



# Education Newsletter



## *Editorial*

*For most people, globalisation is an economic phenomenon, the effects of which, real and imagined, are debated and analysed almost daily in the media. But globalisation is not restricted to resources, industry and trade: it is just as active in our cultural, political and social systems.*

*Globalisation entails a convergence of patterns of production and consumption, resulting in homogenisation. There are clearly two sides to this coin: harmonisation and common standards are perceived as positive insofar as they enable and sustain diversity and plurality. If they begin to rhyme with uniformisation, they become a threat. This also applies, not least, to learning and knowledge.*

*The tendency to uniformisation, the imposition of world brands and lifestyles is what many opponents to globalisation latch upon. Opposition ranges from constructive efforts to ensure that globalisation is seen as a means and not an end, to condemning it out of hand and refusing to recognise the increasing interconnection of people and places.*

*So how can the Council of Europe and its Education Directorate proceed with modernisation and renewal without succumbing to oversimplified scenarios of a global knowledge business? On 20 and 21 November 2007, the Directorate's Higher Education and Research Division organised a conference entitled *New Challenges to European Higher Education – Managing the Complexities of a Globalised Society* at which the Steering Committee for Higher Education launched its new project for 2008-2010: *The University between Humanism and Market: Redefining its Values and Functions for the 21st Century* (see page 13). The aim of this project is*

1. Peter Scott, Vice-Chancellor of Kingston University, 'Can European Higher Education meet global challenges?'; contribution to the Conference.



The Conference of the Arab Ministers of Higher Education organised by ALECSO at Zayed University in Dubai from 3 to 6 November 2007  
From left to right: His Highness Shaikh Mohammed bin Rashid Al Maktoum, Prime Minister of the UAE, His Excellency Shaikh Nahyan bin Mubarak Al Nahyan, Minister of Higher Education and Scientific Research and President of Zayed University, and Mr. Gabriele Mazza, Director of Education, Council of Europe.



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*precisely to offset an exaggerated emphasis on economic advantage in the pursuit of a knowledge-based society by 2010. The Council of Europe has a specific role to play in ensuring that its core values of human rights, democracy and the rule of law are respected and lie at the heart of reform. This does not imply conservative immobilism; on the contrary, it is a reminder that society is in a constant state of flux, that each achievement is followed by a new challenge, and that there are no 'quick fixes'. Democratic culture has to be defined and redefined, built and rebuilt by each succeeding generation.*

*Each department within the Education Directorate has its part to play in meeting this challenge. Language education is a tool for achieving social inclusion and intercultural understanding, and maintaining linguistic diversity. The new project on "the languages of schooling" (the language(s) in which children are taught at school) will help to identify the minimum requirements or expectations to be met at several key stages of education so that children might have equal opportunities to access the school curriculum, which is their entitlement (page 13). The aim of the project on the 'Image of the Other in History Teaching' is to improve intercultural dialogue and social cohesion by introducing a multiperspective approach to dealing with the image of the Other in school, thereby inducing respect of the other and tolerance through history teaching (page 3). In the field of Education for Democratic Citizenship, member states are assisted in developing educational policies and practices based on Council of Europe values and standards in order to foster democratic culture, human rights, social cohesion and intercultural understanding. Thus, each activity complements the others and contributes to a coherent whole.*

*But Europe is not alone in seeking ways of steering the new society that is unfolding towards ever higher standards of democracy and citizenship, and the Education Directorate actively participates in promoting the democratic values of our Organisation in other parts of the world. The Arab Ministers' Conference on the "Internationalisation of higher education: Arab identity and the need for change", which was held by the Arab League Educational, Cultural and Scientific Organization (ALECSO) at Zayed University in Dubai from 3 to 6 November 2007, provided an opportunity for comparing innovations in responses to an evolving society. The Directorate is also in regular contact with educational institutions on other continents which share its value base and goals.*

*But the Education Directorate has more in store for the future. In the next issue of the Education Newsletter, we hope to be able to report on the establishment in Oslo of a European Resource Centre on education for democratic citizenship and intercultural education that will work in support of appropriate Council of Europe education activities, and plans for the development of initial, in-service and further teacher training.*

*The Directorate's strength lies in coherence and continuity, in its capacity to anticipate while paying constant attention to the Council of Europe's priorities. Dynamic renewal within a steadiness of purpose: "The art of progress is to preserve order amid change and to preserve change amid order"<sup>2</sup>.*

Gabriele Mazza

2. Alfred North Whitehead, mathematician and philosopher, 1861-1947

## “Teaching and learning the diversity of histories and the history of diversity”, Strasbourg, 18-19 June

How does one teach and learn history in a multicultural society increasingly mindful of its diversity?

This is the key question which the project “The image of the other in history teaching”, launched by the Steering Committee on Education in 2006, seeks to answer. In particular, how can the diversity of histories be taken into account in ever more complex societies? Can the history of diversity, which is nothing new, be of help in addressing sometimes difficult or sensitive subjects in an open, tolerant way founded on respect for others?

This seminar, which took place in June, brought together some thirty experts representing not only the education sector but also other players in the history teaching and learning field - the media, museums and bodies involved in extra-curricular or non-formal education and in cultural activities.

An initial exchange of views showed that, although there was considerable cultural diversity in all European societies, the tangible forms it took in the field were often very dissimilar, requiring that strategies should be well adapted to the context in which they were implemented, to local history and histories, to past intercultural encounters, even those very distant from today, to recent population movements, to changes in the fabric of society and to attitudes shaped by particular circumstances.

