World Forum for Democracy
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REPORT

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Democracy & equality : does education matter ?

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Can education help reinforce democracy and bridge growing inequalities?

Nowadays there is a deep concern about the quality and stability of democratic governance, especially at the very heart of mature democracies. Democracy is above all knowledge in action. In order to provide adequate knowledge today, education needs to be democratic, to enable pupils to produce knowledge together and with the teachers, to critically assess it and to take a position. They can do this best if they place young people in the position of decision-making from the start. Schools are the central tool that we should use to prepare young citizens for life in a fast-changing and globalised world. Learning should also be focused on human rights and universal values, in order to open people's minds and make them resilient to populist manipulation. Not all democracy and human rights learning needs to be concentrated in schools – civil society organisations also have an important role to play in this respect.

We must enable schools to develop the competences for living in a democratic society.

We need to ask what else should be done to educate wise and responsible citizens. Where else is information coming from? What other forces are shaping young people's opinions and views? What kind of education can foster democratic values and active citizenship? What can education do for democracy and what democracy can do for education? How can we empower young people to make a systemic change in democracy?

These important and relevant questions have been debated at the World Forum for Democracy 2016, organised by the Council of Europe with the support of the City of Strasbourg, the Alsace Region and the French Government. Representatives of civil society, social innovators, media, business circles, academics and young activists, as well as decision makers have discussed - including via a digital platform - the issues and challenges of education and democracy, and have pinpointed that education does not stop at the school gates. Young people are constantly forming their attitudes and opinions – also in non-formal environments.

Highlights from 2016 World Forum for Democracy

"Education is one of the most decisive forces in determining our fates as individuals and deciding the future of our nations and our world."
- Thorbjørn Jagland, Secretary General of the Council of Europe

"Education matters – it matters profoundly for tolerance, for progress and for creating equality of opportunity in all of our societies. No one could seriously suggest that what democracy is now is less of a focus on our education systems."
Thorbjørn Jagland, Secretary General of the Council of Europe

"The source of democracy is education."
Roland Ries, Mayor of Strasbourg

"Without critical thinking there is no democracy, there is no Rule of Law and there are no Human Rights."
Alexandre Cassaro, Regional councillor of the Region Grand Est

"If you educate a girl, she will take charge of her life, educate future children, and help to lift up her community and propel her nation forward."
Erna Solberg, Norwegian Prime Minister

"We need to bring informal education closer to formal education, so that the two work together."
Najat Vallaud-Belkacem, French Minister of Education, Higher Education and Research

"It is the exclusion of the people from the practice of democracy that is responsible for the present crisis of the populist revolts. The answer is not less democracy but more democracy."
Joan Hoey, Editor, the Democracy Index, the Economist Intelligence Unit

"La démocratie c'est aller chercher la connaissance et le savoir."
Georges Haddad, President of the Université Paris 1 Panthéon-Sorbonne

"L'éducation est un travail permanent jusqu'à la fin de l'humanité."
Yacoov Hecht, Pioneer of democratic education and CEO of "Education Cities - the Art of Collaborations

"The biggest world crisis today is not economic. It is a crisis of values."
A 15 year old participant at the Forum

"If there is no value, justice and responsibility, then how can we accomplish to have democracy?"
Sakena Yacoobi, Executive Director of the Afghan Institute of Learning

"Education is the key, but you continue to change the locks."
Forum participant, Closing Session

"Participation is critical because through participation we build our democratic skills and competences."
Graham Smith, Professor at the University of Westminster, Centre for the Study of Democracy

"Education is not democratic until all students are given equal opportunities to learn."
Snežana SAMARDŽIĆ-MARKOVIĆ, Director General of Democracy, Council of Europe

"Democratic education should be focused not only on children, but also on adults and all levels of society."
Forum Participant on Twitter #CoE_WFD

Conclusions and recommendations

In contemplating the state of education and democracy today, the challenge of this world forum was put in a sharp relief through questioning the role of education in creating, shaping and strengthening democracy and in helping to reduce inequalities. Education is first and foremost the pursuit of knowledge, but it also clearly correlates with support for democratic principles. Values like freedom of the press, uncensored internet and gender equality – all receive in surveys stronger support among people with more years of education. Education is also associated with the types of values that can help shape a more democratic society, such as tolerance and respect for pluralism. But is education really contributing to democracy and how democratic is it? No definite answers but a variety of perspectives and proposals were provided through this Forum.

"The answer is not less democracy but more democracy"

Co-decision by pupils and teachers, including on contents, was seen as convincing in preparing students to become alert and active citizens. Participatory democracy needs participatory education. Different forms of democratic governance in education were reviewed such as the selection of students' bodies by lottery, the use of rotation systems and the use of jury-type deliberations. All these alternative governance models were seen as a very effective way to empower both students and teachers. Most initiatives still tended to be of experimental character, not institutionalised: was this the price to pay to remain innovative? How much institutionalisation is needed for effectiveness? Small experimental projects had the potential to grow, though they were often opposed to more traditional measurement and evaluations that, whilst needed, could get in the way of better education.

"Participation is critical because through participation we build our democratic skills and competences"

Critical thinking, the desire for freedom and individual self-esteem were considered crucial for engaging in education and becoming resilient to manipulation. Schools need to develop the competences for living in a democratic society. In this respect, the Council of Europe (CoE) has developed a framework of competences for democratic culture, which will guide educationalists in the complex task of helping learners to develop values, attitudes and skills for living in diverse democratic societies. Though the richness and diversity in education systems were praised and considered very valuable to the development of individuals, the need for common, shared values and references was also highlighted in the Forum debates. What is required is to switch from a knowledge-based approach to a competence-based approach in democracy education, engaging the entire education community nationally. This is what emerged in the plenary session debates and the labs.

Inequalities can vary dramatically between states and inside them; they are based on income, gender, digital knowledge, etc. For some participants, education could do little to reduce such gaps even once reformed, as its impact is very limited on the structural inequalities. Furthermore, the plenary debates emphasised how geographical differences still mattered, both in terms of prosperity gaps and of widely different world visions. Education could certainly be more effective at bridging the latter notably by encouraging the introduction of "international studies". Given the rapid pace of technological change and in a world shaped by internet, tackling the digital divide became an imperative. Equality of chances must be guaranteed from the start by ensuring that education functions not on a hierarchical but on a network basis. Citizens need to learn to share common codes before they could act together. 21st century collaborative democracy requires a collaborative classroom focused on creating knowledge together, rather than competing. In this respect civil society initiatives reviewed at the Forum, empowered learners to create knowledge in peer-to-peer frameworks but also provided intergenerational mentoring. Such initiatives were also essential for building much needed media literacy.

Recommendations

To national authorities:

▶ Council of Europe member States that have subscribed to a charter on citizenship education should ensure its full implementation
▶ Encourage different governance models of education using participation, co-decision and peer-learning as guidance
▶ Accelerate the introduction of sustainable development education, to which governments have signed and are accountable
▶ Become better in instilling the values of diversity, freedom, equality and justice through education
▶ Value more the role of teachers

To International Organisations

▶ The Council of Europe and other international organisations should help states (and cities) to reinvest in education as a priority
▶ Emphasise the role of education to be about shared knowledge, about values, about educational humanism
▶ Recognize the long term role of education in preventing conflicts and in helping combat and prevent radicalisation

To civil society

▶ Civil society organisations to further the implementation of Human Rights and Rule of Law standards through education, such as for instance by working on fighting corruption with teachers, students and the whole school governance
▶ Multiply self-organised learning environments initiatives for neighbourhood-based learning, [the Schools of Political Studies supported by the Council of Europe are an excellent example]

Acting in partnership

▶ Recognise the need for multi-stakeholder partnerships in realising the Sustainable Development Goals

▶ All education systems should promote global citizenship, peace education and environment education

▶ Activists should pressure the authorities to respect their commitments to the implementation of the Sustainable development goals though global partnership and a holistic approach when dealing with the complex challenges of development.

Forum concept

Can education help reinforce democracy and bridge growing inequalities?

The 2016 World Forum for Democracy focused on the co-relation and co-dependence between education and democracy. It examined whether they can reinforce each other and together address the risks of new social divides. Specifically, the forum explored how education and democracy can nurture active citizens with critical and analytical skills, and how through fostering grassroots innovation and bottom-up democratic reform, it can help develop civic engagement and improve opportunities for all.

Education is central to democratic societies. In principle, the higher their level of education, the more actively citizens participate in elections and other aspects of democratic life. Education for democratic citizenship aims "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".

But is education fulfilling its democratic mission or is it failing to build the key qualities for democratic citizenship? What is the role of different education actors – teachers, learners, families, civil society organisations, public authorities and the media? Is it necessary to reform the organisation and functioning of educational institutions in order to respond to the requirements of democracy? Can schools and other educational environments become spaces for democratic experimentation, including new forms of democracy in the digital age? Are there new, alternative forms of learning and practicing democracy in educational institutions, and how to analyse them?

In particular, the forum explored how education and democracy:

1) Nurture active citizens with critical and analytical skills, as well as other key democratic competences;

> ▶ What kind of democratic resources can be mobilised to help fund and improve access to quality education, giving access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups, while developing each pupil's and student's personality, talents and mental and physical abilities to their fullest potential?
> ▶ Are technological developments, the use of ICT in education, public-private partnerships, and non-formal educational methods a potential solution to ensure a higher level of inclusion in education and to what extent institutions are able to combine different forms of provision, including both face to face and online?
> ▶ How can we foster lifelong learning by making use of emerging technologies to support intergenerational dialogue?
> ▶ How can education help bridge cultural (ethnic, religious, linguistic) divides in society and contribute to building a pluralistic identity?

Initiatives presented in the labs included, inter alia, different forms of democratic schools, personalised learning and alternative teaching methods, education innovation through ICT, projects to provide learning opportunities for students in vulnerable groups promoting pluralism and critical thinking through education, culture or civic action. Other initiatives were about education to increase the public's defence against hate speech, encouraging active citizenship, inter-faith dialogue and intercultural dialogue in education, youth empowerment programmes and many more.

2) Through grassroots innovation and bottom-up reform, promote and strengthen citizen participation and thereby help bridge social divides and improve opportunities for all:

> ▶ How can democracy be transformed towards more inclusive and participatory methods, which give a voice to all citizens and not only the educated elites?

- How can grassroots innovation in education inspire changes in democratic processes and contribute to democratic reform?
- What changes at the level of school organisation and functioning, the roles and responsibilities of different education actors – teachers, learners, families, and civil society actors, public authorities, the media – are required to make schools and universities places where learners experience and practice democracy, including new forms of democracy in the digital age, and where critical thinking and participation in decision-making is not only taught but also practiced?

Initiatives and actions in this area focused, for example, on inclusive models of democratic decision-making, such as citizens' assemblies, citizen advisory councils, crowdsourcing of policy-making and their educational effects; ICT-enabled citizen outreach, information, and participation; laboratories for democratic citizenship and participation; programmes by governments or political parties to provide citizens with the opportunity to learn about political processes and voice their opinions; education for democratic citizenship through media or civil society actors; education reforms to make schools more participatory and inclusive; projects to provide opportunities for economically disadvantaged youth; projects which involve educational actors & students in democratic debate and decision-making.

At the same time, education systems could do more to foster the civic values and skills needed not only for the optimal functioning of democracy, but also for its evolution towards a more participatory and inclusive modus operandi. Education has an important role to play in bridging cultural divides in society – ethnic, religious, linguistic, etc. – and in contributing to building an open mind and identity in line with the diverse, interconnected world of today. Finally, during the forum, it was considered how non-formal and informal education can break the link between social inequality and political inequality and help nurture active citizens and leaders from disadvantaged backgrounds to drive sustainable change.

The World Forum for Democracy engaged decision-makers, opinion leaders and social innovators in a debate about the approaches to be adopted at the international, national, regional and local levels. The exchanges were based on real life initiatives by public authorities or grassroots actors, which were critically examined by an interdisciplinary international panel. In addition, the Forum gave way to the presentation and critical review of untested, novel ideas.

A meeting of the participants of the World Forum for Democracy's Incubator for Participatory Democracy took place on 6 November 2016 in the framework of the Forum in order to grow new ideas on how to adopt democratic grassroots innovation on a systemic level and to foster an active community of democratic innovators.

The Forum also provided an open space to enable spontaneous discussions, fresh ideas and new alliances to emerge. Creative sessions were organised to produce concepts or prototypes on specific issues with the shape of Pop-up Agora and Pop-up Construction.

Initiatives and ideas presented and assessed at the forum were grouped under two themes.

Theme 1: A, B, Citizenship, Democracy, and Education

Democratic citizenship requires the ability to critically evaluate public norms and institutions, to engage in deliberation and collaborative problem solving. But is education fulfilling its democratic mission or is it failing to build the key qualities for democratic citizenship? What is the role of the different education actors – teachers, learners, families, civil society organisations, public authorities and the media? Is it necessary to reform the organisation and functioning of educational institutions in order to better respond to the requirements of democracy? Can schools and other educational environments become spaces for democratic experimentation, including new forms of democracy in the digital age? Are there new, alternative forms of learning and practicing democracy in educational institutions and how to analyse them? How can democracy be transformed towards more inclusive and participatory methods which give a voice to all citizens and not only the educated elites? These questions were at the centre of the labs under this theme.

Theme 2: Education bridging social divides – pass or fail?

Education is instrumental in the process of community-building and the shaping of national identity and is still seen as a factor of building social cohesion and a sense of belonging to society. However, in today's increasingly diversifying, interdependent societies, the capacity to engage across national and community divides and transcend a narrow understanding of a national interest in order to address the common challenges for humanity, is becoming crucial. Therefore, education must equip citizens with the skills to understand and navigate the ideological, cultural, economic and political complexities of 21st century without fear and with resilience to manipulation, including by radical ideologies. What kind of democratic resources can be mobilised to help fund and improve access to quality education, giving access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups? Are technological developments, the use of ICT in education, public-private partnerships, and non-formal educational methods a potential solution to ensure a higher level of inclusion in education and to what extent institutions are able to combine different forms of provision, including both face to face and online? How can we foster lifelong learning by making use of emerging technologies to support intergenerational dialogue? How can education help bridge cultural (ethnic, religious, linguistic) divides in society and contribute to building a pluralistic identity? The labs under theme 2 tried to find answers for these questions.

Forum Presentations and discussions

Thorbjørn Jagland, Secretary General of the Council of Europe, Roland Ries, Mayor of the City of Strasbourg and Alexandre Cassaro, Regional Councillor of the Region Grand Est, opened the World Forum for Democracy 2016 "Democracy and Equality: does Education matter?", a theme of high relevance in today's democracies since in most places of the world people are struggling for their rights to have access to education, or to practice the simplest form of democracy. The Secretary General of the Council of Europe stated that we are all living in a fast changing world where people are asked to adapt to the new challenges. Moreover, he underlined that everybody should be given the opportunity to decide for their lives, and that is why education is very important. Within this context, the Secretary General stressed that there is a need to look at the societal role played by schools in fostering democratic thinking, as we cannot combat the fragmentation in our societies without a critical thinking. He said that it is therefore becoming urgent to boost democratic values through education. The Secretary General stressed the importance of the Forum as a space of reflection, with results that matter.

Roland Ries, Mayor of Strasbourg, welcomed all the participants to the Forum and reminded the participants the successful role played by the Forum over the years. He emphasised the continuity of today's Forum in 2016 with the themes that were discussed last year. Indeed, he highlighted the direct follow up of the last year's Forum focusing on democracy in action with this year's event questioning the source of democracy, which is education indeed. He further called for citizens' participation in the democratic systems, by any means that people find themselves. He recalled the definition that Winston Churchill gave to democracy emerging from the horrors of the Second World War, stating that "Democracy is the worst form of government except for all those other forms that have been tried from time to time". Thus, he explained that democracy is not something that can be exported, but it has to be built by citizens within each countries. Therefore, he called upon everybody to actively participate in this year's Forum given the innovative initiatives submitted.

Alexandre Cassaro, Regional Councillor of the Region Grand Est, recognised the importance of the event and welcomed the participants to the Grand Est region. He also outlined the exceptionality and uniqueness of the Forum as a result of a very original partnership. He underlined the need to have such an opportunity to put the right questions and to engage in critical thinking. Because without critical thinkingthere is no democracy, there is no Rule of Law and there are no Human Rights. He also emphasised the opportunity given with this event for everyone to become more involved, and to become aware of the fact that we need to make a systemic change through innovation. The Forum, he outlined, is a plea to education and the ability to think critically. Finally, he highlighted the importance of democracy nowadays which is not an ideology but something that has to be tended and extended in all parts of societies and territories.

The keynote speakers of the opening session were Erna Solberg, Norwegian Prime Minister and Najat Vallaud-Belkacem, French Minister of Education, Higher Education and Research.

Erna Solberg started her speech by thanking the authorities and organisers, and by emphasising the highly relevance of the Forum. She stated that, in the recent history, Europe has experienced tragic alternatives to democracy which are completely opposite to the idea of co-operation among nations and the respect of individuals' inalienable rights. She emphasised the importance of the Council of Europe and the role it plays in terms of education and equality by using a metaphor on the need to "*save humanity from hell with no expiry date*", for preserving the values of a continent founded on the law and on the liberty of any citizen, without discriminations. The mixture of people at the World Forum for Democracy 2016is exactly the amalgam needed for democratic innovation, quality of education and sustainable development. She called for a quality of education, particularly for girls, as the best investment for sustainable development goals therein. Underlying that education is a responsibility of the entire international community she put forward a series of immediate actions to be implemented: forging partnerships with civil society, academia, business sector and local government, "it is how to get things done in a modern world". Furthermore, the Prime Minister depicted democracy as a common plan; indeed all countries should contribute to democracy no matter what the level of their economic development is. All education systems should teach global citizenship, human rights, equality and peace as well as non-violence between and within nations. Conflicts put development in reverse

and they often do it for decades, she also explained. Therefore, citizenship education is a value in long conflict prevention strategies also for achieving the sustainable development. The Council of Europe and its efforts to foster such values, she said, must be recognised.

The final words of the Prime Minister focused on corruption. She emphasized the direct relationship between education and the sixteenth sustainable development goal, which is centred on the promotion of peaceful and inclusive societies for sustainable development, in order to provide access to justice for all and build effective, accountable and inclusive institutions at all levels. The Rule of Law, she added, is essential in achieving such sustainable development goals and its absence exposes societies to corruption and tax evasion. In emphasising this concept, she recalled the latest global corruption scandal called the "Panama papers", by stating that the sixteenth sustainable development goal, if effectively put in practice, can be the Panama vaccine. What is needed in today's world, she concluded, is a smart development aid that acts as a catalyst for economic and financial flows generated from the private sector investments. A change is also needed in today's world, especially in terms of achievement of quality learning. But to make this happen, a massive action, both at international and national level, should be put in practice without leaving anyone behind, because education cannot wait.

Najat Vallaud-Belkacem, Minister of Education, Higher Education and Research of France, opened her speech by highlighting the challenges democracy faces today, especially for Europe in terms of the raise of populism and extremism thriving of the bleeding ground of tomorrow's uncertainty and fears. By underlining the relevance of the sixth World Forum for Democracy, she reminded that the history of Europe can certainly teach and inspire how to face such darkness and today's challenges. In order to stress this point, she recalled Paul Valery's statement in the aftermath of the Second World War by quoting that civilization is itself a motto; and if, Democracies rely on mottos, democracy should not be seen as an irreversible movement, it is not something that can be taken for granted, on the contrary, it is a daily fight. The Council of Europe, she added, plays an important role in advancing the Rule of Law while being vigilant to ensure that the member states' commitments are honoured. She then highlighted the role of the Council of Europe towards education initiatives, in terms of promoting dialogue and cultural understanding, developing linguistic diversity and improving multilingualism.

The Minister drew attention to the relationship between citizenship and education at French level. In fact, in 2013, the school reform act helped in creating a concept of citizenship throughout school environments, because students, without any doubt, must be involved in the democratic life. Through citizenship, she reminded, we all develop skills for life, and it is not something that one can stop once leaving school. The French citizenship programme includes also visiting the citizen reserve forces, a group of people at the disposal of school staff members in order to teach democratic values. People need to understand history, because citizenship is a value that should be built on a shared past, she then confirmed. It is through the understanding of history that one can defend democracy and its values. A second and final important point of her speech was the link between language and the lack of understanding. There are so many different ways of expressing your thoughts, that sometimes, it is just a matter of lack of understanding when we talk about the raise of violent acts, the Minister said. This is why language is such an important tool for engaging in debate and dialogues. This is why students need to be enabled to enter into dialogues in the spirit of citizenship. In her conclusions, the Minister pointed out that democracy needs protagonists at all different levels of the society.

The Council of Europe World Forum for Democracy was seen as a melting-pot of ideas and an enriching place for dialogue among generations, the place which offers a space for discussing challenges, best practices and solutions in respect of education and equality. In front of today's challenges, democracy offers an opportunity to bridge the transformation of formal education into employment, especially for young talented. The Norwegian Prime Minister also stated that there is a need to better acknowledge the skills acquired through education both in public and private sectors. Besides, the French Minister of Education, Higher Education and Research added that a grassroots mind-set is emerging for local engagement, where democracy is the strongest.

Time for facts followed the opening session debate focusing more in-depth on how education helps in counterbalancing global trends such as the raise of populism, nationalism and intolerance.

The contemporary problems of democracy are especially in the west, at the very heart of mature democracies, said Joan Hoey, Editor ofthe Democracy Index andthe Economist Intelligence Unit. The fact that people feel

excluded from the practice of democracy is likely to be related to the present crisis of the populist revolts, she highlighted. Therefore, the answer is not less democracy but more democracy. According to data gathered by Pew Research Centre, in the Middle East, the USA and Europe, a large majority do not believe that the next generation will be better off than their parents. Trust in democracy depends not so much on the current state of the economy but with optimism about the long-term future. In many European nations, significant numbers believe the growing diversity of society is making their country a worse place to live; people in 32 middle and lower income nations think that the Internet has a positive impact on education, personal relationships and the economy but a negative impact on morality in their country. Against this background, trust in democratic institutions is worryingly low: only 19% of US respondents trust in their government; in emerging and developing nations 61% are dissatisfied with the way their political system is working. Education clearly correlates with support for democratic principles – values like freedom of the press, uncensored internet and gender equality – all receive in surveys stronger support among people with more years of education. Education is also associated with the types of values that can help shape a more democratic society. Values such as tolerance and respect for pluralism are often associated with the likelihood that a country will have a thriving democracy.

Plenary session 1: Learning by doing – from preaching to practicing democracy.

Gabriella Battaini Dragoni, Deputy Secretary General of the Council of Europe, welcomed the Forum participants to the first plenary session with the title "Learning by doing – From preaching to practicing democracy". She highlighted the role played by the Council of Europe in promoting democracy, Human Rights and the Rule of Law, as well as the need of a number of educational tools at people's disposal to reinforce democratic values. She soon challenged the audience by asking a simple question: "Do we really have access to education in the contemporary world?"

Marko Grdosic, Chair of the Council of Europe Advisory Council on Youth, took the floor as co-moderator of the session by outlaying the meaning of the Advisory Council on Youth at the Council of Europe, and the relevance of this year's Forum with the Advisory Council on Youth activities.

The first speaker, Georges Haddad, the President of the Université Paris 1 Panthéon-Sorbonne stated that even if the issue of education is still today's top priority, the solutions are no more the same than in the past century. As he recalls as a mathematicians, human brains are working to adapt to biological rhythms (language, mathematics, science), but the new challenge is to adapt brains to a new cultural world human beings are creating (new technologies, internet) and do not always control. The absolute need for justice, sense of judicial fairness depends on fair education, equality in all places over the world and for everybody. The solution he recommends is a flexible instead of a hierarchical organisation where people work in groups within a network who share their common codes and harmonise their behaviour. This behaviour relies on knowledge and Human beings need knowledge to act, to be coherent and to insure sustainability. Knowhow to act, act to know and act together should be the main thread of education. He concluded by quoting a popular wisdom "the world relies on children who study".

In his powerful and inspiring speech, Yacoov Hecht, Educator and pioneer of democratic education in Israel, explained how education fosters democracy within democratic schools, through three major rules. First, in a democratic school pupils live as a democratic community, by taking decisions together; moreover by spontaneously choosing the school subjects in order to enable everyone to learn differently. Secondly, thanks to a close relationship between students and staff members of the school, each student is free to choose a mentor and hence the learning contents. Finally, the contents make a real difference in democratic schools because they focus on human rights and democratic values. The movement of democratic schools is growing, Mr Hecht added, and nowadays there are many training opportunities for teachers willing to join the idea behind democratic schools. The idea of democratic education is that the school concept is not the same as a traditional one, because students actively choose their educational path. Moreover, Mr Hecht emphasised that nowadays we are living in a time where people are experiencing a shift of the educational paradigm: every student is a teacher and the classroom has a common challenge, since the classroom together needs to commit to achieve learning goals. He also added that the democratic schools movement has crossed the walls of the physical school by fostering democratic education also in the cities, thus connecting the pupils with what is happening outside the school buildings. In doing so, students are asked to take over the challenges that the cities are facing in order to help in finding real solutions. After almost thirty years of involvement in

the democratic schools environment, Mr Hecht concluded that democratic societies are still missing a piece of the puzzle, which is the democratic education indeed. He then recommended connecting innovative ideas, such as democratic education, with traditional public schools.

After the panellists' opening statements, the session's moderator Gabriella Battaini-Dragoni opened the discussion for questions and comments from the audience in the hemicycle and the audience following the debate online. Gudrun Mosler-Törnström, the President of the Congress of Local and Regional Authorities of the Council of Europe asserted that the Congress of Local and Regional Authorities is familiar with the challenges of this year's Forum. Local and Regional Authorities are the missing piece of the puzzle as suggested by Yacoov Hecht, because everything starts at local level, the President added. In emphasising the importance of the Forum as gathering space to share experiences and to learn from each other, she then warned that it is also important to underpin every effort for building pluralistic, intercultural and inclusive communities. With a growing lack of trust in politics, which prepares the ground for radicalisation and extremism, it is today more important than ever to look at this phenomenon by acting at local level. Living in a democracy requires absolutely learning from the foundations of Human Rights and the Rule of Law. It has been said that understanding what people learn comes from using the knowledge in practice at local level; thus, education patterns will not change if people do not act at local and regional level, she added. This means that there is a need to introduce more and more participatory elements in representative democracies. Moreover, in her intervention she recommended to provide practical ways to engage citizens directly in the democratic governance. Citizens need to be allowed to put in practical partnerships what they have learnt. Therefore, we have to give citizens the chance as the democratic education initiative does. The President concluded by acknowledging that the Congress of Local and Regional Authorities is confident that the Forum debates provide people with many new ideas so that everybody can test them in their realities.

