

Newsletter education

No. 16 – September 2004

Contents

Editorial

	Page
Editorial	1
Learning democracy through citizenship and human rights education	2
Education for democratic citizenship (EDC) policy development and implementation	2
The Council of Europe organises the European Year of Citizenship through education	4
Network of education for democratic citizenship coordinators	5
A new website for the Division for democratic citizenship and human rights education (EDC)	5
21st session of the Standing Conference of European Ministers of Education (Athens, 10-12 November 2003) "Intercultural education: Managing diversity, strengthening democracy)	6
Excerpt from the message by Mr Walter Schwimmer, Secretary General of the Council of Europe, to the pupils of Bas-Rhin Education Authority	7
"1945" Yalta symposium (September 2003)	8
Seven new countries join the Bologna Process	8
Flash Info	9
Books in brief	9
Calendar of events	11



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

In a time of conflict and violence, both worldwide and within our frontiers, it is more important than ever that people should strive to understand one another, learn tolerance and respect fundamental human rights. The Council of Europe, with its pan-European vocation, must play a leading role in efforts to achieve mutual and intercultural understanding. Education clearly plays a vital role in bringing people together and building a peaceful society. The Third Summit of Heads of State and Government, which is expected to be held in 2005, will provide an opportunity for the Organisation to renew its mission and reaffirm its priorities. We are confident education will be one of them, as an irreplaceable tool for the fulfilment for democratic culture.

It was the Second Summit in October 1997 that decided to launch "an initiative for education for democratic citizenship with a view to promoting citizens' awareness of their rights and responsibilities in a democratic society". The resulting project will soon be completed, but the flame it has lit will not die out. 2005 will be the "European Year of Citizenship through Education", and this issue focuses on the background to the project, its achievements and the tasks that lie ahead. The Year will be launched in Sofia at the end of 2004.

The end of 2004 will also be marked by the 50th anniversary of the European Cultural Convention, which has served as a backdrop for the Council of Europe's cultural activities and still provides substance in terms of concepts and standards for the work carried out by the Education Directorate in specific contexts. The

convention encourages the nationals of each member state to study "the languages, history and civilisation of the others". In keeping with this objective, intercultural education was the theme of the 21st session of the Standing Conference of European Ministers of Education in Athens. Here, as with education for democratic citizenship, the challenge now is to put policies into practice.

The events of the mid-twentieth century still have a profound effect on modern society and need to be addressed and explained to young people. This issue contains an extract from the message sent by the Secretary General, Walter Schwimmer, to pupils in Alsace on the establishment of a Day of Remembrance of the Holocaust and other crimes against humanity, as well as a report on a symposium on the 1945 Yalta Conference.

So in a time when fear may tempt some to retreat to narrow-mindedness and rejection, building bridges, closing the gap between theory and practice and between different cultures and societies is a crucial function of education, that the Council of Europe intends to pursue vigorously.



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Learning democracy through citizenship and human rights education

The education programmes of the Council of Europe have always been close to the fundamental vocation of the Organisation, which is to protect and promote pluralist democracy, human rights and the rule of law. One of these programmes is “Education for democratic citizenship and human rights” (EDC). It was launched in 1997 at the Second Council of Europe Summit of Heads of State and Government and has since provided a forum for discussion between EDC experts and practitioners from all over Europe. They have defined concepts for EDC policies, developed strategies for their implementation and collected good practices. On the basis of this work, the Council of Europe’s Committee of Ministers adopted Recommendation Rec (2002)12 on education for democratic citizenship in October 2002.

Democratic citizenship and human rights can and should be taught both at school level and in non-formal

settings, through educational programmes and democratic governance of educational institutions. EDC, as defined by the Council of Europe, includes all practices and activities designed to help children, young people and adults participate in democratic life. It seeks to raise an awareness of shared fundamental values in order to build a free, tolerant and just society by accepting and exercising rights and responsibilities while being respectful of the rights of others.

The articles which follow describe the specific activities carried out in the framework of the EDC project. It will be completed at the end of 2004 with the preparation of a number of instruments aimed at facilitating the development of EDC in member states. However, in order to ensure an optimal use of the results of the project, the Council of Europe intends to declare the year 2005 the “European Year of Citizenship through Education”. It is hoped that the “Year” will increase awareness amongst education

professionals at different levels, as well as amongst the general public, that democracy can be learned. It will be a unique opportunity for sharing the wealth of knowledge built up during the project with those involved in EDC policies in member states, and, wherever the need appears, assisting decision-makers with reforms of national curricula.

For further information, please consult the EDC website:
http://www.coe.int/T/E/Cultural_Cooperation/education/E.D.C



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Education for Democratic Citizenship policy development and implementation (ECD)

What do we mean by EDC Policy?

