

Council of Europe Contribution to the UN Sustainable Development Goals

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



4.5 Gender equality and inclusion

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

In its work to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations, the Council of Europe has organised activities focused on facilitating the recognition of foreign qualifications to prevent discrimination in education and in employment and on enhancing the capacity of schools to remove prejudices and discriminatory approaches. Its Charter on Education for Democratic Citizenship and Human Rights Education states clearly that the valuing of diversity and equality, including gender equality, is an essential element of education in this field, as is the development of the type of knowledge and understanding that help reduce conflict, increase appreciation and understanding of differences between faith and ethnic groups and build mutual respect for human dignity and shared values.

Mapping for Council of Europe Education Activities on SDG 4.5

Standards	Data / Reports	Tools	Activities
<p>Recommendation CM/Rec(2015)3 on the access of young people[1]from disadvantaged neighbourhoods to social rights</p> <p>Recommendation CM/Rec(2012)13E on ensuring quality education</p> <p>Recommendation CM/Rec (2009)4 on the education of Roma and Travellers in Europe</p> <p>Recommendation CM/Rec(2008)5 on Policies for Roma and/or Travellers in Europe</p> <p>Recommendation CM/Rec(2000)4 on the education of Roma/Gypsy children in Europe</p> <p>PACE Resolution 1927 (2013) Ending discrimination against Roma children</p>			<p>Three programmes funded by the EEA/Norway Grants 2014-2021(2018-2024): Quality, inclusive education in the focus of the projects</p> <p>‘Local Development, Poverty Reduction and Enhanced Inclusion of Vulnerable Groups’ in Bulgaria</p> <p>‘Local Development and Poverty Reduction, Enhanced Roma Inclusion” in Romania</p> <p>“Local Development, Poverty Reduction and Roma Inclusion” in the Slovak Republic</p>

		<p>Curriculum Framework for Romani (CFR) The Curriculum Framework for Romani (CFR) is based on the CEFR. It provides a common basis for developing syllabuses and curriculum guidelines, textbooks and other learning materials in Romani. Furthermore, the CFR aims for strengthening the use of Romani as mother tongue in education.</p> <p>European Language Portfolio (ELP) – Learning the Romani language</p> <p>Teaching Materials developed by QUALIROM QUALIROM developed teaching materials in various Romani varieties for primary, secondary and tertiary teaching at proficiency levels A1 to B2. Some of the materials were piloted in teaching activities during the lifetime of the project.</p>	<p>Quality Education in Romani for Europe (QUALIROM) (2010) The project Quality Education in Romani for Europe (QUALIROM) implemented and tested the Curriculum Framework for Romani (CFR) and the corresponding European Language Portfolio Models (ELPs) which are based on the Common European Framework of Reference for Languages and were developed by the Council of Europe.</p>
		<p>A list of relevant publications available on the project website</p>	<p>Education of Roma children in Europe, (2002) Implementation of the Recommendation 2000(4) on the education of Roma children in Europe.</p>