A participant from the Russian Federation asked questions to both session speakers. The first question, addressed to the President of the Université Paris 1 Panthéon-Sorbonne, looked into the relationships between moving from traditional education to a Yacoov Hecht's democratic *modus operandi*, and whether the same legacy might be kept. The second question, addressed to Yacoov Hecht, was about national and cultural traditions. The participant, more specifically, explained to the speaker that the Russian Federation case is emblematic, given its multi-ethnic and multilingual society with many different regions and groups and their own traditions. Therefore, he wondered how the methods foreseen by the democratic school could match with different cultural spheres of such society. He also asked him to give a practical example from an Israeli point of view and its attempt to introduce democratic education in his society and its educational institutions.

The answers from the two speakers widened the meaning of their speeches. George Hadaad explained that education has not changed as a result of technological progress, but rather because of the world in which people are living. Knowledge, he added, is available everywhere and for everyone, at any time. However, the real question that one should ask is what kind of knowledge do we want, what is the relevance of this knowledge, and what are its validity and quality. This is the main challenge education should raise today and tomorrow. Nevertheless, the challenge is rather developing critical dimensions that traditional education has not sufficiently done, he stated.

What people need to develop is what George Hadaad calls "*a sense of creativeness*". He then stressed on the need to be active and creative citizens. That is what democracy is all about, he convincingly asserted. It is important to look for information and to seek knowledge in order to be dynamic citizens. To illustrate, he made a comparison with totalitarian regimes: He recalled that once people uncovered the horrors of their history - all they were able to say was "I did not know what was happening back then" - people cannot keep on hiding behind excuses.. During the lively debate, he also added that knowledge should not be kept for oneself, but it should be shared. Education is also an act of love, according to George Haadad: it is not only about forming professional citizens, it is also important to love students and students need to love teachers. Society, he added, must promote this concept. If a country does not respect the teachers, then it is very unlikely that it will respect its children.

Yacoov Hecht agreed with George Hadaad's point of view on knowledge. However, he considers knowledge as something that enables networking. Networking begins, he said, only by facing differences – especially in terms of culture and traditions. This is the link with education according to Yacoov Hecht: education needs to be different in each country, because everyone comes from different roots. This is what he called "the beauty of education". It is with different opinions and through differences that people connect. This concept is central

to the democratic education initiative. He also claimed that in order to have multipliers in democratic education, people need to connect in networks, especially at local level.

The hemicycle turned to be a lively space for the youth. A 18 years old participant from Greece raised the question on how morality can benefit from education, given the narrow political insecurity citizens are experiencing nowadays. Another 15 year old participant from Portugal questioned the way educational system functions all over the world, by wondering if it would not be better to have a universal education programme in order to bridge cultural divides.

The debate was also followed on major social networks, such as Twitter. A tweet from the online audience raised the question about how citizens and children can be actively engaged to face the global trends on populism and the trust in the democratic system, which challenge tolerance and diversity. To give an answer to all these questions George Hadaad concluded that mathematics, through its universal language, offers a way to face and understand the complexity of today's world challenges for education, while both speakers agreed that time has come for a renaissance of education and its patterns.

Gabriella Battaini Dragoni concluded the session by reminding that democratic competences are important to face up the societal challenges. Democratic competences are needed, she explained, in order to be committed to democracy, engaged with democracy, responsible for democracy and respectful toward democracy. In order to achieve this goal, democracy needs both a theoretical and pragmatic approach through education.

Plenary Session 2: Education – reproducing or bridging inequalities?

Pedro Agramunt, President of the Parliamentary Assembly of the Council of Europe opened the session. Agramunt explained that as politician, during his career he has worked with citizens having different educational and social background; thus, it is important for him to gain a better understanding on how education for democracy can address the risk of bridging social divides and how it helps in improving civic engagement and opportunities for all. Nowadays, education is still an opportunity but also a source of social inequality. Studies have shown that people with higher level of education participate more in political activities and thus have more influence on decision-making.. Yet citizens become increasingly disillusioned with the fact that political elites are often composed of highly educated and wealthy people. This is becoming a serious issue with the raise of populism. Nationalist movements are becoming a global trend, and they often exploit fears and frustration of the citizens, also by oversimplifying the complex challenges of what societies face. He focused his speech on the threat of demagogic and populist rhetoric in society, and hence the need for active participation of educated citizens in order to engage in the public space. Therefore, he put forward two questions: "how can we reform education, so that it can bridge divides in our society?" and "how can politicians equip citizens with the skills to understand and navigate the ideological, cultural, economic and political complexities of this century?"

Anja Olin Pape, Youth representative and Vice Chair of the Council of Europe Advisory Council took the floor and introduced the panellists.

Aaron Benavot, Director of the Global Education Monitoring Report, outlined the importance of UNESCO's international flagship publication in the area of education, which addresses the relationship between education and the sustainable development goals, agreed upon in 2015 at the United Nations. One of the chapters of these goals is peace and non-violence, and his comments at the Forum referred to some of the findings on the chapter related to peace and non-violence. UNESCO, he said, commends the Council of Europe for focusing this year's Forum on education and democracy. He highlighted that educating children, youth and adults on democratic ideas such as justice, liberties and equality, the respect for Human Rights and fundamental freedoms lies at the very core of the UNESCO mandate to promote peace in the minds of men and women. The equitable education provisions have a vital role to play in reversing the trend of bridging inequalities within countries; and they can help ensuring more inclusive, sustainable, just and peaceful future in societies. However, the main question people should ask themselves is whether education can readdress inequalities by empowering marginalized groups, he stated. Education can also perpetuate the visions and cultivate intolerance when prejudices and stereotypes are ramped down in classrooms, where education can turn school in the breeding ground for violence. We need to focus on the right source of education, he recommended; both what it is taught, and how it is taught, matter. In many countries, he added, policies and

curricula have shown to have reinforced the stereotypes. When quality education is provided equally with inclusive teaching and learning materials, it serves as powerful instrument to prevent conflicts and violence.

Teacher's attitudes, behaviour expectations and inner actions toward students can also either reduce or perpetuate inequalities. Teachers can help address inequalities by treating all students with respect while upholding gender and equality norms, or by nurturing marginalized groups and encouraging open discussions in classrooms. All these efforts will help in reducing discrimination and will help to foster an inclusive learning environment that reflects the democratic, tolerant, peaceful and pluralistic principles we all want in our societies, then he added. This makes training teachers on sustainable development and global citizenship critical. Global citizenship education, which aims at empowering learners to assume an active role and understanding global challenges, helps to lay its foundations. Benavot concluded that education plays a key role in social cohesion. If education is lacking, it is unequal or biased, it can contribute to violent extremism. Education makes people more likely to participate in political processes constructively and non-violently. When citizens are discontented with the political situation, education increases the likelihood that they will channel their concerns through nonviolent civil movements such as protests, boycotts, strikes and political demonstrations. Finally, he expressed his deep appreciation for being representing the UNESCO at the World Forum for Democracy.

A participant from the Bulgarian school of political studies attending the session at the hemicycle opened the debate and asked about UNESCO's role in fostering active youth participation. Another question from a lawyer and Researcher at the University of Geneva was on how educational facilitators could educate individuals not to fear and transmit the peace message to the young generation. Aaron Benavot responded by stating that it is important to train young people in the context of debating. UNESCO is very much committed to the youth forum to ensure that young people are represented in the major fora where politics are discussed. It is critical to engage young people in the Sustainable Development Goals. As for the question on how we educate to respect individuality, he said that language barriers and language proficiency must be taken into consideration, in order to meet the needs of the students in the globalised and multi-cultural world. On the one hand in bi-lingual and multi-lingual societies the language teaching is essential for fair education and inclusion of students from diverse cultural and linguistic backgrounds. On the other hand, teachers should be also sensitive with respect to this critical issue – more attention and efforts should be directed toward bi-lingual and multi-lingual curricula and teachers in order to meet this growing language proficiency and student inclusion needs in the present day education.

Colin Crouch, Professor Emeritus at University of Warwick, United Kingdom, emphasized that participation requires a balance between reason and passion. Without reason we cannot act competently and without passion we lack the motif to act and care. But this can easily go to extremist directions. If passion drops out from politics, the latter becomes a dry technocratic activity and the rule of vested interests. On the other way round, when passion begins to dominate reason it will attack and manipulate expertise and knowledge. Indeed, politics based only on passion leads to the danger of violent confrontation and the lack of compromise. Two different dangers, two problems of balance that make it difficult to achieve a sort of equilibrium. Historically, through a series of struggles over the implementation of democracy, the ordinary people realised that social identity has political meaning. Eventually, this conflict will be domesticated. The second key point in his speech was about identity. How people can recognise who they are politically? Today people have lack of self confidence and trust in the political class. Social competences are important to link people to politics. The problem of alienation from politics and the problem of feeling left out have paradoxically been less experienced by women, from a gender point of view. Global economy also affected the lack of trust in politics nowadays. It is becoming evident that today globalization, migration, refugees crisis, Islamic terrorism have created a new set of social identities that have political meaning, leading to very strong passions based on hate.

How does education fit into this scenario? Colin Crouch thinks that the more educated people are, the less they seem to get involved in the politics of hate. Because the more educated people are, the more self-confident they are, the less alienated they feel accordingly. In addition, he stressed that the more educated people are the more social competences they have, and this is partly the substance of education. In his conclusions, Colin Crouch pointed out that education gives people the competences to believe in their reasons. Nevertheless, he concluded his speech asking the following question: "where do we find new sources of passion that can more easily link us to reason in order to produce democratic politics?"

The lively debate of this session was also followed via twitter. An online participant asked Colin Crouch to clarify the gender point of view of his speech. Colin Crouch simplified that he believes women are increasingly likely to have confidence and identity that gives some political meaning - and this is likely to see their participation increase. Another question was raised by Nora Bateson, discussant in Lab 18 on intergenerational learning. She first stressed on the concept that education prepares citizens for the predetermined structures of society, both formal and non-formal education. Today those structures are contributing to the loss of ecological and human rights. Thus, there is a necessity for narrative education and democracy to embrace the reality that we are in an unprecedented era of transformation. Given this scenario, she then asked how professionals prepare and support structural transformations in the system that will allow another kind of education to emerge. Colin Crouch agreed on the relevance of the question by adding that economics conventionally understand equilibrium but not innovation, especially radical innovation. It is possible to have an education that gives people the tools in order to think and work. In the present time, the tendencies in education are exactly going in the wrong direction: schools train people on how to succeed in tests because schools themselves are measured based on their performance. Therefore, he added, this is not education for innovation. Although, education is increasingly becoming instrumental, he really relies on the idea that it is possible to concentrate on education that equips people's minds for innovation.

Another question was raised by a Moroccan participant, by stating that education is unfortunately a reflection of inequality in society and it does not have the power to change it. Consequently, she wondered how nations could have an educational revolution without having political, social and economic revolutions. Colin Crouch answered that certainly there are things people can do within the educational world to encourage opportunities and break down prejudices. However, he agrees that education is not the only powerful institution in society, as we are still very much receivers of our societal changes.

Sakena Yacoobi, Executive Director of the Afghan Institute of Learning, enhanced the session debate with a powerful and encouraging speech, in reminding that education is the key issue to change society. Education can change a nation to be advanced, to have a different attitude to culture and to fight poverty. She explained that Afghanistan started with a holistic education approach, by working on every aspect of life, also on civic education. When 90% of the citizens cannot read and write, how you tell them they have a right to participate, to work, to equal opportunity and so forth – she asked. We need to design quality education that is participatory, which cultivates the kind of leaders we need. Democracy is not something which comes from somewhere. It is a step by step process of transformation which goes through education. It takes hours and hours of discussions with young people about their rights and how to defend them. It takes time and patience, it takes love and passion. However, in order to bring democracy we need education, she emphasised. In Afghanistan, 27% of the parliamentarians are women. If women are not in the political arena, this country cannot be democratic, because women educate children about diversity, prejudice and equality. Therefore, how to reach out to children who are out of education? Sakena Yacoobi's organisation go to rural villages, speak to parents and children to convince them to take up education. The second part of her speech focused on values. In our society, she stated, we have completely ignored values, including responsibility and justice. If there are no values and justice "how can we accomplish to bring democracy?" she asked the audience. However, today citizens are still living in a very individualistic society where equality cannot be fully accomplished. Furthermore, she focused on the role played by technology. She specified that technology is a great tool that gives the opportunity, through the human touch, to reach people and to connect them.

The hemicycle opened up for a bright discussion. A participant from India asked how Sakena Yacoobi's organisation manages to reach people in remote areas. She pointed out that the organisation first decides to build a house and while working with local communities they put all the students together so to enable them to start the educational process based on a curriculum designed for their needs. Once students reach a reasonable level of education, they are able to study in regular schools in Afghanistan.

Anja Olin Pape asked Sakena Yacoobi how she thinks education can be reformed to bridge social divides. She answered that the key is to listen to the people and work through diversity and similarities. A participant from the Tbilisi School of Political Studies, Georgia, said that he comes from a country in a complex cultural and political transition. Education is always a matter of debate. Therefore, he asked how Sakena Yacoobi works with adults to build consensus around education – and how she manages to educate adults. The panellist answered that she listens to the learners and provides what they want – for instance a women's learning

centre, or a school or anything is necessary. She reminded that education is about listening to learners not about one-size fits all.

Finally, terrorism and fundamentalism were questioned by the audience and were put forward to be addressed in the Lab sessions. A question from a Ukrainian participant first reminded that Ukraine already started to preaching and acting: indeed, there is an online university in Ukraine, which provides a very good level of education, 170 students already graduated. Therefore, she asked how democrats could communicate with those who have a "totalitarian" education and are our neighbours. Another participant asked how people can introduce democratic education in countries which focus education on religion, not on democracy? There is an economic crisis in the Arab countries, and many armed groups stand in the opposite way of democracy. Hence, what can we do about this? All these questions were remitted to the Lab sessions, which addressed in more detail all the issues that arose in this plenary.

The moderators concluded the session by thanking the panellists and the participants for their valuable contributions.

Closing Session and Democracy Innovation Award

Despite all the difficulties in changing the educational systems and structures "trees will surely grow because of courageous experimentation and democratic seeds planted throughout the World Forum for Democracy". With this emblematic statement Professor Lyn Carson, from the University of Sydney Business School and Director of The newDemocracy Foundation, as well as main rapporteur for the Democracy Innovation Award 2016 applauded this year's themes and initiatives presented in the Labs. What emerged from the 40 initiatives presented in various Labs is the need to try, fail and change direction and not to judge harshly for experimenting, Lyn Carson added. An entire population does not need to be educated about absolutely everything. Instead, our collective ambition should look at gathering the population together and informing them deeply about a topic, expose them to critical thinking skills, give them opportunities to question experts, and to deliberate together evenly, she stressed.

"We need to aim high to correct the inadequacies of contemporary societies"

Convincingly agreeing that many initiatives have been about experimentation, often in challenging, but also in such incredibly hostile environments, Professor Smith Graham, from the University of Westminster, also main rapporteur of the Labs stressed on the lessons learned from the initiatives presented. In fact, a need has emerged to spread education as a way to aim at a more tolerant democracy. Many labs, he emphasised, were not about education for democracy but education through democracy. Moreover, if participation is crucial because through it we learn democratic skills and we build the democratic competences, it also challenges hierarchies and gives everyone a voice. After all, developing strategies for advocacy, building a momentum for a systemic change in education for democracy, and bringing all the innovations together is the key to bridging inequalities through education.

Starting from the example of the Ukrainian School of Democracy as an experience of democracy in action, through recognising people's own mind-sets as real drivers for change, to empowering and giving students a voice, which can properly unleash the extraordinary creative and transformative energies, Rosemary Becheler, editor of *openDemocracy*, applauded all the enriching presentations. She valued the initiatives presented in the labs as a benefit in terms of improving educational and democratic systems in the light of bridging social divides.

Three initiatives presented in the labs, were preselected by the World Forum Scientific Council, and presented during the closing session: MaYouth Civic Education Initiative Zimbawe; Democracy in Practice, USA/Bolivia; KIRON Higher Education for Refugees, Germany.

The Council of Europe's Democracy Innovation Award is given each year to the World Forum for Democracy's most popular initiative, which was presented in the labs and voted by the Forum participants.

The first initiative aims at training young leaders between the age of 16 and 35 in civic education through the WhatsApp platform. The platform uses opening source material of documents and videos. The goal of the project is to increase youth civic participation through knowledge empowerment leveraging on WhatsApp.

The second initiative aims to transform schools' approach to civic education, by facilitating student experimentation with innovative ways to structure student government. The initiative provides an alternative to the exclusion and disengagement that typically characterise student governments, as a way to develop active citizens with strong civic skills and democratic values.

The third initiative, from a German social start-up, allows refugees to study regardless their legal status. The study model combines online and offline elements and it offers free of charge and location-independently approach. The curriculum is based on massive open online courses, and it is provided by partner platforms. Kiron aims to foster integration in the host country and create long-term perspectives for displaced persons. Therefore, the eco-system of Kiron also includes language courses as well as mentoring and buddy programmes.

Snežana Samardžić-Marković, Council of Europe Director General for Democracy presented the Democracy Innovation Award 2016 to initiative which had been voted as a winner by participants, the representative of the KIRON Higher Education for Refugees initiative from Germany.

The Council of Europe Secretary General introduced the first results of the Forum attended by 2200 people coming from all over the world.

> "...after 40 years in politics, I have always believed that education is one of the most decisive forces in determining our fates as individuals, and deciding the future of our nations and our world"

He stated that through critical thinking and the pursuit of knowledge, humankind can achieve progress, build better, fairer and safer societies.

He spoke about the importance of education, in the context of school environments; he made clear that schools are still one of the enduring spaces in which different members of our societies meet, as young people, on an equal basis, and where people can set standards about the quality of information the youth receive.
The Secretary General said that schools are the central instrument we have to prepare young citizens for life in a fast-changing and globalized world -whether through languages, to help them navigate the jobs market in the 21st Century; whether through history teaching, to help them make sense of our culturally diverse societies; whether through democratic citizenship, so that they become guardians of strong and inclusive democracies.

Furthermore, he focused on the limits of the current education systems to fix democracy's deficiencies.
He said that throughout time, schools have been asked to fix every social ill - that is why it is important also to pay tribute to the many educators who operate in non-formal environments.

While calling for equality against social divides and radicalisation in order to support wise and responsible citizens, he announced that the next year's Forum will look at the growing problem of populism, looking particularly at the role of political parties and the media.

Theme 1: A, B, Citizenship, Democracy, and Education

The labs were at the core of the World Forum for Democracy 2016. The idea was to address specific issues through critical analysis of tested initiatives. The initiatives were presented in short speeches of ten minutes, and were critically assessed by multidisciplinary panels and participants in the labs. An expert moderated each lab, and discussants were invited to make critical comments on the impact, transferability, sustainability and risk of the initiative. The key conclusions and lessons learned from the labs were discussed in a summing up session in order to prepare the overall conclusions for the Forum.

Lab 1 - Reinventing School Governance

Moderator: Milena SANTERINI, Member of Parliament and Member of the Parliamentary Assembly of the Council of Europe, General Rapporteur on Combating Racism and Intolerance.

Initiatives: Student-Powered Democratic Experimentation, Democracy In Practice/Democracia En Práctica, USA/Bolivia; Democratic School, European Democratic Education Community (Eudec), Europe; Learn to collaborate and collaborate to learn, Ministry of Education and Higher Education, Andorra

Presenters:
Adam CRONKRIGHT, Co-founder of Democracy in Practice (Bolivia)
Simon PEK, Co-founder of Democracy in Practice (Canada)
Ramin FARHANGI, Founder of Ecole Dynamique (France)
Estefania ROTLLAN, Education inspector (Andorra)

Discussants:
Mr Ansgar ALLEN, Lecturer on Education at University of Sheffield (United Kingdom)
Mr Kageki ASAKURA, Dean of Shure University (Japan)

The Lab in Brief

The purpose of this Lab was to explore innovative approaches to participatory school governance which have been implemented as a means to fostering ownership of the educational process and learning democracy by practicing it. It discussed how to transform schools approach to civic education by facilitating student experimentation with innovative ways to structure student government. Through experimentation, students also begin to think critically and creatively about better ways to approach democracy. The idea of respecting pupils as emancipated persons who are able to make choices for themselves, not only concerning their education but all areas of everyday life, was also highlighted in all the initiatives.

Adam Cronkright, Co-founder of Democracy in Practice, explained that in order to address the perception that participation is reserved to the most eloquent students, they have moved from hierarchical structures towards teams and from elections to lotteries - as a means of electing representatives. As a result, participation in representatives has increased, specifically in terms of gender balance. First ever library, first ever recycling strategy were set up and developed. Attitudes towards equality and impartiality have changed.

Ramin Farhangi, Founder of Ecole Dynamique, created a democratic school in Paris, where children can be free to shape their learning process. The school methodology focuses on playing – as a way to explore the educational environment pupils live in. School rules, budget, staff decisions are taken in a democratic way, and on an equal basis. Estefania Rotllan, Education inspector focused her presentation on a co-operative learning approach in education: the Competence Based Approach. The Parliament of Andorra works closely with the Youth Council of Andorra to provide real life experiences of participation. This reform requires above all the change of paradigm from educators' side.

Ansgar Allen, Lecturer on Education at University of Sheffield, intervened by reminding the importance of placing students at the centre of an educational environment, and the influence parents have on pupils' learning process. He

stressed on the importance of history in understanding that it is impossible to be completely innovative, while being cut off from previous experiences. There are patterns that remain constant, he added, and we need to be aware of them.

The second discussant, Kageki Asakura, Dean of Shure University in Japan, stated that too often young people feel powerless and frustrated, and they do not feel heard, but victims in today's societies. They have to obey many regulations, and assure to be flexible. Therefore, participation is certainly a key issue. He stressed this concept by acknowledging the initiative from Bolivia and its effort in providing young people with the tools to change things.

About the initiatives

Concerning the first initiative, Adam Cronkright explained that the idea behind Democracy in Practice is to involve communities and the parents. "We show parents what their children are doing, using videos etc.; we emphasize public speaking skills, by encouraging students to get involved" – he stated. Democracy in Practice initiative develops a broad range of skills, and it tries to make students rethink the traditional concept of leadership: "If you have a charismatic person as a leader, everything can collapse after his/her departure; this makes your society fragile. Leadership, hence, should be collective" – he highlighted. Trust has eroded completely in our political systems, therefore, the best way to re-introduce trust is to get people involved into politics.

"You cannot teach democracy, just do not do it. Do not do something contrary to your objectives and values." (Ramin Farhangi - Founder of Ecole Dynamique)

"In our school if children are not interested, they will just leave the classroom" – he explained to the Lab audience advancing some comments on his initiative. Democratic schools are not based on evaluation. Each person contributes to the best of their potential, and nobody is judged. Concerning further comments on the applicability of democratic schools in a non-democratic country, Farhangi stressed the importance of this kind of schools for societal changes. Democratic schools' concept is rather to fight undemocratic *status quo*. The outcome of this democratic school initiative is linked by pupils' parents: when parents see the way children are transformed, they change as well. Therefore, this initiative changes an entire community eventually.

Conclusions

Democratic schools approach needs to be mainstreamed in the whole education system. There are examples of democratic schools, which have produced outstanding results in underprivileged environments.

▶ It is important to ensure that minorities are not undermined through the rule of majority. Democracy built on few elected charismatic leaders is more fragile than democracy built upon community of equals who are willing and able to play an active role in their societies.

▶ One interesting approach to democracy is election of students' representatives via lotteries, which allow everyone to develop sound participation skills.

▶ If decisions are made by common citizens, this can help to rebuild trust in a society and address the resentment towards the establishment.

▶ While students must be put at the core of education and must be given power, the involvement of adults has to be carefully supported as well. This concerns in particular teachers, school directors and parents.

▶ It is crucial to get support of parliamentarians. Traditional school governance is modelled on parliamentary democracy. Today, democratic innovation often starts at school and parliamentarians can learn from these experiences.
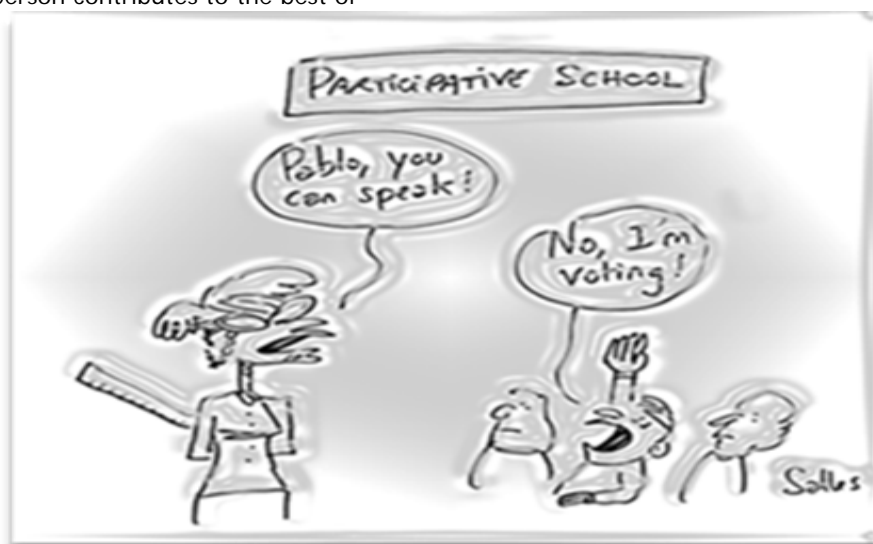
Moderator: Veronica CRETU, President of the Open Government Institute (Republic of Moldova)

Initiatives: Civic CrowdAnalytics – educating the public about civic issues, Stanford University (USA); World Wide Views on Climate and Energy 2015, French National Commission for Public Debate (France)

<u>Presenters</u>:
Tanja AITAMURTO, Postdoctoral Scholar, Social Algorithms Lab, Stanford University, USA-Finland
Christian LEYRIT, President of the National Commission for Public Debate, France

<u>Discussants</u>:
Robert BJARNASON, Citizens Foundation Iceland, President & CTO, Iceland
Anthony ZACHARZEWSKI, Director of The Democratic Society, United Kingdom

The Lab in brief
The lab considered two case studies. The first initiative from Stanford University, "Civic Crowd Analytics" project, uses natural language processing and machine learning methods to organise civic data in a manner that helps the public to learn about societal issues. The second initiative, Global consultations on climate and energy, co-organised by the French National Commission for Public Debate, gathered 10,000 citizens from 76 countries in 97 debates.

