



70 years of education at the Council of Europe

Highlights



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ISTOCK

Lists of projects, tools, events, official texts are not exhaustive.

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Foreword

You are about to peruse an overview of the Council of Europe's work in education over the past seven decades. The issues have varied and our view of Europe has evolved, as has society's vision of the role of education. The Council of Europe has grown from an initial membership of 10 countries to today's 47 members and 50 States parties to the European Cultural Convention.

Even if the circumstances and the focus of public debate have developed, the Council of Europe's view of Education as a key means of furthering democracy, human rights, and the rule of law has been the constant *raison d'être* of our programme. Democratic societies cannot be built on ignorance, nor can education aim to transmit only skills and not also values, attitudes, and knowledge and critical understanding. We cannot reasonably speak of quality in education unless our systems offer good opportunities for all learners.

Learning the languages and history of other European countries was an early motivation, where our work led to the Common European Framework of Reference for languages and the notion of multiperspectivity: recognition of the fact that my history is not only mine but also yours, and that your view of it may legitimately be different from mine.

Obtaining fair recognition of qualifications earned abroad was another early motivation that led to a series of conventions starting in 1953 and culminating with the Lisbon Recognition Convention in 1997, which is still the standard for recognition, an important part of the basis of the European Higher Education Area (Bologna Process), and also the inspiration for other regional conventions in the UNESCO system.

The conviction that democratic institutions and laws will not function in practice unless they are founded on a set of attitudes and behaviors that we have come to call democratic culture led the Council of Europe to develop, first, a Charter on Education for Democratic Citizenship and Human Rights Education and then, more importantly, a Reference Framework of Competences for Democratic Culture.

Our intergovernmental work, in which all 50 States parties to the European Cultural Convention participate, is complemented by our capacity building projects as well as by the European Centre for Modern Languages.

From an initial focus on the reform of higher education legislation in the immediate aftermath of the political changes in Central and Eastern Europe in the very early 1990s, the Council of Europe has

carried out capacity building projects in several parts of Europe and in most areas of education, ranging from inclusive education in South East Europe through Generation Democracy in Turkey to history teaching across community divides in Cyprus. Capability building draws on and puts into practice developed through our intergovernmental programme, as in our Joint Programme with the European Union on Democratic and Inclusive School Culture in Operation.

Though the European Centre for Modern Languages, based in Graz and benefitting from the strong support of the Austrian authorities, 33 European countries cooperate on furthering language education. The European Wergeland Centre, based in Oslo and set up by the Norwegian authorities, represents another model of cooperation: a centre established by a member state with a privileged partnership with the Council of Europe.

As the focus of the day shifts to new issues, it is worth underlining that it is thanks to the Council's long experience and sustained work on the basics of education that we can react quickly when new needs arise. It was thanks to our long-standing work on language policy and practice and on the recognition of education qualifications that we were able to respond to the rapidly increased

number refugees from summer 2015 with a tool-kit for linguistic integration and with the European Qualifications Passport for Refugees.

Now that the Council of Europe turns 70, our Education program is more important than ever before. We believe education should fulfill four major objectives:

- ▶ Preparation for the labour market
- ▶ Preparation for life as active citizens in democratic societies
- ▶ Personal development
- ▶ The development and maintenance of a broad and advanced knowledge base.

As Head of the Council of Europe's Education Department as the Organization marks its first 70 years, I would like to pay tribute to all of our experts of yesterday and today as well as to all of my colleagues past and present who have made our Education program what it is today. The role of education in building the kind of democratic societies in which we would like our children and grandchildren to live is more vital than ever.

Sjur Bergan

Head, Education Department



About education at the Council of Europe

Through the intergovernmental programme, all 50 States Parties to the European Cultural Convention work to improve **education policy and practice in Europe and strengthen the contribution of education to democracy, human rights, and the rule of law.**

Member states oversee the intergovernmental education programme through the:

▶ **Steering Committee for Education Policy and Practice (CDPPE)**

- The Steering Committee for Education Policy and Practice oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues. It was established in 2012 when the previously separate steering committees for Education and for Higher Education and Research were merged.
- 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 on the committee.

▶ **Standing Conference of Council of Europe Ministers of Education**

- Since 1959, the Council of Europe Ministers of Education have met regularly to discuss the priorities of the Education Service. Most education projects and activities of the Council of Europe have been suggested by the Standing Conference of Council of Europe Ministers of Education.

▶ **The Lisbon Recognition Convention**

Committee oversees the implementation of the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) and promotes the further development of recognition practice under this convention. It was established in 1999, with the entry into force of the convention.