The seminar then went on to discuss practical experience acquired in the educational context proper, not least with regard to the aims and the content of school textbooks. This led to the conclusion that the fundamental principles identified in the Committee of Ministers' recommendation on history teaching in 21st-century Europe, adopted in 2001, were still relevant today, especially the focus on active learning methods,

consideration of the many different viewpoints and development of a spirit of enquiry, analytical and critical faculties, an openness to dialogue and tolerance of others' opinions.

In the light of the experience of a number of European museums, the participants noted that, apart from playing their traditional role, museums could, through interaction with the formal education sector, make a significant contribution to raising awareness of the diversity of histories, to fostering respect for the image of others and to learning of historical facts as such.

The non-formal and artistic activities, exhibitions and cultural events presented at the seminar again confirmed the advantages of a cross-sectoral approach.

One of the seminar's key findings concerned the significant role that can be played by local initiatives to improve awareness and knowledge of others and their history or histories. It is at the local level, in particular, that interaction between all the partners involved can most easily be brought into play based on a well-co-ordinated, joint project.

Lastly, the complex role of the media was discussed at length. Nowadays, their input cannot be disregarded. The flexibility afforded by new communication and data access techniques can be essential when undertaking research and applying a critical approach to sources. Nonetheless the constraints to which they are subject, the difficulty of guaranteeing the quality and truthfulness of information and the danger of manipulation necessitate a special effort to develop future citizens' analytical and critical faculties, capacity for multiperspectivity when performing research and ability to think for themselves, while taking account of different opinions.

How can the introduction of a European dimension in history teaching be reconciled with acknowledgment of cultural diversity when the two concepts are often regarded as contradictory, and possibly even hostile to one another? Following a discussion based on the concept of the European dimension as it has emerged over the last fifteen years in the course of various Council of Europe projects, the participants reached the conclusion that, far from impeding the development of the European dimension, diversity has always been perceived as an intrinsic component of the latter. Enhancing awareness of one reinforces the other.

Lastly, the experts underlined the benefits to be derived from pursuing the training activities targeting history teachers, while extending them to all the players involved, with the objective not only of making them receptive to and promoting the common strategies and terminology, but also of learning to work together.

The conclusions of this seminar, together with those of the seminar on the image of the Muslim world held in October 2006, were taken into account in the preparations for the symposium “Learning history to understand and experience cultural diversity today”, which was held in Strasbourg on 29 and 30 October 2007.



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## Teaching about cultural diversity through history: the Council of Europe's activities in Russia in 2007

In 2007, the Council of Europe in co-operation with its main partner in the Russian Federation, the Ministry of Education and Science, organised a seminar on "Teaching about cultural diversity through history: present-day situation, challenges and future developments", (Moscow, April 2007) and another on "The use of sources when teaching about cultural diversity through history" (Joshkar-Ola, Republic of Mari El, July 2007).

Considerable practical assistance in organising these two seminars was provided by the "Practic" Training and Consulting Centre (Moscow) and the Ministry of Education of the Republic of Mari El.

history educators to take part in the seminars which, in their view, not only informed them about methodology but also helped them on their path to integration into the overall Russian educational space.

The seminars were designed as a follow-up to the Joint Programme Russia VIII and were, therefore, primarily aimed at promoting cultural diversity through history teaching on the basis of guidelines for the integration of the mechanisms of intercultural dialogue which had been prepared by a group of Russian Federation and European experts.

*The seminar participants, the Republic of Mari El, July 2007*



Both events were attended by about 100 history educators from 15 regions of Russia. In addition to ministry officials, teacher trainers and history teachers, teachers from rural areas were present for the first time. Additional funds received from the Council of Europe programme of co-operation for the Chechen Republic enabled Chechen

Both seminars were practice-oriented and the discussions focused on contemporary urgent issues, such as how to deal with migration when teaching history.

The participants pointed out that ideas of cultural diversity should be introduced not only through facts, but also through values, helping pupils to acquire

such skills as open-mindedness and respect for different cultural traditions. Particular attention was given to extra-curricular activities. Interactive educational programmes introduced by the Museum of Decorative Art in Moscow showed how museums could help schools in promoting cultural diversity.

In order to experience the use of interactive methods when teaching about cultural diversity it was decided that the workshops at the Mari El seminar would be conducted by mixed teams of trainers comprising experienced teacher trainers from Russia and European experts invited by the Council of Europe. One of the outcomes was the preparation of lesson plans showing how cultural diversity could be introduced within existing school curricula. The responses to the questionnaire distributed during the seminar showed that most of the participants were ready to use the experience gained in their everyday work.

When discussing the challenges still facing them in their day-to-day work, the teachers highlighted the following: the domination of concepts in teaching history that focus on differences between cultures rather than on their interactions; the simplification of the mechanisms of intercultural dialogue; a lack of materials which could help teachers to incorporate information on cultural diversity into their lessons; a lack of information about the competences teachers need to be able to work in a multicultural context.

Proposals for future developments included the establishment of an overall Russian website containing examples of good practice; the organisation of workshops on the integration of the mechanisms of intercultural dialogue in initial and in-service teacher-training systems; and the preparation of a



*Interactive lesson on cultural diversity  
at the Museum of Decorative Art in Moscow,  
April 2007*

Europe as a main partner in the development of the next stages in this integration process.



document on the competences required by teachers in order to work in a multi-cultural environment.

These events showed that decision makers and history educators in the Russian Federation see the Council of

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## Intercultural dialogue through education

“Fostering a Culture of Human Rights in Ukraine and South Caucasus” is the title of a Joint Programme of Co-operation between the European Commission and the Council of Europe designed specifically to help Ukraine, Armenia, Azerbaijan and Georgia raise awareness of and apply European human rights standards through education.

