



# Education Newsletter



## Editorial

*I am very pleased to be signing this editorial for the first time in my new capacity as Director of Education and Languages since I took office on 1 December 2010. I should like to take this opportunity to introduce myself to you, the readers of the Newsletter, and outline a few ideas for the Directorate in the coming years.*

*As you may realise I am no newcomer to the Directorate; I have worked here since September 2002, first as Head of the Division for Citizenship and Human Rights Education, and then as Head of the Department of School and Out-of-School Education. I had been Acting Director since 1 September 2009.*

*I am therefore very well acquainted with the workings of the Directorate and its activities. I also have a good knowledge of the Council of Europe in general, which might be useful in times of reform such as the one the Organisation is going through at the moment. I started working at the Council of Europe almost twenty-five years ago, beginning in the Division of Historic Heritage and then moving to the Congress of Local and Regional Authorities of Europe to work on education and culture. I also spent nine years in the Directorate of Human Rights working on equality between women and men, trafficking in human beings and violence against women.*

*My background lies firmly in education. After studying in France at Tours and Orléans, where I obtained a "Doctorat de troisième cycle" in French Literature, I returned to my home country, Iceland, where I taught French Literature at the University of Iceland for six years. It was a job that I loved for the responsibility, the academic freedom, the research, the participation in the academic councils, and last but not least, the contact with the students.*

*From time to time I also worked in the evenings as a language teacher. This experience taught me once and for all just how important the quality of the teacher is. I remember that I defended this point in an article written for a language teachers' magazine back in 1984, when a lot of discussion was going on about the paramount importance of teaching material and teaching methods in language teaching. In so doing I was also thinking of the many good teachers I had been so lucky to have studied under. Perhaps I was already aware of the fact that to be a good teacher it is not enough to possess the competences in your subject; these need to be combined with transversal skills which today have come to be more important than ever.*

*The education work of the Council of Europe has always had teachers in its member states as its main beneficiaries. This will not change. It is through and with teachers and other education professionals that the Council of Europe will be able to spread its message of human rights, democracy and the rule of law to the citizens of our continent. Teachers, together with policy makers in the member states, are the main target groups in most of our activities, and in particular through a special in-service training programme for teachers, the "Pestalozzi Programme".*

*Although I and my colleagues have many ideas, I do not intend to propose any revolutionary changes in the education work of the Council of Europe in the coming years, since I feel that this has been done recently.*

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## Editorial (continued)

*Two years ago, we prepared a five-year programme which will last until 2014: we will continue working on citizenship and human rights education, on history teaching, the right to quality education for all, language and higher education policies and interfaith and intercultural understanding, because all these subjects are essential to achieving social cohesion and building a peaceful, democratic society in which every individual is given every opportunity to fulfil his or her potential. And if this sounds like an ideal, that is fine. It is an ideal worth striving for.*

*The main task before us, in the short term, however, is to increase the visibility and impact of this work. We will therefore, focus on better communication with our partners in member states, translate and disseminate our materials and develop projects in co-operation with member states. We will also seek to reinforce our partnership with other international organisations, in particular the European Union. We are complementary as organisations – and so is our work.*

*I also hope that we can increase our co-operation with neighbouring countries, both in the south and towards the east. Kazakhstan is already a member of the European Cultural Convention, and surely the best way to develop a meaningful dialogue with our neighbours on the southern shore of the Mediterranean is through education and culture. We share so much of our history with those nations which are now aspiring to more freedom and more equity. And we have so much to discuss with each other, so much to do to overcome years of misunderstanding and sometimes unfriendly attitudes.*

*So we certainly have our work cut out for us. But I wish to say here that I am at the head of an excellent team, true Europeans from many corners of Europe who are ready to take up the challenge. Their vision and dedication have already had a great impact on education in Europe, and in this respect I would particularly like to acknowledge the work of Joseph Sheils, who retired as Head of the Department of Language Education and Policy at the end of February. Thanks to Joe's professional knowledge and commitment through the years, Council of Europe language policies and tools are now recognised as of the highest standards by practitioners throughout Europe and beyond. His commitment to our Organisation and his sense of professional duty have been a model and inspiration for all of us. On behalf of the Directorate, I wish him a full and happy retirement.*

Ólöf Ólafsdóttir

Director of Education and Languages

# Joining forces for citizenship and human rights education

In times of economic crisis, citizenship and human rights education often suffer disproportionately from efforts to reduce public spending. However, it is precisely this kind of education that can help society to build a culture of living together, to reduce tensions and to resolve conflicts in a non-violent way. This is why the topic of democracy learning features prominently on the agendas of many international institutions. The Council of Europe has been working in this field since 1997, drawing upon existing practice in European countries and developing guidelines for future action. The Organisation is convinced of the mutual benefits of co-operation and actively seeks to join forces with international partners.

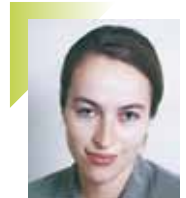
Close links were developed in particular with UN bodies. In 2005-2009, the Council of Europe contributed to the 1st Phase of the World Programme for Human Rights Education (2005-2009), which focused on the primary and secondary school systems, and consequently took part – as an observer – in the meetings of the UN Inter-Agency Coordinating Committee “Human Rights Education in the School System” (UNIACC). In 2007, a Regional European Meeting on the World Programme was organised in Strasbourg jointly by the Council of Europe, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the Office of the UN High Commissioner for Human Rights (OHCHR) and the UN Educational Scientific and Cultural Organization (UNESCO). At present, the Council of Europe is contributing to the 2nd Phase of the World Programme (2010-2014) – which focuses, inter alia, on training programmes for teachers and educators – through the Council of Europe Programme on “Learning and Living Democracy for All” (2010-2014). For example, in 2010, guidelines on citizenship and human rights competences for

teachers were translated and disseminated, and their integration in teacher-training programmes in the member states was encouraged and supported. Education professionals were trained on human rights education in the framework of the “Pestalozzi” Programme.

