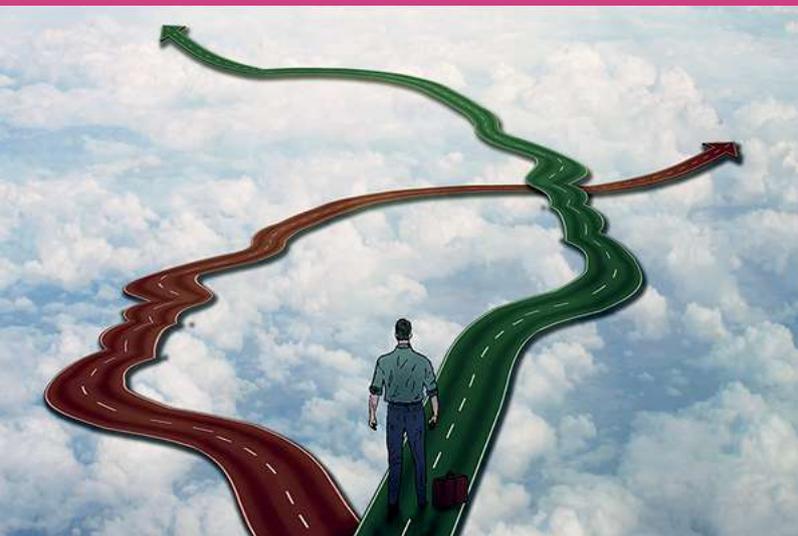


EDUCATION AT THE COUNCIL OF EUROPE



Skills and
qualifications for life
in a democracy

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Tackling today's challenges together

Common European Framework
of Reference for Languages

Corruption
in education

Linguistic integration
of adult migrants

Adopt the highest
ethical standards

Help schools become
"safe schools"

European Language
Portfolio

Recognising refugees'
qualifications

Bullying

Failure at school

Reconciliation and
peace building

Promote open and
respectful dialogue

Language(s) of
schooling for equity and
quality in education

Biased history
teaching

Teaching controversial
issues

Disenchantment
with democracy

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Ensuring the right to quality education for all

The Council of Europe advocates quality education to prepare young people not only for employment, but also for their lives as active citizens in democratic societies, and to ensure their personal development and the development and maintenance of a broad, advanced knowledge base. All four purposes are equally important and compatible. They reinforce each other. Many of the competences you need to be an active citizen also help make you employable and they contribute to your personal development.

■ Education systems in Europe should make it possible for every student to develop their abilities to the full and help them to realise their ambitions. This is particularly important for students who come from backgrounds where education is considered less as an opportunity than as a waste of time. Therefore the determination of the quality of an education system must include its ability to provide adequate opportunities for all learners. Moving from the institution to the system level, it becomes even more evident that inclusion is an important dimension of the quality debate. Can a system be excellent if it leaves a percentage of its learners by the wayside?

■ Quality education is provided differently in compulsory and non-compulsory education, just as it is provided differently in pre-school and higher education. Some groups will need special attention and measures to benefit from quality education that is adapted to their needs, but quality education must be guaranteed for all.

■ Public authorities have an important role in making sure that quality education is available to all, however each country does this in different ways and at different levels. Some education is provided in private schools but within a framework established by public authorities. Public responsibility does not stop where private schooling begins or when compulsory education comes to an end.



Education at the Council of Europe

The Council of Europe's education programme stems from the European Cultural Convention (ETS No. 18) and the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ETS No. 165) as well as from several recommendations adopted by the Committee of Ministers regarding public responsibility for the effective provision of high-quality, inclusive education which includes citizenship, human rights and anti-discrimination in the curriculum.

The European Cultural Convention

■ The major role of culture in the progress of social knowledge, the understanding of others and the transmission of values has been recognised. It constitutes a precondition for a satisfying life and is a source of fulfilment. From its creation, the Council of Europe has been aware of the role of culture and education in encouraging respect for cultural diversity while furthering common fundamental values. The European Cultural Convention is the foundation for Council of Europe co-operation in the fields of culture, education, youth and sport to which the principles of human rights and democracy developed by the Organisation should apply. All 47 members of the Council of Europe are also States Parties to the Cultural Convention; Belarus, the Holy See and Kazakhstan are States Parties to the Cultural Convention but are not members of the Council of Europe.

