

## Council of Europe Contribution to the UN Sustainable Development Goals

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



#### 4.1 Universal primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

The Council of Europe contributes to SDG 4.1 mainly through its work on competences for democratic culture and language education. Through its activities, standards and tools developed in this field, the Council of Europe encourages its member States to provide equitable, quality education whereby all learners acquire the competencies, values, culture and knowledge essential for ensuring social integration and intercultural openness. Activities ranging from the Common European Framework of Reference for Languages, to projects such as the Quality Education in Romani for Europe, the development of a Reference Framework of Competences for Democratic Culture and the support provided by the Education Policy Advisors Network to effective implementation of Council of Europe education standards are just some of its stepping stones for achieving equitable, quality primary and secondary education that leads to relevant and effective learning outcomes in line with the values and culture of human rights and democratic citizenship. For more detail and access to the different activities, please see the table below.

## Mapping of Council of Europe Education Activities for SDG 4.1

Standards	Data/ Reports	Tools	Activities
<p><a href="#">Recommendation CM/Rec(2002)12 on education for democratic citizenship</a></p> <p><a href="#">Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;</a></p> <p><a href="#">Charter on Education for Democratic Citizenship and Human Rights Education, 2010</a></p> <p><a href="#">Council of Europe Standing Conference of Ministers of Education “Securing Democracy through Education” The development of a Reference Framework of Competences for Democratic Culture” 2016</a></p>		<p><a href="#">Education Policy Advisors Network (EPAN)</a></p> <p>The new Education Policy Advisers Network will contribute to effective reforms in the 50 States Parties to the European Cultural Convention in respect of education for democracy and human rights in particular by: encouraging <b>integration of the new Reference Framework of Competences for Democratic Culture (RFCDC )</b> in the education systems of the States Parties to the European Cultural Convention; sharing experiences and discussing methodologies to improve co-operation and effectiveness in integrating RFCDC at all levels (national, regional and local); encouraging the responsible bodies to support the implementation of the Council of Europe Charter on EDC/HRE, with a particular view to further strengthening the quality of education for democratic citizenship and human rights education; supporting the reinforcement of safe learning environments where respect for diversity and freedom of expression without fear are fostered and the democratic governance of schools is promoted as the foundation for effective education; contributing to the development of the Council of Europe's contribution</p>	


		<p>to the United Nations 2030 Agenda for sustainable development (Target 4.7 ).</p>	
		<p><a href="#">Reference Framework of Competences for Democratic Culture (RFCDC)</a>              to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. Non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit</p>	<p><a href="#">‘Democratic and Inclusive School Culture in Operation (DISCO)-2018/19</a>              The Joint Programme (CoE-EU) provides funding to enable at least three States party to the <b>European Cultural Convention</b> to cooperate on projects of common interest within the field of education for democratic citizenship and human rights education (EDC/HRE).  <b>Thematic Priority 1:</b> Digital citizenship education in relation to the <b>implementation of the Council of Europe Framework of Competences for Democratic Culture</b> and its guiding documents  <b>Thematic Priority 2:</b> Building democratic and inclusive school culture by embedding the learning environment in the local community (whole school/community approach)</p>

			<p><a href="#">Competences for Democratic Culture and Intercultural Dialogue</a>        The mandate is to develop non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.</p>
<p><a href="#">Recommendation CM/Rec(2014)5 on the importance of competences in the language(s) of schooling for equity and quality in education and for educational success</a></p> <p><a href="#">Recommendation CM/Rec(2012)13E on ensuring quality education</a></p>		<p><a href="#">Platform of resources and references for plurilingual and intercultural education</a>        Access to education and success at school depend heavily on language competences. The Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefitting from their own experience and expertise.        It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.        This platform is complemented by further resources developed at the <b>European Centre for Modern Languages (ECML)</b>, in particular in the Thematic areas of: <a href="#">Plurilingual Education</a> and <a href="#">Migration and Language Education</a>. <a href="#">Training</a></p>	<p><a href="#">Languages of Schooling</a>        Language Policy Unit project, concerned with the development of effective skills in the language(s) of instruction which are essential for successful learning across the whole curriculum</p>

		<p><a href="#">activities</a> are also available.</p> <p>Coe Resources:</p> <ul style="list-style-type: none"> <li>• The language dimension in all subjects - A handbook for curriculum development and teacher training</li> <li>• The place of the languages of schooling in the curricula</li> <li>• Guide for the development and implementation of curricula for plurilingual and intercultural education</li> <li>• Education, mobility, otherness - The mediation functions of schools</li> <li>• Plurilingual and intercultural education as a project, 2009</li> <li>• Plurilingual education in Europe: 50 years of international cooperation, 2006.</li> </ul>	
<p><a href="#">Recommendation CM/Rec(2008)7 on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism</a></p>	<p><a href="#">The European Language Portfolio: an impact study (2009)</a></p>	<p><a href="#">Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), 2001</a></p> <p><a href="#">CEFR Companion Volume with New Descriptors (2018)</a></p> <p><a href="#">European Language Portfolio, 2001</a></p>	<p><a href="#">Projects of the European Centre for Modern Languages (ECML).</a></p> <p>The Council of Europe's current work in language education enriches the ELP in a number of ways, especially as regards plurilingual and intercultural education.</p> <p>Language learning as a tool to foster social competences and competences for democratic citizenship, inclusivity, valuing diversity are of key importance in the above projects.</p> <p>Plurilingual approaches contribute to</p>

