

Newsletter

education

Nos. 13 and 14 – September 2002

Contents

Editorial

	Page
Editorial	1
Second conference of ministers of education of South-East Europe, Strasbourg, 19-20 November 2001	2
Colloquy "Teaching about the Holocaust and artistic creation"	4
Legislative reform in Bosnia and Herzegovina	5
Recognition issues in the Bologna process	5
Final evaluation - executive summary. European Year of Languages 2001	6
Country language education policy profiles	7
The Council of Europe has declared 26 September an annual European Day of Languages	7
Federalism in education in the Russian Federation	8
Books in brief	9
Calendar of events	10



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

This double issue, though far from exhaustive in terms of the variety of activities undertaken by the Council of Europe's Education Directorate over the past few months, offers a good overall view of the focus and meaning of our work. We hope that it also gives an adequate illustration of how we go about reconciling the need for targeted country- and region- based activities with the continuing requirements of broad, multilateral co-operation, which, in education, involves the 48 countries of the European Cultural Convention (ECC). The two approaches are intimately linked and nourish each other. Targeted co-operation activities, carried out at the request of the countries concerned and dealing with various aspects of educational provision, draw on the broad-based, standard-setting work that is the staple of multilateral, cultural co-operation in such diverse areas as education for democratic citizenship (EDC), history teaching, the impact of new technologies on teaching and learning, education policies, and so on.

Though varied, these activities represent a coherent ensemble, carefully crafted and implemented so as to reflect the specific "added value" of

the Council of Europe's contribution to international educational co-operation and its political mission in favour of genuine democracy, social cohesion and the defence of human rights, including cultural and educational rights. A rapid glance through this issue can only comfort the notion of coherence and balance of a programme that is, we believe, also good value for money, judging by the extra budgetary resources that governments provide to strengthen specific aspects of our work, effectively doubling our financial possibilities.

As shown in this issue, the Council of Europe's co-ordinating role was highlighted at the second conference of ministers of education of South-East Europe, whose general objectives were to improve co-operation and step up reform (page 2). The Organisation is also co-organiser of a colloquy on Teaching about the Holocaust and artistic creation, at which education ministers are to officially launch a day of Holocaust remembrance in all the ECC signatory states (page 4).

Legislative reform (page 5), the recognition of qualifications and student mobility (page 5) and education policies (page 8) continue to be priorities

and the European Year of Languages provides a successful example of international co-operation (final evaluation page 6).

Current efforts in the field of EDC and human rights education, from Bosnia and Herzegovina to Chechnya, will be among the themes covered in the

next issue. At the same time, reflection on how to improve this information tool continues. All suggestions are welcome!

Gabriele Mazza
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Second conference of ministers of education of South-East Europe, Strasbourg, 19-20 November 2001

Meeting on 19 and 20 November 2001 at the Council of Europe, the education ministers of the countries of South-East Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Moldova, Romania, Slovenia "the former Yugoslav Republic of Macedonia" (FYROM), Turkey and Yugoslavia), sought to improve and reform their education systems while co-operating more closely in their region. Despite the regional economic difficulties, compounded by an alarming brain drain, genuine progress has been made these last two years.

The Council of Europe is closely associated with these reform processes through its membership of the Stability Pact for South-East Europe and the educational strand of the Pact, known as the "enhanced Graz Process" initiated as from 1999. In this context, some 50 educational projects have already materialised in the region, most concerning local initiatives and often centred on transfrontier co-operation or pooling of resources. Six more heavyweight projects relating to modernisation of history teaching, modern language teaching, education for citizenship and teacher training have been put in hand. The Council of Europe is directly in charge of their completion and, by bringing together

the Ministers of the states concerned, also fosters the development of inter-governmental co-operation in these fields.

The weight of economic constraints

Teacher training programmes free of any ethnic criterion in Bosnia and Herzegovina; university reform in Kosovo: reconstruction prevails over hatred in many countries of the region, but lack of financial resources as well as demographic changes still hamper the effect of these reforms.

In several countries, especially Albania, basic resources whether in the form of books and school texts or school buildings are deteriorating alarmingly; school buildings do not receive proper upkeep, the roofs leak or the toilets are out of order. It is sometimes so cold at school in winter that parents prefer to keep their children at home. Although the majority of children in these countries are duly enrolled, many do not attend for very long, particularly where ill or disabled, because there are no facilities for them. In Kosovo, some children cannot go to school because they have no shoes or cannot pay the bus fare,

and illiteracy is making disturbing inroads, particularly among girls, according to UNMIK.

Officially, school is now open to all, but economic constraints restrict this principle while educational structures still remain far too rigid. In several countries, there are no more than 18 hours of lessons per week or barely 10 in Kosovo, far too little for really educating children. Furthermore, most school syllabi do not provide the right preparation for entry into the labour market, and this deficiency is aggravated by the shortage of vocational training facilities in the region.

