

Education Newsletter



Editorial

There is an old Scottish proverb that says “We’ll never know the worth of water till the well go dry”. Wells and water have often been used as metaphors for knowledge and learning: John Locke famously wrote of the ‘fountain of all knowledge’ and many people have ‘a thirst for knowledge’. Water is essential to sustaining life, but it has to be pure: contaminated water can bring disease or worse. Assimilating knowledge and learning how to use it is also vital to human life and the development of our societies, but unless what we are given to drink is of good quality it may harm rather than nourish.

The right to education is enshrined in the European Convention on Human Rights², but we must remember that we are responsible for the quality of the education we dispense. It is not merely a question of going through the motions of providing an education or stuffing learners with information. As George Bernard Shaw put it: “What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child”.

The aim of the Directorate of Education and Languages is to help the Council of Europe member states to provide access to quality education for all: an education that enables everyone, children and adults, whatever their status or background, to fulfil their individual intellectual and physical potential and participate actively in a peaceful, democratic society respectful of human rights.

The 23rd Session of the Council of Europe Standing Conference of Ministers of Education (Ljubljana, Slovenia, 4-5 June 2010 – see the previous issue of the Newsletter) highlighted the importance of teachers and teacher training in achieving this goal and the Pestalozzi Programme was shown particular appreciation by the ministers.

1. “An Essay Concerning Human Understanding”, 1690

2. First Protocol, Article 2, 1952



23rd session of the Council of Europe Standing Conference of Ministers of Education, 4-5 June 2010, Ljubljana, Slovenia: Ministers of Education and Heads of Delegation of the States Parties to the European Cultural Convention, Observer States, international and non-governmental organisations

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The added value of such a programme is that by coming together, sharing experiences and difficulties, and supporting one another by offering best practices, participants from different member states view their local context from a different perspective and can continue to innovate through networking.

Nor does the Education Directorate itself live in an ivory tower. It works closely with partners in other organisations so that our combined efforts produce results that are greater than the sum of the individual contributions. Several examples of co-operation are given in this issue: the Education of Roma children in Europe project has led to the establishment of an International Task Force for the Education of Roma comprising the Council of Europe, OSCE/ODIHR, UNESCO, UNICEF, Roma Education Fund, European Commission and International Step by Step Association; in the field of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) co-operation is particularly strong with the Office of the High Commissioner for Human Rights, UNESCO and the OSCE; and the launching conference of the project "Shared histories for a Europe without dividing lines" was organised jointly with the European Wergeland Centre.

*Reaching out to create synergies with partner organisations ensures coherence and heightens the impact of the Education Directorate's work, and nowhere is this better illustrated than in the field of language policy. 2010 sees the 50th anniversary of the Council of Europe's activity in the field of language education, fifty years that have seen pioneering work in communicative language learning and the promotion of plurilingualism that includes the development of common references for language teaching, learning and assessment, the launch of the **European Day of Languages** (26 September) and the establishment of the **European Centre for Modern Languages** in Graz, Austria. Nor does it end there: the Department of Language Education and Policy is committed to ambitious projects on **Languages in/for Education**, which takes a holistic and inclusive view of all languages used and taught in schools, and the linguistic integration of migrants, as well as working with the European Union in the Joint Programme **Minorities in Russia: Developing Languages, Culture, Media and Civil Society**.*

So the well is far from running dry. The Directorate of Education and Languages will continue to challenge conventional views in order to ensure that the younger generations benefit from a quality education that provides them with the means to fully enjoy all human rights and share the values that the Council of Europe stands for. This is the way in which we may hope to build a happier Europe, a Europe where there is more understanding, more tolerance and more empathy. As another old adage points out, if a job is worth doing, it's worth doing well.

Ólöf Ólafsdóttir
Director of Education and Languages

Intergovernmental Conference: “The Linguistic Integration of Adult Migrants: Towards the evaluation of policy and practice” – Strasbourg, 24-25 June 2010

Organised by the **Language Policy Division** (DG IV) in co-operation with the **Migration Division** (DG III), this event was attended by over sixty policy-deciders and practitioners from various ministries (e.g. Justice, Integration, Home Affairs, Education) as well as by representatives from other organisations (OECD, European Union, ...) and from Canada. The **programme** (see version online containing most of the presentations) included contributions by the Chair of the PACE Committee on Migration, Refugees and Population and by representatives of ECRI and the Commissioner for Human Rights.

The Conference addressed language issues related to family reunification, permanent residence, nationality/citizenship and access to the labour market, and in particular, the evaluation of policy and practice in these areas. Participants underlined the relevance

of selected issues and welcomed the opportunities for exchanges and networking in particular during working groups which addressed, inter alia, key issues relating to the effectiveness of policies and practice.

Results of a **survey** carried out among member states were presented, concerning current developments and trends of policies implemented by states in the field of the linguistic integration of adult migrants and developments since the last survey in 2008 (see the **Report** of the first seminar).

A **compilation of questionnaires** on policies and practice in member states (returned by participating states prior to the Conference – also online) offers an overview of member states' current concerns and will contribute to further initiatives of the Language Policy Division in taking account of needs.

A reference document *The Linguistic Integration of Adult Migrants: Evaluating policy and practice* served as background for discussions, accompanied by a more political document on *Adult migrant integration policies: Principles and implementation* and a series of **Thematic Studies** and **Case Studies**.

Language Policy Division:
www.coe.int/lang → Events



Contact:

Philia Thalgott
philia.thalgott@coe.int



Intergovernmental Policy Forum on the role played by languages, in particular the language(s) of schooling, in pupils' success or failure at school, Geneva, 2-4 November 2010

This intergovernmental policy forum was held at the generous invitation of the Swiss authorities. It was organised jointly by the Swiss Conference of Cantonal Ministers of Education (CDIP) and the *Language Policy Division, Directorate of Education and Languages* (DG IV).

It brought together those responsible for the overall language policy of education systems, not only those in charge of foreign languages or of the national language taught as a subject in itself,

but also persons responsible for other subjects, as languages are the vehicle of all teaching and learning. Participants responsible for the integration of learners from migrant backgrounds, from Roma communities or from low socio-cultural status made a special contribution to the discussions.

Various tools have been made available on the *Platform of resources and references for plurilingual and intercultural education* (www.coe.int/lang).

The policy forum also provided an opportunity to celebrate the 50th anniversary of the Language Policy Division of the Council of Europe. A report of the Forum will appear in the next issue of the Newsletter.



Contact:

Johanna Panthier
johanna.panthier@coe.int



23rd session of the Council of Europe Standing Conference of Ministers of Education “Education for Sustainable Democratic Societies: the Role of Teachers”, 4-5 June 2010, Ljubljana, Slovenia

The 23rd session of the Council of Europe Standing Conference of Ministers of Education was held in Ljubljana and Brdo (Slovenia) on 4 and 5 June 2010 at the invitation of the Slovenian Government. Forty-one States Parties to the European Cultural Convention (out of fifty) took part in the conference. The conference activities were also followed by Canada, in its capacity as an observer, and the following international organisations: the European Union, UNESCO, the OECD, the OSCE, the Nordic Council of Ministers, UNMIK, the European Training Foundation (ETF), Education International and the United Nations Economic and Social Council (ECOSOC).