Public consultation and debate is a two-way process: governments should regularly engage and listen attentively to as many people as possible and, in doing so, provide them with feedback about their opinions. In analysing and presenting the findings of public consultations, the use of artificial intelligence and algorithmic analysis should be unbiased and non-discriminatory.

The public data collected should also be non-proprietary and openly accessible. There was concern about the accountability of those who design the algorithms and how the findings of public consultations are presented. This concern extended to the accountability of the decision-makers who rely on these findings to decide and defend public policy.

About the Initiatives
Tanja Aitamurto described how Stanford University is using algorithms and big data tools in urban planning in Palo Alto, California.

The initiative was presented as a cost-effective means to turn voluminous unstructured data into meaningful information for policy makers. These algorithms and tools are producing increasingly accurate findings, which take into account the emotional responses of the public. With further training, they can be developed and scaled-up to serve different projects in different cities. Their potential to educate and inform the public was highlighted using examples such as the use of artificial intelligence to fact-check public debates and to help students learn.

Christian Leyrit presented the worldwide consultation on climate and energy, co-organised by a dynamic group of actors, which relied on many volunteers from rich and poor countries alike. The consultations revealed the global mood of citizens and employers. The large number of debates demonstrated that there is a wealth of public opinion waiting to be tapped despite criticisms of current democratic arrangements. Confidence and trust in democracy and politicians was an issue of concern during open exchanges between the presenters, panellists and audience. Repeated reference was made to the Open Government Partnership, the need for greater transparency and accountability in public debate, and consideration of the ways to broaden and deepen the engagement of citizens. This resulted in discussion on the trade-offs between what the demands of the public and what can be realistically achieved by governments. The need for clear and easy to understand information and the development of civic competences can help to engage people in complex debates. Asking people about their day-to-day experiences rather than

their views on lofty nationwide issues can render findings more tangible and meaningful. To this end, technology is enabling dialogue and exchanges between citizens especially where there are divides in societies (i.e. rural against urban, north against south).

Conclusions
The case studies and the open discussion showed that the education and engagement of people in public consultations and debates is possible. This is best achieved by means of an interactive and continuous process of dialogue between the state and its citizens, which also balances the use of public opinion polling and technology-enabled crowdsourcing methods to capture information and knowledge.
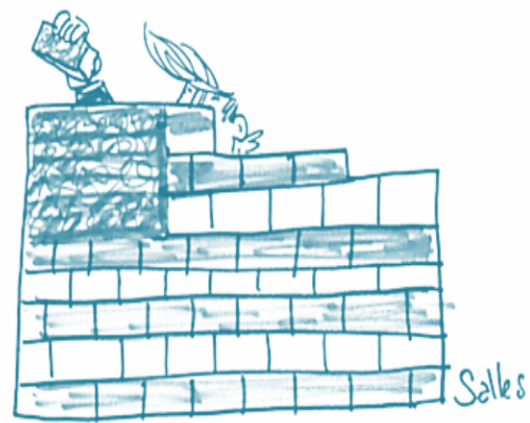
Lab 3-Democratic Citizenship Education

Moderator: Shinshuke SHIMIZU, Consul General of Japan, Permanent Observer to the Council of Europe

Initiatives: Schools for democracy, Ministry of Education and Science of Ukraine/The European Wergeland Centre (Norway); Intercultural Practice of Hamamatsu City, (Japan)

Presenters:
Oksana KOVALENKO, Chief Specialist, Department of General Secondary and Pre-school Education, Ministry of Education and Science of Ukraine
Iryna SABOR, Senior Adviser, The European Wergeland Centre (Norway)
Yasutomo SUZUKI, Mayor of Hamamatsu City (Japan)

Discussants:
Simone HAENEN, City Councillor and Education Activist (Netherlands)
Matt LEIGHNINGER, Head of Public Engagement and Democratic Governance, Public Agenda (USA)
Keizo YAMAWAKI, Professor at Meiji University, Tokyo (Japan)

The Lab in brief
This lab discussed various national approaches to citizenship education and made recommendations about making citizenship education more effective, holistic and participatory.

While reforming the system of secondary education in Ukraine, tools in line with Council of Europe's recommendations are proposed throughout structural, but flexible framework in three different aspects of school life: teaching and learning process, school governance and more participatory school culture, and partnership with communities. Only by changes in those three areas, students learn what it is to be an active citizen and hence create a comprehensive democratic environment that is supporting them in learning. This way, students are pushed to include democratic attitudes, values and competences such as critical thinking, flexibility, civic awareness, responsibility in their way of thinking and acting.

On the other hand, in Hamamatsu city,Japan, the struggle is to provide intercultural facilities and educational opportunities to foreign residents. There are around 21.000 foreign citizens with permanent residence in Hamamatsu city. The children and their education are affected by this immigration. Therefore, two basic facilities for intercultural living from educational perspective are provided: Foreign Resident Study Support Centre, which encourages language learning and involves language teaching trainings and Intercultural Centre, where multi lingual information is provided in order to help in everyday life.

Discussants looked into the initiatives by wondering to what extent the students' involvement in Ukrainian schools' policies are related to evaluation of those policies. And, as for the Japanese initiative, the discussants wondered to what extent the foreign residents' schools feel that they make part of Japanese society and what is their perception of the Japanese society.

Iryna Sabor pointed out that their initiative is faced to legislation within the formal education framework. Nevertheless, with this programme, there is more room to show the opportunities in expressing the freedom and inclusion of the students. Evaluation process is carried out with the equal share of all the stakeholders, meaning that teachers, parents, students, managers and everyone involved for the first time sit around the table where participants are allowed to openly contradict each other. When it comes to students' participation, within the optional part of the programme, they are allowed to choose their subjects via newly established vote systems.

Yasutomo Suzuki explained that for those who have decided to live in Hamamatsu on a permanent basis, assistance is provided before school so that pupils do not have to face language barriers and could integrate with Japanese students. Integration is essential because it means knowing how to use competences of foreign cultures' background. Their opinions are asked and integrated in the city's policies.

Nevertheless, discussant Matt Leighninger agreed that democratic learning is preparing young people to be productive citizens. He pointed out

the importance of school-community partnerships, which are giving people concrete civic roles to play. He also applauded the leader's role of encouraging people to valuate differences and not prejudices, because through building strong social relations people are able to help each other even more.

About the initiatives
The National Programme in Education for Democratic Citizenship "Schools for Democracy" was developed as a supporting tool in launching systemic reforms of the secondary education in Ukraine. Throughout three years, up to 120 schools have implemented democratisation projects - focusing on the integration of the Education for Democratic citizenship and Human rights - into the teaching and learning process. The programme is designed to strengthen dialogue and co-operation between schools from all the regions in Ukraine.

In Japan, immigrants of Japanese descent increased rapidly after a revision to the law was introduced in 1990. Hamamatsu became the city with the most Brazilian residents in Japan. The Mayor of Hamamatsu explained that the foreign residents now settle for longer and education for children is most crucial. Hamamatsu has defined the Hamamatsu Intercultural City Vision to develop a more effective policy. Three priorities have been identified as the main concern of this policy: education represents the pillar for the future; through intercultural practices and inclusion programs, there is a possibility of disaster prevention for residents in order to live safely; inclusion of foreign residents brings diversity in city development.

Matt Leighninger presented some recommendation in correlation with those initiatives: highlighting the importance of young people's deliberative participation the importance of technology, which is very common to young people. He noticed that preparing young people to be future leaders is important, but also raised concern about current leaders.

Participants to the lab agreed that both Ukrainian and Japanese education initiatives have one thing in common: in order to bring democracy to education and to make education more democratic broad participation of all stakeholders – parents, students, teachers and communities, is necessary.

Keizo Yamawaki pointed out that the immigration policy is still a taboo in Japan. Japanese talk about foreign workers, but not about the immigration policies. Local governance has been more active in managing inclusion and integration than the national governance. Therefore, Mr Yamawaki regrets that a significant number of foreign children do not attend schools. Hamamatsu city has worked on this issue and slightly influenced on the national level. Therefore, this city has created networks of cities in order to improve initiatives for education.

Conclusions
- It is necessary to strengthen democracy through schools.
- Democracy cannot be separate from educational programmes and school life.
- Local actions and their own systemic solutions should be empowered through innovation while the process of elaborating solutions is democracy.

Lab 4 - Unlocking parliament

Sponsored by the Congress of Local and Regional Authorities of the Council of Europe

Moderator: Andreas KIEFER, Secretary General of the Congress of Local and Regional Authorities

Initiatives: On-site experience with political processes, democracy & the rule of law, ProDemos - House for Democracy and the Rule of Law (Netherlands); Parliamentary Education Centre, Houses of Parliament – Education Service (United Kingdom)

Presenters:
Lilian LEEUWENBURGH-STOLWIJK, Project Manager, Education Department of ProDemos (Netherlands)
Daniel GALLACHER, Education Manager, Parliament's Education Service (United Kingdom)

Discussants:
Titus ALEXANDER, Convenor of Democracy Matters (United Kingdom)
Gudrun MOSLER-TÖRNSTRÖM, President of the Congress of Local and Regional Authorities of the Council of Europe (Austria)

The Lab in brief

Against the background of the crisis of representative democracy in Europe, as reflected in the rise in populism and electoral abstention, there is an urgent need to raise young people's awareness of their power as citizens and voters. Lab 4 initiated a discussion on "Unlocking Parliament" for young people, based on the recent experience of two government-funded bodies.

Based on an interactive play-based approach, developed by ProDemos, 83.000 Dutch pupils on "school trips" visited the House of Representatives in The Hague in 2015 and participated in simulations of the parliamentary process. Around 30.000 others took part in local programs in their own schools and through visits to municipal, judicial or other institutions. According to the project's manager, Lilian Leeuwenburgh-Stolwijk, the first scientific assessments of the impact of the programme noted an increase in pupils' confidence in the institutions and the democratic process in general. The children realise that politics belong to them and that anyone can participate in politics in one way or another. The programme also offers on-site training for teachers, as well as guest lectures in local schools. A serious challenge remained, namely to reach a larger number of pupils of all ages and all levels of schooling, the aim being to ensure that all Dutch children could visit the parliament at least once before reaching the age of majority.

"We've managed to build a centre with state-of-the-art facilities so that children no longer associate the image of Parliament with bygone eras" (Parliament Education Service's project manager - Daniel Gallacher)

As far as new technologies are concerned, the Parliamentary Education Centre, which is attached to the Education Service of the United Kingdom Parliament, seems highly impressive with its presentation space comprising four video walls (360°) and 4 theme-based laboratories, where primary aged pupils and teenagers are completely immersed in the history and present-day context of the oldest parliament in the world. While developing their debating skills and experiencing law making from the inside out, pupils learn that Parliament is relevant to their lives, it is evolving and it is theirs – they can take ownership of it. Question-and-answer sessions with MPs are organised in addition to the educational programme.

"It was a big challenge to obtain taxpayers' money against the background of the financial crisis, but we succeeded. Only 9,000 students visited Parliament in 2006, but in 2016 the number has reached about 100,000."
(Daniel Gallacher)

About the initiatives
Acknowledging the professional excellence of the two initiatives, Gudrun MOSLER-TÖRNSTRÖM, President of the Council of Europe's Congress, emphasised the importance of educating people about politics on a more regular basis as part of the national curriculum. This is especially relevant

in countries where the voting age has been reduced, like in Austria where she has been Vice-President of the regional Parliament of Salzburg. She also pointed at the recent trend of "outsourcing" educational work for democracy and human rights instead of assigning it to school teachers.

The head of Democracy Matters in the United Kingdom, Titus Alexander mentioned the importance of implementing this type of programme at the municipal level, accordingly. He also stressed on the need to focus more on marginalised communities and on people who have been alienated from the political system. Furthermore, he deemed important to measure, whether such initiatives have an impact on young people's power of influencing politics.

The participants of the lab acknowledged the importance of increasing the number of young people able to participate in parliamentary simulations, as carried out also in countries such as Estonia and Ukraine, as well as in the Alsace Region through its Youth Parliament. It was also suggested that this type of assembly be involved for real in the decision-making process of local and regional parliaments, as is the case at the Congress of Local and Regional Authorities, where young delegates can directly participate in the Congress' debates and express their views during the Congress sessions. A consensus emerged regarding the role the Congress, in-co-operation with the Parliamentary Assembly of the Council of Europe, could play as a platform for co-ordination and sharing good practices with regard to experiential learning about representative democracy.

"*Everybody wants to learn but no one wants to be taught; using new technology helps creating ownership of the information, instead of simply passing a message that we want to be heard*" (Mr Andreas Kieffer, Secretary General of the Congress of Local and Regional Authorities)

The participants agreed on the importance of maintaining centres of visitors at national public institutions to offer pupils an on-site learning by doing experience about their democratic institutions and political systems. However, as stated by Andreas Kieffer, Secretary General of the Congress, democracy and human rights education can only work if they are also taught at grassroots level where most democratic decisions are implemented. In this respect, he mentioned the Council of Europe's Reference Framework of Competences for Democratic Culture – currently being developed – as a crucial tool to be adapted for use in all levels of education, one of the objectives of which is to share good practices and examples on citizenship education.

Conclusions
- ▶ Elite schools that are more proactive in their desire to participate, negotiating bigger public spending budgets and ensuring the long-term viability of programmes, should limit their overwhelming presence.
- ▶ It is important to foster a positive mind-set among pupils, developing critical thinking and responsible attitudes, creating networks of teachers, and doing more to situate these efforts at the municipal level.
- ▶ These initiatives to open parliaments toward young learners are also transferable and applicable for regional parliaments and assemblies, as well as – with some adaptations – for cities and municipalities.

Lab 5 – Know your Rights

Moderator: Torbjörn HAAK, Ambassador, Permanent Representative of Sweden to the Council of Europe.

Initiatives: Equality starts with education, Amnesty International Moldova; Human rights courses for minor unaccompanied asylum seekers, Human Rights Academy, Norway.

Presenters:
Violeta TERGUȚĂ, Human Rights Education Programme Coordinator, Amnesty International (Moldova)
Marit LANGMYR, Project manager, Human Rights Academy (Norway)

Discussants:
Kadili ABDELILAH, President of the Tamkine Foundation for Education (Morocco)
Shams ASADI, Human Rights Commissioner and head of the Human Rights Office of the City of Vienna (Austria)

The Lab in brief
This lab looked at two examples of Human Rights Education initiatives for different groups, and ways of making the best of partnerships between NGO's and educational institutions.

The first initiative "Equality starts with education" has the goal of developing a culture of respect for and action in the defence and promotion of human rights for all in Moldova. The initiative involves using human rights education in schools as part of their curricula in order to understand and be able to take actions for combating discrimination and other human rights violations in Moldova and other countries. Human Rights Education curriculum is an inherent part of the formal education and national curriculum at all school levels. As well, Human Rights Education curriculum is part of teacher initial and in-service training programmes. The initiative piloted in the year 2006 with 5 schools and 600 students, involves four modules: articles from the universal declaration of human rights; differentiation between informal and formal setting; non-discrimination and equality, sustainable development as a precondition for human rights. The Ministry of Education approved the new revised curriculum in 2015. In the last two years, 130 schools involving 3,000 students are implementing human rights education. Students are also organising human rights campaigns and activities outside of the school.

The second initiative is the human rights courses for minor unaccompanied asylum seekers. The goal of the courses is to give knowledge about the international human rights and democracy; to activate the youngsters and develop positive attitudes based on human dignity, equality and respect; to increase their self-esteem, and help towards better integration. Two-day courses and courses together with Norwegian youth, financed by the Norwegian Directorate of Immigration, in co-operation with asylum reception centres and schools sought to strengthen the knowledge about human rights education and to provide a better understanding of the Norwegian society by reducing stereotypes and social divides. Since 2008, 1800 asylum seekers have received Human Rights education courses. An evaluation form was filled-in by participants and turned to be very positive, as well as the feedback from asylum reception centres, which was very encouraging.

About the initiatives
Shams Asadi from Austria, human rights Commissioner and Head of the Human Rights Office of the City of Vienna, complimented both initiatives and said that the idea of training the trainers is something that both initiatives have in common, which is very important for both projects. She also said that sustainability is present in both initiatives. Ms Asadi talked about her experience and the city of Vienna, which is now in the action phase, while working with politicians and city administrators, to implement human rights education.

The Director of Human Rights Academy of Norway Lillian Hjorth was also present in the lab, and talked about the Human Rights Academy and its programmes.

"You can live with little means, but I ask students to become active and apply to every opportunity, and one of them is education; second is education and third is education"
(a participant from Tunisia)

Participants asked about the link between education in primary schools and human rights courses that are planned to be implemented. "Schools need to become more democratic so that pupils can enjoy their rights", said a participant. Violeta Terguta said that kids would be able to choose subjects and that human rights education is a whole school approach and not only a course. One of the participants from the youth delegation from Romania asked a question concerning how students are encouraged to learn and preach the principles and values to friends, family, and so forth.

"To start teaching your students, you need to know what you teach. Going from knowing your rights to acting is the best way. If you learn about participation, make a project work around it"
(Ms Violeta Terguta)

Some of the questions were addressed towards the initiative from Norway regarding asylum-seekers. Lilian Hjorth from the Human Rights Academy answered in a broader way to all the questions: "Teaching human rights to asylum seekers is very difficult, but still important. They should not be ignorant. We teach them about human rights values, the Universal Declaration on Human Rights was adopted, we teach them how different states came together and agreed upon the Declaration. There is a broad perspective on how we teach human rights. More and more states are becoming part of this human rights regime. They need hope that the world will develop towards peace, if the civil society, the citizens and states are working for it. More and more minorities around the world are claiming their rights and we need to allow that."

Examples of exercises within Human Rights Education
Lillian Hjorth: "We often start with a group work called the New Planet where students must invent a brand new planet, with 10 rules for the planet, aiming to create a good society; one of the main rules is the respect of each other. Pupils' own thoughts create the basis of this new planet."

Violeta Terguta: "There is an easy exercise that involves making a list of things students would take with them to an island, so that they think about basic needs and thing we cannot leave behind us."

Conclusions
- ▶ Education needs to empower students.
- ▶ Education needs to convince and to spread the message of human rights.
- ▶ Education needs responsibility. People and institutions need to assume responsibility, both on individual and professional level.

Sponsored by the Parliamentary Assembly of the Council of Europe

Moderator: Olena SOTNYK, Member of Parliament and Member of the Parliamentary Assembly of the Council of Europe (Ukraine)

Initiatives: Students' Anti-corruption Initiative "ShevaPil"; Innovative Approaches teaching anti-corruption in formal education, Transparency International Italy

Presenters:
Anton MARCHUK, Analyst of NGO "Anti-corruption Headquarters" (Ukraine)
Chiara PAGANUZZI, Education advisor (Italy)

Discussants:
Meri AVETISYAN, Lecturer, University of Education Freiburg, Germany (Armenia)
Srdjan CVIJIC, Senior Policy Analyst, Open Society European Policy Institute (Serbia/Italy)

The lab in brief
The lab discussed how digital tools and community engagement can be harnessed for fighting corruption in education. The key issue was accountability. Developing or raising the sense of accountability in every single member of a society may take time, but that needs to be done. Accountability and transparency are the keys to democratic governance. Without accountability and transparency, there is no trust in democratic structures and political representatives. This is the reason why education must foster a sense of accountability by starting to educate people from an early age to ensure that that transformation is embedded in people's attitudes and behaviour.

Anton Marchuk presented the Students' Anti-Corruption Initiative "ShevaPil". This anti-corruption watchdog initiative was launched in March 2015 in the "Taras Shevchenko" University in Kyiv. It put under scrutiny the University leadership and managed to uncover a number of corruption practices in Ukraine higher education system overall. It mobilised students and attracted the attention of the media, the Ukrainian society and members of the parliament toward corruption in higher education. "ShevaPil" highlighted public procurement irregularities, putting the spot on the illegal overpriced procurement of food for the university cafeterias, which was subsequently, abolished. Consequently, the Ukrainian anti-monopoly commission opened an investigation for this specific case.

Mr Marchuk also spoke about the irregularities connected to the election of a University Rector, highlighted by "ShevaPil", which led to the creation of a Monitoring Committee of the Ministry of Education on this issue. As a result of "ShevaPil" actions, students were better informed about the damage caused by corruption and they got more involved in fighting it. He also mentioned, however, that some students took considerable risks in doing so. Two students – Vladimir Kovali and Ivan Kucheryaviy – were dismissed on allegations of poor academic results, but many believed this was connected to their anti-corruption activities as members of "ShevaPil". He said that a new draft law on whistle-blowers protection was prepared in co-operation with the NGOs and will be presented for adoption by the National Parliament in 2017.

Chiara Paganuzzi presented the Transparency International project on "Innovative Approaches to Teaching Anti-Corruption in Formal Education". She stressed that anti-corruption education in schools was still far from being a reality in EU countries, despite the fact that subjects suitable for its incorporation - such as citizenship education, ethics or law - are parts of the curricula. In 2014, Transparency International Italy, Hungary and Slovenia set up this project, funded by the "Erasmus+ programme - KA2 Strategic Partnership in the Field of Secondary Education", aimed at fostering the integration of anti-corruption education in the school curricula. The project, due to end in 2017, included a set of activities: the development of educational materials aimed at students and teachers, the training and mobilisation of teachers and students, and advocacy initiatives aimed at policy makers and education stakeholders at large.
Throughout the project, a whole school approach was adopted. Students were highly encouraged to take anticorruption beyond the classroom and the

school borders, acting in the territory surrounding the school, in synergy with the civil society organisations, media, anticorruption agencies and stakeholders. Furthermore, teachers were encouraged to use informal instructional strategies and participatory techniques; to involve their colleagues in the school and the class council; to include the project in the school three-year plan; to use cross-curricular lesson plan tools.

The project promoted advocacy initiatives aimed at policy makers and education stakeholders at large, with the aim of advocating for the dissemination and promotion of the anti-corruption module and learning resources in all the secondary schools of the three countries; the integration of anti-corruption education in the school curriculum. Advocacy strategies are different in each country. In Italy, the Ministry of Education is pressed to foster an anti-corruption education focus on citizenship education (a crosscutting curricular discipline). In Hungary, a major focus is the dissemination of the anti-corruption education kit among teachers, due to the lack of support from the Ministry of Education. In Slovenia, the team is working to introduce anti-corruption education in optional curricula hours and in other curricular disciplines, as well as the integration of anti-corruption education within in-service and pre-service teacher training programmes.

A human rights-based approach was adopted throughout the initiative, providing a sound basis for rights holders to claim their rights and demand accountability and transparency from the government and other education stakeholders.

Chiara Paganuzzi stressed on fostering an anti-corruption pedagogy anchored in a human rights-based approach that teaches students to claim their rights and to demand accountability from rights holders and duty bearers (including teachers). She said this was crucial to prevent corruption and to create a culture that does not accept and tolerate corrupt behaviour.

About the initiatives
Additional contributions were heard from the discussants. Meri Avetisyan spoke about the work carried out in Armenia to assess the teacher training and to introduce teaching methods on ethics and integrity. After having conducted research on teachers' perception of professional integrity in Armenia, she concluded that teaching integrity and the willingness to stand against corruption should be part of the professional development of educators. She insisted also on the fact that the anti-corruption programmes should be designed taking into account the culture of the country in which such programmes are implemented.

Srdjan Cvijic spoke about the responsibility of those who pay bribes. He underscored that corruption in education reflects the overall level of corruption in society and the respect of the rule of law in that society: the higher the level of respect for the rule of law, including meritocracy in education, the lower the level of corruption and nepotism is perpetuated. He added that the level of democratic development in a country can be assessed by looking at the effect of cases of proven corruption. In countries, in which the level of democratic development is high and the rule of law respected, officials whose corruption had been proven, they either resign themselves or are dismissed. In countries, in which the rule of law is not respected, those who used plagiarism or corruption to gain higher social status, unfortunately keep their positions.

Participants asked about the dissemination of results of the presented initiatives, the lack of funding for anticorruption initiatives and the ways to get such funding. Moreover, they questioned on the lack of common understanding of what corruption is and whether plagiarism is part of it or not. The need to enhance whistle blowers' protection was also mentioned by the participants. Furthermore, participants to the lab questioned student's initiatives to assess university professors in terms of corrupt behaviour. The perception of corruption and the mind-set that accepts corruption as a particular form of smartness and, subsequently, the need to raise awareness in order to change that mind-set was examined throughout the lab.

The Moderator, Olena Sotnyk, Member of the Ukrainian Parliament and Member of the Parliamentary Assembly of the Council of Europe, invited the panellists and participants to reflect on recommendations which could be put forward from the lab as a contribution to the Forum conclusions that could be available for the wider international community.

Conclusions

- One should be brave, and have courage to be different and to speak out. Civil society organisations can and should take actions to raise awareness through social networks and by addressing the media. (This was stressed by the presentation of the "ShevaPil" initiative in Ukraine).

