

Newsletter education

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On 3 April 2003, Serbia and Montenegro became the 45th member State of the Council of Europe. The particular importance of this accession was two-fold: it brought the Organisation a step closer to achieving its goal of pan-European representation, and was the signal for a new departure in the Balkans. With this accession, all the states of the former Yugoslavia have returned to the European fold, and the process of full integration into the European democratic family can be completed.

The Education Directorate has been extremely active in South-East Europe for many years, and its activity is set to expand further with the recent launch of the Joint Programmes with the European Commission for Serbia and Montenegro and for Bosnia and Herzegovina, which supplement the work already being carried out under the Framework Programmes of Co-operation agreed with these countries. As promised in our previous issue, Bosnia and Herzegovina features prominently with news of legislative reform and teacher-training seminars in human rights education (page 2).

A vital aspect of building the future is to face and learn from the past. This issue reports on the Seminar of European Education Ministers on a "Day of Remembrance of the Holocaust and Prevention of Crimes against Humanity" and the initiatives taken to ensure that the memory of that tragedy and all genocides does not disappear (page 3). The contribution made by history teaching to democratic

stability is illustrated by the Council of Europe's co-operation with the European Commission in the North Caucasus and its co-ordination of the Stability Pact working group on history in South East Europe (page 5).

Remembering the past also implies remembering our institutions and our cultural heritage. The capacity of European universities to adapt to change is directly related to current reform aimed at achieving a European Higher Education Area. The concrete issues involved in this process are examined in "The Heritage of European Universities" project (page 6).

Coherence and harmonisation are, as ever, keywords in the field of education, and setting common standards, whether in quality assurance (page 8) or language education policy (page 7) continue to rank highly among the Education Directorate's activities. Finally, education must be available to all. In response to a Recommendation by the Committee of Ministers, a project has been launched to develop educational strategies for Roma/Gypsy children (page 4).

In short, this issue illustrates the need to take account of the inseparable relationship between the past, present and future in building a better society for all Europeans. This is the multi-dimensional role of education, which the Council of Europe's Education Directorate endeavours to fulfil through the whole range of its activities

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Education reforms in Bosnia and Herzegovina

For the first time in the history of the Council of Europe, the Parliamentary Assembly of the Council of Europe recommended that education reforms be included in the Bosnia and Herzegovina (BiH) post-accession commitments for CoE 44th memberstate in April 2002. Three specific provisions in education were agreed upon, all to be completed within two years:

- to develop new primary and secondary education legislation at state, entity and cantonal levels based upon CoE standards;
- to end ethnic segregation in classrooms;
- to ratify the Lisbon Recognition Convention.

Challenging tasks for any country, but even more so in post-war BiH.

Under the Dayton Agreement, education in BiH is regulated at entity and cantonal levels among 13 Ministries of Education, with little real authority at the state level. Yet, in spite of this current arrangement and some political resistance to any state-level legislation, a general will now prevails in BiH to create common standards in

education in BiH. With the support of the CoE, new legislation was therefore developed. The resulting draft establishes human rights and education principles that apply to all students



across the territory of BiH and will provide the foundation for further reforms. At the time of publication, the draft framework law was approved by the Council of Ministers, the first stage of the parliamentary process.

Although some provisions in the law, such as the common core curriculum, will assist in ending ethnic segregation in classrooms, sustained efforts

by the CoE monitoring bodies are still needed to ensure that this accession commitment is fulfilled. For example, 28 “two schools under one roof” still exist in BiH, whereby children are separated according to their ethnicity. Bussing of children to mono-ethnic schools also continues to be practiced, although bussing should end when the catchment provision in the draft law is implemented.

In higher education, the CoE is the lead agency in supporting the authorities to develop new higher education legislation based upon the Bologna Process principles. A state-level law is expected to be submitted to the Parliament in July 2003 and entity-level legislation will follow. The Council of Ministers recently agreed to ratify the Lisbon Recognition Convention and the CoE is assisting in one of the preconditions for ratifying the Convention: the establishment of a BiH centre for the recognition of academic qualifications. ■

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Teacher training seminars in Human Rights Education in Brčko, Bosnia and Herzegovina

The present series of seminars builds on the preceding activities and responds to training needs following the introduction of the new subject of Democracy and Human Rights in the 8th grades (14/15 year olds) and 11th (17/18 year olds) in schools in both the Federation of Bosnia and Herzegovina and the Republika Srpska in September 2001, replacing Civil Defence.

The experts who have contributed to the various training programmes held

over the past seven years have come from a wide range of countries and professional backgrounds. This has enabled the accumulation of a wealth of experience and material illustrating different approaches to Human Rights Education throughout Europe. Trainers Peter Krapf (Germany) and Rolf Gollob (Switzerland), who have been involved in the Council of Europe's activities in Bosnia and Herzegovina since they began, have compiled a Human Rights Education teachers' manual, which

has been translated into the local language and printed in both Latin and Cyrillic scripts.

