

# Education Newsletter



## Editorial

*Spring: a time of renewal and rebirth, a time for celebrating survival through the dark and cold of winter and for looking forward to new experiences, new harvests. In many cultures, the month of May symbolises this resurgence of energy, enthusiasm and confidence in the future.*

*On 5 May 1949, ten states<sup>1</sup> signed the Treaty of London establishing the Council of Europe, signalling the birth of a new Europe after the destruction and despair of the war years. Next year, on 5 May 2009, the Council of Europe will celebrate the 60th anniversary of that Treaty, and forty-seven member states will take part in the events organised to mark the occasion.*

*If the modern Europe, and indeed the modern world, was born in the late 1940s and 50s, the first decade of the 21st Century sees international organisations reaching middle age. The United Nations and a number of its agencies, such as UNICEF, UNESCO and WHO, have already entered their seventh decade, and the European Union celebrates its 50th anniversary this year.*

*So can these institutional Baby Boomers sit back and take life a little more easily? Not so long ago, one might have been forgiven for thinking so. It seemed for a brief moment that many problems had been overcome: there was peace again in Europe, the standard of living was rising steadily, and there were mountains of butter and cereals in reserve. And yet the third millennium brought a new round of serious challenges, opening eyes to the full importance of intercultural and North-South dialogue and conflict prevention. And now we find that we have not been listening carefully to the Food and Agriculture Organization of the UN (FAO) and that many*

1. Belgium, Denmark, France, Ireland, Italy, Luxembourg, the Netherlands, Norway, Sweden and the United Kingdom.



Official inauguration of the Agora (the Council of Europe's new general building) by Terry Davis, Secretary General of the Council of Europe, and Bernard Kouchner, Minister for Foreign and European Affairs of France, 17 April 2008



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people are starving. In his final report to the Human Rights Council (January 2008), Jean Ziegler, Special Rapporteur on the Right to Food, writes "[...] the world already produces enough food to feed every child, woman and man [...], so how can we accept that 6 million children under 5 are killed every year by malnutrition and related illnesses?"<sup>2</sup>.

*The world is richer than ever before, and yet, as Council of Europe Secretary General Terry Davis points out, international organisations are expected to do more and more while the money is in ever shorter supply. International institutions are accountable to the tax payer and close co-ordination between them is a part of that accountability, although in some areas effective co-operation may be better achieved through greater specialisation<sup>3</sup>. Either way, every effort must be made to ensure that all actions contribute efficiently to the common good. It is vital that the functioning of international institutions be transparent and that awareness of their achievements be raised so that public opinion can have more trust and invest in what amounts to highly sophisticated machineries at the very peak of what humanity has been able to build for its own benefit.*

*Times of crisis threaten democratic values and benchmarks, and encourage a withdrawal into hermetic and intolerant attitudes which stigmatise Others for their differences and reinstate stereotypes. The need for international institutions to join hands is therefore greater than ever at such times. The European Commission is a traditional partner of the Council of Europe, and the Education Directorate is contributing a project on "Intercultural and Interfaith Dialogue through Education" to the Joint Programme "Fostering a culture of Human Rights in the South Caucasus and Ukraine" (page 12). In a broader circle, the Education Directorate is co-operating closely with UNESCO and its National Commissions as well as with the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Islamic Educational, Scientific and Cultural Organization (ISESCO), exchanging views and experiences with Europe's neighbouring regions.*

*The Council of Europe is also a member of the Group of Friends of the Alliance of Civilizations (AoC), established in 2005 at the initiative of the governments of Spain and Turkey. The aim of the AoC is to improve understanding and co-operative relations among nations and peoples across cultures and religions and, in the process, help counter the forces that fuel polarization and extremism. The Committee of Ministers has approved a memorandum of understanding with the AoC in which education is one of the priority areas. The memorandum refers directly to the future Resource Centre on Education for Democratic Citizenship and Intercultural Education in Oslo, an innovation that will show how governments can collegially profit from and contribute to the efforts of international organisations for the benefit of all. That this centre should be a Norwegian initiative should come as no surprise. After all, it was Henrik Ibsen who said that "A community is like a ship; everyone ought to be prepared to take the helm."<sup>4</sup>*

*Fortunately, after every winter, spring comes round again.*

Gabriele Mazza

2. Executive summary, para. 2.

3. Speech to the OSCE, Vienna, 24 April 2008.

4. Henrik Ibsen, 1828-1906, Norwegian playwright generally acknowledged as the founder of modern prose drama.

# The European Charter for Regional or Minority Languages celebrates its 10th anniversary



The Charter Secretariat, from left to right: Alexey Kozhemyakov, Jörg Horn-Aps, Jackie Renaudin-Siddall, Sonia Parayre, Simone Klinge

The European Charter for Regional or Minority Languages is the only international treaty specifically devoted to the protection and promotion of regional or minority languages. Its Secretariat has recently joined the Department of Language Education and Policy, broadening the area of activity of the Directorate, which is now entitled Directorate of School, Out-of-School and Higher Education and Languages.

The aim of the Charter is to enable speakers of a regional or minority language traditionally spoken in a country to use it in public life. The Charter is complementary to, and correlated with, the Council of Europe's Framework Convention for the Protection of National Minorities.

## How Regional or Minority Languages are protected and promoted by the Charter?

The Charter gives precise guidelines on how states parties should promote the use of minority languages in various domains of public life such as education, administrative and public services, the courts, the media, cultural activities and

facilities, economic and social life, and transfrontier exchanges. When a state ratifies the Charter, it indicates what it will do to protect and promote a given minority language according to the concrete situation and the actual needs of the language. One can therefore say that the Charter is a "tailor-made" treaty.

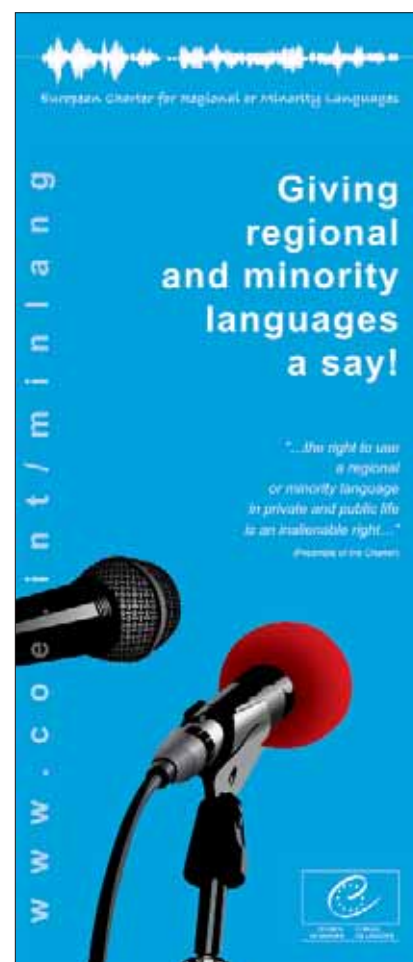


## A living and developing instrument

Repeated monitoring of how states apply the Charter guarantees that this treaty remains a living and developing instrument. Monitoring is conducted by a committee of independent experts, each of whose members is elected by the Committee of Ministers of the Council of Europe from a list presented by the

respective state party. Some 35 monitoring reports, containing recommendations to the states parties, have been adopted by the Committee of Ministers and are available on the Charter's website. Monitoring is currently under way for Germany, Spain, Austria, Serbia and Ukraine, and it is planned to begin monitoring on Cyprus and Armenia in the course of 2008.