History and languages overwhelmingly supported by the ministers of the region

Although this is a difficult setting for Council of Europe programmes, those which have been introduced are hailed as genuinely successful. One is the project on the teaching and learning of history which, according to the FYROM Minister of Education, Dr Nenad Novkoski, helps to "put the past behind us". The projects built around the European Year of Languages,



Lord Russell-Johnston, former President of the Parliamentary Assembly and Gabriele Mazza, Director responsible for School, Out-of-School and Higher Education

“actively celebrated” in many countries, are another success mentioned by the Ministers of FYROM, Greece and Turkey. Turkish education Minister Metin Bostianoglu said that the Year had been the occasion for his country to stipulate the compulsory learning of two modern languages as from the first year of upper secondary school. Romania also makes language teaching one of its priorities, while Greece offers its neighbours language programmes. In four of its northern universities, it has set up “bilingual faculties” where courses, conducted in Greek and in English, are specially designed for students from the countries of South-East Europe. Several other countries report major progress in their educational reforms, like Bulgaria where universities have been given an independent administration and secondary education has been decentralised, or Romania whose education system aims at “constant development for ongoing adaptation to the future”, while others firmly intend to acquire the same advantages quickly. Serbian education Minister Gaso Knezevic says that education is the key to the Republic’s economic recovery, although he is aware that the reforms now in preparation will take at least five years to be felt, and then

only if the international aid provided in this field is properly co-ordinated to ensure their success.

The challenges raised by the brain drain

Apart from the difficulties linked with modernisation of their education systems, the ministers expressed anxiety about the implications of the brain drain for the future of their countries. Many young graduates are more inclined to try their luck abroad than to stay at home, for the sake of career opportunities as well as remuneration. Albania, Bulgaria and Romania have been the worst affected by these departures.

According to the Romanian Secretary of State for Higher Education, Radu Mircea Damian, the situation will persist for as long as local conditions prevent young students not only from acquiring full training locally but also from finding adequately paid employment at home. In addition to loss of skills, the cost of the brain drain is crippling for the countries affected: the Turkish authorities know that one of every four students whose studies abroad are subsidised will not return, and they cost the nation almost

€130,000 each. Wage rises may of course help to “keep graduates at home” but such measures are costly and not guaranteed to succeed. Among the solutions suggested for halting the process, “relocation” of Western university institutes to the countries of South-East Europe would enable students to attend them without needing to go abroad; an experiment conducted by two French universities in Romania is currently proceeding with this end in view. Likewise, Western firms could implant some of their research and development services in these countries to create local employment which would benefit both the host country and the parent company.

Future co-operation prospects

Looking beyond the assessments and findings, how can co-operation between education systems be practically developed? Professor Pavel Zgaga (University of Ljubljana) observed that the mere fact of the South-East European countries being officially committed to work together more effectively, pool their experience and devise common strategies was already an important achievement of the “Graz Process”. The mood of the conference illustrated this trend; when meeting for the first time in 1999, the ministers had stated their expectations and become acquainted, whereas in 2001 they looked at ways of strengthening their co-operation.

Professor Zgaga suggested some new avenues of co-operation, first of all measures to enhance the image of education and educators with the public. Members of the teaching profession, handicapped by an eroded social status and working under poor conditions, continue to be unappreciated and misunderstood by their fellow-citizens although they are not to blame for the bad economic situation hindering educational reforms. He thought that making education a genuine national priority was the way to

restore public confidence and give schools a better image. Here again, alas, the economic brakes on further progress, however indispensable, have the final say. Moreover, the raising of teachers' status also entails improvement in their basic and further training, still inadequate or unsuited to the current development of the countries and their societies.

Bilateral and regional co-operation will need to increase at both school and university level; in that connection, the ministers express their support for setting up "expertise networks" and pooling "good practice". It might be possible to form "virtual networks" thanks to computer technology. It is also important to organise encounters and exchanges of teachers from different countries. Slovenia, for instance, already runs student and teacher

seminars as part of its regional co-operation programmes, and offers study grants and courses to students from nearby countries. The Council of Europe Higher Education and Research Committee (CC-HER) is of the opinion that the countries in the region could take inspiration from the Nordic Council which unites the Scandinavian countries and enables their students to study in complete freedom in all other states of Northern Europe. It would also be useful to hold more "summer universities" in the South-East European countries, as already established in Budapest and Pristina.

A possible "European Year of Education"

Several other ideas including a "European Year of Education", suggested

by the Bulgarian Minister for education, Vladimir Atanasov, could also help to strengthen school and university co-operation. A European Year of this kind would signal the resolve to upgrade education and the teaching profession, Professor Zgaga observed, and went on to urge all the ministers to lose no time in realising the schemes for "education networks" and virtual or physical resource centres which were worked out during the conference or are already being actively prepared.

In the participants' conclusions, it was stated that a crossroads had been reached and it was now up to them to implement their plans, asking that the initial appraisals of these new actions be made at a future third conference which would make it possible to proceed still further. ■



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Themes chosen for the four workshops:

- Depicting the Holocaust – plastic arts
- Depicting the Holocaust – cinema and television
- Depicting the Holocaust – theatre and literature
- What kinds of museography for the Holocaust?

