

# Education Newsletter



## Editorial

*"I do not hate opinions contrary to my own [...] There never were in the world two opinions alike, no more than two hairs or two grains; their most universal quality is diversity<sup>1</sup>." This observation of the fact of diversity and its natural place in the world and our lives was not made at a recent conference, but by Michel de Montaigne in the 16th century. In these opening years of the 21st century, however, such acceptance of diversity as an ordinary, and welcome, aspect of life is not as straightforward as one might hope. Rejection of the other is a major problem in today's world, and organisations like the Council of Europe have placed the recognition of the importance and value of diversity at the centre of their activities.*

*Many initiatives have been launched to foster intercultural understanding, multiperspectivity, inter-religious dialogue and so on, and several are implemented under the umbrella of the White Paper on Intercultural Dialogue "Living together as equals in dignity", which was adopted by the Committee of Ministers in May<sup>2</sup>. So is there room for anything else in the existing landscape of high-quality, innovative projects? Is there anything that might help complete the current panoply of instruments and measures?*

*Any individual action, however carefully devised and thought out, risks failure if it does not take account of, and fit in with other efforts aimed at achieving the same ends. Just as one cannot put the finger on any single cause of intolerance, discrimination and exclusion, so the measures taken to combat them are interrelated and should not be isolated from one another. Musicians in an orchestra may each play beautifully, but if they ignore one another the result is a cacophony rather than a symphony. This is true of different entities within the Council of Europe, but also of different international organisations pursuing similar or even identical goals.*

*The European Wergeland Centre, a resource centre for democratic citizenship and human rights education that will open in February 2009 thanks to the generosity of the Norwegian authorities (page 5), is a truly innovative example of co-operation between the Council of Europe and its member states. The special value of the Centre, whose governing board will comprise three members appointed by the Council of Europe and four by the Norwegian government, is that its*



Villa Grande, Bygdøy, Oslo, future headquarters of the European Wergeland Centre

## Contents

|   | pages    |
|---|----------|
| Editorial .....   | 1 et 2   |
| Teaching cultural diversity through history in Russia.....  | 3 et 4   |
| Teaching history for reconciliation and tolerance.....  | 4 et 5   |
| Norway decides to support the work of the Council of Europe in Education for Intercultural Understanding, Human Rights and Democratic Citizenship ..... | 5        |
| The Global Education contribution to Intercultural Dialogue .....   | 5 et 6   |
| Invitational Forum on "Converging Competences: Diversity, Higher Education, and Sustainable Democracy" .....  | 6 et 7   |
| Constructing a reference framework for competences geared to enhancing diversity .....  | 7 et 8   |
| New joint education project launched in Kosovo* .....   | 9        |
| Core competences for Education for Democratic Citizenship: a new tool for teachers .....  | 10       |
| One hundred examples of good practice in human rights education ....  | 10       |
| "Exploring Children's Rights – nine short projects for primary level" to be used in schools in "the former Yugoslav Republic of Macedonia" .....        | 11       |
| 13th meeting of the EDC Coordinators.....   | 11 et 12 |
| The linguistic integration of adult migrants .....  | 12 et 13 |
| Euro-Arabs Days for a better mutual understanding: history, languages, media and intercultural challenges .....   | 13 et 14 |
| Flash info .....  | 14       |
| Books in brief .....  | 14       |
| Calendar of events .....  | 15 et 16 |
| How to contact us .....   | 16       |

\*All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

statutory purpose is to support the Organisation's relevant programmes through training and research activities, and that it will be available to all Council of Europe member states and beyond. It will offer a unique opportunity for coherence and harmony between different projects to further intercultural understanding and for real exchanges between practitioners from different horizons. Not unlike the European Centre for Global Interdependence and Solidarity (North-South Centre) in Lisbon, it will seek co-operation with Europe's neighbours, thus actively contributing to the dialogue between civilisations.

The management of diversity is one of the major challenges we face today. Initial and further training for teachers is clearly essential if society is to genuinely benefit from innovative policies and practices. But the pedagogical exploitation of a multi-ethnic classroom to enhance intercultural awareness and skills is not a simple task. Other means, such as school- and family-based intercultural exchanges, must be put in place and become common practice on a global scale. At present, only a small percentage of schoolchildren and teenagers in Europe have an opportunity to take part in a school exchange programme. Although they have not always received as much recognition as they deserve, student exchanges at school age are far more beneficial in terms of character building than education exchanges undertaken at a later age, which have been shown to have limited impact on students' personalities in terms of changes in attitude and the development of intercultural skills. The Education Directorate has long understood the value of such exchanges and launched a pioneering project on European Secondary School Student Exchanges (ESSSE) from 1998 to 2002 as an exemplification of what could be made available to all pupils.

What would it be like if every child or adolescent were allowed to go through an experience of this kind? How would they then relate to conflicts containing a strong cultural component, of which there are still so many examples throughout the world? In his 1992 report entitled "An Agenda for Peace: Preventive diplomacy, peacemaking and peace-keeping", United Nations Secretary General Boutros Boutros Ghali said "Reducing hostile perceptions through educational exchanges and curriculum reform may be essential to forestall a re-emergence of cultural and national tensions which could spark renewed hostilities<sup>3</sup>". Since then, we have sadly had ample opportunity to see how we should heed his words.

And what if all teachers could profit from their initial and further training to enhance their own intercultural awareness and their ability to pass it on to their pupils, not only through history teaching but across the curriculum? The Steering Committee for Education is currently preparing a recommendation to member states for this very purpose.

Educational intercultural exchanges should be seen as an investment towards peace and understanding. To make such exchanges a reality, we should think in bold terms and not allow ourselves to be discouraged by the first difficulty that rears its head, to be bogged down by superficial incompatibilities or complacency. Just as there can be no intercultural awareness without experiential learning, so can there be no education for democratic citizenship without intercultural awareness. A global approach to formal and non-formal education makes it possible not only to "live together in dignity" but also to experience how much joy there is to be had in a society that understands the value and pleasure of diversity.

Gabriele Mazza

1. « Je ne hay point les fantasies contraires aux miennes. [...] & ne fut jamais au monde, deux opinions pareilles, non plus que deux poils, ou deux grains. Leur plus universelle qualité, c'est la diversité. » Michel Eyquem de Montaigne (1533-1592), *Essais*, II, 37.