			<p>social integration – acknowledging and valuing the home languages and cultures of migrants help their integration into schools and society; and plural approaches encourage the development of openness, respect and intercultural competences in all learners. This in turn can contribute to more harmony in our schools and our society.</p>
<p><a href="#">PACE Recommendation 563 (1969) Situation of Gypsies and other travellers in Europe</a></p> <p><a href="#">Recommendation CM/Rec(2000) 4 on the education of Roma/Gypsy children in Europe</a></p>		<p><a href="#">Curriculum Framework for Romani (CFR)</a>        The Curriculum Framework for Romani (CFR) is based on the CEFR. It provides a common basis for developing syllabuses and curriculum guidelines, textbooks and other learning materials in Romani. Furthermore, the CFR aims for strengthening the use of Romani as mother tongue in education.</p> <p><a href="#">European Language Portfolio (ELP) – Learning the Romani language</a></p> <p><a href="#">Teaching Materials developed by QUALIROM</a>        QUALIROM developed teaching materials in various Romani varieties for primary, secondary and tertiary teaching at proficiency levels A1 to B2. Some of the materials were piloted in teaching activities during the lifetime of the project.</p>	<p><a href="#">Quality Education in Romani for Europe (QUALIROM) (2010)</a>        The project Quality Education in Romani for Europe (QUALIROM) implemented and tested the Curriculum Framework for Romani (CFR) and the corresponding European Language Portfolio Models (ELPs) which are based on the Common European Framework of Reference for Languages and were developed by the Council of Europe.</p>

		A <a href="#">list</a> of relevant publications available on the project website.	<a href="#">Education of Roma children in Europe, (2002)</a> Implementation of the Recommendation 2000(4) on the education of Roma children in Europe
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## 4.2 Early childhood development and universal pre-primary education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Pre-school education is not a main focus of Council of Europe activities on Education. Indeed, in many member States, this matter is not the responsibility of the Ministries of Education but of other Ministries such as of Health or Social Affairs, etc. In 2000, however, the Council of Europe's governing body, the Committee of Ministers, addressed a Recommendation to member States on the education of Roma/Gypsy children in Europe which specifically requested member States to develop pre-school education schemes and make them available to Roma/Gypsy children.

### Mapping of Council of Europe Education Activities for SDG 4.2

Standards	Data / Reports	Tools	Activities
<a href="#">Recommendation CM/Rec(2000) 4 of the Committee of Ministers to member states on the education of Roma/Gypsy children in Europe</a>			<a href="#">Pre-school education that fosters multicultural learning and the integration of Roma children in Bulgaria - In the framework of Children and Youth at Risk</a>
			<a href="#">Generation Democracy II: Strengthening Democratic Culture in Basic Education in Turkey (start in 2018)</a>





### 4.3 Equal access to technical/vocational and higher education

**By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**

The Council of Europe contributes to SDG 4.3 through its extensive work in the field of Higher Education. The Council of Europe believes that an educated citizenry is a major pillar of democratic security and that it is important, therefore, that no group of people is excluded from access to higher education. ‘Access’ in particular refers to “the increase and widening of participation rates, retention rates and inter-institutional transfers in institutions of higher education, particularly for persons belonging to under-represented groups”.

It has further contributed to this goal through its work on the foreign recognition of qualifications, particularly for disadvantaged groups, which led to the Lisbon Recognition Convention and other standards in this area. A variety of capacity building activities have been organised through the Joint EU-CoE programme to develop higher education and qualification standards in Council of Europe non-EU member States and assist with the implementation of the Bologna Process which aims at increasing compatibility between education systems to make it easier for students and job seekers to move within Europe. Another Joint EU-CoE capacity building programme focuses on strengthening integrity and combatting corruption in higher education using preventive mechanisms based on Council of Europe standards and practices.