The approach evolved by P. Krapf and R. Gollob, which has come to be known as the Brčko Model, has begun to draw attention further afield. Rolf Gollob was asked to present the seminars and the manual at the meeting of the Euro Arab Dialogue in Strasbourg and in December 2002, two representatives of the Serbian Ministry of Education

and Sports attended the fifth seminar in Brčko. The final seminar took place in May and was followed by a full debriefing/evaluation meeting with representatives of the participants in the seminars in June.

The Republika Srpska has taken a different approach to the primary school curriculum, spreading it over the whole of compulsory education (1st to 8th grades). A special request was made

by the Pedagogical Institute of the Republika Srpska to design a teaching module on children's rights to fit into this curriculum. The module will comprise a four-part lesson for each of the eight years. Two training seminars were held in March and May 2003. The module will now be tried out in schools before being revised and delivered to the RS authorities in time for the 2004-2005 school year. This project is being funded by the Joint

Programme between the European Commission and the Council of Europe for Bosnia and Herzegovina, 2003-2005. ■

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Enseigner la mémoire
Education à la prévention
des crimes contre l'humanité

Seminar of European Education Ministers “Day for Remembrance of the Holocaust and Prevention of Crimes against Humanity”

At a time when the numbers of eyewitnesses of the Holocaust are beginning to dwindle, what can be done to pass on the memory of that tragedy unique in the history of humankind to younger generations? At a meeting in Strasbourg on 18 October 2002, the Education Ministers of the states parties to the European Cultural Convention reaffirmed that they wished to see schools devote a “Remembrance Day” to the Holocaust and all genocides and give thought to ways of preventing the recurrence of such a disastrous event.

Referring to Committee of Ministers Recommendation Rec (2001)15 on history teaching in twenty-first-century Europe, the Ministers, in an effort to contribute to the remembrance work, called on the Council of Europe to help to train teachers and prepare the necessary teaching material.

On what date will “Remembrance Day” be held, and what will it entail?

Since 2000, several countries have introduced a “Remembrance Day” in schools in various forms to commemorate the Holocaust and other genocides. The European project will respect the various dates and themes chosen by the countries concerned. The dates are often linked to their own history.

Some countries, including Germany, France, Sweden, and the Czech Republic decided to hold Remembrance Day on 27 January, in memory of the liberation of the Auschwitz camp by the



Madame Simon VEIL, former Minister, President of the “Fondation pour la Mémoire de la Shoah” and Mr Walter SCHWIMMER, Secretary General of the Council of Europe

Red Army in 1945. Others have chosen dates related to events on their territory: Hungary has chosen 16 April in memory of the establishment of the first Jewish ghetto in the eastern part of the country, while Lithuania has chosen 23 September, the anniversary of the genocide of Lithuanian Jews. Austria commemorates the Holocaust on 5 May, the date on which the Mauthausen camp was liberated.

Whether or not they have introduced a Remembrance Day, numerous countries organise events to make their pupils aware of the uniqueness of the Holocaust, and many of these can

serve as examples. In Luxembourg, a secondary school has been staging a travelling exhibition on the Struthof concentration camp (France) and is organising round tables and other meetings on the subject. Its pupils have just produced a DVD, which will be disseminated in all the schools in the country. Liechtenstein secondary school pupils are required to study the “economic collusion” some countries were guilty of with Nazi Germany.

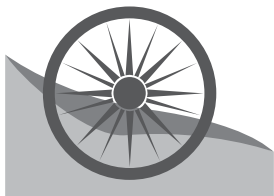
As Simone Veil pointed out in her introductory remarks at the ministerial conference, humankind did unfortunately experience other genocides and large-scale massacres before the Holocaust. To understand the Holocaust it is necessary to be aware that it was singular and specific, being the first deliberate attempt to exterminate a people worldwide. This will make it possible to put an end to the unjustified comparisons and trivialisation that often affect the way in which it is presented. “This danger can only be avoided through rigorous teaching, which will demonstrate that the Shoah is part of our common heritage,” Ms Veil concluded. ■

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Education of roma/gypsy children in Europe

Edukacia e romane chavenqe and-i Evropa

A difficult situation

Roma/Gypsy communities are seriously affected by the day-to-day difficulties. Rejection is still a dominant factor in relations between Roma/Gypsies and their immediate environment. Tension quickly develops into conflict, resulting in harsh treatment and constant lack of security. School results are affected, with illiteracy becoming a severe handicap in an environment where reading and writing are an everyday requirement: the future of Roma/Gypsy communities greatly depends on their children's schooling.

The Recommendation No. R (2000) 4 of the Committee of Ministers to the member states on the education of Roma/Gypsy children in Europe recognises that there is an urgent need to build new foundations for future educational strategies toward the Roma/Gypsy people and proposes to enable children to benefit from equal opportunities in the field of education, taking into account economic, social and cultural aspects, and the fight against racism and discrimination.