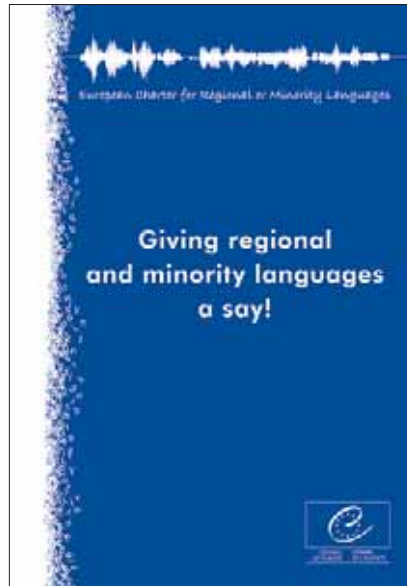
To date, the Charter has been ratified by twenty-three member states: Armenia, Austria, Croatia, Cyprus, Czech Republic, Denmark, Finland, Germany, Hungary, Liechtenstein, Luxembourg, Montenegro, Netherlands, Norway, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine and the United Kingdom. Another ten states have signed it and are expected to ratify it soon.



## 1998-2008: 10 years of protecting regional or minority languages

This year marks the 10th anniversary of the Charter's entry into force and a series of events addressing government authorities, NGOs representing speakers of minority languages, and the academic community are being organised over the year to celebrate this occasion, in particular:

- a workshop organised with UNESCO to launch the International Year of Languages was held in Paris on 21 February and focused on the effectiveness of the existing legal instruments that protect and promote multilingualism worldwide;
- a high-level political conference was held in Strasbourg on 11 March to celebrate the 10th anniversaries of the Charter and of the Framework



Convention for the Protection of National Minorities, which also celebrates its 10 years of existence this year;

- a conference on the cultural dimension of the Charter will be held in Luleå, Sweden, in October, in conjunction with the Liet Song Contest for linguistic minorities.

These 10th anniversary celebrations will provide an opportunity for taking stock of the Charter's strengths and weaknesses, but also for identifying the new challenges facing the protection of regional and minority languages as modern European societies continue to develop.

Website of the Charter  
<http://www.coe.int/minlang>



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## “Learning history to understand and experience cultural diversity today” Strasbourg, 29 – 30 October 2007

What challenges to the teaching of history arise from the increasing diversity and multiculturalism of European societies today? This was the question that 120 delegates from member states and experts attempted to answer during the symposium on “Learning history to understand and experience cultural diversity today” that took place in Strasbourg on 29 and 30 October 2007.

The symposium marked the end of the first phase of the project, “The image of the Other in history teaching”, launched by the Education Committee in 2006. After the groundwork had been done

at two expert seminars on “Contact and interaction: the image of the Muslim world in history learning in Europe” (October 2006), and “Teaching and learning the diversity of histories and the history of diversity” (June 2007), the symposium provided an initial summary of the opinions expressed and the work done.

The seminar was opened by Ms Gabriella Battaini-Dragoni, Director General of Education, Culture and Heritage, Youth and Sport, and Mr Mongi Bousnina, Director General of the Arab League Educational, Cultural and Scientific

Organization (ALECSO), in the presence of representatives of UNESCO and IRCICA (Research Centre for History of the Organisation of the Islamic Conference). The Congress of Local and Regional Authorities was represented by Ms Susan Bolan, and the Conference of INGOS by Ms Annelise Oeschger.

A particular effort was made to assemble, as well as experts from the world of education itself, representatives of museums and cultural centres, the media, institutions responsible for the

historic heritage, and out-of-school and non-formal education.

After a general introduction by Mr François Audigier (University of Geneva), who underlined the central role of schools in laying the foundations of knowledge and attitudes, a first round table considered history and cultural diversity, definitions, ambiguities and connotations. The discussion then continued in working groups on history teaching and/or learning and synergies and strategies at local level. Lastly, a final round table looked at awareness-raising and training for all involved in history learning.

The symposium report<sup>1</sup> was drawn up by Mr. Jean-Michel Leclercq. Following the discussions, a Declaration was unanimously adopted, which sums up the results of the preliminary work and the symposium, and also contains several recommendations for further activities.

Among the essential points summarised in the Declaration<sup>2</sup> were the following conclusions:

1. Available under the reference DGIV/EDU/HISTDIM (2007)09

2. Available under the reference DGIV/EDU/HISTDIM (2007)08

Intercultural dialogue and the learning of history go hand in hand. From the outset, dialogue and intercultural exchange almost always lead to a recognition of the historical perspective of the cultures concerned.

Therefore it is important that everyone involved in an intercultural dialogue or exchange is aware of the historical dimension, and appreciates its full significance, even, and perhaps above all, when the dialogue takes place in a contemporary context.

The first challenge faced by history teaching in this situation is the extreme complexity of history and histories. Today it is no longer possible to teach a simple and linear history without taking into account the multiperspectivity of approaches, the sometimes delicate sensibilities involved, and respect for perspectives or concepts that are often very different, if not contradictory.

The second challenge is the tension that exists between content, attitudes and competences. In the face of the multitude of histories to be taken into account, not all of which can in principle be learned, knowledge learning should be supplemented by the acquisition of competences, such as analysing,

researching and summarising, as well as attitudes, tolerance, respect for others and open-mindedness. This could not be realised without a far-reaching challenge to the traditional views of both curricula, and, on a more practical level, the contents and objectives of school textbooks and other teaching materials.

Overcoming the barriers between the different players involved in history learning (schools, the media, museums, etc) is the first strategic aim underlined during the first phase of the project. Even if history teaching at school remains central, it can no longer be viewed in isolation. Many successful trial partnerships between the different players have shown that they are a source of innovation and progress that should continue to be built upon in the future.

The multicultural societies in which we all now live are characterised by rapid movement of people, goods and information, continuously altering the conditions and language of intercultural dialogue, and therefore the multiplicity of historical perspectives attached to it. Consequently, while emphasising its great importance in initial formal education, we should view history learning from a long-term, lifelong perspective.

The necessary reforms of history teaching will not happen overnight and must therefore be a matter for the long term, subjected to continuous evaluation and adaptation. The training of teachers, and of all the players involved in history learning outside the school system, is thus an ongoing requirement.

In the recommendations for future work within the project, a particular effort must be made in respect of both initial and in-service training for all the partners in their specific functions at their respective workplaces. However, cross-cutting training measures must also be



undertaken linking the different professionals, so as to reinforce the competences needed to develop a balanced partnership.

Finally, the discussions have also shown that, while it is important to become aware of the diversity of histories, it is equally important to develop activities and an in-depth consideration of the history of diversity itself. In fact, if today, as underlined by Ms Battaini and

Mr Bousnina in particular, multiculturalism has taken new and more explicit forms, it has nonetheless been a permanent component of the history of societies in general, and particularly of cultures.

The second phase of the project on "The image of the Other in history teaching" will be implemented in 2008. Its main theme will be the taking into account of the image of the Other in history teaching, within the context of globalisation. A preparatory expert seminar took

place on 27 and 28 March. A symposium is scheduled for the end of October.



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## Training for the authors of history textbooks and history teachers in Bosnia and Herzegovina – example of a successful reform



*Promotion of Manual for History Teachers in BiH, Banja Luka 19 October 2007.*

*On the picture: Mr Mirko Banjac-Director of Pedagogical Institute in the Republika Srpska, Luisa Black-author of the manual, interpreter, Jean Peirre Titz-head of history division of the CoE, Claude Kieffer-Director of Education Department of OSCE Mission to BiH, Emir Adzovic-Education Project Manager.*

The Council of Europe has established very close co-operation with all of Bosnia and Herzegovina's authorities with responsibilities in the history field since 1997. The aim of this joint project was to reform history teaching, firstly in order to contribute to the process of rebuilding trusting relationships between the various communities and secondly in order to modernise history

teaching to take account of the latest developments in educational theories and methods.