The main theme of the conference was “Education for Sustainable Democratic Societies: the Role of Teachers” and the three sub-themes were: (A) Teacher competences for diverse democratic societies; (B) Professional development and social recognition; (C) Partnerships and networks in education.

During the plenary sessions and the working group meetings, the Ministers held very constructive discussions. As a result, the political bases of the Council of Europe’s work in the education field were strengthened for future years, particularly in the area of training for education professionals.

Under sub-theme A on “Teacher competences for diverse democratic societies”, the Ministers looked into the

challenges of teaching about harmonious co-existence and suggested that the development of transversal competences should be established as one of the priorities of initial and further training policies for education professionals. With regard to teacher training, they submitted that higher education establishments should be reframing their goals and their responsibilities vis-à-vis the initial training of Europe’s future teaching staff.

Under sub-theme B on “Professional development and social recognition”, several delegations expressed regret that the teaching profession suffered from a low social status, a lack of esteem and unattractive working conditions. To remedy this situation, it was proposed that the profession should be given a higher academic status, responsibilities in the research field and a more positive image in the media. The Ministers suggested approaches such as encouraging teachers to be more independent, drawing up more stimulating teaching programmes, setting up support teams, offering better career prospects, guaranteeing security in times of economic crisis through redeployment measures and co-operating with the business community and the trade unions to select the most promising candidates.

Under sub-theme C on “Partnerships and networks in education”, the Ministers advocated measures to foster diversification within the teaching profession. It was proposed to ask volunteers to conduct tests outside their usual

sphere of activities – with companies, municipalities and NGOs. It was also suggested that a catalogue of best practices in various countries should be drawn up, that teachers should be encouraged to be more independent where it came to setting up partnerships and that a partnership model including flexible management arrangements could be devised.

The Ministers adopted two resolutions, one on the Council of Europe’s education programme in the context of the current institutional reform and the other on the enhancement of teachers’ professional development through the Pestalozzi Programme, together with a final declaration on the theme of the conference.

For further information see
<http://www.coe.int/t/dg4/education/standingconf>



Contact:
Villano Qiriaz
villano.qiriaz@coe.int

Final Declaration

We, the European Ministers of Education,⁴ meeting in Ljubljana and Brdo on the occasion of the 23rd session of the Council of Europe Standing Conference, hereby adopt the present declaration:

[...]

UNDERTAKE:

- to support education professionals (including teachers, school principals and administrators) at all levels in fulfilling their educational and social responsibilities through appropriate public policies;
- to ensure that the degree of recognition enjoyed by the teaching profession is commensurate with the importance of the task it performs and is reflected through remuneration and conditions of service, including opportunities for continuing professional development;
- to promote a culture of lifelong learning for education professionals at all levels, including through high quality initial and in-service training;
- to encourage higher education and training establishments to upgrade and improve the standards of their initial and/or in-service teacher training programmes, to make sure that they attract and support high quality entrants, taking account of the range of diversity within our societies;

WISH the above measures to lead principally to:

- diversification of the training and/or recruitment options, *inter alia* by making use of the opportunities of the European Higher Education Area, for Europe's future teachers;
- the development of plurilingualism and the promotion of mobility and networking in initial and in-service teacher training;
- the development of "a" teaching and learning methodology, which equips future teachers with the knowledge, skills and attitudes needed for managing a diverse sociocultural environment;
- the inclusion of research in the training programmes of future teachers and involvement of practising teachers in school-based research projects;
- the introduction of effective tools for evaluation and self-evaluation allowing teachers to take responsibility for and ownership of their professional development;
- working conditions that enable teachers to focus on their educational role and make the profession more attractive;
- the involvement of education professionals in policy-making which affects them;
- the establishment and maintenance of sound partnerships between the educational community and all other relevant players in society;
- awareness among all education professionals of their role in promoting sustainable democratic societies;

CALL ON the Committee of Ministers to acknowledge the fundamental role of teachers as agents of change in the process of building and managing sustainable democratic societies respectful of human rights and diversity and accordingly to instruct the Steering Committee for Education (CDED) and the Steering Committee for Higher Education and Research (CDESR), on the basis of the results achieved under their programme of activities and with a view to maintaining their long-term impact at pan-European level:

- to endorse Council of Europe initiatives for co-operation in order to help education professionals to continue developing the transversal competences needed in diverse, democratic societies;
- to support intercultural understanding, in accordance with the Council of Europe White Paper on intercultural dialogue, advancing intercultural dialogue through the development of democratic governance of cultural diversity, the strengthening of democratic citizenship and participation, the teaching and learning of transversal competences, the provision of spaces for intercultural dialogue and exchanges;
- to encourage the participation of education professionals in pan-European networking and training in the framework of the Council of Europe Pestalozzi Programme;
- to continue work to improve the status of teachers in the member states;
- to endorse plurilingualism and mobility among teachers and future teachers;
- to identify the values and principles of effective partnerships between education institutions and other sectors of activities and to promote examples of good practice;
- to report in due course to the Council of Europe Standing Conference of Ministers of Education about the initiatives taken by member states to implement this declaration.

⁴. and Higher Education

Intercultural dialogue and history - the results of the “Image of the Other in history teaching” project

How can history teaching contribute to the development of intercultural dialogue, as defined in the White Paper on Intercultural Dialogue adopted by the Committee of Ministers in 2008?

This was the central issue around which all history teaching activities were organised in the period from 2006 to 2009.

One of the first conclusions was that, whatever the conditions under which intercultural dialogue took place, the form it took and the people involved, references to the history of countries, regions, social groups, religions and individuals would always be among its key components.

What then are the policies, programmes and methods that can be adopted to attune history teaching to the realities of cultural diversity, which is a more common feature of every European country and the modern world than ever before and will be even more so in the future?

Policies to reform history teaching should be aimed both at fostering the peaceful coexistence of different cultures and histories and, more importantly, at highlighting the role of this diversity as a source of creativity and cultural dynamism.

The tensions and conflicts which have marked ancient and more recent history should never, of course, be ignored, but it would be good to focus more on the relationships, interaction, convergences and cross-fertilisation which occur at cultural, economic, scientific and technical level and affect people's lifestyles and world views. This is particularly important in post-conflict situations and conflict prevention work.

The oft-overlooked fact that cultural diversity is in a state of constant flux implies that we must set up assessment and monitoring systems which enable

history teaching to keep in tune with a changing and unpredictable world.