### Mapping for Council of Europe Education Activities on SDG 4.3

Standards	Data / Reports	Tools	Activities
<p><a href="#">Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997</a>            The Convention aims to ensure that holders of a qualification from a signatory country can have that qualification recognised in another. The Convention was developed by the Council of Europe and Unesco.</p> <p><a href="#">Council of Europe/UNESCO Recommendation on Criteria and Procedures for the</a></p>	<p><a href="#">Monitoring the Implementation of the Lisbon Recognition Convention - Final Report, February 2016</a></p>	<p><a href="#">European Area of Recognition Project (EAR) Manual</a></p> <p><a href="#">Guidelines for the recognition of refugee's qualifications - Council of Europe Working party on Refugee qualifications, 1999</a></p>	<p><a href="#">ENIC: European Network of Information Centres in the European Region</a>  <a href="#">NARIC: National Academic Recognition Information Centres in the European Union</a>            The network aims at implementing the Lisbon Recognition Convention and, in general, developing policy and practice for the recognition of qualifications. The Council of Europe</p>

<p><a href="#">Assessment of Foreign Qualifications and Periods of Study (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)</a></p> <p><a href="#">Recommendation on Recognition of Qualifications Held by Refugees, Displaced Persons and Persons in a Refugee-like Situation, November 2017</a></p>			<p>is a partner Organisation.</p> <p>Thematic highlights include:        Employing a refugee with or without documentation of qualifications;        Recognise qualifications held by refugees</p> <p><a href="#">European Qualifications Passport for Refugees</a>        It is a pilot project based on the Council of Europe Lisbon Recognition Convention. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.</p>
<p><a href="#">Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997</a></p> <p><a href="#">Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)</a></p>	<p><a href="#">Report on a fact finding visit to Sarajevo 7-10 June 2010 to review and assess the need for expertise in higher education reform in BiH</a></p> <p><a href="#">Report on a fact finding visit to Sarajevo 19-22 July 2010 regarding Legislation and Quality Assurance and Qualifications Frameworks and an analysis of the laws.</a></p>	<p><a href="#">Towards a European Higher Education Area. 7 Key Strategies and Guidelines to implement the Bologna Process (Strengthening Higher Education in BiH (2006-2008)</a></p> <p><a href="#">Curriculum Development Good Practice Guide (Strengthening Higher Education in BiH (2009-2011)</a></p> <p><a href="#">An overview of recommendations issued by the joint EC/CoE project "Strengthening Higher Education Bosnia Herzegovina" 2009-2011 related to the legislative framework for Quality Assurance and the Qualifications Framework in Higher Education</a></p> <p><a href="#">Manual for the development and use</a></p>	<p><a href="#">Joint EU-CoE Programme – Strategic Development of Higher Education and Qualification Standards in Bosnia and Herzegovina</a>        Completed Higher Education Projects are available <a href="#">here</a></p> <p>This project assists Bosnia and Herzegovina to achieve one of the aspects of its strategic development plan for education 2008-2015: full accession to the European Higher Education Area (EHEA). The goal is to enable BiH higher education, its institutions, graduates, academics and students to benefit fully from European opportunities and to play its full role for development in Bosnia and Herzegovina (BiH).</p>

		<a href="#">of Qualifications and Occupational Standards in BiH</a>	
<p><a href="#">Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997</a></p> <p><a href="#">Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)</a></p>			<p><a href="#">Joint EU-CoE Project: Strengthening Higher Education Reforms in Serbia (ended in 2009)</a></p> <p>Support and accelerate higher education reforms in Serbia, based on the Bologna Process, in order for Serbian universities to be attractive at European and international level.</p>
<p><a href="#">Recommendation CM/Rec(2007)6 on the public responsibility for higher education and research</a></p>		<p><a href="#">Publications of the Higher Education and Research Division</a></p> <p>The Council of Europe Higher Education Series, launched in 2004, aims to explore higher education issues of concern to policy makers in Ministries, higher education institutions and non-governmental organizations, and student representatives.</p>	<p><a href="#">Higher Education and Research Activities</a></p> <p>The work of the Council of Europe in the field of higher education and research focuses on issues related to the recognition of qualifications, public responsibility for higher education and research, higher education governance and other fields relevant for the establishment of the European Higher Education Area (2010). <a href="#">List of completed activities:</a></p>
<p><a href="#">Recommendation CM/Rec(98) 3 on access to higher education</a></p> <p><a href="#">PACE Recommendation 1353 (1998) Access of Minorities to Higher Education</a></p> <p><a href="#">Recommendation CM/Rec(2007)6 on the public responsibility for higher education and research</a></p>		<p>List of publications from the project, available <a href="#">here</a></p>	<p><a href="#">Access to Higher Education in Europe 1992-1996</a></p> <p>Improving access to higher education particularly for under-represented groups was the goal of the CC-HER project</p>