The main objective of the project is to assist the beneficiary countries in developing policy guidelines in the field of intercultural education and human rights education. Among other activities, the Council of Europe provides the respective countries with expert assistance in setting up new Action Plans.

All four countries agree that education, and particularly intercultural dialogue through education, is one of the most effective tools in resolving problems related to diversity and intercultural and inter-religious interactions. This project is a response to a general increase in tension on religious and cultural issues as a result of globalisation.

The programme was launched on 5 December 2006. Following a number of activities conducted during the initial



*Launching Conference in Tbilisi, 28 and 29 June 2007*

phase of the project, a general survey was conducted to identify issues that need to be addressed and further developed during the main implementation phase. A Regional Launching Conference was held in Tbilisi on 28 and 29 June 2007 to discuss the first findings of this survey in each of the countries involved.

The second phase of the project, which will begin in January 2008, will consist of several awareness-raising activities, including seminars, workshops and round table sessions, culminating with the publication of a document on “Intercultural Dialogue through Education”

The Education Directorate’s Division for the European Dimension of Education is responsible for the full-scale implementation of the second phase of the project, which will begin in January 2008.



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## Education for Democratic Citizenship and Human Rights

At their meeting on 31 January 2007, the Committee of Ministers of the Council of Europe adopted the terms of reference of the Ad Hoc Advisory Group on Education for Democratic Citizenship and Human Rights (ED-EDCHR). The Group, an interdisciplinary expert group working under the authority of the Steering Committee for Education (CDED), is composed of two members of the CDED and eight specialists from EDC/HRE, social cohesion, higher education and research and youth policies. At its first meeting on 15 and 16 March 2007, the ED-EDCHR unanimously elected Ms Reinhold Otte from the *Ständige Konferenz der Kultusminister der Länder der Bundesrepublik Deutschland*, Bonn, as Chair, Mr Jorma Kauppinen, Counsellor of Education and Head of the Upper Secondary School Unit at the National Board of Education in Helsinki,

Finland, as Vice-Chair, and Mr César Bîrzea, Director of the Institute for Educational Sciences in Bucharest, Romania, as member of the Bureau.

### Role of the ED-EDCHR

According to its terms of reference, the main task of the Group is to advise the Steering Committee for Education (CDED) on the implementation of the three lines of action of the EDC/HRE 2006-2009 Programme of activities – education policy development and social inclusion, new roles and competences of teachers and other educational staff in EDC/HRE and democratic school governance of educational institutions – taking into account the results of the 2005 European Year of Citizenship through Education. In addition, the Group will encourage co-operation with other international

organisations in the field of EDC/HRE, and assist member states with issues linked to its work, as and when requested, through the network of EDC/HRE co-ordinators. In promoting human rights, participative democracy and the rule of law through education, the activities of the Group contribute to the core values and activities of the Council of Europe. Before the end of 2008, the Advisory Group will evaluate the work accomplished and, if appropriate, may request the prolongation of its terms of reference for one or two years.

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## The Council of Europe co-organises a symposium on “Universities, Democratic Culture and Human Rights”

On 29 – 30 March 2007, the Council of Europe co-organised a symposium on “Universities, Democratic Culture and Human Rights” at the University of Pennsylvania in Philadelphia. The US co-organiser was the International Consortium for Higher Education, Civic Responsibility and Democracy, and the symposium gathered some 60 higher education leaders from the United States, Europe, Canada, Egypt, Mexico and South Korea. The Director of Education, Gabriele Mazza; Senator Josef Jařab, a former member of the Parliamentary Assembly of the Council of Europe; the Vice Chair of the Steering Committee on Higher Education and Research (CDESR), Radu Damian; and Krzysztof Ostrowski, a former Chair of the CDESR and more recently Chair of the *ad hoc* group on the European Year of Citizenship through Education, were among those who represented the Council at the symposium.

The symposium followed up the Forum on “The Responsibility of Higher Education for Democratic Culture” held at Council of Europe Headquarters in Strasbourg on 22 and 23 June 2006. It also explored the relationship between democratic culture and intercultural dialogue with a view to drawing on the network in activities on intercultural dialogue.

The symposium also made number of suggestions for further activities, including translating the Declaration adopted by the Forum in June 2006 into a variety of languages. This project is now underway and is co-ordinated by DeAnza College in California.

The International Consortium met at the Council of Europe Headquarters on 4 and 5 October and, among other things, considered ways in which project participants could mark the International Day of Human Rights on 10 December.

Further information on the symposium as well as on our follow-up to the June Forum in co-operation with the International Consortium may be found at <http://dc.ecml.at/>. The website was significantly improved over the summer, primarily thanks to the work of Jessica Bartos, who spent two months at the Council of Europe as an intern financed by the University of Pennsylvania.

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## ECML conference 2007: language professionals networking in Graz, Austria

The European Centre for Modern Languages marked the completion of its second medium-term programme 2004–2007 with a large-scale conference on the theme of *Languages for social cohesion – language education in a multilingual and multicultural Europe*. About 250 language professionals from Europe and beyond gathered for the event, which was held at the Karl-Franzens University Graz from 27 to 29 September.



Lucija Cok, Rector of the University of Primorska and Former Slovenian Minister of Education at the opening of the Conference Fair together with Adrian Butler, Director of the ECML.

The ECML conference 2007 was a platform for language professionals to present their work on developing and implementing instruments and tools to improve the teaching and learning of languages in the context of securing greater social cohesion on our continent. Four thematic areas corresponding to the sub-themes of the Centre's programme were chosen: Linguistic and Social Diversity; Intercultural Communication; Teacher Development; Innovative Approaches.