The Council of Europe Standing Conference of Ministers of Education

■ The 25th session of the Council of Europe Standing Conference of Ministers of Education was held in Brussels on 11-12 April 2016. It was organised in co-operation with the Belgian authorities and the Steering Committee for Educational Policy and Practice (CDPPE).

■ Forty-six States Parties to the European Cultural Convention attended the conference. Canada and Japan participated as observers, alongside the European Union, the United Nations Educational, Scientific and Cultural Organization (UNESCO), OECD and several International Non-governmental Organisations.

■ The ministers welcomed the new Reference Framework of Competences for Democratic Culture, developed by the Council of Europe, and pledged to increase the effectiveness of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) at all levels of education and training for everyone.

The Steering Committee for Education Policy and Practice (CDPPE)

■ The education programme is overseen by the Steering Committee for Education Policy and Practice (CDPPE) and the Lisbon Recognition Convention Committee. Both committees co-operate closely to ensure implementation of the programme in accordance with the Council of Europe's standards and political priorities. They also co-operate with other pertinent Council of Europe bodies as well as with other international institutions, public authorities and civil society organisations.

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region

■ This convention was developed by the Council of Europe and UNESCO and adopted by national representatives in Lisbon (8-11 April 1997). Some 53 countries have since ratified the convention, usually referred to as the Lisbon Recognition Convention; these include most of the States Parties to the European Cultural Convention.

The Lisbon Recognition Convention Committee

■ A special committee was set up in 1999 to oversee the implementation of the convention. The Lisbon Recognition Convention Committee has members from each state party to the convention, and several other countries and organisations (for example, the European Community and the president of the ENIC Network) can participate in the meetings. The committee may also adopt recommendations related to the recognition of qualifications.



Directorate of Democratic Citizenship and Participation

Based on the European Cultural Convention, the mission of the Directorate of Democratic Citizenship and Participation (as part of the Directorate General of Democracy (DGII) of the Council of Europe) is to develop democracy, human rights and the rule of law through the Council of Europe's programmes in education and youth policy and practice. The programmes focus on the emerging generation, enabling children and young people to become engaged and responsible European citizens who advocate human rights and participate fully in democratic life.

