



Editorial

Symbols are an integral part of human society. They permeate our lives, sending out messages of which we are more or less consciously aware. Throughout history, from handprints on cave walls to the five linked rings of the Olympic Games, we have used them to tell others who we are and what we do or what we believe in. We employ them to assert the various facets of our individual identity, but also to show that we share a common interest with others.

The Council of Europe's best known symbol, the European flag, recently celebrated its fiftieth anniversary. Flags are perhaps the most universally recognised of all symbols, and like the two sides of a coin they can represent opposites. They may indicate the limits of where it is safe to tread and where it is dangerous; for some they may mark a rallying point while for others they may be a sign that they are not welcome; they may be banners that stimulate and encourage us to work for a common cause, or they may send out signals of exclusion.

In their positive role, flags help us to define our identity and focus our efforts creatively to move forward together. But using symbols to convey identity inevitably involves the risk that they may be misinterpreted or misused. Flags as national symbols can be, and often have been, used as a means of binding people's will and depriving them of their individuality. In his speech to the European Parliament in Strasbourg on 17 January 1995, French President François Mitterrand warned "Le nationalisme, c'est la guerre" ("Nationalism means war").

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The Council of Europe was established in the aftermath of the second world war to create an area of peace, but we must never take that peace for granted. In order to sustain it we must build a European identity that enhances our national identities and allows them to flourish while creating a common identity, a common societal project, and hope for the future. And whatever the obstacles or disappointments along the way, we must never give way to despondency. The stakes are far too high.

This is why the Council of Europe places such importance on education. Not only does our Organisation strive to bring a European dimension to education, opening new vistas and establishing new links, but also to build a multicultural society based on and respectful of common values and norms. In order to lay the spectres of the past to rest, we must work towards a new European citizenship. The closing conference of the “European Year of Citizenship through Education”, to be held in Sinaia, Romania, in April 2006, should be seen not as a final word, but rather as a blueprint for building the free and democratic society of tomorrow. Formal and non-formal education are essential partners in this, and the forthcoming “All Different – All Equal” campaign will certainly lay a few more bricks to the edifice. The aim of the campaign, to which our Directorate will contribute, is to help young people become aware of the importance of diversity, human rights and participation in their daily lives. It will be launched jointly by the Council of Europe’s Youth Directorate, the European Commission and the European Youth Forum in June this year.

But beyond the slogans and intentions, current events remind us of the hard terms of the challenge facing all people of good will. The recent controversy surrounding the caricatures of the Prophet Mohammed sheds light on the kind of dialogue we should pursue. Time must not be wasted on well-intentioned posturing and platitudes: we must embark upon the true and difficult debate on our beliefs, on what is dear to us, so that we can identify what is common and universal. Nor must we forget that this dialogue is to be held against the background of the Convention for the Protection of Human Rights and Fundamental Freedoms, on which all the values of the Council of Europe are founded.

The Faro Declaration on the Council of Europe’s Strategy for Developing Intercultural Dialogue¹ emphasises the need for political vision and pledges support for the Council of Europe’s continuing activities in the field of education. In so doing it recognises the importance of the work already carried out by the Education Directorate in relation to North-South co-operation and Euro-Arab dialogue, where it is at the spearhead of efforts to promote exchanges between Europe and her neighbouring countries through joint projects and teacher training.

2006 promises to be a crucial year for the Council of Europe as a whole. It is an opportunity to prove that it can make a difference in terms of internal European societal development and Europe’s contribution to a more humane world society. The challenge is huge indeed, and it is inconceivable that our efforts to meet it should not include a major educational component. For half a century now, the European flag has been the symbol of Europe’s ambition and reality. Let education be its standard-bearer.