The conference took stock of current work in this field, based first of all on the results of the 21 projects run within the Centre's programme since 2004, which were presented by their co-ordinators. To extend the scope of the proceedings, the Centre also invited contributions from international experts not involved in its activities. All these presentations were given in parallel working sessions corresponding to the conference's four thematic areas.

Special guest speakers complemented this programme with plenary presentations giving a European and wider international perspective on both the political and policy aspects of language education's role in ensuring greater social cohesion. They included:

- Lucija Cok,  
Rector of the University of Primorska, former Slovenian Minister of Education;
- Joseph Lo Bianco,  
University of Melbourne;
- Harald Hartung,  
Head of Multilingualism Policy Unit, European Commission;
- Joseph Sheils,  
Head of the Council of Europe's Department of Language Education and Policy.

Summaries of the discussions in the working groups and a panel discussion spotlighting the achievements and challenges arising from the conference contributed to the conclusions of the event, which proposed input for the orientation of future reforms and developments in the practice of language teaching and learning in Europe. Moderated by Dagmar Heindler, Austrian member of the ECML Governing Board, the following speakers contributed to the panel:

- Carol Taylor,  
president of CERCLES
- Terry Lamb,  
president of FIPLV
- Janina Zielinska,  
Vice president of FIPF
- Gé Stoks,  
editor of BABYLONIA and teacher trainer at Alta Scuola Pedagogica di Locarno
- Anne Gallagher,  
Director of The Language Centre, National University of Ireland

The conference closed with the launch of the Centre's third medium-term programme 2008-2011 *Empowering Language Professionals: Competences - Networks - Impact - Quality*.

The results of the projects of the ECML's second medium-term programme – publications, CD-Roms, reports, websites, materials - were on display throughout the conference at the Project Fair. These results will shortly be available on the ECML website: [www.ecml.at](http://www.ecml.at).



The ECML Project Fair



In response to wide-scale interest in the conference, a webcast of the event may still be viewed online at: [www.ecml.at/conference](http://www.ecml.at/conference).

The ECML thanks the Karl-Franzens Universität Graz (*Institut für Anglistik, Institut für Romanistik* and *Institut für Germanistik*) and the *Österreichisches Sprachkompetenzzentrum (ÖSZ)* for their active co-operation in the preparation of the conference.

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# CDESR – a platform for building a knowledge-based society in Europe on the fundamental values of the Council of Europe

With representatives of the 49 countries of the European Cultural Convention as its members, the Steering Committee on Higher Education and Research (CDESR) provides a unique pan-European platform for government officials and the academic world to discuss higher education reform issues, both in the context of the Bologna Process and beyond.

Significant involvement in the steering bodies of the Bologna Process has allowed the CDESR to play a key role in influencing policy development in the Bologna process, in particular bringing the Council of Europe's fundamental values of democracy and human rights into the heart of the higher education reform process.

*6th plenary meeting of the CDESR,  
Strasbourg, 20 and 21 September 2007*



The highlights of the 6th plenary meeting, which took place on 20-21 September 2007, included:

- Follow-up to the Third Summit of Heads of States and Government (Warsaw, May 2005);
- Priorities for the Council of Europe's contribution to the European Higher Education Area 2007-2009;

- The responsibility of higher education for democratic culture;
- The contribution of higher education to intercultural dialogue;
- The CDESR project on "University between Humanism and Market".



*Radu Damian,  
Romania,  
elected Chair  
of the CDESR*

The CDESR elected as its Chair Mr Radu Damian, Romania (government member, for the first mandate, 2007–2009) and as Vice Chair Mr Virgilio Meira Soares, Portugal (academic member, election for the first mandate 2007–2009).

## *A word from the outgoing Chair of the Committee*

Just before the 6th plenary session, the outgoing Chair of the Committee, Professor Luc Weber, Rector emeritus of the University of Geneva, agreed to answer a few questions about how he sees the role of the Committee in the higher education sector and about his vision for the future.

**Question:** You've been Chair of the CDESR for the last two years and have been taking part in its Bureau and other meetings for many years. How do you see the role of the CDESR in the European higher education sector?

**Luc Weber:** I came to this Committee for the first time as an academic member of the Swiss delegation 12 years ago, back in 1995. I became a member of the CDESR Bureau in 1999 and worked there for four years, before first becoming Vice-Chair, and in 2005 I was elected Chair of the Committee.

I must say, I witnessed a lot of changes during those twelve years. First of all, there has been an extension of the Bologna Process to the countries of South East Europe as well as several CIS countries. This more or less coincided with the accession of the new countries to the Council of Europe. The Bologna Process now comprises almost all the countries of the European Cultural Convention, which is the geographical framework for potential membership of the Bologna Process. Expanding the framework from affiliation with certain EU countries to the Cultural Convention is what made the Bologna Process European in the true sense of the word. Before 2003, when this decision was made, we could have ended up with a European Higher Education Area that on formal grounds would have excluded for example Russia and Ukraine, with a combined population of some 200 million.

Since 1995 the Steering Committee for Higher Education and Research has really developed. Its work has become more focused and oriented towards important higher education issues. For a Committee such as ours it is important to be relevant for the Council of Europe,



addressing the issues which correspond to the fundamental values of the organisation, such as democracy, human rights and the rule of law. At the same time, it is of utmost importance to remain relevant to the higher education authorities, policymakers and academic community. So, our activities have to be targeted towards the Council of Europe's priorities, but also work towards higher education issues. This is a fine balance which needs to be maintained.