The Education Department

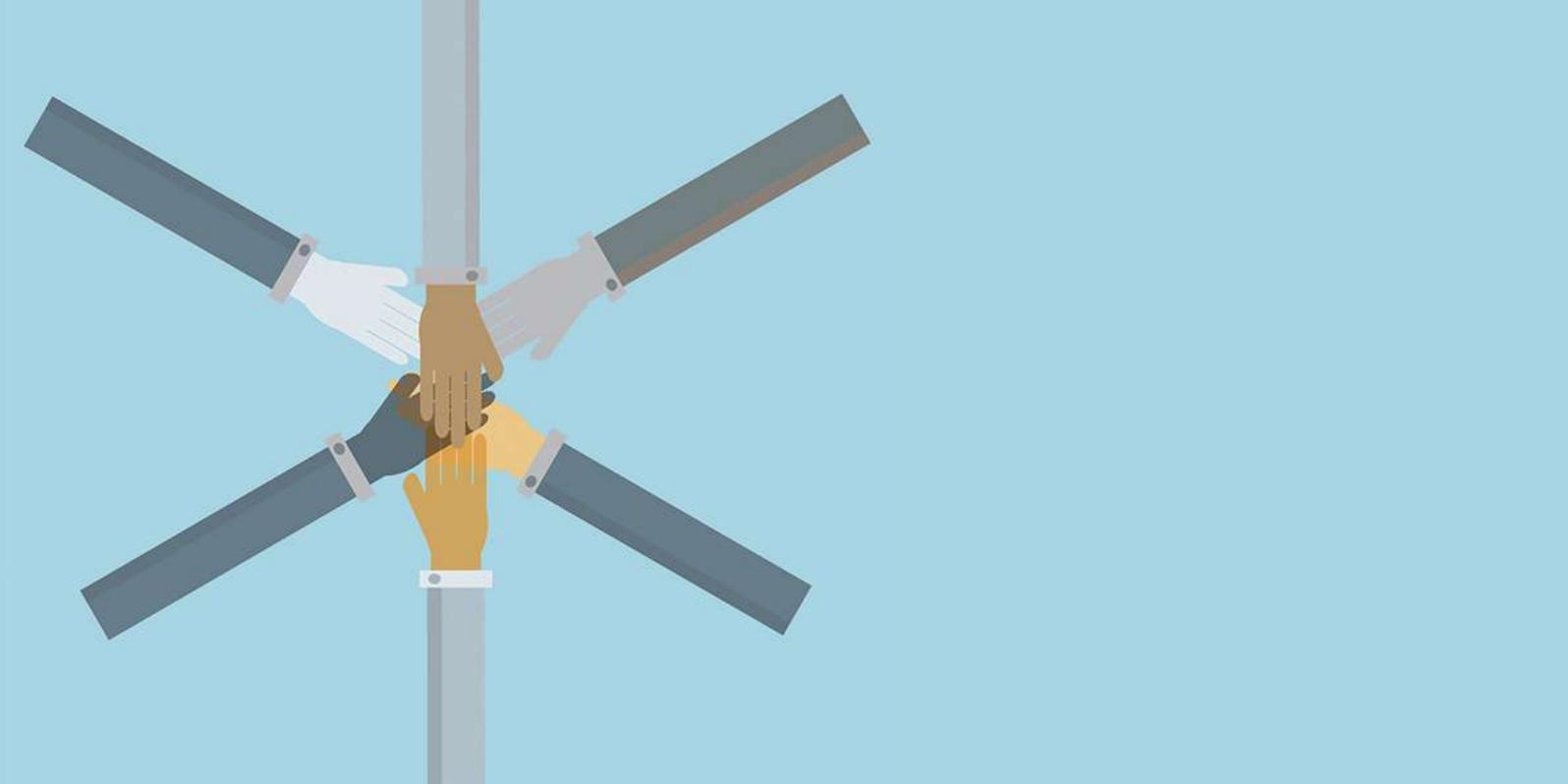
■ The Education Department develops policies and practice to help member states build a culture of democracy through education. It covers all areas and levels of education. The Education Department is engaged in both policy development and capacity building and co-operation. Its main instruments include the European Cultural Convention (Article 2), the new Framework of Competences for Democratic Culture, the Charter on Education for Democratic Citizenship and Human Rights Education, Recommendation CM/Rec(2012)13 of the Committee of Ministers to member states on ensuring quality education, the Lisbon Recognition Convention and the Common European Framework of Reference for Languages.

■ The department is overseen by the Steering Committee for Educational Policy and Practice (CDPPE) and manages projects on Education for Democratic Citizenship/Human Rights Education; digital citizenship; competences for democratic culture; the European Higher Education Area; recognition of qualifications; history teaching; language policy; the linguistic integration of adult migrants; training and capacity building (Pestalozzi Programme); ethics, transparency and integrity in education; remembrance of the Holocaust and prevention of crimes against humanity; and the religious dimension of intercultural dialogue.

■ Some projects are carried out through joint programmes with the European Commission, the European Economic Area (EEA)/Norway Grants and the European Centre for Modern Languages in Graz (partial agreement), as well as through co-operation with the European Wergeland Centre.

European Centre for Modern Languages (ECML) – Enlarged Partial Agreement

■ The mission of the ECML is to implement language policies and the promotion of innovative approaches to the learning and teaching of modern languages, bearing in mind the complementarity between the two instances (Strasbourg and Graz) in charge of language education. Its strategic objectives are to focus on the practice of the learning and teaching of modern languages, to promote dialogue and exchange among the various actors in the field, to train multipliers and to support programme-related networks and research projects. To this end, the ECML organises a programme of international projects.