Gabriele Mazza

1. Closing Conference of the 50th Anniversary of the European Cultural Convention, 27-28 October 2005, Faro, Portugal.

Follow-up to the Third Summit: the role of languages in fostering intercultural dialogue and building an inclusive Europe

6th International Seminar on the European Language Portfolio, Moscow

The European Language Portfolio (ELP) was developed to encourage learner autonomy and plurilingualism in line with the Common European Framework of Reference for Languages (CEFR). The ELP has enjoyed widespread success since the first model was accredited in 2000: seventy-three models are in use in twenty-two countries and many others are currently going through the piloting phase.

The 6th European seminar on the European Language Portfolio, hosted by Moscow State Linguistic University from 29 September to 1 October 2005, provided a follow-up to the Third Summit of Heads of State and Government, in particular through the specific focus on fostering intercultural dialogue.

The seminar began by focusing on the ELP's common European core, and considering some of the challenges posed by the development of ELPs for younger learners. Participants then reflected on the ELP's role in supporting the intercultural dimension of language education, using a draft version of the *Autobiography of Key Intercultural Experiences* developed for adolescents and adults by the Language Policy Division (*see below*).

The ELP seminar presentations brought participants up to date with ELP developments in the member states and at European level. These included an electronic (web-based) ELP, a transnational project to develop an intercultural supplement to the ELP, the ELP-related projects of the European Centre for Modern Languages in Graz, and the European Union's



Teachers and pupils from Moscow perform a sketch around the European Language Portfolio

Europass and its relation to the ELP. In the closing session, pupils and students from schools in the Moscow area helped their teachers to describe and illustrate the impact that the ELP has had on their language learning.

By common consent the Moscow seminar was an outstanding success. Like its predecessors it has helped the Language Policy Division and the ELP Validation Committee to identify priorities for further development, and these will help to determine the programme of the 2006 European ELP seminar, to be held in Lithuania from 28 to 30 September. A full report on the Moscow seminar is available on the Council of Europe's ELP web site (www.coe.int/portfolio).

Autobiography of Key Intercultural Experiences

Conclusions from the Third Summit of Heads of State and Government of the Council of Europe in Warsaw in 2005 emphasise the importance of active involvement of citizens and civil society in democratic processes and of fostering a European identity through political, intercultural and inter-religious dialogue. The concept of dialogue is crucial and for it to be successful, people need to think about how they respond to 'difference', to 'otherness', and how they interact with people of other cultures and religions. The *Autobiography of Key Intercultural Experiences* is a tool for doing this.

The autobiography allows users to describe, analyse and reflect on their experience of otherness. Users are invited to choose a key experience – a meeting with someone from a different country, a striking television programme about other people's way of life, a visit to a different country. Then, by noting their response to a number of guiding questions, users first describe the experience for themselves and then think about how it affected them, what they thought about it at the time, how they think about it now and what they have learnt from it.

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Management of Cultural and Religious Diversity through Education



Conference on "Management of Cultural and Religious Diversity through Education", 10-11 October, Elista, Russian Federation

A series of seminars and expert meetings on *Management of cultural and religious diversity through education* is currently being conducted in the Russian Federation. The main aim of these activities is to look into the possibility of introducing a supplementary course on the history and cultures of world religions in order to help school-children become acquainted with the spiritual values of their neighbours of different confessions. The Council of Europe contributes by sharing the expertise it has accumulated in the field of intercultural education and interfaith dialogue with the Russian education authorities so that they may implement these concepts in the most appropriate way. So far, six specific activities have been carried out with participants coming from as far afield as Yakutsk to Elista and Nalchik, and from Vladivostok to Saint Petersburg and Verkhoyansk.

The Russian experts explained that the idea of interfaith dialogue, although

relatively new in the Russian education sphere, was attracting a great deal of interest. The participants considered that understanding the values and ethical practices of various religions from an early age would enable a healthier society to be built.



National Kalmyk Progymnasium

They emphasised that bringing up children to be aware of the common values that are characteristic of every religion would not only help to combat hatred born out of religious extremism, but also to fight international terrorism at its very roots.

According to the Federal Ministry of Education and Science, recent

discussions within the Russian Federation have revealed the need to introduce a specific course in this field. However, there are "more questions than answers". Russian educators are worried about the methodology of teaching such a subject and, above all, the development of study materials.