In the field of higher education, what is interesting about the Council of Europe and the CDESIR is that we are addressing topics which are not addressed by other international bodies, such as the European Commission, the Organisation for Economic Co-operation and Development or the European University Association.



A typical example of this is the issue of public responsibility *for* higher education, as well as the complementary issue of the public responsibility *of* higher education institutions, the way we address the topics of higher education governance and of the university as a site of democratic citizenship. Another example is the way we address quality assurance issues – the triangle between public responsibility, governance and quality assurance.

**Q:** What has been your biggest achievement as Chair of the CDESIR or, if you prefer, the biggest achievement of the CDESIR?

**LW:** I find it very important to make a distinction between being a Chair and a President. I was always a Chair, but never a President. In international organisations

the permanent Secretariat plays a key role, so we work in really good partnership with the Secretariat.



*Luc Weber, outgoing Chair of the CDESIR, Rector emeritus of the University of Geneva*

With regard to achievements, what comes to my mind are the activities on public responsibility for higher education. We've done a lot of work in this direction, resulting in the adoption of the Recommendation by the Committee of Ministers as well as an important publication<sup>3</sup>.

I also like the new project on revisiting the role of higher education in a modern society. The main weakness of European universities is that they are not efficient and competitive enough. The danger is moving too much towards efficiency and competitiveness, while forgetting about intrinsic values. In this project we talk about the important role that universities play in creating sustainable societies, taking a very global perspective of sustainable development.

The project on democratic culture in higher education is a very interesting one, even though I was sceptical in the beginning. It is a pity that while this project attracted a lot of attention from American universities, European universities have not subscribed to it in sufficient numbers. I want to stress that governments have to put certain pressure on the universities in this respect.

I am fond of the double representation in the CDESIR. It unites both government and academic representatives, who

work hand in hand without any tension. When you listen to them, it is difficult to tell straight away who is a government representative and who is an academic. To my knowledge, there is no other committee like this in Europe, so here the Council of Europe provides real "added value", to stick to the terminology of the times.

**Q:** What would be your advice to the future Chair of the Committee?

**LW:** Well, first of all, to make sure that there are enough resources. This is also a challenge for the Secretariat. It is important to keep on convincing the decision makers that our Committee, on the one hand, works on bringing the fundamental values of the Council of Europe of democracy and human rights into the higher education reform process. On the other hand, education plays an important role in ensuring the development of democratic societies.

The other challenge to face is how to make more rectors interested in our activities. We have to attract more rectors of universities to the CDESIR. Rectors are, of course, busy people and it is difficult for them to get away from their universities. However, I believe that their input is very important for the work of this Committee.

**Q:** And the last question is: will you come back to the CDESIR?

**LW:** I am very interested in the work of this Committee and will certainly come back next year in the Swiss delegation.



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3. Luc Weber and Sjur Bergan (eds.): *The Public Responsibility for Higher Education and Research (Strasbourg 2005: Council of Europe Publishing – Council of Europe Higher Education Series No. 2).*

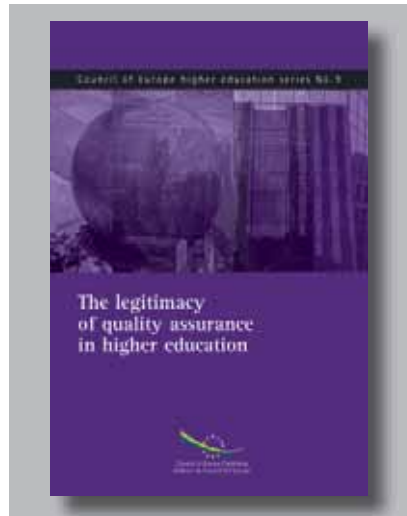
# Council of Europe co-ordinates work on qualifications frameworks

Qualifications frameworks are one of the key instruments in the implementation of the Bologna Process. They are a new way of describing degree systems and they should emphasise learning outcomes more than the formal procedures needed to obtain a qualification. They should also describe how the qualifications of an education system fit together within a common European framework. Put simply, a qualifications framework should describe what learners are expected to know, understand and be able to do on the basis of a given qualification as well as how learners can move between qualifications within a framework.

The Ministers of the Bologna Process adopted an overarching framework of qualifications for the European Higher Education Area in 2005 and also committed to developing their national frameworks by 2010. At their conference in London in May 2007, Ministers noted that while some progress had been made in developing national qualifications frameworks within the overarching framework, much remained to be done. Ministers further stated that:

*“... this is a challenging task, we ask the Council of Europe to support the sharing of experience in the elaboration of national qualifications frameworks. We emphasise that qualification frameworks should be designed so as to encourage greater mobility of students and teachers and improve employability.”*

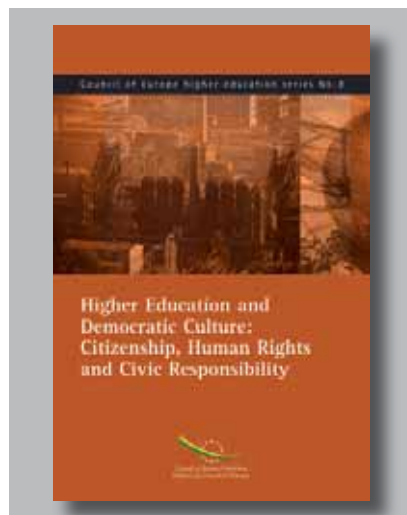
The Council of Europe will carry out this task by organising and/or supporting European, regional and national events and by chairing a co-ordination group within the Bologna Process. The first event was held in Strasbourg on 11 and 12 October 2007, and the Council of Europe Higher Education Forum on Qualifications Frameworks was at the same time the first official Bologna conference in the 2007–2009 work programme of the Process. The Council also



*The legitimacy of quality assurance in higher education*  
 Edited by Luc Weber and Katia Dolgova-Dreyer  
 Sjur Bergan (Series editor)  
 Council of Europe Publishing  
 Council of Europe higher education series No. 9  
 ISBN 978-92-871-6237-3

organised international expert participation in a national conference in Turkey in September 2007 that welcomed the Rector or Vice Rectors of almost all Turkish universities as well as high-ranking officials of the Higher Education Council (YÖK).