With the help of the OSCE in Bosnia and Herzegovina and the Georg Eckert Institute for International Textbook Research, the Council of Europe supervised the drawing up of joint guidelines for future history and geography

textbooks, which were adopted in 2006 by all the authorities concerned.

After the adoption of these guidelines, the work continued with a training course for future history book authors in 2006/2007, to which the OSCE also contributed and the Canadian government gave financial support. After the course, the Ministries of Education sent out an official invitation to tender to authors and publishers, which resulted in the publication, in mid-2007, of 29 new history books, now in use in schools since the beginning of the 2007/2008 school year.

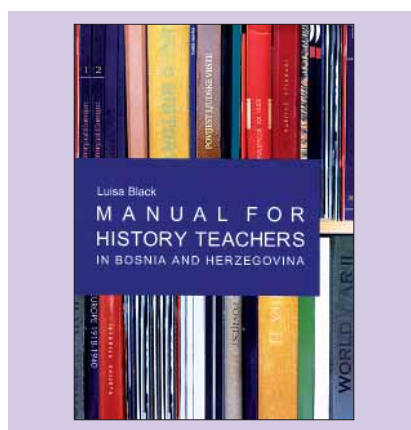
This initial stage of the project was well received by all the partners, particularly the teachers. Seminars were held in various regions and always attracted participants from throughout the country.

Following the process which had led to the publication of the new schoolbooks, a teachers' handbook was published in late 2007. This very practical book focuses on new methods, which will make it possible to make the most of the new material now on offer.



The methodology recommended for the use of the new school books is mainly based on a proactive teaching approach, encouraging pupils to think for themselves, reference to and use of sources and, above all, the capacity for dialogue and the ability to adopt a variety of approaches.

Although many foreign experts were involved at various stages of the programme, nearly half of the participants



were teachers or educational counsellors from Bosnia and Herzegovina itself.

Since the launch, a programme of seminars for the dissemination of the handbook and teacher training courses has begun, and this will continue in 2008 with the continued support of the OSCE, the educational institutions and the relevant authorities.



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◀ *Manual for History Teachers in Bosnia and Herzegovina, Luisa Black*

## “The University between Humanism and Market: Redefining its Values and Functions for the 21st Century”

Amidst the complexity of contemporary societies, both internally and in their interaction induced by globalisation, universities find themselves at the centre of many conflicting demands. Hence the need for them to give new thought to their values and functions. Between the ivory tower setting and the marketplace maze, universities, and higher education in general, must take up the right position, one which both anchors them firmly in the “here and now” (in economic terms as well) and ensures that they can do the necessary and legitimate critical thinking in their research into, and development of, the many branches of knowledge. As they consider this question, they also have to

think about the kind of higher education that it would be desirable to develop, and for what kind of society? It is easy to see that there are no predetermined answers, if we turn our thoughts to a broad spectrum ranging from the civic responsibility of higher education to its possible role in promoting intercultural dialogue, with respect being shown for academic freedoms, and through the use of appropriate structures (question of universities’ independence), and taking account of the sociocultural perception of higher education in different European societies. Only by comparing ideas will it be possible to adopt a few landmarks.

Some 60 academics and experts gathered to consider these issues at the launch conference of 20 and 21 November 2007 for the new CDESR (Steering Committee for Higher Education and Research) project entitled “New Challenges to European Higher Education - Managing the Complexities of a Globalised Society”. Numerous rich and varied arguments were put forward (as was appropriate at a launch conference held to start to clear the way for its successors), ranging from Peter Scott’s address on the role of universities in the context of globalisation (emphasising that this role could not be simply economic), to Mario Claderini’s

The main conclusions drawn related to the following points, as set out in the report of Rapporteur General Kathia Serrano-Velarde:

1) Dealing with complexity:

Key concepts for an inclusive debate

- due account of the complexity of global challenges to higher education, and their economic, political, social and cultural dimensions;
- need for open, critical and differentiated discussions in the media on higher education;
- organisation of higher education budgets in a way that makes it possible to deal with the complexity of a global environment.

2) Dealing with cultural diversity:

Fostering intercultural dialogue

- diversifying the student body and teaching staff, curricula, the material covered by courses and management systems (quality control, etc);
- fostering intercultural dialogue in the context of higher education;
- definition and application of intercultural and interdisciplinary competences and qualifications (particularly where universities' language policies are concerned).

3) Taking action in a complex and globalised world:

Civic commitment and social responsibility

- regarding higher education establishments as platforms for, and sources of, opportunity, with a view to the preservation of democracy;
- safeguarding institutions' independence in societies where there is increasing interdependence between public and private-sector players;
- supporting (interdisciplinary) research into the roles and functions of higher education in modern societies, and its contribution to social cohesion and intercultural dialogue.

ideas about the impact and use of new technologies as factors of innovation, to the contributions of Ramu Damian (chair of the CDESR) and Edmund Cane (representing the Minister for Education of Albania) about universities' role in societies in transition, emphasising their democratic impact, and to Caryn McTighe Musil's description of the debate in the United States.

The next conference, which should take place in the autumn of 2008, will consider which civic and intercultural competences universities and higher education should help to define.

Further information about the conference, including the various experts' contributions and the report by Kathia Serrano-Velarde, is available from the Council of Europe's Higher Education website. The project in its entirety, including the various conferences held, will be the subject of a publication in the Council of Europe's Higher Education series.



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## Co-operation between the Council of Europe and the Russian Federation to reform higher education: promising advances

Carrying out higher education reforms in a country is no simple matter.

It becomes even more challenging if the country in question is as large and diverse as the Russian Federation, which counts close to 2 000 higher education institutions.

In 2003, the Russian Federation became a member of the Bologna Process, joining a Europe-wide process of structural reforms in higher education.

This aim of this process is to create a European Higher Education Area (EHEA) by 2010 to improve the competitiveness

and attractiveness of higher education in Europe.

Three-tier degree systems/qualifications frameworks, quality assurance in higher education, student mobility, social dimension are the main building blocks of the EHEA.



Russian commitment to the Bologna Process has not been unanimous, with parts of academia voicing its skepticism about the value of the reforms.

However, in 2008 the implementation of the Bologna Process is now well on its way, with the two-tier bachelor/master system in place and progress accomplished in other areas, such as facilitating the recognition of qualifications, student mobility and quality assurance.

A number of higher education institutions have received substantial grants from the Russian government in the framework of a national project on education to implement institutional reforms.

While the main role in the implementation of the Bologna Process falls to higher education institutions and national governments, international organisations also have an important part to play.

The Council of Europe, as a consultative member of the Bologna Follow-Up Group, is closely involved in, and contributes actively to policy development. Because of its geographical scope, the Council of Europe plays a specific role in assisting the countries which recently joined the Bologna Process in implementing reforms.

This is done primarily through expert assistance and the organisation of bilateral events and activities.

Over the past few years, co-operation between the Council of Europe and the Russian Federation in higher education has intensified, largely thanks to the efforts of the Ministry of Education and the Peoples' Friendship University of Russia, headed by Professor Vladimir Filippov, who was the Minister of Education when Russia acceded to the Bologna Process in 2003.

Under the Russian Chairmanship of the Council of Europe's Committee of Ministers, a conference to examine the role of students in promoting the establishment of a European Higher Education Area was held in Moscow in November 2006. The conference, which was attended by over 100 participants, including at least 20 representatives of the European Students' Union, re-confirmed the key role of students in the Bologna Process.

