



# EDUCATION DEPARTMENT ACTIVITY REPORT

2024

Key Activities, Programmes  
and Highlights

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



# FOREWORD

**In 2024, the Education Department of the Council of Europe continued its unwavering commitment to shaping education as a force for positive change. Our work is rooted in the understanding that education is essential to strengthening democracy, human rights, and the rule of law, and to ensuring that all learners can fully exercise their rights as active citizens in European democratic societies.**

This year, our education programme has focused on key areas that are crucial in addressing the evolving challenges faced by education systems, communities, and democratic institutions, promoting education for democratic citizenship and sustainable development, addressing the transformative impact of digital technologies and artificial intelligence (AI), as well as safeguarding integrity, trust, and accountability. These priorities aim to equip learners and educators with the competences for shaping inclusive and resilient societies in a world that is becoming ever more interconnected and more polarised at once.

Aligned with the Council of Europe's 2030 "Learners First" Education Strategy, our activities have been based on three central pillars: 1) renewing the democratic and civic mission of education; 2) enhancing its social responsibility and responsiveness; and 3) advancing education through a human rights-based digital transformation. These pillars offer a comprehensive approach to empowering learners to engage meaningfully in democratic processes, defend human rights, and contribute to social cohesion in both non-virtual and in virtual spaces.

The Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) has remained a core initiative. Since its adoption by European Ministers of Education in 2016, the RFCDC has been implemented across many member States, with lasting impacts on educational policies and practices.

In October 2024, the launch of the European Space for Citizenship Education constituted a key event; the European Space intends to codify principles, strengthen quality assurance, and promote co-operation between member States in the field of citizenship education. We also convened high-level conferences addressing the impact of AI on education, challenges concerning history education, and the protection of academic freedom.

We would like to take this opportunity to honour the dedication and efforts of the working groups and networks affiliated with the Education Department as well as our international partners in advancing the mission of the Council of Europe. We further extend our thanks to the member States for their continued collaboration and commitment to the Education Strategy, ensuring that all learners can access quality education and thrive in democratic societies.

**Villano QIRIAZI**

**HEAD OF THE EDUCATION DEPARTMENT  
COUNCIL OF EUROPE**

*EDUCATION DEPARTMENT  
ACTIVITY REPORT 2024*

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## 3 PRIORITY PILLARS

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# PRIORITY PILLARS

The Education Strategy 2024/30  
is based on 3 priority pillars

## PILLAR 1

# RENEWING THE DEMOCRATIC AND CIVIC MISSION OF EDUCATION

### Democracy and Citizenship Education

Put **democracy at the heart** of education systems by enhancing citizenship education, fostering **democratic and intercultural competences**, and encouraging **dialogue and cooperation** based on shared democratic values across Europe.

### Learner Rights & Engagement

Support initiatives that enable learners' **democratic participation** in formal and non-formal settings, safeguarding students' rights, including **equitable access to education, privacy, and freedom of expression**, thereby fostering active citizenship and critical thinking.

### Inclusive and Sustainable Education

Prioritise the areas of **Vocational Education and Training (VET)** and **Education for Sustainable Development (ESD)**, ensuring that education promotes inclusivity, sustainable practices, and **effective partnerships across all levels**.

### Educational Integrity and Competence Development

**Enhance educators' skills** in promoting participation, inclusion, and sustainable development through ethical, transparent, and plurilingual approaches, while upholding **academic freedom** and integrity within educational institutions.



## PILLAR 2

# ENHANCING THE SOCIAL RESPONSIBILITY AND RESPONSIVENESS OF EDUCATION

### Inclusion, Equity, Diversity

Enhance the social dimension of education by promoting inclusion, equity, and diversity across all education levels. **Implement whole-school approaches that value diversity**, support marginalised learners, and facilitate language learning. **Develop curricula** that foster learner autonomy, confidence-building, and competences for democratic culture.

### Ethics, Transparency, Integrity

Ensure **equal access to education** for all learners, emphasising ethics, transparency, and integrity as foundational to quality education and quality assurance. Build a **culture of trust and accountability** among education stakeholders and member States, while providing academic and **psychological support to learners** and **raise awareness about education fraud**, especially during emergencies and crises.

### Internationalisation & Global Engagement

Support teacher training for inclusive education, enhancing teachers' ability to **work with diverse student populations**. Strengthen language support for vulnerable groups, including migrants and refugees, and **promote the internationalisation of schools** and higher education institutions, with attention to diversity, equity, and inclusion, thus reinforcing the principles of the **European Higher Education Area (EHEA)**, which works towards a European-wide, unified approach to higher education reforms.

## PILLAR 3

# ADVANCING EDUCATION THROUGH A HUMAN RIGHTS-BASED DIGITAL TRANSFORMATION

### Digital Literacy & Access

Strengthen digital citizenship education as an ongoing journey to navigate digital advancements. Ensure that all learners have **equal access to digital tools and technologies** in educational settings and are equipped with relevant digital skills. Emphasise the importance of **digital citizenship education**, democracy, and the rule of law, fostering learner's autonomy and a joint approach across member States.

### Partnerships & Standards

**Foster partnerships** between educational institutions, the private tech sector, and civil society that adhere to national and international standards. These collaborations should aim to **innovate** while ensuring equitable **quality education**, leveraging digital technologies to benefit all learners.

### Responsible Innovation & Tech Ethics

Promote ongoing **professional development for educators** to responsibly integrate emerging digital technologies, including AI into teaching. Encourage the **development and use of digital educational resources through European cooperation**, enhancing transparency, and accountability in education systems to prevent fraud and uphold quality standards.

# ACTIVITIES OF THE EDUCATION DEPARTMENT BODIES

## CDEDU

The Steering Committee for Education (CDEDU) oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues.

**The overall aim of the Education Programme is to support member States** in developing their policies, legislation, and practice in view of promoting democratic, quality, inclusive and corruption-free education systems. At school level, particular focus is placed on the promotion of the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC). **The CDEDU focuses on Council of Europe priority areas and covers all levels and strands of education.**

The CDEDU has 48 members (countries), 16 observer organisations, and one observer country (Israel).

**The CDEDU counts highly representative organisations among its observers.** The membership of observers in terms of number of member organisations, the number of countries represented, and the standing of member organisations in their respective national education systems are of particular importance to the CDEDU.

### MAIN TASKS



#### **Develop Recommendations and Legal Instruments**

Draw up recommendations to help states develop education policies aligning with organisational principles and standards.



#### **Policy Advice**

Provide advice to policy-makers and education professionals in implementing education policies.



#### **Promote Education Reforms**

Promote reforms in education systems and policies to enhance democratic competences and develop the European Higher Education Area.



#### **Promote Co-operation and Understanding**

Facilitate cooperation and understanding between member States.



#### **Exchange Ideas and Practices**

Exchange ideas, information, and good practices among members on educational issues.



#### **Reference Framework for Democratic Culture**

Provide a framework to assess learners' achievements in citizenship, human rights, and intercultural dialogue.



#### **Promote Quality Education**

Promote quality education to foster safe learning environments, social inclusion, gender equality, and anti-discrimination.



#### **Right to Education for All**

Develop actions to ensure the right to education for all, especially for vulnerable groups.

# CDEDU PLENARY SESSIONS

## European Space for Citizenship Education

The Committee welcomed the launching event of the European Space for Citizenship Education: “The European Space for Citizenship Education: Sustaining democracy through quality citizenship education” which took place on 17-18 October 2024 in Berlin and involved both high level participants and civil society.

The Committee underlined the importance of **European Policy Advisors’ Network** in developing and contributing to the **European Space for Citizenship Education** and adopted the revised Terms of Reference for the Network.

## Digital Citizenship and Artificial Intelligence

The Committee welcomed the **preparation of the 2025 European Year of Digital Citizenship Education** and called on all member States to be involved in the activities of the Year and to strongly support the campaign.

The Committee welcomed the progress of this project and the results of the **2<sup>nd</sup> Working Conference on Regulating the use of AI systems in education** as a further contribution towards a sectoral response to the Council of Europe Framework Convention on

Artificial Intelligence, Human Rights, Democracy and the Rule of Law which was requested by the Standing Conference of Ministers of Education (2023).

## History Education

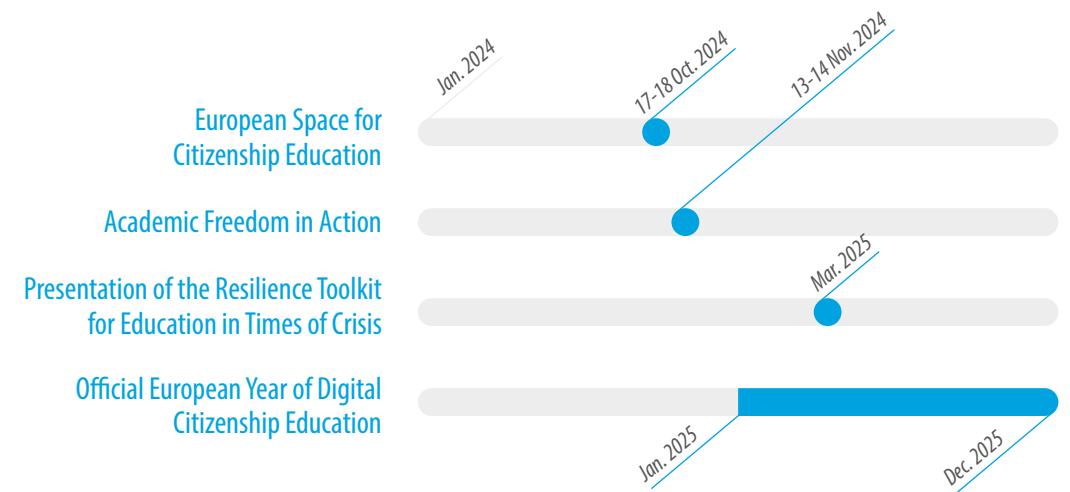
The Committee took note of the progress made in the work related to history education and contributed to the reflection, particularly regarding the work of the Group on Experts on History Education in **drafting a new recommendation on the role of history** today focusing on current challenges, in particular on digitalisation and AI.

## Language Education Programme

The Committee took note of the **minor changes to the Language Policy outputs for 2024-2025**, resulting from the first meeting of the Language Policy Advisory Group in April 2024. The CDEDU also took note of the update on both the Romani Plurilingual Policy Experimentation Project and the new EU/CoE joint project on enhancing the quality of foreign language education in Türkiye.



## Key Milestones



## Main Themes and Initiatives

- CITIZENSHIP & DEMOCRACY
- HISTORY & LANGUAGE EDUCATION
- DIGITAL & AI
- CRISIS & EMERGENCY EDUCATION
- HIGHER EDUCATION & RECOGNITION



# Members of the CDEDU Bureau 2024

## CHAIR

**Ms Marie-Anne PERSOONS**  
Advisor International Policy

Flemish Department of  
Education and Training  
*Belgium*

## MEMBERS OF THE BUREAU

**Ms Laura LIMPERK-KÜTARU**  
Counsellor of Education and Science

Counsellor of Education and Science  
Ministry of Education and Research  
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**Mr Gudni OLGEIRSSON**  
Senior Advisor, Department of Education

Ministry of Education and Children  
*Iceland*

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**Mme Mélanie LIZÉ**  
Project Officer

French Ministry of Education  
Delegation of European and International  
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**Mr Bernard WICHT**  
Head of International Affairs

Conférence Suisse des directeurs  
cantonaux de l'instruction publique (CDIP)  
*Switzerland*

**Ms Natia NATSVLISHVILI**  
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National Center for Teacher Professional  
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**Ms Pii Maria SAUGMANN**  
Vice-President

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## NGO REPRESENTATIVES

**Mme Claude VIVIER LE GOT**

Federation for European  
Education (FEDE)

## GENDER EQUALITY RAPporteur

**Ms Snjezana Prijic SAMARZIJA**  
Rector

University of Rijeka  
*Croatia*

**Ms Iris KIMIZOGLU**  
President

European Students' Union (ESU)



## Education in Times of Crisis and Emergencies

The Committee welcomed the **finalisation of the EDURES** (Resilience toolbox to ensure the right to education in times of emergencies and crisis) implementation/piloting process, carried out in Italy and Albania. The piloting is intended to fine-tune the Resilience Toolkit for Education in times of emergencies and crisis. The finalised version of the Toolkit will be ready to be submitted to the Committee Plenary session in March 2025.

## Higher Education

The Committee welcomed the progress on the work of the **Ad Hoc Working Group on Automatic Recognition** and approved the renewal of its Terms of Reference until December 2026, enlarging the composition of the Working Group to **include a wider range of stakeholders**, including representatives of the European Commission and UNESCO.

The Committee welcomed progress made in the development of the project on the democratic mission of higher education and the organisation of the project launching conference "**Academic Freedom in Action**", which took place on 13 - 14 November 2024 in Strasbourg.

At its session in October 2024, the Committee had the first reading of the Draft **Committee of Ministers Recommendation on Valuing the Academic and Professional Qualifications of Refugees**.

The Committee welcomed the launching event of the European Space for Citizenship Education, underlining the importance of sustaining democracy through quality citizenship education.

## Ethics, Transparency and Integrity

The Committee welcomed the progress made on establishing a **Centre on Preventing and Countering Education Fraud** and requested continuous development updates and coherence of the work of the Council of Europe Platform on Ethics, Transparency and Integrity in Education (ETINED) and the ENIC-NARIC networks, the national information centres on academic recognition of qualifications, which are key partners in this project.

The Committee gave mandate to the **ETINED Platform** to follow up on the CoE-IIEP-UNESCO study on Open School Data and the CoE-CIMEA study, **investigating student awareness of fraud in education**.

The Governing Board is the Centre’s executive organ, composed of one representative from each member State in the **European Centre for Modern Languages (ECML)**. The Board defines and adopts the medium-term programme, monitors its implementation and the management of the **Language Centre’s** resources, and forwards a report on the Centre’s activities to the Council of Europe’s Committee of Ministers.

## MAIN DECISIONS

- ↘ The election of **three new members of the Bureau** of the Governing Board for a term of two years (2025-26): Pille Põiklik (Estonia) as Chair, Eyjólfur Már Sigurðsson (Iceland) as Vice-Chair, and Lourdes Ballesteros-Martin (Spain) as Bureau member.
- ↘ The extension to 2025 of the invitation of Ukrainian language professionals to participate in large-scale ECML programme activities funded by the Centre’s budget.
- ↘ The establishment of a working group on further **promoting plurilingualism** within the ECML’s work as a standing item for future Governing Board meetings.
- ↘ The continuation of a ‘reserve fund’ established for **financing translations into other languages** (in addition to English and French) in 2025, following the decision to further highlight the plurilingual nature of the ECML’s work.
- ↘ The support of the ECML Bureau in working towards **sustainable long-term staffing**, which takes account of the expansion of the Centre’s workload and its increased role and responsibilities.
- ↘ The Governing Board urged the Centre to address member States’ concerns about the shortage of qualified language teachers and declining student motivation to **learn languages beyond English**.

## Governing Board’s Bureau

### CHAIR

**Ms Claire Extramiana**  
Head of mission · since 2021

—  
Délégation générale à la langue française et aux langues de France (DGLFLF)  
France

### VICE-CHAIRS

**Mr Matthias VON GEHLEN**  
since 2024  
—  
Sprache und Bildungspolitik,  
Goethe-Institut  
Germany

**Ms Pille PÕIKLIK**  
Chief expert  
since 2023  
—  
Ministry of Education and Research  
Estonia

### BUREAU MEMBERS

**Mr Panagiotis PASSAS**  
Head of General Directorate · since 2022  
—  
Ministry of Education and Religious Affairs  
Greece

**Ms Nataša PERIĆ**  
Advisor · since 2024  
—  
Bureau for Education Service  
Montenegro

**Ms Wendoline TIMMERMAN**  
Senior policy advisor  
since 2024  
—  
Ministry of Education, Culture and Science  
Netherlands

**Ms Bronka STRAUS**  
Undersecretary  
since 2021  
—  
Ministry of Education, Science, Culture and Sport  
Slovenia

### BUREAU OBSERVER

**Ms Ursula Newby**  
former Chair · since 2023  
Austria

The Governing Board is the Observatory’s decision-making body, composed of one representative from each member State at the **Observatory on History Teaching in Europe (OHTE)**. The Board defines and adopts the medium-term and annual programmes, monitors their implementation and the management of the Observatory’s resources. It meets at least once a year.

