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Steering Committee for Educational Policy and Practice (CDPPE)

Plenary session

Strasbourg, **7 (as from 9 am) – 8 December 2017**

Room 5, Palais de l'Europe

TERMS OF REFERENCE FOR THE EDUCATION POLICY ADVISERS NETWORK

Item 6.1a

Introduction

At its plenary session in Strasbourg on 18-19 October 2016 the Steering Committee for Educational Policy and Practice discussed the follow up to be given to the decisions of the 25th Session of the Council of Europe Standing Conference of Ministers of Education, including the endorsement of the Reference Framework of Competences for Democratic Culture, the call for the renewal of the network of coordinators for education for democratic citizenship and human rights in 2018-2019 and increasing the impact of the Council of Europe Charter on education for democratic citizenship.

The Committee:

- took note of the progress made in the development and testing of the Reference Framework of Competences for Democratic Culture since the Ministerial Conference;
- noted the importance of having active interlocutors in the member states, able to ensure effective links between the education policy reforms in their countries and the Council of Europe's work in cooperation with other relevant partners/experts in their countries;
- noted the concern of some delegations that the mandate of the EDC/HRE coordinators not be too broad and the need for continued national flexibility;
- stressed in particular the importance of ensuring the necessary complementarity and synergies between the Competences for Democratic Culture, EDC/HRE and the work on the democratic mission of higher education;
- mandated the Secretariat to prepare draft revised terms of reference for the renewal of the existing EDC/HRE coordinators network or the setting-up of another relevant body, under the supervision of the Bureau.

Following this guidance the Secretariat prepared the draft terms of reference below, with a view to facilitate the discussion in the Committee at its meeting in Strasbourg on 7-8 December 2017 on the setting up of the Education Policy Advisors Network, which would oversee the implementation of the Reference Framework of Competences for Democratic Culture and the Council of Europe Charter on education for democratic citizenship and human rights in 2018-2019.

TERMS OF REFERENCE OF THE EDUCATION POLICY ADVISERS NETWORK

Valid from: 1 January 2018 until 31 December 2019

MAIN TASKS

Under the authority of the Steering Committee for Educational Policy and Practice (CDPPE); and bearing in mind:

- Final Declaration of the 25th session of the Council of Europe Standing Conference of Ministers of Education (Brussels, 11-12 April 2016), MED-25-3 Final;
- Committee of Ministers Recommendation CM/Rec (2012)13 on ensuring quality education;
- Committee of Ministers Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;
- The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC);

the Education Policy Advisers Network is invited to contribute to effective reforms in the 50 States Parties to the European Cultural Convention in respect of education for democracy and human rights in accordance with the objectives and principles of the Charter on Education for Democratic Citizenship and Human Rights Education, in particular by:

1. encouraging integration of the RFCDC in the education systems of the States Parties to the European Cultural Convention;
2. sharing experiences and discussing methodologies to improve co-operation and effectiveness in integrating RFCDC at all levels (national, regional and local);
3. encouraging the responsible bodies to support the implementation of the Charter on EDC/HRE, with a particular view to further strengthening the quality of education for democratic citizenship and human rights education;
4. 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;
5. contributing to the development of the Council of Europe's contribution to the United Nations 2030 Agenda for sustainable development (Target 4.7¹).

¹ Target 4.7: 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.

SPECIFIC TASKS

Policy Development

1. Map and review the existing national (regional and/or local when appropriate) policies and regulations, teacher education and training programmes and courses, assessment frameworks and make proposals as to how they could be improved or enhanced with the use of the RFCDC.
2. Design guidelines for applying principles for planning curricular documents and creating learning experiences for developing CDC.
3. Develop proposals for action plans to implement the CDC Framework in pre-service and in-service teacher education and collaborate closely with teacher education institutions and teacher and student organisations.
4. Identify areas for improvement in intercultural and democratic citizenship education in the existing curricula in member states, whichever type or organisation of curriculum is involved.
5. Identify and share effective practices in implementing the RFCDC model and provide examples of effective strategies for the implementation of the RFCDC model.

Data collection and analysis

6. Facilitate collection and analysis of quantitative and qualitative information on the implementation of the Charter, with a view to enabling the countries to systematically collect relevant information, taking into account the experience, lessons learned and recommendations of the 2 previous evaluation cycles.
7. Assist in preparing the Council of Europe Steering Committee for Educational Policy and Practice (CDPPE) contribution to the United Nations 2030 Agenda for sustainable development (Target 4.7²).