- ▶ Through co-operation and **capacity-building projects** the Education Department works to increase the capacity of national education systems to provide quality education, develop competences for a democratic culture, fight discrimination, support integrity and transparency in education and combat extremism and violence in schools. The projects are often financed from external sources, such as the joint programmes with the European Union or the EEA/Norway Grants,

- ▶ The Governing Board of the **European Centre for Modern Languages (ECML)**, based in Graz, oversees the programme of this partial agreement. The ECML encourages excellence and innovation in language teaching and supports its member states in the implementation of effective language education policies.

Council of Europe legal texts:

- ▶ **Conventions** are legally binding treaties between states.
- ▶ **Recommendations** contain proposals addressed to the Committee of Ministers, the implementation of which is within the competence of governments.
- ▶ **Resolutions** embody decisions by the Parliamentary Assembly on questions which it is empowered to put into effect, or expressions of view for which it alone is responsible.



Competences for life in democracy

Favouring the development of policies
in member states to support the
implementation of the **Reference
Framework of Competences
for Democratic Culture**

**Education for
Democratic
Citizenship and
Human Rights
Education –
Competences**



OUR COMMITMENTS

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03

Resolution to foster **the integration of information and communication technologies (ICTs) in educational systems in Europe**

(21st session of the Conference of Council of Europe Ministers of Education – “Intercultural education: managing diversity, strengthening democracy”, Athens)

Recommend the Committee of Ministers to:

1. pay special attention to the ethical and social aspects linked to the basic ICT skills
2. continue giving high priority to foreign language learning in its work programme, so as to ensure that all persons involved in educational systems can communicate effectively in foreign languages and derive full benefit from the increasing wealth of information and opportunities for contacts and exchanges
3. promote the training of teachers and teacher trainers in the educational use of ICTs
4. encourage the development of research on the integration of ICTs from an educational perspective, for all subjects in the curriculum.

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First Summit of Heads of State and Government of the Council of Europe, Vienna Declaration “4. Reinforce mutual understanding and confidence between people through the Council of Europe’s co-operation and assistance programmes.

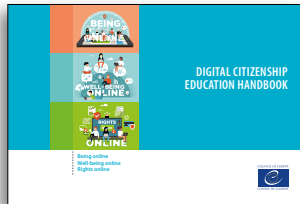
Work in this area would focus in particular on:

- ▶ studying the deep-seated causes of intolerance and considering remedies, notably by means of a seminar and support for research programmes
- ▶ **promoting education in the fields of human rights and respect for cultural diversity**
- ▶ **strengthening programmes aimed at eliminating prejudice in the teaching of history by emphasising positive mutual influence between different countries, religions and ideas in the historical development of Europe**
- ▶ encouraging transfrontier co-operation between local authorities so as to boost confidence
- ▶ intensifying co-operative work in the fields of intercommunity relations and equality of opportunities
- ▶ developing policies to combat social exclusion and extreme poverty.”

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

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Digital Citizenship Handbook



ISBN 978-92-871-8734-5

It offers information, tools and good practice to support the development of competences in keeping with the Council of Europe's vocation to

empower and protect children, enabling them to live together as equals in today's culturally diverse democratic societies, both on- and offline.

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Free to Speak, Safe to Learn



maintaining democratic culture across Europe.

This project highlights the commitment to democratic values and principles in the life and culture of schools in Council of Europe member states and supports schools in providing tools as well as opportunities for showcasing and working further on building and

EU/CoE Joint Project "Generation Democracy: Strengthening a Culture of Democracy in Basic Education Institutions in Turkey"

Aims to integrate a democratic school culture that corresponds with universal core values as well as fundamental rights and freedoms into the Turkish national education system.

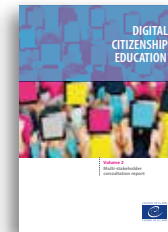
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Digital Citizenship Education

Promotes and shares 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.



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ISBN:978-92-871-8433-7

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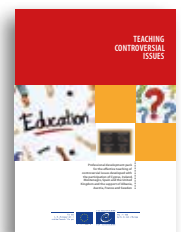
EU/CoE Joint Programme "Democratic and Inclusive School Culture in Operation (DISCO)"



Funds projects promoting education for democratic citizenship and human rights education (EDC/HRE). Both governmental institutions and NGOs from the 50 States Parties to the European Cultural Convention are eligible to apply.