Launch of the new project

As a result of the implementation of this Recommendation by the Steering Committee on Education in 2002, a framework document setting out the project aims and organising them into a coherent whole was produced and a project steering committee set up:

- **Cross-sector co-operation:** a forward study of the various Council of Europe sectors will gather and spread information about education activities that could have positive effects or could be tied in with the project for its duration, thereby strengthening its action potential.
- **Co-operation between institutions:** working more closely with the European Commission and the OSCE Contact Point on Roma matters, as well as with Unesco and



international NGOs which are active in schooling for Roma/Gypsy children.

- **Seminars and exchanges of views and ideas;** these have a variety of functions: steering of activities, instigation of dynamic new activities, bringing people together from different backgrounds, educating the participants, allowing participants to consult and be consulted, information-gathering.
- **Development of structural projects**
 - a) **Compendium of good practices:** criteria of "good practice" as put forward by Roma/Gypsies; collecting and analysing data; publications: a handbook, a European compendium of selected projects, a set of guidelines, standards for the schooling of Roma/Gypsy children, a guide for Roma/Gypsy teaching assistants and teachers to help them see their work in context.
 - b) **Preparation of teaching material:** review of what is available; adapting what is available, after evaluation and selection; new material, with a European slant, in areas where there is a clear lack of resources (history, linguistics, politics, etc.); material may be in the form of publications or sets of factsheets for teachers.

Exemplary Europeanness

Over the years, schooling programmes for Roma/Gypsy children have set an excellent example in a number of fields, especially intercultural education for good *demographic* reasons (the Roma population in Europe is around 9 million), good *geographical* reasons (the Roma population extends throughout Europe) and good historical reasons (Roma/Gypsies have been marginalised down the centuries).

The history of Roma is therefore enlightening to other minorities and on all multiculturalism issues nationally. The project will also place in a positive light a community of which there is still too often a negative image. The aim is to move from an example of stigmatisation to a model of coexistence and one of the project's aims is to highlight this example-setting potential. ■



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Co-operation in history teaching in the North Caucasus

The project on history teaching under the joint programme of co-operation between the European Commission and the Council of Europe to Strengthen Democratic Stability in the North Caucasus was carried out in 2001-2002. Educators from seven republics and four administrative regions, representatives of the Ministry of Education of the Russian Federation responsible for history teaching, authors of regional history textbooks, teacher trainers, history teachers, specialists from Norway, Portugal, Spain and the United Kingdom and high level politicians have been involved.

Four seminars were organised in the Republic of Karachaevo – Cherkessiya, the Republic of Kabardino-Balkariya, the Republic of Kalmikiya, in order to

discuss most urgent issues and needs on history teaching in present-day secondary schools and to prepare history textbooks in a regional context and on new interactive methods. In spite of the conflict situation, 30 specialists from different parts of Chechnya, including the mountainous areas which were the most touched by the military conflict, took part at a two-day workshop organised for history teachers from this Republic.

As a result, the local specialists received a lot of information:

- on the new principles for the selection of content for textbooks on the regional history,
- how to use new interactive methods based on multiperspectivity,
- how to avoid stereotypes and

- how to develop contacts between the peoples in the region etc.

After the seminars in some of the Republics, cultural and economic contacts between the different peoples of the North Caucasus were included into the regional curricula for the in-service training of history teachers.

The activities carried out within the Joint Programme were closely linked to the experience the Council of Europe had acquired in other projects, e.g. “The Tbilisi Initiative” and the programme of assistance for the Russian Federation. ■

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History teaching in South East Europe under the Stability Pact

At the end of 1999, the Council of Europe has coordinated the Stability Pact working group on history and history teaching in South East Europe, which met four times, in order to bring together project-implementing organisations or bodies and specialists from the region.

In May 2002, the Romanian Authorities hosted a conference on “History textbooks and teaching resources in South East Europe: a future?” in the Casino in Sinaia. This historic setting provided an important background to the discussions. It also enabled the participants to see the pedagogical use that could be made of the museums and palaces both in Sinaia and the region.

In November 2002, at their final meeting in Tirana, the Albanian specialists took a lead role and presented their work on history education following their participation in the Council of Europe’s and Euroclio¹’s work on history.

In addition, the Council of Europe, together with Euroclio and the Georg Eckert Institute for International Textbook Research carried out seminars and conferences both bilaterally and in a regional context on different aspects of the training of history teachers contributing in this way to the dissemination of the project on “Learning and teaching about the history of Europe in the 20th Century”.

Results:

- preparation of a comparative study on the initial training of history teachers in South East Europe by Professor Alois ECKER, University of Vienna;
- preparation of a Handbook on Multiperspectivity by Dr Robert STRADLING;
- creation of networks;
- continuation of the work, at the request of the countries of South-East Europe, in a bilateral context. For example, in Serbia, together with the Euroclio and the Danish

History Teachers’ Association and the Georg Eckert Institute, initial discussions were held on history curricula, new history textbooks and the in-service training of history teachers.