In the late '90s, one outcome of the Council of Europe’s activities in the field of education was the development of education for democratic citizenship (EDC), which became a common goal of education policies in Europe. Two major policy documents mark this development:

- Resolution adopted by the Standing Conference of European Ministers of Education (Cracow, 15-17 October 2000);
- Recommendation (2002) 12 of the Committee of Ministers to member states on education for democratic citizenship (adopted on 16th October 2002).

Both documents stress the crucial role of EDC, the Committee of Ministers’ Recommendation being quite explicit: depending on the specific context of each education system, it is advisable to make EDC “a priority objective of educational policy-making and reforms”. It is important, however, that the notion of policies in education and in EDC be clarified. In his recent study, EDC Policies in Europe: A Synthesis, Mr Cezar Bîrzéa, member of the Council of Europe Steering Committee for Education (CDED), writes: “Policies are statements intended to codify certain values, to project images of an ideal society and establish practices in accordance with said values. In other words, the policy

exercise shapes the identity of a given society, defines practices and directs change processes. Policies give meaning to collective action. They are established by “policy-makers” at an aggregate level of social organisation: groups, communities, institutions, organisations, nations, supranational entities. For policies to exist three conditions must be fulfilled:

- **authority** meaning that policies are expressed by authorized decision-makers;
- **expertise** meaning that any policy formulation presupposes knowledge and competencies in a specific area of social action;

- **order** meaning coherence, deliberate action and a decision on policy options.

In the case of EDC, policy statements formulate courses of action according to certain values intrinsic to democratic citizenship. EDC policy statements incorporate a model of society and already suggest a certain type of action. EDC policies could be implemented in five policy domains: society as a whole; the system of education; the educational institution, i.e. internal organisation; curriculum, both formal and non-formal; school subjects."

How is EDC policy put into practice?

Few educational aims have been met with such overt support as EDC. Clear expectations are formulated. However, significant differences begin to appear as soon as we pass from policy to practice. There are very few examples where implementation programmes accompany EDC policy statements. The gap between **policy** and **practice** shows that political support is indispensable but not sufficient. EDC is undeniably intensely sustained at political level but unfortunately rather inconsistently covered by government-initiated practices. The Council of Europe, therefore, acts at multilateral level (co-operation with a number of countries) and bilateral level (co-operation between the CoE and a single country) to bridge the gap between policy and practice.

Multilateral activities in 2003 included the writing of the All-European Study on EDC policies, the All-European Study on student/pupil participation, the policy development seminar "EDC Policies and Practice: How to bridge the gap?" (Strasbourg, 11-12 September 2003), and the meeting of the EDC Policy Group (13 September 2003). **Bilateral co-operation** activities included a series of policy development seminars that enabled direct co-operation between Council of Europe experts and Secretariat and national authorities in member states. In 2004 such activities took place in Armenia, Georgia, Moldova, Russian Federation, Serbia and Montenegro and Ukraine.



"Seminar on Higher Education Governance and Reform" held in Chisinau, Moldova in October 2003 with the participation of the Minister of Education, Mr. V. Beniuc"

Recent achievements: All European Study on EDC policies and legislation in Europe

The main goal of the All-European Study was to map out the national policies on EDC across Europe. Research was conducted at national level, involving national EDC coordinators and a sample of practitioners and stakeholders and at regional level through five regional studies, similar to the Stocktaking Research on EDC and the Management of Diversity in South-East Europe by C. Harrison, B. Baumgartl. This work provided the basis for an all-European synthesis report. The All-European Study gives a systematic description of EDC policies across Europe. It also contains recommendations and examples of good practice in EDC policy implementation.

EDC Policy seminar in September 2003: "EDC Policies and Practice: How to Bridge the Gap?"

The objectives of this seminar were to offer an opportunity to exchange information between different member states on EDC legislation, policy-making and implementation; and to identify ways of bridging the gap and "success stories" (General Report by Mr Graham Morris). Various types of failures were analysed during the seminar: failure to take action for a systematic implementation of EDC policies; the unpreparedness of many teachers for the kind of teaching involved, both in terms of content and pedagogy; the authority structure common in many, if not most, schools, which severely limits scope for meaningful participation; and

unresolved issues as to whether EDC is to be seen as a subject with specialist content, a cross-curricular theme, or an element of all educational activity. Participants exchanged opinions on how to solve current problems and bring positive change.

What next?

The main objective for the period of 2004-2005 is the implementation of Recommendation of the Committee of Ministers on education for democratic citizenship, aiming at:

- developing practical materials and guidelines;
- developing a sustainable process of exchanging experiences and information between EDC practitioners in member states;
- preparing and running the European Year of Citizenship through Education in 2005; and
- testing and developing approaches to Human Rights Education curriculum design and teacher training. ■



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The Council of Europe organises the European Year of Citizenship through Education

Why another European Year in 2005?