ISBN: 978-92-871-8307-1





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97

Education for Democratic Citizenship project

Aimed towards finding out which values and skills individuals require to become participating citizens, how they can acquire these skills and how they can learn to pass them on to others.

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TOOLS AND OUTCOMES

Reference Framework of Competences for Democratic Culture – 3 volumes:



ISBN 978-92-871-8573-0



Students as suspects? The challenges of counter-radicalisation policies in education in the CoE member states

ISBN 978-92-871-8483



Living democracy manuals

ISBN 978-92-871-6920-4



Bullying: Perspectives, Practices and Insights

ISBN 978-92-871-8352-1

Higher Education and Research



OUR COMMITMENTS

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Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention)

“Section VI – Recognition of higher education qualifications

Article VI.1

To the extent that a recognition decision is based on the knowledge and skills certified by the higher education qualification, **each Party shall recognise the higher education qualifications conferred in another Party**, unless a substantial difference can be shown between the qualification for which recognition is sought and the corresponding qualification in the Party in which recognition is sought.

Section VII – Recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation

Article VII

Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.”

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

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European Qualifications Passport for Refugees (Recognition of Qualification held by Refugees)

Document providing an assessment of the higher education qualifications based on available documentation and a structured interview.

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Fostering the democratic mission of higher education, with partners in the United States and elsewhere, through a project on “The University as a Site of Citizenship” and a series of global forums:

- ▶ Academic Freedom, Institutional Autonomy, and the Future of Democracy – Strasbourg 2019
- ▶ Diversity, Social Inclusion, and Community: A Democratic Imperative – Rome 2017
- ▶ Higher Education for Democratic Innovation – Belfast 2014
- ▶ Reimagining Democratic Societies: A New Era of Personal and Social Responsibility? – Oslo 2011
- ▶ Converging Competences: Diversity, Higher Education, and Sustainable Democracy – Strasbourg 2008
- ▶ The Responsibility of Higher Education for a Democratic Culture – Strasbourg 2006



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99 TODAY

The Council of Europe is a key contributor to the development of the **European Higher Education Area** (Bologna Process), aiming to build an area based on the fundamental values of academic freedom, institutional autonomy, and student and staff participation and allowing students and holders of qualifications to move freely within the Area with fair recognition of their qualifications. The Council of Europe has played a key role in the development of the fundamental values of the European Higher Education Area (EHEA) and of its structural reforms as well as in the integration of new members, so that the EHEA now has 48 members and is open to all States Parties to the European Cultural Convention that commit to its goals and priorities.

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Legislative Reform Programme, advising newer Cultural Convention states on the reform of their higher education legislation.

TOOLS AND OUTCOMES

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99 TODAY

Council of Europe Higher Education Series

Aims to explore higher education issues of concern to policy makers in Ministries, higher education institutions and NGOs, and student representatives. Beyond that, the books will be of interest to all those interested in the development and future of higher education in Europe.

The topics covered by the **Higher Education Series** reflect the commitment of the Council of Europe to the basic values of democracy, human rights and the rule of law and its belief that education and higher education play a key role in developing the democratic culture without which democratic societies cannot thrive as well as in developing the skills, knowledge and values that modern, complex societies require.

The volumes in the CoE Higher Education Series reflect the lively debate on higher education policy currently underway in Europe as well as the Council of Europe's contributions to that debate. Authors are invited to put forward their own views on the topics selected, and the series seek to provide a forum for debate rather than outline a set of official positions. Through the topics covered and the views presented, higher education policy makers at all levels will hopefully find inspiration and ideas for their own work.

Council of Europe Higher education series from No. 1 to No.23



Monitoring the Implementation of the Lisbon Recognition Convention

*Council of Europe higher education series
N° 23 ISBN : 97-92-871-85501-8*



Higher education for diversity, social inclusion and community

*Council of Europe higher education series
No.22 ISBN: 978-92-871-8592-1*



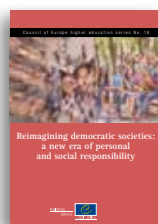
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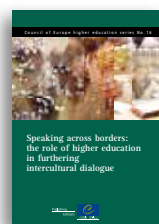
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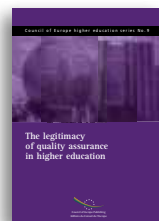
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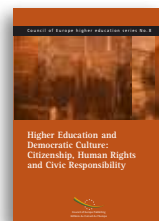
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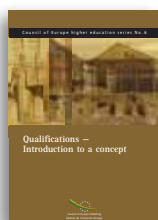
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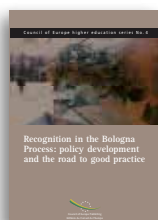
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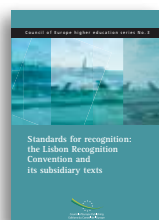
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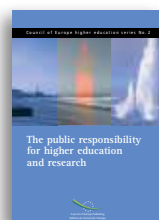
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Intercultural Education