2. [www.coe.int/t/dg4/intercultural/](http://www.coe.int/t/dg4/intercultural/)

3. Section VI. Post-conflict peace-building, para. 56



# Teaching cultural diversity through history in Russia

Co-operation between schools and families in learning about cultural diversity is crucial, not least because families play one of the most important roles in forming a child's system of values. As 2008 is the *Year of Families* in the Russian Federation, this issue has understandably aroused special interest

In the course of this year, the Council of Europe, in co-operation with its main partner in the Russian Federation, the Ministry of Education and Science, has organised two seminars: "How teaching about cultural diversity can help in strengthening social cohesion and co-operation in present-day society", which was held in Moscow in April, and "The multicultural dimension in teaching history: how to provide a basis for co-operation between teachers, pupils and their parents to help the younger generation to develop a tolerant understanding of the present world", which took place in Petrozavodsk, Republic of Karelia. This second seminar introduced a new format, as some of the in-service teacher-training activities planned for history teachers and teacher trainers from the Republic of Karelia were co-financed by Petrozavodsk State University. Considerable input into the organisation of both activities was provided by the Training and Consulting Centre "Practic".

These events were primarily aimed at promoting the ideas of cultural diversity as reflected in Recommendation Rec (2001) 15 on history teaching in twenty-first century Europe and in the White paper on Intercultural Dialogue 'Living together as equals in dignity', both adopted by the Committee of Ministers. The seminars brought together about 100 participants from 11 regions of Russia, as well as colleagues from Italy, Portugal and the United



*Seminar in Petrozavodsk, Republic of Karelia*

Kingdom. There was ample opportunity to discuss practical issues linked to the in-service training of history teachers, which the Russian authorities have made one of the priority areas for co-operation with the Council of Europe.

During the discussions special attention was paid to the question of how to involve pupils' families in the learning process. The participants presented a number of different examples of which the following were considered to be the most efficient: parents' participation in debates and in the development of school history projects; inviting parents' representatives of different nationalities to schools in order to share information on their cultural traditions; parents' involvement in the organisation of excursions and museum visits; involvement of parents in the research on family history; wide inclusion of oral history in the learning process. The representatives of the Children Educational Centre in Kizhi (Karelia) introduced an interactive programme it had prepared as part of the museum's activities. Entitled "Other cultures as seen by children"; it provides a basis for close co-

operation between schools, museums and families in a multicultural context.

Participation in the discussion on the competences required for teaching history with a view to preventing conflict was particularly enthusiastic. With the following competences considered to be the most important: tolerance and an ability to respect differences; teachers' capacity for self-development; the ability to analyse critically the results achieved and openness to new teaching methods; creativity; the capacity to identify conflict situations at an early stage and the ability to prevent their escalation; a willingness to create an atmosphere of confidence and trust in a classroom; the capacity to identify priorities and be patient in achieving goals; being an active and responsible citizen.

Professor Marianna Shakhnovich informed the participants that as from 1 September 2008, the new professional profile created at St Petersburg State University would be particularly aimed at training specialists in intercultural dialogue. This will be the first

attempt in Russia to directly integrate the principles of intercultural dialogue into initial training. Professor Shakhnovich also pointed out that this move implemented one of the recommendations made during the seminars organised in co-operation with the Council of Europe in Russia in 2007.

A lack of training in conflict resolution competences and a lack of pedagogical materials on how to teach history for conflict prevention were seen by the participants as the main difficulties facing history teachers today. They agreed that

the ideas of tolerance and cultural diversity should not only be spread widely in schools through the various subjects, but also reflected in school life as a whole, as this was the only way a new system of values and attitudes based on tolerance and mutual respect could be developed.

Evaluation of the activities was organised in an interactive way: the participants were asked to write their positive feedback on pieces of coloured paper and place them in an urn, and to put critical remarks on grey paper in a box.

The results showed that the participants particularly appreciated the concrete, practical examples given at the seminar and considered that the outcomes of the discussions could be integrated into their everyday work in the classroom

Contact:

Tatiana Milko  
tatiana.milko@coe.int



## Teaching history for reconciliation and tolerance



Council of Europe headquarters, Strasbourg, 30 June and 1 July 2008

History textbook authors, teacher trainers and officials from the Ministries of Education and Foreign Affairs from Armenia, Azerbaijan and Georgia met at the Council of Europe headquarters in Strasbourg on 30 June and 1 July 2008 for a regional seminar on *“How to teach history in schools for reconciliation and tolerance”*. The seminar was also attended by history educators from Spain, Russia and the United Kingdom, and the Georg Eckert Institute for International Textbook Research (Braunschweig) was represented by its Deputy Director, Dr Falk Pingel.

The seminar, held under the 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”*, continued a series of bilateral and regional activities for history educators from the Caucasus over the last few years. The aim of this year’s event was to discuss the methodological challenges of creating a basis for rebuilding trust through history teaching in conflict and post-conflict situations and to look at how pupils can be helped to acquire the skills necessary for strengthening the reconciliation process. Valuable input

was provided by the Directorate of Youth and Sport in the form of information on young people’s active contribution to conflict transformation in Europe.

The discussions showed that all the countries of the South Caucasus considered teacher-training issues to be of utmost importance, as the quality of teachers’ work is linked not only to the knowledge and skills acquired by pupils but also to the development of the whole system of values. Both initial and in-service training should therefore inform teachers of the most efficient teaching methods. It was noted that history educators in the South Caucasus are still facing difficulties owing to insufficient training in conflict resolution competences and a lack of pedagogical materials on how to teach history for reconciliation and tolerance.

It was pointed out that in the context of conflict resolution, NGOs and extra-curricular activities could provide valuable help by setting up direct contacts between young people from countries in conflict, which could be the first step in the conflict transformation process. Families also had a special role to play here.



Finally, authors of history textbooks were strongly encouraged to include more historical examples of good co-operation practice to show pupils the advantages of co-operative, non-violent

solutions. Particular attention should be given to the language of history textbooks so as not to create any confrontation within the learning process. As a first step it was proposed to

start preparing a teachers' handbook on "*How to teach history for reconciliation and tolerance*".