Learning spiritual values together

Yet another problem is training staff: as yet there are no qualified teachers of this subject and it is likely to be extremely difficult to find teachers able to deal with the issue without prejudice. As one of the participants pointed out, hatred does not stem from children but from their parents, who pass on the wrong values. In this respect, teaching values that are common to every religion and every culture cannot fail to be beneficial to future generations.



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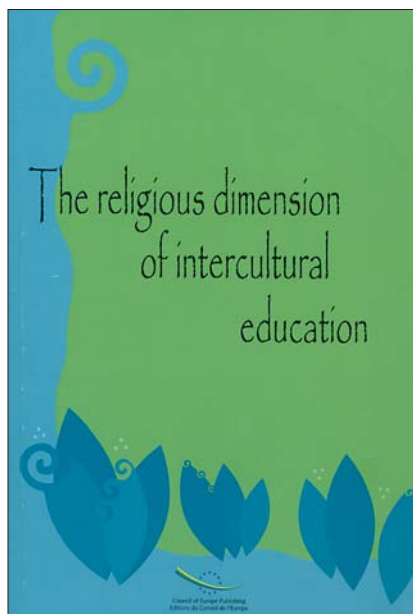
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"The new challenge of intercultural education – Religious diversity and dialogue in Europe" 2002-2005

If religion is regarded as a "cultural phenomenon" in modern, secular societies, a number of questions arise in a multicultural context. What impact do moral and religious beliefs have in

the public sphere and in schools? How can taking account of the religious dimension of intercultural education contribute to shaping an enlightened, peace-loving form of citizenship open

to dialogue between cultures? Is it compatible with the increasingly secular nature and focus of contemporary societies? What activities should be promoted in schools? What obstacles



and opportunities arise? What are the potential roles and responsibilities of decision-makers and professionals active in the field? Which new approaches can be identified for the development of practical resources for teachers?

In 2002, the Steering Committee for Education launched a three-year project entitled *The new challenge of intercultural education – Religious diversity and dialogue in Europe* in order to seek answers to these questions and make intercultural and interfaith dialogue one of the main lines of development of the intergovernmental co-operation

pursued by Council of Europe member states. The working group for the project comprised scientific experts specialising in intercultural issues and religious diversity, particularly in schools, from various European countries and Quebec. The project's ambition was to highlight the religious dimension of intercultural education with the aim of fostering intercultural and interfaith dialogue, helping to promote the principle of gender equality, contributing to the establishment of harmonious, peaceful relations within and between nations and promoting the development of a democratic society and culture.

The project will be completed by the production of a guide for schools. This guide, on which work is already well advanced, will include an analytical study of the religious dimension of intercultural education, recommended teaching approaches and examples of good practice from all over Europe.

What distinguishes this initiative is the innovative approach followed in terms of both theory and practice. It is true that its foundations were laid by the Council of Europe's earlier activities to promote intercultural dialogue. However, it is in itself unique on account of the specific view it takes of

religion as a component of culture. Whereas educational projects formerly situated the study of the major religions in a historical context, teachers and pupils today are invited to consider the role those religions play in shaping the values and practices of cultural communities and to build bridges between communities. It is therefore only natural to perceive this project as "a major contribution to the shared goals of mutual understanding, respect and learning to live together", to reiterate the terms used by the European Ministers of Education at their conference in Athens in 2003.

The members of the working group hope that this project, which embraces the Council of Europe's fundamental values, will open up a new avenue for fostering peace, democracy and a shared sense of citizenship among the member states, and provide a practical tool and analytical resource for all teacher trainers, researchers and teachers themselves.



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Higher-Education Reforms in Bosnia and Herzegovina

The Council of Europe has been at the forefront of assisting Bosnia and Herzegovina (BiH) to improve its higher-education system in line with the Bologna Process.

The Education Directorate led the initiative to develop new higher-education legislation in line with European standards. This work included participating in a Task Force under the auspices of the Prime Minister.