OSCE/ODIHR is another important partner. Following this Organisation’s initiative, a publication entitled “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice” was published jointly by the Council of Europe, OHCHR, UNESCO and the OSCE/ODIHR in English, French and Russian. This publication collects 101 exemplary practices designed for primary and secondary schools, as well as teacher-training institutions, which were selected on the basis of their innovative approaches, effectiveness, adaptability and diversity. Also upon an initiative from the OSCE/ODIHR, the Council of Europe, UNESCO and OSCE/ODIHR worked together in 2010 and 2011 to develop “Guidelines for Educators and Policy Makers: Combating Intolerance against Muslims through Education”. The aim of the guidelines is to equip educators with knowledge and skills required for preventing intolerance against this specific group, while putting this phenomenon in the general framework of discrimination.

A number of joint programmes between the Council of Europe and the European Commission contributed to the strengthening of citizenship and human rights education in several countries. A civic competence composite indicator was developed in the framework of a research project on “Active Citizenship for Democracy” (2005-2008), organised by the Council of Europe and the Centre for Research on Lifelong Learning based on indicators and benchmarks (CRELL) of the European Commission.

Fruitful co-operation has been developed with many other organisations and institutions. However, more needs to be done to bring democracy and human rights to schools in Europe. The current needs and priorities were at the centre of discussion at an inter-institutional meeting that was held in Strasbourg on 14 March 2011, the fifth in a series of such meetings to be hosted by the Council of Europe since 2004. The participants explored the role and contribution of international institutions and proposed co-ordinated action.



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# Council of Europe launches “Living Democracy” teaching materials to promote human rights and democracy in schools



*Launching the Living Democracy manuals at the 8th South East Europe Networking Conference on Education for Democratic Citizenship and Human Rights, Sarajevo, October 2010.*

On 21 October in Sarajevo, the Council of Europe launched six manuals for teachers to promote education for democratic citizenship and human rights. These manuals are intended to help countries to put into practice the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education adopted in May 2010 by all 47 member states of the Council of Europe.

longstanding support and co-operation with BiH. But the result was much more than our usual political and technical assistance. Rather, our efforts resulted in a partnership with a dedicated set of professionals – teachers, school directors, teacher trainers – from all corners of BiH. Peer experts from all over Europe worked together with these practitioners to produce high-quality teaching manuals for use in schools in BiH. These manuals were so successful that it was decided

to decontextualise them so that schools throughout Europe could benefit from their interactive methods and thought-provoking approach to promoting democracy and human rights in schools. The authors and editors of the final version of the manuals come from

many European countries, and the manuals themselves have been tested and revised by a large number of people of different origins and sensitivities.

The first volume, “Educating for democracy”, sets out some of the basic principles of Education for

Democratic Citizenship and Human Rights Education (EDC/HRE) for practitioners, such as active learning, task-based activities, team work, interactive methods and critical thinking, and also includes toolboxes for teachers and students. The other volumes in this series offer concrete teaching models and materials in EDC/HRE for pupils from elementary to upper-secondary level. For instance, Volume II for primary level includes a lesson on minorities and majorities in the school playground. For older students, Volume IV offers lesson plans on how to settle conflicts, for example a ‘fishing conflict’ where students learn how to manage common resources.

Of course, the “Living Democracy” manuals can only be used by practitioners if available in their own language. The first volumes in the series already exist in a number of languages and several more countries are translating and publishing the manuals. Volumes III, V, and VI are currently available in French.

The “Living Democracy” series was co-financed by the Council of Europe and the Swiss Agency for Development and Co-operation, and developed in partnership with



The unique feature of these manuals is that they are the outcome of a truly European project. The idea and the first versions were developed in Bosnia and Herzegovina (BiH). As early as 1997, the Council of Europe, along with other partners such as Civitas, started our

*1. Adopted in the framework of Recommendation CM/Rec(2010)7 of the Committee of Ministers.*

the Zürich University of Teacher Education, International Projects in Education, with Rolf Gollob, Peter Krapf and Wiltrud Weidinger as editors. And let us not forget the artistic gifts of Peti Wiskemann who created the vibrant illustrations for the cover pages. At first glance, these illustrations

catch our eye and then as we look a bit closer, we see layer upon layer of messages in them. Posters are available for all six covers.

The “Living Democracy” manuals are available on our website ([www.coe.int/edc](http://www.coe.int/edc)) both for free download and purchase.



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## The ECML's “Learning through languages” programme

In January 2012 the European Centre for Modern Languages of the Council of Europe, based in Graz, Austria, will launch its new medium-term programme entitled “Learning through languages: Promoting inclusive, plurilingual and intercultural education”. Projects within the programme will contribute to the Council of Europe’s work promoting quality education for all.

used in subject teaching. Projects will also focus on informal and non-formal language learning and on the dialogue with stakeholders involved in the education process.

The programme aims to achieve significant impact on learning by:

- developing practical tools and materials either directly for the use of learners or for teachers, teacher educators and/or other actors in the field of education;

is involved, all individuals can be considered as language learners.

- In order to target all learners the emphasis in the new programme is placed on inclusive, plurilingual and intercultural approaches which fully build upon Council of Europe policies in this area. The inclusive approach will involve learners from all backgrounds, be they migrant, special needs, majority, minority ...
- Lifelong learning both in formal and informal/non-formal contexts. One of the challenges of the programme will be how to motivate a learner outside the formal learning context, so that, for example, learning continues well beyond the compulsory period of schooling.
- A “mediation” strand of work will encourage dialogue with new stakeholders involved in the education process including representatives from parents’ associations, businesses, heads of schools, and multipliers of regional networks.
- As well as building upon its previous work the programme seeks to address several new areas for the ECML such as support for migrant language education and sign languages, and language provision for the blind and visually impaired.