History teaching in South East Europe within the framework of the Stability Pact enabled networks of history educators in South East Europe to be set up. It also enabled all those involved in history education to come together to share experience in the area of history education and to avoid overlapping. A lot history educators worked together and several key publications were produced. ■

¹ Euroclio (European Standing Conference for History Teachers)

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The heritage of European universities

At a time of extensive higher education reform, it is particularly important to consider how we got to where we are today. A Council of Europe project explores the heritage of European universities¹. It was launched as a part of the “Europe, a Common Heritage” Campaign (1999-2000) and is now focusing on standards for the governance and management of the university heritage.

Universities are pre-eminently European institutions. Their heritage consists of both tangible and intangible elements shared by the academic community of scholars and students across borders. While national, regional or disciplinary variations exist, these do not overshadow a shared set of values and traditions. This heritage has been modified over time, but the modifications have often concerned the form more than the essence. If universities had not adapted to changing circumstances, this particular kind of institution would probably not have survived. Reforms, now carried out under the banner of the Bologna Process, are not contrary to the university heritage. Rather, reforms are a part of this heritage, as is the idea of a European Higher Education Area. The name may be new, but the intention and reality behind it are very much a part of the heritage of European universities.

When universities are asked about their concern for the heritage of the institution, the immediate response often points to the elaboration of an institutional history. Our explicit purpose, however, is to address the *heritage* of universities. In terms of cultural heritage, the university presents itself as an actor of collective responsibility guaranteeing the sense of certain

moral, intellectual and technical values. Freedom of belief, freedom of teaching and the preservation of memory – physical or intellectual – teach values for life and for respect between generations. These values are not limited to a specific generation or a specific place. Heritage is conceived of as inheritance, as a cultural product and as a political resource.

Concrete and practical issues:

- The most striking feature is perhaps a **relative absence** of governance and management, in other words **of institutional heritage policies**. There are few examples of institutional *policies* for the university heritage, as opposed to policies for individual museums, collections, archives or libraries. Haphazard heritage policies are complemented by haphazard heritage *management* where few institutions have coordinated management responsibility for all parts of their heritage. Institutional policies are also lacking with regard to stimulating research and teaching on the university heritage, or indeed heritage in general, while respecting academic freedom and university autonomy. We should remember that heritage is an eminently interdisciplinary field.
- **Awareness raising** and **relations with the local community** are of prime importance. Here also, much remains to be done and institutions must adopt policies. In this context, it is interesting to note that while several universities in the first phase of our project emphasized their role as tourist attractions, only one showed a clear concern for communication with the local community, and this was also the only one that mentioned efforts directed at school children.
- The **main aim** of the second phase of our project is therefore to **develop European norms or guidelines for the governance and management of the European university heritage**. Maintaining and raising

awareness of the rich heritage of European universities is a necessity in an age of increasing competition for funds and attention. The heritage of European universities is a heritage of the past and a heritage for the future in accordance with the exercise of transmission, which is the essential objective of this institution.

- The **greatest threats** to the survival of the university heritage are perhaps on the one hand the danger of it being taken for granted since universities have been a part of the European scene for centuries. On the other hand, universities and the traditions and values they represent come under increasing pressure from societies that seem to be losing their capacity to think and plan beyond the immediate horizon.
- Universities are important institutions in society precisely because they are able to put at society's disposal today knowledge, skills and competence that have been developed over years of hard work.

The university heritage is one of the most consistent and most important examples of sustainable success and achievement that Europe has ever seen. Developing policies for the governance and management of this heritage should be a part of the response to the challenge of how, in the age of the sound bite, we can raise awareness and create a deeper understanding of an institution which by definition takes the longer view, and rightly so. ■



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1. For a fuller description, see Nuria Sanz and Sjur Bergan (eds.): *The Cultural Heritage of European Universities* (Strasbourg 2002: Council of Europe Publishing – French edition Nuria Sanz et Sjur Bergan (sous la direction de): *Le patrimoine des universités européennes* (Strasbourg 2002: Editions du Conseil de l'Europe))

Support for new language education policy initiatives

The Conference on “Languages, Diversity, Citizenship: Policies for Plurilingualism in Europe” held on 13-15 November 2002 in Strasbourg was attended by around one hundred policy deciders and experts from member States, Canada and South Africa.

In the context of the follow-up to the European Year of Languages, the aims of the Conference were:

- i) to examine how plurilingual education and education for plurilingualism might be promoted further by education systems;
- ii) to illustrate the contribution of existing instruments (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment and European Language Portfolio*) to the attainment of these goals. These tools and others recently developed – *Guide for Language Education Policies in Europe and Language Education Policy Country Profiles* (see below) – aroused much interest among partners.

The Conference examined current language policy issues being considered by policy deciders such as the need for diversification in the language curriculum, the “role of English”, the concept of plurilingualism and the various ways in which it could be developed through national education systems, drawing on the Guide and Country Profile activity which in turn link to the Framework and Portfolio.