The Council of Europe also co-chairs with the Ministry of Civil Affairs the Higher-Education Working Group/Bologna Committee for BiH, a group composed of stakeholders in higher education. Meetings are held on a bi-monthly basis at universities throughout BiH.

In January 2006, the Council of Europe launched a new joint European Commission/Council of Europe project 'Strengthening Higher Education'

in BiH. The project will focus on establishing guidelines for quality assurance, facilitating recognition of degrees and study periods and elaborating a National Framework for Qualifications.



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Good Governance of Higher Education

In contributing to the European Year of Citizenship through Education and celebrating the 50th anniversary of the European Cultural Convention, the participants in the Council of Europe Forum on Higher-Education Governance in September 2005, confirmed the key role of higher education in the development of modern society based on democracy, human rights and the rule of law. The issue of good governance in higher education is considered crucial not only in the promotion of a democratic culture within the higher-education community but also in society at large; it is also indispensable to undertaking the

profound reforms needed for creating the European Higher-Education Area by 2010. Successful implementation of change needs adapted governance structures, procedures and culture, intrinsically linked to the public responsibility for higher education and to quality assurance.

Good governance in higher education is first of all considered as a method to reach agreement on objectives and orientations (*fitness of purpose*) as well as to develop strategies and instruments to implement them in practice (*fitness for purpose*). It must offer a space for the negotiation of interests of the diversity of stakeholders respecting the multiple

mission of higher education to best serve the interests of the whole of society, and it must be a participative process as well as model of and preparation for life as an active citizen in a democratic society. This process must be based on transparent procedures and tasks and contain the capacity to reach, win acceptance for and implement decisions (legitimacy and efficiency) and it must be sufficiently flexible to adapt to diverse contexts on the basis of common principles.

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The European Dimension in History Teaching

How can one define the European dimension in history teaching and how can it be taught in the classroom? These were the two questions which the Steering Committee for Education sought to answer in launching the Project *The European Dimension in History Teaching* in 2002.

This was fully in line with Recommendation Rec 2001 (15) of the Committee of Ministers to the member states on the teaching of history in twenty-first-century Europe, which, in particular, underlined the need to teach that the construction of Europe is an expression of both a decision freely entered into by Europeans themselves and a historical reality. To this end, the Ministers wished to promote teaching about historical moments or events whose European dimension is most obvious – in particular, events or historical and cultural trends fundamental to European consciousness.

The project had two objectives. First, it aimed to define the meaning of the European dimension by analysing certain turning points in recent

European history. Second, it developed a concrete methodology to be used by teachers in the classroom.

Five critical moments were identified: 1848 (the growth of nationalism); 1912/13 (the Balkan wars); 1919 (the restructuring of Europe in the aftermath of World War I); 1945 (the end of World War II and the beginning of the Cold War); 1989 (the Fall of the Berlin Wall and the end of communism).¹



Photo by Benedetto Maffezzini, Paris, December 2005 - Peace Treaties, Department Archives and treaties of the French Ministry of Foreign Affairs

A European conference was organised for each of these dates at which experts from the various countries involved presented, discussed and compared their approaches.

During these conferences it was possible, in a very concrete way, to show that the concept of a European dimension is based on the consideration of different perspectives or interpretations of the same events as opposed to a quest for some kind of superficial consensus. As a result, the notion of multiperspectivity² as an approach to viewing historical events has become the key concept of the European dimension in history teaching.

The advantage of this pluralist and essentially tolerant approach is that it also fulfils the aims of history teaching as laid down in the above-mentioned Recommendation: to develop respect for all kinds of differences; to be a decisive factor in reconciliation, to encourage mutual recognition, understanding and trust between peoples, and to make it possible to develop the intellectual ability of pupils to critically analyse and interpret information and freely draw their own conclusions as citizens of a democratic society.