### Programme aims and key features

The 2012-2015 programme will build upon the Centre’s previous work and widens its scope, for the first time moving beyond the foreign language classroom to include all linguistic abilities and the needs of all groups of learners. Within this context language(s) represent(s) the principal medium through which learning is achieved, so the programme will address not just the foreign language classroom but the teaching of the language of schooling, of other languages present in the educational environment and the languages

- communicating and disseminating results of ongoing and completed ECML projects to key stakeholders.

In addition to the wider scope of the new programme, some of the distinguishing features, compared with the Centre’s previous work, are:

- The focus on the learner: following the current “Empowering language professionals” programme the focus will shift from the language teacher to the learner. Not only on the language learner attending a foreign language classroom but to all learners, based on the premise that from the moment that communication

### Main target audiences

The programme will be based upon project proposals and individual applications received through a Call for submissions.



In order to attract the desired target groups indicated below a series of promotional events were organised throughout the ECML member states. Between December 2010 and the closing deadline for the Call on 1 May, over 20 events took place involving around 2 000 participants.

The principal target groups for the Call were:

- experts and researchers in language education, teachers and teacher trainers of all languages;
- experts in education with a strong interest in language education;
- representatives of related organisations/associations with a stake in good quality language education (e.g. parents' associations, school boards, business sector).

The programme itself will involve specialists in:

- the foreign language classroom;
- the majority language classroom;
- the classroom for other languages;
- the subject classroom;
- informal and non-formal language learning.

Further details are available online at: <http://www.ecml.at>.

To receive regular updates on the Centre's work subscribe the Centre's newsletter: <http://www.ecml.at/gazette>.



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## Trainer-training courses of the Pestalozzi Programme

The trainer-training courses of the Pestalozzi Programme – also called Module Series – started in late 2006. Every year two new courses are launched on central concerns of the Council of Europe in the field of education. Teacher trainers from all over Europe are invited to work together over a period of 12-18 months and to develop and pilot training material for the topics dealt with. These training resources are made available online for the interested professional public and are also directly used in subsequent training events of the Pestalozzi Programme.

Currently two such courses are ongoing. Both started in 2010 and will finish in 2011:

- Diversity of world views and world knowledge in the classroom;
- Pestalozzi core knowledge, skills and attitudes.

Two further courses are in preparation and will start in the course of 2011:

- Education for the prevention of discrimination;

- Education for the prevention of violence in schools.

### Diversity of world views and world knowledge in the classroom

The general aim of the training course is to focus on the connection between world views and world knowledge in the educational environment. Taking diversity of world views at school as a fact and con-

necting it with the educational action needed in order to deal with different world knowledge as presented in a school environment can balance theory and praxis, and transfer content research to educational methodology.

The first part of this training event was hosted by the Council of Europe at the European Youth Centre in Strasbourg and attended by over 30 teacher trainers who will continue working together until



autumn 2011. The team of trainers was led by Angelos Vallianatos (Greece) supported by Susana Gonçalves (Portugal) and Liutauras Degesys (Lithuania) and the General Rapporteur was Pascale Mompoin-Gaillard (France).

A text prepared by the facilitators presenting their basic assumptions about world views and world knowledge was presented as the basis for the training activities. This took the form of a puzzle whose pieces, when connected, provided the participants with a picture of the Module's theme and acquainted them with the main areas to be covered:

- information on world views and further exploration of the content and barriers of world views,
- links between the participants' work and relevant Council of Europe activities, and in particular the Pestalozzi Programme,
- connection between world views and world knowledge in the classroom, with regard to both content and the methods used,
- use of the above as an inspiration and a resource for creating new educational activities.

The programme was organised as follows:



#### • Day 1 "What to deal with and why"

A Basic Assumptions Document was presented as a common basis to work on. The participants got to know each other through ways that underlined their diversity of world views and connected them to the principles and values that function as factors of shaping world views, but also as a means of researching the reasons for dealing with them.

#### • Day 2 "How to deal with the diversity of world views"

Difficult and controversial world view issues and the process of becoming aware of the existence of stereotypes were used as a paradigm to further explore the content and special characteristics of the diversity of world views, and introduce ways of dealing with this kind of diversity.

#### • Day 3 "Educational strategies"

The work was connected to Council of Europe principles and values using the results of different projects on human rights, democratic participation and the rule of law as a fundamental basis on which to construct the strategies needed to take into consideration the diversity of world views and their links with world knowledge and the classroom.

#### • Day 4 "Looking ahead"

The fourth and last day of Module A concentrated on practical issues and action planning. Participants had an opportunity to identify, discuss and describe the training resources they are going to develop and pilot in the coming months.

During the session, the participants created interconnections as groups but also as pairs for peer support for the action plans and the training units they have to create and pilot. In this context, the Basic





Assumptions Document is part of the work in progress and will be finalised in the light of the work done over the coming 12 months.

From November 2010 to June 2011 the collaborative work continues via an on-line platform which enables peer support and individual coaching by the team of

trainers. The participants will meet again in the second Module, which will take place in Austria in June 2011 hosted by the Austrian Ministry of Education.

## Pestalozzi core knowledge, skills and attitudes



The general aim of the training course is to focus on an exploration and discussion of the existing Pestalozzi catalogue of core components of knowledge, skills and attitudes which are common to the themes and values of the training programme for education professionals and the Council of Europe as a whole, as well as on the development and piloting of appropriate training resources for all teachers in pre-service and in-service training contexts.

The project to work on Pestalozzi core elements (or components) stems from the shared idea of the network of trainers involved in the Pestalozzi Teacher-Training Programme that teacher education and training (as much as all learning) should be based on the development of specific components – attitudes, skills and knowledge – with a view to supporting tomorrow's sustainable democratic societies. These components apply to all teachers (and learners) in all subject matters.



We can therefore envision a transversal approach to teacher training.

The analysis of the materials that were developed within the Pestalozzi modules between 2006 and 2008 and of descriptions of competences developed in other Council of Europe education projects in areas such as democratic citizenship,

improved the 'Catalogue of core components to contribute to education for sustainable democratic societies'. The work was co-ordinated by a team of three trainers led by Ms Rasa Askinyte (Lithuania). She was supported by Arthur Ivatts (United Kingdom) and Patricia Garouste (France), and the General Rapporteur Pascale Mompoin-Gaillard (France).