Education is crucial to the development of citizenship and the quality of participation in a democratic society. Recent elections in most European countries show a worrying lack of participation in political and public life, notably among the younger generation. At the same time, racism, xenophobia and intolerance are growing. Many young people are marginalised in society. Participation, democratic attitudes and understanding can be enhanced through education for democratic citizenship. Since 1997, the Council of Europe has built up a wealth of knowledge through the EDC project. The time has come to share this through various activities at European and national levels.

Who is it for?

The aim is to reach out to European citizens through teacher/multiplier training seminars, the publication of codes of good practice, for example, democratic school governance, educational dossiers on EDC-related themes for various target groups, the development of teacher-training material, a database on EDC-related legislation and policy documents. The attention will therefore be focused on those whose daily work is to make as many people as possible feel part of society and aware of the opportunities open to them to take part in the decisions which will influence their lives.

One of the main objectives will be to illustrate the Council of Europe's know-how and its capacity to be active in the education field, a domain which is indispensable to the safeguard and further development of democratic values and human rights. This applies to all levels of formal and non-formal education.

A "European Year" will legitimise and promote the organisation of activities regarding citizenship through education in the

member states. It will increase awareness amongst EDC professionals at different levels and assist decision-makers in developing policy instruments, for example, reform of national curricula and legislation. The interest and publicity surrounding a specific year should help to make the Council of Europe's achievements in EDC-related areas better known.

Expected partnerships

Furthermore, this will be a perfect opportunity to involve other sectors of the Council of Europe in planning and carrying out the "Year", notably the Secretariat of the Parliamentary Assembly, the Secretariat of the Congress of Local and Regional Authorities of the Council of Europe, the Directorate of Youth and Sport, the Directorate General of Human Rights, the North-South Centre in Lisbon and the NGO Grouping on Education and Culture. It is hoped that co-ordination and cooperation can be established with international organisations and NGOs active in the field.

How will it be organised?

An Ad hoc Committee of Experts will be set up to plan, co-ordinate, monitor and evaluate the "Year's" activities. It will report directly to the Ministers' Deputies. One idea is to form a small group of high-profile personalities who are well known for their work or support for education for democratic citizenship and human rights education, possibly with the title "Council of Europe Ambassadors for Citizenship".

The network of EDC Coordinators will play an important role at national level. Planning and carrying out the "Year" will be the priority for the network members in 2004 and 2005. Some countries will no doubt form national committees or groups. The EDC Coordinator will act as a link between the actors at national level and the Council of Europe.

The word citizenship implies need for a wide co-operation with NGOs, particularly those involved in education for citizenship and youth NGOs. Their contribution will be crucial.

Communication and information

For any such event, be it a European Year or a large campaign, the structure of communication and information must be well planned. Nowadays, we have at our disposal technological means that greatly facilitate an ongoing flow of information. A special website will be created and regularly updated. It will include information about national activities, provide links to organisations and international institutions active in the field of citizenship and indicate funding possibilities.

Resources

A number of existing projects will be pooled together and do not necessarily need extra funding. But it is also clear that additional resources increase the possibility of organising more activities, disseminating more widely the EDC educational and teaching material that will be produced for the Year, or for translating this material into several languages. Support can hopefully be obtained for national activities through national and European funding. In order to get maximum benefits from the "Year", voluntary financial contributions from member states would be highly appreciated. ■

The European Year of Citizenship through Education will be launched at the 13-14 december 2004 in Sofia, Bulgaria.

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Network of education for democratic citizenship coordinators

A network of active and committed citizens

One of the results of the first project on "Education for Democratic Citizenship" (EDC) was decided to create a network of coordinators in 2001. The network's role is to liaise between the Council of Europe Secretariat and EDC actors in the member states and is a major step towards providing a more coherent and shared understanding of EDC. The members of the network collect information about EDC activities in their countries and spread knowledge about the EDC activities organised by the Council of Europe. The main objective is to strengthen European co-operation by exchanging good practices and setting up new co-operation initiatives. As stated before, "this will be achieved mainly by strengthening the links between education policies and systematic changes in EDC on the one hand, and greater dissemination and pooling of ideas from the first project to the second project".

The EDC coordinators meet twice a year, once for a thematic meeting and once to consolidate the network itself by exchanging good practice and

information. The network's 5th meeting in Lucerne, Switzerland, October 2003, included, for the first time, a national EDC dissemination seminar. It was felt that this should become a regular practice, as it enables a variety of national stakeholders to meet with European partners, and the European participants can get acquainted with work carried out in the field in one particular country. The 6th meeting was held in Bled, Slovenia in April 2004.

The EDC coordinators will have a key function in preparing and carrying out the activities during the European Year of Citizenship through education. Since a "bottom-up" approach will be taken, it is crucial that interested and committed persons will have a national reference person who can provide them with information and guidance.