Details: *Web site / Conference on language policy*

Assistance for a self-evaluation of national language education policies

This new activity to elaborate Country Profiles launched in Hungary at the

end of 2002 is designed to assist countries in analysing their language education policy with a view to focusing on possible future policy developments within the country. This policy self-evaluation is carried out in a spirit of dialogue with Council of Europe experts who act as catalysts in this process.

In practical terms, the authorities prepare a national report with an overview of their country’s language education policy wherein priority areas are identified. The Council of Europe expert group then examines the report which serves as a basis for a week’s study visit to meet the relevant parties and to acquire a better understanding of the situation. The report produced by the Group of experts based on the visit will be discussed at a Round table gathering the parties and partners concerned. The final outcome is the development of a Language Education Policy Country Profile – document elaborated jointly by the Council of Europe experts and the national authorities – which can be used for the review of their language policy.

In 2003, three new countries have availed themselves of the offer to reflect upon their language education policy by undertaking a “self-evaluation” of their policy (Norway, Slovenia and Cyprus) while other countries have also expressed an interest.

Details: *Web site / Policy Development activities*

Guide for the Development of Language Education Policies in Europe

The aim of this Guide is to offer an analytical tool which can serve as a reference for the formulation or reorganisation of language teaching in member States (essentially in education systems) and, through it, an examination of European language policies.

It offers an analysis of current approaches in the light of Council of Europe principles (part 1), identifies the technical conditions necessary to take the required decisions (part 2), and provides a range of concrete proposals for greater diversification in language teaching (part 3).

The Guide exists in two versions: the “Main version” (technical guide) and an “Executive version” (aimed at policy deciders). It was presented at the November conference as a first draft which will lead to a process of consultation and piloting with member states in 2003-2004.

The Guide is accompanied by a series of Reference studies which expand on some of the issues covered in the main version. Both the Guide and the studies are available on the website (Section “Guide”) or can be obtained from the Division.

Details: *Web site / Policy Development activities*

Towards an enhanced coherence of levels of language examinations and diplomas

Often employers, universities, etc. have no idea of applicants’ language profiles in spite of being provided with official diplomas.

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEF)*, developed by the Language Policy Division of the Council of Europe, offers a six level scale (A1, A2, B1, B2, C1, C2) defining degrees of language proficiency. This reference tool has been translated into eighteen languages so far and has been used on a large scale for curriculum development, language examinations, textbook writing and teacher training. The European Commission, in its “Council Resolution on the promotion of linguistic diversity and language learning...” has asked

its members states “to set up systems of competence in language knowledge based on the *Common European Framework of Reference for Languages* developed by the Council of Europe, taking sufficient account of skills acquired through informal learning”.

In order to assist language examination providers in relating their examinations to these six levels, a Manual is currently being developed. This Manual will be completed in autumn 2003 and followed by a related, simplified version adapted for teachers and course providers. With these tools, the Council of Europe’s Language Policy Division seeks to support greater transparency and coherence in the way in which users of the CEF with different perspectives interpret the six levels, and greater reliability in the way in which language qualifications are benchmarked to the CEF.

European Day of Languages (EDL)

Event celebrated in 44 countries

Following the success of the European Year of Languages 2001, the European Day of Languages was declared by the Council of Europe as an annual event.

The Day concerned all Europeans of all ages and from all walks of life and focused on “Lifelong Language Learning”. The numerous activities organised included those of a festive nature (competitions, festivals, variety of entertainment etc.) as well as those based on specific themes (colloquies, seminars or round tables) and those intended for the general public (radio and TV programmes). All social categories were targeted.

Support material

A poster and brochure were widely distributed and often adapted to local needs. They were also downloaded from the website. The European Centre for Modern Languages (Graz) created an interactive section which allowed organisers to post events and contained examples of good practice.

Partners

In order to simplify the dissemination of information and liaison with the Council of Europe, Relay Persons were nominated in almost all countries (list available on website). Several NGOs also participated in the Day.

Themes and next steps

The Day 2003 will not have a specific theme but will focus on its three main objectives:

- i) alerting the public to the importance of language learning and diversifying the range of languages learnt in order to increase plurilingualism and intercultural understanding;
- ii) promoting the rich linguistic and cultural diversity of Europe, which must be preserved and fostered;
- iii) encouraging lifelong language learning in and out of school.

The EDL is co-ordinated by and in close co-operation with the Language Policy Division and the European Centre for Modern Languages. ■

The website on the EDL (www.coe.int/JEL) containing additional information has just been updated.

Regional project “legislative frameworks for quality assurance in Armenia, Azerbaijan and Georgia”

The regional project “Legislative Frameworks for Quality Assurance in Armenia, Azerbaijan and Georgia” was carried out as part of an overall strategy for educational assistance within the Education Directorate’s initiative “Partnerships for Educational Renewal”. This regional project combined bilateral support for national reforms and with sustained regional exchange. By contributing to the development of national quality assurance mechanisms, in

particular for higher education, the project should leave a lasting impact of long-term improvement of education quality and level of opportunity in the region of the South Caucasus.