Between modules A and B, participants are asked to exemplify the identified core components and develop teacher training materials and classroom materials that can support the development of these components. They will be helped on-line by their peers and by the team of facilitators. The second Module will be hosted in Cyprus thanks to the Cypriot Ministry of Education. Participants will have the opportunity to share experiences, evaluate the success of their work and continue working on the improvement of their training resources.



intercultural education and socio-cultural diversity, and history teaching, show that there is a body of components that are common to all themes or areas of interest.

The first session was hosted by the Council of Europe at the European Youth Centre in Strasbourg and brought together about 30 participants, who revised and



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## Partners: Eurogeo and Euroclio

In the course of implementing its recent projects on history teaching, in particular the 2007-2010 project on the Image of the Other in History Teaching, the Council of Europe has established close working relations with a number of European non-governmental organisations. The work of two of these partners, Eurogeo and Euroclio, is presented below. The drive and energy of these organisations and their direct link with teachers in the field make them necessary and invaluable partners.

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## Eurogeo/Euroclio: Geographers & Historians “mapping history!”

• **The European Association of Geographers Eurogeo** is an active NGO with a longstanding tradition and membership of the Conference of NGOs in the Council of Europe. It is the European scientific and educational society which was founded in 1979 which networks geographers from all walks of life and organisations who are interested in the theory, methods and practice of Geography. Eurogeo promotes the European dimension in geographical education as a contribution towards the development of European citizenship. By doing so, Eurogeo encourages the development of a greater European awareness through the medium of geography and increases mutual knowledge and understanding of Europe. It is clear that spatial skills and geographical information on the Web are becoming increasingly important to European citizens. The roles that geography and geographers play are being challenged by these new geo-opportunities. Those involved with the Eurogeo association are seeking to monitor and support these developments.

Eurogeo has undertaken a number of projects and activities during the last six years to raise interest with the European citizen as far as global awareness and spatial literacy are concerned. Geoinformation in combination with digital mapping and data processing has been one of the issues dealt with. One Eurogeo project is the GEOcube. The GEOcube shows 54 geographical topics

only a mouse click away. It promotes the discipline of geography and helps the European citizen young or old to understand our globe in an accessible way and in several languages (see <http://www.geocube.eu>). Eurogeo is also involved in a new Comenius network project for teachers and teacher educators, called digital-earth.eu. The project connects those using digital maps, globes and geographic media in learning and teaching to share experience and expertise. Find out more at <http://www.digital-earth.eu>.

One of the latest European projects Eurogeo is involved in is the Historiana project. This is where geographers and historians meet in the field of secondary education. Here the geographers support the work of historians with their expertise of maps and mapping. The purpose of the Historiana project is to create an educational web site for use in classrooms, museums and heritage settings. The materials will aim to provide plural perspectives with respect to diversity at inter- and intra-state scales. This will help students to adequately comprehend the complexity involved in themes associated with history and heritage and increase their level of historical awareness. The aim of Historiana is to create opportunities to compare the history and heritage across time and regions. This will allow users to examine connections, differences and similarities. The material is being designed in such a way that stimulates users to think critically on issues related

to history and heritage and to acquire key competences while simultaneously gaining knowledge of specific events and long term developments in history (see <http://www.historiana.eu> for further details).

You can follow the work and activities of Eurogeo on the web at <http://www.euro-geography.eu>.

Harry Rogge, Secretary General, and  
Karl Donert, President, EUROGEO

• **Euroclio** the European Association of History Educators, represents 79 independent and volunteer History Educators' Associations and Institutes from 53, mostly European, countries. The organisation was established in 1991 on request of the Council of Europe. Since then, Euroclio has obtained participatory status as international non-governmental organisation with the Council of Europe's Conference of INGOs and has worked in active partnership with the Council of Europe in a variety of projects.

In line with the Council of Europe's recommendation of 2001 about the basic principles of history education, which Euroclio contributed to drafting, the Association promotes a responsible and innovative teaching of history based on multiperspectivity, critical thinking, mutual respect, and the inclusion of controversial issues. Euroclio affirms that the past does not stop at national borders and that history education has a significant

impact on how people look at the world around them, and thus can contribute to societal advancement in a constructive manner. Euroclio seeks to enhance the quality of history and citizenship education through the innovation of the subject contents and pedagogy, and the capacity-building of history, heritage and citizenship educators.

Euroclio has been able to define and pragmatically refine an innovative methodology building on the practical work carried out within numerous initiatives since 1991. This widely-praised approach is process-orientation centred and believes in reinforcing professional talents as fundamental resources for innovation and change. The teaching resources produced within Euroclio projects are based on collaborative work and a closely moderated

procedure of assessing, reviewing and piloting.

In 2011 and beyond Euroclio's work will be organised like in the past around the key concepts of Educational Innovation, Lifelong learning, European citizenship, Intercultural dialogue, Cross-border Co-operation and Good Governance. With *Historiana*,<sup>TM</sup> an ambitious initiative in which all these areas of action are addressed, Euroclio is developing a thematic website which offers teachers and young people the opportunity to compare locations and periods, experiences of people, and the consequences of historical developments, articulated in material and immaterial legacies of Europe. The website offers a first real alternative solution to the idea of a European History Textbook.

Euroclio aspires to further strengthen its position as an internationally recognized network, voice and focal point for responsible history, heritage and citizenship education in Europe and beyond. Therefore the Association constantly looks for new ways to work in co-operation with its members and other stakeholders in the field of history education in order to raise awareness and implement change towards an increasingly responsible and innovative history education. Please find detailed information about Euroclio's past and present work at [www.euroclio.eu](http://www.euroclio.eu)

Joke van der Leeuw-Roord  
Executive Director, EUROCLIO

## Building confidence through higher education: Moldova and the Transnistrian region



In the twenty-first century, with nations becoming more and more interdependent, their future becomes ever more dependent on the knowledge, skills and resourcefulness of its people, creating

new opportunities and difficulties for education. It is much easier to face these challenges in education by co-operating with other knowledge workers. In this context networking between universities,

professors, teachers and students becomes very important.

