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**INFLUENTIAL POWER OF SYNERGY OF EUROPEAN AND
HUMAN RIGHTS STUDIES ON EUROPEANIZATION AND
DEMOCRATIZATION**

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7 Nov, 2024

Introduction

- *The processes of democratization and Europeanization are critical for the transformation and **reform** of nations, aiming to bolster sovereignty while ensuring a **balance** between freedom, the rule of law, anti-corruption measures, accountability and transparency of public institutions, security, commonwealth for all*
*In such a situation, when the **Russian Federation occupies** independence, peace and progress.*
- **Even in such a situation, if development and democratization is the nation's choice, then the process does not stop and continues.**
- *Freedom, rule of law, anti-corruption actions, accountability, transparency, stable public institutions, security, commonwealth for all [etc] are align with not only universally recognized democratic criteria but Copenhagen political criteria.*
- *So, **Democratization and Europeanization** can be considered as synonyms now in Georgia.*

Education - General Foundation for the democratization and Europeanisation

- “There can be no democracy without committed democrats.”
- *Democrats should be grown and educated.*
- **The essence** of Human Rights, Democracy, Europeanisation, Freedom, Proportionality between Public and Private interests - **is not known at birth.**
- *Comprehending human rights in the post-Soviet context poses significant challenges, particularly in societies with **restricted access to information** or with **broad access to disinformation**.*
- *Hence, embedding human rights **education from the earliest stages** is essential for the effectiveness of Europeanization and democratization policies.*

Understanding Education itself

- ❑ Broadly, **all criteria of democratization and Europeanisation can be accumulated in two categories - freedom and Human Rights**. They can not exist without each other. Moreover, the **peace and security can not exist without the freedom and Human Rights**

- ❑ Thus, in the **education policy** itself, there should be an awareness at the strategic level that all the beginnings of education should serve the Human being and freedom.

- ❑ **Effective Democratic Education Policy implementation broadly hinges on:**
 1. **Public Awareness:** Citizens must understand and exercise their rights and participate in decision-making processes.
 2. **Institutional Comprehension:** Political and public structures need to legislate and execute policies with a firm grasp of human rights principles.
 3. **Civil Sector Engagement:** NGOs and civil organizations play a role in evaluating and monitoring human rights practices.
 4. **Media Literacy:** Media must accurately inform the public about human rights issues.

Combination of Human Rights Studies and European Studies

The process of teaching and learning about the freedom and human rights requires special curriculum of **Human Rights Studies**. This is a proven method and such teaching courses have been taught to students/pupils in Georgia for a long time.

But teaching human rights by itself does not mean understanding that this phenomenon is the largest part of **European Studies** and today the modern understanding of freedom and human rights comes from the **European Space** and that **Humans** are protected at the best standard in the EU.

Especially in Georgia (or in the post-Soviet space in general), the teaching of **Human Rights** and **European Studies** should be combined, because the human rights knowledge should not remain only at the theoretical level, but the knowledge should be based on deep cognition, especially, that if we want freedom and human rights - it today means that we should want the EU. The teaching of Human Rights should lead us to the European Union.

Right of Education

- **The Universal Declaration of Human Rights (1948)** emphasizes the role of education in promoting and protecting human rights. *“Every individual and every organ of society, shall strive by teaching and education to promote respect for rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance”*.
- Since regaining independence in 1991, Georgia has increasingly incorporated human rights education into teaching programs mostly at the higher education.
- Education itself is a field of human rights. So, the legal framework in Georgia protects education as a human right since the adoption of the constitution of Georgia.

Challenges at the Policy Level

- As Georgia has been conducting European Integration process over 28 year, as Georgia was granted **candidacy status** of the EU membership and as the **constitution of Georgia stipulates the Euro-Atlantic integration** as a choice of the nation, the education practices, naturally, should involve and consist of popularizing the EU studies.
- **Georgian main laws**, including those governing higher education, general education and vocational education, are lacking of specific provisions for European Studies and human rights education. **Only the strategic document on Education and Science highlights the importance of EU integration but does not directly address the development of European or human rights studies in depth.**
- The only official/legal document introducing **binding clauses about the teaching of European and Human Rights Studies**, Is the law programs' standards adopted by the National Center for Educational Quality Enhancement.

Some Practices

- Some Practices are stronger and more sounded in Georgia then laws and strategic documents. But as European Studies is not mandatory and binding, it does not form a uniform and universal practice.
- Georgian **higher education institutions** offer specialized programs of European Studies and human rights (BA, MA and Doctoral levels). However, these programs are predominantly available at the **tertiary level**, while **general school education remains fragmented and lacks comprehensive coverage of European Studies**.
- **Specialized European Studies Programs** in Georgia typically cover various aspects of the EU, including its economy, politics, institutions, human rights policies, internal market etc. These courses are binding as directly related to the goals and objectives of special European studies programs. **But out of these programs, EU studies are binding only in MA law programs** (for examples: “EU, Association Agreement and Legal Approximation” at the Gori State University, “Association Agreement, Law-Making and Legal Approximation” at the Caucasus University). **Other higher educational programs remain without compulsory teaching on EU studies.**

Results of Combined Studies

➤ European studies is inseparable from the teaching about values related to human rights and freedoms.

➤ *How they could be combined?*

1. *Comparative studies with the EU in every teaching course (for example: Constitutional law of Georgia; Human Rights law; Labour Law, Consumer Rights Policy; Competition Policy; Sustainable Development and Environmental Protection, etc.)*
2. *Binding and Compulsory Course on the EU incorporated in every education program at all level of studies.*

Results of Combined Studies

- **Georgia currently ranks 51st in the Human Rights Protection Index among 142 countries.** This figure reflects and confirms that the human rights protection policy is not fully, completely and well understood in Georgia, both in the governmental and private sectors. **That is exactly one of the fundamentals** why the European Union has suspended the process of the negotiations on Georgia's accession.
- **People speak about freedom and human rights in Georgia, but many has no sense that this understanding directly linked to the EU.**
- **So, improved human rights studies with the combination of European Studies will brought Georgian society to the right choice.**



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მადლობა ყურადღებისთვის - Thank you for your attention