from a dictatorial zero to a democratic hero in a matter of months, if not weeks, through some gentle – or not so gentle – nudging from abroad. Blueprints are provided, and all that the democrats-to-be need to do is follow the instructions.

If I were looking for a metaphor to describe the process of promoting and extending democracy, I would prefer to use agriculture -- not engineering. Democracy cannot be simply built. It must be grown, nurtured and cultivated. And we must be patient and careful. Beware of miraculous imported fertilizers. They may claim to speed up the process, but they produce a democracy which looks like one of those greenhouse tomatoes – huge and shiny and perfect in form – but when you eat them, they taste of nothing; or worse still, they leave a bad taste in the mouth.

No, when it comes to cultivating democratic values, I prefer home-grown, organic farming. This is the experience of the Council of Europe -- accumulated especially in the past two decades of integrating former communist countries into the family of European democratic nations and helping them along the road of political, legal and administrative reform.

Of course, some will say that the promotion of democracy is also about engineering and building. It requires structures, institutions, rules and procedures, and it is based on standards which are universal.

All our member states are committed to compliance with a comprehensive set of legally and politically binding standards for specific aspects of a functioning democratic system which respects both human rights and the rule of law. They can all benefit from expert advice and cooperation programmes. Construction is important, but it is not enough. For a real democracy we need to build, but we also need to farm.

Democracy is about equal participation and accountability. Both require knowledge and information. If people are unable to make informed decisions, someone else will make these decisions for them. Today, one of the biggest challenges to democratic institutions is the growing disinterest and disillusion of voters. In most cases, it is not because people lack the will to participate, but because they do not have the skills and information to participate meaningfully. In a world which

is changing at an ever faster pace, this lack of skills and information has become a clear threat to the regular functioning of our political institutions. If people are not given skills and information to deal with complex issues, they will perceive them as threats and will embrace simplistic messages catering to their frustrations and fears.

One of the most important ways to counter this phenomenon is through education for democratic citizenship. In fact, education is the key. It is education which plays the primary role in defending and extending sustainable democratic societies. The democratic culture must be renewed in every successive generation.

One of our most important programmes is called Education for Democratic Citizenship and Human Rights. For the Council of Europe, education for democratic citizenship and education about human rights are based on three, interrelated approaches:

- The first focuses on learning about democracy and human rights. This involves civic education as a regular school subject.
- Secondly, we have programmes on learning through democracy and human rights. This is in line with your Global Strategic Plan for Democracy Education which refers to ‘enhancement of participatory skills which empower students’.
- Finally, there is learning for democracy and human rights. Here, the focus is more on the link between school and later life. Experience in school is important for the future in terms of general as well as political understanding.

The role of civil society in this respect is of vital importance. The Council of Europe has developed very close and formal relations with NGOs, culminating in “participative status.” This has enabled International NGOs to influence the policies and the work programme of the Council of Europe and to reinforce co-operation between the Council of Europe and the NGOs in member states. 400 NGOs are recognized in this way.

Another of our success stories is the network of schools of political studies. The aim of this initiative is to train the next generation of political, economic, social and cultural leaders in countries in transition. The schools organise seminars and

conferences on our core values of democracy, human rights and the rule of law, and both national and international experts take part in their seminars. Every year several hundred students from the 16 Schools gather in Strasbourg for the Summer University of Democracy.

For all the good work, most of our member states continue to face problems in the functioning of their democracies. Some may suffer from occasional hiccups, others have more serious conditions, but none of them deserve a clean bill of health.

The Council of Europe is not – and should not become -- a school in which professors from one part of Europe give lectures to “bad pupils” from the other part. That is an attitude which dates from before 1989. It is neither fair nor useful to divide European countries into the “usual suspects” and those who cannot be questioned or criticised. The fact is that many countries with a long experience of democracy, countries which have been working on their democratic muscles for decades, have developed an impressive democratic fitness. However, it is also a fact that they tend to be over confident and even arrogant. Never shy to criticise others, they react very badly if someone dares to question or criticise their democratic fitness and good looks.

As for countries with more recent democratic experience, they were starved of democracy for decades, and they are at different stages in their recovery from malnutrition. At the Council of Europe, they receive proper advice about diet and exercise, but

some of them occasionally relapse into their old authoritarian habits.

At the Council of Europe, we have read with great interest the draft resolution on Education for Democracy which will be presented to the UN General Assembly at the end of this week. From what I have said, it is evident that we fully support its content.