Steering Committee for Educational Policy and Practice (CDPPE)

The Steering Committee for Educational Policy and Practice oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues. Governments of the 50 States Parties to the European Cultural Convention are represented in the committee by senior officials from the general education and higher education sectors. Several non-governmental organisations (NGOs) in the field of education are observers to the committee.

THE CDPPE'S TASKS

- ▶ Exchange **ideas, information and good practice** among its members on issues concerning education.
- ▶ Promote and facilitate **co-operation and understanding** between member states.
- ▶ Promote **reforms of education systems and policies** to further democratic competences and participation and to develop the European Higher Education Area.
- ▶ Provide **advice** for policy makers and education professionals in States Parties to the European Cultural Convention in implementing education policies in line with the programme of activities adopted by the Committee of Ministers.
- ▶ Draw up **recommendations** and other instruments allowing States Parties to the European Cultural Convention to develop education policies in conformity with the principles and standards of the Organisation and implement them.
- ▶ Provide member states with a **reference framework of competences** for democratic culture to assess learners' achievements with regard to citizenship, human rights and intercultural dialogue and thus to enable member states to increase the effectiveness of their curricula and training programmes in this area.
- ▶ Promote quality education through specific **actions regarding education policies** to foster safe learning environments for all, and social inclusion, gender equality and anti-discrimination measures in the education sector.
- ▶ Develop specific actions in co-operation with relevant conventional mechanisms with regard to the **effective implementation** of the right to education for all and the promotion of appropriate measures in favour of vulnerable groups.

Thematic areas

Skills and qualifications for life in democracy

Education for Democratic Citizenship and Human Rights Education (EDC/HRE)

■ Following the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education in 2010, this project supports the promotion of the values of human rights, democracy and the rule of law through education in the States Parties to the European Cultural Convention, and data collection, analysis and ongoing dialogue among the key actors.

Competences for Democratic Culture

■ The core element of this project is the development of a reference framework for identifying and describing the competences needed by individuals to participate effectively in democratic society, which may be acquired through formal, informal and non-formal education. The Council of Europe will propose a model of competences for democratic culture and generic descriptors that member states will be able to adapt and integrate into their respective education policies and practice while adhering to common Council of Europe values and principles.

Digital Citizenship Education

■ This project builds on the achievements of the current Education for Democratic Citizenship and Human Rights Education programme and will promote and share best practices from member states on effective policies and programmes for the acquisition of digital citizenship competences for students through the curriculum, and for teachers through initial and in-service education.

Higher Education and Democratic Culture

■ Higher education plays a crucial role in developing the democratic culture without which democratic institutions and laws will not function in practice. Democratic institutions should also play a key role in assessing and rethinking how our democracies should evolve over the coming generation to ensure a commitment to European values and the active participation of citizens in public space.



Higher education and research

■ The work of the Council of Europe in the field of higher education and research focuses on issues related to the recognition of qualifications, public responsibility for higher education and research, higher education governance and other fields relevant to the establishment of the European Higher Education Area. The Council of Europe also supports the reform of higher education in the so-called priority regions, mainly South-East Europe, the South Caucasus and the Commonwealth of Independent States (CIS) countries.

Equal opportunities and quality education for all

Teaching history in contemporary Europe

■ The overall objective of this project is to enhance the expertise of policy makers in member states in addressing the major cultural and political challenges facing history education in Europe today. The production of guidelines to address the major challenges facing history education in the 21st century help to ensure the quality of teaching and learning history.

Remembrance of the Holocaust and prevention of crimes against humanity

■ The aim of this project is to promote the implementation of a range of educational measures in member states with a view to preventing the repetition or denial of the devastating events that have marked European history, namely the Holocaust, crimes against humanity, ethnic cleansing and large-scale violations of human rights.

Plurilingual education

■ The project proposes holistic language education policies and guidelines taking into account all categories of languages (languages of schooling; foreign languages; regional, minority and languages of migrants) and learners' individual linguistic and cultural repertoires.

Languages of schooling

■ The project works to define the linguistic competences needed for learning and teaching any school subject. This is achieved through the analysis of existing curricula and the research undertaken by experts in the field of education.