In May 2000, the first regional conference in Tsakhkadzor, Armenia launched the project with the participation of high-ranking delegations from the three countries. The statement of the Ministers of Education adopted at that time laid out common goals for

education reform and enumerated steps to be taken nationally in the area of quality assurance.

From June 2000 until June 2001, national working groups comprising international and national experts worked out detailed recommendations for the national systems of quality assurance in education. Significant progress was made in introducing legislation or regulations for the national systems, including the requirements

for establishing private educational institutions, for delivering recognized higher education degrees, and for the establishment of national mechanisms for the assessment of the quality of all educational programmes. These reports and recommendations were discussed at the second regional conference in Baku, Azerbaijan (May 2001). The statement adopted by the Ministers of Education in conclusion of this second conference additionally provided a solid basis for a future regional dialogue on issues of quality, recognition and mobility in education.

Although the regional project has come to an end with the 3rd conference in Tbilisi in November 2002, the three Ministers of Education called for strengthened support from the Council of Europe for national legislative reform, in particular for higher education, and expressed the wish to continue meetings annually under the aegis of the Council of Europe.

Therefore, the Council of Europe will invite the Ministers of Education of Armenia, Azerbaijan, Georgia to Strasbourg in October 2003, in order

to discuss further co-operation and to address specific themes of education reform



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Flash info

- Building upon the experience of the project "Teaching and learning about the history of Europe in the 20th Century in secondary schools", which was completed in 2000, **a new project** has been launched in 2003 on the **European Dimension of History Teaching**. Developed together with Dr. Robert Stradling, the project will focus on key dates and key events which have shaped the Europe of today and propose best practice for history teaching articulated around these dates. Conferences will be dedicated to each of the following years: 1848, 1913, 1919, 1945 and 1989. The first, on 1848, was held at the Georg-Eckert Institute for International Textbook Research in Braunschweig, Germany from 30 April-3 May 2003. Following each Conference a CD-Rom containing supplementary information for teachers will be produced.
- The Education Directorate has contributed to four Joint Programmes of Co-operation between the European

Commission and the Council of Europe to strengthen democratic stability in North Caucasus, Moldova, Ukraine and South Caucasus:

1. North Caucasus - Chechnya

Focus:

Re-establishment of all types of education to all residents in Chechnya and re-building education in the region without regard to ethnic or linguistic background, religious or political convictions. The means of action have been legislative expertise, development of teaching materials and in-service teacher training (specific training for civic and human rights education, history teachers).

Results:

- development of draft education legislation for the Chechen Republic
- development and dissemination of teaching materials and training for teachers for civic and human rights education
- training in new methodologies and materials for teachers of history

- support to diversified language teaching, assistance with textbooks, examinations, and the use of European language learning tools.

2. Moldova

Focus:

Education for a multicultural society with emphasis on inclusive and multi-perspective history teaching, learning in mother tongue and learning of state language, and development of equal opportunities in and through education.

Results:

- development of education policy with regard to minorities, in the framework of the regional project "Education policy and minorities" (EPM) which addresses equal opportunities and respects the relevant European Conventions
- reform of history teaching in secondary schools with regard to methodology, material and teacher-training
- development of language education policies, including the implementation of a European Language

Portfolio and the elaboration of standards based on the CoE Common European Framework of Reference for Languages, which are adapted to the real needs and aspirations of linguistic minorities.

3. Ukraine

Focus:

Supporting reform of education policies and educational practices in the areas of history teaching, citizenship and human rights education.

Results:

- Adapting education policy with regard to minorities to European standards and best practice
- development of standards and methods of history teaching
- development of national policies and introduction of new curricula on education for democratic citizenship.

4. South Caucasus

Focus:

The Joint Programme project on education aims to support the consolidation of democratic reforms in education.

The reform of education policy at national level focuses on the areas of history teaching, citizenship education and education policy for minorities. Co-operation at regional level is encouraged through participation in broader regional networks.

Results:

- development of recommendations for education policy and minorities, taking into account European standards and aiming towards a policy of equal opportunities
- development of new standards and methods of history teaching, material and teacher training for secondary networks

- Introduction of new curricula for education of democratic citizenship and human rights education, awareness raising of the importance of civic education and support for the establishment of national EDC networks.