The first goal should be to enlist the support of all the partners in the history-learning process and establish co-operation between them. Schools clearly have a central role to play, but it would be a good idea to reassess this role and think about ways of establishing synergies between formal education establishments and institutions or bodies which now help to disseminate historical knowledge such as museums, cultural centres, the audiovisual media, the specialised press, publishers, NGOs, local and regional authorities and even international organisations.

Striking a new balance between content and skills will be no easy task either. While everyone agrees that it would be impossible to learn all the histories of the world, establishing a core stock of essential knowledge – a kind of standard historical education – is a very complex business. Of course, knowing some basic facts is essential for anyone wishing to acquire the skills of tracking down sources, making critical analyses and summaries of these, adopting multi-perspective approaches and open attitudes to dialogue and seeing different viewpoints.

Ultimately, to get around this problem of the profusion of historical content, project-based teaching, involving a hands-on approach beginning with the identification and analysis of sources followed by discussion and the preparation of summaries, is a common solution, which can form an interesting part of a proactive learning programme.

If the prime purpose of history teaching is indeed to help train active citizens playing their part in respectful, democratic societies enhanced by their own diversity, history teachers themselves

and their status and training are key factors in the process. This is why there has been so much of a focus on, and discussion of, these issues in the course of the project. Pupils cannot be taught to be broad-minded and curious about other people's history if their teachers do not master these skills themselves. But what is needed on top of this are the professional skills to implement an open and active teaching approach and teach pupils how to establish dialogue and control their emotions. The hunt for ways and means of developing intercultural dialogue and harmonious co-existence with due regard for everyone's dignity is leading to, and has already partly resulted in, a radical transformation of the history teaching profession.

The conclusions of the “Image of the Other in history teaching” project will be published in the general report before the end of 2010 and will form the basis of a draft recommendation to be submitted to the Committee of Ministers at the beginning of 2011.



Contact:

Jean-Pierre Titz
jean-pierre.titz@coe.int

Shared histories for a Europe without dividing lines



The new project *Shared histories for a Europe without dividing lines* was launched on 16 and 17 June 2010 in Drammen, near Oslo, at a special event that served as a bridge linking it to the outgoing project, *The image of the Other in history teaching*. The launching conference, organised jointly by the Council of Europe and the European Wergeland Centre, received strong support and a generous financial contribution from the Norwegian authorities and was opened by Ms Kristin Halvorsen, Minister for Education of Norway, who highlighted the important role played by education in general and history teaching in particular.

The new intergovernmental project on history will be developed over the three coming years (2010-2012) and based on the idea of *sharing*. We are all different, but at the same time we are all interdependent, as inevitably we share geographical space and climate, traditions and customs, habits and lifestyles, and so on. History teaching provides an opportunity to share knowledge and experience, memories and emotions, attitudes and values with teachers, pupils and parents, textbook authors and teacher trainers, curricula and test designers, museums and archive specialists, ministry officials and representatives of NGOs.

Is the idea of sharing a new one? Bringing people together to provide a wide forum for sharing their views has always been one of the main ideas developed by the CoE as reflected in its documents including *Recommendation (2001)15 of the Committee of Ministers to the member states on History teaching in twenty-first century Europe and White Paper on Intercultural Dialogue – ‘Living together as equals in dignity’*. The idea of creating a Greater Europe without dividing lines was one of the issues discussed at the Summits of Heads of State and Government as from 1997. On the other hand, the philosophy of sharing has become a part of a new paradigm of the 21st century, based on a deep understanding of the present-day world as a diverse and multicultural space.



Kristin Halvorsen, Norwegian Minister for Education

The new project will be built on the results achieved in regional and bilateral activities and will logically continue to develop the outcomes of previous inter-governmental projects like *Teaching and learning history of the 20th century*, which brought into practice a new multiperspectivity approach highlighting the importance of teaching and learning history in its full complexity. The following project, *Key dates and key events in European history*, showed that multiple approaches to history could be combined into a common platform which was illustrated in the project by the historical dates which left significant traces in the lives of peoples on the European continent. *The image of the Other in teaching and learning history* raised the question of how history teaching could help the younger generation to better understand such a phenomenon as diversity and to learn how to respect others through intercultural dialogue. It proved that deep knowledge of diversity is essential, as ignorance could be used for all kinds of manipulations. It highlighted the implications for politics, the objectives and methodology for teaching history of cultural diversity of European societies, globalisation and the need for accompanying, if necessary, the confidence-building process in post-conflict situations.

The new project will highlight the common historical heritage of the member states as reflected in the European

Cultural Convention; contribute to better knowledge of historical interactions and convergences; deepen the understanding of dialogue not only as a mechanism of communication but as a space for common action; and help the younger generation to develop such skills as flexibility in thinking, an ability to adapt quickly to constantly changing life situations, a willingness and capacity to achieve consensus and compromise, an ability for self-development and self assessment and a capacity to make

choices and be responsible for their consequences. In so doing, the project will strengthen the common ground for joint action and provide visible input to the process of conflict transformation and violence prevention. These aims directly respond to the call for the CoE to play a major role within the international architecture at the present moment by helping to strengthen the process of deep security.

The project will be implemented by bringing together historians, curriculum

designers, textbook writers and history teacher trainers. It will tackle a number of already well-documented themes such as the Industrial Revolution and its sociological, cultural, scientific, economic and political consequences, European construction, human rights in the history of art. The project will end with recommendations as to the strategies, methods, teaching techniques and teaching materials which would be conducive to fuller awareness, comprehension and knowledge of interactions and convergences in the context of European history.



From left to right: Arild Thorbjørnsen, Education Consultant, Deputy Board Member of the European Wergeland Centre, Jean-Pierre Titz, Head of the History Education Division of the Council of Europe



Contact:
Tatiana Milko
tatiana.milko@coe.int

The recognition of qualifications in a global context The Lisbon Convention Committee, June 2010

The Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region, a joint Council of Europe-Unesco Convention, will celebrate its fifteenth anniversary in 2012. It is the sole international legal document concerning higher education, hence its importance. This is borne out by the number of ratifications (50 ratifications, making it the second most-ratified Convention in the Council of Europe). At the European level, the principles on which it is founded are a cornerstone of the Bologna Process. At the international level, European co-operation on recognition of qualifications is a recognised and sometimes envied process. Since it is a joint

Convention with Unesco, it has been notably ratified by Australia, New Zealand, Israel, and Kazakhstan (now a Party to the European Cultural Convention and signed by the United States and Canada. In June 2010 the Convention Committee held its fifth meeting in Sèvres, electing its bureau. Ms Carita Blomqvist (Finland) was re-elected to the Chairmanship, Mr Gunnar Vaht (Estonia) and Ms Gayane Harutyunyan (Armenia) were re-elected to the office of Vice-Chair, and Ms Frances Kelly (New Zealand) was elected rapporteur.