OUR COMMITMENTS

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White Paper on Intercultural Dialogue “Living Together as Equals”

“The learning and teaching of **intercultural competences** is essential for **democratic culture** and social cohesion. [...] **Intercultural competences should be a part of citizenship and human rights education.** Competent public authorities and education institutions should make full use of descriptors of key competences for intercultural communication in designing and implementing curricula and study programmes at all levels of education; including teacher training and adult education.”

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

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Fostering a democratic school culture and diversity in schools in Montenegro, Serbia and Kosovo*

To improve quality of education by fostering a democratic culture in the formal education system through applying anti-discriminatory approaches based on Council of Europe standards and practices.

Fighting bullying and extremism in the education system in Albania

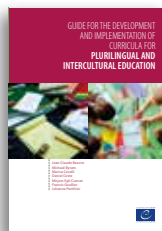
To support relevant institutions in creating a safe learning environment through fighting bullying and extremism in the education system.

Quality education in multi-ethnic societies

To improve quality of education in Bosnia and Herzegovina by fighting ethnic segregation in the formal education system through applying anti-discriminatory approaches in line with Council of Europe standards and practices.

TOOLS AND OUTCOMES

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ISBN: 978-92-871-8234-0

Guide for the development and implementation of curricula for plurilingual and intercultural education

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.

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ISBN: 978-92-871-7914-2

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

The Council of Europe has been targeting the construction of an approach to intercultural learning that promotes dialogue, mutual understanding and living together.

How can the study of religions and non-religious world views contribute to intercultural education in schools in Europe? *Signposts* goes much further by providing advice to policy makers, schools (including teachers, senior managers and governors) and teacher trainers on tackling issues arising from the recommendation.

1. All references to Kosovo*, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

Inclusive approaches in Education

Member states develop further **quality inclusive education** without discrimination on any ground and encompassing access to the education system as well as the enjoyment of conditions by all too successfully complete the education programme(s).



History education



OUR COMMITMENTS

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01

Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe

“History teaching in a democratic Europe should [...] make it possible to develop in pupils the intellectual ability to **analyse and interpret information critically and responsibly**, through **dialogue**, through the search for historical evidence and through **open debate based on multiperspectivity, especially on controversial and sensitive issues**”.

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Article 2 of the European Cultural Convention:

“Each Contracting Party shall, insofar as may be possible:

- a. Encourage** the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory; and
- b. Endeavour** to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.”

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

From the outset, and as stated in the European Cultural Convention, the Council of Europe recognised the importance of **history** as a basis for the education of the citizens of Europe and its role in bridging differences and bringing people together by establishing mutual understanding and confidence between the peoples of Europe.

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Project “Educating for diversity and democracy: teaching history in contemporary Europe”

- ▶ Identifying short term and long-term policy measures in order to improve the quality of history education in the situation of growing diversity in the 21st century.

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Project “The Image of the Other in History Teaching”

- ▶ Promoting by means of educational policy measures and proposed strategies and methods, an approach to teaching and learning history that reflects the increasing cultural and religious diversity of European societies;
- ▶ contributing to reconciliation, acknowledgement, understanding and mutual trust between different cultures and outlooks and to overcome stereotypes and prejudices by promoting the values of tolerance, openness to and respect for others, human rights and democracy.

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04

Regional Projects

The Black Sea and the Caucasus initiatives united the efforts of history educators from different geographical areas.

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Project “the European dimension in history teaching”



Publication:
“Crossroads
of European
histories – Multiple
outlooks on five
key moments in the
history of Europe”

ISBN 978-92-871-6611-1

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Project “Learning and teaching the history of the 20th century in Europe”

Regional co-operation in history teaching. Developing an approach of events not through the learning of dates, facts, figures and battles, but in helping teachers and students develop critical skills of investigation using the same skills and assessment criteria as the historians involved in the project.