Allow me to conclude with the thought which I left with the participants at our Summer University for Democracy in July.

“Put bluntly, our democratic health is as precarious as it is precious. We must all remain vigilant regardless of whether a country has been a democracy for a decade, a century or several centuries. The problems may be different, but no one is immune to the risk of relapse into authoritarianism.

“At the Council of Europe we work with all our member states to defend and extend freedom. We provide blueprints for democracy. We help our member states to create democratic institutions and to adopt laws to protect democracy. But at the end of the day, what makes the difference between a phony democracy and a real democracy is political culture and political will. What makes the difference is people. There is no democracy without democrats.”

## OAS: Education for Democratic Values & Practices

*(Jorge Baxter of the OAS described the Inter-American Program on Education for Democratic Values.)*

The Americas experienced a shift from authoritarian to democratic rule over a decade ago. Electoral democracy is now the norm in all OAS states (except Cuba), but this implies no guarantee of cultural transformation. Not all states have enjoyed stability, so some are designing new strategies to promote tolerance, peace. Voter turnout has fallen, especially among younger voters; economic problems strain citizens’ faith in democracy.

The Inter-American Democratic Charter cites education as “key to strengthening democratic institutions.” In 2005, Ministers of Education adopted the program on Education for Democratic Values and Practices, to promote cooperation among those working on citizenship education, through research, professional development and information exchange. An Advisory Board was established comprising Ministries, civil

society, universities, international organizations, the media, and teachers and students.

Research helps share information, build knowledge. It shows the importance of democratic participation in schools, the need to focus on risks to democracy such as human rights violations and political influence on the courts. We need a paradigm shift from civics education to citizenship education, with more active pedagogy.

Professional Development responds to gaps identified in teacher training across the region. Courses will be developed to provide knowledge, skills and resources for creating democratic classrooms. Pilot Projects are currently underway in both Spanish and English; civil society course is planned for 2009.

**Information Exchange** fosters horizontal cooperation, with recent seminars in Colombia, Mexico, USA, and Brazil.

**Results** include revised curriculum or policy frameworks in Chile, Mexico, and Caribbean countries; Peru has adapted its teacher training program. Ministers of Education have requested expansion and consolidation of the program, which is now a policy priority within the OAS.

**Challenges** for the OAS include accurate evaluation of the impact, local specificity, the need for active participation, questions of policy control, and management structures. Challenges for member countries include the need to identify and share lessons learned, maintain continuity in policies and programs, close the gap between rhetoric and practice, and measure the impact of the new policies.

## UNESCO and Democracy Education

*(Mark Richmond, Director, Division for Coordination of UN Priorities in Education, Education Sector, UNESCO, described the organization's activities worldwide.)*

UNESCO's post-war origins and Constitution included strong links between education and democracy; its work since then reflects that bond. In 2002, former Secretary General Boutros Boutros Ghali led a panel on Democracy and Development which highlighted the close connection between democracy and a culture of rights, as well as education's key role therein.

Principal responsibility for Democracy Education lies with UNESCO's Division of Basic Education (notably the right to education and human rights education) and with the International Bureau of Education in Geneva and its work on curriculum development. The main relevant documents are the Medium-Term Strategy for 2008-13 and the 2008-09 Program and Budget.

UNESCO continues to promote democracy education in several ways, but often uses other terms, such as knowledge societies, intercultural dialogue, respect for cultural diversity, social cohesion, culture of peace, or quality education. This may reflect a perception that "democracy" and "governance" carry a Western connotation, and an unwillingness to be measured by standards imposed by others.

There have been several recent UN initiatives which included democracy education:

- the UN Decade for Human Rights Education (1995-2004);
- the World Programme and Plan of Action on Human Rights Education (2005-14), in collaboration with the Council of Europe and others;
- the Decade for a Culture of Peace for the Children of the world (2001-10);
- the Secretary General's study of Violence against Children; and
- the work by UNESCO Chairs in several countries.

Promotion of social cohesion is linked to inclusive education, which extends to all those marginalized from mainstream education. This includes work to overcome the stigma and discrimination of those infected by HIV or AIDS.

UNESCO also works actively on intercultural education, including cultural and linguistic diversity, especially regarding indigenous peoples and other communities whose rights are denied or neglected (Roma, Dalits, etc.).