## MAIN DECISIONS

- ↘ The election of **two new members** of the Governing Board’s Bureau for a term of two years.
- ↘ The granting of **observer status to Montenegro and the Slovak Republic** for a period of one year. The members of the Governing Board also welcomed Ukraine’s accession to the OHTE as a full member in June 2024, following one year of observer status.
- ↘ The introduction of a **rotation system within the Scientific Advisory Council (SAC)** and the election of four additional SAC members for a term of office of two years.
- ↘ The **approval of the 2023 report on the OHTE activities** and the mandate for the Secretariat to transmit it to the Committee of Ministers for their consideration.
- ↘ The **approval of the OHTE’s 2024-2027 framework programme** and of the annual programme of activities for 2024 and the directive for the Secretariat to implement the workplan accordingly and in line with the budgetary resources available.
- ↘ A welcome to the update on the preparation of the OHTE thematic report on Economic crisis in history teaching, and **the directive for future research for the next OHTE general report** on the State of history teaching in Europe.

In 2024, the OHTE Governing Board had two working meetings on 22 February in Strasbourg and on 18 October in Athens.

## Governing Board’s Bureau

### CHAIR

**Mr Alain Lamassoure**  
2021 · 2025  
France

### VICE-CHAIRS

**Mr Dimitris P. Sotiropoulos**  
2021 · 2025 | Greece

**Ms Frances Moss**  
2023 · 2025 | Ireland

### BUREAU MEMBERS

**Mr Suren Manukyan** 2021 · 2025 | Armenia  
**Ms Luisa Ucha** 2023 · 2025 | Portugal  
**Mr Vojko Kunaver** 2024 · 2026 | Slovenia  
**Mr Semih Aktekin** 2024 · 2026 | Türkiye

# THEMATIC ACTIVITIES 2024

## Formal and non- formal Education

### 3 KEY AREAS

CODIFICATION OF VALUES  
AND PRINCIPLES OF  
CITIZENSHIP EDUCATION

ACCOUNTABILITY AND  
QUALITY ASSURANCE

CO-OPERATION

### 3 MAIN PROJECTS

VOCATIONAL EDUCATION  
& TRAINING – VET

ESD – EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

TOOLKIT FOR INCLUSIVE  
& DEMOCRATIC SCHOOL  
CULTURE

### PILLAR 1 RENEWING THE DEMOCRATIC AND CIVIC MISSION OF EDUCATION

The Council of Europe launched the co-creation phase of the **European Space for Citizenship Education in 2024**, an initiative through which democratic values and principles are promoted in and through quality citizenship education in Europe.

The **Education Policy Advisors Network (EPAN)**, through its annual meetings with specialised networks and civil society are playing a key role in its co-creation process. They identified **three key areas** of the European Space for Citizenship Education. Targets will be identified for each area to advance quality citizenship education. Three small groups of consultants were established to develop objectives and targets for these three key areas over the next two years.

In addition to EPAN meetings, a major conference is held annually to contribute to the co-creation process of the European Space with the support of German financing.

The first event was held in Berlin from 17-18 October 2024 and entitled "*Sustaining Democracy through Quality Citizenship Education*" and involved high level participants, renowned academics, and civil society organisations.

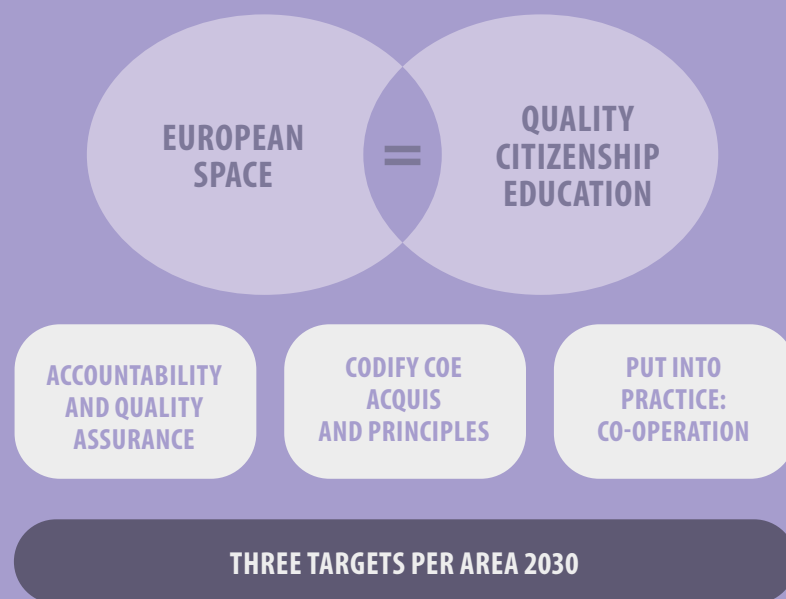
As part of the European Space, the Education Department focused on three projects. **Eleven large scale co-operation programmes** funded from external sources complement the intergovernmental programme and demonstrate **how a democratic culture can be put into practice**.



# European Space for Citizenship Education

## Expected to be officially launched in 2026.

The European Space for Citizenship Education aims to address the democratic backsliding and current and future challenges in education by preparing active and responsible citizens to participate in democratic life through quality citizenship education.



# Education Policy Advisors Network (EPAN)

## The Education Policy Advisors Network’s role was bolstered through the CDEDU’s decision that EPAN play a key role in developing the European Space for Citizenship Education.

Delegates from 31 member States met twice in 2024 and engaged in extensive discussions to develop the strategic architecture for the European Space for Citizenship Education. They discussed key content components and helped to identify strategic steps needed for the initiative’s launch in 2026.

Delegates also appreciated the exchange of developments in their national contexts and receiving updates on CoE projects. At their request, a collaborate platform was developed and launched by the Secretariat to share information on a regular basis.

The EPAN Bureau continued to provide regular and valuable guidance to the Secretariat and ensured ownership of the Network.

The outcomes and engagement of the EPAN meetings reflect the collective dedication of member States to uphold democratic values through education.

## Vocational Education and Training (VET)

A new guidance document audience for the implementation of the RFCDC in VET was finalised in 2024 which aims to address the urgent need to promote democratic competences in the VET sector. It is the first guidance document in Europe to highlight the crucial role of VET in shaping informed, engaged and responsible citizens not only for employment but also for active citizenship in democratic societies. Other international organisations, such as the European Commission, are basing their future work on this CoE milestone.

In a second phase of the development of that activity, a complementary publication was launched in 2024 which will contain an anthology on different areas and topics of VET, such as curriculum, assessment, initial and continuing VET teacher training, in-company training, the implementation of CDC in VET schools, the role of social partners, inclusion and learners’ voice and participation. The new anthology will analyse more deeply the relation between the RFCDC and VET in these areas and expand on the numerous [examples of policies and practices of Competences for Democratic Culture in VET](#), shared by the members of the Expert Group on the RFCDC and VET and the EPAN Network.

The new publications mark a step further in the Council of Europe’s efforts to ensure that VET systems are preparing learners not only for employment but also for active participation as citizens in democratic societies.

## Education for Sustainable Development (ESD)

The [Working Group on the RFCDC and ESD](#) convened three times in 2024 to develop the guidance document on how the RFCDC can interrelate with ESD. The Education Department also contributes to the new Council of Europe Strategy on the Environment, an initiative launched as a follow up of the Reykjavik Declaration and this contribution will be included in a compendium of good practices.

To ensure an inclusive approach to its development, the Education Department organised a dynamic [thematic session](#) on ESD in Strasbourg in June 2024. The event brought together education policy-makers, educators, NGOs, researchers, academics, experts and school students for an engaging and insightful discussion. It also included an overview of the Council of Europe’s environmental framework and [recent rulings](#) of the European Court of Human Rights on environmental human rights.

## Toolkit on an Inclusive and Democratic School Culture

Conscious of the many quality materials supporting inclusive education and democratic school culture developed through CoE co-operation programmes over the past two decades, the Education Department launched this initiative in 2024 to value these materials and to decontextualise them for all member States. The intention is to create a practical and operational tool to guide policy makers, school management and teachers, students, parents and the wider community to create an inclusive and democratic school culture.

Over 65 resources developed within CoE-supported projects were mapped and a structure decided upon with a small group of consultants. Areas to be covered in the publication will include five topics essential for creating a democratic and inclusive culture.

### 5 KEY AREAS

-  ADDRESSING VIOLENCE AND BULLYING, INCLUDING CYBERBULLYING IN SCHOOL
-  COMBATING DISCRIMINATION BASED ON ETHNIC BACKGROUND
-  COMBATING DISCRIMINATION BASED ON DISABILITY
-  DEMOCRACY AND COMPETENCES FOR DEMOCRATIC CULTURE (CDC)
-  PARTICIPATION - IMPROVING ENGAGEMENT AND PARTICIPATION OF SCHOOL STUDENTS



The Council of Europe is advancing **two pilot initiatives** to strengthen education in emergencies. Both pilots aim to building resilient, inclusive education systems that ensure learning continuity in times of crisis.



01

## Education in times of emergencies and crisis : EDURES Toolbox and piloting

About a dozen member States expressed their interest in piloting the Education Resilience in Times of Emergencies and Crisis (EDURES) toolkit.

**An initial piloting stage has been carried out in two member States**, namely, in Italy (Friuli-Venezia-Giulia region) and in Albania, at the national level and in the cities of Durrës, Kavaja and Tirana.

**Both pilots started in early 2024 and are expected to be completed in early 2025**, following a joint peer-to-peer exchange of the Albanian and Italian stakeholders and partners planned in Vienna in January 2025. With this work, the Council of Europe's Education Department is also contributing, as Region Europe, to **the implementation of the political orientations stemming from the 2022 UN Transforming Education Summit**, including the Youth Declaration on Transforming Education, and the Council of Europe's and its member States' contribution towards the implementation of the Common Agenda and a specific initiative "Education in Crisis Situations: A Commitment to Action".

02

## Mapping study on children of Ukraine's access to education in Council of Europe member States

On 20 November 2024, on the occasion of World Children's Day, the Council of Europe published a study prepared by the [Consultation Group on the Children of Ukraine](#) in collaboration with the [Education Department](#).

It analyses practices providing access to education for Ukrainian children in 32 Council of Europe member States, and further giving examples from 13 other member States. **The study warns that language barriers, limited school capacity, and difficult tracking of out-of-school children are among the key challenges** faced by children from Ukraine seeking refuge and access to education in Europe - as well as by their host states.

The analysis also presents effective strategies for integrating these children into local schools, tailoring enrolment, and rendering class placements flexible, while protecting their right to cultural identity by encouraging their connection with Ukrainian culture and language. **This study marks a new step towards building resilient, inclusive education systems across Europe.**







# Higher and Further Education

## PILLAR 1 RENEWING THE DEMOCRATIC AND CIVIC MISSION OF EDUCATION

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The Higher and further Education programme strengthens democracy and academic freedom in higher education through projects such as the Academic Freedom in Action initiative and the Global Forum on Higher Education 2025. The ENIC-NARIC Networks enhance qualification recognition, while the Lisbon Recognition Convention promotes automatic recognition to facilitate academic mobility. Support for refugees is reinforced through the expansion of the European Qualifications Passport for Refugees (EQPR) and the establishment of a new recognition mechanism in Italy, ensuring education remains a driver of inclusion and democracy.

### The Democratic Mission of Higher Education

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The work on the democratic mission of higher education is strongly linked to the fundamental values of the Council of Europe, promoting human rights, democracy and the rule of law.

The new project “Academic Freedom in Action” was launched on 13-14 November 2024 in Strasbourg.

With the launch of the new project, the Council of Europe Education Department continues its work on the protection and promotion of academic freedom, the premises of which were given in the Recommendation CM/Rec(2012)7 of the Committee of Ministers to member States on the responsibility of public authorities for academic freedom and institutional autonomy.

Additionally, there has been continuing collaboration between the Council of Europe and the International Consortium for Higher Education, Civic Responsibility and Democracy as well as ongoing preparations for the eighth instalment of the Global Forum on Higher Education, with the Forum to take place at Charles University in Prague, on 3-4 June 2025.



## ENIC-NARIC Networks

The European Network of National Information Centres (ENIC), which is run jointly by the Council of Europe and UNESCO, celebrated its 30<sup>th</sup> anniversary in 2024. The network operates in conjunction with the National Academic Recognition Information Centres (NARIC) network, established in 1984, with the European Commission as Secretariat.

The ENIC-NARIC networks have joint initiatives, linked to supporting the exchange of information on the recognition of qualifications, policies and practices, and providing opportunities for capacity-building activities. The ENIC-NARIC networks participate in consultative processes on international normative instruments related to the recognition of qualifications.

“Both networks represent a joint, unique community of professionals, working in the recognition field, sharing experiences and knowledge on a daily basis, thanks to the common language and understanding built over time among the institutions who are part of them”

**CHIARA FINOCCHIETTI**  
ENIC PRESIDENT

In 2024, the ENIC-NARIC networks organised the

annual meeting in Naples, Italy, gathering over 150 participants. The comprehensive programme included plenary sessions and twelve workshops. A workshop organised by the Council of Europe and the French and German ENIC-NARIC centres explored national challenges in the recognition of undocumented qualifications and the European Qualifications Passport for Refugees (EQPR), a tool facilitating the recognition of qualifications of persons with refugee background.

Another workshop focused on the opportunity of Council of Europe project grants for building the capacity of the ENIC-NARIC networks. Project coordinators from Armenia, Bosnia and Herzegovina, Georgia and the United Kingdom presented the results of their initiatives, which ranged from new practices to prevent, detect and combat education fraud to improving the legal framework for recognising refugees' qualifications.

Currently, three ENIC projects are being implemented until the end of 2024.

## Implementation of the Lisbon Recognition Convention

Together with UNESCO, the Council of Europe constitutes the Secretariat of the Lisbon Recognition Convention (LRC). The LRC is one of the most ratified Conventions of the Council of Europe and remains the only legally binding text in the EHEA. Greece has officially deposited its instrument of accession to the LRC, whereby it became the 57<sup>th</sup> Contracting Party to the Convention on 1 November 2024.

In 2024, the LRC Bureau has continued to update the ENIC-NARIC Charter and the 'Revised Code of Good Practice in the Provision of Transnational Education' (2007), on which a workshop was held as part of the 2024 annual ENIC-NARIC meeting.

## Automatic Recognition





The Council of Europe advanced the social responsibility of education in 2024 by strengthening qualification recognition, expanding the European Qualifications Passport for Refugees (EQPR), and launching Italy's first national refugee qualification mechanism. Efforts to counter education fraud intensified through ETINED initiatives, including studies on academic integrity and open school data, reinforcing transparency and inclusion in education across Europe.

23

COUNTRIES ACTIVELY PARTICIPATE  
IN THE EQPR INITIATIVE

100+

CREDENTIAL EVALUATORS TRAINED  
IN THE EQPR METHODOLOGY

In 2024, the Ad Hoc Working Group on Automatic Recognition of Qualifications, set up by the Council of Europe in 2023, held four meetings and continued consultations with higher education institutions and public authorities. A meeting with the Benelux Secretariat, focusing on the Multilateral Treaty on the Mutual Automatic Recognition of Higher Education qualifications, was followed by a meeting with the Council of Europe Treaty Office on the modalities of cooperation.

During its 6<sup>th</sup> Plenary Session in October 2024, the Council of Europe Steering Committee on Education (CDEDU) renewed and enlarged the terms of reference of the working group to draft a new legal instrument on automatic recognition, aiming to ensure the right to automatic recognition of higher education qualifications. The instrument would build a comprehensive recognition framework at international level by establishing mechanisms for the verification of qualifications, standards for secure and efficient exchange of data between countries and institutions, and guidelines for the use of AI systems in recognition procedures, thus facilitating interoperability between the recognition systems of different countries and institutions.

Through its consultations and discussions with key stakeholders, the working group has advanced the understanding of automatic recognition, underlining the differences and divergencies in approaches and identified necessary steps to improve the automatic recognition of qualifications and thereby academic mobility across the EHEA.

The working group will present its findings and proposals for the work ahead at the next plenary session of the CDEDU.

#### The European

#### Qualifications Passport for Refugees (EQPR)

The EQPR is a Council of Europe initiative aiming to facilitate the recognition of refugees' qualifications even in the absence of full documentation.