TOOLS AND OUTCOMES

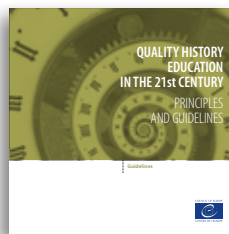
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Shared histories for a Europe without dividing lines

Shared histories is an interactive e-book with links to external sources. It is a set of exemplar teaching and learning materials, primarily intended for use in teacher training. It is suitable for any mode of teacher training: initial, concurrent, in-service and refresher courses. The content has been specially written so that different parts of the e-book can be used with different age groups of pupils. This publication is expected to make a contribution to the ongoing work of the CoE in the areas of intercultural dialogue and history teaching and learning, building on Recommendations of the Committee of Ministers and the Parliamentary Assembly.

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Quality history education in the 21st Century – Principles and guidelines

History education has an important role to play in confronting the current political, cultural and social challenges facing Europe. The overall aim of these *Principles and guidelines*, is to enhance the expertise and capability needed if history education is to play that role successfully. They build on the Council of Europe’s vision of history teaching as reflected in a number of key documents of the Committee of Ministers and the Parliamentary Assembly.

These *Principles and guidelines* are addressed primarily to those politicians, officials and others in each member state who are responsible for the development of the school history curriculum; but they are also for those teachers and teacher trainers whose role it is to deliver the curriculum to students.



Language Policy

OUR COMMITMENTS

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Article 2 of the European Cultural Convention:

“Each Contracting Party shall, insofar as may be possible:

- a. **Encourage** the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory; and
- b. **Endeavour** to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.”

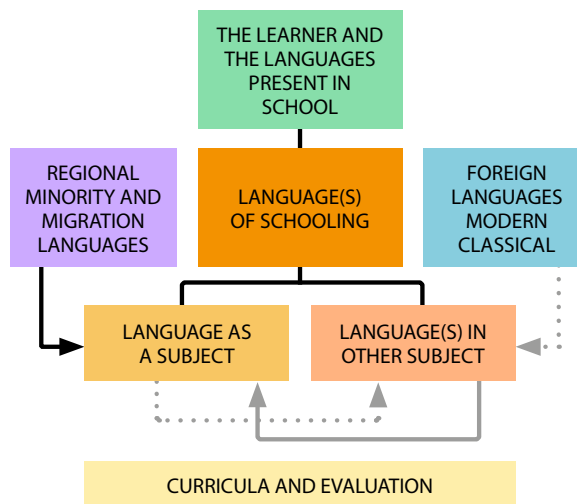
WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

Plurilingual and intercultural Education

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Platform of resources and references for plurilingual and intercultural education

The Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefitting from their own experience and expertise. It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.



Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP)

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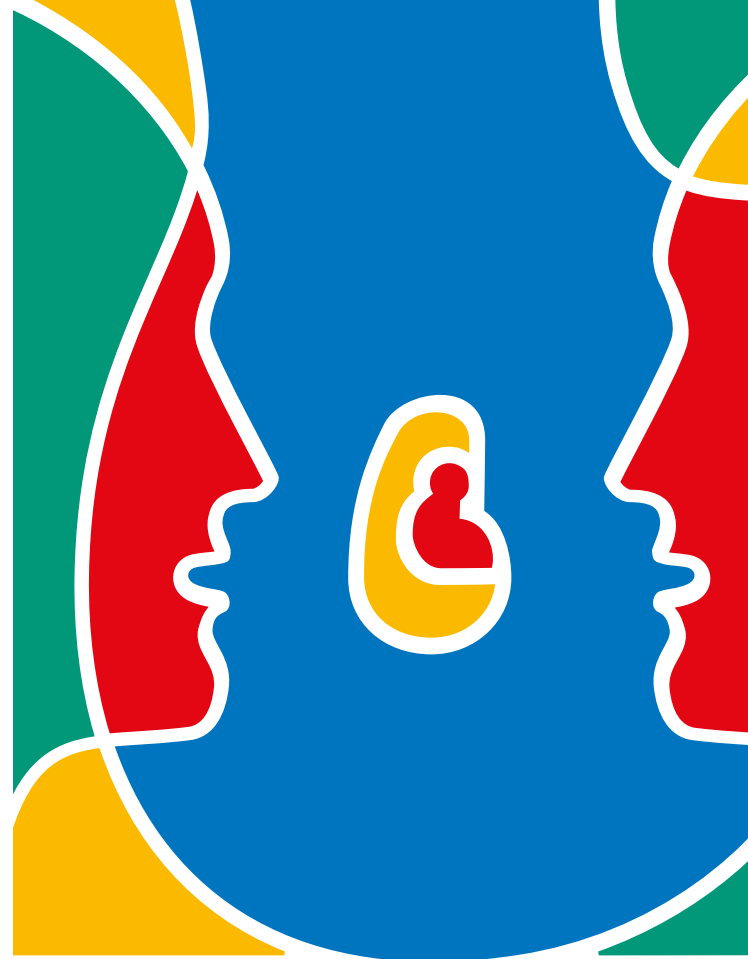
CEFR Companion Volume

It is intended as a complement to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR). It represents another important step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and beyond. The “Companion Volume” is the Council of Europe’s response to requests that have been made by the groups involved in the field of language education to complement the original illustrative scales with more descriptors.