In October 2007, a seminar on 'Bologna and the CIS: the higher education reform process' brought together representatives from Kazakhstan, Kyrgyzstan, Moldova, Russian and Ukraine at the Peoples' Friendship University of Russia in Moscow.

The meeting provided an opportunity to give an overview of the current situation in the higher education sector of the five CIS countries and make suggestions on how to best implement the reforms in line with the Bologna Process, focusing on such key areas as quality assurance, degree systems/qualifications frameworks and student mobility.

The year 2007 ended with another important event. For the first time the Council of Europe was invited to hold a session in the framework of the annual meeting of the vice-rectors of international relations of the Russian Federation, organised by the Ministry of Education of the Russian Federation and hosted by the Peoples' Friendship University of Russia.

The objectives of the session were to update the participants on the current issues in the Bologna Process and the Council of Europe's new initiatives, and to provide expert assistance on the fair and equitable recognition of qualifications, including the European Credit Transfer System and the Diploma Supplement.

The Council of Europe session was attended by some 60 vice-rectors. This kind of event provides an excellent platform for disseminating information about Council of Europe initiatives and international policies in higher education, as well as for discussing topical issues of the higher education reform process.

It is hoped that co-operation between the Council of Europe and the Russian Federation will continue to increase, both in the framework of the Bologna Process and beyond.

One, new promising area of co-operation is intercultural dialogue in higher education. The Council of Europe launched this project with a seminar entitled 'Intercultural dialogue on the university campus' (4-5 March 2008, Strasbourg).

It is planned to hold one of the future conferences in this project in Moscow. This is a logical choice, since the Russian Federation comprises over 100 nationalities and ethnic groups, and is actively involved in student exchanges.



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# Higher education project in Bosnia and Herzegovina ends with success, and a new chapter begins



View of Sarajevo from the east

The joint European Commission/Council of Europe Project 'Strengthening Higher Education in Bosnia and Herzegovina' drew to a close with a project steering board meeting and final conference in Sarajevo on 17 and 18 January 2008. The conference was attended by various members of the BiH higher education community - rectors, ministers, professors and students – as well as representatives of the international community, including several ambassadors.

## Seven Strategies and Guidelines to implement the Bologna Process

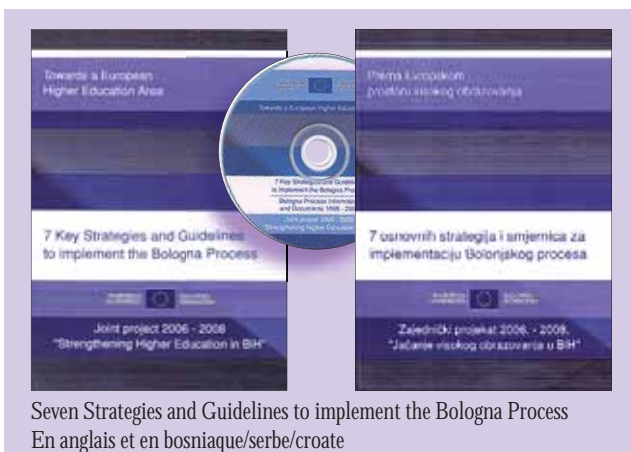
The basis for the conference was the *Seven Strategies and Guidelines to implement the Bologna Process*. This fundamental policy package focuses on the development of Bologna reforms tools at system level, including Quality Assurance, Qualifications Frameworks and the Recognition of Qualifications and Study Periods, and was developed over the two years of the joint project. On 27 December 2007, this

policy package was adopted by the Council of Ministers of BiH, thus ensuring full political support for the reforms.

The *Seven Strategies* will not only be of great help to Bosnia and Herzegovina in implementing the Framework Law for Higher Education adopted in August 2007, but also act as a clear roadmap for reforms over the next three years. The conference was also an opportunity to assign responsibilities and agree upon a timetable for implementation. The dynamic project team, led by Karen Roberts with Nedim Vrabac, steered the process and was supported by committed Council of Europe experts. Please see [www.coe.ba](http://www.coe.ba) for more information

## Future

A first and important phase has now come to an end and an overall framework for higher education reforms has been achieved. And now a new chapter has opened. This second phase will focus on the meaningful implementation of the higher education law and policy package. It is hoped that a future joint project to continue support for reforms will commence in the spring of 2008. The Council of Europe remains committed to supporting this process and is encouraged by the positive developments that have taken place in Bosnia and Herzegovina over the past six months under the stewardship of the Ministry of Civil Affairs.



Seven Strategies and Guidelines to implement the Bologna Process  
En anglais et en bosniaque/serbe/croate

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# Regional debate on “The religious dimension of intercultural education”, Athens (Greece), 8-9 October 2007

At the invitation of the Council of Europe and the Ministry of Education and Religious Affairs of Greece, officials, teachers, trainers and experts from South East Europe met in Athens on 8 and 9 October 2007 to discuss the religious dimension of intercultural education.

This event was organised as follow-up to the Council of Europe project “The new challenge of intercultural education – religious diversity and dialogue in Europe” 2002-2006, which led to a draft policy recommendation on the principles, concepts and teaching approaches of the religious dimension of intercultural education and a reference book for schools.

The Council of Europe experts involved in the project realised the need to see religion and religions in Europe not just as sources of tension and conflict, but as part of the solution, and to examine their contribution to intercultural education and dialogue.

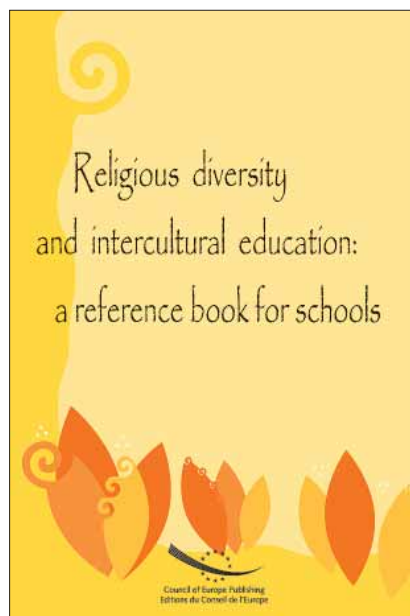
The “Reference Book for Schools” recognises that such a solution is neither quick nor easy and takes account of the diverse cultural and educational issues, as well as the variety of European historical and educational contexts.

The book has theoretical, pedagogical and practical sections and gives numerous examples of current practice to help teachers to reflect on their own approach, make comparisons and develop their own methods on the basis of their experience.

Both texts presented for debate offered phenomenological, interpretive, dialogical and contextual approaches. The

first implementation of those approaches took place during the group sessions, which gave the participants a fine opportunity to present the religious education context in their own country, explain how the system works and discuss its similarities and differences with others.

Participants from different member states presented totally different curricula, textbooks and teaching methods for



*Religious diversity and intercultural education: a reference book for schools,*

John Keast (editor), Council of Europe Publishing, ISBN 978-92-871-6223-6

religious education that separate or unite students of the same school. In some countries, students can choose to participate either in a confessional lesson at school or in religious lessons at recognised educational units in their communities.

Others can replace the religious lesson by religious or non denominational ethics. In some member states religious education is compulsory, in others it is not.

Several questions were raised: How do parents feel about religious education in different conditions? Why do parents or a school prefer one kind of religious education to another? Does religious education have ethnic characteristics or origins? Who teaches religion or ethics at schools? How are they educated? Who appoints them?

The wide range of answers and information provided by group members contributed to turning the discussion into a search for intercultural elements and common goals for religious education.