For nearly twenty years there have been low levels of information exchange and interaction between higher education

institutions from the two sides of the river Dniestr/Nistru. This creates practical difficulties at all levels (recognition of qualifications, mobility, student and staff exchanges, joint participation in projects, etc.). Improving the exchange of information and communication between the higher education institutions from both sides of the river Dniestr/Nistru became the starting point of confidence-building measures for the Transnistrian region, actively supported by the Council of Europe in the field of education since January 2010.

The first event organised in this framework by the Council of Europe was the roundtable on “European trends in teaching and learning: experiences and practices” (Strasbourg, 25 June 2010). The event, which brought together academic representatives from higher education institutions from both sides of the river, provided a very productive platform for discussion and the exchange of good practices on current developments in the

teaching and learning methods in Europe. A further objective of the roundtable was to question the extent to which innovative teaching methods have been and can be further translated into everyday practice at higher education institutions.

This was followed on 17 and 18 November 2010 by a seminar in Odessa on “Promoting quality culture in higher education institutions on both sides of the river Dniestr/Nistru”. This seminar focused on internal quality development and assurance in higher education institutions, exploring the role of university leadership, academic staff and students in promoting and advancing a culture of quality.

Both events illustrated how many aspects of higher education are common to universities irrespective of their location. Although taking diverse forms and achieved through different languages and cultures, in this field at least, we can eas-

ily learn from each other and also co-operate for the benefit of all.

The positive atmosphere, constructive discussions, and creative potential for future development experienced by all present in Strasbourg and Odessa will not be quickly forgotten, and will serve as a strong basis for future action.



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## Intergovernmental Policy Forum on The right of learners to quality and equity in education – The role of linguistic and intercultural competences, Geneva, 2-4 November 2010

The Language Policy Division celebrated fifty years of Council of Europe work in the language field at a Language Policy Forum in Geneva in November 2010.

The oldest of the three units in the Department for Language Education and Policy, which is now called the Language Policy Division, held its first major conference in Paris in 1960. The Department's other two units are the European Centre for Modern Languages (ECML), an enlarged partial agreement set up in 1995, and the European Charter for Regional or Minority Languages, which came into force in 1998.

The 50th anniversary festivities took place, in the evening, during a major Intergovernmental Political Forum on *The right of learners to quality and equity in education – The role of linguistic and intercultural competences*, hosted by the Swiss authorities and attended by 200 policy makers and officials responsible for school programmes from 38 member states, Canada, ALECSO, the European Commission, the OECD and six INGOs.

Apart from the festive evening, the Forum dealt with a highly serious theme, because the work of the Division is currently focusing on language policies conducive to making schools places of integration and social cohesion. It is the lack of competences in the main language

of schooling that drives too many children into the downward spiral of educational underachievement. Another reason is the lack of consideration for their languages and cultures of origin, which are so important for building up their identities and for their cognitive development. The socio-economic status of the families plays a major role in children's academic success, but research has proved that there is another basic element which can help overcome material difficulties: a positive attitude on the student's part to reading (which obviously largely depends on their access to written materials). This shows, for instance, the importance of reading stories to children at a very early age (not



necessarily in the majority language of the immediate environment).

The Language Policy Division has been working in the foreign and second language field for fifty years now. Its best-known achievements are the Common



*Documents prepared for the Forum*

European Framework of Reference for Languages (CEFR) (which has now been translated into 39 languages) and the European Language Portfolio (ELP), which makes the whole CEFR approach accessible to students of all ages. The CEFR has deeply influenced language policies in most European countries and the whole academic world. However, many countries in Asia, Africa and the Americas have also used the CEFR to revise their foreign language curricula; educational materials and teacher training programmes have also adopted communicative, action-oriented approaches with more definite and realistic goals – thanks to the CEFR language competence descriptors (which break down into six levels). A major trend has become established worldwide since the publication of the CEFR in 2001 (with a large accompanying ‘toolkit’), making language certificates more transparent via a process of calibrating examinations on the basis of the CEFR.

However, at the beginning of the third millennium, while Europe still needs foreign- or second-language skills in order to ensure communication among its citizens, social realities – as the heads of state and government reminded us at the 3rd Council of Europe Summit in Warsaw – are forcing our education systems to do their utmost to guarantee fair access to quality education for all children

without discrimination. This is an inherent right for all children.

In the language policy field, this means paying greater attention to the linguistic dimension of all learning processes. The most brilliant students will fail at school



*Conference room*

if they lack a command of the main language of schooling. The fact is that this language is often written, and even in its oral form it incorporates more abstract concepts, uses a richer vocabulary, and has a more complex, structured and closely argued discourse. Even for children from the country in question who speak the same language at home and at school, the “academic” language must be learnt. And it must be learnt in all classes, in all school activities, not just in language classes. This explains the importance of ensuring that, for example, history, maths and science teachers and curricula clearly incorporate the linguistic dimension of these subjects.

Drawing on its experience in the foreign language field, the Language Policy Division is currently implementing projects to describe the competences in the language of schooling which are required for a successful learning process. The aim is to establish reference elements/standards to make teaching more coherent and transparent and to ensure its quality.

In order to give all students equal opportunities to achieve the success to which they are entitled, other projects are being run on regional and minority languages and migration.

Virtually all experts on the learning process agree that effective teaching involves

activating prior experience and building on extant knowledge. In the case of students of immigrant origin or youngsters who speak a minority language at home, this principle means that if the pre-existing knowledge is encoded in the first language



*From left to right: Philia Thalgot, Joseph Sheils, Johanna Panthier, Christopher Reynolds, Corinne Colin*

(L1), these learners must be encouraged to use their L1 to activate and enrich this knowledge. Teachers obviously cannot know all the languages spoken by their students, but there are many methods of capitalising on, and helping students to capitalise on, their bilingualism or plurilingualism, to build their own identities. This subject was addressed at the Political Forum by Jim Cummins, an eminent specialist in linguistic integration of children of immigrant origin/bilingualism, and is further developed in his text “[Putting the Evidence Back into Evidence-based Policies for Underachieving Students](#)”.