The renewed EDC Website will facilitate communication and contacts between the coordinators through its Forum/coordinators' corner. The members of the network are informed regularly through the newsletter produced by the Council of Europe Secretariat.

The EDC coordinators made substantial contributions to the All-European Study on EDC Policies, which is a unique piece of research. It can be ordered from the Secretariat. Another important document for the EDC project is the Glossary of EDC terminology produced by Karen O'Shea. It defines, in very simple terms, the vocabulary most commonly used among EDC actors and illustrates the wide range of thinking behind EDC terminology. These above documents can be downloaded from the Council of Europe site, www.coe.int/edu.

The EDC coordinators form a group of very committed people who often carry out this task in addition to their daily work. So they, of all people, thoroughly deserve the label of active citizens! ■



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A new website for the Division for democratic citizenship and Human rights education (EDC)

A new EDC Division website was opened in February 2004. The main reason for creating this new website was to help the general public gain a clearer understanding of what EDC is about while making it more user-friendly and easier for all users to find the

information they are looking for. To achieve these two goals, the homepage has been completely redesigned and new sections have been added.

The homepage

The new homepage includes a presentation and explanation of EDC. Its

design is in keeping with the style of the Council of Europe's new main information portal. The navigation menu located on the right-hand side of the page makes browsing easy.

Website content

Most of the topics covered by the previous website are still present,

supplemented by three new menus. Under the heading "All about EDC", visitors will find further information to supplement the presentation on the homepage. New pages include a glossary of key terms and concepts in the field of EDC, a presentation of the genesis of the Council of Europe EDC project, and the contact details of the EDC Division staff. "Coordinators' corner", as its name suggests, has been designed especially for

EDC coordinators. Here they will find the full list of EDC coordinators, their newsletters, reports on coordinators' meetings and access to their forum. Lastly, a new field contains a help page for visitors to the site.

The old headings have been extensively overhauled. The pages "Useful links", "Documents and publications" and "Funding for EDC" have been updated, supplemented and

redesigned to make consultation easier and quicker.



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21st session of the Standing Conference of European Ministers of Education (Athens, 10-12 November 2003) "Intercultural education: managing diversity, strengthening democracy"



Beginnings of an intercultural response

The concept of "intercultural education" is geared towards responding to the great social, cultural and demographic changes in contemporary societies. Intercultural education, which is deeply rooted in the founding values of human rights, must combat the discrimination, exclusion and conflict engendered by ignorance, intolerance and fundamentalism. It is a new form of educational relations that can be used in building joint projects and identities. After 1990, the Council of Europe employed this intercultural dimension to help take account of the new minorities from Eastern Europe. It built on the experience acquired in the field of education for migrants and, in 2002, developed a very necessary activity on managing the religious dimension in Europe. The ministers' task was to give practical effect to this growing awareness through policy measures.

Priority of intercultural education

Policymakers are faced with a real challenge in terms of making sure that the various groups in society, including the smallest minorities and most foreign communities, gain access to educational and cultural facilities so that they become familiar with and accept the values of democratic pluralism. The task is no easier for education professionals who have to ensure a principle of equity



"Standing Conference of European Ministers of Education, Athens, 10-12 November 2003: from left to right : Mrs Ó. Ólafsdóttir, C. Reich, Mr B. Rugaas, Mr V. Qiriaz, Mr P. Fephtyniou, Minister of Education, Mrs M. De Boer-Buquicchio, deputy Secretary General, Mrs V. Taylor, Mrs Roy Chourdaki, CDED member (Greece), Mr A. Tulbure, Vice-Chairman of the Committee of Ministers and Mr G. Priscaru, Parliamentary Assembly"

involving genuine equality of access to the learning process. As diversity has become one of the permanent features of 21st-century Europe, people need to learn new strategies for "living together", ie they must build a common citizenship based on mutual respect and tolerance of dialogue.

These two criteria have implications in the area of intercultural education, right from the "basic units" that are formed by classes made up of teachers and learners. This necessary change calls for adjustments in the role of teachers and adaptation of their basic and in-service training, regardless of where they work, ie from nursery level right through to university.

The implementation of these new strategies demands a review of educational policies from an intercultural angle, in liaison with parents and the bodies responsible for educational development. The relevant policies must incor-

porate information and communication technologies (ICT), education for citizenship and quality assurance.

At the end of the conference, the ministers drew up a joint declaration aimed at using education to build a society whose citizens are capable of participating actively and critically in the democratic process in a tolerant and open 21st-century Europe. ■



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Teaching remembrance
Education for the prevention
of crimes against humanity



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Excerpt from the message by Mr Walter Schwimmer, Secretary General of the Council of Europe, to the pupils of Bas-Rhin Education Authority

Dear pupils,

Today, 27 January, you are going to mark Holocaust Remembrance Day.