Linguistic Integration of Adult Migrants (LIAM)

■ This project aims to offer support to policy makers and practitioners in providing language education and assessment for adult migrants in order to facilitate their integration into society by developing instruments responding to migrants' specific and wide-ranging needs.

Ethics, Transparency and Integrity in Education (ETINED)

■ Through its ETINED Platform this project will facilitate the exchange of information and best practices on ethics, transparency and integrity in education, with special attention to the fight against corruption and fraud in higher education and research.

Pestalozzi Programme – Networking and training of education professionals

■ The Pestalozzi Programme is the Council of Europe training programme for the development of teachers and education professionals. It supports trainers, teachers and others working in the field of education in their role as professionals in the increasingly multicultural societies in which we live.





Capacity building

Bilateral and regional co-operation

Through capacity building and bilateral and regional co-operation, the Council of Europe Education Department aims to increase the capacity of national education systems to provide quality citizenship education, fight discrimination in education, support anti-corruption measures and combat extremism and violence in schools.

■ Projects are implemented within several frameworks, including the joint European Union (EU)–Council of Europe programme for the Eastern Partnership countries covering the thematic areas of education for democratic citizenship and human rights education, the strengthening of integrity, and combating corruption in higher education following the launch of the Pan-European Platform on ETINED.

■ Summer academies for democracy and human rights in central Europe, South-East Europe and the Baltic States foster regional co-operation with the support of a grant from Norway and in co-operation with the European Wergeland Centre.

■ In South-East Europe, future efforts in the education field are expected within the EU–Council of Europe Horizontal Facility for the Western Balkans and Turkey, with a particular focus on democratic competences and anti-corruption measures.

■ Finally, the joint EU–Council of Europe pilot projects scheme Human Rights and Democracy in Action will continue to support countries which wish to work together on specific issues.



Programme

The Education Department's programme is determined by the Council of Europe's member states. The objective of the programme is to help develop a culture of democracy through quality education.

— The Council of Europe achieves this aim through intergovernmental co-operation (committees and working groups) and by favouring exchanges of information and innovative policies and practices (networks) at pan-European level, as well as peer-to-peer learning among member states (seminars, symposiums and conferences).

— The main target groups of the programme are policy makers in ministries of education in member states and other public education actors from specialised agencies as well as higher education institutions and universities and non-governmental organisations.

— The programme is supported by the ECML in Graz, which implements Council of Europe policy in the enlarged partial agreement's member states through the development and dissemination of best practice and innovation in language education, and the European Wergeland Centre in Oslo, which develops education for intercultural understanding, human rights, awareness of democratic culture and the need for intercultural dialogue among professionals in all areas of education.

■ Capacity-building and co-operation activities are carried out in several priority geographical areas that include Eastern Partnership countries and South-East Europe. Regional co-operation is fostered through summer academies for democracy and human rights in central Europe, South-East Europe and the Baltic States.

■ The Education Department operates its two-year programme through specific activities carried out by several international project teams that:

- ▶ co-operate with experts from over 50 European countries and draft policy recommendations;
- ▶ provide guidelines and toolkits for policy makers, curriculum developers, textbook authors and teacher trainers;
- ▶ collect good practices that are applicable in different contexts.

How it works

■ Following the adoption of the Council of Europe programme and budget by the Committee of Ministers, the Steering Committee for Educational Policy and Practice (CDPPE) prepares a two-year operational programme focusing on key educational issues that require action. Several groups of experts are designated for each project. These groups include government experts nominated by national authorities and independent experts selected by the Council of Europe Secretariat.

How to get involved

■ Co-operate with your national ministry of education in order to take part as a representative of your country in the various project groups.

How to benefit from programme activities

■ Attend workshops and seminars, consult the different websites of the programme, organise national events for the dissemination of results and translate publications into national languages.

Our networks

EDC/HRE co-ordinators



— The co-ordinators for Education for Democratic Citizenship and Human Rights Education (EDC/HRE co-ordinators) are officially appointed contact persons whose main tasks are to ensure that Council of Europe information on this topic is disseminated in the member states and to keep international partners informed of EDC/HRE developments in their countries. Most of the co-ordinators are representatives of ministries of education or public professional bodies.