The Report and the texts produced for the Forum on [the linguistic integration of children of immigrant origin](#) and the language dimension of all school subjects are available at [www.coe.int/lang](http://www.coe.int/lang).

Two fundamental values of the CEFR (and therefore also of the ELP) have been less intensively utilised, namely plurilingualism and interculturalism. In the light of the principles set out above, particularly that of the rights of all learners, without discrimination, to quality education, another document was prepared and presented at the Forum: the “[Guide for the development and implementation of curricula for plurilingual and intercultural education](#)”. This Guide includes proposed scenarios which can help policy makers

1. Text available at [www.coe.int/lang](http://www.coe.int/lang).

implement a mode of education that takes account of the whole linguistic and cultural input of children at school, so that they can become active social players in our democratic societies.

The 50th anniversary of the Language Policy Division coincided with the retirement of the Head of the Department for Language Education and Policy, Joe Sheils, who, after almost twenty years of profound commitment to language policies promoting the major values of the Council of Europe, retired at the end of February 2011. During the festive evening, the national representatives and experts paid a heartfelt tribute to his qualities as a human being, an expert and a European civil servant/"diplomat".

The Language Policy Division extends its heartfelt gratitude to its "Big Boss", who has ably directed his team with such conviction and humanity for almost twenty years. It wishes him a long and happy retirement.



*Cake offered by the Swiss hosts to celebrate the 50th anniversary of the Language Policy Division*

It is also very grateful to the Swiss authorities for the generous reception which they provided for all participants and their excellent organisation of the event. Lastly, it would like to thank Norway for its substantial voluntary contributions to the projects run by the Language Policy Division.



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## The European Language Portfolio after validation

At the end of December 2010, after ten years and over 100 validations, the European Language Portfolio Validation Committee (EVC) ceased to exist and the process of validating European Language Portfolios (ELPs) came to an end. From July 2011 validation will be replaced by on-line registration based on the principle of self-declaration. A new website is currently under construction to implement this procedure and support the development of new ELP models. It will provide step-by-step instructions on how to assemble an ELP using generic elements and templates created by the Validation Committee and informed by good practice in ELP design over the past ten years.

As the ELP moves into a new phase of its existence, it is appropriate briefly to recall its history to date. It was first proposed at the Rüschlikon Symposium in 1991, together with the Common European Framework of Reference for

Languages (CEFR). Whereas the CEFR provides tools for the development of language curricula, programmes of teaching and learning, textbooks, and assessment instruments, the ELP is designed to mediate to learners, teachers and schools, and other stakeholders the ethos that underpins the CEFR: respect for linguistic and cultural diversity, mutual understanding beyond national, institutional and social boundaries, the promotion of plurilingual and intercultural education, and the development of the autonomy of the individual citizen.

In 1997 the Council of Europe published the second draft of the CEFR and a collection of preliminary studies that explored how the ELP might be implemented in different domains of language learning. From 1998 to 2000, ELP pilot projects were conducted in 15 Council of Europe member states and by three INGOs. In 2000 the then Education Committee of the Council of

Europe established the ELP Validation Committee with a mandate to receive draft ELPs and determine whether or not they were in conformity with the ELP Principles and Guidelines, also established by the Education Committee.

In 2001 (the European Year of Languages) the ELP was launched at the first European ELP Seminar, held in Coimbra, Portugal. By the end of the validation process (December 2010), 118 ELPs had been validated, from 32 Council of Europe member states and 6 INGOs/ international consortia. ELPs have been designed and implemented for all educational domains: primary, lower and upper secondary, vocational, adult, further and tertiary. In his interim report for 2007, the Rapporteur General estimated that 2.5 million individual ELPs had been produced/distributed.

The reports prepared by the Rapporteur General and the eight European ELP



*The 22nd and final meeting of the EVC (left to right): Gareth Hughes, Barbara Glowacka, Joe Sheils (Head of the Department of Language Education and Policy), Heike Speitz, Francis Goullier (Vice Chair), David Little (Chair), Maria Stoicheva, Wolfgang Mackiewicz, Irena Mašková (Vice Chair of the ECML Governing Board), Christopher Reynolds (Secretary to the EVC), Susanna Slivensky (Head of Programmes, ECML).*

Seminars held between 2001 and 2009 confirm that the ELP has proved to be an innovative and practical tool. It is based on a set of principles – reflective learning, self-assessment, learner autonomy, plurilingualism, intercultural learning – which stimulate good practice in a multitude of educational contexts and help to develop skills of life-long learning.

The European Centre for Modern Languages in Graz has provided support for ELP implementation since 2004. Its second medium-term programme (2004-2007) included two projects focused on the ELP. *Impel – ELP implementation support* designed a web site to support ELP implementation projects, and *ELP-TT – Training teachers to use the European Language Portfolio* developed a kit of ELP-related training materials, trialled the materials at a central workshop, and used them selectively at national training events in 17 ECML member states. The ECML's third medium-term programme (2008-2011) includes three ELP projects. ELP-TT2 extended the work of ELP-TT, contributing to training events in 10 further ECML member

states; *ELP-WSU – The ELP in whole-school use* co-ordinated implementation projects in 10 ECML member states; and, as noted above, ELP-TT3 is currently developing a new platform to support ELP implementation and complement the new ELP development and registration website.

The number of validated ELPs confirms the success of the ELP project at European level over the past decade, as does the general growth of interest in self-assessment, learner autonomy and reflective learning. The ECML's ELP-WSU project confirms, moreover, that when it is used to support the learning of all second and foreign languages in the curriculum and to stimulate reflection on the language of schooling and other languages taught or present in the school, the ELP goes a long way towards achieving the core educational goals of the Council of Europe's Languages in/for Education project.