<p><a href="#">PACE Recommendation 2105 (2017)</a>  <a href="#">Promoting integrity in governance to tackle political corruption</a>      “4.2. give a prominent role to integrity and anti-corruption education in the Council of Europe Reference Framework of Competences for Democratic Culture, targeting primary and secondary schools and higher education and vocational training institutions throughout Europe;”</p>			<p><a href="#">ETINED Platform</a>      ETINED addresses the challenge of corruption in Education and seeks to contribute to the development of a culture of democracy and participation based on ethics, transparency and integrity. It links quality education with the promotion of fundamental ethical principles for public and professional life.</p>
<p><a href="#">CM Reply to Recommendation   Doc. 14528   11 April 2018 - Promoting integrity in governance to tackle political corruption</a>      Besides its immediate detrimental effects, corruption in education threatens the longer-term foundations of European societies by undermining the culture of democracy that education should play a key role in developing. The references to education standards and projects in paragraph 4 of the recommendation, including the Reference Framework of Competences for Democratic Culture and the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, are therefore particularly relevant. To strengthen work on preventing corruption in education, the Council of Europe has established the ETINED Platform (Platform for Ethics, Transparency and Integrity in Education), which was launched in October 2015 in Prague. The current focus of this platform is on ethical behaviour of all actors in education as well as on plagiarism and fraud in education, with the latter topic covering fraudulent</p>	<p><a href="#">Baseline assessment of integrity in higher education in Kosovo*</a>   <a href="#">Baseline assesment of integrity in higher education in Montenegro (in English and Montenegrin)</a></p>		<p>Joint EU/CoE Programme <a href="#">Fighting Corruption, Economic Crime and Organised Crime: Corruption in Education (2016-2019)</a>      The overall objective of these projects is to strengthen integrity and combat corruption in the higher education system through applying preventive mechanisms based on CoE standards and practices.</p> <ul style="list-style-type: none"> <li>• Strengthen Integrity and Combat Corruption in the Higher Education in Montenegro</li> <li>• Strengthen Integrity and Combat Corruption in the Higher Education (HF 19) in Kosovo*</li> </ul> <p>Strengthen Integrity and Combat Corruption in the Higher Education in</p>

<p>qualifications.</p> <p><a href="#">Recommendation CM/Rec(2012)13 of the Committee of Ministers to member States on ensuring quality education</a></p> <p><a href="#">Final Declaration of the Ministerial Standing Conference in Helsinki (April 2013) "Governance and Quality Education"</a></p>			Serbia
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#### 4.4 Relevant skills for decent work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

In its work to contribute to substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, the Council of Europe's Education Department has organised activities on foreign language acquisition and developed standards and tools in this area. Plurilingual competences enable people to be better prepared for employment, for further study, as well as to participate fully as citizens.

#### Mapping for Council of Europe Education Activities on SDG 4.4

Standards	Data / Reports	Tools	Activities
<a href="#">Recommendation CM/Rec(2008)7 on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism</a>	<a href="#">The European Language Portfolio: an impact study (2009)</a>	<a href="#">Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), 2001</a>  <a href="#">CEFR Companion Volume with New Descriptors (2018)</a>  <a href="#">European Language Portfolio, 2001</a>	<a href="#">Projects of the European Centre for Modern Languages (ECML)</a> The Council of Europe's current work in language education enriches the ELP in a number of ways, especially as regards plurilingual and intercultural education. Language learning as a tool to foster social competences and competences for democratic citizenship, inclusivity, valuing diversity are of key importance in the above projects. Plurilingual competences are empowering for all learners – they are better prepared for employment, for further study, for effective additional language learning and for citizenship.



#### 4.5 Gender equality and inclusion

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

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

## Mapping for Council of Europe Education Activities on SDG 4.5

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



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


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

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

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

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

**By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

The Council of Europe, in its contribution to ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy, works in particular on language programmes for migrants and other vulnerable groups. For example, it encourages its member States to recognise their specific responsibilities in relation to language training for adult migrants, which for a long time was seen solely as the responsibility of migrants themselves. This language support must have objectives such as ensuring a level of competence in oral communication, a crucial element of social life, in particular in the workplace. However, it should also seek to generate a sense of belonging to the migrants' new social environment, in addition to their existing loyalties, while bearing in mind that this sense of belonging depends too on the migrants' own plans (for instance, permanent or temporary settlement).

### Mapping for Council of Europe Education Activities on SDG 4.6

Standards	Data/Reports	Tools	Activities
<a href="#">Extracts from Council of Europe Conventions, Recommendations and Resolutions concerning Integration of Adult Migrants and Education (1968-2015)</a>	<a href="#">Final Report on the 3rd Survey on language policies for the integration of adult migrants</a> The report, also building on the previous two surveys (2007 and 2009), provides further information on language requirements and course provision in member states as a basis for shared reflection and debate on emerging policy trends in the light of our shared principles	<a href="#">Language Support for adult refugees: a Council of Europe toolkit</a> The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.	<a href="#">Linguistic integration of adult migrants</a> The Council of Europe toolkit aims at providing guidance and easy to-use teaching materials for volunteers working with refugees. The project also aims at providing assistance to member states in developing coherent and effective policies, practical support and encouraging good practices.