On a more practical note, the participants suggested that new technologies could be of great help to professionals and schools in communicating, interacting and exchanging experiences, ideas, textbook contents and educational methods and practices.

This could lead to the establishment of an educational network of co-operation and a database for educational work. Intercultural experiences and special intercultural schools could function as models and examples of good practice.

The common feeling was that the reference book and the recommendation are good steps in that direction. They were welcomed as fulfilling a need, helpful tools to be studied, discussed and used.

In his general report Angelos Vallinatos concludes: “The regional debate was [taken] one step further, because as we get to know each other better, and learn more about our diversity, we enrich our teaching skills.

But a third step is needed.

As teachers have the most important role in making education possible, and as they need support to do their everyday work, initial and in-service teacher training can offer integrated knowledge, experience and the sharing of diversity

issues and practices. This teacher training should not be aimed only at teachers dealing with religious education, but also at teachers of all disciplines, so they can be better prepared to deal with diversity issues in the school context”.



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## Managing Cultural and Religious Diversity through Education in South Caucasus and Ukraine

The Second regional conference on the “Management of cultural and religious diversity through education” was held in Strasbourg (France) on 18 and 19 February 2008 in the framework of the joint programme of co-operation between the European Commission and the Council of Europe “Fostering a culture of Human Right in South Caucasus (Armenia, Azerbaijan, Georgia) and Ukraine”.

The aims of the Conference were to endorse the action plan for the second stage of the project and to agree on the contents of the activities to be carried out in each of the beneficiary countries according to their specific needs. In addition, a draft policy paper on intercultural education was presented to the participants.

The conference was attended by deputy ministers of education, high-level officials, policy and decision makers, heads of teacher training institutes and headmasters of piloting schools from all the four participating countries.

The conference participants agreed that in order to achieve all the expected results and make the action plan equally beneficial for all the countries concerned, an on-line network of higher education institutes in the field of intercultural education should be established.

Such an ICT tool would help to build bridges between trainers and teachers, and between their countries’ institutions

and institutions in different countries, so that experience, good practice and methodological materials prepared within the project can be shared.

This kind of co-operation would also strengthen the regional dimension of the project, which is crucial to its success. A group of international experts will assist national participants to prepare the learning materials and answer any questions they might have with regard to intercultural education.

They will also monitor thematic forums, which have been specifically designed to include a core area for all participants at regional level and the four national areas.

The network is expected to continue to work for an unlimited period of time and will be crucial for the sustainability of the project.

The action plan for the second stage of the project consists of awareness-raising seminars in the field of intercultural education, training workshops for teachers and teacher trainers, and a regional conference where participants will review and finalise learning materials drawn up during the workshops.

The last stage will prepare for the final publication of the project and the final regional conference. The project might be extended for a further six months to enable the above mentioned materials to be tested in schools.

One of the main aims of the project is to assist the countries concerned in preparing policy guidelines in the field of intercultural and human rights education.

In this connection, a draft policy paper containing adopted Council of Europe recommendations on intercultural and human rights education was prepared by a Council of Europe expert and presented at the Second Regional Conference.

This general document will be reviewed by a group of national experts in each country, who will adapt it suit to their specific needs.

Each country will then draft a national action plan on intercultural education to be submitted to their respective governments/authorities for adoption.

This document was discussed at length during the awareness-raising campaign that was held in April 2008.



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## 3rd South East Europe EDC/HRE Networking Conference



*Mitja Sardoc, Education researcher (Slovenia) and Simona Velea, Head of Theory of Education Department, Institute for Education Sciences (Romania)*

The South East Europe (SEE) network is one of several regional networks supporting Education for Democratic Citizenship/Human Rights Education (EDC/HRE). The SEE network convenes twice a year with representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Romania, Serbia, Slovenia and 'the former Yugoslav Republic of Macedonia', as well as the United Nations Mission in Kosovo (UNMIK), the British Council, the International Committee of the Red Cross (ICRC) and the Education Reform Initiative in South Eastern Europe (ERI-SEE).

The third conference, was hosted by the Slovenian authorities at Brdo pri Kranju, a former presidential resort situated about 25 km from Ljubljana, from 22 to 24 November 2007. The beautiful surroundings and top-level facilities contributed to the positive atmosphere and intense interaction among the participants.

The conference dealt with the complex subject of how to integrate citizenship and human rights into the school curricula. This topic was broken down into three categories. First, framework conditions and approaches of educational reform were considered. Second, questions on how to design the EDC/HRE curriculum were raised. Thirdly, the conference addressed questions of curriculum building.

During discussion on the first item - framework conditions - participants raised the issues of resource allocation, system support and ownership, competing political agendas in educational reform, teacher training and certification, and dependence on external support. A second category of issues referred to basic questions of curriculum *design* that need to be clarified prior to curriculum

*building*. These questions included the principle of non-indoctrination, 'empowerment' and lifelong learning as well as the evaluation of EDC/HRE.

The participants emphasised the added value of the SEE network not only in sharing experiences among themselves, but also in promoting its innovative achievements to other parts of Europe.

The next conference will be hosted by the Croatian authorities and ERI-SEE in Zagreb from 12 to 13 June 2008 and will focus on intercultural education.

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## Qualifications frameworks in the European Higher Education Area

Put simply, qualifications frameworks describe all qualifications in an education system, but a qualifications framework is more than just a list of degrees. It should describe the expected learning outcomes for each qualification as well as how the different qualifications in the framework interact. In

other words, the framework should describe what learners may be expected to know, understand and be able to do at each level as well as how they may move from one qualification to another within the framework. At international level, qualifications frameworks will make it easier to compare qualifications from

different education systems, and therefore they should be of help in promoting international recognition and mobility.

Qualifications frameworks are one of the main instruments in establishing the European Higher Education Area by 2010. In 2005, the Ministers of the Bologna Process adopted the overarching

framework of qualifications of the European Higher Education Area. At the same time, Ministers committed to developing national qualifications frameworks compatible with the overarching framework by 2010.

We therefore have two kinds of frameworks. The overarching framework set the “outer limits” within which national frameworks should be developed. This still leaves some scope for variation between national frameworks, which can – within reason – take account of national specificities and which set out the parameters within which higher education institutions will develop their qualifications and programmes. For example, in a given national framework, there may be more than one qualification at first degree level. On the other hand, while it is perfectly possible to set up a qualifications framework in which a first degree requires 10 years of study, such a framework would not be compatible with the Bologna framework.

This is an important point because once the national framework is in place, the country in question needs to certify that it is compatible with the overarching framework of the Bologna Process. This is called self certification, and while it is the country concerned that certifies its own framework, it cannot do so by simply saying all is well. Each country must publish a self certification report outlining the reasons why its framework is compatible, and each country should invite at least one foreign expert to participate in this exercise. If a country were to publish a self-certification report

that is not credible, it would face problems in having its qualifications recognized in other countries of the European Higher Education Area. So far, Ireland and Scotland (whose qualifications framework is separate from that of the rest of the United Kingdom) has carried out their self certification exercise, but it is to be expected that several other countries will do so within the next year or two.

In 2007, at their meeting in London, Ministers of the Bologna Process asked the Council of Europe, which had been an active participant in the working group, to take responsibility for coordinating the sharing of experience in developing national qualifications frameworks. The Council does this in four ways:

Firstly, as Chair and Secretariat of the Bologna Coordination Group on Qualifications Frameworks, which is made up of some 15 members from countries of the Bologna Process as well as international organisations and NGOs. This is, incidentally, the first time a Bologna group is chaired by an international organisation rather than by the representative of a national Ministry.