The development of new ELPs and the revision of existing models will continue; the registration process will capture this ongoing work and make it available to

the international community; and the ECML will continue to provide support for ELP implementation in all educational sectors. It will be for the Languages in/for Education project to explore ways of extending the ELP's pedagogical principles and procedures into new areas of language education.

The Language Policy Division wishes to thank all the members of the European Language Portfolio Validation Committee 2000-2010, whose dedication and creativity have been essential in developing, sustaining and improving the ELP.



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# “Reimagining Democratic Societies: a New Era of Personal and Social Responsibility?”

The Council of Europe, the US Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy, the University of Oslo and the European Wergeland Centre, in co-operation with the International Association of Universities, organise a conference on “Reimagining Democratic Societies: a New Era of Personal and Social Responsibility?”. The conference will be held in Oslo from 27 to 29 June 2011 and will be a part of the 200th university celebration of the University of Oslo. The conference will gather some 150 higher education leaders and representatives of public authorities from the United States and Europe with some participants also from other parts of the world as well as from NGOs. Additional participation

from the University of Oslo and other Norwegian institutions is also envisaged.

This conference is part of the co-operation between different partners committed to promoting democracy, human rights and the rule of law as well as social cohesion and intercultural dialogue, and their belief in the key role of education in furthering these goals. The main aims will be:

- to strengthen the role of higher education in furthering democratic citizenship;
- to identify concretely the role that higher education can play in reimagining democratic societies;
- to stress the importance of the involvement of the different stakeholders: academic, administrations, students, local communities;

- to develop further strategies to strengthen this role.

Participants may register on-line at the conference web site, which also provides practical information, including on hotels.



Contact:

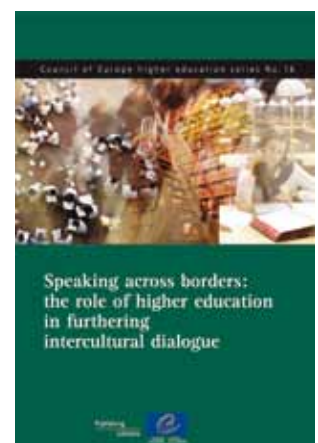
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## Books in brief

### New Council of Europe and the International Association of Universities book on the Role of Higher Education in promoting intercultural dialogue

Edited by Hilligje van't Land of the IAU (International Association of Universities) and Sjur Bergan of the Council of Europe, *Speaking across borders* – volume 16 of the Council of Europe Higher Education Series – explores the role of higher education in developing intercultural dialogue in our societies. It complements *Intercultural dialogue on Campus* (Higher Education series No. 11) and the issue of the IAU journal *Higher Education Policy* (HEP, vol. 18.4) on the same topic and includes contributions from Europe, the Middle East, Africa, Asia and North America. The book demonstrates that education will need to play a key role in developing the ability to conduct intercultural dialogue, which is an integral part of democratic culture.

It sets out the political context for intercultural dialogue, explores how universities can become actors of intercultural dialogue and offers examples of good practice from various parts of the world.



ISBN: 978-92-871-6941-9

## Books in brief *(continued)*



*School-community-university partnerships for a sustainable democracy: education for democratic citizenship in Europe and the United States of America*

Matt Hartley, Ted Huddleston,  
Council of Europe Publishing, 2010

ISBN 978-92-871-6795-8



*European Pack for visiting Auschwitz-Birkenau Memorial and Museum- Guidelines for teachers and educators*,  
A.Bialecka, K.Oleksy, et al. (eds)

ISBN 978-92-871-6794-1,  
Editions du Conseil de l'Europe, 2011

*(Translations into French and Polish are under way)*

Documents prepared by the Language Policy Division for the Intergovernmental Political Forum on The right of learners to quality and equity in education – The role of linguistic and intercultural competences



*Plurilingual and Intercultural Education – Languages in/for Education Series:*

*Languages in and for Education: a role for portfolio approaches?*, Mike Fleming & David Little, Council of Europe, October 2010

*The Aims of Language Teaching and Learning*,  
Mike Fleming, Council of Europe, October 2010



Concept Paper: *The linguistic and educational integration of children and adolescents from migrant backgrounds*,

David Little, Council of Europe, October 2010

## Books in brief *(continued)*



### *Language and school subjects – Linguistic dimensions of knowledge building in school curricula,*

Jean-Claude Beacco, Daniel Coste, et al., Council of Europe, October 2010

### *Items for a description of linguistic competence in the language of schooling necessary for learning/teaching (end of compulsory education): an approach with reference points*

No 1 – *History*

Jean-Claude Beacco, Council of Europe, October 2010

No 2 – *Sciences*

Helmut Vollmer, Council of Europe, October 2010

### *Guide for the development and implementation of curricula for plurilingual and intercultural education,*

Jean-Claude Beacco, Michael Byram, Marisa Cavalli, et al., Council of Europe, September 2010

### Satellite study no.1: *A curriculum perspective on plurilingual education,*

Jan van den Akker, Daniela Fasoglio & Hetty Mulder, Council of Europe, October 2010

### Satellite study no.2: *Assessment in plurilingual and intercultural education,*

Peter Lenz & Raphael Berthele, Council of Europe, October 2010



## Documents produced after the Forum



### *Plurilingual and Intercultural Education – Languages in/for Education*

*Putting the evidence back into evidence-based policies for underachieving students*, Jim Cummins, Council of Europe, January 2011