The EQPR project is developing synergies and cooperates with the UNESCO Qualifications Passport for Refugees and Vulnerable Migrants, which targets countries beyond Europe. Coordination is carried out both on strategic and on technical levels.

There are 23 countries taking part in the EQPR: Albania, Andorra, Armenia, Bosnia and Herzegovina, Canada, Croatia, France, Germany, Georgia, Greece, Ireland, Italy, Latvia, Monaco, Montenegro (joined in 2024), the Netherlands, Norway, Poland, Portugal, Republic of Moldova, Romania, Serbia, and the United Kingdom.

More than 100 credential evaluators from 23 participating ENICs are now trained on the EQPR methodology, increasing the capacity of the project to promote the EQPR as a credible and effective tool to assess the qualifications of refugees, who might lack official documentation of their qualifications or whose qualifications might not be recognised automatically by higher education institutions and hiring bodies.

In 2024, three evaluation sessions were held. The event "Hand in hand to support the integration of refugees-education, training and recognition of qualifications" co-organised by the Council of Europe, France Education International and the University of Lyon on 2 June, supported by NGOs, explored practical tools and programmes helping refugees to continue their studies. EQPR evaluation sessions took place in Bonn, Germany, in September 2024 and in Athens, Greece, in November 2024.

In 2024, the milestone of issuing  
1,000 EQPRs was achieved

# Development of a draft Committee of Ministers Recommendation on Valuing the Academic and Professional Qualifications of Refugees

At its meeting in March 2024, the CDEDU outlined among its priority directions the recognition of refugees' qualifications, particularly through the use of the European Qualifications Passport for Refugees (EQPR) enabling them to continue their education or professional life in their host countries.

In order to implement CDEDU guidance and the CoE Education Strategy, and in particular, one of its priority themes 'Enhancing education's social responsibility and responsiveness', it was considered important to upscale the implementation of the EQPR as an important instrument for ensuring opportunities for equal access at all levels of education for all learners, including vulnerable groups, migrants, and refugees.

To that end, a joint working group comprised of experts and the Secretariat was established under the auspices of the CDEDU and its sub-group on Higher Education, which drafted the Recommendation, including policy guidelines and the explanatory memorandum, in line with the CoE drafting techniques and presented the first draft to the CDEDU in October 2024, for the delegations' comments and suggestions.

This work will be continued throughout 2025 and should result in a Committee of Ministers Recommendation on Valuing the Qualifications, Skills and Competences of Refugees in Europe.

## The Joint European Union/Council of Europe project 'Supporting an efficient national mechanism of recognition of refugees' qualifications' in Italy

Italy became the first country in which the Council of Europe has upscaled the use of the EQPR methodology through a joint European Union and Council of Europe project "Supporting an efficient national mechanism of recognition of refugees' qualifications". This project was co-funded by the European Union via the Technical Support Instrument and implemented by the Council of Europe in co-operation with the European Commission Directorate-General for Structural Reform Support.

The general objective of the project was to support Italian authorities in their efforts to design and foster reforms for recognising refugees' qualifications through the development of a national coordination mechanism within public sectors in and beyond academia. The project was implemented from 1 September 2022 to 31 August 2024.

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

**ETINED** is a network of specialists appointed by member States of the Council of Europe and States Parties to the European Cultural Convention.

Since its launch in 2015, the ETINED Platform has been dedicated to promoting a culture of ethics and integrity within the education sector. The Platform has produced guidelines aimed at ensuring ethical practices in the teaching profession and has developed targeted recommendations on academic integrity based on assessments and exchanges with stakeholders in the field. The 8<sup>th</sup> Plenary Meeting of the ETINED platform took place on 26-27 November in Rome. It brought together representatives from States

Parties to the European Cultural Convention, NGOs, and experts from across Europe to address critical challenges in integrity and transparency in education. Discussions focused on combating education fraud, advancing the Learners First 2030 strategy, and fostering international cooperation to safeguard academic and research integrity. Key initiatives included the Centre for Preventing and Countering Education Fraud and an Institutional Integrity Labelling Scheme. Presentations highlighted the impact of education fraud, building trust in education systems, and enhancing transparency with open school data, while breakout sessions generated recommendations for future ETINED activities.

## Implementation of Recommendation CM/Rec(2022)18 on Countering Education Fraud

LAUNCH OF TWO STUDIES AMONG STATES PARTIES TO THE EUROPEAN CULTURAL CONVENTION

### 01 Survey on Student Awareness of Education Fraud

Assesses students' knowledge of fraud in education. Aims to raise awareness and develop tools for ethics and transparency.

### 02 Survey on Open School Data

Explores the use of open data in primary and secondary education. Provides insights for decision-makers. Promotes accountability in education systems.

## The Recommendation CM/Rec(2022)18 on countering education fraud is translated and available in five other languages.

[French](#) · [Georgian](#) · [Dutch](#)  
[Hungarian](#) · [Italian](#)

ONLINE MODERATED TALK

### EduTalks@CoE

In June 2024, the ETINED platform hosted an online moderated talk - EduTalks@CoE - on the importance of research and academic integrity, which provided insights and explored strategies for promoting ethical conduct in scientific research.

ETINED GLOSSARY





# Language Policy and Practice



99 experts from 32 countries involved in ECML activities

In 2024, the Council of Europe reinforced its commitment to language education by launching two major four-year programmes: the Language Policy Programme and the 7<sup>th</sup> medium-term Programme of the ECML. These initiatives align with [Recommendation CM/Rec\(2022\)1](#) on plurilingual and intercultural education, ensuring strategic coherence and professional development in language teaching.

## Implementation of the CM/Rec Recommendation (2022)1 on the importance of plurilingual and intercultural education for democratic culture

Following advice from the Language Policy Advisory Group, a new self-assessment tool is now being developed to help member States gauge their strengths and weaknesses in relation to the implementation of the CM/Rec Recommendation (2022)1 on the importance of plurilingual and intercultural education for democratic culture. The tool will also act as a vehicle for countries to showcase examples of innovative practice. At the same time, it will provide the Council with a “cartography” of the state-of-play of plurilingual and intercultural education in member States which will guide future language policy developments.

Work is also under way to provide further support for member States through the provision of a new Policy Toolbox, organised to mirror the self-assessment tool and to request bilateral support in the form of a Language Education Profile and Action Plan.

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is one of the Council of Europe’s flagship frameworks developed under the Language Policy Programme and, since its launch in 2001, followed by its Companion Volume in 2020, one of the Council of Europe’s best known and most widely used policy instruments.

In 2024, [Estonian](#), [Latvian](#), [Azerbaijani](#), and [International Sign Language](#) versions of the CEFR Companion Volume were completed and published on the CEFR website. The development of the International Sign Language version, which was launched via a [webinar](#) September, will serve as a basis for the translation of the CEFR Companion Volume into national European sign languages.

This publication is a crucial step in the Council of Europe’s commitment to language education, to preserving and promoting Europe’s linguistic and cultural diversity, and to raising awareness of European sign languages.

Release of new language versions of the Common European Framework of Reference for Languages Companion Volume.

## Linguistic Integration of Migrants

A refreshed [Toolkit](#) containing 80 tools, together with a [User Guide](#) for those providing language support for migrant learners was launched in March via a [webinar](#) which attracted over 500 viewers.

A second webinar in September marked the launch of the [International Sign Language version of the CEFR Companion Volume](#). This publication is a crucial step in the Council of Europe's commitment to raising awareness of the value of sign languages as part of Europe's linguistic diversity.

## Romani Language

The third year of the [Romani-Plurilingual Policy Experimentation project](#) provided further support for the ten participating schools in Greece, Slovakia and Slovenia as they continued to explore ways of using the Romani language to support the educational inclusion of Roma pupils. As the project moves towards its conclusion, the main focus will be on sustainability and dissemination, with a concluding webinar in June 2025.

## European Centre for Modern Languages (ECML)

2024 marked the 30<sup>th</sup> Anniversary of the Centre, an anniversary which put the ECML in the political spotlight with a series of high-level visits and events, including from the Presidents of both the [Congress of Local and Regional Authorities](#) and of the [Parliamentary Assembly](#). The former Secretary General, Walter Schwimmer, brought the European association of former members of parliament of the member States of the Council of Europe (FP-AP) to the ECML for a workshop focusing on "[Language education at the heart of democracy](#)", the title of the ECML's new 4-year programme.

In this first year of the new programme, which is based on [priorities in language education](#) as identified by the ECML's 36 member States, eight new development projects were launched, covering key topics in language education, such as the [role of AI, languages and global citizenship](#) and [competences for democratic culture in younger learners](#). In addition, 38 in-country capacity-building workshops were delivered in 29 different countries ([ECML Training and consultancy](#)) and the third edition of the [Summer Academy](#) for language teacher educators, co-funded by the European

Commission, was the most successful to-date. In total, over 1,000 language education professionals were directly involved in professional development opportunities (and approximately 1,700 via webinars) organised by the ECML and over 150,000 [ECML resources](#) were downloaded from the website.

The European Day of Languages (EDL) saw over 4 million visitors to its [website](#) in September, a 93% increase compared to 2023, with exceptional levels of engagement with the 2024 EDL motto: "Languages for Peace". Over 400 EDL activities were entered into the [dedicated calendar of events](#) and over 5000 designs were submitted by schools from over 60 countries to the [EDL T-shirt competition](#).

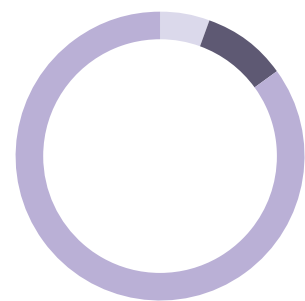
The year concluded with an important Think Tank for decision-makers and teacher educators to address the challenging topic of [motivation in language education](#) as part of the Centre's Cooperation Agreement with the European Commission and supported by the ECML's [Professional Network Forum](#) (PNF) comprising 16 INGOs working in the field of languages. This was followed by the PNF's 14<sup>th</sup> annual meeting. As a result of the think tank, an agreement was made to develop a Motivation Manifesto which will identify the challenges to language learner motivation, particularly

relating to languages other than English, and the responses needed at the levels of policy, teacher education, research, and classroom pedagogy.

Two new and complementary 4-year programmes in the area of language education were launched in 2024: the Language Policy Programme and the 7<sup>th</sup> medium-term Programme of the ECML. [Recommendation CM/Rec \(2022\)1 on the importance of plurilingual and intercultural education](#) provides the overarching framework for both programmes, with the former providing tailored support for decision-makers and public authorities and the latter focusing on policy implementation and the professional development of language professionals.

Synergies between the two programmes have been further reinforced through the creation of the Language Policy Advisory Group (LPAG), under the auspices of the CDEDU and the ECML Governing Board, which was set up to provide guidance on language policy, ensuring coherence with the strategic priorities of the Education programme.

The LPAG held its first formal meeting in April 2024.



## 38 IN-COUNTRY CAPACITY-BUILDING WORKSHOPS ACROSS 29 COUNTRIES

- 150,000+ ECML RESOURCES DOWNLOADED
- 1,000+ PROFESSIONALS PARTICIPATED IN DEVELOPMENT PROGRAMMES
- 1,700 ADDITIONAL ATTENDEES VIA WEBINARS

## EUROPEAN DAY OF LANGUAGES

+93%

4 MILLION VISITORS ON THE WEBSITE (↗ FROM 2023).

+400

EVENTS REGISTERED IN THE EDL CALENDAR.





# History Education

**PILLAR 1**  
RENEWING THE DEMOCRATIC AND  
CIVIC MISSION OF EDUCATION

**PILLAR 2**  
ENHANCING THE SOCIAL RESPONSIBILITY  
AND RESPONSIVENESS OF EDUCATION

In 2024, the European Cultural Convention celebrated its 70<sup>th</sup> anniversary, highlighting the Council of Europe's long-standing focus on history education as a key part of democratic culture. While the challenges it seeks to address remain, they have taken on new dimensions in today's context. Amid the rise of new technologies, misinformation, misuse of history, and growing polarisation, equipping young people with the skills to consider diverse perspectives, seek out facts, and think critically is more essential than ever. Responding to these evolving challenges was the central focus of the History Education Division and its programmes in 2024.

## Intergovernmental Programme on History Education

The third Annual Forum for History Education, focusing on the theme of "Reinforcing historical awareness and culture through higher education: threats and challenges", was held on 15-17 May 2024 in Bologna. The Forums brought together public authorities, teachers, learners, researchers, associations, and other representatives of formal and non-formal education, providing a platform for stakeholders to discuss key issues in the field of history education.

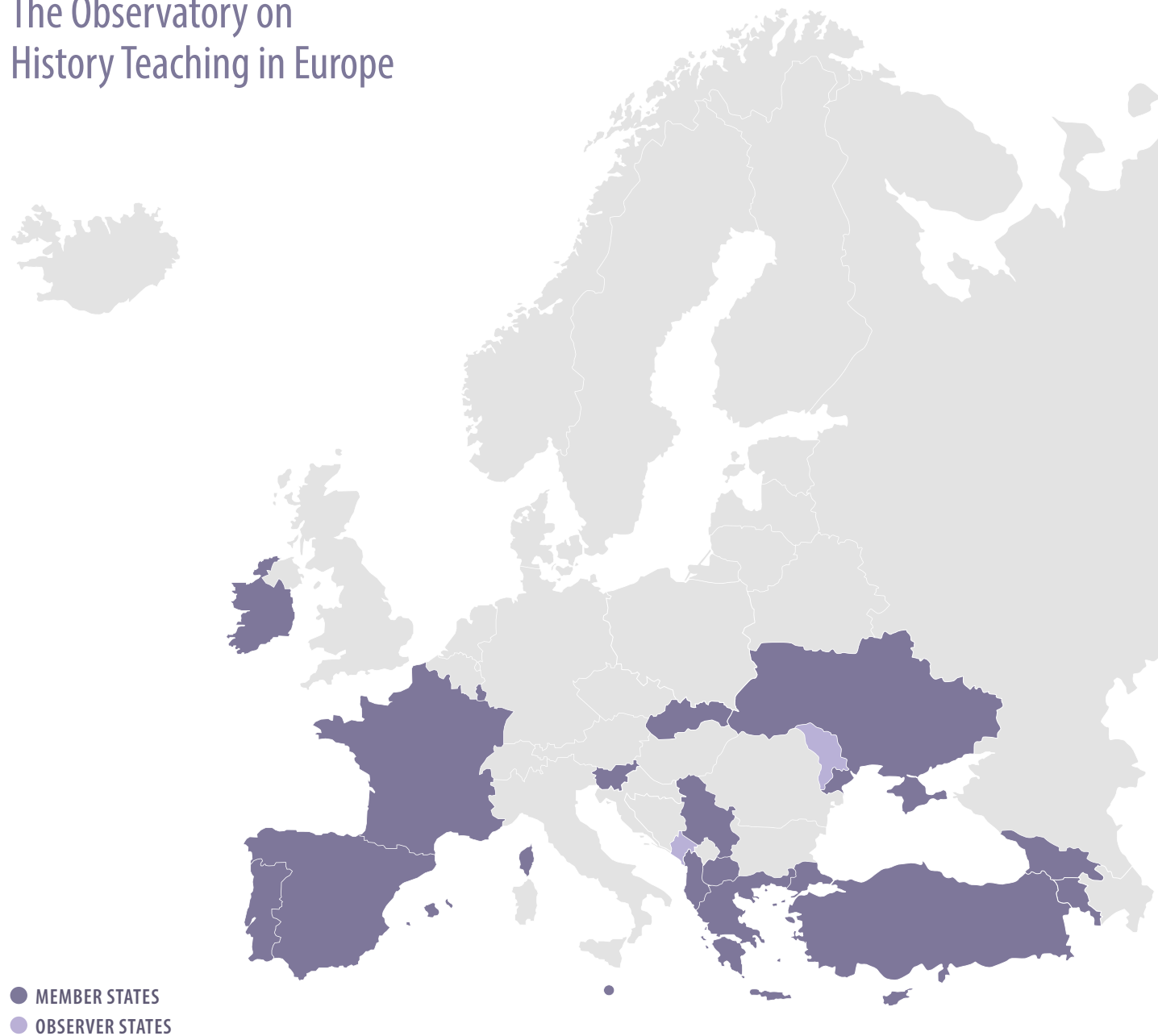
In the framework of the programme on "Remembrance of the Holocaust and prevention of crimes against humanity", the History Education Division represented the Council of Europe in several committees and plenary meetings of the International Holocaust Remembrance Alliance (IHRA). One of the main

issues discussed was the current rise of antisemitism in European societies and how this issue is being addressed in schools. The "Safeguard the Sites" project continued to highlight the importance of protecting historical sites as places of commemoration and education. Key dates such as the International Holocaust Remembrance Day on 27 January and the 80<sup>th</sup> anniversary of European Roma Holocaust Memorial Day on 2 August were also commemorated.