Contact:  
Tatiana Milko  
tatiana.milko@coe.int

## Norway decides to support the work of the Council of Europe in Education for Intercultural Understanding, Human Rights and Democratic Citizenship



*Holbergs Terrasse, Oslo, provisional premises of the European Wergeland Centre which will open in February 2009*



The opening of a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship - the European Wergeland Centre - by the Norwegian authorities will become a reality in February 2009. The Centre, which is being set up to promote the work of the Council of Europe in these fields, will be located in Oslo and financed by the Norwegian authorities.

After negotiations between the Council of Europe and the Norwegian authorities, on 9 July 2008 the Council of Europe's Committee of Ministers man-

dated the Secretary General to sign a co-operation agreement with the Norwegian Government regarding the Centre and its activities. The Norwegian initiative is a strong contribution to the work of the Council of Europe and a direct response to the emphasis put on education for intercultural understanding, human rights and democratic citizenship in both the 2005 Action Plan of the Heads of State and Government of the Council of Europe and the recently adopted Council of Europe White Paper on Intercultural Dialogue "Living together as equals in dignity".

The mission and purpose of the Centre are to carry out research and provide in-service training and support for the professional development of educators and teacher-training professionals in the above-mentioned domains. The Centre will also disseminate information and serve as a platform and meeting place for researchers, teachers, teacher training professionals, policy-makers and other relevant actors.

The Centre is being named after the 19th century Norwegian poet Henrik Wergeland as part of the celebrations marking the 200th anniversary of his birth.

Contact:

Ólöf Ólafsdóttir  
olof.olafsdottir@coe.int



## The Global Education contribution to Intercultural Dialogue

In 2002, the North-South Centre (NSC) organised the Maastricht Congress to work on a framework for a European strategy for improving and strengthening Global Education (GE) in Europe until 2015. This event consolidated the work

already done by the NSC to support GE by establishing networking mechanisms enabling educators from the formal and non-formal sectors to promote and share GE good practices: Global Education Week facilitated by the GEW network,

GE newsletter, the World Aware Education Award and, last but not the least, the first NSC GE reference document, the Global Education Charter.

Since then, the NSC has developed strategies for evaluation and quality assurance in GE through peer reviews and reports.

More recently, the NSC has drafted Global Education Guidelines to help educators in formal and non-formal settings implement and strengthen global education policies and practices in their respective contexts. These guidelines, produced by an expert group within the Global Education Week network, were presented during the meeting of Non-governmental Development Organisations (NGDO) on "Intercultural dialogue in development education" held under the Slovenian presidency of the European Union in June 2008.

The guidelines will also be used to develop a global education on-line training course for educators, policy-makers or media professionals. The course will include modules on human rights education, intercultural education, development education, education for sustainability, education for peace and conflict prevention.

Finally, the guidelines, together with previous education initiatives of the NSC, will provide the basis for a consultative process to be carried out by the Centre in 2008 with a view

to the adoption of a recommendation on global education in the Council of Europe member states.

The aim of the NSC's global education programme action plan for the coming years is to develop appropriate responses to the main challenges facing multicultural societies and to raise awareness of their complexities. Through its networking and training strategies targeting educators and youth, the Centre also works to promote social dialogue between Europe and its neighbours based on mutual understanding, respect and a common development agenda.



**Contact:**  
Gordana Berjan  
gordana.berjan@coe.int



**Contact:**  
Miguel Silva  
miguel.silva@coe.int

## Invitational Forum on Converging Competences: Diversity, Higher Education, and Sustainable Democracy

An invitational Global Forum, organised by the Council of Europe and the United States Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy, addressed the issue of converging competences for diversity and sustainable democracy and the role of higher education in developing these competences. The conference was hosted by the Council of Europe on 2 and 3 October 2008.

Higher education has played a key role in shaping globalisation, democratisation, and new technologies. The result of these developments is a complex, democratic world of diverse peoples with conflicting ways of seeing, knowing, and understanding. Diversity is now a reality of everyday life in work, communities and personal pursuits. Today, universities and colleges are called upon to move beyond the cultural base of a common religion, nationality, and social class to provide

knowledge and education for multiple and changing cultural contexts.

Higher education responded to changing expectations in the 20<sup>th</sup> century by embracing education for application in complex organisations, democratic citizenship, and innovation through research. Public debate often focuses on one or the other of these aspects of higher education, and from observing the debate, one can often get the impression that the competences needed to fulfil different roles in society – as citizens, economic actors or individuals pursuing personal development – are distinct rather than convergent. Therefore, in a dynamic, volatile and interconnected world where diversity across many dimensions is the norm and inequality can destabilise democracy, higher education often finds itself caught at the crossroads of what seem like competing commitments. On the one hand it clearly embraces its educational mission to advance knowledge and understanding; on the other, its civic

mission demands that it prepare students to contribute to the larger good. Meanwhile, students are driven to higher education in large part to obtain rewarding jobs when they graduate. How can colleges and universities negotiate these competing commitments? Are they in fact competing, or is this “simply” an impression created by societies that seem to find it difficult to consider multiple purposes and to keep sustained attention?

The forum on “Converging Competences: Diversity, Higher Education, and Sustainable Democracy” explored where there are convergences across goals for higher education – learning and research, diversity literacies, civic-mindedness, and preparation for work in a fast-changing, global environment. We proposed that rather than competing, these four commitments can actually strengthen and illuminate one another. The forum highlighted examples of how higher education has begun to

understand and align these converging competences, while also providing the structures, teaching methods, curricula, and opportunities for students to apply their knowledge in real world situations. We aimed to explore how converging competences may be developed through curricula and non-curricular programs, governance, and other opportunities.



Contact:

Jean-Philippe Restoueix  
jean-philippe.restoueix@coe.int

## Constructing a reference framework for competences geared to enhancing diversity

In 2008, the cities of Graz, Nicosia, Sofia and Tallinn hosted the debates organised by the Council of Europe under the second phase of its project “Policies and practices for teaching socio-cultural diversity”.

Given the main aim of this second phase, which was to devise a reference frame of competences for young teachers with an eye to enhancing diversity at school, the project group, chaired by Professor Anne Lise Arnesen (Østfold University College, Faculty of Education, Norway), decided to involve a number of universities and teacher training centres in this work by means of four thematic Consultation Tables.