The meeting also revised the text appended to the Recommendation on criteria and procedures for the assessment of foreign qualifications and periods of study. The

revision chiefly dealt with the updating of this text, originally adopted in 2001, and the promotion of good practice in the process of recognising qualifications. Recognition by nostrification is a practice requiring higher education institutions to verify the constituents of a foreign diploma one by one, going so far as to request translations of theses. Conversely, a practice of recognition is founded on trust between the partners, none of whom may refuse to recognise the foreign diploma unless there are substantial differences (cf. Nos. 12 and 13 in the series of Council of Europe publications on higher education). Converting from the first practice to the second is a long and difficult process that necessitates ongoing dialogue

between those who, through their work, are to assess this possible recognition. The revision of this text made for enhancement of the dialogue. In this context, co-operation between the ENIC-NARIC centres plays an irreplaceable part.

The Committee's meeting was also marked by the presence of representatives of other regional Conventions on recognition of diplomas: the Arusha Convention for Africa, the Asia-Pacific Convention, the Arab Convention, etc. Indeed, in the age of globalisation, the question of recognising qualifications is, and will increasingly be, a major concern of international co-operation in the sphere of higher education.

Without recognition there is in fact no real prospect of mobility, no real free movement of workers. During the Committee meeting, as well as the meeting that followed under Unesco's auspices, the question of the necessary open dialogue between Europe and the other continents was central to the discussion, for it is in everyone's interests to consider these questions together. In the years ahead, this dialogue will proceed mainly by means of return invitations to the meetings of the regional committees of the Conventions, through the setting-up of a working party on recognition criteria and procedures in the framework of Mediterranean co-operation, and via the continued efforts of the ENIC-NARIC

Network concerning recognition in a global context. This work as a whole is also placed in the wider framework of the dialogue which Europe should hold with the world at large in the sphere of higher education, given that the Bologna Process is perceived outside Europe as a model of co-operation and of higher education reform.



Contact:

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

European Centre for Modern Languages in Graz: '15 years promoting excellence in language education' – anniversary event, 1 July 2010

Speaking and understanding one another's language is a fundamental prerequisite for being able to live together in a Europe without dividing lines. To assist in this challenge, the Council of Europe created the European Centre for Modern Languages, an institution whose specific mission is to improve the practice of language education throughout Europe.

Founded in Graz, Austria, the ECML has been working since 1995 with leading experts and institutions in the field of language education. Over the past 15 years, policy and professional development needs have been radically transformed through political developments and the convergence of new information technologies. The Centre assists its member states in responding to the challenges of Europe's multicultural societies in a period of unparalleled change and mobility and seeks to make a positive difference to the language education profession through its

programmes of activities, currently through its 2008-2011 'Empowering language professionals' programme.

Based upon the underlying values of the Council of Europe, the ECML supports the fostering of linguistic and cultural diversity and the promotion of plurilingualism and pluriculturalism among European citizens. In this, the Centre supports the application of language policy instruments developed by the Council of Europe's Language Policy Division. Through intensified contacts with the European Commission and the launch of the INGO-Professional Network Forum on language education the Centre seeks to further strengthen its links with professional bodies working in language education and to create synergies between organisations with similar aims.

On 1 July 2010, the ECML organised an event on the occasion of its 15th anniversary, hosted jointly with the

Austrian Minister for Education, Arts and Culture, Claudia Schmied, and the Austrian Minister for Science and Research, Beatrix Karl. The event looked towards the future role of the Centre, based upon 15 years experience of promoting excellence in language education.

In the audience were representatives of the Council of Europe member states at two levels: ministry officials responsible for nominating experts to the ECML's activities and the Committee of Ministers' Deputies of the Council of Europe. The event was also attended by experts and decision-makers from the host country.

During the celebration, the Austrian authorities unanimously praised the achievements of the Centre. Claudia Schmied stressed that "plurilingualism" in globalised societies is "more important than ever". In the message she sent to the meeting she stated that "the fostering



Speakers at the 15th anniversary event and representatives from the founding states of the European Centre for Modern Languages (ECML), including (4th from left) Gabriella Battaini-Dragoni, Director General of Education, Culture and Heritage, Youth and Sport and Coordinator for Intercultural Dialogue of the Council of Europe, standing next to Beatrix Karl, Federal Minister of Science and Research, Austria and (farthest right) Waldemar Martiniuk, Executive Director of the ECML.

of the linguistic and cultural diversity represents an asset for maintain and supporting our democracies,” also in respect to the integration of migrants. In the domain of education and science, Beatrix Karl highlighted “cross-border mobility” as a growing phenomenon to be supported. She added that speaking several languages represented a “prerequisite for the productive exchange on an international level”.

Gabriella Battaini-Dragoni, Director General of Education, Culture, Heritage,

Youth and Sport and Coordinator for Intercultural Dialogue of the Council of Europe, described the Centre as “ideally placed” to answer to new challenges in the field of language policy and professional development by developing innovative approaches in language teaching. The Centre acts like a “catalyst and provides means of support for educational change within its 34 member states.”

The representative of the European Commission, Fiorella Perotto, Deputy

Head of the Section for Multilingual Policy of the Directorate General for Education and Culture, noted that the “ECML has become a landmark in encouraging excellence and innovation in language teaching”. She praised, in particular, the Centre’s networking skills.

A panel discussion entitled ‘Promoting quality education in modern multilingual Europe’ highlighting the situation in Austria, Slovenia, Switzerland, France and the Netherlands closed the celebration ceremony.

For further information visit the Centre’s recently relaunched website
<http://www.ecml.at>



Contact:

Waldemar Martiniuk
waldemar.martiniuk@ecml.at

Social networking and online collaboration for education professionals in the Pestalozzi Programme

The Pestalozzi Programme offers an annual programme of training activities for different categories of education professionals across Europe: teachers, teacher trainers, school heads, parents, etc. Judging from the feedback of participants these activities (workshops, seminars, modules) provide stimulating and motivating learning spaces and in general participants return to their individual contexts carrying with them the traces of a rich professional and personal experience. They will use what they have learnt in their professional practice, they will share their experience with colleagues.



Yet a large part of what is offered by the real experience of such training activities may get lost on the way or may be difficult to communicate to others. The stimulation provided by direct exchange with peers from all over Europe who, while living in different contexts, still experience similar challenges as well as the exchange of resources and material becomes difficult when you lose direct contact. Furthermore, although there are about 1 000 education professionals who participate annually in training events of the Pestalozzi Programme, this still remains only a small fraction of the huge number of education professionals in Europe. In order to best

benefit from the resources invested and the expertise developed, it is important to find ways to reach beyond those who actually participate in the activities.

There are hundreds of thousands of education professionals in Europe and many of them share our concerns for a more just and democratic society, a Europe without dividing lines, people living together based on mutual respect. They also share our belief in the important role education has to play in this respect. Teachers are probably the one group of professionals who are in close and intensive contact over a long period of time with ALL citizens of Europe. Their role in forming the knowledge, skills, attitudes and dispositions cannot be underestimated.