The Transparency International joint project has led to the following conclusions on advised actions to enhance impact through education:

- Place education at the centre of national anti-corruption strategies. Task anti-corruption agencies to work with ministries of education in order to develop a framework for teaching anti-corruption values in schools.

- Make Democratic Governance of School a reality to create a virtuous cycle for social change.

- Ensure that education for democratic citizenship and human rights education are an integral part of the national curriculum, and that a specific anti-corruption curriculum is pursued in accordance with Article 13(c) of the UN Convention against Corruption.

- Make teacher training a cornerstone of national education policy and include a strong ethical dimension based on human rights and the rights of the child.

- Ensure that the anti-corruption movement engages with human rights education. There are natural synergies between anti-corruption education and human rights education.

- Foster research to analyse the impact of anti-corruption education, and to investigate to what extent the use of ICTs and e-participation are effective means to prevent corruption.

Sponsored by the Congress of Local and Regional Authorities of the Council of Europe

Moderator: Jean-Philippe BOZOULS, Director of the Congress of Local and Regional Authorities of the Council of Europe

Initiatives: Learn before you vote, House of Europe, Lithuania; Turning a political education instrument (Voting Advice Application) in a new election method, Hans-Böckler-Foundation, Germany

Presenters:
Ausrine DIRZINSKAITE, Project coordinator, House of Europe
Marius AMRHEIN, Student at the Karlsruhe Institute of Technology (Germany)
Antonia DIEMER, Co-Founder of the initiative "The Third Vote" (Germany)
Andranik TANGIAN, Head of unit "Policy modeling", Institute of Economic and Social Research at the Hans-Böckler-Foundation and Professor of the Karlsruhe Institute of Technology (Germany)

Discussants:
Manuel ARRIAGA, Visiting Research Professor, New York University
Xavier CADORET, Associate Professor of economics and management, Mayor and Vice-President of the Congress of Local and Regional Authorities of the Council of Europe
Tudor MIHAILESCU, Co-Founder of GovFaces

The Lab in brief
The lab explored educational initiatives to ensure more informed elector choices and their implications for voting systems in general. At a time when the abstention rate in elections is steadily rising across Europe, what can be done to get electors voting again? Various citizen initiatives, many of them accompanied by online efforts, have been developed in response to this challenge.

The Voting Advice Application offers an alternative approach to elections. Instead of casting votes for parties, voters answer questions on policy issues, and the parties, who had answered the questions before the election, are given parliament seats proportionally to the degree of matching of their policy profiles with that of the electorate. Thereby, the question 'for whom to vote' is replaced with 'for what to vote'. While initiatives based on Voting Advice Applications may mainly reach out to young people, they seem to be a necessary step to re-boosting and, above all, rebalancing citizen participation. Young people tend to be less interested in political matters than older generations. Furthermore, such initiatives could contribute to refocusing political campaigns or politics in general, on facts. However, a factual approach of politics may not always be enough and may not always contribute to strengthening democracy.

The use of Voting Advice Applications raise several issues that need to be addressed, such as the risk of dividing society and the risk of answering questions according to one's instincts or 'gut feelings', when not familiar with a specific issue. Secondly, careful attention must be given to the formulation and the author of such questions. Political parties or politicians to establish political programmes may use voting Advice Applications. When looking at the practical side, the question of the scale of implementation must also be taken into consideration, as Voting Advice Applications based methods need a specific technical support. However, they can easily be introduced at a local level and can contribute to increasing local citizen participation as well as social cohesion.

About the initiatives
Jean-Philippe Bozouls, Director of the Congress and moderator of the lab, pointed out that election fatigue has gone hand in hand with the rise of populism and anti-establishment candidates. According to Mr Bozouls, the only way to counter these trends is restoring enthusiasm for the ballot box.

"The key to get people starting voting again is to restore their confidence," added Xavier Cadoret (France, SOC), Congress member, convinced that Voting Advice Applications should help improve the current traditional system "from the inside"

and not change the core concept of representative democracy.

Manuel Arriaga, acknowledging the substantial impact of both initiatives, expressed his concern with regard to their inclusiveness, as young people may be more likely to use online devices than older generations.

A participant stressed that there is a need to focus the attention especially on youth; insisting that today young people's voice is missing in elections and in politics. Jean-Philippe Bozouls further commented on this point by recalling the example of *Brexit* where young people's voice was missing, which is said to have had a dramatic impact on the outcome of the referendum.

Tudor Mihailescu stressed on the need to convince both young people and politicians of the added value of the discussed initiatives. To be efficient and show results, both sides must use these devices. Another member of the audience underlined the need to target a specific public when implementing such projects, since targeting all citizens in a "disenchanted" context could result in targeting no one at all.

With regard to the challenges, the risks of dividing society and of making emotional responses were extensively discussed. Manuel Arriaga emphasized that both initiatives tend to target individuals who, in social psychological terms, are easy targets, while highlighting that democracy is nurtured through group discussion. Responding to this latest point, Tudor Mihailescu offered psychological and biological insights on the role played by emotions in the decision-making process of individuals. Because of the growing use of emotional triggers in political campaigns, he considered that Voting Advice Applications constitute a means of bringing facts back into politics.

Xavier Cadoret observed that the majority of young people, being relatively uninterested in political issues, could be more likely to vote according to their emotions. He recalled the historical context of the abolition of death penalty in France in 1983. The majority of French people, he explained, were against abolition, thus drawing attention to the importance of the choice of questions in Voting Advice Applications and the risk of polarising public opinion. What type of questions should be asked and who should formulate them?

Some participants also raised a question on the risk of Voting Advice Applications to be manipulated by politicians who can use such applications as a means of detecting trendy issues to better shape their campaigns. Dr Andranik Tangian agreed upon this last comment, reminding the audience and panellists that such risks would always exist and were already present in traditional election systems.

When considering the practical side of the implementation of both initiatives, the question of scalability was raised. An expert in decentralisation shared her successful experience of deliberative democracy in Africa - mainly in small towns - stressing the positive impact that Voting Advice Applications systems can have at local level.

As a matter of fact, the German initiative was tested within the election of the student parliament of the Karlsruhe Institute of Technology (22,000 eligible voters) on 4-8 July 2016; while Ausrine Dirzinskaite's project proved to be very successful in small towns. Voting Advice Applications still need to be tested at the national level.

Conclusions
▸ Facilitating dialogue between citizens and politicians may not increase knowledge or impact education as such. Nevertheless, Voting Advice Applications provide additional information on practical issues to help citizens forming their opinions.

▸ The legitimacy of *e*-democracy was also discussed. Even though, Voting Advice Applications methods intend to increase representatives and citizen participation, being an online device, not all citizens may have access to it.

▸ It is important to create a new space for dialogue, which is increasingly hard to find within offline systems.

▸ As for online secrecy, it is easier to resort to hate-speech when there is no face-to-face confrontation. Thus, it is necessary to put forward a variety of approaches - offline and online - when working on 'reloading elections'.

Lab 8 - Digital education for democracy

Sponsored by the Congress of Local and Regional Authorities of the Council of Europe

Moderator: Philippe RICHARD, General Manager of the Burgundy Catholic University Centre, and General Secretary of the International Office of Catholic Education (France)

Initiatives: MaYouth Civic Education Initiative, Global Leaders Network (Zimbabwe); Self-Organized Learning Enviroments in humble neighbourhoods, Democracia en Red – DemocracyOS (Argentina); Prison Education in Denmark and Greenland and the influence of the Internet (Denmark)

Presenters:
Moses MACHIPISA, Executive Director, Global Leaders Network (Zimbabwe)
Alejandro Inti BONOMO, Project Manager, DemocracyOS (Argentina)
Per THRANE, Senior Expert in digital education for the Danish Prison and Probation Service (Denmark)

Discussants:
Ben SNOW, Co-founder and CEO of Civocracy (Germany)

The Lab in brief
The lab considered how digital resources and applications can be productively used in citizens' education, and how challenges in democracy can be addressed.

Initiatives, like the three introduced during the lab, seem to have something in common and that is the aspiration to use digital resources in citizen education. The initiative MaYouth Civic Education is training for young leaders (16-35 years old) in civic education through the WhatsApp platform. The platform uses open source material of documents and videos, as well as other tailored material to train young people who will also be 'trainers of trainers' by starting their own WhatsApp groups. The Goal of the project is to increase youth civic participation through knowledge empowerment, leveraging on WhatsApp.

Two years ago the World Forum for Democracy inspired a brainstorming on how innovation in social media improves youth involvement. Since then, MaYouth has created a space for youth participation, for electoral participation, for voters or candidates.

The philosophy behind this initiative is that democracy sustainability requires youth empowerment, mentoring, training and the use of social media. The starting point of MaYouth Civic Education was that Zimbabwe is experiencing a disempowerment of the youth and their exclusion from decision making. In the entire African continent, the population is about one Billion

people, 65% of the population are between the age of 15 and 35 years old – and only less than 6% of the citizens are in the parliament. There is a persistent lack of knowledge and no safe spaces for civil participation. Therefore, MaYouth saw an opportunity in WhatsApp when it became encrypted last April 2016 – because this helps to create a safe space, especially for the youth population eager to participate in the civic life, hence share information. The WhatsApp groups are tailored to debate on current affairs, to create special media digest, general information, skills training – on how to conduct online campaigns and move to a physical space.

Throughout the lab, this initiative has been highly praised because it focuses on a social media application as a safe space, in which the government cannot interfere; because of the

quality of the contents – accredited and tailored; as well as its scalability – since it creates a culture of sharing, where users and activists create their own WhatsApp group and share further information; because of mentorship, since it creates a platform to interact and collaborate on civil projects linking.

Five hundred young people were identified for the pilot project – namely youth leaders, students or influencers. They first received an initial training on how to create their own groups. "Overall, the content created on WhatsApp gets quite viral", said Moses Machipisa.

As for the second initiative, "SOLE - democracia en red" - Self Organized Learning Environment, created and developed by Suatro Mina, is a new way of approaching education.

The methodology of this initiative is that during a "SOLE" session, the teacher asks a challenging question and the students self-organise themselves in small groups around one computer for each group. They use the internet to find sources, discuss, and then share their answers among the classmates under the teacher´s guidance. Students are encouraged to share knowledge, ideas and hypothesis with other groups. They can change groups as many times as they want. SOLE goals are twofold: to reach low resources community schools with this new way of thinking education, and to integrate ICTs use in a sector of society that usually does not have access to innovations in education (often only available to upper middle class schools in Argentina).

Alejandro Inti Bonomo, Project Manager at DemocracyOS, explained that this project has the main objective to make teaching tailored to discerning pupils' skills.
However, over the lab a recurrent question has been raised: how to measure collaboration, creativity and critical thought? Perception surveys, in depth interviews and tests on acquired knowledge, collaboration skills, and technology were the answer.

The third initiative, Prison Education in Denmark and Greenland and the influence of the Internet, was presented by Per Thrane, Senior Expert in digital education for the Danish Prison and Probation Service.

The storm on education created by the internet is changing the foundation of education known for centuries. The time of the chalk and blackboard is over – also - for prisoners. The presentation

showed the results of developing education conditions and tools for prisoners in a restricted environment, using science and social media re-created in a compromise with security, in two different education setups, focusing in Denmark and Greenland. Changes do not only involve the use of technical equipment, but also a shift in pedagogy, management, as well as the consideration of other educational forms of teaching.

A vital and vibrant learning environment is especially important for education in a prison, since some important issues such as radicalisation, inclusion and development of a strong democratic mindset, are important factors to educate the prisoners, stressed Per Thrane.

About the initiatives
The discussant, Ben Snow, Co-founder and CEO of Civocracy, pointed out three interesting issues which are localised – when considering scale and applicability of the MaYouth and SOLE initiatives elsewhere.
He said that WhatsApp groups can work up to a point, by allowing people to self-organise and educate. However, as the number of users is growing, in order to keep looking at the quality of the contents, the relevance of different regions of the African Continent must be taken into account. Safety, might be another issue, he said, because it is harder to keep it when such a platform grows bigger and bigger (ensuring the quality and the safety of a group is easier when a group is small). Training the leaders of tomorrow needs a strategy.

With regard to the SOLE initiative, the discussant of the lab underlined that education, in a 'looser attitude', can be successful even in evaluation, exams context and digital organising to fight hate speech. Can this type of education be applied in non-formal tools like on WhatsApp? – He concluded.

Technology is a tool, but increasingly internet and technology based platforms are also that space, which may be missing in the physical world for many people – also in relation to their education and experience of democracy. Throughout the lab, the use of technology in education was acknowledged as:

- a safe space, outside of governmental, community or even parental control;
- a participative and collaborative space for groups to exchange and debate;
- an egalitarian space, intergenerational, across economic, ethnic or geographical dividing lines.

Conclusions

Digital education requires changing priorities for teachers and schools in terms of transferring knowledge or information to developing critical thinking skills, notably:

- skills to discern - assess and evaluate reliable or unreliable information;
- awareness of the context and the framework, i.e. that a search engine is not entirely without prejudice or bias related to its algorithm;
- skills to select, or eventually to design, the most appropriate tools, platforms, search engines or sources for the purpose.

To have a participative democracy people need participative education, and to have a collaborative democracy people need a collaborative education. Technology is providing the tools and the space for this - either by exploiting existing systems or by designing new systems.

Lab 9 - Training tomorrow's Democratic Leaders: How to Make a Difference

Sponsored by the Association of Schools of Political Studies

Moderator: Hakan ALTINAY, Director of the European School of Politics, Istanbul (Turkey)

Initiatives: The Network of the Council of Europe Schools of Political Studies

Presenters:
Veneta ILIEVA, Alumna of the Bulgarian School of Politics, Trust for Social Achievement (Bulgaria)
Yael OHANA, Director of Educational Consultancy "Frankly Speaking" (Germany)

Discussants:
Bryony HOSKINS, Professor of Comparative Social Science, University of Roehampton (United Kingdom)
Jakov ZIZIC, Executive Director, Academy for Political Development (Croatia)

Chair: Catherine LALUMIERE, President of the Association of Schools of Political Studies, former Secretary General of the Council of Europe (France)

The Lab in Brief
This lab explored the context, the potential benefits, the challenges and the scope of non-formal education in the promotion of active citizenship and democratic leadership. By giving an insight into the work of the Schools of Political Studies and other training platforms, the lab discussed good practices used to create inclusive learning opportunities for young people from all groups of a society.

The Schools of Political Studies were created by the Council of Europe, which continues to support them together with the Association of the Schools of Political Studies - established in 2008. Over almost 25 years the Schools have become a beacon for democracy through education in 24 countries in Europe and, more recently, in Northern Africa. The Schools' mission is to train young people from different backgrounds and sectors of civil society - informally and outside of the country's formal educational system - into promising democratic leaders who will promote the values of the Council of Europe.

Non-Formal Education can be described as a learning method that takes place outside the structures of traditional learning, with different methods of teaching and little assessment. It is voluntary, yet intentional and organised, and is value-driven rather than subject-driven. In the context of preparing democratic leaders, Non-Formal Education can be a useful tool for complementing Formal Education, which may be lacking.

As for the ability of Non-Formal Education and these Schools, in particular, to reach heterogeneous groups of people from different backgrounds, there may still be some room for improvement. Therefore, the question of broadening access to Non-Formal Education was a recurring theme throughout the whole lab.

The added value of Non Formal Education relies in educating toward attitudes and behaviours, rather than skills. This is important and it is related to the issue of democratic leadership, because as recalled in the words of Pierre Mendès France "democracy is above all an état d'esprit", said the moderator of the lab Catherine Lalumière.

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About the initiative

Yael Ohana outlined the key added value and potential pitfalls of the Non-Formal Education approach, explaining that it can be considered as a value-driven, self-reflective, critical, relational, developmental and non-indoctrinating approach - that could be a very effective model for change if carried out well. She provided two examples of initiatives where Non-Formal Education made a difference: the RAY network of the European Commission's Youth in Action programme (2007-2013) and the Amnesty International Human Rights Friendly Schools project.

In terms of the political dimension, Yael Ohana recognised four important areas that can be developed through Non-Formal Education: critical thinking, political literacy, psychological confidence and participatory leadership. However, Non-Formal Education is not without pitfalls and this concern primarily the number of people reached by Non-Formal Education, which remains limited. Trainers are often not trained in pedagogy and Non-Formal Education is often not recognised as a valuable part of the educational system. Indeed, whilst the theory has been much expanded, little is known about the effectiveness of it, and little research has been carried out.

Answering some of the questions from the lab participants, Yael Ohana said that if schools wish to practice democracy, then they needed to let students make decisions that matter, and not just encouraging them to get involved in mock debates or model conferences.

In terms of recognising Non-Formal Education, the problem lies more on the side of universities and employers that do not recognise the achievements made by Non-Formal Education projects and frameworks. Ms Ohana mentioned, with this regard, the *Youthpass* of the European Union, which allows the formal recognition of Non-Formal Education activities.

Following the first presentation, Veneta Ilieva gave a concrete example of Non-Formal Education in practice. She presented the Summer Academy of Strengthening Democracy in the Euro-Med Region, which took place in Bulgaria in May 2016, which she attended as an Alumna of the Bulgarian School of Politics. It was attended by 21 participants from three of the Schools of Political Studies, namely Bulgaria, Tunisia and Morocco.

Veneta Ilieva noticed that the academy could be seen as a small-scale version of the greater objective of getting people with different backgrounds to work together. She underlined that a number of questions raised by the participants were about democratic values, such as kindness, friendliness, respect, and trust – both as individual and collective attitude. The combination of these values in addition to a 'dose' of critical thinking is what is needed in democratic institutions, also to help people in countering political manipulation, she added

Bryony Hoskins pointed out the difficulties faced by Non-Formal Education in terms of reaching all social and economic groups, in terms of securing a valued space in the education system. She noted that democratic values and political engagement were often learned at community level, and that this social process leads to a sense of belonging to a group. She stressed that parents and family played a crucial role in informal education. According to Ms Hoskins, one of the key roles of Non-Formal Education should be to provide democratic instruction to those who did not receive such values from the home environment, and for this reason, targeted activities are needed. As for formal education structures, Ms Bryony Hoskins highlighted the fact that schools often exhibit precisely the opposite of democratic behaviours, often known as institutions of rules, restrictions, authority and punishment. As decisions about education fall into governments, some innovative approaches to education found themselves quashed before they have a chance to flourish, she added.

Referring to his experiences as Director of the Academy of Political Development in Croatia, Jacov **ŽIŽIĆ** explained that democratic values were not just missing in the way schools are run, but sometimes also from their curriculum. He saw this to be the case in Croatia, and noticed that Non-Formal Education is the only way to teach democratic leadership, as the option to teach it through formal education did hardly exist. The Academy of Political Development had recently started offering a training cycle for students, in addition to the usual programme for young professionals.

Recalling Pierre Mendès-France's statement that "democracy is an état d'esprit", Catherine

Lalumiere, Chair of this lab, stressed on the importance of respect, trust, kindness, values and democratic principles as the main principles for education. She also added that the basis of such democratic values should be the instruments people already have before them, such as the European Convention of Human Rights and the United Nations Declaration on Human Rights. However, she further explained that both formal and non-formal education is necessary and complementary.

Conclusions

Training Tomorrow's Democratic Leaders through either formal or non-formal education must focus on developing values and democratic principles.

Non-formal education should be more accessible to all groups in society and not limited to those who are already engaged in civic society and democracy.

Both formal and non-formal educational systems can complement each other. Non-formal education should be recognised as a valuable contribution to democratic education and leadership.

Theme 2: Education bridging social divides – pass or fail?

Education is instrumental in the process of community building and the shaping of national identity and is still seen as a factor of building social cohesion and a sense of belonging to society. However, in today's increasingly diversifying, interdependent societies, the capacity to engage across national and community divides and transcend a narrow understanding of a national interest in order to address the common challenges for humanity, is becoming crucial.

What kind of democratic resources can be mobilised to help fund and improve access to quality education, giving access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups? Are technological developments, the use of ICT in education, public-private partnerships, and non-formal educational methods a potential solution to ensure a higher level of inclusion in education and to what extent institutions are able to combine different forms of provision, including both face to face and online? How can we foster lifelong learning by making use of emerging technologies to support intergenerational dialogue? How can education help bridge cultural (ethnic, religious, linguistic) divides in society and contribute to building a pluralistic identity?
The labs under theme 2 tried to find answers for all these questions.

Moderator: Maria Esther RABASA GRAU, Ambassador Extraordinary and Plenipotentiary, Permanent Representative of Andorra to the Council of Europe (Andorra)

Initiatives: GAMIFY-Democracy, the Young Republic (Sweden); Immersive Lab, Fondazione Mondo Digitale (Italy)

Presenters:
Mohammed ALSAUD, Chairman of The Young Republic (Syria/Sweden)
Domenico ZUNGRI, Supervisor of the Immersive Lab (Italy)

Discussants:
Vanessa LISTON, Co-founder and CEO of CiviQ (Ireland)
Jorge SALDIVAR, Informatic Engineer, PhD candidate at the Department of Information Engineering and Computer Science, University of Trento (Italy) and Research Assistant at the Department of Electronic and Informatic, Catholic University "Nuestra Señora de la Asunción" (Paraguay)

The Lab in brief
In a time when traditional education and democracy need to be reinvented, this lab examined the impact of off-line games and immersive digital technologies for democracy learning, and the interface that can be created with formal learning environments.

The aim of this lab was to look at how democracy and education can become more symbiotic in helping to respond to social divides. Specifically, this lab helped in examining how education, thanks to innovation, can foster civic commitment and, in conjunction with democracy, help to reinforce a critical thinking. Game challenges and virtual reality give people the tasks necessary to address communities' problems and to make their voices heard, giving them a different understanding of democratic issues. The challenges to these two approaches are numerous and include convincing people that their engagement can readdress societal problems.

About the initiatives

"*People have to rethink education as a new support network that is enabled by digital technologies.*" (Maria Esther Rabasa Grau)

"GAMIFY- Democracy", the first initiative presented in this Lab, is an interactive and unique experimental learning experience: a series of half-a-day events gathering young people from different backgrounds but living in the same city to game, meet and share while exploring democracy-related themes.

The methodology is based on a combination of non-formal education and 'gamification' to create a unique diverse environment where young people have the chance to experiment democracy-related situations, to develop their democratic-competencies, and to explore possibilities to work together and build a plural and stronger democracy. GAMIFY is opened to the public at large, presented as an entertainment weekend event, working for democracy beyond the game itself, through building personal connections and social cohesion.

"People play the game, which is more an experimental learning journey", stated Mohammed Alsaud in presenting his initiative. "Gamify-Democracy" is about getting out of your comfort zone and implementing the tasks the game gives to the players. The range in terms of group age of the participants is inter-generational. Gamify creates a safe space where people try new challenges out of their comfort zone. A positive and evident feature of Gamify-Democracy is that it brings together a diverse pool of people coming from different backgrounds in order to apply the tasks given by the game while trying to solve some challenges both collectively and individually. Therefore, it encourages mixing of communities and the exchange of ideas. It is organised at the local level, in collaboration with local authorities.

The second initiative presented in the Lab, The Immersive Lab, is an Advanced Educational Laboratory, equipped with next-generation technologies of Virtual, Augmented and Mixed Reality. It was created thanks to a Google.org funding; and it is hosted inside Fondazione Mondo Digitale of Rome, where it offers introductory courses on Immersive Technologies for public school students, and weekly workshops of 'Immersive Design & Storytelling', for unemployed youth, NEETs and school dropouts. Currently, a team of former students is developing a unique Immersive Educational Experience - Project Newtopia - to teach kids, between 8-12 years old, both soft skills and critical thinking, as well as a new perspective on the 'Destiny of Humankind', said Domenico Zungri - the presenter of the initiative. The challenge is to attract the kids in order to transform their passive realities towards active realities. The way of social virtual reality is very important, he added.

"*We are currently building immersive experiences where people can prototype realities: like a prototype city to engage in.*"

After the presentations, the discussants highlighted the challenges of these two initiatives. Vanessa Liston, Co-founder and CEO of CiviQ, recognised that the two initiatives are valuable with their efforts to engage people in democratic issues. Her comments focused on early socialisation effects, and whether the first initiative could be used among refugees population or with indigenous population.
She wondered if it is possible to socialise political and democratic values well known among these groups of people. Moreover, she raised a question about the impact of the follow up of this initiative, and the effects among students and participants.

As for the second initiative, Ms Liston asked if this new technology is going to be provided by corporations, if so, much more information on players' feelings, experiences and reactions could be revealed, which will be captured also by the providers of the technologies; therefore, what will be the implication of this virtual reality to the players' real life? Do we need to protect our personal data even more?

Mohammed Alsaud, representing the Young Republic initiative, replied that the organisation behind "Gamify-Democracy" noticed that so far the initiative was valued like a 'magic pill'. This game,

indeed, opens people and players to another dimension while becoming more aware of some issues. The socialising process definitely continues even after the game is finalised. As for the follow up, the Gamify initiative is still at a testing level so the feedback the Young Republic is getting are all positives; however, the impact is not measured formally. Indeed, they are only conducting individual follow-ups, as for now; although the mechanism of "Gamify-Democracy" events involves building relationships among the participants.

Domenico Zungri, on the other hand, answered that the real threats of these technologies are related to surveillance.

"*We are more and more available in sharing our information. The real goal is about social media and virtual reality. It is up to the designers of this technology to provide solutions in line with the players' privacy.*"

The second discussant, Jorge Saldivar, highlighted the approach of online and offline and their related issues. He suggested mixing the two initiatives in order to see the results of offline and online impact. Gamify-Democracy is very promising, he added. The discussant agreed upon the potentiality of games to have an impact in people's lives.
He believes that one alternative to rethink democracy is to collaborate with a local organisations to implement these two initiatives, and to learn what the local problems are.

"*Local communities can learn how to address and approach their problems while using gaming*".

Concerning the Italian initiative, he added that in order to reduce digital divides, it is important to involve local communities and schools. Students, instead of looking at information using books, can now opt for this virtual reality, and learn about educational topics by experiencing them in first person. However, teachers represent key players in this context: they must be taken into consideration in order to involve the schools curricula and the classroom in this kind of virtual reality.