The first Consultation Table was held on 21 and 22 February 2008 at the European Centre for Modern Languages in Graz (Austria) on the theme of “Language diversity and new teachers’ competences”. This event had the support of the Austrian Federal Ministry of Education, the Arts and Culture as well



*The Council of Europe project group “Policies and practices for teaching socio-cultural diversity”. From left to right : Villano Qiriaz, Lia Tsitsuashvili, Elisabeth Furch, Bernard Dumont, Anne-Lise Arnesen, Siyka Chavdarova Kostova, Julie Allan, Angelos Vallianatos et Karmen Trasberg.*

as the *Pädagogischen Hochschulen* of Carinthia and Vienna. National co-ordination was ensured by the Austrian member of the Council of Europe project group, Professor Elisabeth Furch (*Pädagogische Hochschule*, Vienna).

Discussions centred on the Austrian experience in the field of teacher education in diversity, and a number of inno-

vative initiatives were examined, eg *The SCOLION on-line teacher training platform*, *TRIO – a trilingual magazine for primary schoolchildren*, *Teaching indigenous minorities in Burgenland*, and *The surprises of language diversity in Austrian classrooms – the results of research*.

This Consultation Table provided the Council of Europe project group with an



opportunity to submit its work on devising the reference frame of competences on diversity for consideration to various field workers, including Austrian teachers, trainers and researchers. The participants paid particular attention to the descriptions of competences relating to developing positive communication strategies in the classroom.

The second Consultation Table took place in Nicosia (Cyprus) on 5 and 6 June 2008, attended by teachers and trainers from Cyprus and Greece, who discussed the theme of “Social inclusion and teachers’ competence in education for diversity”. This event had the support of the Cypriot Ministry of Education and Culture, with particular backing from the Cypriot Pedagogical Institute, while the co-ordination work was directed by the Cypriot member of the Council of Europe project group, Dr Pavlina Hadjithiodoulou-Loizidou (Pedagogical Institute, Nicosia).

An examination of the current situation of diversity and social inclusion in Cyprus was followed by the presentation of a series of case studies and examples of best practice, including the case study on *The Phaneromeni schools in Nicosia*, which operate in an education priority zone; research projects by Greek and Cypriot academics on the role of teachers’ competences on identity, diversity and social inclusion; the studies entitled “Deconstructing television representations as a resource for intercultural education and Intercultural education week: an experimental approach to diversity in initial teacher training”.

The participants also had an opportunity to discuss the competences proposed by the Council of Europe’s project group, including those relating to the construction of knowledge in the field of socio-cultural diversity and intercultural communication and awareness competences. They stressed that competences should not be considered as a miracle solution for addressing, managing and

promoting diversity, but should also be tailored to the social and historical context and to questions of social justice, equality and success for *all* the pupils in a given school.

After the discussions, specific recommendations were drawn up for the Council of Europe project group concerning the initial structure of the reference frame of competences. The group also decided to launch an *On-line Co-operation Platform* so that all the participants could become involved in the work of finalising the reference frame.

“Ethnic and cultural diversity and teachers’ competences” was the theme of the third Consultation Table, which took place from 25 to 27 September 2008 in Sofia (Bulgaria), with the support of the Ministry of Education and Science and the Faculty of Pedagogy of the St Kliment Ohridski University. The work was co-ordinated at the national level by Associate Professor Siyka Chavdarova-Kostova (Sofia University, Faculty of Pedagogy, Head of Chair “Theory of Education”), the Bulgarian member of the Council of Europe project group.

During the discussions it was stressed that effective pedagogical preparation of teachers for working in multicultural school environments largely depended on optimum co-operation among the universities and the public authorities. Competences on diversity and the principles and concepts should be part of the national strategy and the reforms launched in the education sector.

The discussions were enriched with the results of the case studies on “Teacher training in ethnic and cultural diversity – the cases of the Shumen University and the University of the South-West and Students’ active role in conducting practical work experience in multicultural environments during their university careers”. In the group discussions, the emphasis was placed on the need for more practical work by future teachers

in schools that represent the different types of diversity.

The series of Consultation Tables closed in Tallinn (Estonia) with the fourth Table, which took place on 15 and 16 October 2008, on the theme “Diversity and induction for new teachers”, with the support of the Ministry of Education and the University of Tartu. The work was co-ordinated at the national level by Prof. Karmen Trasberg (University of Tartu, Head of Department of Foreign Languages).

This last Consultation Table enabled the experts and project group members to consider questions arising out of the practical application of competences during induction periods for new teachers, in the light of the results obtained from special programmes implemented in a number of Nordic countries (Sweden, Norway and Finland) and the Baltic states (Estonia, Latvia and Lithuania).

Drawing the conclusions from this last Table, Prof. Julie Allan (University of Stirling, Scotland, UK) stressed that the most important lesson learnt by the project group from its work in 2008 was the added value that could be derived from pooling the experience of experts, teachers, trainers and researchers from all the participating countries; it was by combining their different approaches to the problems that the group had been able to build up a reference frame of competences, which it hoped would be implemented in initial teacher training programmes in a good number of European countries.



Contact:

Villano Qiriazhi  
villano.qiriazhi@coe.int



# New joint education project launched in Kosovo<sup>1</sup>



*Main square in Pristina «Rilidija»*

With 50% of the population of Kosovo under 25 years of age, education is a top priority for officials, parents and children – indeed the future of Kosovo and the region depends on it.

The Council of Europe and the European Commission have therefore decided to launch a major joint programme to support education reforms in Kosovo. The aim of the three-year, 1.5 million project entitled ‘Education in Kosovo – Inter-culturalism and the Bologna Process’ will be to set up sustainable conditions for strengthening intercultural understanding among all communities in Kosovo. The project will be implemented throughout Kosovo and involve all public and private schools and universities.

The main objective is to support primary, secondary and higher education

reforms in Kosovo taking account of European standards and best practice, which will further facilitate the de facto integration of Kosovo into the Bologna Process. Through the standards, inter-governmental approach and monitoring mechanisms it has developed, the Council of Europe is in a unique position to do this. The project will focus on seven core areas of the Council of Europe’s work in education: legislation, democratic citizenship and human rights education, teacher training, the teaching of Roma culture, history teaching, language policies and higher education.