However, the day-to-day struggle in educational institution may also lead to disenchantment, burn-out and loss of motivation. Furthermore there is a constant lack of opportunities to share one's successes and one's failures, lack of supportive discussion and exchange, lack of stimulating examples of practice and ideas from colleagues.

Bringing all these education professionals in contact is a challenge which can potentially be mastered with today's communication and information tools and it is a challenge the Pestalozzi Programme is currently taking up.

Ivan Illich's vision of learning webs already pre-empts today's technological developments which make such learning webs a realistic and feasible option:

The operation of a peer-matching network would be simple. The user would identify himself by name and address and describe the activity for which he sought a peer. A computer would send him back the names and addresses of all those who had inserted the same description. It is amazing that such a simple utility has never been used on a broad scale for publicly valued activity. (Illich, 1971)

Visibility helps to maximise the impact of activities. Comprehensive and updated information attracts a wider audience and potential target group of users. User-friendly documentation of background information and documents as well as of the concrete products for training and teaching allows a wider professional public to benefit from them. Following these considerations, the Pestalozzi Programme has completely remodelled its web pages and continues to improve them. However, this is only a first step towards effective communication and networking.

Two-way communication and communication channels are a key factor when working with networks and individual professionals from about 50 countries on an ongoing basis. For the time being an online platform (social networking platform) was put into place so that the participants in the training activities of the programme can communicate and exchange before, during and after the training activities and document their work online. This does not only provide a convivial space for exchange and communication, but above all it increases the quality of the work and the exchanges and feedback from the peers and the opportunities for monitoring and follow-up. At the moment there are about 500 education professionals participating in this social network, which constitutes a living resource and reinforces the identity of the training programme. It also offers the possibility to develop into a real community of practice of education professionals across the continent upholding and disseminating Council of Europe standards and values.

In order to reach beyond those who are already participating in our training events and to provide an **open networking space** for education professionals from all over Europe who share the principles and values of the Council of Europe and our concerns to base the practice of teaching and learning on

these values, the Pestalozzi Programme is currently working on a customised social networking platform together with the European Wergeland Centre in Norway. The platform will offer amongst others information and relevant news, spaces for topical discussions and exchange, online databases for expertise and resources, and spaces for collaborative work on activities and projects.

At the same time, the Pestalozzi Programme also explores the potential of eLearning platforms for a diversified training offer, including e-Training courses and blended learning alternatives as well as for a better and more effective dissemination of the teaching and training resources developed collaboratively in the framework of its activities. This work is carried out as a pilot project in co-operation with the Council of Europe Department for Information and Communication Technologies and a small group of trainers using the learning platform DOKEOS. A pilot e-Training course will be tested in 2011.



Contact:
Josef Huber
josef.huber@coe.int

Learning democracy and human rights: evaluation and the way ahead

On 15-16 April 2010, a conference on 'Learning Democracy and Human Rights' brought together about 160 representatives of the States Parties to the European Cultural Convention, decision makers, education practitioners, international institutions and civil society representatives. The participants discussed the results achieved under the Council of Europe Programme "Learning and Living Democracy for All" 2006-2009 and future activities in the field of Education for Democratic Citizenship and Human Rights (EDC/HRE) for the period of 2010-2014. The conference was organised in the framework of the Swiss Chairmanship of the Committee of Ministers. The discussions also contributed to the preparation of the 23rd session of the Council of Europe Standing Conference of Ministers of Education (Slovenia, 4-5 June 2010).



Learning democracy and human rights: evaluation and the way ahead

Partnerships and co-operation between a broad range of actors was discussed, and representatives of the Council of Europe bodies, other inter-governmental institutions and international NGOs shared their perspectives on the topic. The EDC/HRE Coordinators, officially nominated by the member states, described their experience of linking developments in their countries with the discourse and co-operation activities at European level and a number of proposals were made for broadening the outreach of their activities.



Ms Ólafur Ólafsdóttir, Acting Director of Education and Languages, Council of Europe, Ambassador Paul Widmer, Permanent Representative of Switzerland to the Council of Europe, Ms Kallirroi Chourdaki, Chair of the Steering Committee for Education (CDED)

Among the major outcomes of the Programme 2006-2009 is the development, testing and dissemination of the "EDC/HRE Pack". The Pack is a set of manuals and supporting materials on various aspects of citizenship and human rights education, which aim to capture and promote the best practices existing in the member states in this field. A series of manuals for teachers was also developed with a contribution from Swiss authorities. The need to make all these materials better known was stressed by the participants.



Mr Einar Värä (Estonia), Kristina Kaihari-Salminen (Finland), Ms Bojka Djukanovic (Montenegro), Mr Aidan Clifford (Ireland), EDC/HRE coordinators

A number of challenges in the field of citizenship and human rights education were raised at the conference, such as the impact of the economic crisis on public services and the lack of awareness of the potential of EDC/HRE as an instrument for personal and societal well-being. The role of the Council of Europe in putting human rights and democracy learning firmly on the agenda was considered to be of primary importance.

Shortly after the Conference, on 11 May 2010, the ministers for foreign affairs and representatives of the 47 member states adopted Recommendation CM/Rec(2010)7 on the Council of Europe Charter on EDC/HRE at the 120th Session of the Committee of Ministers. This non-binding Charter – which was developed over a period of several years with wide consultations and is undoubtedly the most significant outcome of the Programme 2006-2009 – will be an important reference point for all of Europe and will be used as a basis for the Council of Europe's future work in this field in the coming years.

Further information, including the conference report, speeches and presentations can be found on line at the following address:
www.coe.int/edc

QUOTATIONS

"The relevance and strength of [the Council of Europe's] approach is situated at two levels: first of all in terms of highlighting the specificity of responses delivered by each country in accordance with its history, culture and political organisation, and secondly in terms of the co-operation dynamics that it generates, - with everyone respecting diversity and learning from the experience of the others."

Mr Klaus Fischer, Member of the State Council of the Canton of Solothurn, Director of Education, Culture and Sport, on behalf of the Swiss Chairmanship of the Committee of Ministers

"...democratic citizenship and human rights education is no longer considered 'extra' or 'supplementary' but has, in fact, to borrow a phrase from a Council of Europe publication on cultural policy been brought "in from the margins". Increasingly, countries are realising that people are not born with the knowledge of human rights and democracy, but they have to learn it, they have to experience it, practice it, and not only in the school system but throughout life."

Ms Ólöf Ólafsdóttir, Acting Director of Education and Languages, Council of Europe

"If it seems obvious that in the young democracies there is still a need to fill the gap in the field of culture for learning democracy, it is alarming to see that most of the citizens of the so called old democracies just don't care about their rights and their duties. [...] This shows clearly that most of the people aren't aware of the importance of the functioning of democratic institutions and that the democratic system just can work if every single person takes his or her responsibility. This also shows clearly that we have to make more efforts in teaching democracy and underline that rights never can be seen alone but that they go along with responsibilities and duties."