			<p><u>Plurilingual Education</u> It aims at designing and implementing initiatives for the development and analysis of language education policies aimed at promoting linguistic diversity and plurilingualism.</p>
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#### 4.7 Education for sustainable development and global citizenship

**By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**

The Education Department activities play an essential role in the promotion of the core values of the Council of Europe: democracy, human rights and the rule of law, as well as in the prevention of human rights violations, all which have a key role to play in ensuring sustainable development and sustainable lifestyles. In this context, education is increasingly seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. A growing awareness of Education's essential role in a sustainable future is reflected in the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education by the Organisation's 47 member states in the framework of Recommendation CM/Rec(2010)7. The Charter is an important reference point for all those dealing with citizenship and human rights education. It provides a focus and catalyst for action in the member states. It is also a way of disseminating good practice and raising standards throughout Europe and beyond.

## Mapping for Council of Europe Education Activities on SDG 4.7

Standards	Data/Reports	Tools	Activities
<p><a href="#">Recommendation CM/Rec(2012)13E on ensuring quality education</a></p> <p><a href="#">Recommendation CM/Rec(2002)12 on education for democratic citizenship</a></p> <p><a href="#">Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;</a></p> <p><a href="#">Charter on Education for Democratic Citizenship and Human Rights Education, 2010</a></p>			<p><a href="#">2018 Education Campaign "Free to Speak, Safe to Learn: Democratic Schools for All"</a></p> <p>The actions promoted through this campaign will focus on strengthening safe learning environments free from any violence and fear, and the promotion of freedom of speech in schools. Campaign activities will promote democratic school governance as well as the development of key competences (values, attitudes, skills and knowledge and critical understanding) among students.</p> <p><a href="#">"Democratic and Inclusive School Culture in Operation (DISCO)- 2018/19"</a></p> <p>This programme through open calls supports co-operation projects between EU and non-EU Member States. The projects should contribute to building democratic and inclusive societies through helping develop a culture of democracy by promoting education for democratic citizenship and human rights education in States party to the European Cultural Convention.</p>
			<p><a href="#">Democratic Citizenship and Human Rights Education, Turkey, 2011-2015 EU/CoE Joint Project</a></p> <p>The EU-CoE Joint Project aims to</p>

			<p>increase the institutional capacity of the Ministry of National Education (MoNE) on EDC/HRE through: developing and revising legislation and curricula on EDC/HRE and redesigning existing elective course on EDC/HRE in secondary school; producing educational materials; increasing the capacity of the Ministry of National Education (MoNE) personnel and awareness on EDC/HRE of pre-school, primary school and secondary school communities (such as teachers, pupils, students, non-teaching staff, parents and community leaders) and fostering a democratic school culture from preschool to the end of the secondary education and preparing the “Democratic School Competence Framework”.</p>
	<p><a href="#">Report from the closing conference: education for democratic citizenship and human rights in Eastern Partnership countries: project results and the way forward (21-22 November 2017, Tbilisi)</a></p>		<p><a href="#">Promoting Human Rights and Democratic Citizenship Education in 6 Eastern partnership countries EU/CoE Eastern Partnership Cooperation Framework 2015-2020</a></p>
			<p><a href="#">Fostering rapprochement through education for democracy and language learning (FRED) 2018-2020</a>                  a project to foster rapprochement through education for democracy and language learning in Kosovo*</p>
	<p><a href="#">National Survey on Bullying and Violent Extremism In the Education System of Albania,2017</a></p>	<p><a href="#">Fighting Bullying and Extremism in the Education System in Albania, 2017</a></p>	<p><a href="#">Fighting Bullying and Extremism in the Education System in Albania - European Union – Council of Europe Horizontal Facility for the Western</a></p>

			<a href="#">Balkans and Turkey</a>
<p><a href="#">Recommendation CM/Rec(2014)5 on the importance of competences in the language(s) of schooling for equity and quality in education and for educational success</a></p> <p><a href="#">Recommendation CM/Rec(2012)13E on ensuring quality education</a></p>			<p><a href="#">Joint EU/CoE Programme Generation Democracy II: Strengthening Democratic Culture in Basic Education in Turkey (due to start in 2018)</a></p> <p>The project will focus on the integration of the CoE Framework on CDC from pre-school education to the end of lower-secondary education and involves capacity building for schools and teachers through teacher training and targeted activities in pilot schools to implement a whole community approach. In addition, materials will be developed to support and facilitate the integration of CDC in daily teaching practices.</p>
	<p>Global Education in Europe to 2015 Strategy, policies, and perspectives - Outcomes and Papers of the Europe-wide Global Education Congress Maastricht, The Netherlands 15th-17th November 2002</p> <p>This report is based on the proceedings and outcomes of the Europe-wide Global Education Congress held in Maastricht the Netherlands, 15-17 November 2002. It is intended to be:</p> <p>A record of the proceedings of the Congress</p> <p>A useful resource for reflection and policy action in the pursuit of improved</p>	<p><a href="#">Online Training Courses</a></p> <p>The North-South Centre offers each year, since 2009, online training courses which cover three different dimensions of global education: human rights, intercultural dialogue and democratic citizenship. Each course takes place twice a year and lasts for four weeks. This training is designed for formal and non-formal educators, policymakers and media professionals.</p> <ul style="list-style-type: none"> <li>• <a href="#">Global Education: Human Rights dimension</a></li> <li>• <a href="#">"Global Education - The Intercultural Dimension"</a></li> </ul>	<p>The activities of the North-South Centre <a href="#">Global Education programme</a> are implemented in the framework of the <a href="#">iLegend programme -Intercultural Learning Exchange through Global Education, Networking and Dialogue-</a> a joint programme between, and funded by the European Union and the Council of Europe (2016-2019). The overall objective is to strengthen global/development education in EU Member States and potential Member States, particularly where it is least established by promoting dialogue, networking strategies, capacity-building and exchange of good practices in the field of global/development education.</p>