UNESCO also follows closely violence directed against teachers, students, and buildings, such as occurred in Iraq, Afghanistan, Thailand, Nepal and Colombia. These attacks are fuelled by rejection of education as a social good, and represent an attack on a society created by better education, a democratic society. Fear and intimidation have the same effects as actual violence.

There is Education for Sustainable Development, which engages with many key issues such as global warming and climate change, natural resources, consumption and production, etc. It helps prepare all future citizens for critical reflection and responsible choices, which will affect both current and future generations. To become genuine global citizens, we need to equip ourselves through education to be able to exercise our rights and fulfill our responsibilities. Those affected by a decision must be able to participate in that decision. Decisions regarding sustainability must be taken by all of us, and we must prepare ourselves through education to do so.

UNESCO will continue to engage seriously with these challenges, no matter what terms we use. We look forward to learning how to work together on this effort.

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## Conference Participants

**Vo Van Ai**, President of *Quê Me: Action for Democracy in Vietnam*, Paris.

**Hoda Chalak**, President of the *Organization for Civil Action*, Lebanon.

**Penelope Faulkner**, Vice-president for International Relations of the *Vietnam Committee on Human Rights*, and Chargée de Mission for Vietnam at the *International Federation of Human Rights Leagues* (FIDH), Paris.

**Hannah Forster**, Executive Director of the *African Democracy Forum* and Executive Director of the *African Centre for Democracy and Human Rights Studies*, The Gambia.

**Paul Graham**, Chairman of the *International Steering Committee of the Non-Governmental Process of the Community of Democracies* and Executive Director of *IDASA*, South Africa

**Morton Halperin**, Director of U.S. Advocacy for the *Open Society Institute* and Executive Director of the *Open Society Policy Center*, Washington D.C.

**Daniel Hollingsworth**, Program Officer, *Council for a Community of Democracies*, U.S.

**Robert LaGamma**, Executive Director of the *Council for a Community of Democracies*, Washington.

**Mary Larkin**, Director of International Programs at *Street Law*, Maryland

**Wen-Cheng Lin**, President of the *Taiwan Foundation for Democracy*, Taiwan.

**Oumar Makalou**, President of the *Center of Studies and Research for Democracy, Economics and Social Development* (CERDES), Mali.

**George Mathew**, Founder and Director of the *Institute of Social Sciences*, India.



**David McQuoid-Mason**, Professor of Law at the *University of Kwazulu-Natal*, South Africa.

**Gus Miclat**, Executive Director of the *Initiatives for International Dialogue*, The Philippines.

**Richard C. Rowson**, President of the *Council for a Community of Democracies*, Washington D.C.

**Bo Tedards**, Director of the Department of International Cooperation for the *Taiwan Foundation for Democracy*, Taiwan.

*The following representatives of government and multilateral institutions were of great assistance in providing background information to the conference on their programs, activities and organizational structure but are not responsible for the conclusions and recommendations contained in this report.*

**Jorge Baxter**, education specialist at the *Organization of American States* and Coordinator of the *Inter-American Program on Education for Democratic Values*, OAS.

**Paula Silva Cepeda**, Deputy Chief of Mission, *Embassy of Portugal* to the United States.

**The Right Honourable Terry Davis**, Secretary General of the *Council of Europe*.

**Matjaz Gruden**, Political Adviser and Spokesperson to the Secretary General of the *Council of Europe*.

**Jan Tuit**, Senior Adviser on International Relations for the *Netherlands Institute for Multiparty Democracy*, The Netherlands.

**Steven Wagenseil**, Chief Program Officer at the *Council for a Community of Democracies*, Washington D.C.

**Dieudonné Zognong**, Executive Director, *Humanus Foundation*, Cameroon.

**Mark Richmond**, Director for the *Coordination of UN Priorities in Education* at the *United Nations Educational, Scientific, and Cultural Organization* (UNESCO), Paris.

**Ligia Krajewska**, Head of the Political Cabinet of the *Minister of National Education*, Poland, and Vice-President of the *Council of European Municipalities and Regions*.

**Krzysztof Stanowski**, Under-Secretary of State, *Ministry of National Education*, Poland.

*The following invited participants were unable to attend:*

**Sameer Jarrah**, President of the Arab World Center for *Democracy Development & Human Rights*, Jordan.

**Abraham Magendzo Kolstrein**, Professor and Coordinator of the *UNESCO Chair of Human Rights*

Education at the *Universidad Academia de Humanismo Cristiano*, Chile.