Jorge Saldivar highlighted a very important hindrance about Virtual Reality: this technology does not address to visually impaired children. They seem to be cut-off this new technology. Therefore, the challenge is about how to avoid discriminating these students according to their physical and cognitive conditions.

Mr Zungri answered that teachers, for now, are not willing to update their knowledge in terms of applying this technology to the school curricula. He agreed that the fact that one can see everything in first person broadens significantly the learning experience; it involves emotions and feelings. Concerning people with special conditions, Mr Zungri convincingly stated that this immersive technology combined with 'neurotechnologies' might be the answer. However, research is important in order to develop more efficiently this virtual reality.

Participants to the lab shared their comments and questions. A participant from Poland wondered if Gamification has ever tried to combine the traditional learning with the online learning.

Mr Zungri said that the mix of traditional and virtual learning is already proven of having a neurological impact. As for now, there is a sort of engagement from people, because this initiative involves feelings and effects on people's minds and even their bodies. The brain starts to kick-off lot of things that is why he wants the students to use soft skills (i.e. emotional intelligence, problem solving, teamwork and leadership) to think critically while leaving aside the real world and start thinking anew, from 'scratch'. The questions he suggested to the users were "What kind of world do you want? Do we want a world with economy? Alternatively, what do we do with people committing crimes?" Thus, he makes them report the results of their virtual life experiments.

Jorge Saldivar added that in Paraguay they are also trying to apply this activity of scratching: young people are taught how to programme technologies, and what is interesting is that students can share their findings and their works on an online platform where everyone can add some inputs and comment on their results. Consequently, a gathering event is organised on a regular basis in order to allow these programmers to network.

One of the lab participants questioned the role of governments: "Whether treats can be used by governments to indoctrinate people and citizens?" and "Whether the potential treats can be solved before this new technology will be released to the public at large?" Mr Zungri answered that people are naturally involved in progressing their knowledge. Hence, in one way or other, this new technology will be part of people's life. People need to understand the potential of this initiative and avoid focusing on the potential threats.

Conclusions
- ▸ The two initiatives may change the way participatory democracy is seen. They can easily align people's values and morals in a variety of contexts. What is more important, they are 'gamified' to make democracy and education more fun and ethical than ever.

- ▸ There are many tools to teach democracy and democratic values, however, the teaching methods should be constantly updated in order to deliver all the various tools needed to reach out to all people. Being active in the classroom is not enough according to these two initiatives – people must think further to involve new technologies in the on-going teaching method.

Moderator: Paruyr HOVHANNISYAN, Ambassador of Armenia

Initiatives: Making global citizenship education possible for refugees, United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

Presenter:
Ozlem ESKIOCAK, Human Rights Education Programme Coordinator, UNRWA (Turkey)

Discussants:
Donovan LIVINGSTON, PhD candidate in Education Leadership the University of North Carolina (USA)
Elisio MACAMO, Director of the Center for African Studies, University of Basel (Mozambique)
Milica POPOVIC, PhD candidate at Sciences Po Paris and University of Ljubljana (Serbia)
Grigory PETUSHKOV, Chairperson of the National Youth Council of Russia, Chairperson of the National Preparatory Committee of the XIX World Festival of Youth and Students (Russian Federation)

The Lab in brief
This lab introduced an initiative led by the United Nations Relief and Works Agency for Palestine refugees in the Middle East (UNRWA). Resulting of an educational reform in 2011, the UNRWA Education Programme was designed to promote global citizenship and the notion of Human Rights. In order to succeed in providing support as well as a proper Education to Palestinian Refugees in Syria, Jordan, Palestine and Lebanon, the organisation implemented several services for refugees in the territory. Health centers, relief and social services, camp improvement infrastructures and 700 schools have been opened. These schools are home to thousands educators and 500.000 Palestinian refugee children every year.

About the initiative
The concept of Global Citizenship started to emerge with the UN Secretary-General Ban Ki-moon's Education First initiative, addressed as a priority for education in 2012. Global Citizenship involves that people feel like belonging to a global community. To educate students toward global citizenship, teachers receive adapted training and a threefold teaching framework in place. The first element of this plan is the integration of Human Rights based approach as part of the whole learning process instead of teaching such issues as a separate subject. Educators learn to integrate the notion into all fields while using real life examples. The second element is a so-called Active Student Engagement, which means that pupils learn by doing or playing. A greater engagement enhances critical thinking and raises awareness. The application of the concept of Human

Rights is presented as the third element. It is about changing the children's attitude and behavior by making them active members of the community. With this in mind, school parliaments, formed by elected students, are organised in the schools; this helps in catalysing efforts to significantly introduce global citizenship and democratic values in primary-aged children.

The initiative presented in the lab, and acknowledged as a very successful one; has already reached out to a large number of pupils. However, it was implemented in a very challenging context, and several problems have been already noticed. First, in an ongoing war context, with occupied territories and overcrowded refugee camps, primary aged children witness war and human rights violation on a daily basis. Their reality is made of violence and rockets bombing their country of origin. This is where the first difficulty appears: human rights values that are promoted versus a controvert reality on the ground. Second, some reluctance already appeared, even among the teachers. Indeed, they wondered how they could teach human rights values while their basic rights are violated every day. Discussions and long talks were needed to educate teachers toward such challenging issues. Parents are also expected to be on board and co-operate outside the school environment, because children must be able to apply what they learn especially at home. Furthermore, the lack of contact with the global world is a key issue. Children learn about diversity, but they still feel inexperienced because they cannot see a global picture, as there are few means of communication.

In this context, several events are organised. For instance, in Damascus, an exchange partnership has been established between eight graders refugees and students from the United Kingdom, for the children to experience this form of communication with the outside world through video calls. The exchange partnership allowed Palestinian pupils to discover another vision of the world and meet peers. This partnership allowed the development of a broader community of pupils, while introducing the concepts of diversity and tolerance.

The discussion
Donovan Livingston acknowledged the initiative, and noticed that this is an issue where they often fall short in the U.S. The discussant also valued very positively the threefold system, since it provides teachers with a more effective democratic model of teaching. The project would surely gain efficiency in the future if the children's voices could be elevated artistically, as art is one of the best bridges to connect people, as well as the place we meet as a human race, bringing us together – he stressed. Additionally, he underlined the importance of including the parents in the pupils' learning process.

Elisio Macamo's comment focused on the context of the initiative, a challenging one according to him. The discussant also said: "five million refugees are already a challenge to the world's commitment to Human Rights". Given the current war context, he wondered if Ms Eskiocak is working in a world that actually helps in promoting such global citizenship values.

Milica Popovic, acknowledging the essential work done by the UNRWA organisation, furthered Mr Macamo's remarks, asking what global citizenship really means in the current context of walls, borders and visas.

Ms Popovic said that the global citizenship exchange between cultures should be open to everyone, and should not only result in a global community for the privileged.

The last discussant, Grigory Petushkov, spoke about a youth festival organised by the Youth Council of the Russian Federation. The event will be held in Moscow for its 70th edition. It is aimed at gathering young people from all over the world, promoting diversity through the exchange with sports, meetings and discussions. Mr Petushkov defined global citizenship as a culture which allows equality, the respect of the others and their traditions, adding that "although the notion of citizenship is constantly evolving, you cannot cut the link with your own identity and your culture".

Some questions and remarks from the lab participants criticized that the Russian Federation was holding such a festival given the current conflict with Ukraine. Mr Petushkov also replied to the allegations by emphasizing that his organisation did not want to politicize the event, even though some might try to do so. He added that the idea behind the festival was to celebrate societies in their diversity.

About the idea of global citizenship, Ms Eskiocak and Mr Livingston agreed that being a global citizen means that one should care about other people in the world.

"*What makes democracy a good form of government is the fact that what happens to us influences others, therefore we have to find a way to make people feel that they have to act and think for others too*".

Conclusion
- UNRWA is fostering a good model of education which can be implemented worldwide, especially among refugee children.
- The global citizenship exchange between cultures should be open to everyone, and should not only result in a global community of privileged students.

Moderator: Astrid Emilie HELLE, Ambassador Extraordinary and Plenipotentiary, Permanent Representative of Norway to the Council of Europe

Initiative: DemocrArtization, Fundación BogotArt, (Colombia)

Presenter:
Leonardo PÁRRAGA, Colombia, Executive Director, Fundación BogotArt

Discussants:
Milda LAUŽIKAITĖ, Head of the association "Kūrybinės jungtys"- Creative connections, (Lithuania)
Dave MESLIN, Creative Director (Canada)
Mouna TRABELSI, Trainer and President of Alternative Media NGO (Tunisia)

Lab in brief
This lab discussed about the role of arts for creating inclusive, participatory and egalitarian learning environments, particularly for youth at-risk of social exclusion. The initiative aims at enhancing youth participation in the community life, encouraging them to become engaged in the policy-making process and foster a democratic dialogue.

Art is too often elitist and discriminatory, dividing people between artists and those who are not labeled as artists. Therefore, how can we democratize art?

About the initiative
Banksy, arguably the most recognized street artist once said: "Teams of marketing experts are invading the 30cm2 of our brain each day of our lives. Graffiti is a perfectly proportionate response to the fact that a society obsessed with social status sells us unreachable goals".

Street art can act as a society's counterclaim, and instead of selling an artificial lifestyle, it offers a down-to-earth vision of community ideals and identity in a bunch of recovered square meters from the unchaining gray.

JR, a French artist who implemented the project Inside Out showed the world how visibilising the voiceless people through giant size photography was an effective way to promote more cultural understanding and spark a desire for change within communities.

These were the basis of this lab initiative. In 2012, during a visit to Las Delicias Waterfall in Bogotá, the founder of BogotArt discovered that unlike many natural areas in the city of Bogotá, mostly full of trash, in bad conditions and usually unsafe, Las Delicias waterfalls area was a sculpture of tidiness and neatness. Moreover, it was surrounded by series of murals promoting a connection with mother earth and environmentally conscious behaviors.

Art was seen as an effective tool to promote active citizenship in an area where community members could be the promoters of ecotourism in their own neighborhood. Everything started in a neighborhood of Bogotá, where people were pickpocketing those transiting in the area, where the trash (accounted as the volume capacity of the largest tank trunk) was the citizens' best friend. This lead to a change in public policies with a government commitment in 2015 to declare Las Delicias as a touristic place in Bogotá thus investing resources that strengthened the local economy.

Bearing in mind the concept that democracy is also about equality among citizens, the presenter of the lab really wanted that the marginalised population of his country, his region and especially his city perceive themselves as part of the community, so that they are encouraged to participate in politics because they feel legitimized to do so. That is how BogotART started to be a reality for many.

This idea led young talented Leonardo Parraga to create BogotArt in 2013 to involve young people, especially those at risk, in street art projects in a poor neighborhood of Bogotá, namely The Perseverance. This project aims at helping people to feel they are part of their own community and that their neighborhoods are worth living in.

Interacting with people from different backgrounds is a way to defy preconceptions and successfully cohabit in a pluralistic society. To do so, two main strategies have been implemented. The first one is delivering workshops with foreign volunteers and people coming from different social, academic and economic backgrounds in the city of Bogotá. By bringing capable, well-educated and knowledgeable workshops deliverers, a high-quality level of education can be given to a group of young people who are deprived from art and creative thinking education in their schools. It also helps young students to constantly work on developing their self-confidence, interact as team players in group settings and explore aspects of their personality that are not encouraged in a traditional learning environment.

This model allows bringing together a wide variety of diverse people and provides a safe space for individuals to learn about each other, to interact with people they would otherwise never associate.

Additionally, a second approach was created, the AR Tourism initiative, an approach combining community tourism, public space art creations and interaction between locals, foreigners and people coming from other parts of the city. Being able to have access to a neighborhood, which is normally considered prohibited for outsiders, due to a perceived image of insecurity, helped in creating an arena for open communication. BogotArt allows the processes of peer-to-peer, hands-on, informal education, exchange of ideas, development of language skills and expanding the possibilities of personal development by having direct contact with accomplished individuals in different sectors.

The discussion
The redefinition of the public space through art was also very much valued by Dave Meslin. "It is crucial for everyone in the society to feel the streets, walls and tunnels. Street art should be made by everyone in the society", he stated.

Mouna Trabelsi put forward the necessity of reintegrating marginalised population through art. She then presented one of the NGO's initiatives. Through an art exhibition called "Do not forget us" a group of journalists and activists showed the reality of every-day-life in Tunisia, and especially the issues connected to education for every child, access to water, infrastructures problems that arose particularly after the Arab Spring. The goal of the foundation is also to promote political education, to provide legal advice and to help citizens to know and defend their rights.

Finally, Milda **LAUŽIKAITĖ** acknowledged these new ways of educating citizens through art and creativity, with the help of what she called "creative professionals".

Conclusion
- ▶ Education is playing a key role in bounding together the citizens-to-come.
- ▶ Everyone has a key role in building democracy.
- ▶ Art can be a new way of creating integration and social link and may be the first step to political involvement and participation.
- ▶ Art and creation is the best way to reinvent our current education systems, to build a more inclusive world in terms of social cohesion and political involvement.

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Moderator: Erdogan ISCAN, Ambassador Extraordinary and Plenipotentiary, Permanent Representative of Turkey to the Council of Europe

Initiatives: Higher Education for Refugees, Kiron Open Higher Education gGmbH, Germany
NaTakallam, USA

Presenters:
Floriant RAMPELT, Head of Academic Quality Management, Kiron Open Higher Education gGmbH (Germany)
Aline SARA, Founder and CEO of NaTakallam (USA)

Discussants:
Farah ABDI, Award-winning blogger (Somalia/Malta)
Majd IZZAT AL – CHOURBAJI, Founder and Manager of Basamat for Development (Lebanon)

The Lab in brief
This lab discussed the role of social innovation in education in order to provide opportunities for refugees to learn and teach the remaining challenges. Therefore, how can we reinforce the link between democracy and education in order to address the risks of social divides?

About the initiatives
Kiron open higher education is a German social start-up which was founded in 2015. It aims at providing refugees, despite of their papers, the opportunity to have access to higher education and eventually graduate with an internationally accredited university degree. Kiron's study process is divided into two stages, one online and another offline. Kiron's study programme is based on MOOCs (Massive Open Online Courses). They are available online, based on their learning outcomes, and Kiron is putting them into a curriculum that is recognizable at its partner universities. After 2 years of online studies, students can finalise their studies in one of Kiron's partner universities that recognize these online courses with a learning agreement.

Kiron's education model was acknowledged by the lab participants to be innovative because it is based on MOOCs, which are one of the greatest innovations in education of the last few years.

Without any doubts, Kiron's model is a great example of how to surmount access difficulties faced by refugees, such as legal and language barriers, education costs and insufficient college capacity. Kiron uses an innovative combination of online and offline learning to provide accessible, sustainable and cost-effective education to refugees and displaced people and its overall goal is to foster integration into host country and create long term perspectives for them. The rate of drop off is surprisingly low for an online education system, but only 50% of the students are a tangible proof of success for Kiron's educational model, as for now.

Natakallam means "we speak" in Arabic language. This project is an online platform, launched in 2015, that connects Arabic learners regardless of their location around the world with displaced Syrians for language practice online and over Skype.
The initiative offers a valuable income source and enriching job opportunities to displaced people who, as we know, are very restricted in their access to work, challenged by language barriers and labor restrictions. Therefore, by providing them with a source of income, NaTakallam is restoring their sense of dignity. This programme is more than just a language practice; it is a powerful intercultural exchange between learners and teachers. NaTakallam is maintaining the human aspect because they truly believe how important it is to keep human dimension in education. The main message that the initiative address to all of us is that refugees are from a variety of classes and backgrounds and the Syrians are qualified people. The idea is to integrate NaTakallam into a variety of classrooms and courses and to create intercultural exchange friendships that lead to raising awareness of refugees' situation and breaking stereotypes regarding them. NaTakallam is always looking for

financial and institutional support, as they are still a small entity. Aline Sara pointed out a real problem encountered in the local support and the national legal framework, which are very much needed to tackle the freelance economy in order to provide jobs for refugees so that they might not be in conflict with employment in local economy. For her, people should open up this debate.

The discussion
Majd IZZAT AL–CHOURBAJI, highlighting that the first initiative is facing a big challenge in dealing with refugees' integration in host countries, and allowing the refugees the right to have access to education, opened the lab discussion. In the current refugee crisis, she added, despite of all the efforts made by international organisations, education until now has not reached out any sustainable level. In Lebanon for example, there is no solution for the refugees especially the youngster. Even in the primary education system the percentage of young people outside the system is up to 50%. The main problem is that community denies any right to these refugees and their integration is almost impossible. The discussant made an appeal to the international community and Europe to take more seriously the problem of the integration of Syrian refugees in host countries and to foresee more efforts to change this complex situation.

The second discussant, Farah Abdi, spoke about her inspiring own story, aiming to prove that refugees are capable and smart people, and that in the host countries they deserve the same treatment as the nationals. The audience at the lab was positively oriented; several questions were raised concerning the operational side of the initiatives, namely budgeting issues, financial and institutional support, and working staff.

However, a relevant and critical point that emerged from the debate was related to the virtual aspect of both initiatives, as the integration of refugees happens in a real physical space, like regular schools. Nevertheless, both initiatives are oriented in connecting refugees in physical spaces: Kiron is already working on this issue by providing study hubs which give the opportunity to the students to meet and gather in study groups outside of refugees' camps. Kiron has also implemented a "buddy programme" so that students, no matter where they

are, can get a pair-to-pair contact with other students who are already enrolled in similar study programmes. Kiron is also organising internships for its students in order to ensure motivation and to provide access to the labor market as soon as possible. Natakallam is also doing some progress in this area by integrating their project into a variety of classrooms and courses in different universities. They also plan to have a high school exchange programme where high school students are put in touch with high school refugees.

Conclusion:
- ▸ In the context of refugee crisis, education is instrumental in the integration process.
- ▸ Education is essential for social cohesion and peaceful coexistence and this is the key to successful integration in today's society.
- ▸ "Kiron" and "NaTakallam" use innovation and technology to surmount difficulties related to refugees' access to education and work.
- ▸ It is necessary to reform the organisation and functioning of educational institutions in order to facilitate refugees' access to the educational system in host countries.

Kiron's initiative was awarded with the Council of Europe's Democracy Innovation Award, voted by the Forum participants.

Lab 14-Deciphering media

Moderator: Dmytro KULEBA, Ambassador, Permanent Representative of Ukraine to the Council of Europe

Initiatives: New Media School Save the Cave, National Democratic Institute (Kosovo); Media Pluralism Monitor, European University Institute (Italy)

Presenters:
Valon KURHASANI, Senior Programme Manager NDI (Kosovo)
Alina OSTLING, Research associate at European University Institute (Sweden / Russian Federation)

Discussants:
Adam NYMAN, Director and Co-founder of Debating Europe (Belgium)
Sorina ŞTEFÂRŢĂ, Director of Chisinau School of Advanced Journalism (Republic of Moldova)

The Lab in brief
This lab explored initiatives for raising media literacy and competence of citizens and ways of increasing meaningful participation via social media.

About the initiatives
New Media School, Save the Cave, National Democratic Institute in Kosovo offers an instrumental platform that equips young people with alternative channels of communication and tools for them to raise, strategically, policy issues publicly. This programme prepares young activists in Kosovo to take advantage of social media (Facebook, Twitter, Instagram) to promote social and political processes. The initiative Save the Cave is one of nine projects developed by the New Media School. The main goal of this initiative is to preserve the unique Gadime Cave from destruction and pollution. Young participants focused this campaign on raising awareness by using social media, mainly via Facebook. This campaign was also supported by scientific facts gathered from a field visit in the cave and on professional consultations with international and local experts. With more than 73000 observers on social media, 14000 citizens engaged in the project and 400 volunteers, this initiative was a success that led to a proper management of ticketing revenues and to a formal management of the cave under state institutions. Today, the cave is completely renovated and visited annually by 70000 people. The success of the initiative is based on an Omni-channel approach, focused on social media, but also supported afterwards by traditional media. In this approach, people are considered as messengers and not only as passive receiver and it leads to a higher degree of implication on the project. After facing challenges like bureaucracy and intimidation, this successful initiative restores trust in democracy, extends transparency and sets a democratic benchmark for the whole population.

The Media Pluralism Monitor (MPM) is designed to identify potential risks to media pluralism in 30 countries (28 Member States of the European Union, with Turkey and Montenegro). All types of media are covered by the MPM: public service, commercial and community media. In 2016, the MPM is studying 200 variables, 20 indicators and detecting risks for media pluralism in 4 areas: basic protection, ownership concentration and transparency, political independence and social inclusiveness. Media literacy is a key indicator. It is a precondition for active and critical citizens, who can participate in democratic life. Media literacy depends on environmental factors (media policy, education, activities) and individual factors (information, problem solving, and software skills). According to MPM 2016 preliminary results, half of the countries show low risk, but eight countries are at high risk for media literacy, particularly Baltic countries and Southeastern Europe.

In today's media society, it is a growing disadvantage to be media illiterate. Nevertheless, the majority of European countries do not have comprehensive and applicable media literacy policy, and media literacy is not taught in school. That is why only a minority of the population enjoy this key competency for citizens. Critical skills, which were not part of MPM 2016 study, are increasingly important, for instance understanding adverts vs. editorials in our "connected" societies.

The discussion

According to Valon Kurhasani's experience, the process to mobilize people via social media is divided into four steps: reach people and touch people's emotions; engage people; interact with engaged people, i.e. with face-to-face communication, in order to create messengers; and raise a volunteers' army that will invest time in the project. However, social media is only a tool, and it is crucial to use a multi-channel approach for reaching the whole population or target groups.

Social media is on the rise, even though traditional media are still more credible than social media, and offer professional contents, but it is about one-way channel of communication. When looking at social media, it is characterised by a great response, a two-way communication and more transparent information. Social media is, for instance, a tool that allows real-time fact checking. By using social media, the community is now the agenda-setter: politicians often address the subjects discussed online if the mobilisation is big enough; which is the case of Save the Cave. It is resourceful to understand that social media and traditional media are complementary.

"*The impact of this initiative is all about empowerment.*"

Conclusion

- ▶ Social media is a new promoter of social and political processes.
- ▶ Social media is only a tool, and it is crucial to use a multi-channel approach for reaching the whole population or target group.
- ▶ Media literacy is the individual capacity to interpret autonomously and critically the flow, substance, value and consequence of media in all its many forms.
- ▶ Social media characterizes a two-way communication and, potentially, more transparent information.

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Moderator: Corina CĂLUGĂRU, Ambassador, Permanent representative of the Republic of Moldova to the Council of Europe

Initiatives: *Scholas.citizenship, Scholas Occurrentes Foundation; Global-to-Local Service-Learning Initiative, University of Wisconsin-Milwaukee Institute of World Affairs, USA; "Dialog macht Schule", Germany*

Presenters:
Jose Maria DEL CORRAL, President of the Foundation Scholas Occurrentes (Holy See)
Daniel Ernesto STIGLIANO, Academic Secretariat, Scholas Occurrentes Foundation (Holy See)
Nicole PALASZ, Programme Coordinator, Programme Coordinator, Institute of World Affairs, University of Wisconsin-Milwaukee Center for International Education (USA)
Siamak AHMADI, Co-founder, Managing Director, Dialog macht Schule (Germany)

Discussants:
 Alaa MURABIT, Sustainable Development Goal Global Advocate, MIT MediaLab Director's Fellow, UN High-Level Commissioner for Health Employment and Economic Growth (Libya/Canada)
Juan Diego CALISTO, Founder of "Ruwasunchis"(Peru)

Lab in brief
The lab discussed citizen education initiatives with a global reach as well as those that foster local civic action based on the awareness of global challenges.

About the initiatives
The first initiative presented in the Lab aims at generating a shift in the education paradigm through the integration of educational communities, with special focus on those with fewer resources. Leaning on technology to design the global classroom, complementing with arts and sports, recovering the educational pact to accomplish an integrated and peaceful society, are the main issues addressed by this initiative. Scholas works simultaneously on four lines. The olive line: it creates awareness campaigns on human values – performing of campaigns on values through sport and artistic events- namely the Olive Ritual, producing educational content, dissemination of the values articulated with mass media. Secondly, it applies its own programmes locally and globally to integrate children and youth. Scholas citizenship programme: is an educational programme that generates citizen engagement among various schools working together. Third, it recognizes and supports educational programmes related to the values promoted by Scholas. Fourth, The Global Virtual Classroom: a development of the world network of schools for the exchange of projects, content generation and construction of the

Global Virtual Classroom, Scholas Social –Scholas Labs and Scholas Education.

The second initiative, The Global-to-Local Service-Learning Initiative empowers youth to create change in their communities by placing local urban challenges in a global context. Service learning is an instructional practice that helps students reflecting on their interests and skills, it considers how these skills can be applied to meet identified community needs, and develop an action plan. Exploring how local problems are manifested at global level shifts the focus from what is wrong to how others around the world are addressing the same issues. Thus, students begin to envision themselves as potential global change makers influencing their neighborhoods and beyond.

Dialog macht Schule gGmbH is a NGO committed in fostering personality development and democratic competencies in children and young adults from disadvantaged background. The programme trains university students to become dialogue facilitators. They work within regular school-classes for a period of two years with the aim to foster personality and democratic competencies. The program is integrated within the school's curriculum and works long-term on building a democratic school environment. Dialogue at School is an expanding democratic

education network that has grown to more than 6 German cities and more than 50 schools.

Citizen education with a global reach is more than just civic knowledge. In a changing and globalized world, new skills are necessary for enabling citizens to engage. Being a citizen is not a given fact. Nowadays, people need to possess specific skills and, above all, they need confidence to be able to engage as a citizen. Thus, personal development plays a crucial role and should be a major part of citizen education. Furthermore, it seems that to connect local action and global awareness, the ground values of democracy should be redefined. Since local civic education is based on a specific context, the content differs from one country to another. Due to these numerous approaches to the notion of democracy, linking specific local challenges to global challenges can result more complicated. The same can be said about means of action, which need to be adapted to each specific context. When looking at the financial and practical aspects, global action based on local initiatives can be challenging in terms of sustainability. Having scarce institutional and financial support makes it even more difficult to find human resources and to have a global impact. Nevertheless, the motivation to participate despite the low financial reward is still very high. Involving institutions could play a critical role as they could foster global awareness through a change in the curricula they provide. Introducing citizen education courses focusing on the acquisition of new skills could contribute to global awareness. Inclusiveness regarding both the generational gap and opposition to globalization also seems to be a major challenge to address. Finally, the inclusion of families and use of new technologies could be a solution.