### *The right of learners to quality and equity in education – The role of linguistic and intercultural competences*

Francis Goullier, Council of Europe, January 2011



*EDC/HRE Volume I:**Educating for democracy: Background materials on democratic citizenship and human rights education for teachers*Rolf Gollob, Peter Krapf, Wiltrud Weidinger (eds),  
Council of Europe Publishing, 2010  
ISBN: 978-92-871-6920-4*EDC/HRE Volume II:**Growing up in democracy: Lesson plans for primary level on democratic citizenship and human rights*Rolf Gollob, Peter Krapf, Wiltrud Weidinger (eds),  
Council of Europe Publishing, 2010  
ISBN 978-92-871-6728-6*EDC/HRE Volume III:**Living in Democracy: EDC/HRE lesson plans for lower secondary level*Rolf Gollob and Peter Krapf (eds),  
Council of Europe Publishing, 2008  
ISBN: 978-92-871-6332-5*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, Wiltrud Weidinger (eds),  
Council of Europe Publishing, 2010  
ISBN 978-92-871-6833-7*EDC/HRE Volume V:**Exploring children's rights:  
Nine short projects for primary level*Rolf Gollob, Peter Krapf,  
Council of Europe Publishing, 2007  
ISBN 978-92-871-6089-8*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: 928-92-871-6332-5*Teacher education for change – The theory behind the Council of Europe Pestalozzi Programme,*Josef Huber, Pascale Mompoint-Gaillard (ed.),  
Council of Europe Pestalozzi Series No. 1,  
Council of Europe Publishing*(To be published in October 2011)*

## Calendar of events - non exhaustive

### February

7-10, Poland

On-the-spot visit of the Committee of Experts of the European Charter for Regional or Minority Languages to Poland (first monitoring cycle)  
Contact: Camille Larène9-12, Budapest,  
HungaryInternational colloquy "Ethnic and linguistic minorities, wealth and challenges"  
Contact: Alexey Kozhemyakov14, Strasbourg,  
France5th Inter-institutional meeting on "Strategies for the implementation of regional and international texts on citizenship and human rights education"  
Contact: Yulia Pererva

### March

3, Sarajevo,  
Bosnia and HerzegovinaFinal Conference for the European Union/ Council of Europe joint project "Strengthening Higher Education in Bosnia and Herzegovina" 2009-2011  
Contact: Sarah Keating-Chetwynd

14-17, Romania

On-the-spot visit of the Committee of Experts of the European Charter for Regional or Minority Languages to Romania (first monitoring cycle)  
Contact: Joerg Horn

# Calendar of events - non exhaustive – (continued)

## March (continued)

24-25, Pristina,  
Kosovo

Seminar on Minority languages: European standards and practices. JP Education in Kosovo, interculturalism and the Bologna process  
Contact: Adina Nichifor

19-21, Teramo,  
Italy

5th Days of linguistic rights, organised by the University of Teramo and the LEM (Languages of Europe and the Mediterranean)  
Contact: Alexey Kozhemyakov

25, Paris,  
France

Consultation meeting with Heads of National Human Rights Structures on promotion of Human Rights Education and provision of information to potential applicants to the European Court of Human Rights  
Contact: Yulia Pererva

31 May-3 June,  
Vilnius, Lithuania

4th Black Sea and Baltic EDC/HRE network meeting  
Contact: Yulia Pererva

25, Strasbourg,  
France

4th meeting of National Qualifications Frameworks correspondents  
Contact: Sjur Bergan/Jean-Philippe Restoueix

## June

6-10, Bad Wildbad,  
Germany

131. Europäisches Seminar: "Die Integration von SchülerInnen mit sonderpädagogischem Bedarf im gemeinsamen Unterricht. Entwicklung eines Schulleitbildes"\*  
Contact: Josef Huber

## April

4-5, Strasbourg,  
France

Plenary session of the CDESR  
Contact: Katia Dolgova

19-21, Warsaw,  
Poland

ENIC/NARIC annual meeting  
Contact: Jean-Philippe Restoueix

5-7, Strasbourg,  
France

10th Plenary Session of the CDED  
Contact: Villano Qiriazzi

27-29, Oslo,  
Norway

Reimagining Democratic Societies: a New Era of Personal and Social Responsibility?"  
Contact: Sjur Bergan

## May

2-6, Bad Wildbad,  
Germany

130th European Seminar: "Young people's practices of new media (Web 2.0)"\*  
Contact: Josef Huber

## July

9-16, Warsaw,  
Poland

Contribution towards the Summer Academy on "Democracy at School" organised by the Polish Ministry of National Education and the European Wergeland Centre  
Contact: Yulia Pererva

5-6, Antalya,  
Turkey

18th meeting of the network of co-ordinators for Education for Democratic Citizenship and Human Rights (EDC/HRE)  
Contact: Yulia Pererva

## September

"The former Yugoslav,  
Republic of Macedonia"

9th South East Europe EDC/HRE Network Meeting  
Contact: Sarah Keating

11, Istanbul,  
Turkey

Launch of Guidelines for educators on intolerance against Muslims, organised in co-operation with OSCE/ODIHR and UNESCO  
Contact: Yulia Pererva

29 September-1 October  
Graz, Austria

Closing conference of the ECML programme 2011 "Empowering Language  
Contact: Susanna Slivensky

\* The titles of the European Workshops/Seminars held under the "Pestalozzi" Programme are given in the language in which the seminars are conducted. The Pestalozzi Programme offers teacher training and trainer training throughout the year. The calendar and related information are available under "calendar" at the following address: [www.coe.int/pestalozzi](http://www.coe.int/pestalozzi).

# Calendar of events - non exhaustive – (continued)

## October

Strasbourg, France  
Project *Shared Histories for a Europe without Dividing Lines*: Seminar on “The consequences of the industrial revolution on European societies”  
Contact: Jean-Pierre Titz

13-14, Bergamo, Italy

“Education and religious diversity in the Western Mediterranean” – Seminar at the University of Bergamo  
Contact: Villano Qiriazzi

## November

29 November-  
2 December,  
Council of Europe

European modules –  
*Education for the prevention of violence in schools\**  
Contact: Josef Huber

11-14, European Youth Centre, Council of Europe, Strasbourg  
European modules – *Education for the prevention of discrimination\**  
Contact: Josef Huber

## December

Strasbourg, France

Project *Shared Histories for a Europe without Dividing Lines*: Seminar on “Education and sharing knowledge”  
Contact: Jean-Pierre Titz

## How to contact us

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