In 2024, a new working group of the Steering Committee was created with the main aim of drafting a new recommendation on history education which will address contemporary issues such as the impact of digitalisation. In this framework, the continued importance of history education for member States was discussed at the plenary meeting of the CDEDU on 11 October.



# The Observatory on History Teaching in Europe



## Observatory on History Teaching in Europe (OHE)

The publication of the first [General report on the state of history teaching in 2024](#) marked a significant milestone in the OHE's work, reinforcing its reputation as a credible source on history education in Europe and as a key player in countering historical disinformation. Notably, the OHE supported French media by fact-checking claims about Ukrainian history textbooks targeted by a Russian disinformation campaign.

This strengthened position further increased interest from several countries, leading to Montenegro and the Republic of Slovakia joining the OHE as observers, and Ukraine becoming a full member in June 2024. Throughout the year, the OHE organised a series of awareness-raising events in collaboration with its members and observer states, addressing diverse themes, including history education in post-conflict settings, the legacies of national historical events and historical memory, antisemitism and antigypsyism, as well as the teaching of minority and underrepresented histories.

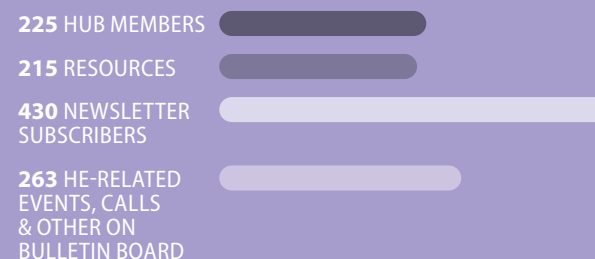
## HISTOLAB — Transnational History Education and Co-operation Laboratory

THE JOINT PROJECT BETWEEN THE COUNCIL OF EUROPE AND EUROPEAN UNION "HISTOLAB" TOOK PLACE FROM APRIL 2022 TO OCTOBER 2024 AND ACHIEVED THE FOLLOWING RESULTS.

### 1 Facilitated multistakeholder dialogue on history education, online and in-person

The Digital Hub and European Innovation Days in History Education facilitated key dialogues on advancing history teaching. The Digital Hub, a lasting legacy of the joint project, now connects 225 HISTCONNECT members, informs 430+ subscribers via newsletters, and continuously updates history education resources. The Innovation Days focused on minority issues and gender equality, fostering discussions on CoE values. Across 2023 and 2024, the events gathered 280 participants, offering policymakers insights to reassess history curricula and promoting innovation in the field.

#### HISTOLAB DIGITAL HUB



#### 2 EDITIONS OF INNOVATION DAYS | 2023 & 2024

#### REPORTS ON INNOVATIVE PRACTICES

### 13 AWARD WINNERS SCHOOLS

**450+** STUDENT APPLICANTS FOR THE HISTOLAB AWARD

### 2 Promoted multiperspectivity and inclusivity in history teaching

Seven HISTOLAB Tutorials were realised, highlighting Roma history, gender equality, social and ethnic minorities, and innovative teaching practices that make these lessons more accessible for students. These tutorials, along with the Toolkit for History Classes: Debunking Fake News and Fostering Critical Thinking and the Fellowship Publication – Renewing History Education to Uphold Democracy, all support CoE strategies for inclusion, democratic culture, and combatting disinformation.

### 3 Encouraged the broader public and school student to reflect on innovation in history education

The Digital Hub remains publicly accessible, ensuring all outputs are available to a broad audience. The Innovation Days were open to global participation, allowing individuals to engage as presenters or attendees based on their project's relevance. While the Toolkit and tutorial series targeted educators, they addressed broader public interest by promoting gender diversity, minority histories, and multiperspective teaching. The HISTOLAB Award focused on student-led innovation in history education, encouraging critical thinking and creative engagement. Over two years, 450 projects were submitted, with 13 winners from 10 countries.

### 4 FELLOWSHIP ARTICLES

### 7 HISTOLAB TUTORIALS

### 1 TOOLKIT FOR HISTORY CLASSES



# Digital Transformation of Education

## PILLAR 3 ADVANCING EDUCATION THROUGH A HUMAN RIGHTS-BASED DIGITAL TRANSFORMATION

In 2024, the Digital Citizenship Education (DCE) project focused on the review of the implementation of the Recommendation CM/Rec(2019)10 on developing and promoting digital citizenship, on preparations for the European Year of Digital Citizenship Education 2025, on the development of the DCE Planner, and on the promotion of the DCE online courses, assessing the impact of Digi-Nauts animation series. Moreover, the work on video game culture was promoted and collaboration efforts with civil and private sectors continued.

## Review of the implementation of the Recommendation CM/Rec(2019)10

In its Recommendation CM/Rec(2019)10 to member States on developing and promoting digital citizenship education adopted on 21 November 2019, the Committee of Ministers recommends that the governments of member States:

“Examine the implementation of this recommendation, including the guidelines contained in its appendix, within the Committee of Ministers at least every five years and, if appropriate, at shorter intervals...”

In line with the above mentioned provision, the Committee of Minister mandated the CDEDU to review the implementation of the Recommendation CM/Rec(2019)10 within the scope of the 2024-2027 programme and asked the CDEDU to submit a Draft review report by the end of 2024.

In this scope, the Education Department commissioned two consulting companies to conduct desk research and a survey. The

review aimed to assess the implementation of the Recommendation in all member States and will serve as a basis for assessing the impact of the European Year of Digital Citizenship Education in 2025.

The desk research consisted of two levels, international and national, to identify the member States' actions relevant to the Recommendation. At the international level, strategies, policies, recommendations, and initiatives from the Council of Europe and other European and international organisations (e.g., European Union, UNESCO, OECD) that are related to the concept and principles of DCE, and that could influence member States actions in this field were reviewed.

At the national level, the researchers assessed the extent to which each provision of the Recommendation is applied in each member State, specifying the relevant information and sources.

Finally, the findings of the desk research at national level were validated through an online survey completed by national authorities who are part of the CDEDU. The respondents were provided with the information collected by desk research for their respective country for each provision of the Recommendation and were asked to review, validate, or update the information identified.

### 29 member States

Andorra, Austria, Belgium\*2, Bosnia and Herzegovina, Bulgaria, Czech Republic, Cyprus, Estonia, Georgia, Germany, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovak Republic, Spain, Switzerland, Türkiye, Ukraine) submitted responses.


## European Year of Digital Citizenship Education 2025

Following the adoption of the Resolution on the establishment of a European Year of Digital Citizenship Education in 2025 at the 26<sup>th</sup> Session of the Standing Conference of Ministers of Education, the Committee of Ministers mandated the Steering Committee for Education for the organisation and evaluation of the European Year 2025.


The European Year of Digital Citizenship Education 2025 forms a unique opportunity to enhance the visibility and impact of digital citizenship education and reaffirm its value. This designated year will provide a strategic platform for key stakeholders from the public, private, and civil sectors to work together, set common goals, and share sense-making practices.

The European Year 2025 will give a fresh impetus to the development and promotion of DCE and will establish DCE as a priority in education systems across the Council of Europe member States.


### TOP FRAMEWORK DEVELOPMENTS

-  [COMPREHENSIVE GUIDE AND SIX LEAFLETS](#)


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-  [COMMUNICATION PLAN](#)


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-  [SCALABLE SOCIAL MEDIA CAMPAIGN](#)


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-  [CAMPAIGN TOOLKIT](#)


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-  [TV SPOT](#)

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-  [MONITORING AND EVALUATION PLAN](#)

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-  [DEDICATED WEBSITE](#)

## DCE Promoters' Network

The DCE Promoters Network is dedicated to promoting DCE principles, contributing to policy development, and engaging in awareness-raising initiatives. The network also collaborates on the development of new policy instruments, guidelines, and resources for educators and stakeholders.

In 2024, the Network held 10 meetings (1 in person and 9 online). The 7<sup>th</sup> plenary meeting of the DCE Promoters network took place on 12-13 June 2024 in Strasbourg. The meeting marked the 5<sup>th</sup> anniversary of the Network and brought together DCE Promoters from 24 member States to kickstart the preparations for the European Year 2025.

Following the plenary meeting, DCE Promoters submitted 62 activities to be implemented in the framework of the European Year 2025. The proposed activities include teacher training, resource development and adaptation, awareness-raising and research activities, as well as dedicated initiatives to further integrate DCE in formal and non-formal education fields.

## The DCE Promoters Network expanded to 31 member States in 2024

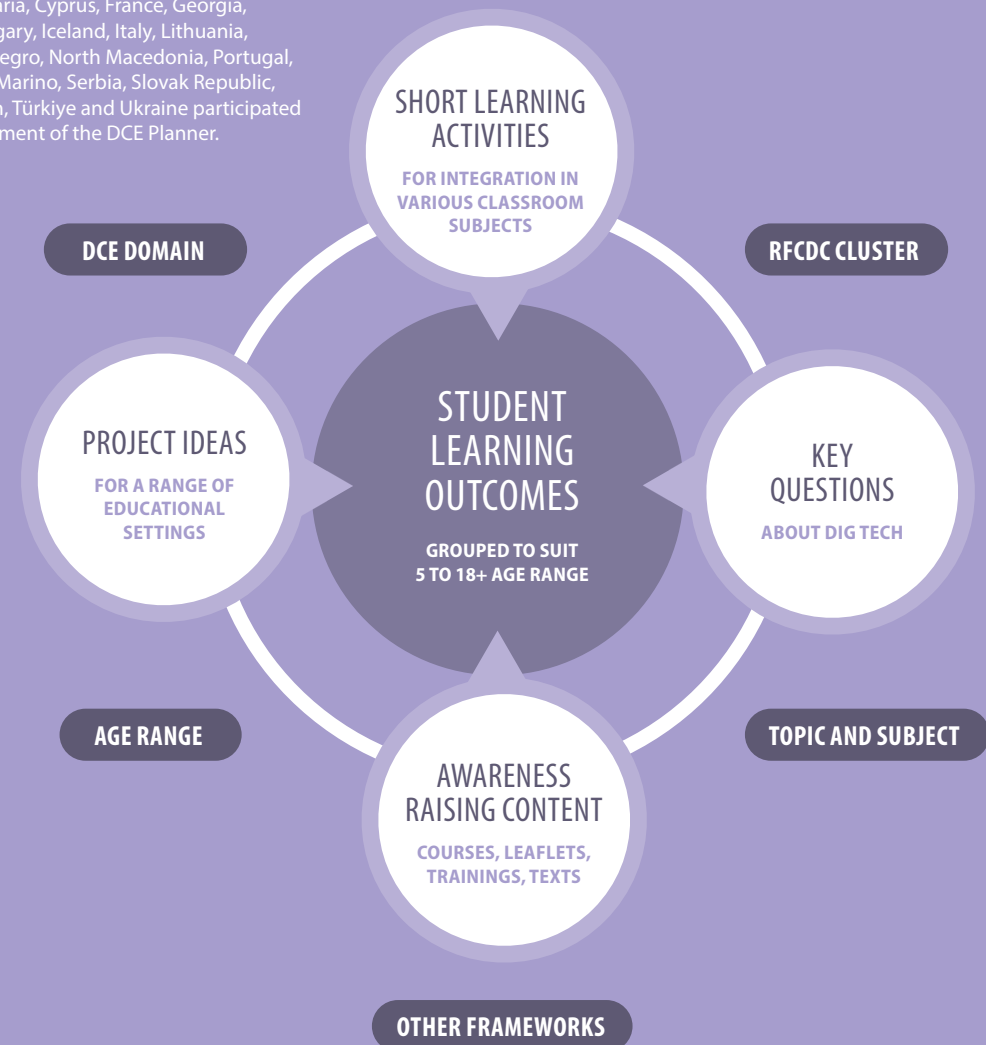
### DCE Planner

The DCE Planner is a multi-purpose educational tool to assist member States in improving practice and embedding DCE in their national curricula.

At the heart of the tool is a set of DCE learning outcomes applicable to the 5-18 age range. The learning outcomes are classified by digital domains and graded progressively in terms of teaching stage, with each stage building on and developing the one that came before, following the "spiral" principle of curriculum development. This set of learning outcomes will act as the basic framework on which the second aspect of the tool, a practice-oriented database will be constructed.

# MODEL – DCE Curriculum Framework

Experts from Albania, Armenia, Austria, Belgium, Bulgaria, Cyprus, France, Georgia, Holy See, Hungary, Iceland, Italy, Lithuania, Malta, Montenegro, North Macedonia, Portugal, Romania, San Marino, Serbia, Slovak Republic, Slovenia, Spain, Türkiye and Ukraine participated in the development of the DCE Planner.



The DCE Planner will be piloted in the framework of the European Year 2025.

- Questions highlighting key discussion points in different domains of digital citizenship;
- Short learning activities for integration of DCE into various classroom subjects;
- Suggestions of projects for implementation in a range of educational settings;
- Information and awareness-raising content, e.g., leaflets, factsheets, etc.

## 62 ACTIVITIES SUBMITTED

- TEACHER TRAINING
- AWARENESS-RAISING
- DCE INTEGRATION EFFORTS
- RESEARCH ACTIVITIES
- RESOURCE DEVELOPMENT AND ADAPTATION

## MEETINGS HELD IN 2024

9 ONLINE  
1 IN-PERSON





### Digi-Nauts Animation Series

The Digi-Nauts animation series published in 2023 aims to address digital citizenship issues with children up to the age of 9 years, both in class and at home. Each of the currently available 3 episodes in the series comprises a up to 3-minute-long video accompanied by 4 activities published online in the [Digi-Nauts Activity Book](#) to help children transfer and practice the concepts presented in the video.

The videos, activities and a [Teachers' Guide](#) were developed after extensive analysis of concepts and activities proposed in school curricula for children of this age, and with input from experienced educators. Videos and activities were all piloted with children and teachers in English and French prior to publication.

The activities are intended to be done in class or at home after children have viewed the video they relate to. They aim to clarify the key messages put across in the videos and encourage discussion about digital citizenship concepts. The Digi-Nauts include 5 different characters designed to underline the uniqueness of each of us and facilitate the engagement of children from widely diverse backgrounds.

To assess the impact and usability of the Digi-Nauts series, 13 sessions were held with children in class and at home between May to July 2024 in 5 different countries: France, Germany, Ireland, Türkiye, and the United Kingdom.

The central findings from the impact assessment can be summarised under 3 headings.

### CHILDREN

Children are already engaging strongly with the Digi-Nauts characters but want more information about them. Learning more about the characters will enable them to more easily relate the messages delivered through the Digi-Nauts' adventures to their own experience.

### ACTIVITIES

Activities and discussions triggered by the Digi-Nauts episodes correspond well to curricula requirements and help foster the development of digital citizenship competences.

### TEACHERS

Teachers are enthusiastic about using the Digi-Nauts materials with their learners, and consider them easy-to-use, child-friendly resources that fit well into the curriculum in an area where few resources are currently available. They would, however, like to have brief notes that would support them in introducing each episode.

Following the positive results of the impact assessment, the Education Department produced a fourth episode on privacy and security.

#### TOTAL AUDIENCE BY COUNTRY



#### TOTAL AUDIENCE BY AGE



#### TOTAL AUDIENCE BY CONTEXT





## Video Game Culture

The Council of Europe's initiative on Video Game Culture continues to promote a positive, inclusive, and effective video game culture for learners of all ages.

In 2024, the project was successfully presented at a series of events that highlight the educational value of video games and their use in the promotion of digital citizenship education. More notably, the Video Game Culture Working Group members participated in one of the world's largest gaming events to present the work of the Education Department and the potential of videogames to foster democratic values and digital citizenship. Building on this momentum, the initiative will continue to expand its outreach, develop new resources, and strengthen collaborations with industry stakeholders, educators, and policymakers to further integrate video games as a tool for promoting democratic values, critical thinking, and responsible digital citizenship among young people.