	<p>and increased Global Education agenda in Europe and further afield.</p>	<ul style="list-style-type: none"> <li>• <a href="#">"Global Education - The Citizenship Dimension"</a>  <a href="#">Global Education Guidelines (2008, updated versions in 2010 &amp; 2012)</a>            A pedagogical tool for educators and policy makers to understand and</li> </ul> <p>Implement global education, and share with a wider audience concepts and approaches promoted by the North-South Centre's Global Education programme</p> <p><a href="#">Global Education Week</a>          The Global Education Week is a Europe wide awareness raising event, which takes place annually in formal and non-formal educational settings across the continent.          "The World is changing: what about us" is the theme of the 2018 Global Education Week.</p> <p><a href="#">North-South Centre Global Education Network</a>          The North-South Centre strengthens a network of key stakeholders, at the global and European levels, with a focus on the new European Union member states</p> <p><a href="#">Global Education National and Regional Seminars</a>          Global Education Seminars take place since 2009, at the regional and</p>	<p>The Action will also raise awareness and understanding of global/development education issues and will disseminate best practices and expertise</p> <p>For the period 2016-2019, the European Union is partnering with the Council of Europe, through its North-South Centre, to include Global Development Education in formal education in the Balkans, Baltic, South East Europe and Mediterranean and Visegrad regions. Activities of the Global Education Programme are co-funded by the Civil Society and Local Authorities Programme of the European Union and the Council of Europe.</p>
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		<p>national levels. These events are co-organised by the North-South Centre, in the frame of the Joint Programme between the European Union and the Council of Europe: they bring together global education stakeholders from new European Union member states and from candidate countries, in order to discuss the local implementation of Global Education.</p> <p><a href="#">Diaspora Youth Training course</a> Under the framework of the ILegend project, building up from previous successful experiences with diaspora youth leaders – namely the African Diaspora Youth Network in Europe - ADYNE – the North-South Centre of the Council of Europe works with diaspora youth groups and young migrants who have proven to be crucial actors in the promotion of global/development education, representing an immense richness for the hosting societies.</p>	
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<p><a href="#">Global Education Charter, 1997</a></p> <p><a href="#">Maastricht Global Education Declaration, 2002</a></p> <p><a href="#">Strategic Recommendations. Third European Congress on Global Education: Education for a Global Citizenship. Unity in Diversity</a></p> <p><a href="#">Strategic recommendations of the Second European Congress on Global Education: Education, Interdependence and Solidarity in a Changing World. Lisbon, 27-28 September 2012</a></p>		<p><a href="#">Network of Universities on Youth and Global Citizenship</a></p> <p>The Network of Universities on Youth and Global Citizenship is a platform facilitated and coordinated by the North-South Centre of the Council of Europe that gathers youth organisations, governmental institutions, international organisations, and other youth-related entities from Europe, the Southern Mediterranean and beyond.</p> <p><a href="#">The Global Education and Youth Training Course for youth multipliers</a> is an activity organised by the North-South Centre of the Council of Europe under the framework of the <a href="#">Network of Universities on Youth and Global Citizenship</a>.</p> <p><a href="#">Media Literacy Task Force</a>        (under the framework of the ILegend)        Relying on the expertise of professional journalists this activity seeks to develop a partnership with media and journalist organisations to promote knowledge, skills and tools to report and interact on social media respecting the principles of Global Development Education.</p>	<p><a href="#">North-South Centre Youth Cooperation Programme</a></p>
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		<p>Projects carried out by the North-South Centre Youth Cooperation focusing –among others- on the topic of global education:</p> <p><a href="#">University on Youth and Development</a></p> <p><a href="#">Mediterranean University on Youth and Global Citizenship (MEDIUNI)</a></p> <p><a href="#">Structured Participation in Democratic Processes</a> Organized under the framework of MEDIUNI</p> <p><a href="#">The Africa-Europe Youth Cooperation</a></p>	<p><a href="#">North-South Centre Youth Cooperation Programme</a></p>
<p><a href="#">Recommendation CM/Rec(2012)13E on ensuring quality education</a></p> <p><a href="#">Recommendation CM/Rec(2002)12 on education for democratic citizenship</a></p> <p><a href="#">Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;</a></p> <p><a href="#">Charter on Education for Democratic Citizenship and Human Rights Education, 2010</a></p>		<p><a href="#">Reference Framework of Competences for Democratic Culture (RFCDC)</a></p> <p>to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. Non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.</p>	<p><a href="#">Competences for Democratic Culture and Intercultural Dialogue</a></p> <p><a href="#">Education Policy Advisors Network (EPAN)</a></p>
			<p><a href="#">International Contact Group on citizenship and human rights education</a></p> <p>The International Contact Group on citizenship and human rights</p>