The discussion
Juan Diego Calisto stressed on the importance of personal development in all three initiatives, but more specifically in the "Dialog Macht Schule" initiative. This transversal approach echoes to Mr Stigliano's comment highlighting the need to develop non-traditional skills.
To this regard, Mr Ahmadi explained that they also worked on the social emotional level, which is crucial regarding engagement and long-term impact.
A participant also underlined the importance of an interactive approach through mentorship.
Alaa Murabit commented on the link between local action and global awareness in civic education. The discussant suggested that the meaning of democracy

is not similar, and the notion of democracy should be commonly redefined. In her opinion, democracy should be based on human rights and the protection of individual rights and freedoms.

On a practical and mainly financial point of view, Mr Calisto as well as several participants expressed their concern regarding the sustainability and the extent of possible impact of the initiatives. How can local initiatives without a massive financial support succeed and have an impact at a global scale?
Ms Palasz explained they relied on their own resources in terms of alliances and networks. Many of the people involved in her initiative are isolated people, joining a specific goal, which can create powerful nets. Mr Ahmadi advised to use and follow a financial model to ensure systemic change. Concerning the sustainability of the initiative, about the engagement on a voluntary basis, once the two-year training cycle is completed; dialogue facilitators sometimes need a real paying job- he said.
The lab moderator Ms CĂLUGĂRU addressed the role of institutions and the introduction in curricula of civic education based on awareness of global challenges. Above all, Mr Ahmadi stressed on the importance of recognising civic education.
Mr Stigliano further developed on the need to modernise and adapt current curricula to the challenges of this economically globalised world.

A student from the lab audience raised the issue of inclusiveness: How to manage the rejection of globalisation, the resistance to change which is to be connected with the gap between young and old generations? Mr Stigliano suggested the use of new technology as a means of fostering global awareness. Ms Murabit also tackled this particular challenge using the context of migration. Building global awareness should be a two-side process just as integration. Democratic education is not only needed among migrant populations; everybody needs democratic education. It has to become a cross-border education. Finally, she added that children should not be underestimated in this process, especially when it comes to find solutions regarding global problems. Her statement echoed Mr Ahmadi's who stressed the important role of families. Citizen education with a global reach is the matter of all.

Conclusion

- Informal education should be part of formal education.
- Self-development plays a crucial role in civic education.

- There is a need to re-define the core value of democracy.
- You first have to believe in yourself to be engaged in society.
- There is a need to use new technology as a means of foresting global awareness.

Education et Développement Durable.

Salles

Sponsored by the INGO Conference of the Council of Europe

Moderator: Jean-Michel CAUDRON, member of the INGO Conference of the Council of Europe (France)

Initiatives: The Net Program, Vaga Lume Association, for a framed religious education, adapted to the values of the Republic in the context of globalization(Brazil); The Cadis of Mayotte; Our common future, Federatie marokkaanse democratische organisaties (FMDO) (Belgium)

Presenters:
Marina DE CASTRO RODRIGUES, Institutional Development Coordinator of the Brazilian association Vaga Lume (Brazil)
Jean-Michel CAUDRON, The Cadis, Islamic judge of Mayotte (Mayotte)
Abdelaziz SARET, President of the Belgian association Federatie marokkaanse democratische organisaties (FMDO), founder of the Belgian-Moroccan Forum for co-operation, development and solidarity and President of the World Alliance of Moroccans from abroad (Belgium)

Discussants:
Prakash BHATTARAI, founder and President of the Centre for Social Change in Nepal (Nepal)

The Lab in brief
This lab discussed the necessity and the ways educational initiatives may be implemented in democratic societies in order to provide more respect between the members of these societies. Three initiatives were presented in the lab.

The Net is an Education for Sustainable Development initiative that promotes intercultural dialogue between teenagers from rural communities in the Amazon and the city of Sao Paulo. It is about a one-year cycle of workshops in which teenagers discuss their cultural identity and local environment.
They write letters and produce crafts that are exchanged between pairs of institutions. Its goal is to foster respect for cultural diversity among teenagers by building cross-cultural understanding while stimulating competencies like empathy, critical thinking, decision-making and leadership. Thus, teenagers are expected to be in a better position to be active and responsible citizens.

Vaga Lume Association implemented this initiative to put in contact teenagers from rural communities in the Amazon and the city of Sao Paulo. This initiative allows fostering a dialogue between the different cultures of a same country and particularly an experience-based dialogue. Moreover, the programme promoted respect through cultural diversity, understanding and trained young people

for responsibilities they could take later as leaders in a multicultural country. This is also an interesting result for countries traditionally marked by one culture and that has faced the arrival of people from other cultures in the last decades, and that has difficulties to integrate them in the national society.

The Directorate of Mediation and Social Cohesion with Cadis in Mayotte focused on the prevention and fight against religious radicalism. The Cadis (Islamic judges) work with the departmental administration to secure social cohesion. After the last terrorist attacks events in France, several exercises allowing denouncing terrorism were put in practice. This has been an exercise of interreligious dialogue, and so far it involved representatives and members of different religious communities. This dialogue focused on the universal dimension of religions and not on their specificities, in order to foster respect and tolerance between religions. These practices have shown that Islam in Mayotte is rather tolerant and lowly radicalized. Another key result is that it is possible to conciliate Mayotte culture while respecting French Republic principles.

In the project "Our Common Future", the FMDO, other federations and the Brussels' Minderheden forum are supporting, since 2012, the collaboration between the associations working on education, living together in diversity and active citizenship

through citizen exchange groups. Thanks to its field experience, the FMDO offers to guide the members of the workshop to discover the actions inspired by citizenship education organised among young people, in connection with the Moroccan communities and Turkey. The FMDO cares about immigrants coming from Morocco going to Belgium and it helps them to integrate in the Belgian society. The FMDO fosters educative actions that gather immigrants and Belgians in order to show them how to live together in diversity and how to be an active citizen. The association aims at promoting respect towards history and memory of other cultural, religious and ethnic communities, in order to foster an interreligious and intercultural dialogue.

The discussion

Jean Michel Caudron, moderator of the Lab, challenged the discussants with the following question: how does society respect its citizens, so that they may respect the society?

Abdelaziz Saret gave an interesting definition of respect: "Respect is not an abstract notion but it must be understood as a dynamic process", he said. People should fight to receive the respect. Respect has to be seen as a capital or a resource that must be activated.

"Respect is not the result of a cultural fight but rather the target of a daily fight"

Prakash Bhattarai, discussant of this lab, added that learning respect is about building a space where everybody can claim his or her rights built on a meaningful dialogue. Indeed, especially in a country like Nepal where there are almost 135 ethnic groups and more than hundred languages, promoting respect is very important. Common values should be taught in order to foster a good communication and a constructive dialogue. To the question concerning the difficulty of the definition of those values in a globalized world, Prakash Bhattarai responded that a common denominator should be found like the respect of the other's word or the respect of another person for example. Besides, the discussant warned about the role of the media, which may be powerful enough to frame the feelings of the society towards certain issues, they may talk about certain groups in a disrespectful way that could naturalize a hostile behavior toward such a group.

The economic and political context also has an impact on the initiatives, making them even more necessary when respect moves back. It was for instance the case in Brazil during the last presidential election when people from the Southern regions complained about those from the North who are poorer and voted massively for Dilma Rousseff (they complained that people from the north of the country were "foolish enough" to elect her). Initiatives fostering a multicultural dialogue were required to face these disrespectful and contemptuous prejudices. Europe also knows a rise of far right political parties since the economic crisis of 2008, that translated into more discrimination and Islam phobia, which calls for initiatives fostering comprehension of different cultures in order to integrate them better in European societies. Economic conditions can constitute challenges to the implementation of such initiatives, as unemployed people might not be ready to respect immigrants working in their country, as if bad economic conditions could lead to perceptions of the otherness as a competitor. Educational initiatives will have to take care of these phenomena and try to insist on the perception of the otherness.

Abdelaziz Saret also explained that in a Muslim culture, there is no verticality and respect always takes place in horizontal relationships. That is why respect from children to their professors is not important; one should also think the other way around, because children also deserve to be respected and listened. Initiatives aiming at fostering more respect should also consider adults. More generally, citizens also deserve to be respected by their governments; they may no longer be regarded as numbers or pawns as they are deeply affected by economic and political evolutions.

Moreover, teaching principles of different religions could help to reach this form of comprehension and respect, so to prevent fear of the otherness. Teaching history may also be an answer. By showing the influences of different cultures on the development of a country, it could foster respect for those other cultures. It seems certain that educational initiatives promoting respect between communities are one key to fight prejudices leading to disrespectful and discriminatory behavior.

Conclusions

- Respect may not be considered as an abstract notion, it is a battle that must be led by everyone, so that people from minorities, often targets of different stigmas, are given the ability to claim and use the rights they deserve.
- A global, holistic approach is needed to foster a movement for respect. Local initiatives of informal education to foster intercultural dialogue and develop democratic capabilities should be bound in order to achieve more respect all around the world.
- Respect should be the aim of a fight of everyone to secure social cohesion and meaningful dialogue.
- To respect it is necessary to understand the otherness; it prevents fear towards the unknown. Moreover, understanding other values does not mean negating your own values.

Sponsored by the City of Strasbourg

Moderator: Pierre Paul CASTELLI, France

Initiatives: Ideas Box, Libraries without Borders (LWB); Education on Wheels

Presenters:
Barnabé LOUCHE, Director of Partnerships, Libraries without Borders (France)
Sachin Usha Vilas JOSHI, Education activist (India)

Discussants:
 Salim DACCACHE, Rector of University Saint-Joseph (Lebanon)

Lab in brief

This lab featured initiatives which bring learning materials and teachers to isolated and disadvantaged communities. UNICEF reports estimate that 124 million children do not have access to education, it is also predicted that this number will grow to 167 million in a few years if nothing changes. Indeed, Education must go towards vulnerable people.

Without any education, the world creates sacrificed generations. Education is the key and the way to dignity. This Lab is situated upstream. Indeed, there must be an effective education to see if it has, at the end, an effect against inequalities. If children cannot go to school, solutions must be found.

Ideas Box, Libraries without Borders (LWB) helped creating 100 libraries and reached 2 million people through its operations since 2007. One of the main problems in refugee camps is boredom. People are stuck in camps they cannot leave. A refugee spends on average 17 years of his/her life in a camp. After the earthquake in Haiti, LWB made an international call named "The Urgency of Reading", in order to include libraries in humanitarian support, food or medication. Thanks to a mutual work with the UNHCR and the talented designer Philippe Starck, the Ideas Box was created. The ideas boxes have been installed notably in Burundi, Ethiopia, Syria, Lebanon, Jordan, Greece, Düsseldorf, and in several cities of France. At the end of 2016, 55 boxes have been created, that impacted 250000 people, representing 10000 visits per month, and providing better education in those areas. Those boxes provide a better protection of children where they can evade from their daily routine. It is also a meeting place, an area of cohesion and dialogue. Ideas boxes were not only created for humanitarian responses, but also in other circumstances. It has been developed in several cities and rural zones of France, in the aborigine area in Australia, in the peace process with the FARC in Colombia. The boxes are created in a social and solidary enterprise in Lyon, France. But LWB is planning to build them in challenging environments, in order to create employment at local level. The choice of the contents of the box is essential. They are adapted to the countries and the public they will be sent to. Partnerships with local libraries, associations and teachers are made in order to have a box tailored to the population's needs. The boxes include numerical support that is fundamental. One box costs 45000 Euro, plus 40000 Euro of functioning. Funding comes from private partners (70%) and public partners (30%), such as French Ministries, or the French Agency for Development.

Education on wheels

"If a poor boy cannot come to education, education must go to him" (Swami Vivekananda)

There is an intimate link between education and democracy. In India, 80 million children are not able to go to school. 90% of crimes take place in slums because children do not have any opportunity to reach education. Alphabetization is the first step to education, and education is the first step to democracy. Education must then be transported to children that are deprived from it. Sachin Usha Vilas Joshi created the first mobile school in India. Thanks to this initiative, they have convinced 4000 children to go to school. The association is working with Indian Ministry of Education. Together, they created

a campaign called "Every Child Counts" in order to identify children who do not have access to education, and convince their parents to send them to school. Education on Wheels is a proper classroom built on a bus, equipped with pedagogical material, computers, etc. They conduct two hours classes' session in slums. During the night, Education on Wheels meets the parents to convince them, to raise awareness, and to create a deeper relationship with them, in order to give them a democratic consciousness. Education on Wheels, which employs 10 people, is able to cover six slums with one bus, where Nashik contains 100 slums, and 700.000 children. With their work, they are able to send 90% of the children to school within three years.

The association hopes to reach 10 buses in the future, but needs more support and funding. In Nashik, a community of people did not believe in education, Education on Wheels came to their district; it had a lot of trouble convincing the parents to send their children to school. They eventually managed to send primary aged girls to school, and all of them decided to stay at their parents' home until the age of 18. Education on Wheels was also able to go to a district of the city where children were also suffering from sexual exploitation. They managed to talk to women, to let them know their rights, and let them decide to send their children to a governmental house, which gave them protection and a possibility to have access to education.

In India, there is a conflict between democratic values and beliefs that is based on casts. Some casts consider that girls do not need to be educated and the association has some difficulties to prove the effectiveness of education on the work opportunities of their girls, because they already work and earn money for the family at the age of 13. Therefore, can education create values of liberty, equality and justice, while giving the opportunity to earn a living?

Salim Daccache commenting on this project said that when there is a need, people must dare. People who have the power and the knowledge, people who have a humanitarian vision need to act. When people live in ignorance, it is their right to be helped; and when you educate the heart of boys, you change a society, and you raise awareness to education of girls.

The discussion
Salim Daccache spoke about how education can be on the move in Beirut, Lebanon: The population in Lebanon is 3.5 million. All the infrastructures of the country are obsolete and the number of refugees is massive (1.385 million of Syrians and 500.000 Palestinians). Syrian refugees are grouped in villages, and remain connected together in order for them to keep their social identity. They are not in camps, as Lebanon does not recognise the refugee status of the Geneva Convention. Refugees are referred as "displaced people". Lebanon laws forbid the displaced to wander around during nighttime. However, the presence of Syrian refugees has been a disadvantage for Lebanese people: 82.000 of them lost their jobs replaced by Syrians, who cost three times less than a Lebanese. Today, 500.000 Syrian children in Lebanon need to be educated. The Ministry of Education is able to take care of half of them. Law forbids every kind of education that is not official, in order to prevent radicalization. The Saint Joseph University works with Syrian refugees in three districts in the city of Beirut, and one in Erbil with Iraqis. The faculty of humanities created programmes of remedial teaching, MOOC, and so forth. Students of the University come to dedicated centers, to help the children and educate them, even if any diploma does not recognize this remedial work.

Conclusions

- If education is the basis of democracy, and if people do not have access to education, education should come to people, in order to provide them with the alphabetization they need.

- In humanitarian contexts, the main answer is not only about food and basic needs, but the 'intellectual food' is also a fundamental need.

Salles

Moderator: Eladio FERNANDEZ GALIANO, Head of Democratic Initiatives Department, Council of Europe

Initiative: Intergenerational and intercultural education programme "Ensemble Demain" (France)

<u>Presenters:</u>
Carole GADET, Project Manager "intergenerational approaches", responsible for the association "Ensemble Demain" (France)
Marie-Jean BORETTI, Pedagogical Councilor at "Ensemble Demain"

<u>Discussants:</u>
Nora BATESON, Sweden/USA, Filmmaker, writer, educator, President of the International Bateson Institute
Anja VAN DEN DURPEL, Belgium, Director European Policy on Social Inclusion and Welfare, City of Ghent

Lab in brief

The lab focused on the ways of strengthening intergenerational learning in order to foster democratic values, community cohesion and combat inequality. The aim of this initiative is enabling the development of intergenerational and intercultural values. It fosters republican values in the French society, as well as citizenship. It strengths social ties, co-operation and it promotes equality. It fights school dropouts. It contributes to a wide range of school subjects and disciplines. The Intergenerational project targets students and parents, as well as education professionals such as trainers and teachers, who have an active part to play in the day-to-day practice of education. They are the target of this project because they are the ones who make a difference in day-to-day practice in classrooms and other places of learning.

"*Every one of us is a teacher, in one way or another; people can teach and learn from each other*"

About the initiative

Carole Gadet introduced the initiative *Ensemble Demain (Together Tomorrow)* created in 1999, in a small school in Paris. Soon, this project started to be carried out in other schools, merged in the Academy of Paris and then was carried out in conferences held throughout the Country. With the support of the national Ministry of Education today, in 2016, this initiative concerns academic inspectors among other different authorities and associations, as well as networks of young people. It has also been presented at international level. More than twenty thousands of people have been aware of it. This initiative was also presented to The Organisation for

Economic Co-operation and Development (OECD), the UNESCO at the Directorate for Education and Sustainable Development, and ultimately, to the Council of Europe. According to Carole Gadet, this programme is innovative because it meets today's challenges; it has been developed in 80 different departments of France, and it concerns all different levels of schools: from the very beginning, at primary level, to the higher education. It teaches how to live together and coexist in a peaceful manner. At international level, this project involves roughly a hundred thousands of people.

Jean Marie Boretti explained that this initiative helps in enforcing the learning for students to soon be citizens as well as the basis of learning about democracy. The sustainable solutions this initiative offers for the harmonious cohabitation for the students towards the rest of the population are the opportunity for schools to open up towards the world, the understanding that teachers are not the only ones who can teach something. Indeed, also the outside world can bring the knowledge to other people through this project. This project also gives a sort of meaning to the values that have been promoted by the democratic societies, through the value on human rights since the early years of the children.

The main goal of this initiative is to give students the analytical tools in order to allow them to become better citizens with critical spirit, freedom of speech, commitment and civic values. Moreover, in order to have a massive impact, the Intergenerational Project is implemented in partnership with other NGOs as well as media.

The discussion
Nora Bateson highlighted the importance of this initiative in terms of intergenerational communication to have a context in a world that has been so much divided. Education serves as a link between generations. Indeed, "everyone should learn something that they did not know before". In addition, Ms Bateson added: "Knowledge it is something that has passed down".

Traditional teaching is linear, unidirectional and does not promote participation while learning is multipolar along age differences and culture barriers. Learning should never stop. Education needs to promote learning attitudes on top of transmission of information, knowledge or skills. Hence, emphasis should not be in teaching but in learning. Ms Bateson concluded that today's world is not sustainable; therefore, if we want societies to change, everyone should make that change happen, not only the young generations. This process must happen together, people should collaborate.

The second discussant, Anja Van den Durpel, put emphasis on the importance of this initiative in terms of actively addressing demographic challenges of our world, since the world is becoming more diverse and people are getting older. But also, she said people are living in a digital era with an evident paradox: most of the people are given lot of information and the majority of them still experience exclusion without real opportunities. This initiative, Ms Durpel acknowledged, gives the opportunity to people to address social divides. For her, the criteria for success are the involvement of people and active participation. Thanks to this initiative, children, as well as the elders, can live in a better world filled with new skills and new experiences. Ms Durpel also acknowledged the fact that this initiative allows the mutual understanding and it contributes to community building, and hence it creates opportunities for people. The initiative addresses the issue of social discrimination against social cohesion.

The initiative helps in building what Ms Durpel called "a better educated world".

The lab discussion focused also at the issue of linearity. It emerged that education needs to promote learning attitudes on top of transmission of information, knowledge or skills. Emphasis should not be on traditional teaching but instead on learning, whether it happens in schools or in a more informal environment; and whether it comes from children or from old people. This initiative shows the importance to interact with people with different ideas, vision or age.

From the debate it emerged that we cannot force young people to carry the burden of the past. "Together Tomorrow" teaches a person how to coexist together with the past and the future ahead, with the help of many intergenerational activities. Furthermore, participants' comments underlined the importance to re-connect communities, by bringing them to a physical space. The final point of discussions was on how to bring a new paradigm from teaching to learning. The debates concluded that learning is more multipolar without age differences and culture barriers.

"Learning is an attitude that needs to be promoted, facilitated and encouraged during the all lifecycle of a person, both in school and elsewhere."

Conclusion
- ▶ It is vital for the improvement of democratic competences to bring together people of diverse origins, different age and different living experience and allow knowledge exchange. After all, we are all capable to teach and learn at any age.

- ▶ The development of intergenerational competences is a key element of mainstream education. Education is the first vector for an intergenerational link.

- ▶ Specifically to Europe, intergenerational learning is a way of addressing the significant demographic change, and is a way of enhancing solidarity through practice.

- ▶ The biggest challenge is to create non-artificial opportunities of bringing people to communicate and share the knowledge.

Sponsored by the Organisation internationale de la Francophonie

Moderator: Salvatore SAGUÈS, Human Rights Specialist, International Organisation of the Francophonie

Initiatives: Association of Tunisian Women for Research and Development (Tunisia);International Federation of CEMEA (France); Community radios for human rights, Article 19 (Senegal); West African citizen school (ECAO); The new political school (Lomé Togo)

Presenters:
Fatogoma DIAKITÉ, Former Administrator of Arts and Culture at the Ministry of Culture in Mali and Professor at the Faculty of Letters, Arts, Languages and Human Sciences of the University of Bamako
Mounira Hammami, member of AFTURD, responsible of cultural affaire (Tunisia)
Fatou JAGNE SENGHOR, Senegal, President of ARTICLE19 in West Africa
Honoré TIEGNAN, Director of School in Lomé
Carole COUPEZ, National delegate for Solidarity and civic education at the NGO Solidarité Laïque (Secular Solidarity)

Lab in brief

This lab discussed the Francophone world and innovative experiences of education for democracy and human rights, based on five examples.

The project of Cultural Reading and Animation Centre (CLAC) offers the opportunity to young people, who are outside the education system, to pursue their personal development and education for democracy. The first CLAC was created in 1986 for people living in rural areas. The programme put in place 225 CLACs in 20 countries across Africa, the Pacific, the Caribbean and the Middle East. The mission of CLAC is to provide the rural community with information and news, media and audio-visual leisure activities; to encourage citizens to create forums for exchanges. The conduct also trainings in the fields of literacy, health, agriculture and organise cultural activities aiming at protection of national heritage. The main goal of this project is to ask national ministries of education to apply the activities of CLAC centres in the curricula of traditional schools.

The Association of Tunisian women for research and development (AFTURD), called "Mosharaka'', focus on the participation of young people in the exercise of citizenship and its objective is to train youth for leadership. The project was implemented in Morocco, Egypt, Tunisia and it allowed mobilisation of young people from rural regions. Many associations were created after the Arab Spring. The goal of AFTURD is helping citizens to understand the meaning of legal framework, the stake of

participation, local democracy and constitution. Three pilot projects have been implemented so far. The project "Forsa" addressed to young people who wanted to speak about social problems (i.e. drug addiction and economic rights). The second project "Get your Voice Heard" reached out to young people; especially the trainers were involved in the issue of local good governance and participatory democracy. The third project of AFTURD allowed young people to share knowledge with others including a study visit to the public institutions. It was a very important step for AFTURD to disseminate culture of human rights and involve women in this process.

The third initiative, presented in this lab, is about creating community radio stations for human rights in Senegal. Radio has always played a central role in the freedom of information and freedom of expression, especially in big agglomerations. Unfortunately, rural communities do not have access to information and cannot communicate like other citizens. It is important to strengthen the capacity of the community radios to be able to participate in the political life without the intermediaries. The radio helps to transmit the information in different fields of human rights, particularly, equality, and all kind of discrimination.

The New Political School was created in 2015 in Lomé, Togo. The main goal of the initiative is to revive the interest of young men and women towards political issues, to put together young

leaders from political parties, from civil society organisations and unions, in order to talk about regional problems. It allows to discuss regional problems together, to share different experiences and to develop the culture of regional leadership.

The last initiative is the International Federation of CEMEA (FICEMEA), which promotes the French network against the commercialisation of education, and calls for free education for all without discrimination.

The main goal of FICEMEA is to guarantee citizens' rights in French speaking countries, to strengthen unity and to create a collective conscience of civil society on several issues. The presenter of the lab put the emphasis on the fact that some governments are not committed enough to this issue and that low-cost education is very limited today. Low-cost schools fight for education and democracy, mainly in African countries. One of the channels of low-cost schools is 'Bridge academy', which enrolled 10 million pupils in 2013.

The participants to the lab were encouraged to join this movement and fight against commercialisation of education, to share different experiences in social networks and to create a dialogue among different countries facing the same problems.

The discussion
The first discussant considered that the commercialisation of education in the United Kingdom is a rule, and that free and qualified education is an exception now. However, free education is the main point of democracy. Carole Coupez agreed that public schools are free, but families must pay different charges. However, FICEMEA is not claiming free education, but affordable education. Commercialisation of education creates differences among families and social inequality.

The second point of this discussion focused on different problems of rural societies. A participant from Argentina agreed that radio stations could help communities to express themselves and to use communication as tools. Fatogoma Diakité stressed that freedom of expression is very important as well as the right to be heard. In Senegal, based on the African Charter, a radio prepared programmes about children's rights. They invite young people who can

share their problems. The radio helps to promote and respect children's rights.

The third subject of the discussion was about free elections. Mr Diakité explained that in Mali, according to legislation, 30% of the seats in parliament, as well as in public professional environments, should be reserved for women. The gender proportion has to be respected so that the women can express themselves. As for women's rights in African countries, the discussant added that the traditional mind-set is strong. On the other hand, in Tunisia, it was about finding solutions on how to attract women and girls to the leisure centres and libraries, using the magazine "Amina" and the theatre practice. Mounira Hammami preceded the discussion about the participation in elections and obstacles for women. During the elections in 2014, women's access to elections was impossible for reasons such as absence of ID cards, problems with transport and cultural blockage. The discussant emphasised that the issue of local democracy was fundamental. That is why the project "Aux urnes, citoyennes!" (to the ballot-box) was created. However, the essential research question of this project is still about the issue of equality.