## DCE Online Courses

In 2024, the DCE Online courses were promoted on the Council of Europe's social media platforms in close collaboration with the Directorate of Communication. As a result, 787 persons enrolled to the courses.



## ENROLMENT

- Disinformation
- Cyberbullying
- Access and Inclusion
- Controversial issues
- Digital Citizenship Education and Hate Speech Online
- What is Digital Citizenship Education

## Artificial Intelligence and Education

The comprehensive report building on the data collected through a Council of Europe's survey on "The State of Artificial Intelligence and Education across Europe" was published in 2024. The report highlights that while many European countries are adopting general AI strategies, few have specific policies for AI in education. It emphasises the need for value-driven AI integration that upholds human rights and ethics, alongside initiatives to enhance AI literacy and regulatory oversight.

Following the 26<sup>th</sup> Standing Conference of Ministers of Education, a [Preparatory Study on the Development of a Legal Instrument to Regulate the Use of Artificial Intelligence Systems in Education](#) was commissioned to set out the case for the legal instrument proposed in the above-mentioned Resolution. The study emphasises the need for a regulatory approach that ensures AI enhances learning, protects children's rights, and supports the broader aims of education, addressing gaps in existing regional and international frameworks.

A Policy Toolbox on Teaching and Learning with and about AI was developed to serve as a practical guide for policymakers and educators to integrate AI responsibly and ethically into educational systems. The Policy toolbox will focus on promoting AI literacy, helping users understand the technology's potential and risks, and establishing foundational principles for a forthcoming Committee of Ministers recommendation.

Elaborating on Council of Europe's article "[Towards a European review framework for AI EdTech systems](#)", a feasibility study on establishing a European Reference Framework to assess/evaluate educational technologies, including AI systems was conducted. The reference framework aims at establishing clear evaluation criteria for educational technologies, including AI systems, to ensure safety, transparency, and inclusivity.

On 24-25 October, the Council hosted its 2<sup>nd</sup> Working Conference on AI in Education, entitled "[Regulating the Use of AI Systems in Education](#)", bringing together government-nominated experts, academia, and civil society to refine the initiatives undertaken by the Education Department.

130 in-person participants engaged in interactive sessions during the conference days. Discussions highlighted the need for a balanced approach to AI in education, complementing traditional teaching, addressing biases, and ensuring equitable access, whilst building educator capacity through AI literacy and training. Participants endorsed the development of a policy toolbox and emphasised the value of a reference framework to support the educational community.

Key recommendations called for a dedicated regulatory framework for AI in education to protect children's rights, uphold Council of Europe values, and ensure equitable, evidence-based implementation through international cooperation.

Recognising gaps in existing regulatory frameworks, the Council of Europe published an article on regulating artificial intelligence in the education domain that highlights the need for Council of Europe led regulation on AI, drawing on the results of the 2<sup>nd</sup> working Conference on AI.



# COOPERATION AND CAPACITY BUILDING PROGRAMMES

**PILLAR 1**  
RENEWING THE DEMOCRATIC AND  
CIVIC MISSION OF EDUCATION

**PILLAR 2**  
ENHANCING THE SOCIAL RESPONSIBILITY  
AND RESPONSIVENESS OF EDUCATION





# Albania

The project “Strengthening Democratic Citizenship Education in Albania” is being implemented by the Council of Europe and funded by the Swedish International Development Co-operation Agency (Sida) and will run until 2026. A total budget of 2.259.700 € was provided. This project aims to elevate democratic citizenship education in Albania by aligning with the Council of Europe’s core values and vision.

## Implementing the EDURES Toolkit and Strengthening Human Rights Education

The project contributed to the implementation of the National Education Strategy’s objective of ensuring a safe and supportive school environment by piloting the Council of Europe Education at Times of Emergencies and Crisis (EDURES) toolkit in Albania. The results will be presented at the CDEDU in March 2025 with a view to encouraging more member States to implement EDURES.

The project also supported the integration of human rights education into teacher preparation programmes at the University “Aleksandër Xhuvani” in Elbasan. A new course, “Introduction to Human Rights Education,” was introduced into the curricula of both Pre-school and Primary Education Bachelor programmes, accompanied by the development of new syllabi for both programmes.

## Democratic School Governance and Participation

The Democratic School Governance initiative has rigorously cultivated a network of 75 democratic and inclusive schools across 23 Albanian cities. In collaboration with the Ministry of Education and Sports, 17 Democratic Culture Labs (DCLs) are being established in primary and secondary schools to foster democratic participation and critical thinking.

To encourage active student involvement, an innovative I-Vote platform was introduced in selected pilot schools to facilitate student government elections. The success of this initiative was showcased at the World Forum for Democracy (WFD) in Strasbourg in November 2024, highlighting Albania’s progress in Citizenship Education.

## Learning from the Past and Promoting Non-Violence

The “Learning from the Past” initiative, in partnership with the Authority for Information on Former State Security Documents (AIDSSH), has significantly enhanced historical understanding and critical thinking. A training module for teachers on “Enhancing Critical Thinking and Learning from the Past” and guidelines for students on “How to Prepare for Visiting Memorial Places and Former Prisons of Dictatorial Regimes” were developed. In 2024, some 400 students participated.

The “Never Violence” initiative, a collaboration with the Swedish Institute, promotes non-violent child-rearing practices. Launched in Tirana in November 2024 and extended to Durrës, it has already reached 500 students, educators, and other stakeholders in secondary schools within its first month.



## Empowering Educators and Students

A mentorship programme empowered more than 1,200 students, educators, and community members from 9 pilot schools in urban and rural areas to combat bullying and violence through student-led initiatives.

The TeacherNet network, a community of 400 educators promoting democratic values, remained actively engaged in various project activities. Four CoE LEMON training modules were accredited by the Quality Assurance Agency for Pre-University Education (AQAPUE). In 2024, these modules reached 600 teachers through online and in-person training sessions, including participants from project pilot schools and nationwide.

## TOTAL BUDGET

2.259.700 €





# Bosnia and Herzegovina

The “Quality education for all – Bosnia and Herzegovina” action is part of the joint European Union and Council of Europe programme “Horizontal Facility for the Western Balkans and Turkey.” Running from January 2023 to December 2026, it aims to improve education quality by integrating democratic culture and combating discrimination. With a total budget of 750.000 €, the project plays a crucial role in promoting inclusive and democratic education across the country. The project aligns with European standards and seeks to foster coordination among the relevant ministers of education and stakeholders in Bosnia and Herzegovina. Through collaboration with the EU, UN, and OSCE, the project contributes to the development of education action plans for developing quality education.

## High-Level discussions to incorporate the RFCDC into the Education System

The Council of Ministers of Bosnia and Herzegovina (BiH) gathered to discuss the project results and more specifically the status of implementation of the Policy Recommendations with a Roadmap for Improving Inclusive Education. Full encouragement was given to incorporate the Reference Framework of Competences for Democratic Culture (RFCDC) in the education systems of BiH, showcasing a commitment to the effective implementation of inclusive education policies.

## TOTAL BUDGET

**750.000 €**

## Building capacities of teachers

The increase in capacities of teachers and other school staff to effectively implement the Roadmap objectives is evident through targeted initiatives. A total of 760 teachers, school leaders, and other school staff from the nine pilot schools were equipped with essential tools for promoting democratic culture within their educational institutions. A series of comprehensive in-depth capacity-building sessions have been conducted to enhance the understanding of the RFCDC and to increase the capacity of the pilot schools to become Resource Centres for democratic school culture. The latter will continue to function independently to promote quality education for all. This will be done through peer-to-peer mentoring between schools, teachers and resource centres, fostering democratic and human rights education.



# Georgia

The second phase of the project “Democracy Starts in Schools – Engaging School Children in Decision-Making Processes in Schools and Communities” was launched in January 2024 for a duration of four years within the Council of Europe – Georgia Action Plan 2024 – 2027. The project, funded through the voluntary contribution of the Swiss Agency for Development and Co-operation (SDC) of 1.500.000 €, will continue to support student participation in decision-making processes in schools and communities in Georgia as a key means of developing learners’ competences for democratic culture, in line with Council of Europe standards.

## Gap analysis of democratic governance policy and practice

An analysis of the gaps in the policies and practice related to student participation in schools and communities was carried out. The final gap analysis report will be published in early 2025 and will serve as a basis for project activities in the coming years.

## Training of school principals

Following the election of new school principals, the Council of Europe initiated discussions with the Ministry of Education and Science of Georgia and the National Centre for Teacher Professional Development (NCTPD) to integrate the democratic school governance principles in the training programme for the new school principals. Democratic school governance principles were introduced in three modules of the training programme that the NCTPD is using to train school principals all over Georgia.

## TOTAL BUDGET

1.500.000 €

## Training of school principals

Jointly with the National Centre for Education Quality Enhancement (EQE), a structure within the Ministry of Education and Science of Georgia, the Council of Europe developed and delivered workshops on the Guidelines on Student Participation in Democratic School Governance developed by the Council of Europe during the first project phase to around 80 EQE experts involved in the on-going school authorisation process.

## Supporting schools to implement democratic school governance

From October – November 2024, the Council of Europe carried out the assessment visits and action plan development workshops in 61 schools across Georgia. The 61 schools were selected earlier in the year in cooperation with the Ministry of Education and Science of Georgia and will benefit from tailored support in implementing democratic school governance and enhancing student participation. Baseline data on the state of democratic school governance was collected and draft school action plans were developed. The schools will be further supported to implement the action plans in 2025.





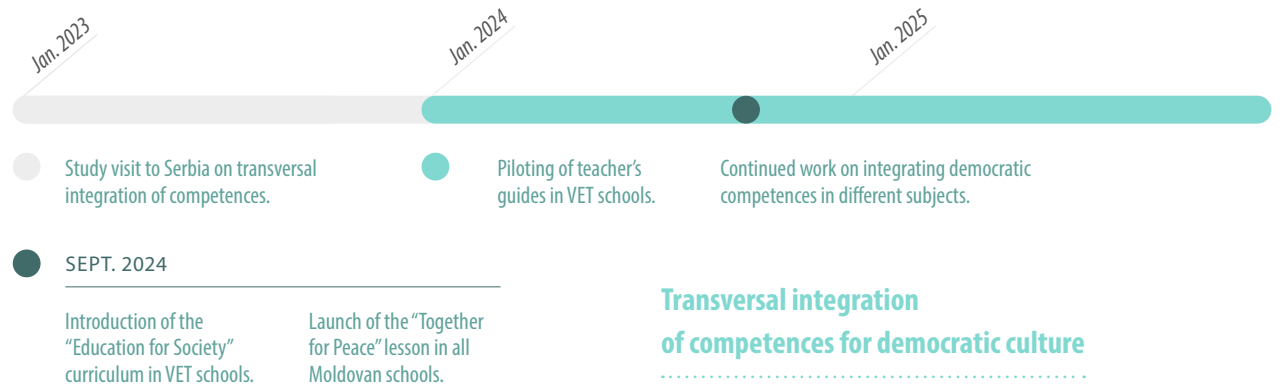
# Moldova

In 2023, the Council of Europe launched Phase II of the project “Education for Democracy in the Republic of Moldova” within the Council of Europe – Republic of Moldova Action Plan 2021 – 2024. This project, funded through the voluntary contribution of the Swiss Agency for Development and Co-operation (SDC) of 1.100.000 €, is crucial in strengthening Moldova’s education system to prepare pupils to become engaged citizens who embrace common European values, particularly in the context of the country’s EU integration efforts.

## Competences for Democratic Culture in Vocational Education and Training

In 2024, the Council of Europe continued to work with the Ministry of Education and Science and international and national experts to develop the curriculum of the civic education subject, “Education for Society” for Vocational Education and Training. The new curriculum was adopted by the Ministry and introduced in all VET schools in September 2024.

In parallel, the Council of Europe has organised training sessions for VET civic education teachers and has supported the development of teacher’s guides to teach the new curriculum in different VET settings. The latter are piloted in VET schools in the 2024 – 2025 school year.



### TOTAL BUDGET

1.100.000 €

### NUMBER OF EDUCATORS TRAINED FOR THE "TOGETHER FOR PEACE" LESSON

2815

## Transversal integration of competences for democratic culture

A key objective of the project is to support the transversal integration of the Reference Framework of Competences for Democratic Culture in different subjects in the primary and secondary cycles. Following a study visit on this topic to Serbia in late 2023, in 2024 the Council of Europe jointly with the Ministry of Education and Research of Moldova has set up an expert group made up of international and national experts in civic education and in other subjects to develop guidelines for teachers of different subjects and different cycles on integrating competences for democratic culture based on existing subject syllabi. This work will continue in 2025.

## Preparation of the 2024 – 2025 school year

Upon the request of the Ministry of Education and Research, the Council of Europe has supported the development of an information package for teachers and schools for the first lesson of the school year 2024 – 2025 entitled “Together for Peace” in all primary and secondary schools of Moldova. Placed in the context of Moldova’s European integration and founded on the idea that the European Union has been the most successful peace project in human history, as well as reverberating with the ongoing war in neighbouring Ukraine, the first lesson tackled the notions of European unity and peace and was based on the Council of Europe Reference Framework of Competences for Democratic Culture. The Council of Europe supported the development of lesson plans and information materials for class heads of all grades. In addition, the Council of Europe delivered a series of preparatory online training workshops for school managers and teachers which were attended by about 2815 educators.



# Montenegro

## PROJECT N° 1

The “Quality Education for All” project in Montenegro, implemented within the joint European Union and Council of Europe programme “Horizontal Facility for the Western Balkans and Turkey,” is set to run from 2023 until 2026. With a total budget of 850.000 €, the project’s primary goal is to promote non-discriminatory quality education for all learners in Montenegro by fostering inclusive, democratic, and ethical principles. The project also focuses on enhancing emergency response mechanisms at both pre-university and higher education levels.

### Integrity in Academia

The Code of Ethics of the University of Montenegro was developed to align with the academic integrity law, mobilising experts to assist the Ethics Board. A roundtable in September 2024 facilitated sharing experiences on addressing academic violations, while a Training of Trainers initiative was launched to support ethical bodies in higher education institutions.

### Promoting Inclusive and Digital Citizenship Education

Workshops on social media literacy equipped teachers, students, and parents with critical skills for responsible digital engagement, while a series of events explored digital citizenship and addressing societal shifts driven by technology. Training on inclusive education principles empowered educators and social workers to foster diverse learning environments.

### TOTAL BUDGET

850.000 €

### Empowering Students with Special Educational Needs and Promoting Equality

University workshops emphasised strategies to support marginalised groups of university students and foster inclusivity. At University Mediterranean, an agreement was reached to develop assistive technologies for students with special needs. Inclusive Day 2024 highlighted education’s role in social justice, aligning with the goals of the upcoming hackathon Equal Hack: Code for Equality.

### Building Resilience and Strengthening Education

A nationwide school resilience survey achieved a 97% response rate, providing data for policy development. Regional conferences in Herceg Novi and Belgrade fostered collaboration on integrating democratic culture into education.

### Leveraging Technology and Raising Awareness

An Artificial Intelligence workshop in May 2024 explored ethical and practical uses of AI in higher education, informing policy discussions. A planned social media awareness initiative will address digital discrimination and promote inclusive education.



## PROJECT N° 2

The “Prevent Bullying and Violence in Schools” project funded by Germany began on 1 December 2024. It will run for 24 months with a €500 000 budget to enhance systems protecting children from bullying and peer violence.

### TOTAL BUDGET

500.000 €

### Prevent Bullying and Violence in Schools

The project fosters collaboration, strengthens policies, and builds capacity through expert consultations, stakeholder meetings, and visits to schools and social centres. A roadmap for short, mid, and long-term actions will ensure a lasting impact, promoting a safe and supportive school environment for all.

### KEY OBJECTIVES

#### ANTI-BULLYING POLICIES

Supporting policymakers, educators, and institutions in applying anti-bullying policies.

#### SCHOOL SAFETY

Conducting national surveys on school safety and cyberbullying.

#### PREVENTION PROGRAMMES

Developing evidence-based prevention programmes and support services for victims.



# North Macedonia

The project “Quality Education for All” in North Macedonia aims to integrate democratic and human rights education into Macedonian schools, aligning with the national Education Strategy (2018–2025). Running from December 2022 to November 2025, the project is funded by Germany with a budget of 800.000 €. The initiative focuses on fostering inclusive, multicultural education while promoting democratic values and upholding human rights within the educational system.