The project will be managed by Emir Adzovic assisted by Hatixhe Ramosaj at the Council of Europe Pristina office. As the project touches upon all areas of the Directorate of Education and



*EDC South East Europe Network, Zagreb, June 2008*

Languages, a task force of administrators will provide ongoing support and advice. The project will end in June 2011.



**Contact:**  
Sarah Keating  
sarah.keating@coe.int

1. All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

## Core competences for Education for Democratic Citizenship: a new tool for teachers

As any student will know, the success of an education system depends largely upon good teachers. When promoting democratic citizenship and human rights through active, participatory learning, the role of teachers is particularly crucial.

This is why, at the 22nd Session of their Standing Conference in Istanbul in May 2007, the European Ministers of Education cited citizenship competence as one of five major competences required to promote democratic culture and social cohesion, and asked the Council of Europe to support development of these competences.

Responding to this request, the Division for Citizenship and Human Rights Education appointed seven experts to develop a new tool for teachers and teacher trainers of all disciplines. Over the course of a year, the team drew on the rich array of materials developed by the Council of Europe's programme for Education for Democratic Citizenship (EDC) over the last decade and developed a user-friendly tool presenting fifteen competences grouped into four clusters. Within each competence, a progression chart helps teachers and trainers to determine where they stand in their professional practice and identify the improvements they can make.

The tool benefited from a series of consultations, notably with the EDC/HRE Co-ordinators and the Pestazlozzi training programme for teacher educators and multipliers. The fourth Regional EDC Networking Conference for South East Europe, held in Zagreb in June 2008 in co-operation with the the Ministry of Science, Education and Sport of Croatia and the Education Reform Initiative in South Eastern Europe (ERI-SEE) provided particularly valuable input.

The new tool, to be entitled 'Empowering Teachers: Core competences for Education for Democratic Citizenship', is to be published in early 2009.

Contact:

Sarah Keating  
sarah.keating@coe.int

## One hundred examples of good practice in human rights education

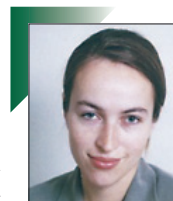
One hundred examples of good practice in the member states of the Organization for Security and Co-operation in Europe (OSCE) are to be published in a "Compendium of good practices in human rights education in the school system, including citizenship education and education for mutual respect and understanding". The publication is seen as a tool for policy makers, educational administrators, teachers, teacher trainers, non-formal educators and others involved in human rights education.

The projects chosen for the compendium illustrate the broad range of contexts in which human rights education is being practised. The examples fall under five headings: "Policies and curricula", "The learning environment", "Teaching and learning practices and tools", "Professional development", "Evaluation and assessment". The compendium will be published in English, French and Russian and made available in hard copy (with a CD-ROM included), as a stand-alone CD-ROM and as an on-line resource.

The compendium is being produced jointly by the OSCE Office for Democratic Institutions and Human Rights (ODIHR), the Council of Europe, the United Nations Office of the High Commissioner for Human Rights (OHCHR) and the United Nations Educational, Scientific and Cultural Organization UNESCO. The partner organisations have commissioned Human Rights Education Associates (HREA) to collect the good practices and to co-ordinate work on the final product. Publication is set for March 2009.

Contact:

Yulia Pererva  
yulia.pererva@coe.int





# “Exploring Children’s Rights – nine short projects for primary level” to be used in schools in “the former Yugoslav Republic of Macedonia”

Further to the Memorandum of Understanding signed in September 2007 between the Council of Europe Information Office in Skopje and the Ministry of Education and Science of “the former Yugoslav Republic of Macedonia”, the Council of Europe has launched an initiative to assist the authorities in education reform. The first stage involved the translation of the Council of Europe’s “Exploring Children’s Rights – nine short projects for primary level” into the languages used in the country’s schools, the adaptation and piloting of other materials from the Education Directorate’s ‘EDC Pack’ and the establishment of a group of teacher trainers, who tested the materials in schools and provided recommendations on how the pack could be incorporated into the education system.

This piloting work was carried out through the network of teacher trainers set up by the OSCE (Organization for Security and Co-operation in Europe) Mission to Skopje, who had themselves been trained by Council of Europe experts as part of a previous project. For this exercise, the network was

strengthened by a team of pedagogical advisers selected by the Bureau for the Development of Education.

As a result, the manual “Exploring Children’s Rights – nine short projects for primary level”, as adapted to suit the needs of the local school system, was formally presented to the authorities at the fifth joint seminar organised by the Education Directorate’s Division for Citizenship and Human Rights Education (with the assistance of the Skopje Information Office) and the Bureau for the Development of Education in “the former Yugoslav Republic of Macedonia”, which was held in Ohrid on 21 and 22 June 2008. The manual is currently being printed in Macedonian and Albanian ready for distribution in schools.

Following a request by the education authorities, the Council of Europe’s experts also worked with the group of teacher trainers and the team of six pedagogical advisers to institutionalise the materials in the schools and draw up guidelines for introducing sustainable mechanisms of teacher training in children’s rights education in the country.



*Macedonian and Albanian versions of the manual*

The Council of Europe’s “Exploring Children’s Rights – nine short projects for primary level”, an integral part of the ‘EDC Pack’, has already been translated into German, Russian, Bosnian, Croatian, Serbian, Macedonian and Albanian. Translations into other languages are under way. The material can be obtained through the Council of Europe’s web catalogue or downloaded from the local web sites of the Council of Europe.



**Contact:**

Emir Adzovic  
emir.adzovic@coe.int

## 13th meeting of the EDC Coordinators

The EDC/HRE Coordinators<sup>1</sup> met for the 13th time in Budapest on 29-30 April 2008. The coordinators’ network, set up in 2001, is composed of one representative of each member state of the Council of Europe. The network meets twice a year, each time in a diffe-

rent country, where the meeting is usually hosted by the authorities. This time, the meeting was hosted by the Council of Europe Youth Centre in Budapest in co-operation with the Hungarian Ministry of Education and Culture.