Secondly, by organising or overseeing Europe events. In the current work programme of the Bologna Process, there will be three such events. The first was held at Council of Europe Headquarters in Strasbourg on 11 – 12 October 2007 and gathered some 100 participants from Ministries as well as higher education institutions. The second

conference was organised by the Scottish higher education authorities in Edinburgh on 21 – 22 February, and focused on learning outcomes, while the third conference will be held in Georgia in late October 2008 and focus on the verification of qualifications frameworks.

Thirdly, by organising or overseeing regional events. An important regional conference was held in Beograd on 1 – 2 November 2007 as a part of the programme of the Serbian Chairmanship of the Council of Europe. The conference gathered representatives of Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Serbia, “the former Yugoslav Republic of Macedonia” and Turkey, including the Minister of Education of Albania. The political importance of the conference was underlined by the fact that it was opened by the Minister of Education of Serbia as well as by the participation of the Minister of Education of Albania. The conference showed that most countries of the region have made a good start in developing their national frameworks, and some are relatively close to completing the task. The conference also underlined the need for further regional cooperation in this field.

Fourthly, the Council of Europe is prepared to help countries identify international experts for conferences or other aspects of their work on their national frameworks, including foreign participation in their self certification process.

## Further reading

Sjur Bergan: *Qualifications. Introduction to a Concept* (Strasbourg 2007: Council of Europe Publishing, Council of Europe Higher Education Series No. 6)

Overarching framework of qualifications of the European Higher Education Area  
[http://www.bologna-bergen2005.no/EN/BASIC/050520\\_Framework\\_qualifications.pdf](http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf)

Bologna working group on qualifications frameworks, 2005 report  
[http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050218\\_QF\\_EHEA.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf)

Bologna working group on qualifications frameworks, 2007 report  
<http://www.dfes.gov.uk/londonbologna/uploads/documents/WGQF-report-final2.pdf>



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## Flash info

- **1st European Seminar for the National Liaison Officers of the Pestalozzi Programme, Bad Wildbad 11-14 November 2007**



The 12th meeting of the national liaison officers was held for the first time in the *Landesakademie für Fortbildung und Personalentwicklung an Schulen* in Bad Wildbad, which has taken over from the academy in Donaueschingen. The main aim of the three-day meeting was to focus on the future of the programme and to look at ways in which its impact within the member states could be enhanced and its visibility increased. The meeting sought to contribute to the strengthening of the network of National Liaison Officers and to look at ways in which it might contribute to a more strategic approach to the continued development of the Pestalozzi Programme.

The choice of the Academy of Bad Wildbad to host the meeting provided participants an opportunity to discover the new academy at first hand and to understand the support which the Land of Baden-Württemberg has provided for European teacher education for over thirty years.

Teacher education is a transversal priority across all the education programmes of the Council of Europe as it is in all reform processes. The Pestalozzi Programme can play a key role in ensuring that the full range of Council of Europe programmes are supported through European workshops, seminars and modules in the field of teacher education.

To this end it will be important in 2008 to review the programme structure and management, to strengthen information dissemination (about the programme itself and about the results of activities) as well as to increase synergies between each action of the programme - workshops, seminars and training modules. A strengthened network of national liaison officers will contribute to ensuring continuity and impact through hosting workshops and sending teachers and teacher trainers to participate in the different activities, but also through the reinforcement of networking and cascading on a national level.

- **Regional meeting on EDC/HRE, Kyiv, Ukraine, 29-30 November 2007**

On 29-30 November 2007, representatives of Georgia, Lithuania, Russia and Ukraine met in Kyiv to discuss regional co-operation on education for democratic citizenship and

human rights (EDC/HRE), in the framework of the Council of Europe Programme "Learning and living democracy for all". The participants of the meeting exchanged their experience in the field, discussed priorities for co-operation and visited gymnasium 48, where a lively discussion on EDC/HRE was organised with schoolchildren and school administration. The main outcome of this event is a plan of action for 2008-2009 for a Baltic and Black Sea region EDC/HRE network. The focus will be the topic of democratic governance of educational institutions. The work programme will include a series of seminars, video conferences and a joint publication.



*Gymnasium 48 welcomes the visitors from the regional network*

Since then, representatives of Armenia and Moldova have joined the network. A meeting was held from 7 to 11 April 2008 in two locations – first, in Kaliningrad (Russia) and then in Lithuania. In October 2008, another meeting will be hosted by the Georgian authorities.

- **The 12th EDC/HRE co-ordinators' meeting took place in Dublin, Ireland on 4-5 December 2007.**

The participants had the opportunity to hold exchanges of views on the most important outcomes of the EDC/HRE project in their member states. They also focused on the functioning of the EDC/HRE coordinators' network. A number of bilateral or regional initiatives were either reported or initiated. The 13th coordinators' meeting took place in Budapest (29-30 April 2008) and the 14th meeting will be held in Vienna, Austria (13-15 November 2008).

- **"Competences for teaching and managing social and cultural diversity"**

The first consultation table on competences drafted within the framework of the project "Policies and practices for teaching social and cultural diversity" took place in Graz, Austria on 21 and 22 February 2008, and the main topic of discussion was teachers' competences in relation to linguistic diversity. The participants, chiefly teacher trainers and teachers but also researchers, were able to familiarise themselves with

the project's phase one outcomes, to examine the principles, concepts and teaching competences relating to diversity, including the descriptors to be used for evaluation. Examples of good practice regarding teachers' language diversity competences were also discussed.

The subsequent consultation tables will be held in Cyprus from 5 to 6 June 2008, Bulgaria from 25 to 26 September 2008, and Estonia from 14 to 16 October 2008.

- **Inclusive Education: from policy dialogue to collaborative action, Latvia, Riga, 24-26 February 2008**



*Tatjana Koķe, Minister of Education and Science of the Republic of Latvia; Rolands Ozols, Secretary General of the Latvian National Commission for UNESCO; Gabriele Mazza, Director of Education of the Council of Europe.*

*Cor Meijer, Director of the European Agency for Development in Special Needs Education; Gabriele Mazza.*



Convening 185 participants from 35 countries and nine international organisations and NGOs, this conference was organised by the UNESCO International Bureau of Education, the Latvian Ministry of Education and Science and the National Commission for UNESCO in preparation for the 48th session of the International Conference on Education, to be held in Geneva in November 2008. It was concluded that Inclusive Education must address not only different learning needs, but also the broader concept of social inclusion, echoing the address given by the Council of Europe Director of Education. The conference was also an opportunity to showcase the richness of strategies and tools to foster inclusive education, including Council of Europe projects on Roma and citizenship and human rights education.

- **At a meeting in San Diego, California, in February 2008**, the Council of Europe, the American Council on Education (ACE) and the International Consortium for Higher Education, Citizenship and Democracy launched the joint development of two new instruments: a manual on 'Democratic Management of Higher Education Institutions', and a guide on 'EDC Partnerships for Social Change'. Each publication



*Annual American Council on Education conference, San Diego, USA, February 2008*  
*Krzysztof Ostrowski (former Chair of the CoE Steering Committee for Higher Education and Research and Former Chair of the CAHCIT Ad Hoc Committee of Experts for the European Year of Citizenship through Education), César Birzúa (Chair of the CoE Steering Committee for Education), Susan Porter Robinson (Vice President, Lifelong Learning at the American Council on Education), Virgílio Meira Soares (Vice Chair of the Steering Committee for Higher Education and Research), Sarah Keating-Chetwynd (Council of Europe Education Directorate), Aleksandra Vidanović (Council of Europe youth representative)*

will be prepared by a group of authors appointed by the Council of Europe, ACE and the International Consortium, using the basic concept of EDC as developed by the Council of Europe as a starting point. An expert advisory group comprising César Birzúa (Chair of the Council of Europe Steering Committee for Education), Virgílio Meira Soares (Vice Chair of the Steering Committee for Higher Education and Research), Krzysztof Ostrowski (former Chair of the Council of Europe Steering Committee for Higher Education and Research and of the Ad Hoc Committee of Experts for the European Year of Citizenship through Education), and Aleksandra Vidanović from the youth sector has been formed to oversee this project.