The conference brought together some 75 representatives from most states party to the European Cultural Convention and included presentations on the relationship between national qualifications



frameworks and the overarching framework of the European Higher Education Area; the European Qualifications Framework for lifelong learning, which is being developed by the European Commission and which is expected to be adopted in late 2007 or early 2008; the concept of qualifications and the role of learning outcomes and credits in developing qualifications frameworks. The conference also gave participants insight into three pertinent national experiences: Hungary, Ireland and New Zealand. The latter example was chosen because New Zealand, with Australia and South Africa, was a pioneer in the development of qualifications frameworks. In addition, part of the conference was devoted to discussion in working groups, which provided an opportunity for participants to discuss issues related to the development of their national frameworks in more detail.

The new co-ordination group will hold its first meeting in Strasbourg on November 26, and the United Kingdom will organise a European conference focusing on learning outcomes in Scotland in February 2008. The Serbian Ministry of Education and the Council of Europe will organise a regional ministerial conference on qualifications frameworks in Belgrade on 1 and 2 November as part of the programme of the Serbian Chairmanship of the Council of Europe, and several countries will hold national and regional events.

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## Also available

Higher education and democratic culture: citizenship, human rights and civic responsibility  
 Josef Huber and Ira Harkavy, editors  
 Council of Europe Publications  
 Council of Europe higher education series No. 8  
 ISBN 978-92-871-6274-8



# Education for Roma children in Europe

## “Towards quality education for Roma children: Transition from early childhood to primary education” Meeting of Council of Europe/UNESCO experts



Education of Roma children in Europe

The meeting of experts on the theme, “Towards quality education for Roma children: transition from early childhood to primary education”, held on 10 and 11 September 2007, formed part of the Council of Europe project “The education of Roma children in Europe”, launched in 2003 in the wake of Recommendation R(2000)4 on the education of Roma/Gypsy children. It was also connected with UNESCO’s work on education for children in difficult circumstances, and with follow-up action on the 2007 Global Monitoring Report, “Strong foundations: Early childhood care and education”, of the “Education for All” programme.



The general aim of the meeting was to help bring Roma children into basic education by facilitating access to early childhood education and also the transition to quality primary schooling. Its specific objectives were (among others) to share promising policies and practices, identify action which would help Roma children obtain an education, and generate partnerships in – and between – European countries.

The Council of Europe’s Director General of Education, Culture, Heritage, Youth and Sport, Gabriella Battaini-Dragnoni, and UNESCO’s Assistant Director-General for Education, Ana Luiza Machado, opened the meeting and insisted on the need for renewed efforts, political and practical, to ensure that general and preschool education was available to all, giving Roma and non-Roma children the pleasure of learning side-by-side from nursery school on.



Each participating country was triply represented at the meeting by officials from ministries of education, members of Roma associations and teachers/trainers. International organisations working on education for Roma were also present (the Roma Education Fund, OSCE/ODIHR, the European Roma and Travellers Forum, UNICEF, Save the Children, the Open Society Foundation, OECD, etc.).

*Matéo Maximoff*



At the end of the first day, an exhibition of photographs by Matéo Maximoff, the well-known Roma writer, was formally opened in the presence of his daughter, Nouka Maximoff. Musical accompaniment was provided by the Manush jazz musicians, Ninine and Rocky Garcia.



The meeting gave participants an overview of existing policies and programmes, as well as methods worth copying. It highlighted key problems and paved the way for preparation of

guidelines for policy-makers, teachers and community mediators. It also produced several recommendations, which the Council of Europe's Steering Committee for Education will be examining, with a view to overcoming the various forms of systematic discrimination which stand between Roma children and access to services and preschool education, and creating a positive and comfortable environment in which they can learn easily.

A follow-up meeting will be hosted by the Slovenian Ministry of Education and Sport in 2008



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## Flash info

- **Council of Europe - European Commission: Research project into active citizenship indicators**

Researchers who have been taking part in discussions about the indicators for active citizenship since autumn 2005, met in Strasbourg from 2 to 4 July. This project is an example of the strengthened co-operation that has developed between the two organisations. The Council of Europe and the European Union have recently signed a Memorandum of Understanding, which states the need to intensify co-operation and ensure co-ordination of action on issues of mutual interest. For more information about this project, see: <http://crell.jrc.ec.europa.eu>; and <http://www.coe.int/edc>

- **Bosnia and Herzegovina adopt the Framework Law for Higher Education**

In July 2007, Bosnia and Herzegovina (BiH) adopted the Framework Law for Higher Education. The law is a first step to paving the way for common higher education standards throughout the country, greater student and teacher mobility within BiH and abroad, and better university management through the integration of universities into one legal unit. The adoption of the law is also politically important, as it demonstrates to the other countries in the Bologna Process BiH's commitment to the European Higher Education Area. Moreover, the adoption of the law was a commitment the BiH

authorities undertook when it became a member state of the Council of Europe in 2002. As the lead agency for developing education legislation, the Council of Europe started assisting the BiH authorities in drafting the legislation four and half years ago, and, with our international partners, in supporting its political passage.