<p>Recommendation CM/Rec(2015)3 on the access of young people[1]from disadvantaged neighbourhoods to social rights</p> <p>Recommendation CM/Rec(2012)13E on ensuring quality education</p> <p>Recommendation CM/Rec(2009)4 on the education of Roma and Travellers in Europe</p> <p>Recommendation CM/Rec(2008)5 on Policies for Roma and/or Travellers in Europe</p> <p>Recommendation CM/Rec(2000)4 on the education of Roma/Gypsy children in Europe</p> <p>PACE Resolution 1927 (2013) Ending discrimination against Roma children</p> <p>Recommendation CM/Rec(2002)12 on education for democratic citizenship</p> <p>Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education</p> <p>Charter on Education for Democratic Citizenship and Human Rights Education, 2010</p>		<p>A number of examples of good practices for democratic school culture are identified and promoted throughout the projects.</p> <p>A roadmap is developed on how to upscale the experiences from pilot schools to the policy level.</p>	<p>Horizontal Facility for Western Balkans and Turkey / EU-CoE Joint Programme 2016-2019</p> <p>The second specific objective of the project is to enhance capacities of schools to remove prejudices and discriminatory approaches toward vulnerable or marginalized students, including Roma and Egyptian children.</p> <p>Fostering a democratic school culture in Montenegro</p> <p>Fostering a democratic school culture and diversity in schools in Kosovo</p> <p>Fostering a democratic school culture in Serbia</p> <p>‘Quality Education in Multi-Ethnic Societies - Ethnic segregation in schools in Bosnia and Herzegovina (2018-2019)</p>
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<p>Recommendation CM/Rec(98) 3 on access to higher education</p> <p>PACE Recommendation 1353 (1998) Access of Minorities to Higher Education</p>		<p>List of publications from the project, available here</p>	<p>Access to Higher Education in Europe 1992-1996</p> <p>Improving access to higher education particularly for under-represented groups was the goal of the CC-HER project.</p>
<p>Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997</p> <p>Recommendation on Recognition of Qualifications Held by Refugees, Displaced Persons and Persons in a Refugee-like Situation, November 2017</p>			<p>European Qualifications Passport for Refugees Project</p> <p>It is a pilot project based on the Council of Europe Lisbon Recognition Convention. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.</p>

<p>Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997</p> <p>The Convention aims to ensure that holders of a qualification from a signatory country can have that qualification recognised in another. The Convention was developed by the Council of Europe and Unesco.</p> <p>Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)</p>	<p>Monitoring the Implementation of the Lisbon Recognition Convention - Final Report, February 2016</p>	<p>European Area of Recognition Project (EAR) Manual</p> <p>Guidelines for the recognition of refugee's qualifications - Council of Europe Working party on Refugee qualifications, 1999</p>	<p>ENIC: European Network of Information Centres in the European Region</p> <p>NARIC: National Academic Recognition Information Centres in the European Union</p> <p>The network aims at implementing the Lisbon Recognition Convention and, in general, developing policy and practice for the recognition of qualifications. The Council of Europe is a partner Organisation. Thematic highlights include: Employing a refugee with or without documentation of qualifications; Recognise qualifications held by refugees.</p>
<p>Extracts from Council of Europe Conventions, Recommendations and Resolutions concerning Integration of Adult Migrants and Education (1968-2015)</p>	<p>Final Report on the 3rd Survey on language policies for the integration of adult migrants</p> <p>The report, also building on the previous two surveys (2007 and 2009), provides further information on language requirements and course provision in member states as a basis for shared reflection and debate on emerging policy trends in the light of our shared principles</p>	<p>Language Support for adult refugees: a Council of Europe toolkit</p> <p>The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit “refugee” is understood in a broad sense and includes asylum seekers as well as refugees.</p>	<p>Linguistic integration of adult migrants (LIAM)</p> <p>The project aims at providing assistance to member states (policy makers and professionals) in developing coherent and effective policies and practical support through the provision of guidelines and instruments backed up by research and surveys.</p>

<p>Recommendation CM/Rec(2012)13E on ensuring quality education</p> <p>Recommendation CM/Rec(2002)12 on education for democratic citizenship</p> <p>Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;</p> <p>Charter on Education for Democratic Citizenship and Human Rights Education, 2010</p>			<p>2018 Education Campaign FREE TO SPEAK-SAFE TO LEARN Democratic Schools for All</p> <p>The actions promoted through this campaign will focus on strengthening safe learning environments free from any violence and fear, and the promotion of freedom of speech in schools. Campaign activities will promote democratic school governance as well as the development of key competences (values, attitudes, skills and knowledge and critical understanding) among students.</p>
		<p>Online Resources Development</p> <p>In 2018 an online one-stop place for teaching and training resources will be developed by the CoE for priority concerns in education in particular the different aspects of citizenship education and human rights education. This will also include self-learning courses for different target groups as well as interactive master classes on key issues.</p>	

		<p>Reference Framework of Competences for Democratic Culture (RFCDC)</p> <p>to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. Non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.</p>	<p>Competences for Democratic Culture and Intercultural Dialogue</p> <p>Education Policy Advisors Network (EPAN)</p>
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