Colloquy on Teaching about the Holocaust and artistic creation

Legislative reform in Bosnia and Herzegovina

Education is the future of Bosnia and Herzegovina. Yet most schools in BiH are still segregated by ethnicity and do not assure equal rights for all communities. A legal basis for education exists at the canton level in the Federation, and in the centralised Republika Srpska Entity, but there is no framework legislation for education as a whole in BiH, even less one that is grounded in European principles and norms.

A new project was launched at the beginning of the year by the Education Directorate to address this problem. In consultation with Bosnian authorities and the Office of the High Representative (OHR), the lead international agency in BiH charged with overseeing the civilian aspects of the Dayton Peace Agreement, a two-tiered approach was elaborated to develop new education legislation. First, a state-level law setting out minimum standards in education, soundly based on European norms is being drafted in close co-operation with stakeholders. Following the elaboration of this

law, a model law or set of guidelines implementing these standards will be developed as a basis for revising the entity and canton laws.

The project is politically very important and is directly related to specific accession commitments made by Bosnia and Herzegovina when it joined the Council of Europe in April 2002, namely to adopt and implement a "law on schools (Bosnia and Herzegovina; Entities) [...] in conformity with Council of Europe standards within two years after its accession" (Parliamentary Assembly opinion No 234).

It is expected to form a key part of the education reform strategy being

developed by OSCE, to which the OHR has delegated wide responsibilities in education, for presentation to the Peace Implementation Council (PIC) in November. ■



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Last minute news on Kosovo: the general legislation developed by the Education Directorate in close consultation with local stakeholders has recently been approved by the newly-formed Kosovo Assembly with some amendments of unknown content. The next step will be for the education laws to be promulgated by the Special Representative of the Secretary General of the United Nations (SRSG). More news on these developments in the next issue of the Education Newsletter.

Recognition issues in the Bologna process

Council of Europe conference in Lisboa on 11-12 April contributes to the European Higher Education Area.

The Bologna Process is the most comprehensive reform of higher education in Europe since the immediate aftermath of 1968 and aims at establishing a European Higher Education Area by 2010. The Council of Europe contributes to the Process through its activities, through its participation in the Follow Up Group and by acting as a bridge between the 33 "Bologna" countries and those Cultural Convention States that are not party to the Process.

The seminar organized in Lisboa on 11-12 April and open to all Cultural Convention States dealt with one of the most burning issues for a European Higher Education Area: how can the recognition of qualifications be improved to help students move more freely from one country to another? In this sense, the recognition of qualifications is like a bridge making it possible to move across the divide separating one education system from another without losing the real value of their qualifications through the "customs station" of recognition procedures and rules.

It was therefore no coincidence that the conference was held on the

fifth anniversary of the adoption of the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region, commonly referred to as the Lisboa Recognition Convention.

The conference, however, looked ahead toward 2010 rather than dwell on the past. It identified several areas that will be at the centre of attention in the years to come:

- the Lisboa Recognition Convention and its implementation in the context of the European Higher Education Area;

- recognition of qualifications for the labour market;
- assessment of learning outcomes/non-traditional qualifications;
- recognition of qualifications from transnational education;
- information on recognition.

In addition, the conference made it clear that the issue of trade in higher education in the context of GATS is emerging strongly as an issue related to the external dimension of the Bologna Process. In recognition terms, the issue is above all how the Council

of Europe/UNESCO Convention and other recognition instruments can serve as standards against which to measure the quality of “trade offers” in higher education. Free trade is not trade in the absence of quality.

The conference developed a set of recommendations addressed to higher education institutions, ministries and other national higher education authorities, the Council of Europe and the ministers of the Bologna Process, who will meet in Berlin in September 2003.

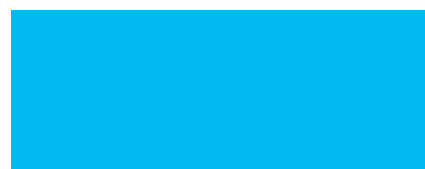
The recommendations, the report of the seminar and most presentations

are available on the web site: <http://www.coe.int> (click on *Higher Education*).



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Final Evaluation – Executive Summary



European Year of Languages 2001

1. The report summarises the information provided by 41 national co-ordinators at the end of the European Year of Languages 2001. The questionnaires focused on national structural and financial arrangements, the perceived impact of the Year, examples of good practice, and follow-up activities.
2. The overall assessment of the EYL by the national co-ordinators was extremely positive. One out of three co-ordinators said that the EYL achieved more than was expected. Almost two thirds said that it more or less achieved its aims.
3. More than 26 600 EYL activities were reported. Seminar and conference-type activities were most frequent, followed by festivals, fairs, competitions and games.
4. The average EYL budget per country was above € 500 000. It is estimated that the total for all 45 participating countries may have been well over € 20 million. On average, every euro from public budgets generated additional private sponsorship of just under € 0.20.
5. Language professionals, young people and adults were the main target group of EYL programmes.
6. The most frequently mentioned theme was the Council of Europe’s “European Language Portfolio”, followed by the promotion of more diversified language teaching and learning, and ways of improving the quality of language teaching and learning.
7. On average, the EYL was mentioned every third day by the media in each country.
8. More than four million copies of EYL information documents or promotional material were produced and distributed.
9. The co-ordinators reported that the EYL made the strongest impact among language teachers and students in schools, teachers and participants in adult education, administrators and policy-deciders. The impact was less significant among members of migrant communities. The Council of Europe’s visibility was raised significantly among language professionals, but less so among the general public.
10. Almost all the co-ordinators reported “major developments in language teaching”. New partnerships were created during the EYL in almost all the participating countries.
11. More than 120 different examples of good practice were provided by the co-ordinators.
12. Almost all the co-ordinators reported that national follow-up activities were planned, mainly in the form of seminars and conferences. The theme most frequently mentioned was the European Language Portfolio (in 49% of all countries).
13. The co-ordinators provided the Council of Europe with a wide variety of recommendations for follow-up action. Most frequently mentioned were projects on