International Contact Group on EDC/HRE



— In 2011, the International Contact Group on Education for Democratic Citizenship and Human Rights Education was set up to ensure close co-operation among regional and international initiatives. It brings together the Office of the United Nations High Commissioner for Human Rights (OHCHR); UNESCO; the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR); the European Commission; the European Union Agency for Fundamental Rights (FRA); the Arab League Educational, Cultural and Scientific Organization (ALECSO); the Organization of American States (OAS) and the Council of Europe.

Network of the National Liaison Officers (NLOs) of the Pestalozzi Programme



— Each signatory state to the European Cultural Convention appoints a National Liaison Officer, who is responsible for the Pestalozzi Programme in his or her country. NLOs are usually chosen from among central education authority or teacher training staff members. In order to share experiences, improve organisation and develop the Pestalozzi Programme, a plenary meeting of NLOs is held every two years.

ENIC/NARIC Network – Information centres for academic recognition and mobility



— The Council of Europe and UNESCO established the ENIC (European Network of Information Centres in the European Region) Network in 1994 in order to develop joint policy and practice in all European countries for the recognition of qualifications. In addition, the ENIC Network plays a key role in the implementation of the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region adopted in Lisbon on 11 April 1997.

— The ENIC Network co-operates very closely with the NARIC (National Academic Recognition Information Centres in the European Union) Network of the EU, and the networks hold joint annual meetings. All members of the NARIC Network are also members of the ENIC Network. In addition, the ENIC Network includes countries that are not part of the EU co-operation in education.

ETINED Platform – Ethics, transparency and integrity in education



— The ETINED Platform is a network of specialists appointed by the States Party to the European Cultural Convention. Its core mission is to exchange information and best practices on ethics and integrity in education, with special attention to the fight against corruption and fraud in education and research.

Ad hoc Advisory Group on Higher Education

— The purpose of the ad hoc group is to advise member states on issues related to higher education policy in close connection with the priorities of the Council of Europe programme.

European Wergeland Centre



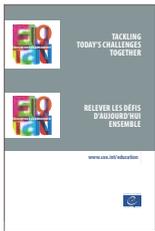
THE EUROPEAN
WERGELAND
CENTRE

— The European Wergeland Centre is a European resource centre on education for intercultural understanding, human rights and democratic citizenship. It was established through co-operation between Norway and the Council of Europe and was inaugurated in Oslo on 29 May 2009.

Making an impact

Supporting our target groups – Sample resources

For decision makers



Factsheets

- Disenchantment with democracy
- Recognising refugees' qualifications
- Linguistic integration of adult migrants
- Bullying
- Teaching controversial issues
- Failure at school
- Corruption in education
- Biased history teaching
- Education programme 2016-2017
- Brussels Declaration 11-12 April 2016

Competences for democratic culture – Living together as equals in culturally diverse democratic societies (2016)

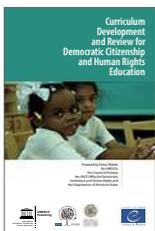
Contemporary European societies face many challenges which threaten the legitimacy of democratic institutions and peaceful co-existence within Europe. Formal education is a vital tool to tackle these challenges. This work proposes a new conceptual model of the competences which citizens require to participate in a democratic culture and live peacefully together with others in culturally diverse societies. It forms the first component of a new Council of Europe reference framework of competences for democratic culture. It is vital reading for all educational policy makers and practitioners who work in the fields of education for democratic citizenship, human rights education and intercultural education.

ISBN 978-92-871-8237-1

Competences for democratic culture – Living together as equals in culturally diverse democratic societies – Executive summary (2016)

This brochure contains the executive summary of *Competences for democratic culture*.

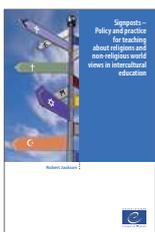




Curriculum Development and Review for Democratic Citizenship and Human Rights Education (2015)

Council of Europe, UNESCO, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe and the OAS have jointly produced this publication in order to support member states' commitment to fostering citizenship and human rights education and improving access to quality education for all.