In his speech, Mr Driss emphasized that education is one of the key factors of the successful transition in Tunisia. He suggested that the problem of participation in election was linked with access to women to education because of low rates of literacy. Moreover, participation was very low because the vast majority of people who can vote are young. They did not want to participate in political life, not because they are not educated but because they do not have the same point of view regarding the future. The discussant added that the impact of this project is very limited, because they worked with small groups of population.

Mr Farhangi stated that Swiss democracy might be a good example for the countries in crises. He believes that people can as citizens; bring major changes that could be efficient in order to protect universal rights, democratic governance, in which all people can be involved. The Swiss democracy could inspire other countries. While answering to the argument about Swiss democracy, Mr Grand highlighted that Switzerland is a multicultural country with four national languages and different cultures. The discussant pointed out that the federalism and particularly democracy were important elements in

this system. He considered that this system should be kept otherwise the minorities may be frustrated.

"We fight against the ideas but we always have to respect people"

Mounira Hammami considered that democracy is an efficient process and she does not believe that democracy should be different. What is different is the way we deal with issues related to democracy.

Finally, Ms Coupez replied to two questions from the participants: "Does the Council of Europe or another international organisation give recommendation to the States in order to promote public education?" and "What is the place of physically impaired children and awareness-raising action about education?". As for the first question the speaker answered that there are different norms and standards defended by the United Nations, by the ECHR, and that each country has national standards and rules of public education. The answer to the second question indicated that the physically impaired children are the first to be excluded from the education system; and still, the issue of impaired children is one of the most important points in the education challenges. Ms Coupez stressed that it is necessary to promote equal and quality education for all.

Conclusions
- Free education is necessary for democracy.
- Democracy consists of rights and obligations.
- Democracy cannot exist without dignity and freedom.
- Excess of relativism kills human rights and the favors of democracy.
- The access to written works and the ability to read have a vital impact on education, social development and democracy.
- Freedom of information is the key of democracy.

Lightning Talks and Storytelling

What is a Lightning Talks?

A lightning talk is a short, inspiring presentation. Different speakers delivered several lightning talks in a single session. The goal of lightning talks was to articulate a topic in a quick, insightful, and clear manner, to grab the attention of the audience, convey key information, and promote critical thinking.

The World Forum for Democracy 2016 introduced in its programme the Lightning Talks sessions as a unique opportunity to showcase, on one hand, the importance of talking about knowledge, exchange and political performance - and on the other hand, the opportunity for the speakers to address democracy and creativity, the importance of bottom up approaches and the meaning of compassion. The Lightning Talks 1 focused on learning that democracy and poetry, democracy and compassion, as well as democracy and non-profit start-ups are actually the two side of the same coin. In Lightning Talk 2, people understood how education shapes the values and the soul of Democracy. Finally, the phenomenon of radicalisation, the role of education, democracy and equality aimed to nurture an active sense of citizenship were discussed in the lightning talk 3.

"For me, I am driven by two main philosophies: know more today about the world than I knew yesterday and lessen the suffering of others. You'd be surprised how far that gets you."

(Lightning Talk 1 moderator recalling Neil deGrasse Tyson)

Countdown to Lift Off: Launching toward Democracy in Education

Speaker: Donovan LIVINGSTON, Ph.D. Candidate in Educational Leadership at the University of North Carolina (USA)

Do you consider performing a poem enough powerful for changing attitudes toward education and, why not, democracy? Donovan Livingston addressed the Forum Storytelling participants by reciting "Lift off", a spoken-word poem he wrote, to show that it is possible for young people to make a shift in the educational paradigm. His story highlighted that "*Education is no equalizer. Rather, it is the sleep that precedes the American Dream*". Thus, in order to wake up, people should lift up their voices.

"Until you've patched every hole in a child's broken sky"

He explained that when he was in 7th grade at school he was a sort of class clown, in a time where he did not feel challenged. Instead of pulling him apart from the class, his teacher gave him the opportunity to channel his own energy in a constructive way. He started getting interested in debate coaching. He redefined himself when he was in College to develop his own identity; and discovering his identity was central in his educational path. He founded a poetry-performing group where he could use voice at his own pace. The confidence gained on stage allowed him to graduate. Donovan Livingston stressed that all the students are stars and the school should improve this concept instead of blaming them. To teach democracy in classroom, he uses these different tools: promote self-governance, inspire collaboration, encourage questioning and critical thinking, and accepting multiple perspectives. He also uses "Counter-Narrative" meaning that student are asked to tell a story not often told and to say how they felt about it. Counter-narrative uses the power of storytelling and it works especially for marginalised groups and minority population of students, where pupils certainly find a space to belong without stereotypes. This activity is also meant to make education more meaningful and to work on democratic values such as community building, fight stereotypes, create hope and so on. That is what education is all about for this talented American dreamer.

Teaching Apathy: How we culturally discourage leadership - and how we can turn that around

Speaker: Dave MESLIN, Creative Director (Canada)

Using non-traditional methods and creative tactics, Dave Meslin spent twenty years as a social and political entrepreneur leaving a trail of non-profit start-ups, campaign victories, viral videos, new magazines, and public space interventions in his path. An urbanist, community organiser, author and trainer, David Meslin inspires the audience at his Lightning Talk session to invert the traditional pyramid of hierarchy by giving examples on how to create meaningful opportunities to engage our employees, members, or students. His thesis is simple: "*we're stronger and smarter when we're all involved*".

Normally pupils picture the Principal's office as the source of authority. But when pupils are asked to join the principal's office, it means that they did something wrong in most of the cases. Therefore, the concept of authority is linked to fear and frustration. Meslin would like to change this paradigm in education, so that students feel as full members of a community where they would be encouraged to interact with the school environment, and hence be more creative. He participated in an initiative meant to help children feel more responsible for the environment they share. For instance, he delivered a class on how to organise a visit to the city hall, in order to familiarize children with politics and governance at local level. During the class, the students painted a road allowing them to have a physical interaction with their environment and their neighbourhoods. As Donovan Livingston, also Dave Meslin shares the idea that children should have strong sense of themselves, by understanding that their voices matter. Because transforming top-down leadership into bottom-up collaboration is the true challenge of the 21st century.

Speaker: Alaa MURABIT, Libya/Canada, Sustainable Development Goal Global Advocate, MIT MediaLab Director's Fellow, UN High-Level Commissioner for Health Employment and Economic Growth, (Libya/Canada)

At the young age of 15 Alaa completed high school and moved from Saskatoon, Canada to Zawia, Libya. It was there that she completed medical school and, driven by a desire to create inclusive processes and institutions, founded VLW in 2011 at the age of 21. With a strong focus on challenging societal and cultural norms to make the most of traditional and historical role models, Alaa is a champion for women's participation in peace processes and conflict mediation. Her programmes, such as the groundbreaking "Noor Campaign" have been replicated internationally. Nicknamed "The Libyan Doogie Howser" by Jon Stewart and applauded for her innovative and inclusive approach to security, Alaa acts as advisor to numerous international security boards, governments and organisations, serving as aboard trustee for International Alert and Keeping Children Safe.

When people have to define power, normally the concept of power is linked to strength, but not with compassion. Compassion is considered as a weak skill. Although, compassion does not fit well with the concept of power, it helps to see different perspectives and to see where the real problems are. Currently, politics are looking for peace because it is more practical for economic reasons, Alaa Murabit added. So the question she addressed during her Lightning Talk was how to transform practical decisions into compassionate decisions? She suggested to the audience to try to prioritise dialoguing while understanding what the other needs and feels.

"To be more compassionate in our everyday life, we must have the intention to pay attention to the other person and recognise the importance of both strengths and weaknesses."


Salles

Cynical about Education

Speaker: Ansgar ALLEN, Lecturer on Education at University of Sheffield (United Kingdom)

Allen's research investigates the unquestionable 'goods' of education and remains open to the possibility that education in all its forms, even where it appears most benign, is a form of violence. His work offers a history of its 'good' intentions. Allen argues that any attempt to make a connection between education and democracy needs to face contemporary cynicism. However, he also points out that modern cynics are in disguise. In fact, traditional ancient Greek cynicism questioned everything undermining society's foundations. For instance, Diogenes the cynic rejected a human beings' lifestyle because he thought it was too "artificial and hypocritical". Instead, he adopted dog-like behaviours: performing natural body functions in public, eating anything he could find and sleeping anywhere he would find a shelter; in addition, he lived the present without anxiety for the future. Consequently, these behaviours gave him the name of Diogenes the Dog. Unlike classical cynics, contemporary cynics are hard to spot as they would not describe themselves as that. They do believe in education but, because expectations did not match their reality, they have been disappointed and this has caused a detachment from the education system. Nowadays, cynicism is unable to play along with education, however, to some extent; it might take part in education activities.

Knowledge and creativity - the cornerstone of the modern democratic society

Speaker: Leandar LITOV, Professor at Sofia University (Bulgaria)

Leandar Litov believes that the cornerstones of democratic societies are knowledge and creativity. In his enlightening presentation, Leandar Litov describes the society of the 21st century as an ever-changing society characterised by globalizations, fast peace and adaptability. In this era, social networks changed citizens' social life, making connections extremely easy, individuals can change working and living place and professions to the extent that the most popular professions in the USA did not exist a decade ago. Mr Litov emphasised the urge to change the perception of education. In fact, the current education model is based on general knowledge, which was satisfactory in the past, but today the same system appears to enhance populism and facilitate manipulation. For this reason, today more than ever, the education system should be changed to meet the needs of the 21st century; specifically it should redefine the roles of teachers and students. Students should be taught to develop creativity, critical thinking and problem solving skills. Teachers should teach the richness of diversity and the great benefits that derive from 'interculturalism'. However, teachers are no longer the unique source of knowledge; that is why Litov argues that they must teach their pupils how to find information, take a decision, design a plan and proceed to its realisation. To conclude, the 21st century should aim to raise well-educated and critically thinking students, ready for a lifelong learning process, as active citizens of the world they live in.
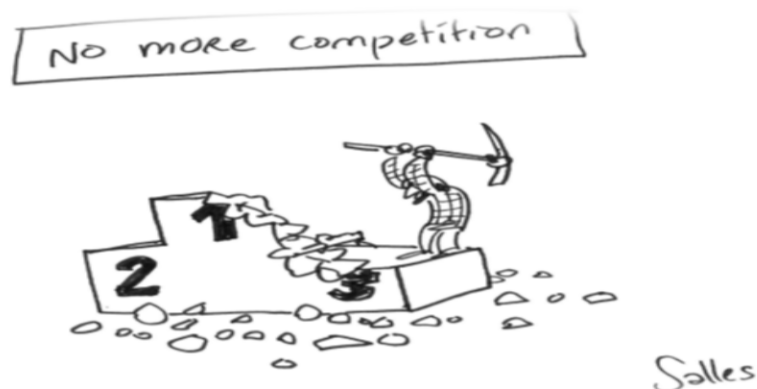
Speaker: Alia SCHWELLING, Centre for Political Beauty (Germany)

In her Lightning Talk, Alia Schwelling, an exponent of the Centre for Political Beauty, explained the concept of Aggressive Humanism: two dichotomy terms linked to the philosophy of Political Performance Art, where art is now perceived as disruptive and aggressive. The Centre is composed of human rights activists, whose aim is to pressure governments triggering public outrage, raising public awareness on delicate topics such as migrations and children rights. Participants of the Centre, during their activities, have ashes in their faces to symbolise political corruption. Ms Schwelling showed some videos of two campaigns carried out by the Centre for Political Beauty. The first video "Die Brücke" (The Bridge) was addressed to Austrian Federal Government. In this video, Austria is building platforms to provide first aid to migrants' boats crossing the Mediterranean Sea. The video concludes with a message of solidarity where the Austrian Government encourages other European Union member states to follow the example. The second video, "Kindertransporthilfe des Bundes" directly links to a programme called "Children Transport" when Britain allowed Jewish children to enter in the country, saving them from the Holocaust. The Centre of Political Beauty replicates this programme building a website where German foster families could adopt Syrian children. This campaign acted on several levels, the official website of the Federal Ministry of Family Affairs published all the documents for the adoption and in Berlin, a shipping container was placed where people could choose only one child and leave the other 99, condemning them to a death sentence. The message was clear: we cannot save the world but we can help.

Through these campaigns, the Centre for Political Beauty aims to pressure governments to do something, showing how easy it could be. In fact, Ms Schwelling concluded that if a group of artists can build a prototype of a saving platform or launch an adoption programme, governments across Europe could do the same.

How can the University, in a pluralistic context, educate for democracy and equality, and how radicalisation acts to prevent access to education?

> Speakers: Dounia BOUZAR, Founder of the "Prevention Centre against Sectarianism related to Islam (France)
> Salim DACCACHE, Rector of Université Saint-Joseph, Beirut (Lebanon)

Dounia Bouzar founded the Prevention centre against sectarianism related to Islam mandated by the Ministry of the Interior of the French Republic in order to set up warning indicators distinguishing the practices of Islam and the freedom of conscience of Muslims and radicalisation behaviours. Ms Bouzar is an anthropologist of religious facts focusing her research on how human beings understand the question of religion. She follows the young people reported as being on the way to radicalisation. In her Lightning Talk she explained that in the phenomenon of radicalisation and indoctrination of young people, the freedom of conscience is not related to the captured conscience of those young people.

Radicalisation hampers access to culture and education. The targeted young people are approached by an anxiety-method aiming at scaring them. The process makes them distrust all persons in their society who contributed to their socialisation: adults, politics and media are lying and hiding the truth from them. Those young people are taught to believe in a sort of conspiracy and to develop a sense a discernment that they previously did not have. In this process, the principle of the unity of God is taught to the young people and therefore, all sorts of access to culture and education are banned as they would hinder this unity. To break up with the whole society will enable to create a whole new one, a regenerated one according to the divine law, create a perfect world free from poverty, violence and distrust. Ms Bouzar's centre sets up indicators that are not based on a religious behaviour but behaviours of rupture: breaking up from society, from school, from friends, from family. The process of radicalisation works on dividing the young people with all their sensation: radicalisation is not possible without disaffiliation. In those cases, the radical group takes over the authority on the young above his parents. The radical group leads the young to forget about their cultural references, their cognitive system changes. According to Ms Bouzar, radicalisation follows five major steps with a goal to commit to other values: dropping out of school, a disruption with friends and entourage, family breakdowns, the severance with Imams and the interruption of the person's hobbies and emotional references.

When talking about de-radicalisation, an emotional approach is taken. The aim is to lead the young to take over his/her body again, his/her filiation, the knowledge and then an ideological approach. The enrolled young person is then pushed to distinguish between the presented utopia and the reality of the jihadists' project. This is a mourning process, the young mourns the utopia he/she engaged for.

*"The earlier the de-radicalisation operates, the more it can be efficient"*

Salim Daccache on the issue of "*How can the University, in a pluralistic context, educate for democracy and equality?*" believes that schools can succeed in training the values of equality and democracy. However, they face a certain number of challenges. First of all the school mission is to lead to an education for active citizenship. The voting system is essential in a democratic country; however, schools must open to the world and to the universal culture. Therefore, critical judgment and the emergence to fundamental values are important. The place of religion differs depending on the country: indeed, in Lebanon the issue of secularism is problematic as it addresses religion to a personal level.

The process of education for citizenship has to be done by all members of the university (ombudsmen, professors, students, alumni). It is important to deliver lessons to all students about ethic, intercultural dialogue and also religion in order to teach the religious topics differently than the radical party method. A further challenge is the access to education for all. Education should be facilitated through a system of scholarship. All citizens are equal in front of the law and so must they be in front of education: they have the right to access to education, Salim Daccache added. Education should not be a profit-looking area and everyone should benefit from it.

Both speakers agreed on the fact that education to otherness plays an essential role in developing a sense of citizenship. In nowadays society, with the raise of extremism, sensitisation about religion cannot be excluded from the education of the young people. Indeed, excluded from the schooling system, this ignorance towards religion, as well as the focus on some religions above others, represents a source of conflicts between the different groups of the society.

In the fight against radicalism and terrorism, education has a significant role to sensitise about the Syrian war, to create a structure for the young people and to educate about the dangers of such realities in order to give the young people a virtuous place in the society. As a reminder, education has its role in building groups and developing connection among people.
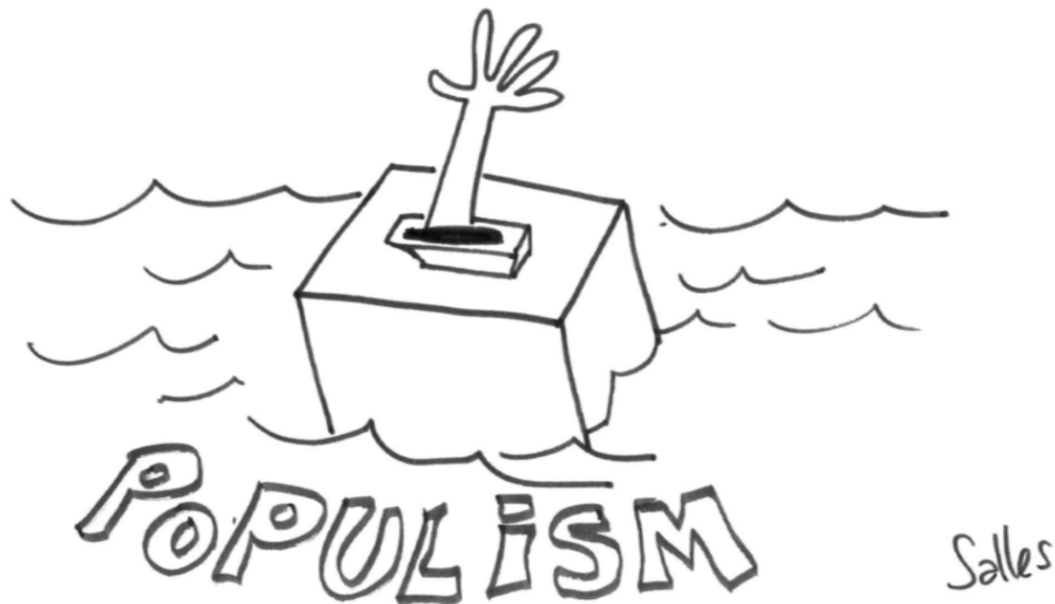
What is storytelling?

Storytelling can be defined as the conveying of events in words, sound or images. The "storytellers" speak about personal events in their life, related to a given topic. Storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic and age-related divides.

The emancipation of Mimi

Storyteller: Farah ABDI, Award-winning blogger, (Somalia/Malta)

Born in Somalia, grew up in Kenya. Farah's family had to move to Kenya because of the war. Farah grew up in a middle class society and in a very conservative Muslim neighbourhood. Farah Abdi is now a Somali refugee and award-winning blogger. Farah arrived in Malta from Libya by boat in 2012, fleeing fear of persecution. Farah is author of the autobiography 'Never Arrive' and a human rights activist. Farah is also the recipient of the International Bremen Peace Award by the German NGO, Stiftung die schwelle, and the Queen of England award for young leaders.

Farah's mother wanted to assure her children a good education. At school Farah discovered a new sexual orientation at an early age, but kept it hidden, especially in the private life. Whereas all Farah's family settled in a new country, where they could be free to live their lives, Farah wanted more. He wanted to express himself, to live his life more freely, thus going to the west seemed a good starting point. But being Somali meant also facing problems as migrant. Nevertheless, Farah decided to take the risk. By experiencing a very long journey, going through different countries like Kenya, Uganda, Sudan, the Sahara desert, and eventually Libya, it was only in 2012 when Farah safely arrived in Malta after being jailed in Libya. However, he got the status of refugee and protection also thanks to the European Court of Human Rights because of his gender identity. Farah said that the ECHR decision saved his life. And he added: "*all my life, I struggled to obtain a gender identity and after several years that struggle gave me some positive results*". He did not want to live in a xenophobic environment, on the contrary, Farah always wanted to show people that refugees can be also well educated, and above all, they can be better off than their European neighbours. Today, Farah's mission is to help other refugees using his talent, namely writing. Writing gives Farah the chance to express himself while being a mirror of many other refugees' causes.
He started his own Blog called "Malta today", and even though the blog attracted a lot of criticism; certainly, Farah's message has been heard.

Storyteller: Simone HAENEN, City Councillor and Education Activist, (Netherlands)

Simone learnt to become an active citizen, through actually experiencing democracy in her school. Her democratic education also taught her to learn and work together with people of all ages, cultures and backgrounds, and to treat them as equals. She now knows how precious it is to have fundamental rights. She is defending them to build a more democratic, transparent and inclusive society - by being a city councillor and an education activist.

Simone started her educational lifecycle in traditional public schools. She was a good learner, but her younger brother could not fit in with the pre-set curriculum, resulting in a lot of pressure, tests, labels and extra work. This caused a lot of stress at home. That is how her parents started looking for alternatives and discovered a democratic school based on values such as freedom, responsibility and equality for children in southeast Netherlands.

Her brother started questioning everything about education and life, while developing a critical thinking. That change in her brother's life dazzled Simone up to take the decision to attend the same school. Simone started participating in the organisation of the school. She became a school meeting secretary, part of the Judicial Committee, and setting up other committees for art and music. Responsibility for the organisation and safety of the school community is in the DNA of these schools. Students and staff members have an equal share of power in all decisions that concern the school. There is no autocratic school board or administration. Every school meeting member can put a proposal on the agenda. Decisions are made only about the structure, the organisation, and the rules– never about the content or curriculum. The non-hierarchical way of organising makes people feel they matter and their voices heard.

At the age of 18, Simone graduated with a dissertation called "How I prepared myself to be an effective adult in society". In 2012, Simone started work with the foundation Operation Education, which aims at building and supporting online communities, organising campaigns and live events. The result was building a big network of educators, students, politicians, business owners, and consequently, her election in March 2014 as a city council member of her town attached to a local political party. As a city councillor, she tries to inspire other people of her community and to achieve a participatory way of governing, in order to bridge marginalised citizens and the local government. At the beginning of her work, Simone was surprised that the procedures of the meeting and of decision-making looked a lot like the democratic schools way, although there were also many differences. Simone's goal is to challenge citizens to participate. She discovered, for example, that most people are open to discuss their views on education. She concluded her story by reminding that the most important thing is to trust a young student and the democratic system.

Storyteller: Bashar HASSOUN, Activist and Founder of MyGrade e.V (Syria).

Bashar was born and grew up in Damascus, and always wanted to be a politician. In 2012, he applied for a visa to Europe in order to travel for holidays. That same year the civil war stroke in Syria. Soon, a bunch of questions crossed his mind: "What to do? Stay? Go? Where to go?" There was a lot of insecurity in neighbouring countries, uncertainty, language barriers etc. After an extensive research, he thought that Germany could be the place for a new beginning. It was a difficult choice because there he had no contacts or support, and without knowing the language, it was even more difficult. He did not want to be a victim of a war neither to join the conflict.

"Imagine you have to start a new life without family, friends, clothes, money; you don't know the language, you don't have an address. You feel lost."

In 2013, he arrived in Berlin. It was the beginning of a new life for him. Given many difficulties encountered at the beginning, he considered himself lucky enough because Germany was the country that approved his stay and gave him many rights, starting from learning German language until he could find a job. Bashar accomplished to learn German language after only 3 years. Later on, he started looking for a job. "The system of employment is completely different from the system in Syria", - he said. Political work in Germany starts by joining a political party. He decided to access to the Parliament system as an intern, which allowed him to learn more about the work of the political parties. He decided to join the socialist party, SPD, and got accepted within the committee for immigration. He thought that if he could not exercise politics in his country, he could at least practice it in Germany. Bashar wanted to put his experience in service of migrants who are taking the same path as asylum seekers or refugees. He is aware how difficult for a migrant is to find an employment. His idea from the very beginning was to help immigrants, to guide and train them about their rights.

"It is very difficult to start a new life in a country that doesn't know anything about you"

In his storytelling, Bashar recalled some major issues that many Arabic countries are facing nowadays: inequalities, lack of freedom, dictatorship, radical religious associations, and the absence of teaching institutions - meaning that a dictatorship can completely control citizens. In Germany, he learnt how democracy works; how it starts within the family and it ends in the society and in pluralistic governments. Bashar urges to spread democracy in all countries in the world in order to foster open and more constructive societies.

The history of Tunisia in press drawings (1987-present)

Storyteller: Nadia KHIARI, Cartoonist and Artist (Tunisia)

On the 6th of November 1987, a team of seven doctors declares that Habib Bourguiba, the president of Tunisia, is not capable of fulfilling his duties. He was 84 years old back then. Ben Ali takes over the country and elections follow in 1989. Since then, the Tunisian state started controlling every aspect of public life. The state controlled the media industry and the Ministry of the Interior initiated a censorship campaign. Local media were controlled. The censorship was extended to the Internet. In 2010, most of the Tunisian citizens were living below the poverty threshold, and a harsh repression followed in the same year.

"I have understood you my people", *« Je vous ai compris »*.

Ben Ali promised many things including no more censorship. However, on the 14th of January 2011 a series of street demonstrations broke, Ben Ali lost support from the people and sought asylum in Saudi Arabia, a friendly and safe neighbour. People helped themselves to protect against militia groups trying to find solutions as best they could: the barricades were extremely sophisticated; the houses of those close to Ben Ali were neutrally redecorated. The chaos spread out, the state of emergency was declared and elections came along. The Arabic Spring was a great source of inspiration for a cartoonist like Nadia. Popular movements were repressed. Intellectuals and artists suffered again the censorship. Three years later, in 2014, Tunisia got its new Constitution and the first free president elections were organised. Since then, two governments have succeeded one another, the problem of unemployment is still related to social injustice; there are still many terrorist attacks. Nevertheless, the story of Nadia can teach us that a substantial change, driven by a critical thinking, toward democracy is possible, even in countries like Tunisia. Nadia Khiari, painter and cartoonist, has released a collection of chronic revolution and published drawings in Sine Mensuel, Courrier international and Zelium. She received the Award Honoré Daumier (at the second meeting of Cartooning for Peace in Caen in 2012), the insignia of Doctor Honoris Causa of the University of Liège in 2013 and also received the international prize of political satire in Forte dei Marmi (october 2014), The Agora Med Prize in Genova (june 2015) and The "Couilles au cul" at the Off off off Festival of Angouleme (January 2016).