1. 1848 – DGIV/EDU/HISTDIM (2003) 7; 1912/13 – DGIV/EDU/HISTDIM (2006) 1; 1919 – DGIV/EDU/HISTDIM (2006) 2; 1945 – DGIV/EDU/HISTDIM (2003) 8; 1989 – DGIV/EDU/HISTDIM (2004) 4.

2. Multiperspectivity in history teaching: a guide for teachers, Council of Europe, November 2003, by Dr Robert STRADLING.

Simultaneously, teacher-training seminars were held, particularly in Romania, Bulgaria and the Czech Republic. They enabled teachers not only to compare the history-teaching programmes of their country, but also to exchange views on methods and pedagogical materials with particular emphasis on the use of sources and searching for information.

The activities undertaken within the framework of the intergovernmental project have been carried out alongside those of the bilateral and regional programmes (Tbilisi Initiative, assistance programmes in the Russian Federation, Cyprus, Black Sea Project, etc.), and have been based on the same approach.

The final results of the project *The European dimension in history teaching* will be published in 2006 and will consist of:

- a publication entitled *Critical Moments in Recent European History*, which will include the main contributions to the five conferences;
- a CD-ROM - *Turning Points? Critical Moments in Recent European History* - which will give teachers easy access to documents from different member states related to each period. This CD-ROM will be accompanied by a pedagogical handbook for teachers.

In keeping with this approach to the basic ideas and methodology of history

teaching, the Steering Committee for Education has decided to launch a new project in 2006 entitled *The Image of the Other in History Teaching*, which aims to draw on the consequences of an increasingly multicultural European society in reshaping history teaching.



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History-teaching activities for the Chechen Republic

The Council of Europe first began working with history educators in Chechnya under the Joint Programme with the European Commission to strengthen democratic stability in the North Caucasus, which was launched in 2001. In 2005, this work found continuation through a programme of co-operation activities with the Russian Federation in which Chechen history educators took part in teacher-training seminars held throughout the Russian Federation.



Pyatigorsk, June 2005, Working session

These seminars provided the Chechen educators with an opportunity to help train history teachers in the use of new interactive methods and the preparation of new teaching materials. In this way, ten Chechen trainers took part in a seminar on *"How to reflect diversity and intercultural dialogue in textbooks on regional history"* in Astrakhan in April

2005, six specialists in initial and in-service training attended a seminar on



Pyatigorsk, June 2005,
a participant presents the traditional headdress

"How initial training of history teachers should prepare them to work in a multicultural context" in Tomsk in September, and a seminar on *"New interactive methods in teaching world and national history in a multicultural context"* brought together thirty Chechen history teachers in Pyatigorsk in June 2005.

The outcomes so far

The participants felt that these activities had given them practical information on new methods, in particular the use of multi-perspectivity. Following a request by the Chechen history teachers expressed in Astrakhan in April, specialists from Stavropol State University have prepared a Handbook for pupils of 11 to 13 years of age on the history of Chechnya. This handbook is

the first attempt to create new teaching materials for secondary schools in the Chechen Republic. It reflects the main principles of the Council of Europe's Committee of Ministers' Recommendation (2001) 15 on history teaching in twenty-first century Europe and focuses on aspects of cultural, social, economic and everyday history with a view to strengthening the process of reconciliation in the region. This handbook will be published as soon as it has been approved by the relevant education authorities.

Where do we go from here?

History educators from Chechnya have asked the Secretariat to provide assistance in completing the handbook and emphasised the importance of continuing the teacher-training activities, which give a rare opportunity not only to obtain information on methodological issues, but also contribute to the integration of Chechen educators in the national and European education communities.



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Europe, cinema and education

During the first week of November, the European Year of Citizenship through Education was firmly in the lime-light at a film event held in its honour.

From 2 to 8 November 2005, the audience of the “Odyssée” cinema in Strasbourg travelled to neighbouring countries via the cinema screen and discussed the issues that fuel the passions of Europeans today.