language education policy issues, followed by the promotion of the European Language Portfolio and the Common European Framework of Reference for Languages. Both of these Council of Europe initiatives were widely disseminated by the Language Policy Division in 2001.

14. More than 30 different themes were proposed for a future "European Day of Languages" (EDL). Three out of four co-ordinators regarded specific EDL activities in their country as feasible, mainly in the form of seminars and conferences, festivals and fairs. ■

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Country Language Education Policy Profiles

The Language Policy Division is launching a new activity to assist member States in reflecting on their language education policy. The aim is to offer member States the opportunity to undertake a 'self-evaluation' of their policy in a spirit of dialogue with Council of Europe experts, and with a view to focusing on possible future policy developments within the country. It should be stressed that developing a language education policy profile does not mean 'external evaluation'. It is a process of reflection by the authorities and members of civil society, and the Council of Europe experts have the function of acting as catalysts in this process. The activity may be applied not only at national level, but also, if preferred, to a local administrative area such as a city or a region.

This activity will be launched in Hungary in autumn 2002, and presented at the November conference.

Authorities who are willing to consider this activity for 2003 and 2004 are invited to contact the Language Policy Division (decs-lang@coe.int).

The Council of Europe has declared 26 September an annual European Day of Languages

The European Year of Languages 2001 was successful in involving millions of people across 45 countries in activities to celebrate linguistic diversity and the benefits of being able to speak another language.

WWW.coe.int/JEL



Globalisation and patterns of business ownership mean that citizens increasingly need foreign language skills to work effectively within their own countries.

Europe is rich in languages – there are over 200 European languages and many more spoken by citizens whose family origin is from other continents. This is an important resource to be recognised, used and cherished.

Language learning brings benefits to young and old – you are never too old to learn a language and to enjoy the opportunities it opens up.

Learning other peoples' languages is a way of helping us to understand each other better and overcome our cultural differences.

What are the aims of the European Day of Languages?

- To alert the public to the importance of language learning
- To increase awareness and appreciation of ALL the languages spoken in Europe
- To encourage lifelong language learning

The **theme** of the European Day of Languages **2002** is *lifelong language learning*.

How can I get involved?

- *Spread the word*
 Help to make sure as many people as possible are informed about the Day, by publicising it to friends and colleagues,

Why do we need a European Day of Languages?

While many people agree that everyone should be able to speak another language, in many countries only about half can do so.

There have never been more opportunities to work or study in a different European country – but lack of language competence prevents many people from taking advantage of them.

in newsletters, on websites, at meetings and to contacts in the media. Ideas are available at the website below.

The experience of the European Year of Languages 2001 shows we can achieve much more in partnership than alone. The Day provides an opportunity to continue to strengthen partnerships developed during the year at local, regional, national and international levels.

- *Organise events*

Partners in the European Year of Languages organised many thousands of successful events, ranging from talks to activities involving whole towns and cities. A selection of practical ideas applicable to any situation and further information can be found on the Council of Europe website for the Day at www.coe.int/JEL

The European Day of Languages: frequently asked questions:

- *How can we celebrate lifelong language learning?*

Lifelong language learning means language learning at all stages of life both within and outside of the education system. We can always improve our skills or take up a new language.

- *How can we celebrate the European Day of Languages?*

It could be celebrated in schools, in workplaces or in any public place, with activities involving old and young; this can involve ALL languages, whether learnt in childhood or taken up at a later age.

- *Who is responsible for organising the European Day of Languages?*

It has been recommended that the Day should be celebrated in a decentralised and flexible way. There are no organisational guidelines at international level, though there are national "relays" / contact persons in most countries. The details of the "relays" are available on the website.

- *Will the Day have its own logo?*

The logo for the Day is the same as that used for the European Year of Languages. It can be obtained from the address below or from the website. Organisers of events can use the image alone, or add the words "European Day of Languages", as they wish, provided the objectives are in keeping with those of the Day.

- *What support is available?*

The Council of Europe web site offers examples, suggestions and a data base

to which you can add your events. A poster was produced and made available in electronic form to national authorities and possible partners for adaptation to national, regional or local needs. Support at national level varies according to the priorities and resources of each country.