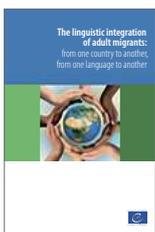
ISBN 978-92-871-9918-8



Signposts – Policy and practice for teaching about religions and non-religious world views in intercultural education (2014)

Signposts aims to give policy makers, schools and teacher trainers in the Council of Europe member states, as well as others who wish to use it, tools to help them address issues arising from the interpretation of Committee of Ministers Recommendation CM/Rec(2008)12 on the dimension of religions and non-religious convictions within intercultural education.

ISBN 978-92-871-8006-3



The linguistic integration of adult migrants: from one country to another, from one language to another (2014)

This collection of texts proposes a number of specific measures member states can take to help adult migrants become acquainted with the language of the host country. The main focus is on organising language courses that meet migrants' real communication needs. It is not enough for authorities simply to consider the technical aspects of such courses; they should also design and conduct them in accordance with the fundamental values of the Council of Europe. The collection also sets out approaches and instruments designed to assist in implementing effective policies.

ISBN 978-92-871-7871-8



Charter on Education for Democratic Citizenship and Human Rights Education (2010)

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) adopted by the Organisation's 47 member states in the framework of Recommendation CM/Rec(2010)7 is an important reference point for all those dealing with citizenship and human rights education. It provides a focus and catalyst for action in the member states. It is also a way of disseminating good practice and raising standards throughout Europe and beyond.

ISBN 978-92-871-6898-6

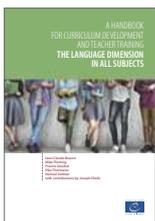


Common European Framework of Reference for Languages: learning, teaching, assessment

The Common European Framework of Reference for Languages has been widely adopted in setting curriculum standards, designing courses, developing materials and in assessment and certification. This collection will help readers to develop their understanding of the framework and its possible uses in different sectors of education.

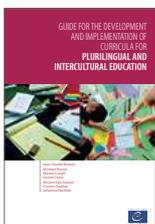
ISBN: HB 0521803136 - PB 0521005310

For teachers and teacher trainers



The language dimension in all subjects – A handbook for curriculum development and teacher training (2016)

This handbook is a valuable resource for education authorities and practitioners in Council of Europe member states. It will help them to reflect on their policy and practice in language education, and support them in developing responses to the current challenges of education systems. ISBN 978-92-876-8232-6



Guide for the development and implementation of curricula for plurilingual and intercultural education (2016)

This guide is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages: foreign, regional or minority, classical, and language(s) of schooling. ISBN 978-92-871-8234-0



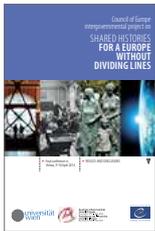
Freedom(s) – Learning activities for secondary schools on the case law of the European Court of Human Rights (2015)

This human rights education textbook presents 12 learning activities based on landmark decisions of the European Court of Human Rights. It aims to familiarise secondary school students with the key principles of European law related to human rights in order to help them understand how the European Court of Human Rights works. ISBN 978-92-871-8069-8



Guidelines for Educators on Countering Intolerance and Discrimination against Muslims – Addressing Islamophobia through Education (2015)

Developed by OSCE/ODIHR, the Council of Europe and UNESCO, these guidelines aim to support educators in countering intolerance and discrimination against Muslims. They are intended for a wide audience, including teachers, principals and head teachers, education policy makers and officials, teacher trainers, teacher unions and professional associations, and NGOs. The guidelines are relevant for both primary and secondary education and can also be used in non-formal education settings.



Shared histories for a Europe without dividing lines – Final conference (2014)

At a time when many European countries are scaling down or threatening to cut the teaching of European history, the Council of Europe has developed a comprehensive pan-European tool that covers four main themes in history teaching: the impact of the Industrial Revolution; the development of education; human rights as reflected in the history of art; Europe and the world.