**Mohsen Marzouk**, Secretary-General of the *Arab Democracy Foundation*, Qatar.

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## Appendix: Proposed UN General Assembly Resolution: Education for Democracy

**The General Assembly,**

Recalling General Assembly resolutions 58/159 and 62/150, the Commission on Human Rights resolutions 1999/57 and 2000/47, Human Rights Council resolutions 6/10, 6/24, and

7/11 concerning the right to education, the relationship between human rights and democracy, and good governance;

Noting the seminar conducted by the High Commissioner for Human Rights on the Interdependence between Democracy and Human Rights (Geneva, November 2002)

Recalling also the declaration by the World Conference on Human Rights (Vienna, June 1993) that "all human rights are universal, indivisible and interdependent and interrelated" (VDPA, para 5) and that democracy (based on the freely expressed will of the people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives), development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing. (VDPA, para 8)

Recalling further that the WCHR reaffirmed the right to development as a universal and inalienable right and an integral part of fundamental human rights and that the human person is the central subject of development;

Noting in this context the Human Development Reports by the UN Development Program and other studies in recent years which found that development often suffers because of a lack of education;

Recalling with appreciation the finding of the Inter-American Democratic Charter that education is an effective way to promote citizens' awareness concerning their own countries and thereby achieve meaningful participation in the decision making process, and reaffirming the importance of human resource development for a sound democratic system (p. 5, IADC);

Acknowledging that education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples and that, to achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities (Article 16, IADC);

Noting also the Council of Europe Recommendation which finds that education for democratic citizenship is fundamental to its primary task of promoting a free, tolerant and just society and that it contributes to defending the values and principles of freedom, pluralism, human rights and the rule of law, which are the foundations of democracy;

Recognizing with appreciation the important work of regional democracy education programs, such as the Inter-American Program on Education for Democratic Values and Practices and the Council of Europe Programme on Education for Democratic Citizenship, in the advancement of global society;

Welcoming the emphasis in the African Charter on Democracy, Elections and Governance on civic education as an essential element of a culture of democracy and peace (ACDEG, Art. 12);

Bearing in mind the statements concerning the links between education and democracy adopted at the most recent Ministerial Meeting of the Community of Democracies (Bamako, November 2007);

Noting with particular interest the Global Strategic Plan for Democracy Education, endorsed by the Ministerial Meeting of the CD in Bamako;

1. **Reaffirms** the fundamental link between democratic governance and the promotion and protection of human rights;
2. **Calls** upon all States to take cognizance of the importance of civic education and education for democracy in their national development;
3. **Urges** States to draw upon the Global Strategic Plan for Democracy Education (2003) in developing their curricula, to ensure that they take into account best practices so as to increase support to civil society especially to facilitate citizens' engagement in policy making (Bamako Consensus para 43).;
4. **Calls** upon the Agencies, Funds and Programs of the UN system, including particularly the UNDP, UNICEF, UNDEF and UNESCO, to devote appropriate expertise and resources to assisting States as they develop these educational materials, when requested;
5. **Urges** states to integrate civic education in their educational curricula [Art. 12, ACDEG] through the development and implementation of activities to promote good governance, sound administration, democratic values, and the strengthening of political institutions and civil society organizations (IADC Art 27).
6. **Further calls** upon states to ensure that special attention shall be given to the development of programs and activities for the education of children, youth, people with disabilities, and social groups with special needs (ACDEG) as a means of ensuring the continuance of democratic values, including liberty and social justice (IADC Art 27).
7. **Requests** States to report their progress in this regard to the Assembly and the appropriate specialized Agencies, Funds and Programs no later than June 2010; and
8. **Resolves** to review progress toward implementation of the present Resolution at its 64th Session.

The Mission of the Council for a Community of Democracies (CCD) is to build partnerships between civil society and governments to help advance and promote democratic institutions. It does so as Secretariat of the nongovernmental International Steering Committee of the Community of Democracies (ISC/CD) which consists of leaders of some twenty five civil society organizations from the world's five regions. In recent years CCD has played a key role in organizing civil society's participation in the Community of Democracies including its Ministerial meetings. It has organized regional conferences and roundtables designed to generate recommendations for action by governments to advance democracy. It has placed democracy education at the heart of the Community of Democracies agenda. It is also responsible for the *Diplomat's Handbook for Democracy Development Support*, a project designed to encourage Foreign Ministries to train diplomats to assist civil society in achieving its goals of advancing democracy.

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