			<p>education was set up in 2011 with a view to ensure close co-operation among regional and international initiatives in this field.</p> <p>It brings together several international and regional organisations.</p>
	<p><a href="#">Digital Citizenship Education – Multi-stakeholder consultation report, 2017</a></p>	<p><a href="#">Digital Citizenship Education Handbook</a>          the project will produce a Digital Citizenship Education Handbook focusing on 10 digital domains during the course of 2018.</p> <p><a href="#">Digital citizenship education - Volume 1: Overview and new perspectives (2017)</a>          This volume, the first in a Digital Citizenship Education series, reviews the existing academic and policy literature on digital citizenship education, highlighting definitions, actors and stakeholders, competence frameworks, practices, emerging trends and challenges. The inclusion of a wide selection of sources is intended to ensure sufficient coverage of what is an emergent topic that has yet to gain a strong foothold in either education or academic literature, but has received wider policy attention.</p>	<p><a href="#">Digital Citizenship Education Project</a>          It aims at reshaping the role education plays in enabling all children to acquire the competences they need as digital citizens to participate actively and responsibly in democratic society, online as well as offline.</p> <p>The DCE Project builds on the achievements of the Council of Europe's longstanding programme on Education for Democratic Citizenship and Human Rights Education (EDC/HRE), and the initial results of the project on Competences for Democratic Culture.</p>
<p><a href="#">History teaching Reference Texts Recommendation CM/Rec(2001)15 on history teaching in twenty-first-century Europe</a></p>	<p><a href="#">The History of Women in Europe in the 20th Century – Report, 1998</a></p>	<p><a href="#">Handbook "Teaching 20th-century European history"</a>          This comprehensive handbook on how to teach 20th century lays the groundwork for approaching themes</p>	<p><a href="#">1997-2001: Project "Learning and teaching the history of the 20th century in Europe"</a></p>

<p>(outcome of the 1997-2001: Project "Learning and teaching the history of the 20th century in Europe" project)</p>		<p>and topics from a European perspective; for multiperspectivity - encouraging students to investigate the experience of those holding opposing and unpopular viewpoints; provides a methodology for developing research and assessment skills of historical sources, particularly the media and new technologies; promotes understanding others through role play and the teaching of sensitive and controversial issues.</p> <p><a href="#">Teaching 20<sup>th</sup> Centure Women's Hisory: A Classroom Approach</a>        A teaching pack designed for use in secondary schools.</p>	
		<p><a href="#">Shared histories for a Europe without dividing lines e-book</a>        The main outcome of the project are the guidelines on quality history education in Europe in the 21st century which will contribute to building democratic diverse inclusive societies through helping develop a culture of co-operation and mutual respect.</p>	<p><a href="#">Educating for diversity and democracy: teaching history in contemporary Europe</a>        Phase I 2016-2017        Phase II 2018-2019        The main focus of the project "Educating for diversity and democracy: teaching history in contemporary Europe" will be on what makes for quality in history teaching and learning in a diverse educational context of the 21st century.        A starting point for determining quality is that the study of history has a significant role to play in forming the socio-political identity of the future citizens of Europe. It is essential in the promotion of democratic values, the management of socio-cultural diversity and the</p>

			upholding of human rights
		<p><a href="#">Three pedagogical instruments</a> were developed for secondary school learners as well as teachers and trainers who wish to include multiple perspectives in their teaching practice:</p> <ul style="list-style-type: none"> <li>• a publication: "Crossroads of European histories. Multiple outlooks on five key moments in the history of Europe";</li> <li>• a CD-ROM containing primary and secondary sources collected by historians of all the member states of the Council of Europe;</li> <li>• a teachers' manual</li> </ul>	<p><a href="#">2002-2006: Project "the European dimension in history teaching"</a>        In 2002, to help teachers implement the</p> <p><a href="#">Recommendation on history teaching in twenty-first-century Europe</a>, and in particular multiperspectivity, the Committee of Education launched a project with the aim of enriching the national approaches by stressing the European dimension in history teaching.</p>
			<a href="#">2006-2010: Project "The Image of the Other in history teaching"</a>
		<p><a href="#">Shared histories for a Europe without dividing lines e-book</a>        The main outcome of the project is an interactive e-book aimed at teacher trainers, teachers in training, practising teachers and their pupils.</p>	<a href="#">"Shared histories for a Europe without dividing lines" 2010-2014</a>