## Project Overview and Mapping Report

The project in 2024 advanced its objective of enhancing North Macedonia’s national education framework through inclusive and multicultural principles. The Mapping Report provided a comprehensive assessment of the implementation of the national Education Strategy, with a focus on inclusivity, multicultural education, democratic values, and human rights. The report consolidated findings from earlier phases, addressed identified gaps, and proposed actionable recommendations for bridging disparities in educational access and implementation. Its recommendations address strengthening policy frameworks to ensure consistent implementation, providing sustained and targeted training for educators, increasing financial and material resources for underfunded schools, and fostering stronger partnerships with local communities to support inclusive education. The aim is to address existing disparities and ensure that reforms lead to a more equitable and democratic education system in North Macedonia.

## Professional Growth and Teacher Training

In 2024, the project expanded its capacity-building efforts through four training modules and mentoring sessions reaching over 250 education professionals from 25 pilot schools. These activities equipped educators with essential skills to foster democratic and inclusive values in classrooms, enhancing the overall school culture and student engagement. Positive feedback underscored the impact of these efforts in promoting competencies for democratic culture.

## Addressing Curriculum Reform and Roma Inclusion

A major milestone in 2024 was the ongoing reform of the primary education curriculum, which plans to embed the Reference Framework of Competences for Democratic Culture (RFCDC). This reform represents a significant step toward institutionalising democratic values within the education system.



## Addressing the European Court’s judgment in the case of Elmazova and Others v. North Macedonia

The project is assisting the government authorities with the implementation of recommendations related to the European Court’s judgment in the case of Elmazova and Others v. North Macedonia. Although not originally part of the project’s scope, a series of measures were undertaken during 2024. A roundtable was convened in January 2024 with experts and representatives from central and local institutions, schools, the Council of Europe, national human rights institutions, and civil society to discuss concrete measures to address segregation in schools and to advance the integration of Roma children in education as well as their timeline to discuss measures for Roma inclusion and combat school segregation. The resulting analysis and recommendations provide critical guidance for implementing the judgment at the local level, ensuring the rights of Roma pupils are protected.

## TOTAL BUDGET

800.000 €

## KEY EVENTS

A ROUNDTABLE TO DISCUSS THE JUDGMENT OF THE CASE OF ELMAZOVA AND OTHERS V. NORTH MACEDONIA.

NATIONAL ROUNDTABLE ON THE IMPLEMENTATION OF THE EDUCATION STRATEGY 2018 – 2025 WITH SCHOOLS AND THE LOCAL GOVERNMENTS



# Serbia

## PROJECT N° 1

The “Quality Education for All” project in Serbia is part of the joint EU and Council of Europe programme “Horizontal Facility for the Western Balkans and Turkey,” running from 2023 to 2026, with a budget of 1.000.000 €.

The project aims to enhance the quality of education by fostering democratic culture and inclusion within the formal education system.

### Project Overview

In the Republic of Serbia, the project is recognised as highly important (i.e. official training has been placed on the Minister’s list of national importance) and the policy-makers/state have taken ownership of the results by providing funding themselves, proposing further integrations and building on the results and outcomes of the project. Additionally, the outreach of the project is one of the biggest which brings considerable visibility thus penetrating into local communities and creating a positive perception.

### RFCDC integrated in the Education System and in the school curriculum

The Ministry of Education funded 20 external advisors for Democratic Culture in Schools who were recruited from 36 mentor schools, and the external advisors institution was established. This is a unique example where the state took over full ownership of the process and became one of the few member States that has a systemic approach to the RFCDC.

During 2024, improvement focused on analysing RFCDC descriptors and translating them into outcomes as defined by the National Education Strategy. A state-funded task force connected RFCDC descriptors and national curriculum outcomes, and to adapted descriptors to suit the Serbian system. This will constitute a one-of-a-kind resource for education for democratic culture in formal education. The official Education authority resource for Holocaust remembrance and teaching is based in part on the RFCDC.

### Remembrance of the anniversary of the tragic event in Serbia – school shooting

In May 2024, the Ministry of Education of the Republic of Serbia marked the one-year anniversary of the tragic shooting in an elementary school in Belgrade. The central commemoration, called “the week of remembrance” was largely based on the RFCDC as established by the action.

## TOTAL BUDGET

# 1.000.000 €

## KEY EVENTS

REMEMBRANCE OF ANNIVERSARY OF THE TRAGIC SCHOOL SHOOTING EVENT IN SERBIA

DAYS ON EDUCATION FOR DEMOCRATIC CULTURE

## MENTOR SCHOOLS

# 36

## NEW SCHOOLS

# 180

### RFCDC Training expanded into 180 additional schools

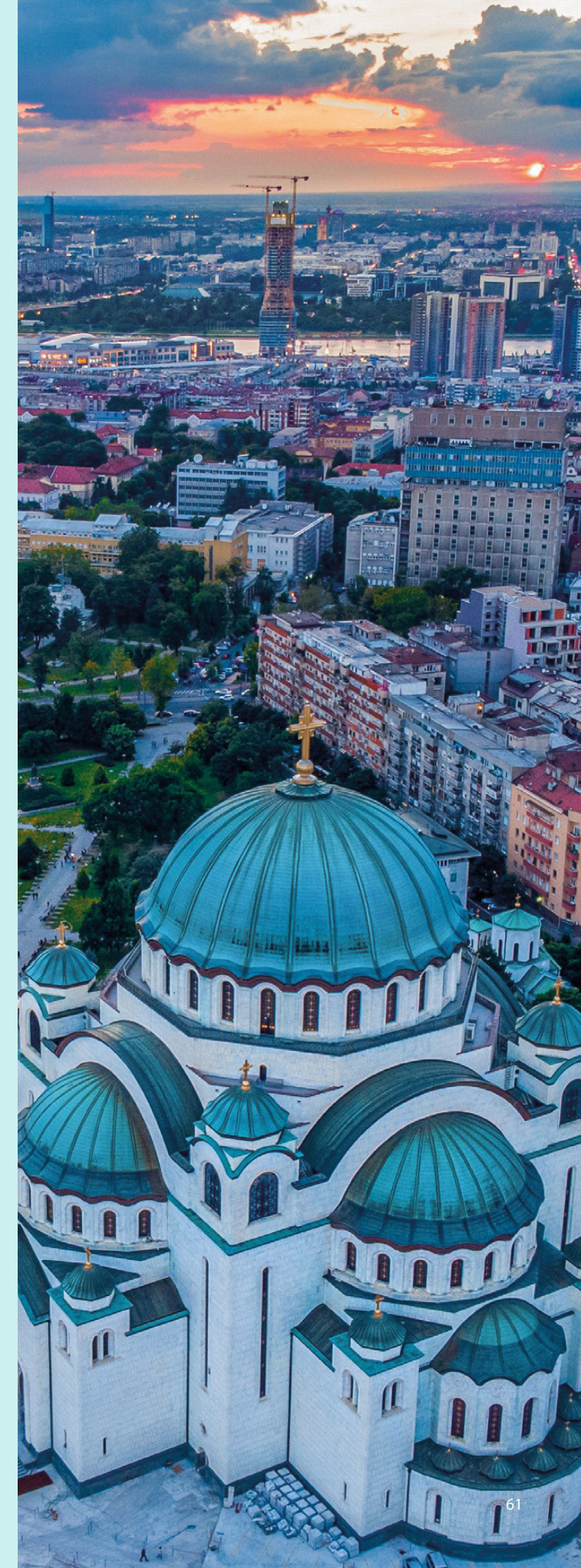
In 2024, 36 mentor schools conducted dissemination RFCDC training to approximately 180 new schools, with the expected total number of over 600 schools by the end of the project.

### Days for Education for Democratic Culture

A series of events to mark the Days for Education for Democratic Culture were organised by all mentor schools and gathered thousands of participants in their local communities.

### Piloting the syllabus for integration of RFCDC at University Level

The process of including RFCDC at University level in Serbia was initiated in 2024 and piloting of the syllabus is expected in the 2025/26 academic year. With this, the full circle of the entire education sector is encompassed.





PROJECT N° 2

The project “Prevent Bullying and Peer Violence in Schools” in Serbia aims to create safe and inclusive school environments by addressing bullying and peer violence, in line with European standards and practices. Running from January 2024 to December 2025, the project is funded by Germany with a budget of 650.000 €. The initiative focuses on supporting education policymakers, institutions, and professionals in implementing existing policy frameworks to prevent peer violence and on strengthening the knowledge and competencies of educational staff to foster a safer educational environment. By combining policy reforms, capacity building of education professionals, and public engagement, the project sets a new standard for creating safe, supportive learning environments in Serbia.

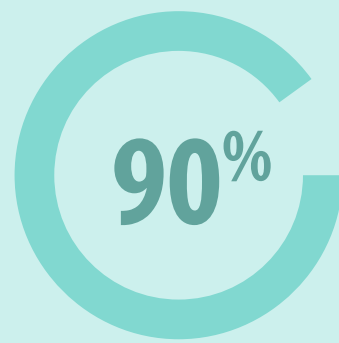
TOTAL BUDGET

650.000 €

METHODOLOGY DEVELOPMENT

90+ Key Stakeholders

EDUCATORS READY TO ADDRESS ISSUES AFTER TRAINING



NATIONAL SURVEY ON BULLYING AND PEER VIOLENCE PARTICIPANTS

77 ELEMENTARY AND HIGH SCHOOLS

3.000+ STUDENTS PARENTS SCHOOL STAFF

Collaboration and Partnerships

The project benefits from strong partnerships with key national and international stakeholders, including Serbia’s Ministry of Education, the Institute for Education Quality and Evaluation, the Institute for Education Improvement, and the Institute for Mental Health, ensuring alignment with national priorities and educational reforms.

Development of extensive methodology for gathering evidence-based data on peer violence, bullying, and student wellbeing

Carried out between April and October 2024, extensive methodology with a clear and reliable structure for data collection, analysis, and reporting was developed. Through consultation with over 90 key stakeholders, including policymakers, mentors, researchers, mental health professionals, and international partners, the methodology sets a new standard for national-level policymaking and empowers Serbian educational authorities to tackle bullying and peer violence, ensuring validity and reliability of findings.

Development of tailored instruments: Advancing understanding of peer violence, bullying, and students’ well-being

Six tailored survey instruments were developed to gather insights on bullying, peer violence, including gender-based and digital violence, and students’ well-being. These instruments were designed to address the perspectives of various stakeholders, including younger and older students, parents, and school staff, ensuring a nuanced understanding of school environments. All instruments are adapted to minority languages, allowing students to participate comfortably in their native languages, promoting an inclusive data collection that respects diversity and improves survey accuracy.

National Survey on Bullying and Peer Violence

During 2024 the First National survey on bullying, peer violence, and student wellbeing was conducted, gathering insights from over 3,000 students, parents, and school staff across 77 elementary and high schools in Serbia. The survey stands as the most extensive research of its kind in the country conducted over the past decade.

Strengthening School Climate: Tailored Training Equips Educators for Safer Schools

Special, tailored training sessions were organised for over 150 teachers, school psychologists, and principals, focusing on practical strategies and tools for cultivating safe, inclusive, and resilient classroom environments. As a result, 90% of participants expressed a greater readiness to proactively address potential issues before they escalate and accept the survey methodology to improve the school climate.

The first national survey on bullying and peer violence in Serbia gathered insights from over 3,000 students, parents, and school staff across 77 schools, setting a new standard for evidence-based educational reforms.

# Türkiye

“Enhancing Foreign Language Education Quality in Türkiye” is a joint European Union and Council of Europe project implemented by the CoE in co-operation with the Board of Education (BoE) of the Turkish Ministry of National Education (MoNE). Running from July 2024 to July 2029 with a total budget of 5.403.333 €, this five-year project aims at enhancing the quality of foreign language education across Türkiye. Its objective is to align foreign language education within the country with international standards, focusing on the Common European Framework of Reference for Languages (CEFR) and the CEFR Companion Volume (2020), as well as to strengthen MoNE’s capacity to guide and support teachers and learners in foreign language education and raise awareness of the CEFR among learners and teachers.

## Solid basis to build upon

To co-develop this project, extensive consultations with the Board of Education of the Ministry of National Education and the EU Delegation in Ankara were held, resulting in both a well-conceived project and, at the same, a firm commitment between all partners. The project officially started on 12 July 2024, and during the six-month inception period, the newly recruited team in Strasbourg and the CoE Programme Office in Ankara carried out the necessary tasks to launch the project and guide its implementation. This included the establishment of a Project Steering Committee composed of 40 members from representatives from the MoNE, the Ministry of Labour and Social Security, the Ministry of Foreign Affairs, the EUD and civil society, the organisation of the technical kick-off meeting and monthly management meetings.

With the support of external consultants, the project also proceeded with the drafting of two reports that will form the basis of future activities: The Language Education Policy Profile and a report on best practices on foreign language assessment in the Council of Europe member States.

## High-level commitment

On 4<sup>th</sup> December 2024, the project launching conference took place at the Board of Education in Ankara with over 800 participants, including representatives from various public institutions, foreign language teachers, academicians, civil society organisations as well as publishing houses involved in the education sector. The presence of the Minister of Education and the deputy ministers of the Ministry of Foreign Affairs and the Ministry of

Labour and Social Security as key project partners as well as the Ambassador of the European Union and the Director for Democracy of the Council of Europe demonstrated and confirmed the high-level political support given to this recent initiative. Furthermore, the first Project Steering Committee meeting also concluded with technical and political support of all its members.

## Horizontal facility project on digital citizenship education in Türkiye

This pilot project funded by the EU and the Council of Europe aimed to support the efforts of the Ministry of National Education in adapting competences for democratic culture in the education system, complementing the achievements of the concluded IPA II Action “Strengthening Democratic Culture in Basic Education” (SCoD Project). The action promoted human rights, fundamental freedoms, and democracy in schools by empowering students in their digital presence to promote inclusivity and tolerance through digital citizenship education (DCE) at the lower secondary level in Türkiye.

## Award Ceremony for the Podcast Contest on DCE

A Podcast Contest was organised between 29 March and 30 April 2024 to raise awareness of students in pilot schools of DCE and to stimulate their creativity. 18 podcast submissions were received from 14 pilot schools. A committee comprising representatives from the Ministry of National Education, the Council of Europe, and academia evaluated the entries. The committee selected three podcasts as winners and gave special mentions to two others. The awarded podcasts covered various aspects of digital citizenship education, including being online, ethics and empathy, health and well-being, and consumer awareness.

An Award Ceremony was organised on 28 May 2024 within the framework of celebrations for the 75<sup>th</sup> anniversary of the Council of Europe and the 20<sup>th</sup> anniversary of the Council of Europe Programme Office in Ankara.

## Development of Educational Resources

Adapting the DCE online teacher training and developing a child-friendly version of the DCE handbook have progressed significantly. In addition to these materials, content for parents has also been produced.

## Development of the Web-Based Online Video Game is underway

The development of a web-based online video game is underway. Scenarios and game elements are currently being designed and reviewed by the beneficiary and the project team. This interactive tool aims to enhance student engagement with DCE by providing an innovative and accessible platform that aligns with the project’s objectives.

## TOTAL BUDGET

5.403.333 €

## PROJECT LAUNCH CONFERENCE

800+  PARTICIPANTS

## PODCAST CONTESTS

18  PODCAST SUBMISSIONS    3  WINNING PODCASTS



# ONLINE RESOURCES

# Knowledge Hub

The Education Department's *Knowledge Hub* is a new initiative designed as a dynamic platform for sharing resources, expertise, and sense-making practices across member States.

In 2024, the Hub achieved significant milestones, including the finalisation of the digital library and its successful presentation to the CDEDU and EPAN, where its potential to enhance digital learning was showcased. As a centralised repository of 4000+ high-quality resources, the Knowledge Hub aims to support educators, policymakers, and stakeholders by providing essential tools and research to drive educational reforms in alignment with Council of Europe standards and recommendations. Comprising

a wide range of publications, policy tools, training materials, online courses, and multimedia resources developed under the Education Department's key thematic areas, this integrated database ensures that information is both accessible and easily navigable, empowering users to intuitively explore and engage with the resources. These achievements lay a robust foundation for the platform's next phases of implementation which will be made available to member States in 2025.