- **"XIII World Congress of Comparative Education Society", 5 September, Sarajevo.**



Ms Ólöf Ólafsdóttir, Deputy to the Director of Education, was invited to deliver a keynote speech at the World Congress of Comparative Education Societies ([www.wcces2007.ba](http://www.wcces2007.ba)). The conference, on the theme of intercultural dialogue, was held in Sarajevo in the first week of September and attracted almost 800 participants from all over the world.





Ms Ólafsdóttir addressed the topic of “Promoting Intercultural Dialogue through Education – the Contribution of the Council of Europe”. Her address provided a good opportunity to highlight the different aspects of the Council of Europe’s work in the field of intercultural education and beyond. The full speech will be published in the proceedings of the Congress.

- **Languages of Schooling within a European Framework for Languages of Education: Learning, Teaching, Assessment**

The Language Policy Division held its second intergovernmental conference on policies and standards for the languages of schooling in Prague from 8 to 10 November 2007. The event, organised in co-operation with the Ministry of Education, Youth and Sport of the Czech Republic, had three main aims: to update participants on the work undertaken during the year since the last conference (Strasbourg, November 2006); to seek further feedback from participants on how a framework of reference for languages of education should develop, particularly with regard to the relationship between language as subject and language across the curriculum; to develop new contacts as well as to strengthen existing networks to help take the project forward.



*Second intergovernmental conference on policies and standards for the languages of schooling in Prague from 8 to 10 November 2007*

Participants addressed the issue of possible minimum standards for language and other communication (semiotic) competences in the curriculum, based on an analysis undertaken for a number of subjects – history, mathematics, sciences – at the end of primary education (or at the point at which pupils move from having one teacher to a number of teachers) and the end of compulsory education (the series of studies is available online). There was a specific focus on equal opportunities for socially disadvantaged learners, and on making the best use of assessment.

The work in progress to develop a framework of reference was considered very helpful. Perspectives for an overarching framework of reference were presented with a view to promoting a coherent holistic approach to language education that includes not only the languages of schooling but also modern languages and the languages of minorities where they are not the languages of instruction.



A working group will undertake the next stage in the development of the reference framework taking into account the views of delegates at the conference.

- **Launching of a new 3-year higher education project**

New higher education project on “The University Between Humanism and Market: Redefining its Values and Functions for the 21st Century” will be launched on 20-21 November 2007 in Strasbourg.

The opening conference is entitled “New Challenges to European Higher Education – Managing the Complexities of a Globalised Society”.

For two days high-level policy makers in higher education will gather to answer questions and address issues such as:

- What are the challenges to societal sustainability modern societies and individuals have to cope with?
- What is the contribution of higher education to societal sustainability and what should it look like?
- What kind of challenges does higher education face in modern societies? How does it cope with them?

- What kind of knowledge/values does it require to enable people to take action in modern societies, at individual level and at the level of societies?
- How should higher education institutions proceed in the transmission of these forms of knowledge?

The project will run until 2010, with each phase of the project centred around a major conference open to all States party to the Europe Cultural Convention as well as to other delegations and observers to the CDESR and other interested parties, upon invitation.

- **Council of Europe materials on human rights and citizenship education introduced in “the former Yugoslav Republic of Macedonia”**

The Council of Europe and the OSCE have jointly launched a project in “the former Yugoslav Republic of Macedonia” to support education for democratic citizenship/human rights education (EDC/HRE). The project aims to promote the rich array of material the Council of Europe has developed in the area of EDC/HRE – also called the “EDC Pack” – for the benefit of the teachers and young people in “the former Yugoslav Republic of Macedonia”.

area of education for democratic citizenship. A regional meeting on curriculum development was hosted by the Slovene authorities from 22 to 24 November 2007. The initiative also takes advantage of synergies with other international organisations in a complementary manner; this work is being carried out in partnership with the OSCE within the context of their project “Sustainable Human Rights Education for Children”.

Over the course of six months (July-December 2007) the CoE, in close co-operation with the Information Office in Skopje, conducted a series of training sessions for teacher trainers using as a basis the CoE manual “Exploring Children’s Rights – 9 short projects for primary level”.

It is hoped that this small but significant step will be just the beginning of co-operation in human rights education in “the former Yugoslav Republic of Macedonia”.

- **Higher Education and democratic culture video**

To mark the International Day of Human Rights on 10 December, the Network for Higher Education and Democratic Culture launched a video to present this initiative, which is a co-operation between the Council of Europe and the United



*Launching conference for the EDC/HRE project in Skopje, 8-9 December 2007*

The context for this initiative is threefold: on the one hand, the Ministers of Education pledged to encourage education for democratic citizenship at the Standing Conference of Ministers of Education held in Istanbul in 2004. Indeed, this project is being implemented in full co-operation with the Ministry of Education and Science and comes at a timely moment - as of the school year 2007/2008, civic education is being taught as a separate subject in primary schools in “the former Yugoslav Republic of Macedonia”.

The Council of Europe also supports regional initiatives in South East Europe, including networking and co-operation in the

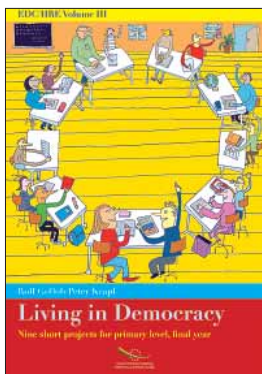
States Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy. The Declaration adopted by the Forum held in Strasbourg in June 2006 calls on participating institutions to organize activities in particular on or around the International Day of Human Rights.