The main feature of the manual on 'Democratic Management of Higher Education' will be to put greater emphasis on access and autonomy. As it is intended as a companion volume to the existing manual 'Democratic School Management', this task should be relatively straightforward and it is hoped that the document will be ready for publication by the end of 2008. A co-ordination meeting between the CoE and American authors will take place in Strasbourg on 22 and 23 June.

The preparation of 'EDC Partnerships for Social Change' is a more ambitious task. It will be a completely new addition to the EDC pack, designed to pull together core areas of the Council of Europe's education policy. The underlying premises of this instrument will be to enhance the relationship between higher education institutions, schools and the community. The next meeting of the CoE and American authors and the expert advisory group will be held in Strasbourg on 19 and 20 September. It is planned to complete the new instrument by the end of 2009.



At the meeting in San Diego, the American Council on Education also issued a generous invitation to the CoE delegation to attend their annual meeting, an opportunity for its members to familiarise themselves with trends in the higher education system of the United States.

• **International Seminar on 'The Linguistic Integration of Adult Migrants' Council of Europe, Strasbourg, 26-27 June 2008**

A growing number of member states are defining specific language requirements for persons seeking residence or citizenship status, and applicants are increasingly required to take language tests. Very often, these tests are based on the competence levels of the *Common European Framework of Reference for Languages* (CEFR) of the Council of Europe and the level(s) required may vary from one state to another.

This international seminar for officials concerned with language requirements for adult migrants is being held under the

joint auspices of the Steering Committee for Education (CDED) and the European Committee on Migration (CDMG) and organised by the Language Policy Division (Directorate of School, Out-of-School and Higher Education, and Languages - DG IV) and the Migration Division (Directorate General of Social Cohesion - DG III).

The aim of the seminar is to share experiences concerning language policies for integration, examine how the principles contained in the CEFR can best support the requirements of member states, and offer guidance on ensuring quality in language training and testing while taking account of the particular needs of the migrant learners.

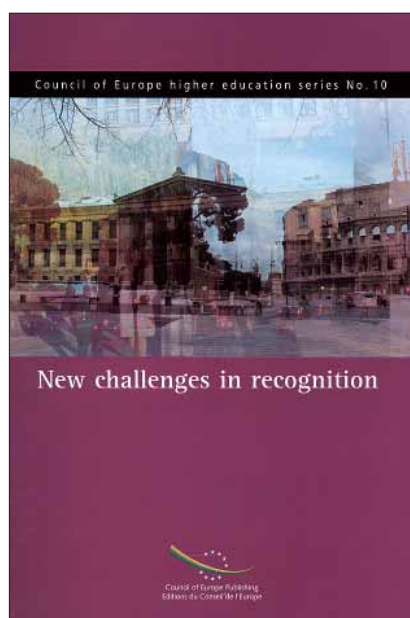
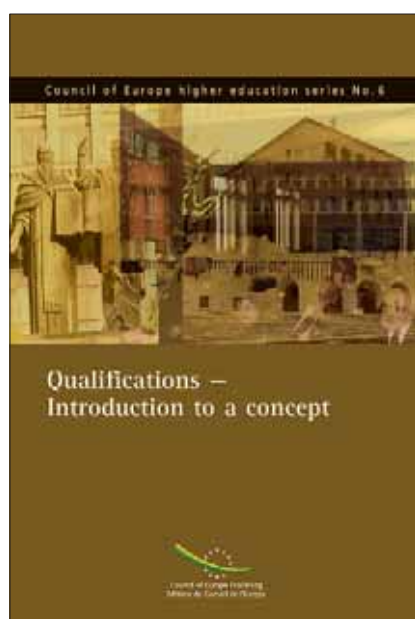
For further information see  
[www.coe.int/lang](http://www.coe.int/lang)

## Books in brief

*Qualifications –  
Introduction to a Concept,*

Sjur Bergan,  
Council of Europe  
Publishing 2007,  
Council of Europe higher  
education series No.6

ISBN 978-92-871-6125-3



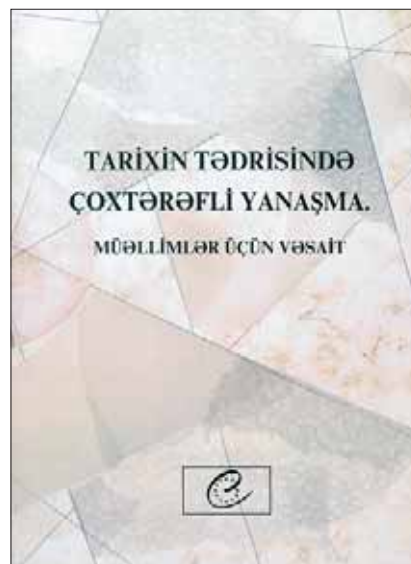
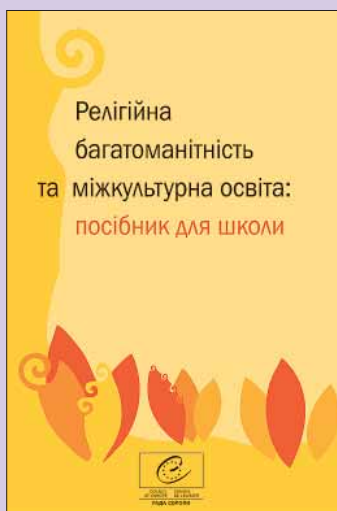
*New challenges in recognition:  
recognition of prior learning  
and recognition in a global context,*  
Andrejs Rauhvargers and Sjur Bergan,  
editors, Council of Europe Publishing,  
Council of Europe higher education  
series No. 10.

ISBN 978-92-871-6331-8

The *European Language Gazette* is the newsletter of the European Centre for Modern Languages, Graz. It provides up-to-date news about ECML events, projects and resources as well as developments in the Language Policy Division and other relevant sectors of the Council of Europe.

The current issue of the Gazette, as well as all back numbers, can be accessed via:  
<http://www.ecml.at/gazette>

◆  
*Exploring children's rights,*  
(Volume V),  
Peter Kraft and Rolf Gollob  
Now also available in Albanian  
and in Macedonian



**Religious Diversity and Intercultural Education: A Reference Book for Schools** has been published in French (ISBN 978-92-871-6267-0) and English (ISBN 978-92-871-6223-6). Already available in Azeri and Ukrainian, Norwegian, Russian and Greek translations will be published in the near future. Translations into Armenian and Georgian are under way.

**Multiperspectivity in History Teaching: a Guide for Teachers**, Robert Stradling. Now translated into Azeri, it is also available in Albanian, Bosnian, Bulgarian, Croatian, French, Greek, Macedonian, Romanian, Russian, Serbian, Slovenian, Turkish, Ukrainian and Arabic.