Why?

This Remembrance Day has been established, on the Council of Europe's initiative, by the Education Ministers in all of the democratic European states that take part in the Council's education activities.

What do we mean by the term?

If you consult a dictionary, you will find several definitions for remembrance. The term memorial is sometimes also used in this particular context, and the emphasis is on memory and looking back.

What we want is for you to remember the terrible events which, unfortunately, occurred during the 20th century. These included genocide, ethnic cleansing, racism, anti-Semitism and xenophobia. And there was the incomparable tragedy of the Holocaust.

Luckily, the history of the 20th century also included other, more positive events. However, in wishing to remind you of its more tragic

moments, our aim is to learn from them for the future so that, in all Council of Europe member states, we can achieve the ideal that is the very basis of our organisation: the protection of human rights and the prevention of crimes against humanity.

As young people, you must understand that one day you will be responsible for peace in the world and that the sacrifices of all the victims of discrimination must not have been in vain.

A few years ago, the Council of Europe launched the slogan: All different, all equal. Just take a look around you: it is very often the case that you do not speak the same language at school as at home, that your eating habits are different and that your cultures are based on a range of traditions. You must regard this as an invaluable asset, which is called "intercultural dialogue" in the jargon of adults – and Education Ministers! Dialogue means talking to one another, understanding one another and getting to know and coming to appreciate other people's ways.

On 27 January 1945, the first Red Army patrol freed Auschwitz concentration camp. France and about ten other European countries have chosen

this date as Holocaust Remembrance Day. Each country is free to choose the date so as to establish a link between its own history and European or world history. Austria has therefore chosen 5 May, the day the American army liberated Mathausen concentration camp in 1945, while Bulgaria has chosen 10 March because, on that day in 1943, 20 000 Bulgarian Jews who were due to be deported were freed with the support of the country's entire population. However, the date can also mark events other than those which occurred during World War II. For instance, Bosnia and Herzegovina has chosen to commemorate the tragic events of Srebrenica on 11 July as from next year.

As Secretary General of the Council of Europe, I urge you on this Day of Remembrance to think of the suffering, discrimination and intolerance that prevailed in the 20th century and to help now to build a more caring and peaceful world by showing understanding and tolerance and engaging in dialogue. ■

Walter SCHWIMMER

"1945" Yalta Symposium (September 2003)

"1945" is one of the key dates chosen as being a defining moment in recent European history by the Steering Committee for Education (CDED) for the Project on the European Dimension in History Teaching. The Ukrainian Authorities hosted a Symposium in Yalta (September 2003). The first day of the Conference took place in the White Hall in the Palace of Livadia where the "1945" Yalta Conference actually took place.

Historians from the Russian Federation, the United Kingdom and the USA were put in the places of Stalin, Churchill and Roosevelt. They presented the recent academic research coming from newly opened archives and were questioned and challenged by the participants. An overview was provided by a Norwegian specialist and academics from Germany and Poland also gave the latest research from their



"White Hall – Palace of Livadia"

perspectives which provided a balance to the discussions. Since 1945, great changes have taken place. At the Yalta Conference, three powers held the fate of Europe in their hands. At the Council of Europe's Conference, 33 countries discussed the events leading to 1945 and the recent history of Europe following that watershed event.

It was an immense privilege to be able to use the Palace of Livadia and this provided inspiration for the discussions. Fascinating visits also linked to the Yalta Conference were organised

in Livadia itself which was built as a summer holiday home for the Romanovs. President Roosevelt stayed there. They also visited the Vorontsov Palace where Churchill stayed during the 1945 Yalta Conference.

The academic presentations are being collected and edited and extracts from these presentations and the photos will be included in the CD-Roms - one of the outcomes of the Project. ■



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Seven new countries join the Bologna Process

In September 2003, seven new countries joined the Bologna Process of higher education reform aiming to establish a European Higher Education Area (EHEA) by 2010. These countries are Albania, Andorra, Bosnia and Herzegovina, the Holy See, Russia, Serbia and Montenegro and "the former Yugoslav Republic of Macedonia". The total number of countries is now 40, which definitively establishes the EHEA as a pan-European process.

The new countries were admitted at the meeting of Ministers of Education of the Bologna Process, held in Berlin on 18-19 September 2003. The Ministers also decided to make the European Cultural Convention the institutional/geographical framework of the Bologna Process, combined with a requirement that applicant countries submit plans for implementing the

goals of the Bologna Process in their higher education reform. At the same time, the Ministers committed themselves to taking stock of their own progress toward the Bologna goals in time for the next Ministerial meeting, to be held in Bergen on 19-20 May 2005. This includes ratifying the Council of Europe/UNESCO Lisbon Recognition Convention (ETS 165) and issuing the Diploma Supplement free of charge to all students. The Ministers added research and research training as a new area of concern and refined their goals within the existing action lines of the Process.