European Day of Languages website: www.coe.int/JEL ■

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Federalism in education in the Russian Federation

This project was launched in March 2000 with a national seminar in Snegiri (cf doc. DGIV/EDU (2000) 06). The primary goal of the project on Federalism in Education in the Russian Federation is to explore the issues of implementation of educational policies in the context of power sharing among the levels of government (federal, regional and local self-government). In-depth case studies in four regions (Subjects) of the Russian Federation were carried out in 2001 in Moskovskaya Oblast, Chuvash Republic, Primorskiy Krai and Irkutsk Oblast (docs DGIV/EDU

(2000)12 and 19, (2001) 25 and 26). The discussions focused on the contradictions among laws affecting educational provision, on the devolution of responsibilities to regions without assigning an adequate revenue base and on the principles of standards setting and quality assurance in federal states. It was emphasized that there was a need for the framework federal law on education to allow sufficient flexibility in policy implementation with shared responsibilities between the levels of governance in the fields of access, mobility and identity-development (in-service teacher training,

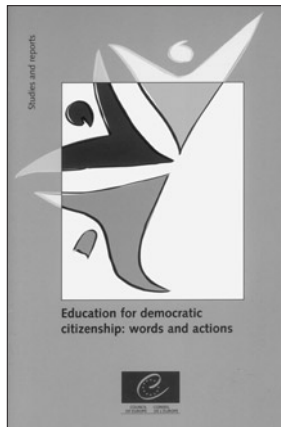
modern information technologies), assessment as well as equal educational opportunity. These issues as well decentralization, school funding and public accountability in educational policy will be discussed in the course of further implementation of the project later this year. ■

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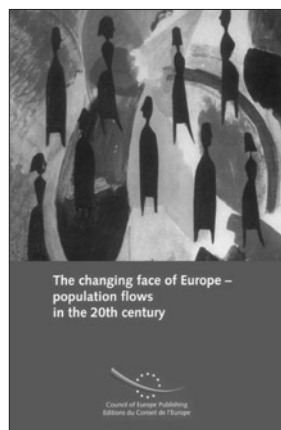
Books in brief

Education for democratic citizenship: words and actions. A survey of NGOs (44 pages, ISBN 92-871-4507-5)



Education for democratic citizenship: methods, practice and strategies. Final report by Paul Belanger of the Warsaw Conference organised jointly by the Council of Europe, Unesco and the European Commission (59 pages, ISBN 92-871-4509-1)

The changing face of Europe – population flows in the 20th century. This study, which is made in the framework of the project “learning and teaching about the history of Europe in the 20th century”, examines all aspects of migration, its different flows and types, such as economic, forced and ethnic, as well as its impact on economics, demography and social and cultural life (123 pages, ISBN 92-871-4790-6)



Education for democratic citizenship and social cohesion. This publication contains a report on education for democratic citizenship and social cohesion and a background study by Jean-Marie Heydt of the socio-economic dimension of democratic citizenship (47 pages, ISBN 92-871-4505-9)

Responsibility: from principles to practice. Proceedings of the seminar organised jointly by the Council of Europe and the European Cultural Centre of Delphi (129 pages, ISBN 92-871-4511-3)

List of courses and seminars. Council of Europe in-service training programme for educational staff (167 pages, <http://culture.coe.int/teachertraining>)



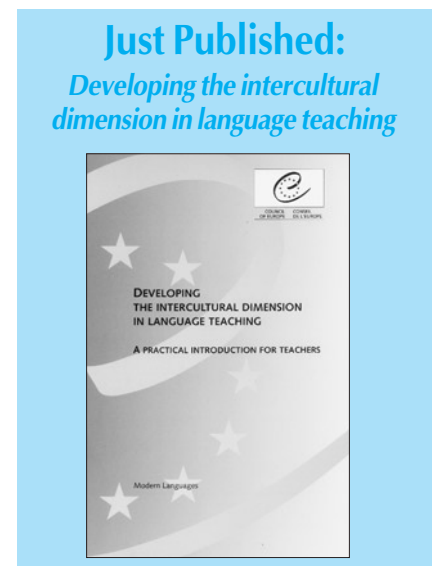
Meeting of Experts on history teaching – Japan and the Russian Federation. Proceedings of the meeting held in Tokyo in the framework of the activities for the development and consolidation of democratic stability (ADACS) (95 pages, English version only, <http://book.coe.int>)

The emergence of human rights in Europe, an anthology. Democracy, human rights, minorities: educational and cultural aspects (250 pages, ISBN 92-871-4514-8)

The 20th century: an interplay of views is a summary of the Council of Europe symposium held in Bonn (22-24 March 2001), which was the final conference for the project “Learning and teaching about the history of Europe in the 20th century”. This conference brought together distinguished historians and writers from across Europe to give their views on the role of historical interpretation and memory in forming identity; the importance of updating history and the role of history in contributing to tolerance and respect amongst Europe’s peoples and the challenge of teaching history in the 21st century. An overview of the final conference is also presented in this publication (102 pages, ISBN 92-871-4844-9)



Critical approach to the media in civic education. Final report by Mark Taylor (124 pages, English version only, ISBN 92-871-4546-6)