- In spring 2003 two new Joint Programmes with the European Commission have been launched which contain significant education projects. The Joint Programmes for Bosnia and Herzegovina and for Serbia and Montenegro aim to assist these 2 new members states in meeting their commitments and obligations undertaken upon joining the CoE. Through these programmes both countries will receive support with the development of curricula, learning materials and teacher training for human rights and civic education through 2005. ■

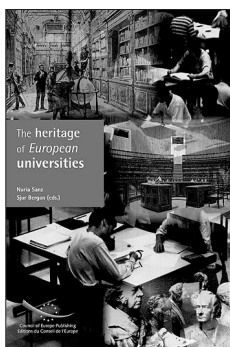
Books in brief

The heritage of European universities, Nuria Sanz and Sjur Bergan (eds.). The aim of this publication is to raise awareness of the key role of universities in the cultural heritage of Europe as well as to encourage them to co-operate at European level to define a common approach to their problems and weaknesses with regard to their heritage. The authors, representing

some fifteen institutions, work both on the heritage of universities from an academic perspective and in the areas of management and preservation of university heritage (231 pages, ISBN 92-871-4960-7).

Language policies in higher education: invitation to a debate, Sjur Bergan (ed.).

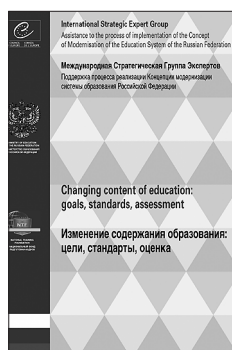
The debate as well as this publication mark the Steering Committee for Higher Education and Research's contribution to the European Year of Languages. This report aims to give a brief background for each of the three following aspects: how institutional language policies affect students' knowledge of their native language; their impact on students' knowledge of foreign languages; their role in shaping identities? (46 pages - ISBN 92-871-5031-1).



Financing higher education, International Strategic Expert Group (ISEG), assistance to the process of implementation of the concept of modernisation of the education system of the Russian Federation is the first publication reflecting discussions and recommendations of the second ISEG meeting, which focused upon the financing of higher education in

the Russian Federation (91 pages, only available in English/Russian).

Changing content of education: goals, standards, assessment, International Strategic Expert Group (ISEG), assistance to the process of implementation of the concept of modernisation of the education system of the Russian Federation is the second publication focusing upon content of general education in the Russian Federation (77 pages, only available in English/Russian).



Die Europäische Geschichte des 20. Jahrhunderts im Unterricht, Robert Stradling, ein Projekt des Europarates "Lernen und Lehren der Geschichte Europas des 20. Jahrhunderts". Project

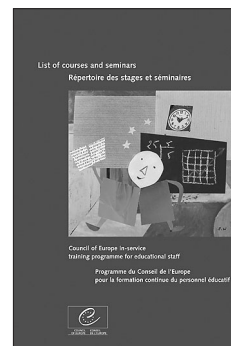
"Learning and teaching about the history of Europe in the 20th century" (322 pages, ISBN 92-871-4966-6) (already published in English and French).



La scolarisation des enfants tsiganes: formation des enseignants et recherche, Report of the seminar in Dijon (5-7 December 2002) written by Ms Virginie Repaire, Gypsy Research Centre in Paris (will be available in English).

Education des enfants roms: formation des enseignants, classes préparatoires, Report of the seminar in Kosice, Slovakia (20-24 October 2002) written by Ms Martina Hornakova, Gypsy Research Centre in Paris (will be available in English).

List of courses and seminars, Council of Europe in-service training programme for educational staff (217 pages, <http://www.coe.int/T/E/CulturalCo-operation>)



Romani in Europe, Mihaela Zatreanu, Ministry of Education and Research, Bucharest, Romania and Dieter W. Halwachs, Department of Linguistics at the University of Graz, Austria (this report will soon be available in English only).

Adopted texts on Education for Democratic Citizenship. This publication presents updated texts on education for democratic citizenship adopted by the Committee of Ministers and the Parliamentary Assembly. (will soon be published with ISBN).

Just published: **Recognition Issues in the Bologna Process**

Sjur Bergan (ed.):
(English only, ISBN 92-871-5150-4).
The Bologna Process aims to establish a European Higher Education Area by 2010, in order to facilitate the recognition of

qualifications for students and holders of higher education qualifications, and enable them to move around Europe. The authors, who are recognition specialists and higher education policy

makers, set out to take stock of the recognition of qualifications in Europe and to point to policies that will help make the European Higher Education Area a reality.

Calender of events June – december 2003

June

2-7, Oslo

1st visit of expert group on language education policy profile: Norway.
Contact: Philia THALGOTT

5-7, Prague

Bologna seminar on lifelong learning: validation of non-formal learning experiences.
Contact: Sjur BERGAN

11-13, Strasbourg

European Validation Committee for the European Language Portfolio.
Contacts: Joseph SHEILS/Johanna PANTHIER

12-14, Oslo

Seminar on students involvement in the Bologna Process. Contact: Sjur BERGAN

19-21, Sarajevo

Seminar on the evaluation of teacher training and policy development for human rights and civic education in BiH. Contact: Christopher REYNOLDS

23-27, Strasbourg and Donaueschingen

11th plenary session of national co-ordinators and 100th European seminar "Education towards a global ethics".
Contact: Christiane YIANNAKIS