Ms Anne Brasseur, Member of the Parliamentary Assembly of the Council of Europe

"Phase 1 of the [UN World Programme] Programme (2005-2009) focused on the implementation of human rights education (HRE) in primary and secondary schools. The evaluation of phase 1 is currently on-going and the questionnaire was sent out by OHCHR

to governments. [...] The data for the 47 CoE member states and the review of implementation in European schools systems in terms of policies, curriculum, teacher training and monitoring mechanisms will provide very useful inputs to the development of the next phase of the CoE programme on Education for Democratic Citizenship and HRE – and thereby the implementation and sustainability in Europe of the World Programme [for Human Rights Education]."

Ms Martha Santos, Programme Manager, UNICEF

"When I was at primary school, all teachers had a responsibility for our mother tongue education and that meant that they were obliged to look after our prepositions also during biology or maths lessons. I am dreaming of schools where all teachers take the same responsibility for EDC and HRE principles, where all teachers react the second there is homophobia, racism or any other kind of discrimination taking place in their classrooms. After all, it is all about educating the students in how to fight discrimination and inequality, how to make the world a little bit better."

Ms Antonia Wulff, Chair of the Council of Europe Advisory Council on Youth



Contact:

Yulia Pererva

yulia.pererva@coe.int

Joint Programme “Minorities in Russia: Developing Languages, Culture, Media and Civil Society”

We are now well into the second year of a three-year joint programme in co-operation with the Ministry of Regional Development of the Russian Federation. “Minorities in Russia: Developing Languages, Culture, Media and Civil Society” aims to support the Russian Federation in promoting its ethnic and national minorities, with a particular focus on their languages.

Valuable in-depth research in 2009 by Russian experts, analysing the language situation both linguistically and from a legislative perspective, has led to highly productive debate among European and Russian experts, NGOs, local and regional authorities, schools, education institutes, research centres and mass media.

Information seminars are being held in Moscow and regionally, focusing on enhancing the legal framework for ethnic and national minorities, and supporting them in terms of use of their languages in cultural expression, education and the media. Experts have been running workshops to reconcile domestic legislation and practices to European regional or minority instruments and values such as the European Charter for Regional or Minority Languages (ECRML) in particular.



Plurilingualism in the Russian Federation, German and Russian languages on a local administration building in Altai Krai.

Three pilot regions have been selected to specifically explore the possibility of implementation of the Charter should it be ratified by the Russian Federation. Implementation of the ECRML is being simulated, leading to practical involvement of all stakeholders geographically present, including minority or regional language speakers' NGOs, and expert reports

compiled in close collaboration with those NGOs, local authorities, and regional authorities in Moscow, with the involvement of the Council of Europe Secretariat.



ECRML simulation activity in Altai Krai in July 2010, meeting between Kazakh representatives, Alexey Kozhemyakov, Head of Secretariat of the ECRML, third from left, standing next to CoE experts Tomasz Wicherkiewicz and Sophie Simon.

There was a public hearing on regional or minority languages at the Civic Chamber in Moscow in June this year, breaking new ground as the first public event in Russia relating to the Charter. This provided an opportunity for open discussion among civil society, and many NGOs of speakers of minority or regional languages in particular. The first parliamentary hearing will be held in October in the Russian Parliament (State Duma).

Delegates from the various stakeholder organisations are participating in study visits to member states that have ratified the Charter. A small team visited Spain in June of this year, planning is under way for a visit to the United Kingdom in November and a third study visit will take place in 2011. It is hoped this will help identify best practice that could be successfully adopted by the Russian Federation and establish important links and networking for greater co-operation.

Another exciting element of the Joint Programme is the Call for Proposals, with grant funding being directly awarded to successful organisations. A range of education, academic and

cultural establishments, NGOs, regional and local authorities and Mass Media organisations are running mini projects over the next twelve months to increase national minority presence in the media, develop minority or regional language education, promote national minority cultural expression and develop civil society initiatives.

Find out more about the joint programme in English at www.coe.int/minlang and www.ecmi.de among others, and in Russian in further detail at www.coe.ru

We anticipate strong, positive results from project evaluations to be carried out in autumn 2011. Furthermore, the response to the original tender was highly encouraging and demonstrated a very varied and widespread commitment to and enthusiasm for ethnic and national minorities from the grass-roots level up.

Contact:

Larissa Kireeva
larissa.kireeva@coe.int



Education of Roma in Europe



From left to right: Igor Lukšič, Minister for Education and Sport of the Republic of Slovenia, Aurora Ailincăi (Council of Europe), Gabriele Mazza, Director of Education and Languages (Council of Europe), Gregor Mohorčič, Director of the National Education Institute, Republic of Slovenia, Alan Phillips, President of the Advisory Committee on the Council of Europe Framework Convention for the Protection of National Minorities, Gabi Čačinovič Vogrinčič, University of Ljubljana, Faculty of Social Work, Arthur Ivatts (Council of Europe expert).

After six years' work, the implementation period of the project "Education of Roma children in Europe" concluded with an evaluation conference in Slovenia in May 2009. The range of pedagogical products that had been prepared under the project were a good illustration of the concrete manner in which the Council of Europe is contributing to improving access to education for Roma.

The conclusions of the conference showed that there is a huge need to ensure that the teaching and training materials and training methods developed during the

project* are disseminated and built upon, and to enhance co-operation at international level. The representatives

of the various international organisations present at the conference pointed out that they have a key role to play in designing and implementing cross-national and European policies. It was therefore suggested that an International Task Force comprising international governmental and non-governmental organisations could be set up to co-operate with national authorities.

*The Council of Europe produced teaching material for teachers and Roma school mediators and assistants. Educational factsheets in the field of Roma history and culture provide a means of communication and of fostering mutual understanding and respect between the communities. A website dedicated to the Genocide against Roma (Samudaripen) is online and is constantly updated with relevant information: www.romagenocide.org For preschool education, a "pedagogical pack" was developed as well as Guidelines for including Roma children in Early Childhood Care and Education. All the materials are available on the internet site of the project: www.coe.int/education/roma



Roma children in Kosovo – © Aurora Ailincăi/Council of Europe

The International Task Force for the Education of Roma (ITFER) was established by the Council of Europe, OSCE/ODIHR, UNESCO, UNICEF, Roma Education Fund, European Commission and International Step by Step Association. The main mission of the ITFER is to help achieve the education goals for Roma in a more efficient way and to prepare for a more rational use of human and financial resources. Professional networks and co-ordination between authorities, institutions and NGOs will enable a more meaningful involvement of the

key actors, especially governments. As a result, implementation of policies at all levels – local, regional, national and international – will be improved and problems will be detected more speedily.