***“Living Democracy”* manuals: Educating for democracy, growing up in democracy, Living in democracy, Taking part in democracy, Exploring childrens’ rights and Teaching democracy**

The six Council of Europe “Living Democracy” manuals (available as PDFs) provide teachers with high-quality lesson materials which have been tested by educators in several countries and are flexible enough to enable both experienced and trainee teachers to introduce citizenship and human rights education into their schools in a fun, interactive and challenging way. They draw on expert authors from different parts of Europe and cover the whole age range from primary school to secondary or high school.



Strategic support for decision makers – Policy tool for education for democratic citizenship and human rights (2010)

This policy tool explains what citizenship and human rights education are about and what they mean in terms of policy making in a lifelong learning perspective, namely, in the different phases of education and training – whether formal, informal or non-formal – from general education to vocational training, and higher education to adult education. It sets out a policy cycle involving policy design and implementation, as well as policy review and sustainability. This tool aims to provide support to key decision makers in member states – ministers, parliamentarians and government officials. It can, however, be used by anyone involved in designing, implementing and reviewing relevant policies, whether in government and international organisations, education and training institutions, non-governmental organisations or youth organisations.

ISBN 978-92-871-6896-2



The Education Department in figures

In 2015

- ▶ **5 080** representatives from member states took part in the activities of the Council of Europe.
- ▶ **50** states ratified the European Cultural Convention (1954) (ETS No. 18), including all of the Council of Europe's 47 member states.
- ▶ **100** online training and teaching resources were made available on the Pestalozzi Programme website.
- ▶ The main website on language policy includes **over 1 000** resources for policy makers, curriculum designers, course providers and trainers.
- ▶ **159** meetings (working groups, seminars, workshops, conferences) were organised in co-operation with member states.
- ▶ **22** countries were involved in Human Rights and Democracy at School summer academies.

Online resources and websites

- ▶ Education Department
www.coe.int/education
- ▶ Platform of resources and references for plurilingual and intercultural education
www.coe.int/lang-platform
- ▶ Common European Framework of Reference for Languages (CEFR)
www.coe.int/lang-CEFR
- ▶ Linguistic integration of adult migrants
www.coe.int/lang-migrants
- ▶ European Language Portfolio
www.coe.int/portfolio
- ▶ Autobiography of Intercultural Encounters
www.coe.int/lang-autobiography
- ▶ European Day of Languages
www.coe.int/edl
- ▶ Education for Democratic Citizenship and Human Rights Education
www.coe.int/edc
- ▶ Pestalozzi Training Programme for Education Professionals
www.coe.int/pestalozzi
- ▶ History teaching
www.coe.int/history-teaching
- ▶ Teaching about the Holocaust
www.coe.int/holocaust
- ▶ Pan-European Platform on Ethics, Transparency and INtegrity in EDucation (ETINED):
www.coe.int/etined
- ▶ Council of Europe Higher Education
www.coe.int/highereducation
- ▶ Recognition of qualifications
www.enic-naric.net/

Democracy and Human Rights

▶▶ START WITH US ◀◀
In our actions...



Our rights are respected and we respect the rights of others

There is agreement about the rules for working together



We participate in community issues



We learn things that are important to us



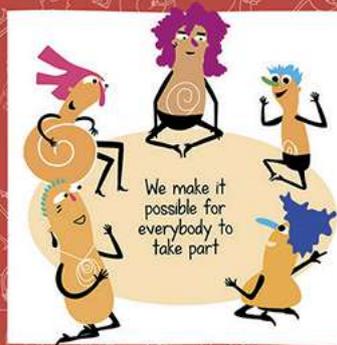
We learn about human rights and democracy



We solve our conflicts without violence and everybody feels safe



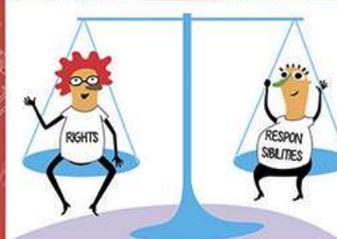
We learn to take action if human rights are not respected



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



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



We have both rights and responsibilities



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

▶▶ GET INVOLVED! ◀◀

▶▶ www.coe.int/edchre ◀◀

CDPPE in pictures



The Council of Europe Agora building



Keep in touch

For updates on the Council of Europe's work, and on national developments in the field of education, please contact the Education Department.

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