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Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) launched after 10 years of preparation and testing

- ▶ **The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three “plus” levels (A2+, B1+, B2+).**
- ▶ It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.



European Language Portfolio

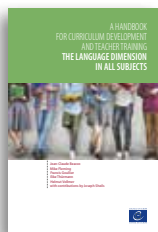
- ▶ Document in which those who are learning or have learned one or more languages can record and reflect on their language learning and intercultural experiences.
- ▶ The ELP has three components: a language passport, a language biography, and a dossier.
- ▶ It supports the development of learner autonomy, plurilingualism and intercultural awareness.



26 September
European Day of Languages

Languages of schooling

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**A Handbook for Curriculum
Development and
Teacher Training.
The Language Dimension
in all subjects.**

ISBN : 978-92-871-8232-6

Linguistic integration of adult migrants

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Launch of the Council of Europe toolkit for language support for adult refugees

This toolkit, available in 7 languages, comprises 57 tools. It supports member states in their efforts to respond to the challenges posed by unprecedented migration flows.



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Project on adult education and language teaching and learning in school

- ▶ Launch of the first major project on modern language teaching.
- ▶ Sought to encourage international co-operation on the use of audio-visual methods and the development of applied linguistics, in particular by supporting the establishment of an International Association of Applied Linguistics (AILA).

Teacher Education



OUR COMMITMENTS

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Ljubljana Declaration (Conference of Ministers of Education) MED-23-14

“**15. CALL ON** the Committee of Ministers to **acknowledge the fundamental role of teachers as agents of change in the process of building and managing sustainable democratic societies respectful of human rights and diversity** and accordingly to instruct the Steering Committee for Education (CDED) and the Steering Committee for Higher Education and Research (CDESR), on the basis of the results achieved under their programme of activities and with a view to maintaining their long-term impact at pan-European level:

1. to endorse Council of Europe initiatives for co-operation in order to **help education professionals to continue developing the transversal competences needed in diverse, democratic societies;**
2. to support intercultural understanding, in accordance with the Council of Europe **White Paper on intercultural dialogue**, advancing intercultural dialogue through the development of democratic governance of cultural diversity, the strengthening of democratic citizenship and participation, the teaching and learning of transversal competences, the provision of spaces for intercultural dialogue and exchanges;
3. **to encourage the participation of education professionals in pan-European networking and training in the framework of the Council of Europe Pestalozzi Programme;**
4. to continue work **to improve the status of teachers in the member states;**

5. **to endorse plurilingualism and mobility among teachers and future teachers;**
6. to identify the values and principles of effective partnerships between education institutions and other sectors of activities and to promote examples of good practice;
7. to report in due course to the Council of Europe Standing Conference of Ministers of Education about the initiatives taken by member states to implement this declaration.”

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

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The Pestalozzi programme was intended for the professional development of teachers and other educational staff. It was designed to help trainers, teachers and other education professionals to fulfil their missions in increasingly multicultural societies.
www.coe.int/en/web/pestalozzi

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Training Teachers for education in intercultural understanding

Building on the work done on education of migrants, this project aimed at offering training solutions for teachers to cope with diversity, giving them tools to contribute to the efforts for human rights and peace.

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Scholarship system for teachers initiated by the Council of Europe in co-operation with the German authorities

TOOLS AND OUTCOMES

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15

TASKs for democracy (Pestalozzi Series No. 4)



60 activities to learn and knowledge is a handbook for practitioners in formal and non-formal educational settings developed within the Pestalozzi Programme Community of Practice.

ISBN 978-92-871-8001-8

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14

Training pack: Teaching Controversial Issues



This training pack is a professional development programme for a teacher which is designed to support and promote the teaching of controversial issues in European schools.



Ethics and integrity in Education

Member states show commitment to principles of **ethics, transparency and integrity** and ensuring quality education free from corruption.