Gabriella Battaini-Dragoni, Council of Europe Director General of Education, Culture and Heritage, Youth and Sport opens the festival

Nine films were shown as part of the “Citizenship Education through European Eyes” festival, which also featured debates with Costa Gavras, Ugur Yücel, and Gerhard Meixner.

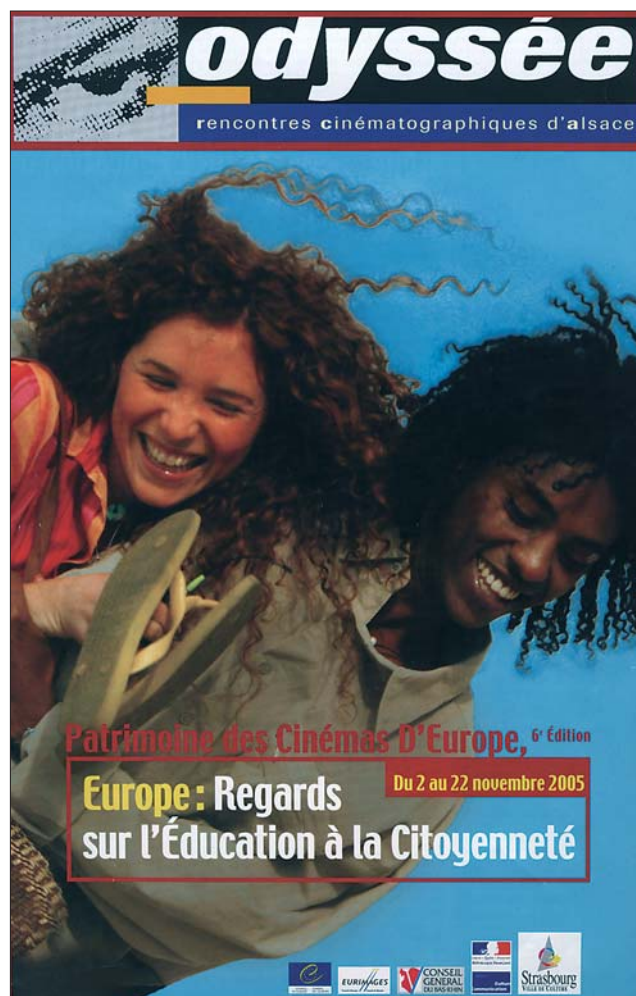


Film directors Ugur Yücel and Costa Gavras

The films were selected not just to be seen and enjoyed by members of the public, but also to give food for thought, to spark debate and, in some cases perhaps, to show that change is possible if we have the knowledge, courage and enthusiasm to exercise our rights and responsibilities.

In *Paradise now*, two young Palestinians have to choose between life and death. Their doubts and choices cannot leave anyone indifferent. Are they criminals or are they two desperate people with nothing to lose? How can terrorism be prevented? And what about us, the audience – is there anything we can do? In grotesque and captivating manner *Le Couperet* evokes the issue of the moral ravages of long-term unemployment. Can one only succeed at the expense

of others? And is all-out competition the only way forward? *Va, vis et deviens* is a stirring account of poverty, integration and identity. What is our attitude towards people who live in our societies but who are different? Do we have responsibilities towards people living in poor countries?



Education for citizenship



The panel, composed of seven European Ambassadors and two high-level Council of Europe officials, decided by a majority to award the European Democratic Citizenship Prize to the film *Va, vis et deviens* for its denunciation of discrimination and promotion of cultural diversity and mutual respect.



The 2nd prize went to *Paradise now* for its cinematographic quality and strong message, with particular acknowledgment of its fine analysis of the roots of blind violence and its strong condemnation of terrorism.

The festival was part of the 6th edition of the "European Film Heritage" event that has been held since 2000 with Council of Europe support. As a result of this and many other initiatives to renew the public's appreciation of European cinema, the "Odyssée" is today a place of pilgrimage for an enthusiastic and critical audience. Debates and meetings between audience and filmmakers aim to promote human-rights values, dialogue and cultural diversity. The "Odyssée" is also a vibrant site of learning, with a wide range of educational materials and activities for schoolchildren and other audiences.