RESOURCES AVAILABLE

4000+

PUBLICATIONS TO EXPLORE

600+

EVENTS TO ENGAGE

50+

# Histolab Hub

The *HISTOLAB Digital Hub* is a growing network of history education professionals that facilitates co-operation and collaboration between members and subscribers. This co-operation is facilitated through the interactive components, primarily the *HISTCONNECT* membership database of experts and institutions working in history education research.

Histolab Hub members then provide content to the calendar and the bulletin board. This content includes events, research opportunities, and new educational projects focused on innovation in history. All of this information is then compiled into a monthly newsletter sent to the growing number of subscribers, made up mostly of teachers.

The resource hub follows the overall purpose of HISTOLAB to bring together relevant expertise in the field of history education. Therefore, instead of creating a database of its own directly featuring original materials, it mostly features the products of

other external and relevant projects as entries. The 200+ resources are organised under four categories. All of the resources, membership requests, and content submissions are screened by the OHTE project team in the Council of Europe. This is to ensure that the Digital Hub targets only relevant information related to history education, to avoid duplication of work from other history institutions. The Hub also acts as a platform to showcase the results and publications of the HISTOLAB joint project, and is therefore the lasting legacy of the work created over the two years of project implementation.

## THE 200+ RESOURCES CATEGORIES

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**1** RESOURCES FROM INTERNATIONAL ORGANISATIONS

**2** GOVERNMENTAL RESOURCES AND GUIDELINES

Curricula, etc.

**3** HISTORICAL SOURCES REGARDING HISTORY EDUCATION

**4** LEARNING MATERIALS





# MAJOR EVENTS 2024





3 - 5 Apr. ↘ Strasbourg

## Histolab Innovation Days

Following a successful inaugural event in Brussels in 2023, the second edition of the European Innovation Days in History Education took place from 3-5 April 2024 at the Council of Europe headquarters in Strasbourg. The projects and speakers during the conference were mostly selected from an open call, for which 108 applications were received for the main programme and 440 submissions for the HISTOLAB Award for Innovative School Projects in History Education. In 2024, the award was presented to nine schools from member States of the Observatory on History Teaching in Europe.

Based on feedback from the first event, the format was improved to include discussion panels and more workshop sessions. The conference participants possessed a diverse range of professional experience related to the field of history education: teachers, academic historians, academic researchers with a specific focus on history education, policymakers, professionals working in non-formal education environments such as museums, and, of course, the students themselves.

### THEMATIC QUESTIONS

**The programme for this event was designed around priorities highlighted during the first event and the following thematic questions.**

How can history education amplify underrepresented or marginalised stories?

How can local history be connected to wider historical events on a European or global level?

How can new technology and digitalisation be used in history education?

How can museums and places of remembrance enrich the learning of history?

22 Apr. ↘ Graz

## First formal meeting of the Language Policy Advisory Group



Composed of two national representatives from the CDEDU (Ukraine and Italy) and two from the ECML Governing Board (Austria and Estonia), together with two independent experts and members of the Secretariat, the LPAG held its first formal meeting in Graz on 22 April.

The main purpose of the meeting was to discuss the proposals on the two key deliverables in the 2024-2025 Language Policy Programme, namely the update of the former Language Education Policy Profiles, renamed as Language Education Profile and Action Plan (LEPAP), and the Policy Toolbox.

The representatives from the CDEDU and the ECML Governing Board endorsed both proposals but suggested that the first step should be to focus on the development of a self-evaluation tool which

might trigger greater interest in a future LEPAP because it would help member States gauge their own progress towards the vision of plurilingual and intercultural education for democratic culture as set out in Recommendation (2022)<sup>1</sup> by identifying areas where further support is required. At the same time, such a tool would provide a comprehensive overview of the situation of language education in Europe, through key comparable data. It would also act as a window to showcase examples of promising practice which might inspire others and prove instrumental for peer-learning among different member States. As a result of this meeting, the agreed deliverables for Language Policy were adjusted accordingly.



15 + 17 May. ↘ Bologna

## 3<sup>rd</sup> Forum for History Education: “Reinforcing historical awareness through higher education: threats and challenges”

The Forum was organised in cooperation with the University of Bologna, the International Association of Universities (IAU), the Magna Carta Observatory, the European Council of Doctoral Candidates and Junior Researchers (Eurodoc), and the European Students' Union (ESU). Approximately 70 participants from 30 countries discussed the specific role played by higher education in history education.

### KEY STATEMENTS

History should play a more central role in the curriculum at all stages of education, including lifelong learning

**01** It is important to develop a more explicit approach to the ethics of history education, including a commitment to a more inclusive approach involving coproduction.

**02** The concept of multiperspectivity in history education needs to be developed further as part of a wider agenda for social cohesion. All communities should have the right to have their historical narrative recognised by the whole of society and reflected in the history curriculum.

**03** Teachers and students should be encouraged and supported to enhance their skills in communicating about history and historical understanding. As part of this, approaches to tackling misinformation and distortion in claims about history need to be strengthened.

**04** Public authorities play important roles in relation to the role of history and memory in society. They need to strengthen their support for academic freedom, including access to archives, and consider the relationship between historical understanding and processes of commemoration.

18 Jun. ↘ Strasbourg

## Thematic Session of Education for Sustainable Development



On 18 June 2024, the Education Department organised a dynamic Thematic Session on Education for Sustainable Development (ESD) in Strasbourg. The event brought together education policy-makers, educators, NGOs, researchers, academics, invited experts and school students for an engaging, and insightful discussion.

The Session featured a series of presentations and panel discussions exploring various aspects of ESD. It began with an overview of the Council of Europe's environmental framework and recent rulings of the European Court of Human Rights on environmental human rights.

The first panel discussed environmental education through history teaching, highlighting how understanding the past can help shape sustainable practices for the future. This

included diverse perspectives on integrating history with environmental education in classrooms, research, intergovernmental collaboration, and digital museum curation.

A subsequent presentation provided data on young people's knowledge and engagement with global issues and the environment, based on recent studies by the International Association for the Evaluation of Educational Achievement.

The final panel showcased innovative ESD practices. Teachers and students shared their insights into the implementation, challenges and impact of a multi-regional initiative from Spain, "Let's Take Care of the Planet", and a local project from the French-German High School in Freiburg am Breisgau, "School as State".



15 + 17 Oct. ↘ Graz

## 33<sup>rd</sup> annual meeting of the Governing Board

Biannual workshop for National Nominating Authorities and Contact Points.

The Board meeting, involving representatives from 33 of the ECML's 36 member States, addressed a wide range of topics including the launch and promotion of new resources resulting from the Centre's previous programme (2020-2023); a new offer of Training and Consultancy activities from 2025; and ongoing and future cooperation initiatives with the European Commission, including a forthcoming call for case studies focusing on Regional and Minority Language education. Martin Polaschek, the Austrian Minister for Education, Science and Research delivered a video presentation to mark the Centre's 30<sup>th</sup> Anniversary.

The Board meeting was immediately followed by a workshop for the National Nominating Authorities and National Contact Points of the ECML which brought together 50 National nominating authorities and National contact points from ECML member States to share good practice in the dissemination and use of ECML resources in their national contexts and discuss ways of boosting participation and engagement of the language expert community in ECML activities.

17 + 18 Oct. ↘ Berlin

## Sustaining Democracy through Quality Citizenship Education

The first event of the co-creation process of the European Space for Citizenship Education was held in Berlin from 17-18 October in Berlin entitled "*Sustaining Democracy through Quality Citizenship Education*" and involved high level participants, renowned academics, and civil society organisations.

Simona Koß, Member of the German Bundestag and Chair of the Federal Agency for Civic Agency (BpB)'s Board of Trustees and Matjaž Gruden, Director for Democracy, Council of Europe, delivered key remarks at the opening. Ms Koß outlined the serious challenges societies are facing, including extreme right populism which made significant gains in recent state elections in Germany, and she underlined that promoting civic education was a permanent job to counter this effect, not just in times of crises to make our societies culture-proof. Director for Democracy Matjaz Gruden underlined that education must provide young people with competences, which help them to think critically and demand democratic political answers to disappointment. Spanish MP and Chair of the subcommittee on culture, education and democratic values at the Council of Europe Parliamentary Assembly Luz Martinez Seijo, stressed the necessity to involve civil society actors to build political coalitions for citizenship education.

In addition to launching the preparatory phase of the European Space for Citizenship Education, the conference introduced the German translation of the Reference Framework of Competences for Democratic Culture (RFCDC), highlighted initiatives in Germany, putting the RFCDC into practice and raised the visibility of the CoE's standards and materials in this field, as well as good practices.

This event marked a crucial milestone in advancing European citizenship education to make the European Space for Citizenship Education a reality. A comprehensive report is available which also includes best practices.



24 + 25 Oct. ↘ Strasbourg

## 2<sup>nd</sup> Working Conference on Artificial Intelligence and Education

On 24-25 October, the Council hosted its 2<sup>nd</sup> Working Conference on AI in Education, entitled “Regulating the Use of AI Systems in Education”, bringing together government-nominated experts, academia, and civil society to refine the initiatives undertaken by the Education Department. 130 in-person participants engaged in interactive sessions during the conference days. Discussions highlighted the need for a balanced approach to AI in education, complementing traditional teaching, addressing biases, and ensuring equitable access, whilst building educator capacity through AI literacy and training. Participants endorsed the development of a policy toolbox and

emphasised the value of a reference framework to support the educational community.

Key recommendations called for a dedicated regulatory framework for AI in education to protect children’s rights, uphold Council of Europe values, and ensure equitable, evidence-based implementation through international cooperation.

Recognising gaps in existing regulatory frameworks, the Council of Europe published the article “Regulating artificial intelligence in the education domain: a general approach”, highlighting the need for a Council of Europe regulating and draws elements for the 2<sup>nd</sup> working Conference on AI.

24 + 25 Oct. ↘ Strasbourg

## Second Conference on the RFCDC and Vocational Education and Training

The Second Conference on the RFCDC and Vocational Education and Training (VET) was held on 24 and 25 October in Strasbourg. The aim of the event was to discuss the content of the new Anthology on Learning Democracy in VET. The event started with a keynote speech on how artificial intelligence is transforming VET. The meeting was structured around debates of the eight chapters of the Anthology: curriculum; assessment and quality assurance; teacher training; in-company training; the role of social partners; inclusion and CDC; the implementation of CDC in VET schools; and learners’ voice and participation. 36 participants, including the members of the expert group on RDCDC and VET, engaged in providing comments and suggestions for improvement of the 8 chapters of the Anthology.

1<sup>st</sup> Nov. ↘ Fortaleza Brazil

## Global Education Meeting (GEM)

The Council of Europe, represented by Director for Democracy Matjaž Gruden at the Global Education Meeting (GEM) 2024 in Fortaleza, underlined at a ministerial panel the Council’s commitment to transformative education as a key driver for achieving Sustainable Development Goal 4 (SDG 4) on quality education.

Matjaž Gruden, the Director for Democracy emphasised the Council of Europe’s focus on democratic culture through education, highlighting the need for political attention, resources and strong support for teachers. At the heart of his message was the Council’s vision of schools as active spaces of democratic culture, where pupils not only learn about democracy, but actively practice its values. He presented the ‘Learning First 2030’ strategy and the launch of the new Space for Citizenship Education, which aims to foster a culture of democracy, celebrate diversity, and promote fundamental values alongside the digital transformation.

In line with this vision, Mr Gruden announced that the European Year of Digital Citizenship Education 2025, an initiative to prepare students for the digital age by promoting digital literacy and responsible digital citizenship, will pay particular attention to the digital well-being of students.

The Council of Europe’s Education Department and the CDEDU played an important role in drafting

the Fortaleza Declaration, which was adopted at the end of the meeting. This declaration reaffirms the global commitment to inclusive, equitable, and quality education, reinforcing the principles of SDG 4. The priorities of the declaration benefited from broad European input, with consultations led by the Council’s Education Department, France, Latvia, Portugal, and Romania. A regional online consultation on 5 and 6 September underlined Europe’s unwavering commitment to lifelong learning, democratic governance, and research-based education policies.

By aligning its Education Strategy 2024-2027 with the global agenda, the Council of Europe is considerably strengthening its contribution to SDG 4. The next plenary session of the CDEDU in March 2025 will further explore how the principles of the Fortaleza Declaration will shape the work of the Council and regional education strategies.

13 + 14 Nov. ↘ Strasbourg

## Academic Freedom in Action: A Step Forward in Safeguarding Democracy

### TOP 3 PANELS

The presentation of the **Report on the Threats to Academic Freedom**.

A panel discussion on **“Academic Freedom and the Fundamental Values of Higher Education”**, organised with the European Court of Human Rights, examining the topic through a human rights perspective.

A discussion on **“Academic Freedom in Politically Charged Times”**

This conference brought together experts, educators, and policymakers to underline the democratic mission of higher education and the critical importance of safeguarding academic freedom. The event served as the launch of the Council of Europe’s “Academic Freedom in Action” project, which aims to protect and promote academic freedom as an essential value in higher education.

Over two days, participants addressed pressing challenges facing academic freedom, which has come under growing pressure in recent years. Discussions emphasised that a strong culture of democracy is indispensable for the protection of academic freedom and explored the essential role of higher education in fostering critical thinking, active citizenship, and social responsibility.

The conference featured five comprehensive panels. By convening public authorities, higher education leaders, international organisations, human rights advocates, and representatives of academia and students, “Academic Freedom in Action” set the stage for a renewed collective effort to protect academic freedom and ensure that higher education remains a cornerstone of democracy.

The conference also reflected the Council of Europe’s longstanding commitment to the democratic mission of higher education, as articulated in its “Education Strategy 2024-2030: Learners First”. This strategy reaffirms the need for universities to strengthen their role in building democratic societies and safeguarding the core values of education and human rights.

4 Dec. ↘ Ankara

## Project on Enhancing Foreign Language Education Quality in Türkiye

On 4 December, in Ankara, the opening conference of the “Project on Enhancing Foreign Language Education Quality in Türkiye” took place, hosted by the Board of Education of the Ministry of National Education of Türkiye. Co-funded by the European Union and the Council of Europe, this five-year project is being implemented by the Council of Europe’s Education Department in co-operation with the Ministry of National Education. Over 800 people attended the event including representatives from various public institutions, foreign language teachers, academicians, civil society organisations as well as publishing houses involved in the education sector.

The event was marked by strong political support articulated through the opening remarks of Mr Yusuf Tekin, Minister of National Education; Mr Mehmet Kemal Bozay, Deputy Minister of Foreign Affairs and Director for EU Affairs; Mr Thomas Hans

Ossosowski, Ambassador to European Delegation to Türkiye; Mr Lutfihak Alpkın, Deputy Minister of Labour and Social Security, and Mr Matjaž Gruden, Director for Democracy, Council of Europe.

Following the project presentation, the conference continued with a panel entitled “Through the Lens of CEFR and CEFR Companion Volume (2020)”. The panellists consisting of Ms Danielle Hunter, Merve Selçuk, PhD student, and Seçil Alaca, PhD student, had a lively discussion with the moderation of Nazlınur Göktürk, PhD student, focusing on the development of Language Assessments for K-12 Students, Digital Learning Materials, and the Action Oriented approach as well as on Supporting Teachers to use the Common European Framework of Reference for Languages (CEFR) and the CEFR Companion Volume (2020) effectively.



4 Dec. ↘ Graz

## Think Tank: Fostering motivation in language education

The ECML-EC Think tank “Fostering motivation in language education: what role for decision-makers and educators?” took place at the European Centre for Modern Languages in Graz on 4 December within the context of the ECML’s cooperation action with the European Commission.

The event took place against the backdrop of the findings from two recently published sources of data: the [Eurobarometer 2024 - “Europeans and their languages”](#) and the Eurydice report 2023 - [“Key data on teaching languages at school](#)

[in Europe”](#) and involved 50 participants from 31 countries (as well as a livestream audience) - from schools, teacher education institutions, ministries of education, and language associations. With a focus on both the challenges and possible solutions for education systems in promoting the learning of languages other than/in addition to English, it highlighted inspiring examples from policy, teacher education and research. As a result of this very successful event, a working group has been established to develop a Motivation Manifesto.