## Calendar of events - non exhaustive

### March

1-2, Ohrid,  
"the former Yugoslav  
Republic of Macedonia"

Education for Democratic Citizenship and Human Rights (EDC/HRE) Programmes in "the former Yugoslav Republic of Macedonia" Children's Rights  
Contact: Sarah Keating

6-7, Vienna,  
Austria

Language Education Policy Profile: Austria – Round Table  
Contact: Philia Thalgot

10-11, Paris,  
France

Expert Meeting on languages of education  
Contact: Philia Thalgot

10-12, Strasbourg,  
France

7th Plenary Meeting of the CDED  
Contact: Villano Qiriazzi

13-14, Strasbourg,  
France

Meeting of the Authoring Group concerning the revision of the Preliminary Draft Manual for "Relating Language examinations to the CEFR"  
Contact: Philia Thalgot

14-15, Sarajevo,  
BiH

Joint programme Council of Europe/OSCE Office in Sarajevo - Training history textbooks authors and teachers in Bosnia and Herzegovina" - Teachers training seminar  
Contact: Jean-Pierre Titz

### March (continued)

14-15, Strasbourg,  
France

Meeting on Democratic School Governance with the Network of Foundations - ILDE (Initiative for Learning Democracy)  
Contact: Ólöf Ólafsdóttir

17, Strasbourg,  
France

Meeting on follow-up to seminar in Amsterdam concerning a Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education  
Contact: Philia Thalgot

27-28, Strasbourg,  
France

Seminar on "History teaching in Europe": the Image of the Other in the context of Globalisation"  
Contact: Jean-Pierre Titz

31 March – 1 April,  
Bergen, Norway

Meeting on policies and standards concerning Languages of Education  
Contact: Philia Thalgot

31 March - 1 April,  
Bila Tserkva, Ukraine

Seminar "All different, All equal"  
Contact: Natia Jgenti

### April

1, Brussels  
Belgique

Working Party on substantial differences  
Contact: Sjur Bergan

# Calendar of events - non exhaustive – (continued)

## April (continued)

2, Brussels  
Belgique  
ENIC Bureau/NARIC Advisory Board & Bureau of the Lisbon Convention Committee  
Contact: Sjur Bergan

3, Brussels  
Belgique  
Working Party National Action Plans  
Contact: Sjur Bergan

3-4, Yerevan,  
Armenia  
Seminar "Introduction to general concepts, aims and goals on introducing intercultural education."  
Contact: Natia Jgenti

7-9 and 10-11,  
Kaliningrad, Russian  
Federation and Lithuania  
2nd Baltic/Black Sea networking meeting  
Contact: Yulia Pererva

11, Cambridge,  
United Kingdom  
Forum on Language Testing, Migration and Social Inclusion (with ALTE)  
Contact: Philia Thalgot

14-19, Yerevan,  
Armenia  
Language Education Policy Profile: Armenia - Study visit of the Council of Europe Experts Group  
Contact: Philia Thalgot

16-17, Essen,  
Germany  
Meeting on Languages of Schooling in Germany  
Contact: Philia Thalgot

21-22, Tbilisi,  
Georgia  
Seminar on "Identifying effective indicators of intercultural education and corresponding assessment frame."  
Contact: Natia Jgenti

21-22, Lviv,  
Ukraine  
Workshop on "Training of teachers on heterogeneous and multicultural schools and classes: European experience"  
Contact: Natia Jgenti

23-24, Strasbourg,  
France  
Project "The Image of the Other in History Teaching in Europe" - meeting of the Ad hoc Advisory group of Experts  
Contact: Jean-Pierre Titz

24-25, Baku,  
Azerbaijan  
Seminar on "Sharing positive experience available in European countries in the field of intercultural education."  
Contact: Natia Jgenti

28-29, Moscow,  
Russian Federation  
Seminar on "How teaching about cultural diversity through history can help in strengthening social cohesion and co-operation in present-day society"  
Contact: Tatiana Milko

28-29, Strasbourg,  
France  
Intersectoral Expert Meeting on the Autobiography of Intercultural Encounters  
Contact: Philia Thalgot

## April (continued)

28-30, Budapest,  
Hungary  
13th meeting of the EDC/HRE coordinators, European Youth Centre  
Contact: Ólöf Ólafsdóttir

## May

5-6, Yerevan,  
Armenia  
Workshop on "How to avoid stereotyping and to focus on identity issues?"  
Contact: Natia Jgenti

6-11, Athens,  
Greece  
5th EALTA (European Association for Language testing and assessment) Conference "Assessment of Literacy in Europe and beyond"  
Contact: Philia Thalgot

7-8 Baku,  
Azerbaijan  
Workshop on "Teaching human rights, tolerance, effective communication skills, combating stereotypes".  
Contact: Natia Jgenti

15-16, Kiev,  
Ukraine  
National Seminar on Qualifications Frameworks  
Contact: Sjur Bergan

19-20, Strasbourg,  
France  
Languages of schooling within a European framework for Languages of Education - Working Group  
Contact: Philia Thalgot

21-23, Chernigiv,  
Ukraine  
Seminar on "How to reflect national identity and cultural diversity in school history curricula and teaching materials"  
Contact: Tatiana Milko

26-30, Bad Wildbad,  
Germany  
119th European Seminar "Children's rights" (CoE 2008-12.0)  
Contact: Hélène Schmidt

27-28, Tbilisi,  
Georgia  
Workshop on the "Role of the school governance and self-governance in effective management of intercultural dialogue"  
Contact: Natia Jgenti

## June

2-4, Strasbourg,  
France  
European Language Portfolio - European Validation Committee  
Contact: Philia Thalgot

5-7, Nicosia,  
Cyprus  
2nd Consultation Table on Competences for teaching socio-cultural diversity  
Contact: Villano Qiriazzi

9-10, Strasbourg,  
France  
Meeting of the Authoring Group concerning the revision of the Preliminary Draft Manual for "Relating Language examinations to the CEFR"  
Contact: Philia Thalgot

\* 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)

## June (continued)

- 11-12, Yerevan, Armenia  
Workshop on Development of multiperspectivity model in history teaching.  
Contact: Natia Jgenti
- 
- 12-13, Zagreb, Croatia  
4th meeting of the SEE network on EDC/HRE  
Contact: Sarah Keating
- 
- 15-17, Qawra, Malta  
ENIC/NARIC Annual meeting  
Contact: Sjur Bergan
- 
- 19-20, Baku, Azerbaijan  
Workshop on "Integration of topics related to intercultural and interfaith education into other subjects" (e.g. history teaching)  
Contact: Natia Jgenti
- 
- 23-25, CIEP, Paris, France  
Seminar on transversal calibration of samples of spoken performances across five languages  
Contact: Philia Thalgot
- 
- 23 - 27, Bad Wildbad, Germany  
120th European Seminar "Intercultural Education (CoE 2008-13.0)\*"  
Contact: Hélène Schmidt

## June (continued)

- 26-27, Tbilisi, Georgia  
Workshop on "Supporting intercultural dialogue through the teachers' professional development programs in and pre-service education".  
Contact: Natia Jgenti
- 
- 26-27, Strasbourg, France  
Seminar on the Linguistic Integration of Adult Migrants, co-organised with the European Committee on Migration (CDMG)  
Contact: Philia Thalgot
- 
- 30 June – 1 July, Strasbourg, France  
Bureau of the CDESR  
Contact: Sjur Bergan
- 
- 30 June – 1 July, Strasbourg, France  
Joint Programme of Co-operation between the European Union and the Council of Europe 'Fostering a Culture of Human Rights in Ukraine and South Caucasus': Seminar on How to teach history for reconciliation and tolerance  
Contact: Tatiana Milko

## August

- 21-22, Strasbourg, France  
Language Education Policy Profile: Sheffield – Meeting of the group of experts of the Council of Europe Experts Group  
Contact: Philia Thalgot

\* 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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