Watch, download, spread the video  
<http://democracy.ecml.at>

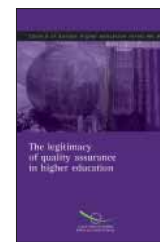
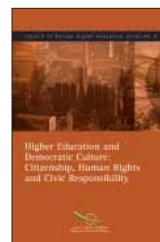


## Books in brief



*Higher education and democratic culture: citizenship, human rights and civic responsibility*  
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◀ *“Living in Democracy”*  
 by Peter Krapf and Rolf Gollob  
 available by January 2008  
 (to order: <http://book.coe.int>)



*The legitimacy of quality assurance in higher education* ▲  
 Edited by Luc Weber and Katia Dolgova-Dreyer  
 Sjur Bergan (Series editor) Council of Europe Publishing  
 Council of Europe higher education series No.9  
 ISBN 978-92-871-6237-3

## Calendar of events - non exhaustive

### October

- 4-5, Moscow,  
Russian Federation  
Seminar on “Bologna Process and the CIS: higher education reform process”  
Contact: Katia Dolgova-Dreyer
- 
- 8-10, Athens,  
Greece  
Regional debate: the religious dimension of intercultural education  
Contact: Villano Qiriazzi
- 
- 10-14, Tampere,  
Finland  
European Workshops of “Pestalozzi” Programme: CoE 2007-23.0: Inclusive Education in Focus in Vocational Education and Training \*  
Contact: Hélène Schmidt
- 
- 11-12, Strasbourg,  
France  
Forum on Qualifications Frameworks  
Contact: Sjur Bergan
- 
- 23-28, Sulejowek,  
Poland  
European Workshops of “Pestalozzi” Programme: CoE 2007-24.0: How to create open and safe atmosphere in school? \*  
Contact: Hélène Schmidt
- 
- 29-30, Strasbourg,  
France  
Symposium “Learning History to Understand and Experience Cultural Diversity Today”  
Contact: Jean-Pierre Titz

### November

- 1-2, Belgrade,  
Serbia  
Regional conference on Qualifications Frameworks of the European Higher Education Area  
Contact: Sjur Bergan

### November (continued)

- 11-14, Bad Wildbad,  
Council of Europe &  
German Authorities  
European Workshops of “Pestalozzi” Programme: CoE 2007-28.0: 118th European Workshop: 12th Plenary Meeting of the National Liaison Officers of the “Pestalozzi” Programme\*  
Contact: Hélène Schmidt
- 
- 13-16, Aosta,  
Italy  
European Workshops of “Pestalozzi” Programme: CoE 2007-28.1: Le date chiave della storia europea del XX secolo\*  
Contact: Hélène Schmidt
- 
- 14-15, Strasbourg,  
France  
2nd Workshop “Policies and practices for teaching sociocultural diversity” (ED-DS)  
Contact: Villano Qiriazzi
- 
- 15-18, Innsbruck,  
Austria  
European Workshops of “Pestalozzi” Programme: CoE 2007-29.0: National-sozialismus und Faschismus in Nord- und Südtirol\*  
Contact: Hélène Schmidt
- 
- 20-21, Strasbourg,  
France  
Forum on “New challenges to European Higher education – managing the complexities of a globalised society”  
Contact: Sjur Bergan
- 
- 22-24, Ljubljana,  
Slovenia  
3rd Regional EDC Networking Conference for South East Europe  
Contact: Sarah Keating
- 
- 26-30, Bologna,  
Italy  
European Workshops of “Pestalozzi” Programme: CoE 2007-30.1: Intona l’Europa: La musica come strumento di coesione sociale e di educazione alla cittadinanza democratica\*  
Contact: Hélène Schmidt

\* The titles of the European Workshops held under the “Pestalozzi” Programme are given in the language in which the seminars are conducted.

# Calendar of events - non exhaustive – (continued)

## December

3-7, Birmingham,  
United Kingdom  
European Workshops of "Pestalozzi" Programme:  
CoE 2007.31.2: Citizenship and Community  
Cohesion\*  
Contact: Hélène Schmidt

5-7, ECML  
Graz, Austria  
European Workshops of "Pestalozzi" Programme:  
CoE 2007.31.1: Media literacy development\*  
Contact: Hélène Schmidt

10-11, Strasbourg,  
France  
12th meeting of the Bureau of the Steering  
Committee for Education  
Contact: Villano Qiriazzi

12-14, Bad Wildbad,  
Germany  
European Workshops of "Pestalozzi" Programme:  
CoE 2007-32.0: Europäisches Schülerportfolio\*  
Contact: Hélène Schmidt

17-19, Bad Wildbad,  
Germany  
European Workshops of "Pestalozzi" Programme:  
CoE 2007-33.0: Europäische Mehrsprachigkeit  
zur Förderung der Europafähigkeit unserer  
Schüler/innen\*  
Contact: Hélène Schmidt

## 2008

### March

4-5, Strasbourg,  
France  
Seminar on "Intercultural Dialogue on University  
Campus", launching the project on "Promoting  
intercultural dialogue in higher education"  
Contact: Katia Dolgova-Dreyer

6-7, Strasbourg,  
France  
Plenary session of the Steering Committee for  
Higher Education and Research  
Contact: Katia Dolgova-Dreyer

10-12, Strasbourg,  
France  
7th plenary meeting of the Steering Committee  
for Education  
Contact: Villano Qiriazzi

End of March  
Seminar on "Globalisation and the Image  
of the Other in History Teaching"  
Contact: Jean-Pierre Titz

*\*The titles of the European Workshops held under the "Pestalozzi" Programme are given in the language in which the seminars are conducted.*



## How to contact us

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and Christiane Yiannakis