Governance and Quality Education



OUR COMMITMENTS

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Helsinki Declaration (Conference of Ministers of Education)

"21. Call on the Committee of Ministers to instruct the Steering Committee for Educational Policy and Practice (CDPPE), [...]

21.1. to establish a pan-European platform of exchange of information and **best practices on ethics and integrity in education** with special attention to the **fight against corruption and fraud in education and research** with a view to furthering the "Helsinki agenda for quality education in Europe"

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Charter on Education for Democratic Citizenship and Human Rights Education CM/Rec (2010)7

"11. Public authorities have the **responsibility for ensuring the quality of all education** offered as a part of the national education system, regardless of whether it is public or private. They decide which institutions and programmes, whether public or private, belong to the national system for which the public authorities are competent. Decisions should be made public and be based on transparent requirements, criteria and procedures taking into consideration the quality of the institutions and programmes."

WE HAVE BEEN WORKING TOGETHER ON KEY INITIATIVES

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Council of Europe Platform on Ethics, Transparency and Integrity in Education (ETINED)

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Strengthening Integrity and Combatting Corruption in Higher Education in Armenia

- ▶ Aimed at strengthening integrity and combatting corruption in higher education institutions by supporting effective implementation of the Armenian Government's Anti-Corruption Action Plan 2015-2018.
- ▶ The Project objective was to support the development of prevention and integrity mechanisms for practising professionals and to increase good governance in the field of higher education in Armenia.

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Strengthen Integrity and Combat Corruption in Higher Education in Montenegro, Serbia and Kosovo*

- ▶ Aimed to support relevant higher education institutions in developing ethical standards, combat corruption and promote best practices of quality and integrity in education, and.
- ▶ To raise awareness and improve knowledge of the main education actors on ethical standards and how to address corruption.

TOOLS AND OUTCOMES

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

- ▶ 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 to help them understand how the European Court of Human Rights works. It also seeks to foster the role and responsibilities of the teacher as a key actor in ensuring the effective implementation of the principles of the European human rights system.



ISBN: 978-92-871-8069-8

ETINED Volumes no.1 to no.5



ISBN 978-92-871-8308-8



ISBN 978-92-871-8310-1



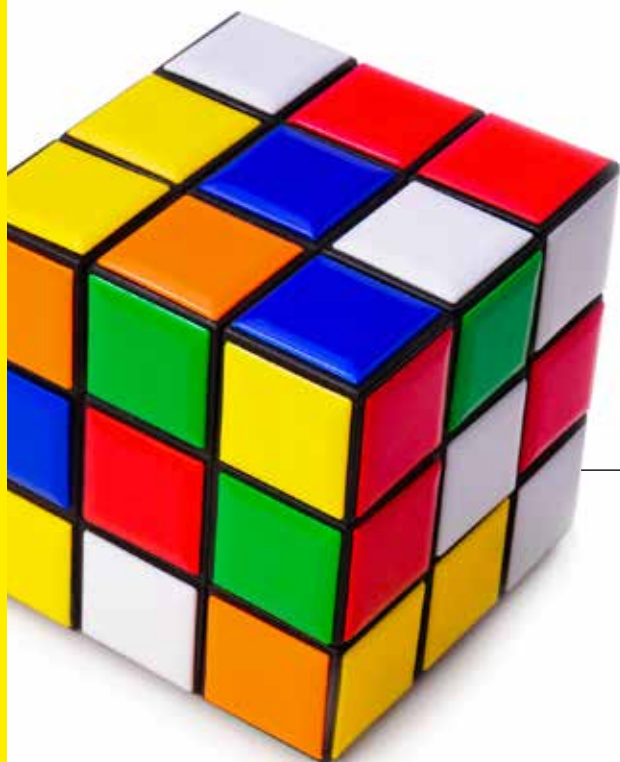
ISBN 978-92-871-8312-5



ISBN 978-92-871-8413-9



ISBN 978-92-871-8482-5



Aspects of the Transversal Nature of Education at the Council of Europe

Education and Democracy

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**Reference Framework of Competences
for Democratic Culture**

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**Council of Europe Charter on
Education for Democratic Citizenship
and Human Rights Education**

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The Democratic Mission of Higher Education,
a series of global forums and publications in
co-operation with the International Consortium
for Higher Education, Civic Responsibility
and Democracy and other partners including
the European Wergeland Centre and the
International Association of Universities.