<p>The <a href="#">1954 European Cultural Convention</a> highlights the need to study the history of each member State so as to improve mutual understanding; the Holocaust is a European heritage which has common roots in the European nations, and there is a European responsibility that should be accepted.</p> <p>In 2018, a recommendation on “Remembrance of the holocaust in the XXI century” will be developed.</p> <p><a href="#">Recommendation CM/Rec(2001)15 on history teaching in twenty-first-century Europe</a></p> <p><a href="#">Teaching Remembrance Declaration by the European Ministers of Education (18 October 2002)</a></p> <p>The European Ministers of Education, meeting in Strasbourg at the Council of Europe on 18 October 2002, officially launched the “<a href="#">Day of Holocaust Remembrance and Prevention of Crimes against Humanity</a>” in schools”</p> <p><a href="#">Recommendation CM/Rec(2008)12 on the dimension of religions and non-religious convictions within intercultural education</a></p>		<p>Resources concerning the three specific topics are available here:  <a href="https://www.coe.int/en/web/education-and-religious-diversity/resources">https://www.coe.int/en/web/education-and-religious-diversity/resources</a></p>	<p>Education Department of the Council of Europe initiatives on <a href="#">Education and Religious diversity</a> – the resources includes work on 3 specific themes - <b>religion, diversity</b> and <b>blasphemy</b> by the Education Department but also by other Council of Europe entities in the field of Education on Religious Diversity.</p>
			<p><a href="#">Exchanges on the religious dimension of intercultural dialogue</a></p> <p>The aim is to promote and strengthen the fundamental Council of Europe</p>

			<p>values - respect for human rights and furtherance of democracy and rule of law - in order to foster mutual respect and awareness, tolerance and mutual understanding within European society. The purpose of the exercise is to associate with this goal the representatives of the religions traditionally present in Europe, the representatives of non-religious convictions and the other players in civil society.</p>
		<p>Teaching material is created and distributed with a view to making it easier for teachers to prepare lessons based on the "Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity". <a href="#">List of publications.</a></p>	<p><a href="#">Passing on the Remembrance of the Holocaust and Prevention of Crimes against Humanity</a></p> <p>The development of a network on "education in places of Remembrance of the Holocaust and other crimes against humanity committed by the Nazis and their accomplices" will promote the use of remembrance places to strengthen and improve teaching and learning about the Holocaust.</p> <p>The project aims at improving teaching about and on the basis of the Holocaust and implementing activities in the field of history teaching, to strengthen trust and tolerance within and between countries and meet the challenges of the 21st century</p>



## 4.a Effective learning environments

**Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all**

The Council of Europe believes that education for democratic citizenship is a factor for social cohesion, mutual understanding, intercultural and inter-religious dialogue, and solidarity, that it contributes to promoting the principle of equality between men and women, and that it encourages the establishment of harmonious and peaceful relations within and among peoples, as well as the defence and development of democratic society and culture. A variety of activities have been organised within the Council of Europe education programme that pertain to SDG means of implementation 4.a on Effective learning environments. A project organised with the European Union focuses on fighting bullying in Albania. Pilot schools started putting in place mechanisms to prevent bullying and to respond to the ideological challenge of extremism. Pupils have reported experiencing a safe and supportive learning atmosphere. Moral values of inclusion and respect are taught as a part of the school culture. In 2018 the Council of Europe Education Department will launch a new education campaign: “Free to speak, Safe to Learn: Democratic schools for All”. The good practices highlighted in the campaign will reflect safe learning environments, free from any violence and fear, and the promotion of freedom of speech in schools.

### Mapping for Council of Europe Education Activities on SDG 4.a

Standards	Data/Reports	Tools	Activities
<a href="#">Recommendation CM/Rec(2012)13E on ensuring quality education</a>  <a href="#">CM Rec(2002)12 on education for democratic citizenship</a>  <a href="#">Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic</a>  <a href="#">Citizenship and Human Rights</a>			<a href="#">2018 Education Campaign “Free to Speak, Safe to Learn: Democratic Schools for All”</a> The actions promoted through this campaign will focus on strengthening safe learning environments free from any violence and fear, and the promotion of freedom of speech in schools. Campaign activities will promote democratic school governance as well as the

<a href="#">Education;</a> <a href="#">Charter on Education for Democratic</a> <a href="#">Citizenship and Human Rights</a> <a href="#">Education, 2010</a>			development of key competences (values, attitudes, skills and knowledge and critical understanding) among students.
	<a href="#">National Survey on</a> <a href="#">Bullying and Violent Extremism</a> <a href="#">In the Education System of</a> <a href="#">Albania,2017</a>	<a href="#">Fighting Bullying and Extremism in</a> <a href="#">the Education System in Albania,</a> <a href="#">2017</a>	<a href="#">Fighting Bullying and Extremism in</a> <a href="#">the Education System in Albania -</a> <a href="#">European Union – Council of Europe</a> <a href="#">Horizontal Facility for the Western</a> <a href="#">Balkans and Turkey</a>