The Council of Europe has been working with five of the new countries to prepare their accession and will continue to work with them on the implementation of the Bologna goals. Thus, the Council made a significant

contribution to a national conference on the Bologna Process in Sankt Petersburg in October 2003 and organized a regional conference for the four new countries from South East Europe in Strasbourg in December. The Council also organized an introductory conference on the Bologna Process in Kyiv in November, as Ukraine has now applied for accession to the Process. ■



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Flash info

- ***A European Charter for a Democratic School without Violence***

The Council of Europe has launched through its Integrated Projects the development of a European Charter for a Democratic School without Violence. Secondary school students from all the member states were invited to send their ideas about democratic participation with regard to decision-making on school matters, particularly in developing strategies for the prevention of violence before end of April. The project outline and contact details can be found under www.coe.int/school-charter.

- ***Language Policies, Strasbourg (www.coe.int/lang-decs-lang@coe.int)***

- A Forum on “**Global approaches to plurilingual education**” will be organised on 28-29 June in Strasbourg.
- The new **Language Education Policy Profiles** activity helps authorities to evaluate and plan language policies with the assistance of a Council of Europe expert group that acts as a catalyst. The process has been completed for Hungary and Norway and is under way in Slovenia, Cyprus and Lithuania; it will soon be launched in the Slovak Republic and in the Lombardy Region (Italy).

- The Common **European Framework of Reference for Languages** (CEF) has been translated into over 20 languages and is now widely used in setting curriculum and examination standards and as a basis for comparing qualifications. The CEF, which is useful for curriculum designers, trainers, teachers and examination providers, is also now being used as a basis for the development of Reference descriptions (detailed specifications of learning objectives) for national and regional languages.

- A draft **Manual for Relating language examinations** to the Framework offers to examination providers a series of techniques and guidelines for calibrating their examinations in relation with the six levels of competences of the Common European Framework of Reference for Languages. Information on the pilot scheme is available on the website.

- The **European Language Portfolio** (ELP) continues to grow with 54 validated models so far. Further development work was carried out on new standard (optional) elements with a view to reinforcing quality and the European dimension in portfolios (learning to learn, intercultural learning and a Language Passport Summary). The feasibility of an electronic portfolio is

currently being examined. A data-bank of descriptors for language proficiency is available on the website. The European Commission's Action Plan (2004-2006) includes the use of the ELP as an instrument to help people appreciate and maximise their language competences. The Commission proposes to link it to its Europass scheme.

- The **Guide for the Development of Language Education Policies in Europe** is offered as a reference document for the development or revision of language education policies in member states. It exists in two versions: an “Executive Version” for policy makers and a “Main Version” with more technical material for their language policy advisers. It is complemented by a series of studies illustrating specific issues in more detail. All texts are downloadable from the website, as well as a questionnaire for those interested in providing feedback during the piloting process.
- The **European Day of Languages** on 26 September (www.coe.int/EDL) is co-ordinated by the Language Policy Division and the ECML. In 2003 it was marked by hundreds of activities in most member states, which indicates a growing interest in the promotion of plurilingualism. ■

Books in brief

Teaching about the Holocaust in the 21st century: Remembering the past and preventing crimes against humanity, report by Mihai Manea on the seminar held in Bucharest, Romania (7-10 May 2003) “Remembering the past and preventing crimes against humanity” (40 pages, ISBN 92-871-5311-6, only available in English)

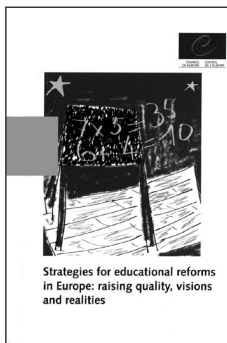
Teaching about the Holocaust, report on the European seminar for educational staff held in Vilnius, Lithuania (1st-6 April 2000) (59 pages, ISBN 92-871 5293-4, only available in English)

Teaching about the Holocaust and the history of genocide in the 21st century, report on the 90th European Teachers’ seminar held in

Donaueschingen, Germany (6-10 November 2000) (135 pages, ISBN 92-871-5292-6, only available in English)

Strategies for educational reforms in Europe: raising quality, visions and realities, is the 3rd publication in a series of symposia organised in Prague. In addition to the general report and an analysis of 5 case studies, the last

part focuses on Prague 2003 forum, quality in education and the democratic agenda (109 pages, available in English and French)



Day of remembrance, Ministerial Seminar proceedings/Journée de la mémoire, actes du séminaire ministériel (Strasbourg, 18 October 2002) (148 pages)