The work of the Coordinators and their co-operation is extremely important for the promotion of education for democratic citizenship and human rights in Europe. As emphasised by Bojka Djukanovic (Montenegro) in her conclusion to the meeting, the Coordinators

1. Education for Democratic Citizenship / Human Rights Education



are now a strong “family”, having built effective links among themselves which allow for direct contacts and mutual assistance when needed.

As usual, the Coordinators began by exchanging information about what has happened in their respective countries with regard to education for democratic citizenship and human rights, and discussing specific questions such as curricula matters and teacher education. The country reports proved that there is general progress in this field, some results being quite impressive, others more modest. The situations and experiences in the various countries may be different but co-operation within the framework of the Council of Europe means that the vision and objectives are very similar. Sub-networks also meet regularly with the support of the Council of Europe. One of these brings together the countries of South-East Europe, another one the Nordic countries, and a further network has been set up by a few countries in the Baltic and the Black Sea regions. These networks enable the

participating countries to target their work better, as does bilateral co-operation between some of the Coordinators.

The Coordinators do not work only on the situations in their own countries – they also help the Council of Europe and its Steering Committee for Education to define their policy with regard to education for democratic citizenship and human rights. This is why part of the meeting was devoted to the examination of two major projects of the EDC/HRE programme: the preparation of a draft framework policy document on EDC/HRE, which has been requested by the Steering Committee, and the draft of a new tool on EDC/HRE core competences for teachers. The Coordinators gave useful comments on the preparation of the policy document and extensive advice for the finalisation of the tool on the core competences.

At the end of the meeting, the network adopted a statement warmly welcoming the initiative of the Norwegian government, in collaboration with the Council

of Europe, to establish a new European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship in Oslo (see page 5).

It is truly a great pleasure to work with the EDC/HRE coordinators as was confirmed at the meeting held in Vienna, from 15 to 17 November 2008, at the invitation of the Austrian authorities.



Contact:

Ólöf Ólafsdóttir  
olof.olafsdottir@coe.int

## The linguistic integration of adult migrants



*The European Day of Languages*

The Language Policy Division and the Migration Division, with support from the Irish and Luxembourg authorities, jointly organised an intergovernmental seminar on the linguistic integration of adult migrants, which was held at the Council of Europe headquarters in Strasbourg on 27 and 28 June. The seminar, which participants agreed was a great success, was designed for officials responsible for language policies for adult migrants.

The aim was to enable a wide discussion on language policies for integration and to examine how the principles set out in the Council of Europe's Common European Framework of Reference for Languages (CEFR) can best meet the needs of member states, in particular with regard to language training and testing.

A growing number of member states are developing specific language requirements for persons seeking resident or citizenship status, and applicants are being increasingly frequently required to take tests on their knowledge of the language and society of the host country. Language training and testing is generally based on the competence levels contained in the CEFR, and the level or levels required can vary from one country to another.

At the beginning of 2008, in preparation for the seminar, a survey was conducted to get an overview of the main developments and trends in the member states regarding language requirements, including training and testing of knowledge of

the language and the society of the host country. An analytic summary of the results was presented at the seminar and is now available on-line (see the annotated programme of the seminar in the Events sections on the Language Policy Division's website: [www.coe.int/lang](http://www.coe.int/lang)).

A series of thematic and case studies commissioned for the seminar in order to identify the issues and enable the participants to prepare for the discussions are also available on-line.

### What languages for Europe ?

As part of the events organised to mark the French presidency of the European Union, a conference on multilingualism – 'les États généraux du multilinguisme' – with the theme 'What languages for Europe?' was held in

Paris on 26 September, the European Day of Languages. During the conference, Mr Leonard Orban, European Commissioner for Multilingualism, presented a number of measures that the European Union wishes to imple-

ment in this field. Joseph Sheils, Head of the Department of Language Education and Policy of the Council of Europe, was invited to present the Organisation's work on language policy at this event.

Contact:

Philia Thalgott  
[philia.thalgott@coe.int](mailto:philia.thalgott@coe.int)



## Euro-Arab Days for a better mutual understanding: history, languages, media and intercultural challenges

On 27 and 28 October 2008, a joint conference between the Arab League Educational, Cultural and Scientific Organisation (ALECSO) and the Council of Europe took place in Tunis on the theme "Euro-Arab Days for a better mutual understanding : history, languages, media and intercultural challenges". Devoted to the co-operation that the two organisations have established in the areas of language policy, history teaching and media, the conference aimed to take stock of the results achieved and to define future prospects. Comprising Arab and European experts, but also a wide audience of decision makers and practitioners representing the Arab League countries, the 200 or so participants helped the Council of Europe and ALECSO to set new courses for co-operation and identify projects for joint implementation

For the Council of Europe, this conference was an opportunity to reassert that intercultural dialogue and education is the mainstay of the co-operation with ALECSO. Drawing inspiration from the guidelines set by the White Paper on Intercultural Dialogue : "Living together as equals in dignity" adopted by the Committee of Ministers in May 2008, it was also an opportunity to propose concrete actions and projects for joint implementation in the fields of languages, history teaching and media, with a view to fostering mutual understanding and respect between Europe and the Arab world.



Opening session

From left to right: Gabriele Mazza, Director of Education and Languages (Council of Europe), Lazhar Bououni, Minister of Higher Education, Scientific Research and Technology of the Republic of Tunisia, Mongi Bousnina, Director General (ALECSO), Claude Frey, President of the Executive Board of the North-South Centre (Council of Europe)

In the area of languages, the tools developed by the Language Policy Division of the Council of Europe, such as the Common European Framework of Reference for Languages (CEFR) or the European Language Portfolio (ELP), should be promoted in order to facilitate the adoption of plurilingualism at all levels of learning in the Arab world. In the same way, the expertise of the European Centre for Modern Languages (Graz) should be availed of in order to strengthen teacher-training programmes, particularly with regard to the management of the intercultural dimension underlying language teaching and learning. In the field of history teaching, it was



Round Table "History Teaching"

proposed to devise pluricultural teaching materials common to Europe and the Arab world, on examples of positive historical interactions. Finally, in the media field, it was proposed to create common workspaces for journalists and researchers, with a view to building mechanisms aimed at fostering intercultural dialogue. For the three thematic areas, the participants proposed to strengthen the education professionals' training programmes

For the Council of Europe, represented by the Directorate of Education and Languages and the North-South Centre, Lisbon, this event was an opportunity to assess the results of



Round Table "Language Policy"

three years of co-operation, as well as to identify a new programme of activity supporting the memorandum of understanding between ALECSO and the Council of Europe signed in 2005 and covering areas such as education, culture and cultural and natural heritage and youth policy.

Contact:

Pierre Masson  
pierre.massont@coe.int



## Flash info

- 4th Ministerial Seminar from 5 to 7 November 2008 in Nuremberg and Dachau on "Teaching remembrance: for a Europe of freedom and rule of law".



Dachau

As for the former seminars, the aim was to go to authentic memorial sites with the European Ministers of Education in order to give considerable impetus to the strengthening of the ethos of remembrance among European citizens and the promotion of tolerance, mutual understanding and intercultural dialogue, in particular through teaching in schools.

- **Linguistic diversity is an asset for schools!**  
"Linguistic diversity in contemporary European societies is a fact. The challenge for modern educational systems is to find ways of exploiting people's plurilingualism", said David Little, Council of Europe expert at the Graz European Centre for

Modern Languages at the end of a workshop gathering language educators from 27 countries. The concluded, "The ability to communicate, at various levels of proficiency, in two or more languages is to the benefit of social cohesion, cultural development and economic growth."

Practical ways of responding effectively to the challenge were discussed by language educators from 25 European countries and two states with observer status at the Council of Europe – Canada and Japan – during a workshop organised at the European Centre for Modern Languages in Graz within its new medium term programme "Empowering Language Professionals". Participants in the workshop exchanged ideas and presented projects that have successfully integrated all languages used by pupils into an innovative whole-school concept of language education supported by the coherent adoption of the Council of Europe's European Language Portfolio.

See also: <http://elp-wsu.ecml.at>

## Books in brief

*White Paper on Intercultural Dialogue: "Living together as equals in dignity"*, which was adopted by the Committee of Ministers in May 2008 <sup>1</sup>.

1. [www.coe.int/dialogue](http://www.coe.int/dialogue)





# Calendar of events - non exhaustive

## September

|                              |   |
|------------------------------|---|
| 7-13, Cracow,<br>Poland      | European Workshops of "Pestalozzi" Programme:<br>Auschwitz - Remembering for the Future*<br>Contact: Hélène Schmidt   |
| 8, Strasbourg,<br>France     | Second meeting of the working group on the<br>Framework Policy document on EDC/HRE,<br>Contact: Ólöf Ólafsdóttir  |
| 8-9, Yerevan,<br>Armenia     | Council of Europe Conference on Qualifications<br>Frameworks<br>Contact: Katia Dolgova  |
| 8-9, Strasbourg,<br>France   | Co-ordination Meeting on a transversal study on<br>Language Education Policy Profiles<br>Contact: Philia Thalgott   |
| 15-16, Strasbourg,<br>France | Meeting of the Bureau of the Steering Committee<br>for Education (CDED)<br>Contact: Villano Qiriazzi  |
| 15-16, Strasbourg,<br>France | Second meeting of the working group on key issues<br>for policy makers in EDC/HRE.<br>Contact: Yulia Pererva  |
| 19-20, Strasbourg,<br>France | Working group meeting on sharing of experiences<br>in EDC/HRE between Higher/Primary<br>Secondary Education.<br>Contact: Sarah Keating  |
| 25-26, Baku,<br>Azerbaijan   | Training Workshops on "Teaching about religious<br>and cultural diversity: classroom development and<br>whole school approach" and " Intercultural<br>education: implementing innovative methods and<br>tools to promote education for mutual respect and<br>tolerance".<br>Contact: Natia Jgenti |
| 25 – 26, Lisbon,<br>Portugal | Seminar on "Images of the other in History teaching<br>– the role of history teaching institutions in the<br>North and global South"<br>Contact: Jean-Pierre Titz   |
| 25 – 27, Faros,<br>Ukraine   | Seminar on "New methods in teaching history in a<br>multicultural society"<br>Contact: Tatiana Milko  |
| 25-27, Sofia,<br>Bulgaria    | Third Consultation Table on Competences for<br>teaching socio-cultural diversity<br>Contact: Villano Qiriazzi   |
| 26, Strasbourg,<br>France    | European Day of Languages<br>Contact: Philia Thalgott   |

## October...

|                            |  |
|----------------------------|--|
| 1-5, Tampere,<br>Finland   | European Workshops of "Pestalozzi" Programme:<br>Supporting teaching in a multicultural School*<br>Contact: Hélène Schmidt |
| 2-3, Strasbourg,<br>France | Forum on Higher Education and Democratic<br>Culture<br>Contact: Jean-Philippe Restoueix                                    |

## October (continued)

|                                      |  |
|--------------------------------------|--|
| 6-7, Strasbourg,                     | "Languages of schooling within a European<br>Framework for Languages of Education" –<br>Working Group<br>Contact: Philia Thalgott  |
| 6-9, Udine,<br>Italy                 | European Workshops of "Pestalozzi" Programme:<br>Europa, tra confini e identità*<br>Contact: Hélène Schmidt  |
| 6-10, Bad Wildbad,<br>Germany        | European Workshops of "Pestalozzi" Programme:<br>121* Séminaire européen: Les rôles respectifs des<br>enseignants et des parents dans l'éducation<br>pré-scolaire et primaire*<br>Contact: Mechthilde Fuhrer |
| 9-10, Strasbourg,<br>France          | Forum on "Civic Partnerships for Citizenship and<br>Human Rights Education"<br>Contact: Yulia Pererva  |
| 13-18, Estonia                       | <i>Language Education Policy Profile: Estonia</i> - Study<br>visit of the Council of Europe Experts Group<br>Contact: Philia Thalgott  |
| 14-15, Paris,<br>France              | OECD : Group of Experts on the Education of<br>Migrants<br>Contact: Philia Thalgott  |
| 14-16, Tallinn,<br>Estonia           | 4th Consultation Table on Competences for<br>teaching socio-cultural diversity<br>Contact: Villano Qiriazzi  |
| 15-16, Armenia,                      | Training workshop on "Combating prejudice and<br>stereotyping through cross curricular and<br>multiperspective teaching and learning approaches".<br>Contact: Natia Jgenti                                   |
| 15-17, Timisoara,<br>Romania         | European Workshops of "Pestalozzi" Programme:<br>Tools for improving the practice of Roma school<br>mediators and assistants<br>Contact: Aurora Ailincă  |
| 20-24, Barcelona,<br>Spain           | European Workshops of "Pestalozzi" Programme:<br>Las Escuelas : Espacios de Paz y Convivencia*<br>Contact: Hélène Schmidt  |
| 21-22, Moscow,<br>Russian Federation | Regional Seminar on languages of schooling<br>Contact: Philia Thalgott   |
| 27-31, Antalya,<br>Turkey            | European Workshops of "Pestalozzi" Programme:<br>New Approaches to History Teaching*<br>Contact: Hélène Schmidt  |
| 29/10-1/11, Oslo,<br>Norway          | European Workshops of "Pestalozzi" Programme:<br>Interculturalism, Democracy and Human Rights in<br>Education*<br>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 – (continued)

## November...

|                                       |   |
|---------------------------------------|---|
| 3, Strasbourg,<br>France              | Third meeting of the working group on the Framework Policy document on EDC/HRE<br>Contact: Ólöf Ólafsdóttir   |
| 4, Tirana,<br>Albania                 | Fifth South East Europe EDC/HRE networking Conference, Tirana, Albania.<br>Contact: Sarah Keating   |
| 5-7, Nuremberg<br>and Dachau, Germany | Fourth ministerial seminar on «Teaching Remembrance for a Europe of Freedom and Rule of Law»<br>Contact: Carole Reich                                       |
| 6-7, Stockholm,<br>Sweden             | Human Rights Forum of the Swedish Presidency of the Council of Europe<br>Contact : Ólöf Ólafsdóttir   |
| 7-9, Tirana,<br>Albania               | European Workshops of “Pestalozzi” Programme: Plurilinguismo, diversità, cittadinanza* / Plurilinguisme, diversité, citoyenneté*<br>Contact: Hélène Schmidt |
| 9-12, Bled,<br>Slovenia               | European Workshops of “Pestalozzi” Programme: Exercising the Children’s Rights in kindergarten*<br>Contact: Hélène Schmidt                                  |
| 12-14, Zagreb,<br>Croatia             | European Workshops of “Pestalozzi” Programme: Pre-school curriculum harmonised with universal human values*<br>Contact: Hélène Schmidt                      |
| 15-17, Vienna,<br>Austria             | Fourteen meeting of the EDC/HRE coordinators<br>Contact: Ólöf Ólafsdóttir   |
| 17-21, Bad Wildbad,<br>Germany        | European Workshops of “Pestalozzi” Programme: 122. Europäisches Seminar: Europäische Dimension in der Literatur*<br>Contact: Mechthilde Fuhrer              |
| 20-21, Oslo,<br>Norway                | Pestalozzi network of trainers<br>Contact: Josef Huber  |
| 20-22, Prague,<br>Czech Republic      | 5th Prague Forum “The Right to Quality Education”<br>Contact: Villano Qiriazzi  |
| 24-26, Strasbourg,<br>France          | European Language Portfolio - European Validation Committee<br>Contact: Philia Thalgott   |

## November (continued)

|   |   |
|---|---|
| 27 – 28, Tbilisi,<br>Georgia                    | Bologna seminar on Qualification frameworks<br>Contact: Jean-Philippe Restoueix   |
| 27-28, Strasbourg,<br>France                    | Seminar on the introduction of a Curriculum Framework for the teaching of the Romani language addressed to all States concerned<br>Contact: Philia Thalgott |
| 30 November –<br>1 December<br>Istanbul, Turkey | Symposium on “Globalisation and Images of the Other: challenges and new perspectives for History Teaching in Europe?”<br>Contact: Jean-Pierre Titz          |

## December

|                            |  |
|----------------------------|--|
| 1, Strasbourg,<br>France   | <i>Language Education Policy Profile: Armenia</i> – Meeting of the group of experts of the Council of Europe Experts Group<br>Contact: Philia Thalgott   |
| 4-5, Strasbourg,<br>France | Meeting of the Bureau of the Steering Committee for Education (CDED)<br>Contact: Villano Qiriazzi  |
| 8-12, Uppsala,<br>Sweden   | European Workshops of “Pestalozzi” Programme: Sustainable Development a basic condition for Human Rights ? Teaching and Learning*<br>Contact: Hélène Schmidt   |
| 8-12, Nicosia,<br>Cyprus   | European Workshops of “Pestalozzi” Programme: Teaching, managing and enhancing diversity : intercultural education approaches and challenges in the curriculum and the hidden curriculum*<br>Contact: Hélène Schmidt |
| 11-13, Vienna,<br>Austria  | European Workshops of “Pestalozzi” Programme: Teaching and Learning about National Socialism and the Holocaust - An International Comparison*<br>Contact: Hélène Schmidt   |
| 12-13, Lisbon,<br>Portugal | Euro-Arab ministerial seminar on higher education<br>Contact: Katia Dolgova  |

\* 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

Come surf with us on <http://www.coe.int> and have access to information on a wide range of Council of Europe activities and publications on education, culture and the cultural heritage.

All Education Directorate officials can be contacted by fax (+33 (0)3 88 41 27 06), by post (c/o DG IV, Directorate of School, Out-of School and Higher Education, Council of Europe, F - 67075 Strasbourg Cedex, France) or e-mail ([name.surname@coe.int](mailto:name.surname@coe.int)).

Books published by the Council of Europe can be ordered from Council of Europe Publishing:

Tel.: +33 (0)3 88 41 25 81 – Fax: +33 (0)3 88 41 39 10 – E-mail: [publishing@coe.int](mailto:publishing@coe.int) – (website: <http://book.coe.int>)

Unless otherwise stated, illustrations are provided by the Council of Europe photographic and audiovisual department.

Opinions expressed in this newsletter do not necessarily reflect the official policy of the Council of Europe or of its Secretariat.

Editorial and co-ordinating team:  
Fax: +33 (0)3 88 41 27 06  
E-mail: [Bulletin.Education@coe.int](mailto:Bulletin.Education@coe.int)

Christopher Reynolds



and Christiane Yiannakis