Calendar of events

January – December 2002

January

- 9, Strasbourg Informal consultation on framework educational legislation for Bosnia and Herzegovina (BiH). Contact: Sarah Keating
- 11-13, Tirana Twinning of sites of citizenship exchange in South East Europe. Contact: Mechtilde Fuhrer
- 24-27, Budapest 3rd training workshop for twinning of sites of citizenship in South East Europe. Contact: Mechtilde Fuhrer
- 27-28, Budapest 4th meeting of the monitoring group on twinning of sites of citizenship. Contact: Mechtilde Fuhrer
- 31, Strasbourg Meeting of the working party to prepare the seminar on recognition issues in the Bologna Process. Contact: Sjur Bergan

February

- 21, Brussels Bologna Process preparatory Group. Contact: Sjur Bergan
- 21-22, Riga Seminar on bilingual education. Contacts: Joseph Sheils/Philia Thalgott
- 22, Strasbourg Ad hoc Working Group on learning and teaching in the communication society. Contact: Villano Qiriazzi
- 25-26, Moscow Seminar on civic education in the education policy of the Russian Federation. Contact: Angela Garabagiu
- 25-26, Strasbourg Bureau of the Steering Committee for Education (CD-ED). Contact: Carole Reich
- 27-28, Strasbourg 2nd planning meeting on language education country profiles. Contacts: Joseph Sheils/Philia Thalgott
- 27-3 March, Sarajevo Informal consultation on framework educational legislation for BiH. Contact: Sarah Keating
- 28-1 March, Strasbourg CD-ESR Bureau. Contact: Sjur Bergan
- 28-1 March, Strasbourg Planning meeting for the conference "Languages, diversity, citizenship: policies for plurilingualism in Europe". Contacts: Joseph Sheils/Philia Thalgott

March

- 4-5, Strasbourg ELCORE Working Group on Electronic Information in Recognition. Contact: Villano Qiriazzi
- 4-5, Strasbourg European Committee "Europe at school Day". Contact: Carole Reich
- 6-9, Neuchâtel Follow-up seminar of the project "Learning and teaching the history of Europe in the 20th century". Contact: Carole Reich
- 8-9, Prague Extraordinary meeting of the European validation Committee for the ELP. Contacts: Joseph Sheils/Johanna Panthier
- 16-18, Durham Symposium on assessment of intercultural competence. Contact: Joseph Sheils
- 20, Strasbourg Initial meeting for the new project "The European dimension in history teaching". Contact: Alison Cardwell
- 20-21, Moscow Donor programmes co-ordination meeting on "programmes and projects to support civic education in the Russian Federation". Contact: Angela Garabagiu

- 21, Strasbourg Bureau meeting of the European Steering Group for the European Year of Languages. Contacts: Joseph Sheils/Philia Thalgott/Alida Matkovic/Johanna Panthier
- 21-22, Laxton-Newark 2nd meeting of the working group on Day for Holocaust remembrance and for the prevention of crimes against humanity. Contact: Carole Reich
- 21-22, Strasbourg Co-ordination visit of Mr L. Mkrtchian, Minister of Education of Armenia. Contact: Mary-Ann Hennessey
- 22, Strasbourg Framework educational legislation for BiH. Contact: Sarah Keating
- 22-26, Krasnodar Teacher training on education for democratic citizenship for teachers from the Chechen Republic. Contact: Angela Garabagiu
- 27-30, Moscow 1st meeting of the International Strategic Expert Group (ISEG) joint working group on the reform of the education system of the Russian Federation. Contacts: Mary-Ann Hennessey/Vadim Lysikov
- 27-3 March, Sarajevo Framework educational legislation for BiH. Contact: Sarah Keating
- 28, Strasbourg Meeting to discuss cooperation between the CoE and the Georg Eckert Institute for international textbooks Research and the work in Israel/Palestine. Contact: Alison Cardwell

April

- 5-7, Bekasovo Russian experts meeting to draft a concept document on the introduction of civic education into curriculum at the Federal level. Contact: Angela Garabagiu
- 11-12, Lisbon Seminar on recognition issues and the use of credit transfer in the Bologna Process. Contact: Sjur Bergan
- 15-17, Turin International seminar on the European Language Portfolio. Contacts: Joseph Sheils/Johanna Panthier
- 15-17, Sarajevo Framework educational legislation in BiH. Contact: Sarah Keating
- 18, Strasbourg Co-ordination visit with ICOR on the project Education Policy and Minorities in the Russian Federation. Contacts: Mary-Ann Hennessey/Vadim Lysikov
- 18-19, Strasbourg Working Party on Learning and Teaching in the Communication society. Contact: Villano Qiriazzi
- 22-23, Strasbourg Meeting of the EDC Steering Group. Contact: Angela Garabagiu
- 22-23, Strasbourg 1st meeting of the working group on the project "legal frameworks for quality assurance in Education in Armenia, Azerbaijan and Georgia" to draft the co-ordination Committee Statutes. Contact: Mary-Ann Hennessey
- 23, Brussels ENIC Bureau - NARIC Advisory Board. Contact: Sjur Bergan
- 25, Strasbourg Bologna Working Party. Contact: Sjur Bergan
- 25-26, Strasbourg Co-ordination visit with Mr Kartoza, Minister of Education of Georgia. Contact: Mary-Ann Hennessey
- 25-26, Kiev Education for democratic citizenship policies meeting. Contact: Angela Garabagiu
- 26-27, Elista Seminar on the interpretation of historical facts when teaching history in secondary schools. Contact: Tatiana Milko