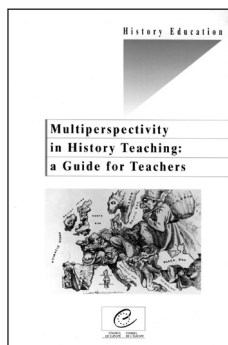


La Shoah à l'écran, crimes contre l'humanité et représentation, by Anne-Marie BARON (52 pages, only available in French)



Un projet européen de formation : la place des modules d'histoire, culture et langue des Roms dans l'enseignement, Université européenne d'été de Dijon 2003. Auteur : Pascale Faure (Ref. DGIV/EDU/ROM (2003)10, only available in French)

Multiperspectivity in history teaching : a guide for teachers, Dr Robert Stradling (64 pages, available in Albanian, Bosnian, Bulgarian, Croatian, English, Macedonian, Romanian, Serbian and Slovenian)



Education of Roma/Gypsy children in Europe is a repertoire of official texts of Council of Europe and activities in the field of education (51 pages, English, French and Romani)

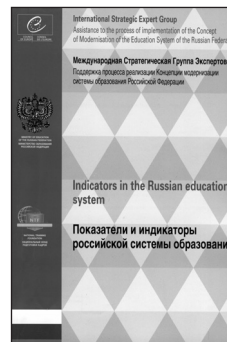


History teaching in schools: the work of the Council of Europe and Unesco in Bosnia and Herzegovina. This booklet is a summary of all the work on history teaching in schools (43 pages, only available in English)

Initial training for history teachers: structures and standards in 13 member states of the Council of Europe, edited by Alois Ecker is the first comparative study on the training of subject teachers at a European level (293 pages, only available in English)

Indicators in the Russian education system, International Strategic Expert Group (ISEG), Assistance to the process of implementation of the Concept of Modernisation of the Education System of the Russian Federation. This 3rd

publication in the series represents the discussions and recommendations of the 4th ISEG meeting (30.01-1^{er} February 2003), which focused upon statistics and indicators in the Russian education system (109 pages, English and Russian)



Intercultural competence, edited by Michael Byram. In the context of the project "Common European Framework of Reference for Languages (CEF), this collection which contains 4 studies, offers a new view of intercultural competence in placing language teaching in a wider context (147 pages, ISBN 92-871-5170-9, English and French)



Völkermord in Geschichte und Gegenwart, Erinnern durch Unterrichten – Erziehung zur Verhinderung von Verbrechen gegen die Menschlichkeit, by Helmut MEYER (138 pages, only available in German)

Calendar of events

January-December 2004

January

- 14, Bruxelles
European Network of Quality Assurance (ENQA), ENIC Bureau, NARIC advisory Board.
Contact : Sjur BERGAN
- 16, Strasbourg
Bureau of the Higher Education and Research Steering Committee (CDESR).
Contact : Sjur BERGAN
- 19-23, Ljubljana, Slovenia
Language Education Policy Profile: 1st visit of CoE expert group.
Contacts: Joseph SHEILS, Philia THALGOTT
- 26-27, Strasbourg
Inter-institutional meeting on quality assurance.
Contact: Angela GARABAGIU

February

- 26, Moscou
Meeting with the Ministers of Education of Russian Federation for the preparation of the next Summit and drafting the Framework Plan of Co-operation.
Contact: Vadim LYSIKOV

March

- 1st, Bruxelles
ENIC Bureau and NARIC advisory Board.
Contact: Sjur BERGAN
- 1-6, Nicosia
Language Education Policy Profile: 1st visit of CoE expert group.
Contacts: Joseph SHEILS, Philia THALGOTT
- 15-16, Strasbourg
Strasbourg Education for Democratic Citizenship(EDC) policy experts group meeting.
Contact: Angela GARABAGIU
- 16-20, Bruxelles
"History and remembrance – Education for the prevention of crimes against humanity".
Contact: C. REICH
- 31-1st avril, Bled, Slovenia
Communication and information group meeting.
Contact: Agneta DERRIEN

April

- 1-4, Timisoara, Roumania
Training seminar for Roms/Gypsy school assistants and mediators.
Contact: Carole REICH
- 1-4, Bled, Slovenia
6th EDC coordinators' meeting.
Contact: Agneta DERRIEN
- 15-16, Dnipropetrovsk Ukraine
CoE seminar on "Quality assurance, ECTS and case studies on implementing Bologna reform in different European countries".
Contact: Sjur BERGAN
- 15-16, Strasbourg
Seminar on the manual on related language examinations to the CoE proficiency levels.
Contacts: Joseph SHEILS, Johanna PANTHIER
- 15-17, Budapest
Symposium "Teaching remembrance – Education for the prevention of crimes against humanity".
Contact : C. REICH

- 24-25, Istanbul,
3rd session of the informal conference of ministers of education of South-East Europe on "Strengthening teaching profession as a driving force for development".
Contact: Villano QIRIAZI