30-1st July, Strasbourg	Expert group meeting on reference levels for specific national and regional languages. Contacts: Joseph SHEILS/Philia THALGOTT	9-10, Strasbourg	Plenary session of the Steering Committee for Higher Education and Research (CD-ESR). Contact: Sjur BERGAN
30-1st July, Tetovo	Regional seminar on education legislation with Albania, BiH, Croatia, Kosovo, Serbia, Slovenia, Montenegro, Former Yugoslav Republic of Macedonia. Contact: Mary Ann HENNESSEY	16-17, Chisinau	Seminar on higher education reform: governance and education for democratic citizenship. Contacts: Sjur BERGAN/Angela GARABAGIU
July		20-22, Ulan-Ude	Seminar on initial training of history teachers in the Russian Federation. Contact: Tatiana MILKO
2-4, Strasbourg	Authoring group meeting for the development of a manual on relating language examinations to the Council of Europe proficiency levels. Contacts: Joseph SHEILS/Johanna PANTHIER	23-25, Istanbul	Seminar for member states on the European language portfolio. Contacts: Joseph SHEILS/Johanna PANTHIER
2-5, Strasbourg	European Summer University: "the misuse of history, history teaching in twenty-first-century Europe: a challenge for Europe". Contact: Carole REICH	24-25, Moscow	6th meeting of the International Strategic Expert Group (ISEG) on the assistance to the process of implementation of the Concept of Modernisation of the Education System of the Russian Federation. Contact: Mary Ann HENNESSEY/Vadim LYSIKOV
10, Strasbourg	"Europe at school" prize giving ceremony. Contact: Carole REICH	27-28, Oslo	2nd visit of expert group and Round Table on language education policy profile in Norway. Contact: Joseph SHEILS
26-28, Graz	Experts seminar to prepare a manual on the romani history. Contact: Carole REICH	Date to be confirmed, Graz	Developing models of European language portfolio related teacher training with ECML. Contact: Johanna PANTHIER
August		November	
28-29, Strasbourg	Expert group meeting on language education policy profile in Norway. Contacts: Joseph SHEILS/Philia THALGOTT	5-6, Strasbourg	European Validation Committee for the European language portfolio. Contacts: Joseph SHEILS/Johanna PANTHIER
Septembre		10-12, Athens	21st session of the Standing Conference of European Ministers of Education. Contact: Carole REICH
5-6, Prague	Extraordinary meeting of the European Validation Committee for the European Language Portfolio. Contacts: Joseph SHEILS/Johanna PANTHIER	17-18, Tbilisi	New methods for history teaching in secondary schools. Contact: Tatiana MILKO
11-12, Strasbourg	EDC seminar on "policy and practice: how to bridge the gap?": presentation of the All-European Study on EDC policies and legislation and discussion on the policy implementation mechanisms. Contact: Angela GARABAGIU	17-21, Donaueschingen	102th European seminar for educators "Unterricht für schwer-, schwerst-, und mehrfachbehinderte Kinder" (in German only). Contact: Christianne YIANNAKIS
11-12, Strasbourg	3rd meeting of project group "The new intercultural challenge to education: religious diversity and dialogue in Europe". Contact: Villano QIRIAZI	December	
22-23, Strasbourg	Plenary session of the Steering Committee for Education (CD-ED). Contact: Carole REICH	9-13, Anvers	Teacher training seminar "Teaching memory". Contact: Carole REICH
25-26, Kiev	EDC national seminar and Human Rights education policies and practices in Ukraine. Contact: Angela GARABAGIU	10-12, Strasbourg	Meeting on "The new intercultural challenge to education: religious diversity and dialogue in Europe". Contact: Villano QIRIAZI
30-1st October, Kiev	Follow-up seminar on education policy and minorities in Ukraine. Contacts: Joseph SHEILS/Mary Ann HENNESSEY		
30-1st October, Yalta	Seminar on new approaches in the preparation of history textbooks on national and world history in Ukraine. Contacts: Alison CARDWELL/Tatiana MILKO		
October			
2-4, Yalta	Symposium on "1945". Contact: Alison CARDWELL/Tatiana MILKO		
2-5, Bern	Thematic national dissemination seminar on the issue of formal, non-formal and informal education, followed by the 5th meeting of EDC co-ordinators. Contact: Mechthilde FUHRER		
6-10, Donaueschingen	101th European seminar for educators "what a child has to know about Europe" (in English only). Contact: Christianne YIANNAKIS		

How to contact us

Come surf with us on <http://www.coe.int> and have access to information on a wide range of Council of Europe activities and publications on education, culture and the cultural heritage. All Education Directorate officials can be contacted by fax (+33(0)3 88 41 27 88/27 06), by post (c/o DG IV, Directorate of Education, Council of Europe, 67075 Strasbourg Cedex, France) or e-mail (name.surname@coe.int).

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Opinions expressed in this newsletter do not necessarily reflect the official policy of the CD-ESR and CD-ED or of the Secretariat.

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