5 + 6 Dec. ↘ Strasbourg

## OHTE 4<sup>th</sup> Annual Conference “History in Crisi(e)s?”

The 4<sup>th</sup> OHTE Annual Conference focused on the overarching theme “History in Crisi(e)s?” and explored two key questions: “How can studying historical crises help us address the crises of the present?” and “Is history teaching itself in crisis?”. Ministers of Education from Luxembourg, Montenegro, and Slovakia, as well as the deputy Ministers of Education of Armenia and Ukraine, addressed 800 participants – both on site and online – comprising academics, government and civil society representatives, education professionals, students and history enthusiasts. The two-day

event explored how history education can help navigate contemporary crises while ensuring its integrity amid rising political tensions. Two high-level OHTE Talks and four plenary sessions discussed how history can be misused in political discourse, the challenges of maintaining factual history in classrooms, and the role of education in safeguarding democratic principles. The conference also provided an opportunity to discuss the main findings of the OHTE thematic report on [“Economic crises in history teaching”](#) scheduled for publication in 2025.

Series 2024

## EduTalks@Council of Europe

The Education Department organises “EduTalks” with the aim to trigger public debate and raise awareness on education-related topics.

EduTalks@Council of Europe (EduTalk@CoE) are a series of moderated discussions and debates by renowned speakers focused on emerging topics or ideas related directly to education or relevant to the education field.

Since its launch, in 2022, the EduTalks@Council of Europe hosted discussions on the following thematic: [Teaching and Learning with and about AI](#); [The importance of evidence-based Practices in AI and](#)

[education](#); [Data Protection and the Right to Privacy in Education and in the face of AI](#); [Stepping up student and staff mobility through better implementation of the Lisbon Recognition Convention](#); [Artificial Intelligence and Academic Integrity](#); and [Video Games and Sustainable Development Goals](#).

On 17 June 2024, the Council of Europe held an [EduTalk on the importance of research and academic integrity](#), which counted over 60 online participants.

This EduTalk aimed to provide insights and explore strategies for promoting ethical conduct in scientific research.

### THEMATIC QUESTIONS

**The invited speakers elaborated on their experiences and approaches related to the academic and research integrity field from three different, but complementary perspectives by discussing the following questions:**

What role does education play in fostering research integrity, and how can it be effectively integrated into educational curricula?

How can researchers, institutions, and policymakers collaborate to promote research integrity and address misconduct effectively?

What are the challenges and strategies for incentivising research integrity within academic institutions?

# Activities Highlights

Chronological overview of Council of Europe major events organised within the framework of the implementation of the Education Department's Programme.

DATE	EVENT	LOCATION	DESCRIPTION
7-8 Feb.	<b>Workshop: "Digital Citizenship as a Public Policy in Europe and Latin America"</b>	LISBON, PORTUGAL	A workshop exploring the development and implementation of digital citizenship education policies across Europe and Latin America, fostering international cooperation and policy alignment.
21 Feb.	<b>2<sup>nd</sup> Meeting of the Working Group on Reference Framework of Competences for Democratic Culture (RFCDC) and Education for Sustainable Development (ESD)</b>	ONLINE	An online meeting bringing together experts to discuss the integration of democratic competences into education for sustainable development, aiming to create cohesive educational frameworks.
22 Feb.	<b>Meeting of the Observatory on History Teaching in Europe (OHTE) Governing Board</b>	PARIS, FRANCE	The Governing Board of the OHTE convened to review ongoing projects and plan future initiatives aimed at enhancing history education and promoting a shared understanding of European history.
13-14 Mar.	<b>Meeting of the ECML Governing Board Bureau</b>	GRAZ, AUSTRIA	The European Centre for Modern Languages (ECML) Governing Board Bureau convened to discuss strategic directions and ongoing projects in language education.
19 Mar.	<b>Webinar: "Language Support for Migrants (LSM) Toolkit"</b>	STRASBOURG AND ONLINE	An online seminar introducing the LSM Toolkit, designed to assist educators in providing effective language support for adult migrants, facilitating their linguistic integration.
20-22 Mar.	<b>5<sup>th</sup> Plenary Session of the Steering Committee for Education (CDEDU)</b>	STRASBOURG, FRANCE	A landmark session where the CDEDU launched the "Education for Democracy" programme for 2024-2027, aiming to strengthen democratic values through education across member states.
3-5 Apr.	<b>Innovation Days in History Education (HISTOLAB Project)</b>	STRASBOURG, FRANCE	A series of workshops and discussions under the HISTOLAB project, focusing on innovative approaches to history teaching and the role of history education in fostering democratic culture.
8-9 Apr.	<b>Conference on RFCDC and Vocational Education and Training</b>	STRASBOURG, FRANCE	A conference dedicated to integrating the Reference Framework of Competences for Democratic Culture (RFCDC) into vocational education and training, promoting democratic competences in vocational curricula.

DATE	EVENT	LOCATION	DESCRIPTION
22 Apr.	<b>First Formal Meeting of the Language Policy Advisory Group</b>	GRAZ, AUSTRIA	The inaugural meeting of the advisory group tasked with guiding language policy development, aiming to enhance linguistic diversity and language education policies across Europe.
3 May	<b>Seminar: "Language Education at the Heart of Democracy"</b>	GRAZ, AUSTRIA	A seminar celebrating the 75 <sup>th</sup> Anniversary of the Council of Europe and the 30 <sup>th</sup> Anniversary of the ECML, discussing the pivotal role of language education in democratic societies.
14 May	<b>OHTE Governing Board Bureau Meeting</b>	ONLINE	The Bureau of the Observatory on History Teaching in Europe (OHTE) met to plan upcoming activities and review ongoing projects related to history education across member states.
14-16 May	<b>12<sup>th</sup> Session of the Council of Europe Education Policy Advisors' Network (EPAN)</b>	ONLINE	EPAN members convened to discuss current educational policies, share best practices, and coordinate efforts to promote quality education aligned with democratic values.
15-17 May	<b>Conference: "The Reinvigoration of the Importance of Historical Awareness and Culture through Higher Education: Threats and Opportunities"</b>	BOLOGNA UNIVERSITY, ITALY	An academic conference examining the role of higher education in preserving historical awareness and cultural heritage, addressing contemporary threats and exploring new opportunities.
12-13 Jun.	<b>CDEDU Bureau Meeting</b>	BRUSSELS, BELGIUM	The Bureau of the Steering Committee for Education (CDEDU) convened to discuss ongoing projects and strategic planning for future educational initiatives.
17 Jun.	<b>Recognition of Qualifications: A Powerful Tool for Better Integration of Refugees</b>	LYON, FRANCE	A conference focused on the importance of recognizing refugees' qualifications to facilitate their integration into host societies, discussing best practices and policy recommendations.
18-19 Jun.	<b>Conference and Meeting of the Working Group on RFCDC and Education for Sustainable Development</b>	STRASBOURG, FRANCE	This event aimed to integrate the Reference Framework of Competences for Democratic Culture (RFCDC) into Education for Sustainable Development (ESD) programs, promoting democratic competences in sustainability education.
23-25 Jun.	<b>31<sup>st</sup> Annual Joint Meeting of the ENIC and NARIC Networks</b>	NAPLES, ITALY	The European Network of Information Centres (ENIC) and the National Academic Recognition Information Centres (NARIC) held their annual meeting to discuss academic recognition and mobility within Europe.
24-28 Jun.	<b>Summer Academy for Language Teacher Educators</b>	GRAZ, AUSTRIA	A professional development program designed to enhance the skills of language teacher educators, focusing on innovative teaching methodologies and intercultural competence.



DATE	EVENT	LOCATION	DESCRIPTION
6 Sept.	<b>EB/NAB and ELCORE Meetings</b>	ONLINE	Meetings of the EB/NAB and Representatives of ELCORE to discuss language education policies and practices.
18-19 Sept.	<b>Meeting of the CDEDU Sub-Group on Higher Education</b>	PARIS, FRANCE	Sub-group of the Steering Committee for Education (CDEDU) convened to address higher education issues, focusing on policy development and implementation strategies.
26 Sept.	<b>24<sup>th</sup> Celebration of the European Day of Languages</b>	GRAZ, AUSTRIA	Annual event promoting linguistic diversity and language learning across Europe, featuring activities and discussions to encourage plurilingualism.
27 Sept.	<b>6<sup>th</sup> Meeting of the OHTE Scientific Advisory Council</b>	PARIS, FRANCE	The Observatory on History Teaching in Europe (OHTE) held its sixth meeting to advise on history education initiatives and research.
9 Oct.	<b>Meeting of the CDEDU Bureau</b>	STRASBOURG, FRANCE	The Bureau of the Steering Committee for Education (CDEDU) met to plan and coordinate upcoming educational activities and policies.
10-11 Oct.	<b>6<sup>th</sup> Plenary Session of the CDEDU</b>	STRASBOURG, FRANCE	The full Steering Committee for Education convened to discuss and adopt decisions on various educational initiatives and strategies.
11 Oct.	<b>Meeting of the ECML Bureau</b>	ONLINE	The Bureau of the European Centre for Modern Languages (ECML) met to discuss language education projects and administrative matters.
15-16 Oct.	<b>Meeting of the ECML Governing Board</b>	GRAZ, AUSTRIA	The Governing Board of the ECML convened to oversee the centre's activities and strategic direction in promoting language education.
16-17 Oct.	<b>Workshop for the National Nominating Authorities and Contact Points of the ECML</b>	GRAZ, AUSTRIA	A workshop aimed at enhancing collaboration and coordination among national representatives involved with the ECML's language education initiatives.
17-18 Oct.	<b>Conference on the European Space for Citizenship Education</b>	BERLIN, GERMANY	A conference marking the launch of the preparatory phase for the European Space for Citizenship Education, focusing on shared democratic values and principles through citizenship education.
17-18 Oct.	<b>OHTE Governing Board Meeting</b>	ATHENS, GREECE	The Governing Board of the Observatory on History Teaching in Europe met to discuss governance and strategic planning for history education projects.
24-25 Oct.	<b>Conference on RFCDC and Vocational Education and Training</b>	STRASBOURG, FRANCE	A conference exploring the integration of the Reference Framework of Competences for Democratic Culture (RFCDC) into vocational education and training programs.

DATE	EVENT	LOCATION	DESCRIPTION
1 Nov.	<b>Council of Europe at GEM Fortaleza 2024</b>	FORTALEZA, BRAZIL	Council of Europe representatives emphasized the role of CoE education programme in achieving Sustainable Development Goals (SDG 4) during the Global Education Meeting.
6-8 Nov.	<b>Education Department's Kiosk at the World Forum for Democracy</b>	STRASBOURG, FRANCE	The department hosted a dedicated space showcasing initiatives to promote democracy and diversity under the theme "Democracy and Diversity - Can We Transcend the Divides?"
13-14 Nov.	<b>Academic Freedom in Action Conference</b>	STRASBOURG, FRANCE	The conference highlighted higher education's democratic mission and launched new initiatives to safeguard academic freedom as a cornerstone of democracy.
18 Nov.	<b>Recognition of Qualifications for Refugees' Integration</b>	ATHENS, GREECE	An event co-organized with DOATAP focused on the European Qualifications Passport for Refugees as a tool for educational and professional integration of refugees.
19-20 Nov.	<b>EPAN Meeting: Development of the European Space for Citizenship Education</b>	ONLINE	Education Policy Advisors Network (EPAN) advanced the development of the European Space for Citizenship Education, discussing strategies to enhance democratic citizenship education.
20 Nov.	<b>Access to Education for Children from Ukraine</b>	STRASBOURG, FRANCE	On World Children's Day, the Council of Europe presented through a publication challenges and solutions for ensuring access to education for Ukrainian refugee children in Europe.
26 Nov.	<b>8<sup>th</sup> ETINED Plenary Meeting: Advancing Integrity and Transparency in Education</b>	ROME, ITALY (HYBRID)	Discussions centered on advancing ethics, transparency, and combating education fraud through policies and international collaboration.
4 Dec.	<b>Think Tank: Fostering motivation in language education</b>	GRAZ, AUSTRIA	The ECML-EC Think Tank gathered 50 participants from 31 countries to address motivation in language learning, leading to the launch of a Motivation Manifesto.
5-6 Dec.	<b>OHTE 4<sup>th</sup> Annual Conference "History in Crisi(e)s?"</b>	STRASBOURG, FRANCE	The 4 <sup>th</sup> OHTE Annual Conference gathered 800 participants to discuss how history education can address current crises and protect democratic values, while exploring the misuse of history and presenting insights from the upcoming report on economic crises.

# CoE Education Department in European and International Events 2024

The Education Department participated in the closing conferences of the [EEA/Norway Grants Local Development Programmes](#) in Bulgaria, Romania, and Slovakia, which have supported numerous quality inclusive education projects and in which the Council of Europe acted as an international partner organisation.

7 Mar.  
 ↘ Paris  
**UNESCO** • Extraordinary Session of the Intergovernmental Conference of the States Parties to the Global Convention on the Recognition of Qualifications concerning Higher Education.

17 Jun.  
 ↘ Paris  
**UNESCO**  
 Dissemination event for senior pedagogical advisors from the autonomous regions on language education at the Council of Europe, opened by D. Andrés Contreras, Deputy Director of the Unit for Overseas education initiatives (**UAEE**)

10 Apr.  
 ↘ Barcelona  
**EdTech Congress Barcelona 2024:**  
 Keynote Speaking Invitation

**Accelerating Progress Towards SDG4:**  
 Stocktake of Transformative Actions in Education. Convened by the SDG4 High-Level Steering Committee

28-31 May  
 ↘ Tirana  
**EHEA Ministerial**

6 + 7 Jun.  
 ↘ Spain  
**Ministry of Education, Training and Sport** • Sarah Breslin, Head of Language Policy and Executive Director of the ECML

1<sup>st</sup> Nov.  
 ↘ Fortaleza  
**Global Education Meeting (GEM)**

3 Dec.  
 ↘ Brussels  
**Conference Bridging the Gaps:**  
 Rethinking Recognition to Ensure Equal Opportunities for Refugees

Data 2024

## Formal and non-formal Education

**38** Member States have taken action to apply the **Council of Europe Reference Framework of Competences for Democratic Culture** in their national education policies and practice.

**11** Member States were covered by externally funded co-operation projects, which provide tailored support to apply the Council of Europe education policies in practice and contribute to the implementation of the **Education Strategy 2030**.

**13,000+** Direct participants – education decision-makers, educators, experts, civil society actors, and learners – participated in capacity building activities carried out within externally funded co-operation projects.

## AI and Education portfolio

**28** Member States submitted their replies to the “**The State of Artificial Intelligence and Education across Europe**” survey, and replies from 25 member States were analysed.

**130** In-person participants engaged in interactive sessions during the conference days. On 24-25 October, the Council hosted its [2<sup>nd</sup> Working Conference on AI in Education](#), entitled “**Regulating the Use of AI Systems in Education**”, bringing together government-nominated experts, academia, and civil society to refine the initiatives undertaken by the Education Department.



## ETINED platform



Out of the 48 States Parties to the Cultural Convention represented at the CDEDU, 40 countries are represented in ETINED.

60

Participants attended the 8<sup>th</sup> ETINED Plenary, both online and in-person .

60

Online participants were counted at The [EduTalk@CoE](#) on the importance of research and academic integrity.

### Two studies were launched among States Parties to the European Cultural Convention

**01** A survey on student awareness of fraud in education to assess higher education students' knowledge, raise awareness, and support tools for ethics and transparency. The questionnaire garnered a significant response, with 5333 students from 40 countries sharing their insights.

**02** A survey on Open School Data to explore the use of open data in primary and secondary education, providing insights for decision-makers and promoting accountability. 25 responses from 18 countries were collected in total.



EDUCATION  
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## This report provides an overview of the activities and achievements of the Council of Europe Education Department across 2024.

In 2024, the Education Department of the Council of Europe reaffirmed its commitment to shaping education as a catalyst for strengthening democracy, human rights, and the rule of law. The education programme of activities has been guided by the 2024-2030 “Learners First” Education Strategy, which emphasises democratic values, social responsibility, and a human rights-based digital transformation.

Based on these three pillars, areas of focus included promoting democratic citizenship education, addressing the impact of digital technologies and AI, and fostering integrity and trust within education systems. Highlighting the importance of the Reference Framework of Competences for Democratic Culture (RFCDC), 2024 also saw the launch of the European Space for Citizenship Education, a milestone in fostering quality and cooperation in citizenship education. The report reflects the continued dedication of working groups, networks, and member States in advancing the mission of quality education for all.

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The Council of Europe is the continent’s leading human rights organisation. It comprises 46 member states, including all 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.