Education and Youth

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10 TODAY

Human Rights Education Youth Programme

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**European Youth Campaign against racism,
anti-Semitism, xenophobia and intolerance**

Education and Human Rights

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13 TODAY

The Council of Europe has developed comprehensive standards, legal instruments, norms and recommendations to fight corruption through criminal, civil and administrative law, all of which are monitored by the Group of States against Corruption (**GRECO**). Its Parliamentary Assembly (PACE) has also set up an alliance of Parliamentarians called the PACE anti-corruption Platform.

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07

Resolution ResAP(2007)4 **on the education and social inclusion of children and young people with autism spectrum disorders**

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06 TODAY

European Programme for Human Rights Education for Legal Professionals (HELP)

Supports the Council of Europe member states in implementing the European Convention on Human Rights (ECHR) at the national level. This is done by enhancing the capacity of judges, lawyers and prosecutors in all 47 member states to apply the ECHR in their daily work.

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Recommendation No. R (89) 12 of the Committee of Ministers **on education in prison**

Education and Minorities

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Recommendation CM/Rec(2012)13 of the Committee of Ministers to member States on **ensuring quality education;**

Education and Social Inclusion: Capacity-building projects in South East Europe

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International Task Force for the Education of Roma

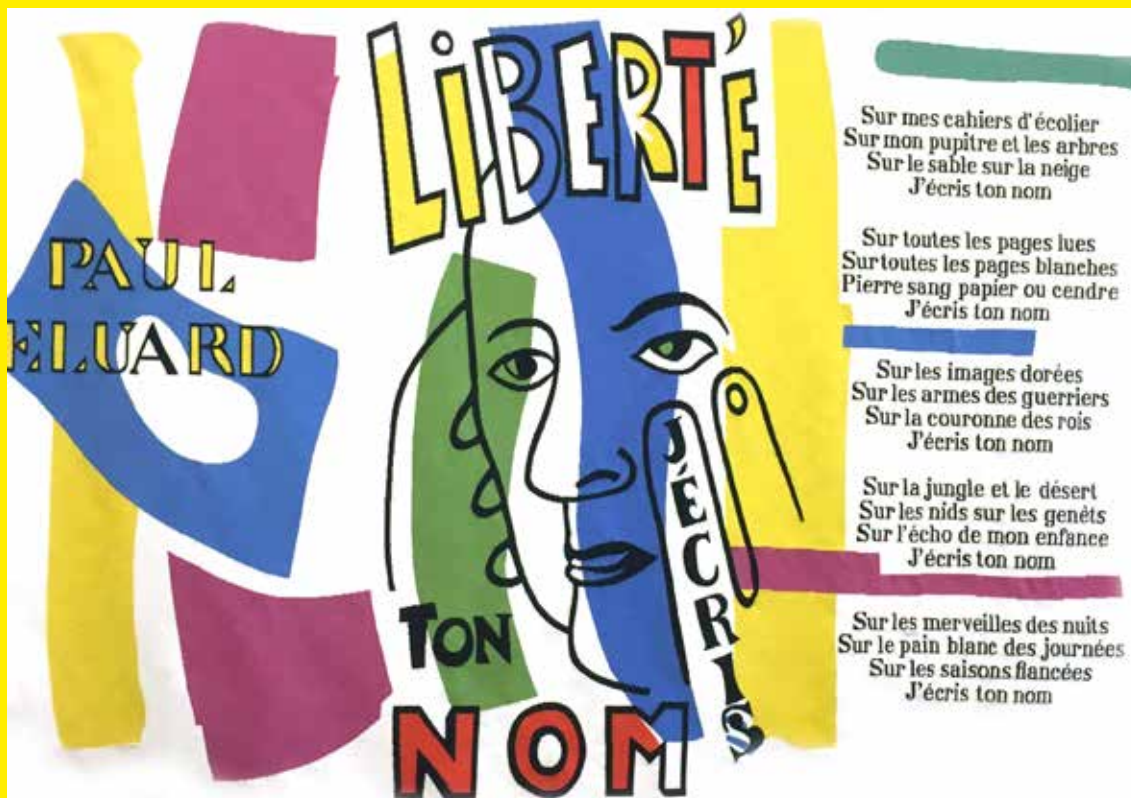
- ▶ Help achieve the education goals for Roma in a more efficient way

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Project on the **Education of Roma Children**
Based on the Recommendation No. R (2000) 4 of the Committee of Ministers on the education of Roma/Gypsy children in Europe

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European Charter for Regional or Minority Languages, 5.X.I.1992



Liberty
 Fernand LEGER, after a
 poem by Paul ELUARD
 Gift of France to the
 Council of Europe - 1983

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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE