

# Education Newsletter



## Editorial

*A diamond is a mysterious thing. When first found, its splendour may not be apparent; only the experienced eye can detect its potential and see what it might become with patience and skill. Yet once cut it is beautiful and radiant, symbolising purity and eternity. A diamond also traditionally represents an anniversary of sixty years.*

*For sixty years the Council of Europe has promoted and defended human rights, democracy and the rule of law, and this remains its priority objective. But these rights and values do not exist in a vacuum and the recognition of their fundamental importance and meaning should not be taken for granted. They are goals that have to be understood and achieved by every new generation if Europe is to remain united. Such unity depends to a large extent on the ability of our societies to engage in intercultural dialogue and acknowledge the intrinsic value of education as a human right and a powerful contribution to social cohesion and inclusion.*

*Accordingly, the aim of the Education Directorate for the years to come is to develop this vision of the unifying role of education. The coherence of the Council of Europe's work in the educational field and the continuity of its effort have meant that it has not had to recreate itself in order to respond to the various post-war situations that have arisen. It is this philosophical consistency that has enabled the Organisation to respond to the fall of the Berlin Wall and the threat of terrorism. The cement that binds its actions is the strong belief that citizens and groups have duties and responsibilities to one another, that there is a moral dimension to environmental issues and economic crises, and that the key to a peaceful future lies in every individual's access to quality education that enables and stimulates personal development, identity building, critical thinking and the discovery of other values and attitudes, whether born in faith or in culture.*



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*These concepts permeate all disciplines and all ages, they are the stuff of education for democratic citizenship and lifelong learning. Like a diamond, they are valuable and enduring. But also like a diamond, they have many facets and each change of light and perspective creates new visions and provokes fresh responses.*

*"Youth means a temperamental predominance of courage over timidity of the appetite, for adventure over the love of ease. This often exists in a man of sixty more than a boy of twenty. Nobody grows old merely by a number of years. We grow old by deserting our ideals."*<sup>1</sup>

Gabriele Mazza

1. Samuel Ullman (1840–1924), American businessman, poet and humanitarian.

## The New Education Programme for 2010-2014: Education for intercultural understanding, human rights and democratic culture

In March 2009, the Steering Committee for Education and the Steering Committee for Higher Education and Research adopted a new mid-term education programme for the Council of Europe.

### *Why a new programme on education for the Council of Europe?*

In 2009, several activities in the field of education will come to an end and others will benefit from reformulation and renewal. This is therefore a perfect moment to strengthen the work of the Directorate of Education and Languages and show how education is crucial to upholding and fostering the core values of the Organisation: human rights, democracy and the rule of law. At the same time, following the adoption of the White Paper on Intercultural Dialogue by the Committee of Ministers in May 2008, there is a need to put a special focus on education for intercultural understanding in the coming years.

### *What is the programme about?*

There are four main clusters in the programme:

- *Promoting social inclusion and combating discrimination in and through education* – this part deals with the right to quality education for all, with a focus on intercultural and plurilingual education, the rights of vulnerable groups and public responsibility for providing inclusive quality education.
- *Education for the promotion of the core values of the Council of Europe* – this part of the programme supports and promotes the Council of Europe's work in its main fields: democracy, human rights and the rule of law, through education for democratic citizenship and human rights. It is based on the conviction that education for human rights and democracy is an important tool for preventing human rights violations. It aims, in particular, at enhancing the competences of education professionals in these fields.

- *Education for intercultural understanding and sustainable democracies* – the main aim of this part of the programme is to transform into reality the principles and orientations of the White Paper for Intercultural Dialogue. It focuses on intercultural education and exchanges, history teaching through the examination of shared histories for a Europe without dividing lines and education for the prevention of crimes against humanity and remembrance of the Holocaust.
- *Higher education for a Europe of values* – this part of the programme aims at strengthening the European Higher Education Area beyond 2010 and focus on the roles and responsibilities of public authorities in promoting the basic values of higher education in Europe – in particular academic freedom, institutional autonomy and student participation – as well as transparency in higher education.

In addition, the transversal project for the training of education professionals – the Pestalozzi Programme – will continue to offer support to member states in their endeavour to implement Council of Europe standards and recommendations in education by training trainers, teachers and other educational staff.

### *What is the added value of a new education programme for the Council of Europe?*

First of all, there is a need to ensure a coherent vision of education policies within the Council of Europe. This is why the

programme covers all levels of education, in a lifelong-learning perspective, from pre-primary and primary to higher education, including the continuing education of adults.

Second, the programme sets out a clear vision of the specificity of the Council of Europe's work in the field of education compared to other international organisations working in this field.

Third, today's context prompts the Organisation to focus on education for a values-based society. In times of economic crisis, it is necessary to ensure the right of everyone to quality education, to value and exploit diversity, to promote human rights, solidarity, democratic culture and social responsibility.

Fourth, it will look into how to provide education for the diverse, complex societies of today. How can learners be provided with the knowledge, skills, understanding, abilities and attitudes they need? What should public responsibility be in this respect?

The new programme will be finalised in the coming months – and will hopefully receive strong support from the next Council of Europe Conference of Ministers of Education, which will take place in Slovenia in May 2010.

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## **“Learning and living democracy for all” – Council of Europe Programme promoting citizenship and human rights education**

The year 2009 will have been very intense from the perspective of education for democratic citizenship and human rights (EDC/HRE). Not only was it declared by the UN the International Year of Human Rights Learning, but it is also a time for stocktaking and reflection. The First Phase of the UN World Programme for Human Rights Education will be concluded (2005-2009). The Council of Europe Programme “Learning and living democracy for all” (2006-2009) will also draw to a close. So, what can we learn from what has been done, and where can we go from here?

Many Council of Europe member states have reported significant developments in the field of EDC/HRE, often inspired by and based on guidance provided by this Organisation. To mention but a few examples, education for citizenship has been introduced into the curriculum in Spain, both as a subject and as a key competence; in Bosnia and Herzegovina, all teachers of the subject “human rights and democracy” have completed a certification process; and the Czech Republic has conducted a detailed analysis of the incorporation of EDC/HRE into secondary-school curricula. Significant progress has been made in

many other countries, but it is also clear that a lot more remains to be done.

The diversity of situations in European countries makes it impossible to apply a “one-size-fits-all” approach and the Council of Europe has focused on developing a broad common framework, supplementing it with country-specific programmes whenever possible and providing opportunities for sharing and co-operation. Close contacts have been essential from this perspective, and the network of EDC/HRE coordinators – officially nominated representatives of member states – has steadily gained in influence over the past decade.





Thomas Hammarberg, Commissioner for Human Rights, opening speech of the 15th meeting of the EDC/HRE coordinators - Strasbourg, 30-31 March 2009

It has also become increasingly clear that many different people – such as education professionals, ministry officials, parliamentarians, local authorities, schoolchildren, parents and NGO and media representatives – need to take action if EDC/HRE is to be effective. The Council of Europe helps to bring such groups of people together and develops guidelines for action. For example, the “EDC/HRE Pack”, a set of practical manuals for various audiences, covers topics from the democratic governance of educational institutions to teacher training and quality assurance.

One of the major obstacles to the effective promotion of EDC/HRE – as of many other forms of value education – is that it is often seen as “optional” and on the margins of what is considered to be the “hard core” of school education. While curricula are overloaded with information, the value of EDC/HRE

for young people’s success in life and for the well-being of society as a whole tends to be underestimated. Such lack of vision might sometimes result in policy declarations not being supported by practical measures. Awareness raising therefore remains an important priority for future action.

Scarce resources have been a challenge for the Programme, which has ambitious objectives (promoting democracy and human rights at school), broad geographical coverage (47 member states)



EDC/HRE coordinators - Strasbourg, 30-31 March 2009

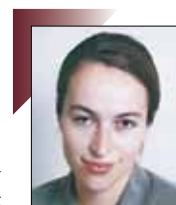
and a modest budget. One way of dealing with this is through partnerships. Many member states contribute to specific projects and events. Norway is a major partner following its initiative to launch, in co-operation with the Council of Europe, a European Resource Centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship – the ‘European

Wergeland Centre’. The European Commission has co-funded a number of Joint Programmes with the Council of Europe and various foundations have also supported initiatives. Close co-operation with other international institutions and NGOs has been of fundamental importance.

To conclude, significant progress has been made in many areas, but a lot of hard work remains to be done. The Council of Europe will continue to support its member states in promoting its core values – democracy, human rights and the rule of law – in all areas of life. Twelve years of experience in EDC/HRE have provided many lessons and helped prepare us for emerging challenges. The development of a framework policy document on EDC/HRE could help consolidate the work done so far and develop a systematic, consistent and sustainable approach to the Council of Europe’s work in this field.

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## Higher Education and Research

Higher education in Europe is engaged in a broad process of reform, and the Council of Europe is a key actor in this reform. The Bologna Process was launched in 1999 and aims to establish a European Higher Education Area (EHEA) in 2010.

The three-tier degree system may be the best known aspect of “Bologna”, but it is complemented by the development of qualifications frameworks, by quality assurance according to European guidelines and by increased emphasis on fair recognition.

The Bologna Process is more than Bachelor’s, Master’s and Doctoral degrees, however. It is a European integration process that 46 of the 49 Cultural Convention States have joined so far.

It is also characterised by close co-operation between public authorities, higher education institutions, students and staff. Policy guidelines are agreed on at European level but implementation is mainly at national and institutional level.

The Council of Europe’s voice is heard in the Bologna Follow Up Group, and we

also contribute to many of its working groups and conferences. Since 2007 we have chaired the Co-ordination Group on Qualifications Frameworks and we are, incidentally, the only international institution that has chaired a Bologna working group.

Since the early days, the Council of Europe has had a particular responsibility for co-operating with the newer “Bologna” states. 13 countries have joined the Process since 2003, and we have organised national and regional events in or for most of them. In addition,



*Ministerial Conference of the Bologna process, Leuven, 28-29 April 2000*

we are currently running projects on higher education reform in Bosnia and Herzegovina, Serbia and Kosovo<sup>2</sup>.

As the Bologna Process moves toward 2010, much of the discussion focuses on what the EHEA should aim for in the next decade. The strong focus on structural reform in the first phase was crucial, but structures only make sense if they serve a purpose. The Council argues that in its next phase, the EHEA must look at the broader context. In a complex, modern society with many actors, the EHEA must look at the responsibilities of each actor, with particular emphasis on public authorities. Twice – in 2001 and 2003 – ministers stated that higher education is a public good and a public responsibility. Far from stating the obvious, we believe that ministers were voicing a concern that one of the pillars of European higher education could no longer be taken for granted. We therefore launched a project that led to a recommendation<sup>3</sup> that provides a nuanced view on what public responsibility means: exclusive public responsibility for the framework (laws, degree system, etc.), main responsibility for equal opportunities and an important but not exclusive responsibility for financing and provision.

Higher education must also be a motor for democratic culture and intercultural

dialogue. In 2008, we looked at the campus as a site of intercultural dialogue, and in 2009 we will address the role of higher education in furthering intercultural dialogue in broader society. In co-operation with US partners, we have organised two forums on the role of higher education in developing the democratic culture our institutions and laws need to work in practice. The latest of these conferences, in 2008, looked at the competences higher education needs to provide its learners with to make them effective democratic citizens in modern society.

Competences are expressed in qualifications, and for mobility to be a reality, qualifications must be recognised when people move across borders. In partnership with UNESCO, the Council of Europe has developed an international treaty – the Lisbon Recognition Convention – that has now been ratified by 48 countries. The ENIC Network, which is made up of national information centers, helps implement the Convention.

The higher education sector has a strong publications record, though. The Council of Europe Higher Education Series consists of 10 volumes and more are on the way. Uniquely in Europe and in the Council, each delegation to the Steering Committee for Higher

Education and Research (CDESR) comprises a representative of the academic community as well as of the ministry, and the organisations representing institutions, students and staff are among our observers. This close co-operation between the academic world and public authorities is a recipe for continued success.

To learn more

Council of Europe higher education web site:

[http://www.coe.int/t/dg4/highereducation/Default\\_en.asp](http://www.coe.int/t/dg4/highereducation/Default_en.asp)

Higher Education Series:

[http://www.coe.int/t/dg4/highereducation/Resources/HEseries\\_en.asp](http://www.coe.int/t/dg4/highereducation/Resources/HEseries_en.asp)

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2. 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.

3. Recommendation Rec (2007) 6 on the public responsibility for higher education and research.

# Intercultural dialogue and the image of the other in history teaching

The launching of the White Paper on Intercultural Dialogue "Living together as equals in dignity" by the Committee of Ministers of the Council of Europe has added an extra dimension and a renewed political sense to the work of the Council of Europe in the field of history and history teaching.

Although history teaching has been part of the co-operation programme in the field of education since the beginning of the 1950s, the activities carried out during the first 60 years mainly focused, initially, on reconciliation after the Second World War and then, in line with the commitments of the signatories of the European Cultural Convention, on awareness and knowledge of the national history of each member state and, gradually, on emphasising the common historical heritage.

This initial, and lengthy, stage led to the adoption of Recommendation (2001) 15 on history teaching in twenty-first-century Europe. The main recommendations essentially aim to encourage respect for, and the inclusion of, different, mainly national, historical perspectives, to foster debate and discussion about these perspectives in a spirit of tolerance and mutual respect, and above all to develop the critical analytical skills of the citizens and future citizens of Europe.

With the adoption of the White Paper, the Committee of Ministers of the Council of Europe has affirmed the culturally diversified character not only of Europe but of each member state. The work of the project "The Image of the Other in History Teaching" deals with the consequences of this phenomenon. The project, which was launched in

2006 and will be concluded at the end of 2009, has three main themes:

- History teaching in a multicultural society;
- The impact of globalisation on history teaching;
- Learning different histories as a means of rebuilding trust in post-conflict situations.



*The White Paper on Intercultural Dialogue "Living together as equals in dignity", adopted by the Committee of Ministers in May 2009*

In the context of the project, two symposia have taken place. The first, held in 2007 and entitled "Learning history to understand and experience cultural diversity today", was followed by one jointly organised with IRCICA in Istanbul at the end of November 2008 on "Globalisation and Images of the Other: challenges and new perspectives for History Teaching in Europe?". The third symposium will take place at the end of 2009 on the theme "Learning different histories as a means of rebuilding trust in post-conflict situations".

A number of conclusions have already been drawn. For example, it has been

proven that history is an essential component for all forms of intercultural dialogue. References to history are part of almost all types of intercultural relations or dialogue regardless of the context, content, and nature of the participants. The work will result in particular in more detailed recommendations on initial and continuous training of history teachers, which forms the keystone of any reform of history teaching in this perspective.

Furthermore, the bilateral and regional cooperation activities, which, at a conceptual and practical level, are closely linked to the work of the Project on "The Image of the Other in History Teaching", have continued to develop. These activities, organised in response to requests by a state or a group of states, have already contributed to significant reforms of history teaching in the countries concerned.

They mainly concern the Russian Federation, Ukraine, Moldova, Bosnia and Herzegovina, and Cyprus at a bilateral level and the Black Sea and South Caucasus at a regional level. Among the most recent achievements are the publication, in Cyprus, of a textbook in three languages (English, Greek and Turkish) on the use of sources in the teaching and learning history and of a manual for history teachers in Bosnia and Herzegovina.



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# Symposium on Globalisation and Images of the Other: challenges and new perspectives for History Teaching in Europe? (30 November – 1 December 2008, Istanbul)

How can history be taught and learned in an increasingly global world, where the image of the other not only refers to different cultures within the same territory (this was the principal focus of the work of the first phase of the project) but also where the other is not necessarily physically present, even though his/her culture and reference frames are present or circulate through the exchange of information, goods and services, and cultural products or the movement of persons?

This symposium showed first of all the extent to which the conceptions of history and our perceptions of one another in history teaching are complex, continuously changing, and even quite often ambiguous and contradictory.



African, Japanese, North and South American and Muslim-Arabic historians were able to exchange views on this issue with their European colleagues, by using actual examples, mainly drawn from syllabuses and textbooks in use in their countries or regions.



Even more than in the first phase of the project, the discussions in this context highlighted the extent to which history has played an important role in the development of all forms of harmonious intercultural dialogue. In this respect, the symposium, which was jointly organised with the Research Centre for Islamic History, Art and Culture (IRCICA – OIC), illustrated the need to go beyond good will and

open-mindedness to prepare each and every citizen and future citizen of Europe to engage in complex intercultural dialogue requiring possession not only of historical knowledge and references but also of intercultural competencies that allow an understanding of the perspectives of the other by placing them in a spatiotemporal context, as well as to control emotions and develop research skills and the ability to use sources and critical analysis on the one hand and show empathy on the other.

The contributions of the different specialists have been included in the general report of the symposium DGIV/EDU/HISTDIM 2008(07), which was prepared by Mr Brian Carvell.

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## The Council of Europe's activities on history teaching in Ukraine in 2008

In 2008, the Council of Europe's bilateral co-operation activities with Ukraine in the field of history teaching focused on how to teach cultural diversity through history using a multiperspective approach as reflected in the *White paper on Intercultural Dialogue 'Living Together As Equals'* adopted by the Committee of Ministers in May 2008.

Two seminars – *“How to reflect national identity and cultural diversity in school*

*history curricula and teaching materials”* (Chernigiv, May) and *“New methods in teaching history in a multicultural society”* (Faros, September) – were held in co-operation with the Ministry of Education and Science of Ukraine and the All-Ukrainian Association of Teachers ‘Nova Doba’.

Issues discussed at the seminars included: how to teach about national identity and cultural diversity through history in present-day schools; how history textbooks

and teaching materials should help pupils better understand the advantages of living in a multicultural environment; how the use of multiperspectivity could help when teaching about the shared past and how to use interactive methods when teaching about sensitive issues in history.

It was emphasised throughout that respect for cultural diversity should be reflected at all levels, including curricula, as one of the main principles.

When opening the seminars Dr Pavlo Polianskyi, Deputy Minister of Education, spoke of the considerable input to the reform of history teaching in Ukraine that resulted from regular co-operation with the Council of Europe since 1996.

The seminars were attended by about 70 history educators from practically all the regions of Ukraine as well as colleagues from Austria, Norway, Portugal and the United Kingdom.

The participants agreed that a multi-cultural approach should be taken in all history textbooks for all school grades. Authors should pay special attention to the need to maintain a balance when

methods such as role play and pupils' project work, and how to reach a compromise taking account of different views of the same events, in particular when teaching sensitive topics. Attention was drawn to extracurricular activities and how they could make the learning process more interesting and efficient. It was proposed to begin developing educational programmes which could provide links between schools and museums, in particular when teaching about cultural diversity.

The importance of the use of family and oral history was also highlighted. Teachers from different regions of



▲ The magazine "Doba".



▲ After the opening session in Cherniviv

reflecting national identity and cultural diversity so as not to create a basis for potential conflict situations. Practising teachers emphasised that they would like to have textbooks which could help them to build interactive communication with their pupils.

On the question of initial and in-service teacher-training, the participants came to the conclusion that teachers should be provided with special training at all levels to enable them to acquire the competences needed for their work in multicultural classes. Such training should cover the use of interactive

Ukraine showed how family history could be used when presenting cultural diversity as an enriching factor. It was also suggested that additional courses on shared histories be prepared to enable pupils to better understand representatives of different cultures.

The participants agreed that the seminars provided a lot of practical information on teaching methods to be used in the classroom.

At the same time they pointed out that history teachers in Ukraine have accumulated their own experience in this area, and it was proposed to create a website providing information on the

▼ The participants of the seminar in Faros





most efficient methods in teaching history in a multicultural context.

At the Faros seminar, Ms Polina Verbytska, Executive Director of the All-Ukrainian Association of Teachers 'Nova Doba', presented a special issue of the teachers' magazine 'Doba' on the main

themes of and teaching materials prepared at the Chernigiv seminar. This issue has been sent to all the regions of Ukraine and the information it contains is also available on the Association's website.

Activities in Ukraine in 2009 will concentrate on how to integrate mechanisms

of intercultural dialogue into initial training of history teachers.



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## Intercultural education and exchanges

The ability to understand each other across all types of cultural barriers is a fundamental prerequisite for making our diverse democratic societies work.

The Council of Europe's *White Paper on Intercultural Dialogue* adopted in May 2008 identifies intercultural education as one of the five key areas where action is needed to safeguard and develop human rights, democracy and the rule of law and to promote mutual understanding. Intercultural competence is a central skill for every individual and since it is not automatically acquired, it needs to be developed, learned, and maintained throughout life.

The Steering Committee for Education (CDED) has since explored the possibilities of enhancing intercultural education building on and further developing the various past and ongoing activities and actions of the Council of Europe in the field of intercultural

education, intercultural competence and intercultural learning.

The project **Intercultural education and exchanges** aims to further develop the educational implications of the *White Paper on Intercultural Dialogue* – and to serve as a framework of reference for the development of intercultural competence in formal – but by extension also non-formal and informal – educational settings.

The project seeks to:

- set out a coherent framework for the development of intercultural competence in everyday teaching and learning, including the description of the aims of intercultural education, its objectives, learning outcomes in terms of knowledge, competences, attitudes and values and ways of achieving these as well as implications for pre- and in-service teacher education.

It also develops:

- guidelines for the organisation of pupil exchanges in an intercultural education perspective;
- guidelines for the organisation and running of school partnerships in an intercultural education perspective.

A proposal for a Council of Europe label for successful initiatives in the integration of intercultural education into mainstream education rounds off the picture. This proposal follows the suggestion by the Italian Minister of Education expressed at the 22nd Standing Conference of European Ministers of Education in May 2007 in Istanbul.



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## The Pestalozzi Programme, the Council of Europe programme for the training of education professionals

### *From policy to practice – the crucial role of education professionals*

Education needs policy debate. The Council of Europe provides a unique platform where all European countries contribute to the development of commonly accepted standards, frameworks and guidelines which seek to maintain and

enhance democracy, human rights and the rule of law and make our societies a better place to live in for all their citizens.

Policy needs practice. The Pestalozzi Programme situates itself at this interface between policy and practice. It looks at how education policy can best be transposed into the everyday

practice of teaching and learning so that the desired change influences the day-to-day experience of all learners. In doing so it acknowledges the vital and crucial role of education professionals in the process of change.

Since it is important that all learners develop the competences – knowledge, skills, attitudes and values – which are necessary to make societies democratic and sustainable, all teachers in different educational settings need to contribute and need to be trained. This is why the Pestalozzi Programme potentially targets all education professionals and societal actors with an educational role.



### *Promoting effective change*

The Pestalozzi Programme adopts an approach to training and development which reflects a number of central convictions, in particular that:

- the principles and values of the Council of Europe, its standards, frameworks and guidelines in education, are the basic ingredients of education for sustainable democratic societies;
- training, in order to be effective, needs to build on the expertise and experience of the trainees. It needs to be interactive, learner-centred, and offer an opportunity to learn by doing, to work together over time to collaboratively find fit solutions for diverse contexts;
- the competences education professionals need to develop are varied and their development must be balanced. Training should cover the development of sensitivity and awareness, knowledge and understanding, individual practice and societal practice;
- the medium is the message<sup>4</sup>. Training needs to be organised and delivered in a way that is coherent with the content of the training and the competences we wish to develop.

### *Quality assurance*

A well-organised training programme at international level has a great potential for direct and indirect impact on the education professionals and learners in the member states. Such a potential for impact calls for the obligation to ensure the high quality of the activities.

### *Programme structure*

The programme comprises two main strands of activity: European Workshops and Seminars and European Modules for trainer training. Co-operation activities with the European Wergeland Centre and other international organisations, or targeted assistance activities in particular countries round off the action of the programme.

### *Diversity*

The PESTALOZZI Programme, with its emphasis on interactive methodology, collaborative knowledge building and sharing of experience between peers in the context of the wider Europe encourages participants to build on their professional experience and to work together at developing shared responses to the challenges faced by many education systems. With the words of a participant in one of the training events: *“It was good to see that despite all of the differences (between education systems) teachers all over Europe try to reach similar aims and to bridge cultural gaps”.*

### *Cascading*

An underpinning principle throughout all Pestalozzi Programme initiatives is that participants should adopt a multiplier function within their systems. They should be capable of using their experience of what are innovative approaches developed through collaboration with colleagues in a cascading approach within their own countries so that other colleagues within their institutions and at local/regional and/or national levels benefit from the programme and the work of the Council of Europe in education.



### *Information and documentation*

The web pages of the Pestalozzi Programme offer a wide array of practical information to future participants as well as documentation and thematic resources for the wider interested professional public: [www.coe.int/pestalozzi](http://www.coe.int/pestalozzi). For any further questions, suggestions, comments or inquiries, please write to: [pestalozzi@coe.int](mailto:pestalozzi@coe.int)

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4. McLuhan, Marshall (1964) *Understanding Media*, Routledge, London.

# The *Autobiography of Intercultural Encounters* now available for downloading

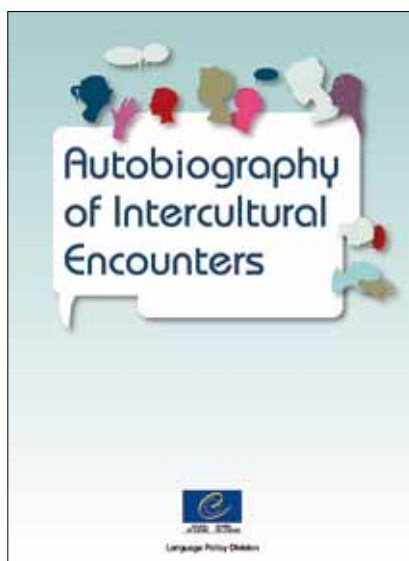
It has become commonplace to say that globalisation and internationalisation make everything different and that these days everyone has intercultural experiences. This is indeed true for those who encounter people from other countries in their daily lives. On the other hand, there are many parts of Europe and beyond where such experiences are not so common, where people may feel that change has not affected their immediate surroundings even if they see the effects of globalisation and internationalisation in the daily news on television.

These two views are based on the idea that 'culture' is what is found in distant places, what might be experienced on a holiday in another country, for example. But people who are 'not like us' and who have a different 'culture' may in fact be far more varied than just those from other countries. Boys may say girls are 'not like us' and have their own 'culture', and vice versa. People who live in the city may say the same of those who live in the countryside, and vice versa. People of one religion/ethnicity/nationality, etc., may say it of those of another religion/ethnicity/nationality, etc., and vice versa.

Intercultural encounters are, therefore, part of our everyday lives with or without globalisation and internationalisation. Some encounters go unnoticed because they are so common and seem natural. Others stand out as special and sometimes demanding experiences because they are unusual and are the cause of joy or fear or both.

The *Autobiography of Intercultural Encounters* (AIE) is a means of helping us to think about our experiences of 'other people' with other 'cultures' whether they seem distant or near to us in time and place. It is also a means of helping us to decide how we can and should learn from an

intercultural encounter. The AIE is essentially a series of questions that take us back over an encounter, over how we responded, how we think others in the encounter responded, how we thought and felt about it then and now, and what conclusions we can draw from it for the future. The questions follow a careful sequence which is based on scientific research but are written in a way which makes it easy for anyone to follow. There is a 'Standard' version for those who can use the AIE alone or with others – with the help of a friend or teacher for example – and a version for younger learners for use with children who need help from an adult in reading and writing and in thinking back over their encounter.



Both versions are accompanied by *Notes for Facilitators*, where a more detailed explanation of the purpose and origins of the AIE is given. There is also a feedback form which will help the team which designed and produced the AIE to improve it in the future. Thirdly there is a text – *Context, Concepts and Theories* – which deals in some depth with the concepts which underlie the AIE, such as what we mean by 'culture'. Finally, a shorter and simplified version of this explanatory text, entitled *Concepts for Discussion*, can be used with people who complete the Standard version of the

AIE and who themselves might want to understand more about how disciplines such as psychology and sociology help us to analyse intercultural encounters in a scientific way.

The *Autobiography of Intercultural Encounters* is a concrete response to the recommendations of the Council of Europe's White Paper on Intercultural Dialogue "Living together as equals in dignity" (<http://www.coe.int/dialogue>), Section 5.3 "Learning and teaching intercultural competences". It was developed for the Language Policy Division by a cross-disciplinary team of experts and can be used across the curriculum in school or any other educational context contributing to lifelong learning. Intercultural experiences can be analysed within disciplines as diverse as foreign language learning, history, geography, religion, citizenship education, etc., as well as in the context of class projects, journeys and exchanges.

But as a self-evaluation and development tool, it is also hoped that the AIE will be a means of helping anyone who has had a significant intercultural experience of any kind to benefit from it, make it part of their way of seeing the world around them, and decide how to take a full part in the intercultural world to which they belong. It can be downloaded from the Language Policy Division website (<http://www.coe.int/t/DG4/AUTOBIOGRAPHY/>).



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# Education, politics and fundamental values: an interview with Gabriele Mazza



This edition of the *Education Newsletter* is the last to be published under the editorial leadership of Gabriele Mazza, Director of Education and Languages, before his retirement.

Gabriele Mazza joined the Council of Europe in 1973 after graduating from Italian, US and French universities in political science, sociology and education.

He has focused his career in the sectors of youth, education and culture. Achievements under his stewardship include pan-European reforms at the institutional, policy and targeted assistance levels in the Council's 47 member states. He has also been directly instrumental in the creation and development of Europe-wide cultural networks and institutions.

He has played a leading role in negotiating various educational accords in post-war ex-Yugoslavia, particularly in Croatia (Eastern Slavonia) and Bosnia and Herzegovina. More recently, he has pioneered efforts to support Euro-Arab co-operation with particular emphasis on the contribution of educational co-operation to intercultural dialogue.

In an interview with the editorial team, Gabriele Mazza talked of his experience in the Council of Europe and his views on the future role of the directorate.

## *Editorial Team: Many other international agencies are active in the field of education. What are the specificities of the Council of Europe's work in this field?*

**Gabriele Mazza:** It is true that several other international organisations – UNESCO, European Union, World Bank and OECD to mention a few – have been active over the years in areas similar to those we work in. However, if we look a little bit more in depth and in a longitudinal way, in other words at how programmes have evolved over the years, the Council of Europe stands out in its fundamental mission of promoting human rights, including cultural rights, and the rule of law. Then you see that the kind of work that the Council of Europe has been doing in education is related to these overriding aims and is really unique. Our work is more focalised on the specific mission of the Council of Europe, and that translates into areas of excellence where our Organisation is universally recognised, such as intercultural education, education for democratic citizenship and human rights education, history teaching, languages and democratic governance in higher education.

## *How has the Education Directorate's contribution to the Council of Europe's work evolved over the years?*

The Council's early concerns were linked to a post-war situation reflected in the Cultural Convention<sup>5</sup>, whose purpose

was to overcome cultural and psychological cleavages between the Council of Europe member states and which emphasised the importance of history and languages. This necessarily called upon the contribution of education, as there can be no cultural aim without an educational component. Subsequent effects on the education system based on CoE values focused on what was called – and badly perceived – at the time “permanent education” (actually meaning “continuing education”), better known nowadays as lifelong learning. In those days, the purpose of lifelong learning was to reconcile individuals with societal concerns. It was a practical humanistic approach aimed at giving people the right to a second chance – remember human rights are a CoE specificity – and we have been reflecting this throughout our work.

The aim was to put the person back in the centre of education. In the seventies, a systemic approach had prevailed, a reaction to the strong emphasis on individual development of the sixties. The eighties were a more pragmatic time of problem solving, without relinquishing our basic values. The fall of the Berlin Wall in the nineties gave the CoE an opportunity to apply its savoir faire to systems going through radical change. The CoE was asked to contribute on the strength of its experience and values. Different countries adapted these to their specific needs. The CoE also had to go through a process of adaptation in order to be able to intervene in specific cases. This ‘bilateral work’ – co-operation between the

5. *European Cultural Convention (ETS No. 018)*, entry into force: 5 May 1955.

CoE and an individual country – was possible because of the experience of developing common standards based on empirical observation at a multilateral level. And it is the same today: the CoE's organs have to be nourished by multilateral co-operation in order to react in bilateral situations. In the nineties, and still today to a certain extent, we found ourselves in a situation, not unlike the post-conflict situation on which the CoE was founded, with a potential for confidence building and reconciliation, but also with a well-established image of builders of both “cultural democracy” (one often speaks of the sixties and seventies) and of “democratic culture”, which is very much our overriding priority today.

The last twenty years of co-operation in education have been marked by the drive to rediscover the essential cultural diversity of Greater Europe, while shedding a positive light on the richness of its diversity, which has made the CoE even more sensitive to aspects of intercultural learning. Without relinquishing this drive, the new dimension of North/South, the result of civilisational turmoil, has added a new dimension to the CoE that we feel is bound to develop further: Euro-Arab co-operation, in which the Education Directorate has played a pioneering role, is an example of this.

### *How do you see the education programme developing in the years to come?*

Having achieved an optimum of internal coherence in terms of subject area and application, we now have to win the battle of dissemination impact. We have already been fairly successful in favourable national contexts in small countries, for example teacher training in Bosnia and Herzegovina, where we have gradually managed to train all the teacher trainers in the country, through the pedagogical institutes, integrating facts and values that trickle down to every teacher of civic education, history and human rights. So the impact can be quite dramatic. The replacement of the subject of ‘civil defence’ by education for democratic citizenship/human rights education in the same country is another example of how CoE methods and materials can be applied in situations that are different but somewhat controllable in size.

In the case of larger countries like Russia, one obviously has to rely on different types of delivery to achieve satisfactory results. In the future we shall probably have to put even greater emphasis on delivering tools and methods and understand how best to apply them. The establishment of the European Centre for Modern Languages in Graz ten years ago was a response to a perceived need to move on to obtaining a visible practical impact. So we have always been concerned with concepts, values and practical applications.

### *How does all this relate to the role and profile of staff, including yourself?*

As CoE staff members we have a certain obligation to be polyvalent, “Jacks of all trades”, specialising in certain aspects but being able to move into different areas. Personally, I see this as combining a certain professionalism with amateurism in the best sense of the word. We mustn't forget that everything we do has political repercussions. I have tried to draw upon my multidisciplinary background – a certain taste for problem solving, not taking “No” for an answer, a certain curiosity and a desire to get things done – to combine a tendency to theorising with administrative rigour while not sacrificing the managerial aspect of my responsibilities without being overly controlling. My idea was for people to be guided without being constrained, to enable those who wanted to give the best of themselves to do so.



### *Still speaking personally, which of your achievements mean most to you or have given you the greatest satisfaction?*

I have been around long enough to be able to do a few things that I am rather proud of, both in culture and in youth co-operation. In education, there are three particular achievements I hold dear. The first was the opportunity I was given to be seconded to the United Nations, while continuing to carry out my duties as then Head of the Department of Higher Education, on a mission of reconciliation to Eastern Slavonia in the former Yugoslavia, where for two years I chaired the joint Serbo-Croat group for the peaceful transition of Eastern Slavonia from Serb to Croatian governance in the field of education and culture.

The second was my role as international co-Chair of the Standing Conference of Entity Ministers of Education in Bosnia and Herzegovina, which helped me to develop mediation and other skills that I hadn't even known I had. I look back on those eight or so years with a feeling of accomplishment.

And thirdly I would choose the creation of the European Wergeland Centre, which is a response to our need to improve our effectiveness. The establishment of this centre with the help of the Norwegian government is a great achievement for the Council of Europe, my colleagues in the Education Directorate and for myself.

### *What dream that you would like to see fulfilled?*

Without doubt the creation of a sort of Council of Europe Training Academy gathering together all the Organisation's training activities in the fields of formal and non-formal, school and out-of-school education and training, covering a variety of target groups: youth leaders, potential political leaders of tomorrow and other important categories of people who are in a position to contribute to the enforcement of CoE values, such as police officers and media professionals. Bringing the best of our experience in working methods, intercultural experience and so on to build a pole of excellence for Greater Europe that will remain for many decades, enjoy world recognition and contribute to the mission and the image of this great Organisation.

### *Finally, is there any advice you would like to pass on to your successor?*

It would be preposterous to answer that question without knowing what assets the new Director will bring. Generally speaking, however, I would say "Be generous and people will be generous with you, and together you will climb mountains". I believe in working by example, it's a method that applies to families and institutions. And I would like to take this opportunity to pay homage to the professionalism of my colleagues, which has accounted for much of the basic pleasure I have had in coming to work over the years, helping me overcome any feelings of fatigue and frustration that anyone can experience from time to time.

The professionalism of my colleagues is recognised throughout the Council of Europe, and beyond. In the Directorate, as in a family, some things tend to go unsaid. I should like to compensate for that a little by making my appreciation known now.

*The Editorial Team would like to wish Gabriele Mazza a very happy retirement.*

## A brief overview of language education programmes at the Council of Europe

European co-operation in language learning and teaching has been to the forefront of the Council of Europe's work in education for almost 50 years. Early programmes of international co-operation focused on the development of communication and intercultural skills for the mobility of persons and ideas, and on the promotion of the European heritage of cultural and linguistic diversity. Subsequent projects carried out by the Language Policy Division in Strasbourg addressed the social and political dimensions of language learning, promoting diversification in language learning, quality, coherence and transparency in language provision, and the language education rights of minorities. The



European Year of Languages (2001), organised with the European Union, led to further initiatives to support

member states in developing policy responses to the new challenges to social cohesion and integration. The



Year saw the launch of the *Common European Framework of Reference for Languages* and the *European Language Portfolio*, and the dynamic generated by the Year was followed up by the declaration of the *European Day of Languages* on 26 September as an annual event.

Currently the Division is focusing on developing an integrated, cross-disciplinary approach to plurilingual and intercultural education that encompasses all the languages and language varieties and cultures present in school. This implies bringing the different language disciplines into a coherent relationship and also seeking links between language learning and other school subjects. The language of schooling is central to this process as it is transversally linked to learning all subjects. Equal access to education and the full curriculum is highly dependent on language proficiency, and consequently the right to quality education depends on mastery of the language of schooling. The Division is developing a platform of resources and references that will include, among others, explicit descriptors for the language competences expected not only in language as a subject but equally concerning the language skills required in other school subjects (see also article page 17).

A new impetus was given to international co-operation projects by the setting up in 1995 of the European Centre for Modern Languages (ECML) in Graz. The Centre, which is an Enlarged Partial Agreement of the Council of Europe, assists its member states (currently 34) in implementing effective language-teaching policies and bringing about change in the teaching and learning of languages. The Centre organises projects and supports networks involving key multipliers such as

teacher trainers, textbook authors and experts in curriculum development. Projects typically last 3-4 years with a research and development focus and international workshops to review and finalise results for dissemination to the language education profession.

The ECML's recent medium-term programmes have focused on language learning for social cohesion in a multilingual and multicultural Europe and on developing the competences of language educators. The current programme (2008-2011), 'Empowering language professionals', has 20 projects covering four thematic areas: evaluation, continuity in language learning, content and language education, and plurilingual education. A particularly effective example, among others, of how the ECML is enhancing the professional competence of language teachers is the development and dissemination of a *European Portfolio for Student Teachers of Languages*. The widespread use of this very practical European reference tool, available in a number of languages, illustrates clearly the impact that the ECML is having on teacher education and quality assurance in language education (see also article page 19).

The Council of Europe's work to promote linguistic and cultural diversity and respect for that diversity as expressed in regional or minority cultures is most evident in the European Charter for Regional or Minority Languages, which was opened for signature in 1992 and entered into force in 1998.

This Convention, which today has been ratified by 24 member states, is designed to protect and promote Europe's linguistic heritage as a cultural asset. States Parties commit to an active policy of support for the use of regional and minority

languages in all aspects of daily life. The Charter, which is the only international legally binding instrument of its kind, includes objectives and common principles for all states and all languages, as well as concrete specific undertakings which may vary from country to country and language to language.

Contracting states participate in a continuous monitoring process (every three years) in their application of the obligations they have assumed under the Charter. This process has led to changes in national policies and domestic legislation concerning regional or minority languages.

The ultimate challenge, as always, continues to lie in the practical implementation of agreed measures, including in the field of education. The measures contained in the Charter, which can be applied according to the situation of each language, are designed to ensure that speakers can send their children to a school that provides education entirely in their own language, or at least teaches their languages as a subject, at all levels from pre-school to higher education.

The state is obliged to provide this education and to ensure the necessary support, including learning materials and properly trained teachers. The implementation of the Charter is to be undertaken without prejudice to the teaching of the official language(s) of the state, making it an ideal instrument to support states in realising the benefits of good quality bilingual education, which is a well-established and widely-used approach in multilingual communities (see also article page 16).

To summarise, the Council of Europe addresses the right to education within a broad vision of plurilingual

and intercultural education (see also article page 11) that focuses not only on essential language competences but equally on fundamental values. Language is viewed not merely as a tool to be mastered for communication purposes but equally as a trans-versal instrument for learning. This

means taking fully into account the unique contribution of language education to personal development, socialisation, identity building the promotion of democratic citizenship, social inclusion, mutual understanding, and acceptance of and respect for diversity.



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## European Charter for Regional or Minority Languages

### *Why does Europe need a specific treaty on regional or minority languages?*

According to estimates, one language dies every two weeks on average. Although most of the losses are expected to occur in South America and North East Asia, some European languages are threatened too. The aim of the European Charter for Regional or Minority Languages is to prevent such losses. With only a few encouraging exceptions, linguistic diversity is regressing everywhere in Europe and some languages are disappearing, at least for the time being, from areas where they have been historically present.

### *10 years of implementing the Charter: achievements and challenges*

The Charter was drawn up in the 1980s and entered into force in 1998. To date, 24 Council of Europe member states have ratified the Charter and a further nine have signed it. Regional and minority languages in Europe are diverse and heterogeneous, but all are to some extent in a vulnerable position and some are even threatened with extinction. Considering the great variety of language situations in Europe, the drafters adopted a legal technique



Conference on the European Charter for Regional or Minority Languages: Achievements and Challenges, Bilbao, Spain, 21 April 2009

Above: Yves Lejeune, Professor at the universities of Louvain and Namur, (Belgium)  
Vesna Crnić-Grotić, Vice-Chair of the Committee of Experts of the ECRML.

Below: Tery Davis, Secretary General of the Council of Europe



whereby states have a positive obligation to develop a long-term policy and, in the case of demographically stronger languages, a menu of specific undertakings in the fields of education, justice, administration, the media, etc. An independent Committee of Experts set up to supervise implementation of the Charter has so far adopted about 40 reports: this year it is expected to adopt reports on Armenia, Cyprus, the Czech Republic, Hungary, Montenegro, Norway, the Slovak Republic, Slovenia and the United Kingdom.

Since the Charter came into force domestic legislations or policies and measures have been adopted, revised or implemented to protect or promote regional or minority languages. The Charter's work has also resulted in the status of language being accorded to what were previously perceived as dialects.

What lessons can be learnt from this decade of implementation? Despite an impressive track record, a number of structural problems continue to hamper the Charter's effectiveness. The Committee of Experts often observes that domestic legal frameworks are generally good and improving, but that practical implementation is lagging behind. Adopting a good law on minority language protection is not enough: the law must also be applied, and this requires a wide range of practical and substantive measures, which are very often lacking. The Committee of Experts expects resolute action from states parties.



*Conference at Lulea, 17 October 2008, for the 10th anniversary of the Charter.*

Explanations of why linguistic diversity is regressing in Europe and remedies for overcoming the precarious situation of languages can be found in the Committee of Experts' reports. In order for endangered languages to be living languages in a globalised world, states must take measures to compensate for the enormous pressure from the majority language media; increase society's awareness of the value of linguistic diversity and of the bilingualism that can be acquired through being brought up in a regional or minority language context; promote tolerance on the part of the majority population vis-à-vis the regional or minority languages spoken in their country; and avoid a pragmatic but short-sighted vision that tends to privilege the learning of international languages, which are seen as being of more immediate practical use, rather than local languages.

We are aware that regional or minority languages remain a threatened aspect of Europe's cultural heritage and that many challenges still lie ahead. It is worth recalling the words of the Secretary General of the Council of Europe, who stressed that "failure to ratify the Charter hitherto cannot at all be explained or justified by the fact that [the member states concerned] do not need it; quite the contrary." Member states of the Council of Europe should heed those words and secure the linguistic rights of their citizens.



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## Languages of schooling

The work of the Language Policy Division in Strasbourg aims to assist states in developing a coherent, transparent and integrated cross-disciplinary approach to language teaching and learning. This means bringing the

different language disciplines into a coherent relationship and seeking links between language learning and other school subjects. The Division has already developed a number of European reference tools to promote coherence and

transparency in language education policy and practice, notably the Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP). The central focus is now on the languages of schooling

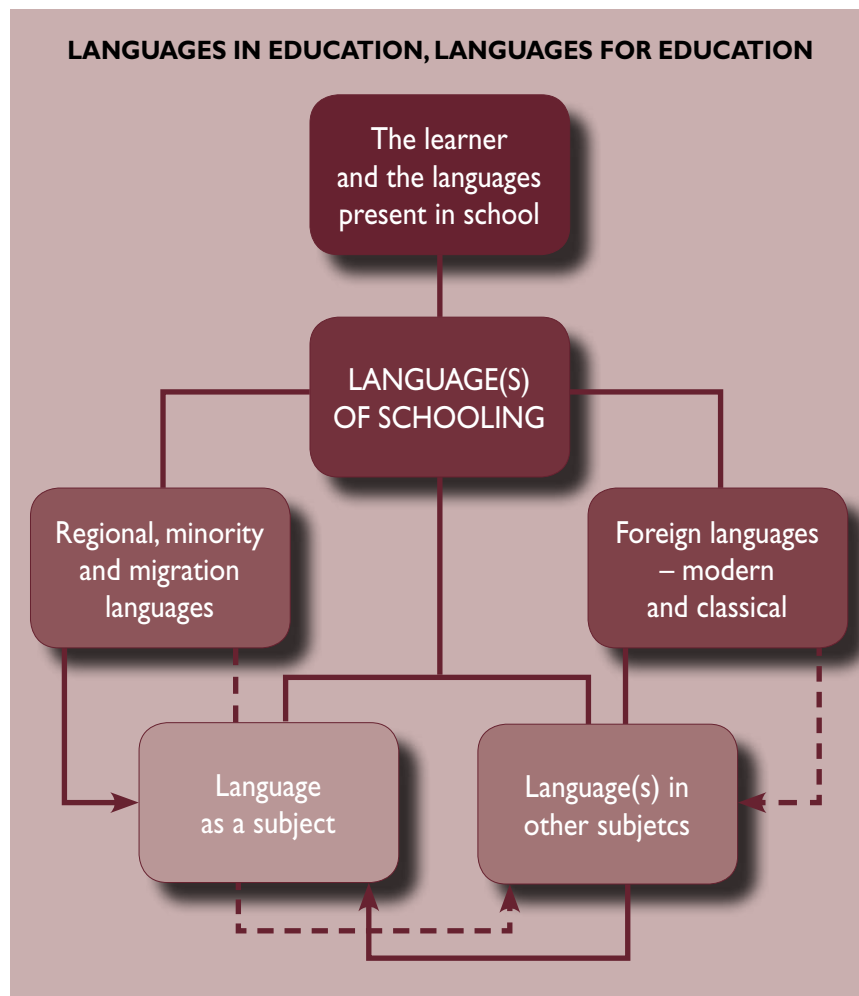


in order to complete the linking process across all languages in education.

The language of schooling is central to education as it is transversally linked to learning all school subjects. Students cannot exercise their right to quality education and access the full curriculum unless they master the language of schooling, and in particular the 'academic' language required by different subjects. If some students do not have the language competences that the curriculum expects at each stage of education e.g. that is required in learning history, maths, sciences etc., successful transition from class to class can be a problem for them.

The current work is addressing two aspects of the languages of schooling: language as subject and languages in other subjects. There is a tendency in many countries to compartmentalise the curriculum, and language as subject may be viewed in isolation from other subjects as if it were the only area of the curriculum concerned with developing essential language skills. However, language education does not stop with language as subject. Learning a subject and developing language competence go hand in hand, language learning is always part of subject learning and subject learning is always language learning at the same time.

The learning of subjects requires specific types of 'academic' language competences that have to be acquired by students and used in close relationship with substantial content, e.g. read and understand expository texts, listen to an explanation of complex issues by the teacher, summarise and present scientific study results. Language competence is therefore an integral part of subject competence and has to be explicitly developed at the same time. It should not be assumed that the specific language competences and skills will develop automatically by themselves. While students from certain social backgrounds will acquire these quite easily,



and bring a good basis from the home to the school, lower social economic status (SES) students, vulnerable or disadvantaged groups may not be able to do so without specific support.

This is not simply a question of learning new subject-specific vocabulary, but of learning to handle rhetorical styles and rules related to different genres and types of discourse, and the more abstract and formal, structured language of the teaching and learning process. These language requirements may be quite different from the vernacular language variety of many learners. It is therefore important to make explicit to learners the linguistic demands of learning different subjects – or different domains/groups of subjects – and to raise awareness among teachers of all subjects (so-called 'non-linguistic' subjects) that they are also teachers of language.

In the case of migrant students, studies related to PISA have shown that the

more successful language support programmes have explicit standards and requirements and curriculum documents based on language development frameworks and progress benchmarks.

One of the aims of the current project is to make explicit the language competences and learning experiences that learners are expected to acquire and which can be seen as their right if they are to benefit from quality education. Their entitlements might be described in terms of the language competences needed for success at school, appropriate learning experiences or learning opportunities to help develop those competences at each stage of education, and appropriate forms of assessment.

This approach has to be set within an overarching vision of languages education in the broadest sense – all languages (and cultures) in education and languages for education. The Council of Europe

is promoting a holistic concept with a global, coherent, integrated approach to plurilingual and intercultural education that encompasses all the languages and language varieties and cultures present in the school. It is therefore addressing the right to education in terms of both competences and values, taking into account the central contribution of

quality language education to active, responsible citizenship, intercultural dialogue and life-long learning. A *Platform of resources and references for plurilingual and intercultural education* is currently being prepared to facilitate interactivity and the contribution of all potential stakeholders to this global language education project



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## Interview with Waldemar Martyniuk: “Whoever is not acquainted with foreign languages knows nothing of his own” (Johann Wolfgang von Goethe, 1749-1832)

Since October 2008, the European Centre for Modern Languages (ECML) in Graz has had a new Director, Waldemar Martyniuk, Assistant Professor in Linguistics at the Jagiellonian University in Krakow, Poland. Mr Martyniuk was interviewed for the Newsletter in March 2009.

*Mr Martyniuk, you were already involved in the work of the Council of Europe and in the projects of the ECML before being appointed Director of the Graz Centre.*

Yes, indeed. I was seconded to the Language Policy Division in 2005-2006 as project co-ordinator and I have been involved in the work of the ECML in nearly all the different functions - as an expert participating in seminars, as external adviser, project co-ordinator - and I was invited to be a member of the advisory board for the selection of projects for the current 3rd medium-term programme “Empowering language professionals” 2008-2011. And not forgetting also as a stakeholder, as a teacher trainer in Polish. So I can see the ECML through different glasses, slip into different roles and switch perspective. This helps enormously to meet the expectations of all our stakeholders.

*European Centre for Modern Languages (ECML),  
Graz (Austria)*

*What, to your mind, is the most important mission of the Centre – both for the expert world and multipliers like teacher trainers, and for pupils, students and the broader public?*

The most important mission is to raise awareness of the importance of developing our innate linguistic ability to the greatest possible extent. Once this skill is properly developed, starting with the language(s) of home, the language(s)

of our immediate environment, the language(s) of schooling, and the language(s) of the society we live in, it can be extended to other languages such as foreign languages, neighbouring languages, the language(s) of international communication. The Centre contributes to this aim by initiating and supporting networks – from learners to policy makers - by developing and promoting approaches, guidelines, frameworks, and tools. Our core target groups are certainly teachers and teacher trainers.



*Which current projects are the most promising in contributing to social cohesion and intercultural dialogue as outlined in the “White Paper on Intercultural Dialogue” adopted by the Committee of Ministers in 2008?*

In 2007, the results of the 2nd medium-term programme, “Languages for social cohesion”, were presented. One of the most striking outcomes was the publication of a project called VALEUR – Valuing all languages in Europe, which showed that at least 440 languages are used in Europe on an everyday basis.

There are several projects in the current programme that address the need to support intercultural dialogue. One of them is the CARAP project, where the team members have developed a concept of how to integrate pluralistic approaches in the educational context and are now collecting descriptors and activities specifying plurilingual and pluricultural competences. The MARILLE project may also be mentioned here. It highlights the role of the majority language as a starting point for plurilingual education.

*The Centre is located in the South-East of Austria, in Styria. Would you please explain the Centre’s special relationship with Austria and its impact on your everyday work?*

Yes, I find this location very proper and adequate in reference to the mission of



Waldemar Martyniuk, Director of the ECML

the ECML. This is a border region with a rich multilingual history. If you drive only half an hour eastwards you might speak Hungarian in the Spas of Szombathely or Slovenian when skiing in the mountains around Maribor, and after a two-hour ride to the south you might order an Italian espresso on a piazza in Udine.

150 different nationals live in the city of Graz itself, the second largest in Austria after Vienna, with 200 000 inhabitants.

The Centre itself is located on the “rive droite” of the river Mur close to the city centre classified world heritage by UNESCO. The Austrian authorities give both financial and logistic support to the Centre, enabling it to host international experts from all 34 member

states of the partial agreement. Vice versa, the Council of Europe, through its Graz Centre, being an important international institution in the city, participates in all local and regional public relations events connected with Europe: the first week in May, on the main square of Graz, “Europe in Graz”, including the Centre’s activities, is on show to the public. In September, around the European Day of Languages, international “European Language Portfolio” experts will meet in Graz at the invitation of the Austrian BMUKK – Federal Ministry for Education, Arts and Culture – to discuss the future of the Portfolio.

Personally, Graz reminds me to a certain extent of my hometown Krakow. Both cities have preserved their medieval character, cities with an impressive castle hill, a lively main square and a picturesque river. Recently I also discovered some culinary words in Polish derived from Austrian German, like *Morela* in Polish, and *Marille* in Austrian German (*Aprikose* in German German, *apricot* in English). This way, I continue my own studies in how to teach Polish as a foreign language.

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## Joint programmes

Decades of intergovernmental co-operation in the field of education have resulted in a panoply of European standards and norms, as well as practical resources for policy makers and practitioners. However, a major challenge facing the Education Directorate is to help individual countries, particularly newer member states of the Council of Europe, in their reform process to introduce such a rich array of materials.

An innovative approach has developed in recent years through combining resources with the European Commission, which supports and encourages the implementation of Council of Europe norms in the education area in all European countries. With common political goals – forged in formal agreements between the two organisations – the Education Directorate can provide major bilateral assistance to priority countries.



The 'priority countries' are defined by the Committee of Ministers. They are usually new member states, often in a post-conflict situation, which are still subject to post-accession monitoring procedures by the CoE. They can also change over time. For instance, one of the first joint programmes was carried out in the late 90s in Latvia and Estonia, now member states of the European Union, where the aim was to support the integration of non-citizens. The Council of Europe worked with the ministries of education to help make language and history tests as fair and transparent as possible.

A large number of the joint programmes have taken place in South East Europe. In 2002, the Education Directorate negotiated the introduction of the course 'Human rights and democracy' into the school curriculum in Bosnia and Herzegovina (BiH) and proceeded to develop materials, train all 350 teachers and introduce a certification scheme, in co-operation with the NGO Civitas. Two joint programmes in the higher education field have helped BiH to integrate the Bologna Process through the development and adoption in 2007 of *Seven Key Strategies and Guidelines to Implement the Bologna Process*. This result is undoubtedly due both to the excellent co-operation with the authorities and higher education institutions, and the combined political support of the CoE and the EC.

These first programmes of co-operation helped pave the way for the current ones:

- A joint programme supporting higher education in BiH started in February 2009 and will last for two years.
- In Serbia, a similar project is running to help reform higher education, adapted, of course, as with all projects, to the specific needs of the country.
- More recently, a pilot project on "Intercultural and inter-faith dialogue through education" is part of the two-year

joint programme of co-operation "Fostering a culture of Human Rights in South Caucasus and Ukraine" that began in 2007 and will end in 2009. The project is aimed at setting up policy guidelines in the field of intercultural education and teacher training and preparing learning materials for pupils and students tailored to specific needs.

- While all the above-mentioned programmes focus on specific areas, for the first time ever the Education Directorate is providing a 'full package'. An education project in Kosovo<sup>6</sup> was launched in 2008 and will continue until 2011. It is hoped that this ambitious project, which covers citizenship and human rights education, languages, history, teacher training, legislation and higher education, will help raise education standards for children in Kosovo.

The future? A new joint project in Albania that would focus on anti-corruption within the education management system and the development of an optional course on corruption for secondary-school students is currently under discussion. This project would be carried out in conjunction with the legal field, a promising partnership working towards a common goal.

It is hoped that through these joint programmes, countries can be supported in introducing the best the Council of Europe has to offer in the field of education.

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<sup>6</sup> "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."

## Day of remembrance of the Holocaust and of prevention of crimes against humanity

The Council of Europe was founded on the ruins of the Second World War, being created to uphold the symbolic and spiritual values of democracy through respect for human rights. This historical legacy embraces all its activities.

Since 2001 the signatory states of the 1954 European Cultural Convention have been encouraged by the Council of Europe to institute a special day devoted to transmitting the remembrance of the Holocaust in schools.

In 2009 most countries have chosen either a date associated with their own

history, or 27 January. For the past ten years or so, thanks to the opening of archives and the proliferation of memorial places and regional interpretation centres, there has been immense progress in educational research on the teaching of remembrance of Holocaust victims as a whole. The Council of Europe has furthered this tendency by focusing its activities from the outset on all victims: Jews, Roma, homosexuals, resistance fighters, politicians, people with disabilities and Jehova's Witnesses.

The main aim is to know how Holocaust remembrance is taught in the member countries and to help make this subject a fixture in the compulsory curriculum in Europe before the last remaining witnesses vanish.

Action is carried out at three levels:

- Making Ministers of Education realise the fundamentally important fact that prevention is better than cure, during ministerial seminars organised for them at places of remembrance.
- Organising European training courses which, while emphasising the

acquisition of knowledge, primarily contribute to reflection on the preventive aspect of the teaching of remembrance in order to avert any further crime against humanity, thanks to the generous and enthusiastic co-operation of national education departments (particularly those of Austria, Croatia, France, Hungary, Poland, Monaco and Norway to mention only some).

Teaching remembrance is aimed especially at preventing discrimination and exclusion of all kinds from day to day.

- Supporting teachers in their lesson preparation by producing suitable teaching material. The Council of Europe, heedful of teachers' needs, has published teaching notes on the use of films for teaching about the Holocaust or the history of the Roma, the survivor's testimony in the classroom, and a European pack on touring Auschwitz

with pupils, which offer very comprehensive teaching approaches to places of remembrance as a source for education concerning the Holocaust. A website on the Samudaripen (persecution of Roma with genocidal intent) will soon provide a database of national information which can be used directly in class, working from an interactive map. Finally, a new website on the Remembrance Day for the Holocaust and prevention of crimes against humanity will be available in late 2009, allowing the direct downloading of all publications among other functions

The Council of Europe has made co-operation arrangements with all other international organisations which have placed the teaching of Holocaust remembrance on their programmes (European Union, Agency for Fundamental Rights,

United Nations, OSCE/ODIHR, UNESCO).

Moreover, a memorandum of co-operation between the Council of Europe and the Task Force for International Co-operation on Holocaust Education, Remembrance and Research (ITF) will shortly be signed in order to strengthen co-operation among their members in the fight against anti-Semitism, xenophobia, hate crimes and other forms of extremism, as well as in the knowledge and observance of human rights

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## Books in brief



**The use of sources in teaching and learning history** (2 volumes) was published in January 2009 in English, Greek and Turkish. This publication is the result of an unprecedented collective effort by history educators from all Cypriot communities facilitated by the Council of Europe. The two trilingual volumes provide information on the European experience in teaching history for reconciliation and tolerance, and include a set of common teaching materials based on the social, cultural and everyday history of Cyprus. This is the second publication prepared under the auspices of the Council of Europe as part of the bilateral co-operation programme with Cyprus. The first, "Multiperspectivity in teaching and learning history", appeared in 2004 and received positive feedback from Cypriot history educators all over Cyprus.



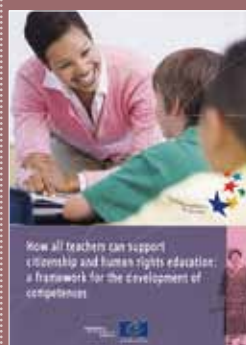
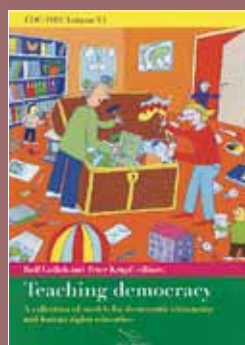
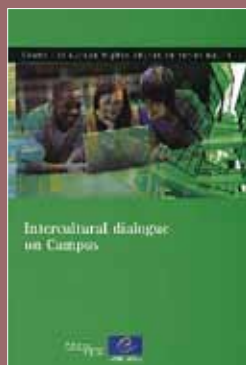
*Intercultural dialogue on Campus*, Sjur Bergan and Jean-Philippe Restoueix (eds), Council of Europe Publishing, 2009, Council of Europe higher education series No. 11  
ISBN: 978-92-871-6503-9

*Introducing quality assurance of education for democratic citizenship in schools - Comparative study of 10 countries*, Hermann Josef Abs (ed.), Council of Europe Publishing, 2009  
ISBN: 978-92-871-6522-0

*EDC/HRE Volume VI: Teaching democracy. A collection of models for democratic citizenship and human rights education*, Rolf Gollob and Peter Krapf (Eds), Council of Europe Publishing, 2008  
ISBN: 978-92-871-6494-0

*How all teachers can support citizenship and human rights education: a framework for the development of competences*, Sarah Keating-Chetwynd (ed.), Council of Europe Publishing, 2009  
ISBN: 978-92-871-6555-8

*"Crossroads of European histories - Multiple outlooks on five key moments in the history of Europe"*  
ISBN: 978-92-871-6611-1  
• a CD-ROM "Turning Points in Recent European History? 1848-1989"  
• a User guide accompanying this CD-ROM.



# Calendar of events - non exhaustive

## March

3-4, Strasbourg, France	Guide for the development and implementation of curricula for plurilingual and intercultural education. Contact: Johanna Panthier
4, Strasbourg, France	Meeting of the Steering Committee for Higher Education and Research (CDESR) Bureau Contact: Sjur Bergan
5-6, Strasbourg, France	8th Plenary session of the CDESR Contact: Sjur Bergan
9-10, Strasbourg, France	Co-ordination Meeting of the Working Group on adult migrants Contact: Philia Thalgott
16-17, Strasbourg, France	Preparatory meeting for the 8th European Language Portfolio Seminar Contact: Christopher Reynolds
18-20, Strasbourg France	8th meeting of the Steering Committee for Education (CDED). Contact: Villano Qiriazzi
22, Helsinki, Finland	Bureau of the Lisbon Recognition Convention Committee Contact: Jean-Philippe Restoueix
26-27, Lviv, Ukraine	3rd training workshop on "Education for diversity and pluralism-guiding principles, methodology and long term implementation" in the framework of the EC/Coe Joint Programme of co-operation "Fostering a culture of Human Rights in Ukraine and South Caucasus". Contact: Natia Jgenti
30-31, Strasbourg, France	15th coordinators meetings on Education for Democratic Citizenship and Human Rights (EDC/HRE). Contact: Ólöf Ólafsdóttir
31 March-1 April, , Strasbourg , France	Co-ordination group of the project on the Languages of Education Contact: Johanna Panthier

## April

1- 3, Brussels, Belgium	ENIC Bureau/NAB and recognition related working groups Contact: Jean-Philippe Restoueix
28-29, Leuven, Belgium	Council of Europe participation in the Ministerial Conference of the Bologna Process Contact: Sjur Bergan

## May

11-15, Bad Wildbad, Germany	123rd European Seminar: "Collaborative/ cooperative teaching and learning and the promotion of a positive, constructive learning environment". Contact: Josef Huber
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18-19, Kyiv, Ukraine	Project "The Image of the Other in History Teaching" Seminar on "How initial training of history teachers should help them in their work in a multicultural context" Contact: Tatiana Milko
19-20, Budva, Montenegro	6th Regional EDC networking Conference for South East Europe. Contact: Sarah Keating
21-24, Bucarest, Romania	Council of Europe contribution to the UNESCO Forum on Higher Education in the Europe Region: <i>Access, Values, Quality and Competitiveness</i> Contact: Sjur Bergan
25-26, Brdo, Slovenia	Final Conference of the Project: "Education of Roma Children" "Education for Roma: achievements, opportunities and challenges for the future". Contact: Odile Bruyelle

## June

2-3, Moscow, Russian Federation	Council of Europe Conference on Higher Education and Intercultural Dialogue Contact: Sjur Bergan
8-10, Strasbourg, France	Conference on Languages of Education Contact: Johanna Panthier
9-12, Sèvres, France	"Pestalozzi" Programme: European module for trainer training: "Media literacy based on human rights" Contact: Josef Huber
14-16, Cyprus	16th ENIC/NARIC Annual meeting Contact: Jean-Philippe Restoueix
15-16, Strasbourg, France	4th Inter-Institutional Meeting "Democratic citizenship and human rights education: Support for teacher training within the project "Living and learning democracy for all". Contact: Sarah Keating
16-17, Strasbourg, France	European Language Portfolio - European Validation Committee Contact: Christopher Reynolds
22-27, Bad Wildbad, Germany	124th European Seminar: "The integration of the development of intercultural competences as an integral part of the curriculum (eg. amongst others through the means of autobiography, individual and school exchanges)." Contact: Josef Huber
29-30, Ljubljana, Slovenia	2nd meeting of the South East Europe regional network for qualifications frameworks Contact: Jean-Philippe Restoueix



# Calendar of events - non exhaustive – (continued)

## July

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|----------------------------|--|
| 1-2, Kyiv,<br>Ukraine      | Seminar on "How to use multiperspectivity when teaching history in schools for reconciliation and tolerance"<br>Contact: Tatiana Milko |
| 2-3, Strasbourg,<br>France | Meeting of the CDESR Bureau<br>Contact: Sjur Bergan  |
| 5-8, Paris,<br>France      | Council of Europe contribution to the 2009 UNESCO World Conference: "The New Dynamics of Higher Education"<br>Contact: Sjur Bergan     |

20-23, Strasbourg,  
France

"Pestalozzi" Programme: European module for trainer training: "Education for the prevention of crimes against humanity"  
Contact: Josef Huber

27-28, Strasbourg,  
France

7th meeting of the group of experts on the Autobiography of Intercultural Encounters  
Contact: Christopher Reynolds

## November

2-3, Prishtina,  
Kosovo

2nd seminar on curricula for language education (joint project CoE/EC)  
Contact: Christopher Reynolds

3-6, Strasbourg,  
France

"Pestalozzi" Programme: European module for trainer training: "Education for democratic citizenship: Core Competences for teachers"  
Contact: Josef Huber

19-20, Prague,

16th coordinators meeting on Education for Democratic Citizenship and Human Rights Education (EDC/EDH).  
Contact: Ólöf Ólafsdóttir

End of November,  
Greece

Third symposium on "The image of the Other in post-conflict situations: learning different histories as a means of rebuilding trust"  
Contact: Jean-Pierre Titz

30 November – 4 December  
Bad Wildbad,  
Germany

126th European Seminar: "Collaborative/ cooperative teaching and learning and the promotion of a positive, constructive learning environment."  
Contact: Josef Huber

## December

2-3, Strasbourg,  
France

European Language Portfolio - European Validation Committee  
Contact: Christopher Reynolds

## September

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|---|---|
| 7, Strasbourg,<br>France                  | Meeting of the Bureau of the Ad Hoc Advisory Group on Education for Citizenship and Human Rights Education (ED-EDCHR).<br>Contact: Ólöf Ólafsdóttir |
| 29 September – 1 October<br>Graz, Austria | 8th International Seminar on the European Language Portfolio<br>Contact: Christopher Reynolds   |

## October

- |                                |  |
|--------------------------------|--|
| 5-7, Tallinn,<br>Estonia       | Black Sea and Baltic network meeting.<br>Contact: Yulia Pererva  |
| 13-14, Strasbourg,<br>France   | Languages of schooling<br>Contact: Johanna Panthier  |
| 15-16, Strasbourg,<br>France   | 6th plenary meeting of the Ad Hoc Advisory Group on Education for Citizenship and Human Rights Education (ED-EDCHR).<br>Contact: Yulia Pererva |
| 19-23, Bad Wildbad,<br>Germany | 125th European Seminar: "Parents' contribution to a school climate for living democratic citizenship".<br>Contact: Josef Huber                 |

## How to contact us

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

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