A decade after the Committee of Ministers of the Council of Europe adopted Recommendation No. R (2000) 4, it was necessary to take stock of the work done on the education of Roma, draw lessons from this stocktaking exercise and make new proposals. A new *Recommendation on the education of*

Roma and Travellers was adopted by the Committee of Ministers on 17 June 2009, becoming the most recent international official text to cover all aspects of the education of Roma and Travellers.



Contact:

Aurora Ailincăi
aurora.ailincăi@coe.int

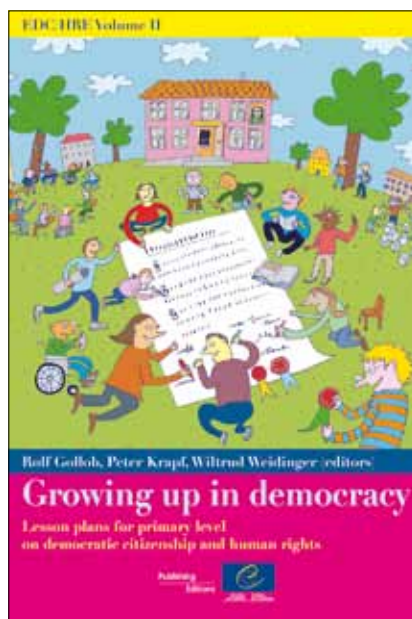
Books in brief

EDC/HRE Volume IV:

Taking part in democracy – Lesson plans for upper secondary level on democratic citizenship and human rights education

Rolf Gollob, Peter Krapf and Wiltrud Weidinger (Eds), Council of Europe Publishing, 2010

ISBN: 978-92-871-6833-7



EDC/HRE Volume II:

Growing up in democracy – Lesson plans for primary level on democratic citizenship and human rights

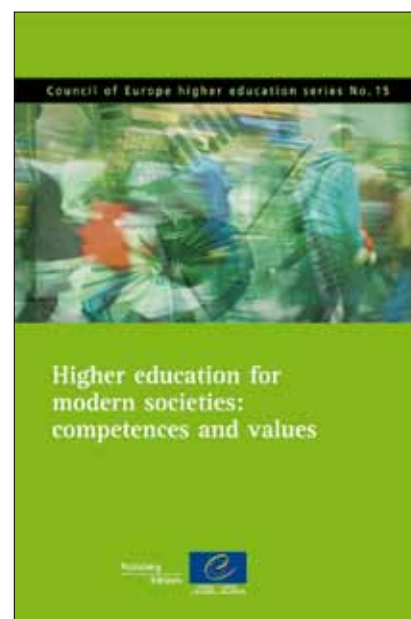
Rolf Gollob, Peter Krapf and Wiltrud Weidinger (Eds), Council of Europe Publishing, 2010

ISBN: 978-92-871-6728-6

Higher Education for modern societies: competences and values

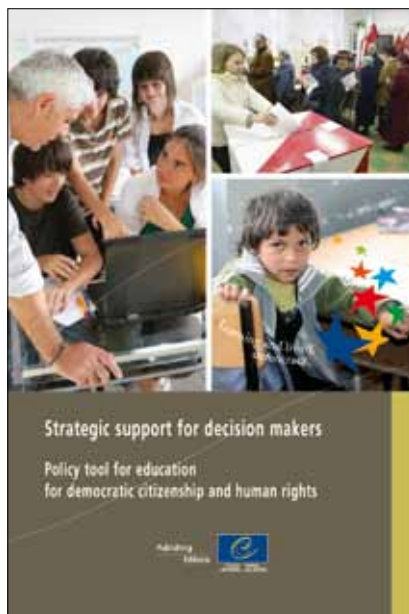
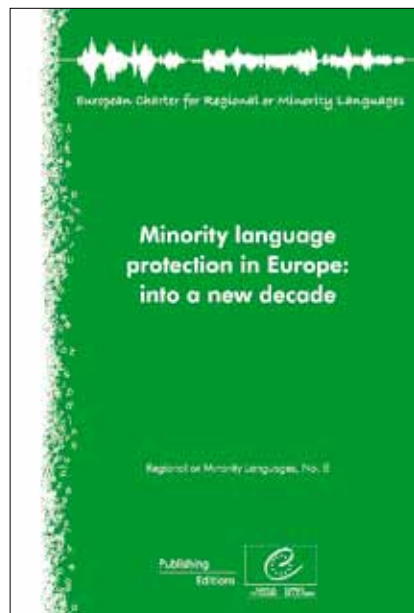
Sjur Bergan and Radu Damian (Eds), Council of Europe higher education series no.15, Council of Europe Publishing, 2010

ISBN: 978-92-871-6777-4



Minority language protection in Europe: into a new decade, Regional or minority languages series, no.8, Council of Europe Publishing, 2010

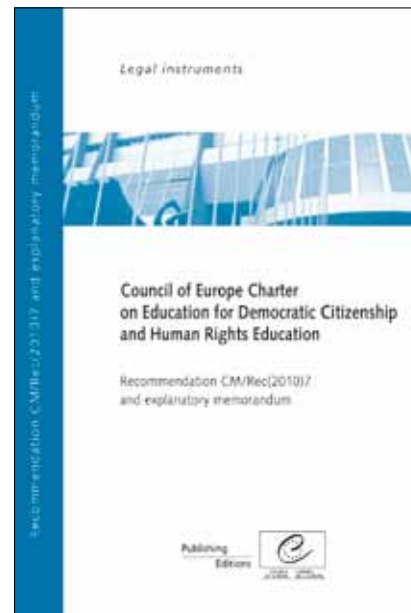
ISBN: 978-92-871-6727-9



Strategic support for decision makers – Policy tool for education for democratic citizenship and human rights

David Kerr and Bruno Losito, et al.,
Council of Europe Publishing, 2010
ISBN: 978-92-871-6896-2

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Recommendation CM/Rec (2010)7 and explanatory memorandum
Council of Europe Publishing, 2010
ISBN: 978-92-871-6898-6



Calendar of events - non exhaustive

January

- | | |
|--------------------------------------|---|
| 12-16, Sigulda,
Latvia | Civic education : from knowledge to action*
Contact: Josef Huber |
| 18-22, Brimington,
United Kingdom | Living Together : Citizenship and Community Cohesion*
Contact: Josef Huber |

February

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| 4-5, Bucharest,
Romania | 1st international advisory board meeting of the cluster of strategic projects in the reform process of higher education in Romania
Contact: Sjur Bergan |
|----------------------------|--|

March

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| 3-5, Limassol,
Cyprus | Medialiteracy: Internet Literacy Guidelines*
Contact: Josef Huber |
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March (continued)