What is World Forum for Democracy Satellite Event?

Since its first edition in 2012 the World Forum for Democracy has gained recognition as an arena for seminal discussions on issues of modern democracy. In order to reach out to a wider range of contributors and enrich the debate, the Forum welcomes the organisation of "satellite events" by universities renowned in the sphere of political studies and international relations, non-governmental organisations, municipalities and other institutions. This idea has been successfully implemented in 2015, when four outstanding universities organised satellite events related to the Forum's topic.

The organising institutions are free to decide independently about the dates and format of the event, the speakers and the specific topic(s). The satellite events can take place any time during the year. Possible formats include seminars or a seminar series, lectures in schools, surveys, social media campaigns, hackathons, local implementation of innovation initiatives presented in previous Forums, radio/TV debates, or lightening talks with public at large (at NGOs, schools, community centres, etc.).

World Forum for Democracy 2016 Satellite Events:

Satellite event "Democratic city - towards a participatory infrastructure"

Donastia-San Sebastian, Spain 6-7 September 2016

How to develop structures on the local level to accelerate the growth and success of initiatives improving citizen participation in democracy? What can democracy innovators do to support the transformation of cities towards more inclusive institutions?

These questions were at the centre of a satellite event, taking place in San Sebastian, the 2016 European Capital of Culture (DSS2016), under the umbrella of the World Forum for Democracy, as part of its Participatory Democracy Incubator. The event brought together democracy innovators with city representatives and Members of Parliament planning to revisit structures of citizen inclusion in political decision-making from a participatory democracy perspective. The discussions revolved around how to better coordinate and how to mainstream what

works, with a strong focus on including citizens as actors and leaders. The meeting was organised by the Global Forum on Modern Direct Democracy and the Council of Europe.

The meeting was opened by the Mayor of San Sebastian, Eneko Goia, and Dunike Agirrezabalaga, City Councilor for Participation, who emphasized the importance of citizen participation for the city. The introduction was followed by a presentation on initiatives for citizen inclusion in the preparation and implementation of the programme for the European Capital of Culture 2016. The city introduced a range of innovative initiatives to ensure the broadest possible citizen participation, including crowdsourcing the content of a cultural festival, the installation of participation laboratories, or a Citizens Committee.

The members of the Citizens Committee were randomly chosen by lot in order to include citizens who would usually not necessarily participate in political or cultural activities. Seven different committees were charged to select the projects for the European Capital of Culture year. Pablo Berastegi, Director of DSS2016, emphasized that the Citizens Committees worked very well and efficiently. The city also organized Open Debates with the citizens, to which the city invited an expert to deliberate with the citizens on a given issue. The political scientist Anthony Giddens was for example invited to speak with the citizens about Brexit and its consequences.

After the presentation on DSS2016, the city officials presented the city's structures for citizen participation. The city's department for citizen participation was the first department of its kind implemented in Spain and is in place since 1996. The department's overall goal is to include more citizens in the city's policy-making structures and to create a culture of participation. Citizens are perceived as political actors and participation as a political right. The citizen participation department operates on three pillars: representation (with an emphasis on transparency, information and regular meetings of elected officials with citizens), dialogue (diversity, compromise, deliberation), and directness (how to universalize citizen participation in a specific scenario). The values supporting this architecture are inclusion, co-responsibility, creativity, autonomy, trust and empathy. The methodology is based on planification, collective intelligence, and efficiency.

An example for a successfully implemented initiative to include more citizens in governance processes is the "Critical Points Map", to detect places in the city that need to be transformed, because they are, for example, not safe for women. For this project, a Participation Commission was set up which identified 33 spots and six action lines. In order to improve the places and gather feedback, the Commission reached out to neighborhood associations. Citizens in the neighborhoods were involved in the change process of the public spaces. As a result, the citizens were empowered and felt a sense of ownership for the projects.

When the citizen participation department was set up 20 years ago, the city officials encountered the challenge of a lack of trust, both from the politicians, who were afraid of dialogue and criticism towards the citizens, as well as from the citizens who often believed that their input and suggestions would not make any difference in the end. However, during the department's twenty years of activities, the city officials have observed a change in the political culture. The sentiment of accountability of elected representatives has changed towards more openness for direct exchange with the citizens. Whereas they were reluctant to involve citizens first, they now often call the Citizen Participation office to ask about techniques to include more citizens in their decision-making procedures. At the same time, more citizens participate on a regular basis in the department's activities. Today, the participatory structures in San Sebastian complement representative structures, having created a political culture of co-responsibility among citizens and elected officials.

Satellite Event "Young People & Democracy: New Challenges of Democratic Functioning - What is at stake?" (Interactive Exchange)

Brussels, Belgium 23 September 2016

What are the main challenges facing an inter-generational dialogue for democracy, and how to overcome them? How to enhance young people's democratic participation and representation? What are the conditions for healthy democratic functioning in our inter-connected, globalized and constant changing environments?

This satellite event of the World Forum for Democracy was organised in the framework of the EU-funded Horizon 2020 ENLIGHTEN and Erasmus Mundus GEM projects' summer school. As part of said summer school's programme - which overarching aim is to examine the state, potential and limits of Europe's socio economic governance in the crisis aftermath - this specific workshop focused on the need for an inter-generational dialogue for democracy.

Designed as an interactive session involving selected MA students and Young professionals, it was coordinated by the Institute for European Studies of the Université libre de Bruxelles and led by the Office of the International Institute for Democracy and Electoral Assistance (international IDEA) to the EU in co-operation with the European Youth Forum.

Exchanges were based on the assumptions that there is an increasing distrust in traditional political systems; that numerous obstacles to participation and representation - including for young people - remain; and that a potential solution to participate in tackling these issues could be the strengthening of an intergenerational dialogue for democracy. Although many countries have already taken steps towards this goal, they seem to remain largely insufficient.

This workshop wa thus to provide a platform to openly and informally exchange views on this issue, with the following associated specific objectives: (1) Identify the main challenges of an inter-generational dialogue on democracy; (2) Explore ways to facilitate the emergence of suitable environment and space for such a dialogue; (3) Identify measures aiming at the promotion of the importance and need for an inter-generational dialogue on democracy; (4) Explore avenues of enhancement for young people's participation and representation in political life in Europe; and (4) Maximize their contribution to the building of sustainable democratic societies.

Conclusions and recommendations of this are to be presented by 2 selected participants at the Council of Europe's World Forum for Democracy, which will take place in Strasbourg, France during the 7-9 November 2016 period.

What is the state of education for democracy in the UK today?

Houses of Parliament, London, United Kingdom
20 October 2016 (12.30pam to 2.30 pm)

This event aims to

- get an overview of the state of education for democracy in communities, schools, universities and other sectors across the UK;
- compile a short report for the Forum;
- identify priorities for strengthening skills for democracy over the coming year.

This event was hosted by Lord David Blunkett of Brightside and Graham Allen MP, Nottingham North. It aimed to give an overview of the state of education for democracy in the UK and identify priorities. Over 120 people booked and about 80 came. It was chaired and organised by Titus Alexander.

Speakers
- David Blunkett, Professor of Politics in Practice at Sheffield University, MP for Brightside & Hillsborough 1987-2015, Education and Employment Secretary, Home Secretary, Work and Pensions Secretary, Leader of Sheffield City Council, 1980 – 87.
- James Weinberg, Research Associate of the Crick Centre, and Chair of the Political Studies, Association Early Career Network, on the state of citizenship and political education in schools;
- David Kerr, Association of Citizenship Teachers (ACT,) and Professor at University of Reading;
- Samira Musa, Bite the Ballot, on engaging young people;
- Ruth Spellman, CEO, Workers Educational Association, on adult education;
- Sue Tibballs, CEO Sheila McKechnie Foundation on campaign training and support for civil society
- Sarah Allen, Involve, on participation for a stronger democracy
- Ashok Viswanathan, Deputy CEO, Operation Black Vote on engaging minorities
- Rosemary Bechler, Editor, openDemocracy about the young reporters at the World Forum
- Dan Gallacher, Parliament's Education Service;

The government was invited to send a speaker or comment, but has no policies on education for democracy.
Skills for Democracy survey

We surveyed participants beforehand and 68% had NOT heard about the World Forum for Democracy.

Only 37% had heard of the Council of Europe's Charter on Education for Democratic Citizenship, although almost 60% said their work was about education for advocacy, citizenship, democracy or politics.

Key points and next step

The three main messages I took from the meeting were

1) The need to organise a movement for the right to political literacy, like Make Poverty History, with concerts, debates and demonstrations.

2) The sorry state of citizenship education and political literacy in schools; and

3) The wide range of initiatives in adult education and civil society.

We will hold a follow-up meeting in 2017 on outcomes from the World Forum, the Framework of Competences for Democratic Culture and proposals for a Speakers' Commission on Learning for Democracy

Summary

The presentations gave a detailed overview of education for democracy, including the following points:

1. Political knowledge and participation is very unequal, particularly among younger, poorer people, but sustained, focused work makes a difference, of which there are many examples;

2. Citizenship education and political literacy in schools are in danger of disappearing, due to being merged with PSHE; the lack of specialist teachers, political support and support from school leaders; and the Progress 8 indicator for school accountability, in which Citizenship is a third tier option competing with Art and Design, Drama, PE and other subjects. Citizenship ceases to be an A-level subject from 2017, although Politics A level will continue.

3. The government priorities of Prevent, British Values and character education could be addressed through good citizenship education, but they have a much narrower, more functional focus.

4. The National Citizenship Service offers young people aged 15-17 one residential week of adventure, social action and citizenship skills: David Blunkett is on the Board of the NCS Trust and the National Citizenship Service Bill goes to the Lords on 25 Oct (follow progress here).

5. The UK is going through rapid constitutional change without any coherence (the Queen and House of Lords are the most stable parts), which makes the need for political literacy greater than ever.

6. Universities need to revive their historic role of outreach to communities, through extra-mural education and ommunity action.

7. Social movements need to engage with the formal political process to influence power structures.

8. The BBC needs to be bolder in providing political literacy.

9. Social media can engage young people on their own terms.

10. Bite The Ballot showed the importance of engaging young people from the beginning, so they can share their experiences and be part of the process of building the skills for democracy

11. We need automatic voter registration when people turn 18: Lord Roberts of Llanduluno has tabled a Private Members' Bill for Automatic Electoral Registration (School Students)

12. Just 6% of government education spending goes on post-19s, including apprenticeships.

13. School premises should be used for education in evenings and weekends, including political literacy.

14. The Sheila McKechnie Foundation runs campaign training for charities and community activists, and an annual campaigners' award.

15. There is widespread lack of knowledge about how parliament works, how change happens and how to influence government, even among experienced campaigners.

16. The Lobbying Act has had a chilling effect on campaigning by charities and voluntary organisations.

17. Deliberative democracy promoted by Involve creates more inclusive ways for citizens to have a say in decision-making (see their Participation Compass and People and Participation programme, or the Open Government Network, the Participation Works Partnership, What Works Scotland and the Citizen Participation Network)

18. Operation Black Vote has championed political participation by black and ethnic minorities since 1996 and run an MP shadowing scheme since 1999: former participants include the Mayors of Bristol and London, MPs Clive Lewis and Helen Grant.

19. openDemocracy is organising a youth citizens' newsroom at WFD2016, where some of the 70 young people from around the world will work cover the World Forum for Democracy in November.

20. Young people can have a voice through organisations like Student Voice, Youth Councils, and the Youth Parliament, for which 11 – 18 year olds elect representatives to debate issues in Parliament chosen by ballot through Make Your Mark, involving 978,216 young people in choosing topics for debate on Friday 11 November.

21. Parliament's Education and Outreach services are a fantastic resource for schools, universities, adult and community education, providing training and support across the UK as well as in Parliament.

22. Use Your Vote is a new all-party and non-aligned national campaign to build political literacy and enhance democratic engagement and active citizenship across all age groups. Parliament Week (14 – 20 November) is a programme of activities to connects people with Parliament and democracy across the UK.
Titus Alexander, Convener, Democracy Matters, Mobile: 077203 94740, titus@democracymatters.info
Author of *Practical Politics: lessons in power and democracy* (see www.practicalpolitics.global).

Satellite Event "Electronic Democracy and Education: How to bridge the social divide"

Muenster, Germany, 3 November 2016

The satellite event in Münster was designed to enrich the debates of the world forum for democracy regarding the issues of electronic democracy and education.

The meeting started with a warm welcome from Prof. Dr. Norbert Kersting and Dr. Frauke Gerlach who represented the two hosts of the event, the University of Münster and the Grimme Institut respectively. In a brief introduction the key questions of the meeting were introduced, among others, Does digitalization reinvigorate and foster democracy? Is the digital divide related to digital competencies and social divide? What kind of digital innovations can bridge the divide and strengthen democratic transformation as well as social inclusion? These and other questions were then addressed in four presentations by researchers and practitioners in the field of political education.

In the first talk Stefan Wills (Deutscher Volkshochschulverband) used vivid examples on the use of digital technologies in education to illustrate the deep and multifaceted change which is brought about by digitalization. Wills argued teachers in particular, would have to acknowledge this change with its manifold aspects. This would be the prerequisite to obtain and teach the skills necessary for participating in an increasingly digitalized society.

Sindyan Qasem (Ufuq.de) introduced a project on political education, especially on participation and information sharing of online young Muslim communities. Qasem used different examples to explain how postings in social networks may cause valuable controversial political discourse in communities, in which otherwise specific political views are preserved and reinforced continuously.

Clemens Stolzenberg (Bundeszentrale für Politische Bildung) presented research results on the analysis of Web-video / social web on which the BpB based a series of educational projects. In these projects educationally disadvantaged young people were reached through innovative means such as YouTube channel. In this case, well-known young bloggers were asked to produce educational web-videos for their specific audience.

In the final presentation, Claus Arndt (municipality of Moers) explained how open government data can be utilized for educational purposes. Referring to an example from the city of Moers, Arndt demonstrated, how such data can

be used in order to teach the processing of digital data, while at the same time creating original new contents for further teaching.

The Satellite event drew the following conclusions:

- Targeting: Digitalization disrupts political education. Online education has to identify marginalized and excluded groups to overcome the social and participatory divide. The participatory divide overlaps with the digital divide (Migrants, women), the youth (digital natives) are less interested in politics (youth) and the 60 plus generation (digital immigrants) lacks digital competencies. These groups are not homogenous, but they have different demands for demonstrative, expressive, deliberative, decisive action and to build up an identity and personality.
- Open data: Information and transparency are prerequisite for education. Open data strategies can become crucial in order to develop the necessary open educational resources and spend on open data, as well as to strengthen government data and civil society and its organisations. (Long term strategies could include an opening of big data for NGO as well (?))
- Easy access: Different groups require adjusted strategies and a targeting of digital educational concepts. Visualization is becoming one important instruments. And to make it more attractive gamification of political education could be seen as a way to attract younger generations.
- Overcome filter bubbles: One important problem is seen in segmented public space and information enclaves due social processes as well as algorithm, bots etc.. Irritation of filter bubbles within the social media discourse could be stimulated. This should broaden the public sphere. It should allow controversial differentiated dialogues and a deeper enlightenment. It should overcome stereotypes, scapegoating, black and white dialogues, populism). Netiquette seems to be culturally biased and a continuous process of social learning.
- Blended learning: Internet is becoming more important for digital natives. Nevertheless political learning has to focus on blended learning. Combining the digital and analogue learning will harvests the best of the two worlds. The internet allows broad mobilization and networking as an effective memory of organisation. The analogue world allows better deliberation and creates strong sustainable networks.
- Algorithmic divide: Social networks, algorithms with artificial intelligence and massive data collections change the way we communicate and thus shape societal developments. A new technological enlightment and an open and public discourse on values and information ethics needs to address questions of self-determination of people in mostly economically driven socio-technological systems.

Satellite event "How should we measure risks to Media Literacy in Europe, and what should policy makers do about it?"

Centre for Media Pluralism and Media Freedom (CMPF), European University Institute, Florence, Italy, 3 November 2016

Aim

Centre for Media Pluralism and Media Freedom (CMPF) gathered a number of international media literacy experts in Florence in order to:

- Discuss pressing media literacy issues in Europe.
- Gather participants' feedback about how to improve the measurement of media literacy, in particular in the framework of the Media Pluralism Monitor (a tool that measures risks to media pluralism in Europe http://cmpf.eui.eu/News/All/1601MPM2016Grant.aspx).

Findings

The experts agree that the current indicator on media literacy in the Media Pluralism Monitor is coherent and that it constitutes a good baseline for understanding the risks to media literacy in Europe. However, a key limit for the Monitor assessment is the lack of access to comparable data and statistics on media literacy. The main gap is the lack of data on the capacity of individuals to analyse, interpret and produce media messages (on- and offline). To assess these individual capacities, the Monitor would need to seek additional funding to design and carry out an EU-wide survey of individuals. The participants also emphasised the need to create a pool of reputable national experts that the Monitor can rely on for assessing risks to media literacy in EU Member States. One of the participants, Paolo Celot, suggested that EAVI (European Association for Viewers' Interests) can provide a list of national experts.

The participants provided concrete recommendations on two media literacy topics during the workshop: media literacy environment and individual competencies. To improve the assessment of the media literacy environment in Europe, the Monitor would benefit from adding variables (questions) focusing on (i) the critical understanding of media in the country; (ii) the role of regulatory authorities in providing key information on media to the general public; (iii) media consumption, e.g. mobiles sold (Eurostat); and (iv) teacher's training in media literacy.

To improve the assessment of individual competencies, the Monitor should: (i) measure how the media is used and how people interact with the media through surveys of users across Europe; (ii) investigate how big data can be used as a source of data; (iii) cover the awareness and diversity of sources considered by users; (iv) examine the critical understanding of media messages; (v) consider digital and demographic divides (e.g. among older and younger groups); and (vi) examine privacy and safety aspects of media consumption.

The participants also briefly discussed policy recommendations on media literacy and recommended the following:

At the European Union (EU) level:
- The forthcoming Audiovisual Media Services Directive (AVMSD) should include a reference to media literacy and the EU should put more responsibility on Member States to promote media literacy in their countries.

At the national level:
- Regulatory bodies in the field of audiovisual services should collect and make accessible to the public data on issues such as media ownerships, the nature of media outlets (if they are public/private/religious), and about media law.
- In education, more investment should be done in the quality of teachers' training in the field of media literacy.

Satellite Event "Turning the classroom inside out: Educating for democracy, human rights and open society"

Central European University, Budapest, Hungary, 8 November 2016
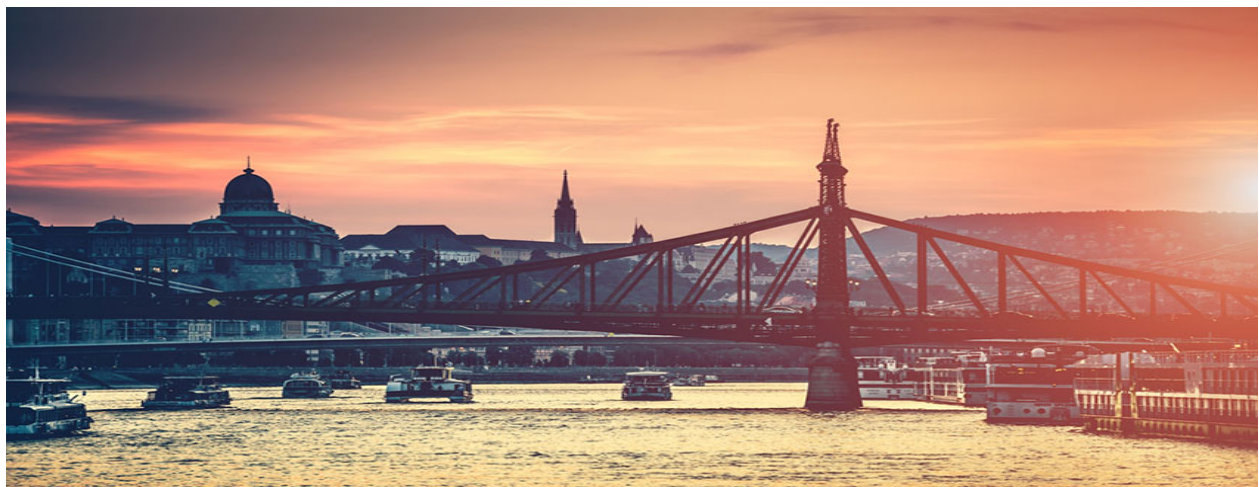
The Central European University Department of Legal Studies, Human RightS Initiative, the Yehuda Elkana Center for Higher Education and the Vera and Donald Blinken Open Society Archives organized on November 8, 2016 a satellite event for the Council of Europe's World Forum for Democracy. The aim of the CEU event was to offer a broad overview of the role education in democratic transition through a panel discussion with academics and researchers using experiential teaching methods in their classes or work. In addition to the academic insights, the

organizers also brought together a poster session showcasing a few examples of good practices of human rights education and civic engagement outside the strictly taken academic world.

In the panel session moderated by Professor Renata Uitz, Olexandr Shtokvych (Senior Programme Manager, Yehuda Elkana Center for Higher Education) gave an overview of CEU's involvement in higher education reform in Myanmar (formerly Burma). He reflected on the significance of university autonomy as a precondition of world-class higher education in democracy. Through examples from past experiences he highlighted CEU's emphasis on engagement with local stakeholders and the significance of continuing presence on the ground for lasting impact. Dr. Oksana Sarkisova, the Director of Verzio International Human Rights Documentary Film Festival (Budapest) introduced the Verzio DocLab workshop that year after year encourages film-makers to address human rights problems and social justice with the help of an international team of filmmakers, editors and human rights experts. This year the workshop focused on the processes of integration, and encouraged the participants to look into ways people from different cultures, backgrounds and religions can live together. The Verzio Film Festival started on the same day of the satellite event, so the results of the experiment, the personal stories were all to be seen only later. Professor Eszter Polgari (Department of Legal Studies) introduced the internship programme and the clinical specialization offered primarily for students studying human rights. Both the internship and the clinical course are part of the experiential learning component of the curriculum and they resonate with the institutional mission of the university on many levels. Human rights students value this combination of formal education and practical experience as they can develop transferable skills and working on real cases raising important human rights issues exposes them to the problems of justice, fairness and vulnerability – no classroom environment can possibly deliver this on a similar scale and with a similar intensity.

Finally, Csaba Szilagyi (Head of the Human Rights Programme, Vera and Donald Blinken Open Society Archives) introduced the cross-departmental archives and evidentiary practices specialization. The programme offers a solid background in contemporary archival theory, thinking and practice, information management and evidentiary practices in archives holding documents relating to the recent past. He emphasized the importance of archival documents in building open societies, giving justice to the victims and building memory.

The panel discussion ended with a Q&A session where the participating students and members of the broader CEU community could address the speakers and ask further questions in their field of expertise.

Following the panel discussion, attendees were invited to visit the poster session of the event. As part of this session, several NGOs, and initiatives had the chance to introduce their projects focusing on democracy, civic engagement, human rights, and non-formal education. Organisations showcased some of their most successful and engaging projects by presenting information and pictures on posters.

The BAGázs Public Benefit Association introduced their School Community Service, Adults Education and Legal Clinic programmes, focusing on legal aid service provided in Bag, a small Hungarian settlement, and their social and civic introduction sessions.

The UCCU Foundation provided information on their interactive sessions focusing Roma culture and identity, acceptance, and tolerance. UCCU organizes their trainings for elementary and high school students, teachers, and other organisations as well.

CEU's Open Learning Initiative (OLIve) was also among the presenters. The initiative was started in January, 2016, and has developed into a full-scale non-degree programme. They organize weekend courses (OLIve-WP) for refugees and asylum seekers in Hungary and a university preparatory programme (OLIve-UP) for people with a refugee status in one of the EEA states.

Another CEU unit, the Civic Engagement Office also presented their projects, with a special focus on their Science Shop programme. Its goal is to increase non-profit organisations' and civil society groups' access to scientific research and to strengthen the commitment of students and faculty to civic engagement. This programme provides independent participatory research support in response to concerns experienced by civil society.

Finally, CEU's Ambedkar English Tutoring Programme was also presented at the event. Within the framework of this programme, Roma high school students from the Dr. Ambedkar School visit CEU once a month to receive English tutoring from CEU volunteers.

Throughout the poster session, attendees had the chance to familiarize themselves with the above mentioned projects and initiatives by taking a look at the various posters and pictures, prepared by the participating units. Additionally, there was also an opportunity for more informal, one-on-one discussions with the representatives. This ensured that participants could ask about the specificities of each programme, and find out all the details that were of interest to them, including volunteering opportunities, and various other ways to get involved.

2016 World Forum for Democracy: facts and figures

The World Forum for Democracy 2016 brought together nearly 2200 participants from more than 100 countries and more than 150 stakeholders. Among them were 500 participants from the Schools of Political Studies from 23 countries and 75 from youth from 50 countries.

- ▸ 40 initiatives or ideas were discussed in 19 labs.
- ▸ A creative workshop on democracy in public space and a Pop-up Agora were positively acknowledged.
- ▸ Meeting of the participatory democracy incubator on Sunday, 6 November aligns with the Forum's concept.

The democratic innovation prize was awarded to the German initiative "Kiron Open Higher Education for Refugees".

Twitter

On Twitter, the #CoE_WFD hashtag involved 655 contributors from all around the World with almost 3000 tweets sent on 6-9 November 2016. This has actively reached 3.2 million unique users, with almost 17 million timeline deliveries. The @WFDemocracy account has reached 10404 followers (69%male-31%female), with 42%world domination followers. The #CoE_WFD was trending in France during the entire Forum, as well as in Belgium during the second day.

655 contributors
2898 tweets
3.2 million unique users reached
17 million timeline deliveries