May

6-7, Banja Luka	Framework educational legislation meeting for BiH. Contact: Sjur Bergan
13, Paris	Framework educational legislation meeting for BiH. Contact: Sarah Keating
15-17, Strasbourg	European Validation Committee for the ELP. Contacts Joseph Sheils/Johanna Panthier
17, Strasbourg	Working Party "Universities as sites of citizenship" Contact: Villano Qiriazzi
23-24, Santander	Bologna Process follow-up group. Contact: Sjur Bergan
25-27, Athens	Programme ESSSE assessment Conference. Contact: Carole Reich
27, Strasbourg	Project "Learning and teaching the history of Europe in the 20th century": preparatory meeting for the seminar on "teaching about the communist era in the 21st century". Contact: Alison Cardwell
27-29, Baku	Seminar on new approaches in teaching history strengthening reconciliation, mutual understanding and tolerance in present-day society. Contact: Tatiana Milko
30-2nd June, Norway	2nd meeting of EDC coordinators. Contact: Mechtilde Fuhrer
31-1st June, Moscow	2nd meeting of the joint working group ISEG in Russian Federation. Contacts: Mary-Ann Hennessey/Vadim Lysikov

June

3-4, Strasbourg	CD-ED/CD-ESR joint working party meeting on partnerships for educational renewal. Contacts: Mary-Ann Hennessey/Odile Bruyelle
5, Valletta	ENIC Bureau – NARIC Advisory Board. Contact: Sjur Bergan
6-8, Valletta	Joint Meeting of the ENIC and NARIC Networks. Contact: Sjur Bergan
6-8, Sinaia	Conference on "History textbooks and teaching resources in South East Europe: a future?". Contact: Alison Cardwell
9-12, Pristina	Kosovo/OECD Conference organised in the framework with the World Bank. Contact: Sarah Keating
13, Istanbul	Stability Pact: Preparation of new proposals. Contact: Alison Cardwell
13-14, Strasbourg	EDC policy development working group. Contact: Angela Garabagiu
13-14, Brussels	Steering committee of the joint programme for South Caucasus. Contact: Mary-Ann Hennessey
13-15, Sarajevo	Stability Pact: Regional seminar on teaching national history in secondary schools in South East Europe. Contact: Alison Cardwell
18, Strasbourg	Bologna Working Party. Contact: Sjur Bergan
19-20, Strasbourg	CD-ESR Bureau. Contact: Sjur Bergan
27-28, Strasbourg	2nd meeting of the joint working group on education policy and minorities in Moldova. Contact: Vadim Lysikov
28-29, Samara	Seminar on preparation of tests and examinations on history teaching for secondary schools in the Russian Federation. Contact: Tatiana Milko
30-2 July, Helsinki	Expert meeting on calibration of national and international certificates to the Common European Framework of Reference. Contact: Johanna Panthier

July

1-2, Strasbourg	Bureau of the Steering committee for education (CD-ED). Contact: Carole Reich
3-5, Budapest	Preliminary meeting on "country profiles concerning language education policies". Contact: Joseph Sheils
3-6, Sarajevo	Post-Accession visit to BiH. Contact: Mary-Ann Hennessey
4, Moscow	Co-ordination meeting: CoE/Unesco/Russian Federation on educational survey of Chechen Republic. Contact: Vadim Lysikov
5-6, Strasbourg	Preparatory meeting for Brcko teacher training seminars. Contact: Christopher Reynolds

September

Date to be confirmed, Piatigorsk	Regional seminar on language education policies and minorities. Contact: Alida Matkovic
Date to be confirmed, Strasbourg	Planning and preparatory meeting on federalism in education in the Russian Federation. Contacts: Mary-Ann Hennessey/Vadim Lysikov
2-3, Paris	Restricted meeting on implementation strategies for the European language portfolio. Contact: Johanna Panthier
2-4, Kyiv	Project on education policy and minorities in the Russian Federation: preparatory meeting for the countries of the former Soviet Union. Contacts: Joseph Sheils/Mary-Ann Hennessey/Vadim Lysikov
11-14, Porto	Annual Conference of the European Association for International Education. Contact: Sjur Bergan
11-14, Strasbourg	European Summer School. Contact: Carole Reich
12-13, Baku	EDC awareness meeting with the Ministry of Education of Azerbaijan. Contact: Angela Garabagiu
12-14, Tbilisi	Project "Legal frameworks for quality assurance in education in Armenia, Azerbaijan and Georgia": 3rd regional Conference and 1st meeting of FORUM. Contacts: Mary Ann Hennessey/Vadim Lysikov
19, Berlin	Bologna Preparatory Group. Contact: Sjur Bergan
23-25, Kaluga	Seminar on "New approaches in the preparation of textbooks on the history of 20th Century in the Russian Federation". Contact: Tatiana Milko
23-28, Brcko	1st seminar on teacher training in human rights and civic education in BiH. Contact: Christopher Reynolds
27-29, Moscow	3rd meeting of the ISEG joint working group for the reform of the Russian education system. Contacts: Mary-Ann Hennessey/Vadim Lysikov
30, Strasbourg	Forum on "multicultural and interfaith dialogue". Contact: James Wimberley
30-1st October, Moscow	2nd meeting of the working group on drafting an education law for the Chechen Republic. Contact: Vadim Lysikov
End September, Armenia	Expertise mission on the Higher Education Law. Contacts: Vadim Lysikov/Sjur Bergan