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|---|--|
| 8-10, Meißen,
Germany | Schülermoderatoren gestalten Schulklima*
Contact: Josef Huber |
| 11-12, Vienna and Budapest
Austria and Hungary | Bologna Ministerial conference
Contact: Sjur Bergan |
| 12, Vienna,
Austria | 2nd Bologna Policy Forum
Contact: Sjur Bergan |
| 24-25, Strasbourg,
France | 9th Plenary session of the Steering Committee for Higher Education and Research(CDESr)
Contact: Sjur Bergan |
| 24-26, Luqa,
Malta | Promoting a socially-cohesive and equitable society through education and training*
Contact: Josef Huber |

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

Calendar of events - non exhaustive – (continued)

March (continued)

29-30, Chur, Bern, Switzerland
On-the-spot visit of the Committee of Experts of the European Charter for Regional or Minority Languages (4th monitoring cycle with regard to the application of the Charter in Switzerland)
Contact: Joerg Horn

April

13-15, Rovinj, Rijeka, Zagreb, Croatia
On-the-spot visit to Croatia of the Committee of Experts of the Charter (4th monitoring cycle with regard to the application of the Charter in Croatia)
Contact: Joerg Horn

26-30, Madrid, Spain
Educación, Medios de Comunicación y Web 2.0: Presente y futuro*
Contact: Josef Huber

May

3-5, Sèvres, France
L'innovation pédagogique dans le secondaire: apports et enjeux*
Contact: Josef Huber

3-6, Paris, France
Histoire de la Shoah et des génocides du XX^e siècle*
Contact: Carole Reich

3-7, Bad Wildbad, Germany
127th European Seminar: L'image de l'Autre dans l'enseignement de l'Histoire*
Contact: Josef Huber

6-9, Tallinn, Estonia
Multi-perspective approach on learning and teaching History: different tools to develop empathy and respect for diversity*
Contact: Josef Huber

12-14, Oslo, Norway
Wergeland Center
Preparing future teachers for intercultural understanding*
Contact: Josef Huber

12-15, Hradec Králové, Czech Republic
Creativity and innovation in teachers profession*
Contact: Josef Huber

May (continued)

17-20, Zagreb, Croatia
Action Research in the Function of Professional Development of Teachers*
Contact: Josef Huber

26-29, Cracow, Poland
Education for the prevention of crimes against humanity*
Contact: Josef Huber

June

4-5, Ljubljana, Slovenia
23rd Session of the Council of Europe Standing Conference of Ministers of Education: "Education for Sustainable Democratic Societies: the Role of Teachers"
Contact: Villano Qiriazzi

14-16, Aabenraa, Copenhagen, Denmark
On-the-spot visit to Denmark of the Committee of Experts of the Charter (3rd monitoring cycle with regard to the application of the Charter in Denmark)
Contact: Adina Nichifor

16-17, Oslo, Norway
Launching of the new project *Shared histories for a Europe without dividing lines*
Contact: Jean-Pierre Titz

16-20, Primorsko, Bulgaria
Exploring Civic Identity – New Perspective in Civic Education*
Contact: Josef Huber

24-25, Strasbourg, France
Intergovernmental Conference: "The Linguistic Integration of Adult Migrants: Towards the evaluation of policy and practice"
Contact: Philia Thalgott

24-26, Vilnius, Lithuania
International Association of Universities (IAU) International **Conference** on Ethics and values in higher education in the era of globalization: What role for the disciplines?
Contact: Sjur Bergan

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

Calendar of events - non exhaustive – (continued)

July

8-9, Zagreb, Croatia 3rd meeting of the Regional Network on Qualifications Frameworks for South East Europe
Contact: Sjur Bergan

September

1-3, Hamburg, Kiel, Berlin, Germany On-the-spot visit to Germany of the Committee of Experts of the Charter (4th monitoring cycle with regard to the application of the Charter in Germany)
Contact: Joerg Horn

8-10, European Youth Centre, Council of Europe, Strasbourg, France Seminar for the Pestalozzi Network of Trainers "Intercultural and Diversity Education: Evaluating Attitudes, Skills and Knowledge"*
Contact: Josef Huber

21-22, Strasbourg, France Bureau du Comité directeur de l'enseignement supérieur et de la recherche (CDESR)
Contact: Katia Dolgova

23-24, Uppsala, Sweden Pestalozzi Programme: 14th plenary meeting of the National Liaison Officers
Contact: Josef Huber

October

12-15, European Youth Centre, Council of Europe, Strasbourg, France Pestalozzi core knowledge, skills and attitudes for all teachers
Contact: Josef Huber

14-15, Strasbourg, Informal consultation meeting on the follow up to the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, adopted in the framework of the Committee of Ministers Recommendation CM/Rec(2010)7
Contact: Yulia Pererva

October (continued)

21-22, Sarajevo, Bosnia and Herzegovina "Putting into practice the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education: Practical tools for teachers": Eighth South East Europe EDC/HRE Network Meeting
Contact: Sarah Keating

November

2-4, Geneva, Switzerland Intergovernmental Policy Forum: "The right of learners to quality and equity in education – the role of language and intercultural skills"
Contact: Johanna Panthier

8-9, Strasbourg, France Conference: "Academic Freedom and Institutional Autonomy: the role of public authorities"
Contact: Sjur Bergan

9-12, European Youth Centre, Council of Europe, Strasbourg, France Diversity of world views and world knowledge in the classroom*
Contact: Josef Huber

17-18, Odessa, Ukraine Seminar on "Promoting Quality Culture in Higher Education Institutions in Moldova and the Transnistrian Region"
Contact: Katia Dolgova

17-19, Drammen, Norway 17th meeting of EDC/HRE coordinators
Contact: Yulia Pererva

22-24, Strasbourg, France European Language Portfolio - 22nd Meeting of the European Validation Committee (Final meeting)
Contact: Christopher Reynolds

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

Calendar of events - non exhaustive – (continued)

Novembre (continued)

24-26 Speyer,
Germany To educate for Human Rights the future European citizen - a contribution to the European salon of Youth and Human Rights 2011
Contact: Josef Huber

27, Lorient,
France Liet Festival (European minority language song contest): presentation of the Jury Award
Contact: Stefania Kruger

December

1-3, Strasbourg,
France 37th meeting of the Committee of Experts of the European Charter for Regional or Minority Languages
Contact: Joerg Horn

8-10, Subotica,
Belgrade, Serbia on-the-spot visit of the Committee of Experts of the European Charter for Regional or Minority Languages.. (2nd monitoring cycle with regard to the application of the Charter in Serbia)
Contact: Joerg Horn



Representatives of the 47 Council of Europe members states, the European Union and the Roma community were invited to attend a high-level meeting and agree priorities to improve integration of Roma people in Europe. The Directorate of Education and Languages was actively involved in the preparation of the meeting and is now ensuring the follow-up with the other relevant sectors in the Council of Europe, especially for ensuring an effective and equal access to mainstream educational system for Roma.

More information available at the following address:
http://www.coe.int/t/dc/files/events/default_EN.asp

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).

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



Christiane Yiannakis

and



Christopher Reynolds



www.coe.int