Follow up, communication and dissemination

8. Support the dissemination of information on the RFCDC model, including examples of good practice and implementation strategies in their respective countries.
9. Contribute to national visibility, dialogue and communication about the RFCDC model and related topics
10. Follow up on the good practices and strategies collected (e.g. round tables, expert advice, public hearings).

² Target 4.7: 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.

COMPOSITION

Members:

Ministries of Education of the 50 States Parties to the European Cultural Convention are invited to appoint 3 representatives for the Education Policy Advisers Network as follows: one national expert and two substitutes.

The appointed experts should be representatives of institutions dealing with curriculum, teacher training and assessment, and to be in a position to establish a strong connection with national education policy and practice.

The suitable profile for this appointment is described in Annex I. The appointments are to be made by means of the Form for the appointment of officials (Annex II) accompanied by the CVs of the appointed experts.

Working Groups

The Network will form small thematic groups to study, analyse and evaluate, through an exchange of experiences, specific issues on the following: 1) curriculum, 2) teaching and 3) assessment.

WORKING METHODS

Plenary meetings:

- 50 members, 2 meetings in 2018, 2 days
- 50 members, 1 meetings in 2019, 2 days

Working Group meetings:

- 3 working groups composed of 16 members, 2 meetings in 2018, 2 days
- 3 working groups composed of 16 members, 2 meetings in 2019, 2 days

Travel and subsistence expenses

- The Council of Europe budget will bear the travel and subsistence expenses of one representative from each State Party to the European Cultural Convention to the plenary meetings and the working group meetings (each country is to choose one working group out of the three groups mentioned above).
- All States Party to the European Cultural Convention and all observers to the CDPPE may send additional representatives to the plenary and working group meetings without defrayal of expenses.

Working language:

- English / French interpretation will be provided at the plenary meetings.
- English will be the working language for the working groups meetings. It can be possible to have a group where both languages will be used provided that all members have a working understanding of both English and French.

PILLAR/SECTOR/PROGRAMME

Pillar: Democracy

Sector: Promoting Participation

Programme: Education for Democracy

ANNEX I

SUITABLE PROFILE

EXPERIENCE

- ▶ Minimum three years of proven work experience in one of the following areas of the national education system: 1) curriculum, 2) teaching and 3) assessment.
- ▶ Experience in drafting of user-friendly knowledge products such as books, articles, research papers, toolkits, guides, methodologies, analytical documents, policy papers and notes, project/program documents, baseline studies, desk reviews, comparative studies, etc.
- ▶ Knowledge of the work of or experience in governmental, intergovernmental, non-governmental and civil society organisations.

EDUCATION

- ▶ Master's degree or equivalent work experience in Education and Social Sciences, Humanities, Law, Public Policy, Political Science, International Relations, Media and Communication.

WRITING AND PRESENTATION SKILLS

- ▶ The ability to organise and present information, views and concepts in a concise, understandable and interesting way for a variety of audiences, and to listen and respond to information, questions and requests from others.

OPERATIONAL SKILLS

- ▶ The ability to make effective and appropriate use of professional/technical knowledge and skills in a particular field or discipline and to use related methods, procedures, techniques, tools or infrastructure.
- ▶ The ability to generate imaginative, innovative and new ideas or approaches.
- ▶ The ability to write clearly, concisely, accurately and convincingly from the reader's perspective.

INTERPERSONAL AND COMMUNICATION SKILLS

- ▶ The ability to communicate with policy-making levels, and establish and maintain excellent working relations at all levels in a multicultural context and with respect for diversity.

ANNEX II

EDUCATION POLICY ADVISERS NETWORK

Form for the Appointment of Officials

to be filled in by the representatives of the Steering Committee for Educational Policy and Practice

	Lead Expert	Substitute 1	Substitute 2
Working group:		Curriculum	
<i>NB: Please rate the topics in the order of preference from 1 (first choice) to 3 (last choice)</i>		Teaching	
		Assessment	
Name			
Title/Function			
Organisation			
Contact details (e-mail address and telephone)			
Expertise in the area of 1) curriculum; or 2) teaching; or 3) assessment and expertise in competence-based education systems <i>NB: Please list the areas of expertise and attach the CV's of the appointed experts</i>			
English Language Proficiency (minimum level required: B2; C1. C2) <i>NB: See link below for corresponding levels of skill from A1 (lowest) to C2 (highest):</i> Lien/link			
French Language Proficiency (minimum level required: B2; C1. C2)			