October

Date to be confirmed, Moscow	2nd national seminar on federalism in education in Russian Federation. Contacts: Mary-Ann Hennessey/Vadim Lysikov
Date to be confirmed, Moscow	Russian Federation/CoE Summit between the Ministry of Education and the Director of CoE Education on the framework programme of co-operation in Russian Federation. Implementation 2002. Action 2003. Contacts: Mary-Ann Hennessey/Vadim Lysikov
1, Strasbourg	Bologna Working Party. Contact: Sjur Bergan
1-2, Strasbourg	Steering committee for Education. Contact: C. Reich
2-4, Krasnodar	Concluding conference for teacher training on education for democratic citizenship for teachers from the Chechen Republic. Contact: Angela Garabagiu
3-4, Strasbourg	Plenary session of the steering committee for Higher Education and Research (CD-ESR). Contact: Sjur Bergan
9-11, Strasbourg	European validation Committee for the ELP. Contacts: Joseph Sheils/Johanna Panthier
10-12, Kislovodsk	Teacher training seminar on history for teachers from the Republic of Chechnya. Contact: Tatiana Milko
11-12, Zurich	EUA/Swiss Confederation Conference on credit transfer and Accumulation: the Challenge for Institutions and Students. Contact: Sjur Bergan
Mid-October, Moscow	2nd meeting of the working group on drafting an education law for the Chechen Republic. Contact: Vadim Lysikov
17, Strasbourg	Colloquy "Teaching the Shoah and artistic creation". Contact: C. Reich
17-19, Luxembourg	International seminar on the European Language Portfolio. Contacts: Joseph Sheils/Johanna Panthier
18, Strasbourg	Ministerial seminar (Education Ministers) Official launch of "The schools' day of remembrance of the holocaust and of prevention of crimes against humanity". Contact: Carole Reich
End October, Brcko	2nd seminar on teacher training in human rights and civic education in BiH. Contact: Christopher Reynolds
October-December, Yerevan, Baku, Tbilisi	1st national seminar of the joint working group on education policy and minorities in Armenia, Azerbaijan and Georgia. Contact: Vadim Lysikov

November

Date to be confirmed, Chisinau	Seminar on the common European framework of reference for languages and the European language portfolio. Contact: Johanna Panthier
4, Copenhagen	Bologna Follow-up Group. Contact: Sjur Bergan
13-15, Strasbourg	Conference on "Languages, diversity, citizenship: policies for plurilingualism in Europe". Contacts: Joseph Sheils/Philia Thalgot/Johanna Panthier
21-23, Moscow	Follow-up meeting to "the Tbilisi Initiative". Contact: Alison Cardwell
22-24, Bad Urach	3rd meeting of education for democratic citizenship coordinators. Contact: Mechtilde Fuhrer
28-29, Strasbourg	Meeting of the Project Group "The European Dimension in History Teaching". Contact: Alison Cardwell
End November, Brcko	3rd seminar on teacher training in human rights and civic education in BiH. Contact: Christopher Reynolds

December

2, Strasbourg	Meeting of the CD-Rom Group, Project "The European dimension in history teaching". Contact: Alison Cardwell
2-4, Strasbourg	Local partnerships to prevent and combat violence at school. Contact: Jean-Pierre Titz
3, Strasbourg	Meeting with the Coordinators of the Project "The European dimension in history teaching". Contact: Alison Cardwell
8, Brussels	ENIC Bureau - NARIC Advisory Board. Contact: Sjur Bergan
9, Brussels	Bureau of the Lisbon Recognition Convention Committee. Contact: Sjur Bergan
16-18, London	Regional meeting of experts to finalise the texts of the joint Caucasian history textbook "The Tbilisi Initiative". Contact: Alison Cardwell
End December, Brcko	4th seminar on teacher training in human rights and civic education in BiH. Contact: Christopher Reynolds

In-Service Training Programme for Educational Staff:

This year, the Council of Europe in association with 20 European countries organises 70 seminars on the following priorities: education for democratic citizenship and human rights; responses to violence in everyday life in a democratic society; the teaching of history; intercultural and interfaith dialogue; education of Roma/gypsy children; teaching and learning in the communication society; the European dimension in school education. Information concerning these seminars is available on the internet: http://www.coe.int/T/E/Cultural_Co-operation/education/

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