- 26, Strasbourg
EDC Steering group meeting.
Contact: Ólöf ÓLAFSDÓTTIR

- 27-28, Strasbourg
1st meeting of the ad hoc committee of experts (CAHCIT) for "2005 - the European Year of Citizenship through Education".
Contact: Ólöf ÓLAFSDÓTTIR

- 28-1st May, Budapest
Budapest Symposium on "1989".
Contact: Mechtilde FUHRER

- 29-30, Strasbourg
Teacher training group meeting.
Contact: Christopher REYNOLDS

May

- 3-4, Strasbourg
Meeting of the project group on new strategies for educational policies in favour of Roma/Gypsy.
Contact: Carole REICH
- 17-18, Strasbourg
Meeting with the Ministers of Education of South Caucasus for the preparation of the Summit and the drafting of the Framework Plan of Co-operation in Armenia, Azerbaijan and Georgia.
Contact: Vadim LYSIKOV
- 17-21, Lithuania
Language Education Policy Profile : 1st visit of CoE expert group.
Contacts: Joseph SHEILS, Johanna PANTHIER
- 26-28, Strasbourg
European Validation Committee for the European Language Portfolio.
Contacts: Joseph SHEILS, Johanna PANTHIER

June

- 6-8, Oslo
Conference on "the religious dimension of intercultural education".
Contact: Villano QIRIAZI
- 7-8, Strasbourg
11th Joint meeting of the ENIC and NARIC networks.
Contact: Sjur BERGAN
- 7-8, Strasbourg
2nd EDC Policy group meeting.
Contact: Angela GARABAGIU
- 9, Strasbourg
Committee of the Lisbon Recognition Convention.
Contact: Sjur BERGAN
- 17, Strasbourg
CDESR Bureau.
Contact: Sjur BERGAN

28-30, Strasbourg Forum "Global approaches to plurilingual education".
Contacts: Joseph SHEILS, Philia THALGOTT

July

5-6, Strasbourg Bureau of the Steering Committee for Education (CDED).
Contact: Carole REICH

26-27, Moscow Regional seminar for the New Independent States (Belarus, Russian Federation, South Caucasus, Ukraine, Moldova) on student participation in higher education governance.
Contact: Vadim LYSIKOV

September

6-7, Strasbourg 2nd CAHCIT Bureau meeting.
Contact: Ólöf ÓLAFSDÓTTIR

16-17, Moscow, EDC policy development seminar in the Russian Federation.
Contact: Angela GARABAGIU

20, Strasbourg CDESR Bureau.
Contact: Sjur BERGAN

21-22, Strasbourg CDESR plenary session.
Contact: Sjur BERGAN

23-24, Strasbourg Conference on public responsibility.
Contacts S. BERGAN, Cristina NEGRU

23-24, Strasbourg 2nd Inter-institutional meeting on co-operation during the European Year of Citizenship through Education in 2005.
Contact: Angela GARABAGIU

23-25, Sochi, Russian Federation Final conference on the Black Initiative Project.
Contact : Tatiana MILKO

30-2 October, Madrid European Language portfolio: seminar for member states.
Contacts: Joseph SHEILS, Johanna PANTHIER

October

11-12, Strasbourg, 3rd CDED meeting.
Contact: Carole REICH

21-22, Strasbourg 2nd meeting of the ad hoc committee of experts (CAHCIT) for "2005 - the European Year of Citizenship through Education".
Contact: Ólöf ÓLAFSDÓTTIR

November

3-5, Strasbourg European Validation Committee for the European Language Portfolio.
Contacts: Joseph SHEILS, Johanna PANTHIER

15, Cyprus Language Education Policy Profile: 2nd visit of the CoE expert group and Round Table.
Contacts: Joseph SHEILS, Philia THALGOTT

16-19, Stadt Schläining, Austria Seminar on the history of Roma in the European classroom.
Contact: Carole REICH

18-19, Kyiv Regional Education and Policy Minorities Conference
Contact: Vadim LYSIKOV

18-20, Bruxelles 7th meeting of EDC Coordinators.
Contact: Agneta DERRIEN

29-30, Slovenia Language Education Policy Profile: 2nd visit of CoE expert group.
Contacts: Joseph SHEILS, Philia THALGOTT

December

3-4, Riga Bologna seminar on "improving the recognition system of diploma".
Contact: Sjur Bergan

13-14, Sofia, Bulgaria Launching Conference of the "2005 - European Year of Citizenship through Education". Consult the EDC website: http://www.coe.int/T/E/Cultural_Co-operation/education/E.D.C

In-service training programme for educational staff: Information concerning the seminars organised under the programme is available on the internet: <http://culture.coe.int/teachertraining>. Click on "Programme of courses and seminars"

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 CDESR, CDED or of the Secretariat.

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