Faruk Günlaltay, Director of the "Odyssée" Cinema and Terry Davis, Secretary General of the Council of Europe

The Council of Europe supports European cinema through its Eurimages fund, which provides funding for films produced by at least two different member States of the Fund. The films in the competition were selected from a list of more than 1 000 films that have received financial support from Eurimages over the last 15 years.



The festival was opened by Jacques Toubon, President of the Eurimages Fund of the Council of Europe, and by Gabriella Battaini-Dragoni

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Students from Mostar Debate in Strasbourg

On 14 and 15 November a group of students from the city of Mostar, representing all the communities in Bosnia and Herzegovina, were given the opportunity of visiting the European Court of Human Rights in Strasbourg to debate issues of vital interest to them as young citizens of Europe and learn more about European Institutions, in particular the Council of Europe.



The group comprised twelve pupils from the Mostar Gymnasium (secondary school) accompanied by a teacher from the Gymnasium, four university students (two from each of the universities in Mostar) and a student of journalism.

The education system of Bosnia and Herzegovina (BiH) still remains

highly affected by the impact of war. In BiH as a whole, and in Mostar in particular, most children are separated in schools according to ethnicity. The Mostar Gymnasium has managed to establish a common administration (one director, a single school board, etc) and joint extra-curricular activities, such as the Debate Club. The school, considered a centre of excellence during the Yugoslav years and an integral part of the city's architectural heritage, was severely damaged during the conflict. Various donors, including the Council of Europe Development Bank, have assisted in renovating the school. The University of Mostar was split into two universities after the war. The Debate Club is a common endeavour between students from the two universities.

On the big day, after long preparations, both sides were ready to debate the question 'Should the EU expand?'. The arguments for and against were intense and of very high quality. In the end, although only one side could win,

every student was a winner through the deeper understanding and appreciation the participants gained of each other and of their commonly shared European values.

The Council of Europe has been active in supporting education reforms in BiH for the past eight years. The political context for the Council's involvement in BiH gained new impetus when the country became the 44th member state of the Council of Europe in April 2002. Commitments undertaken by BiH on its accession included the adoption of new education legislation conforming to Council of Europe standards, the ratification of the CoE/UNESCO Lisbon Recognition Convention and the ending of ethnic segregation in classrooms. The Council of Europe focused its co-operation programmes on assisting the BiH authorities to fulfil their commitments.

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Education of Roma children in Europe

This project was launched in 2002 to provide the member states with guidance on setting up a global, comprehensive programme for the integration of Roma in the general education system, taking account of all possible measures and all specific needs, not just some of them.

The activities pursued under the project relate to three main fields: the *policy sphere*, *training* (schools and educational staff) and the development of *teaching materials* (for both the training of education professionals – teachers, school mediators and so on – and the education of Roma children).

In 2005 the project made a significant contribution to the "European Year of Citizenship through Education", putting forward proposals for measures whose impact ranges well beyond purely Roma issues to the education of minorities in general and even education for all through an intercultural approach.



The priority themes for the next three years are:

Roma children's access to basic education

A teaching kit for children at pre-school level has been developed in partnership with the Strasbourg-based Association pour une Recherche Pédagogique Ouverte en milieu Tsigane (Association for Open Educational Research within Roma communities). It will prepare Roma children for school by making up for the lack of pre-school education of those who have not attended nursery school for various reasons (whether cultural, economic, social or practical (mobility-related) and



are not yet ready to start the first class of primary school. A pedagogic story-telling CD, *Isidore et Marianne conteurs*, is already available in French.

Training of education professionals

Training of educational staff remains a project priority. The demand of those involved, whether training activity organisers or course applicants, is for

specialist, high-skills training courses which must also be recognised as a qualification for those who follow them. Training materials are developed in the form of pedagogic fact-sheets on Roma history and culture and through the guide for Roma school mediators. Training of Roma school mediators and of museum staff will constitute a major contribution to the activities concerning non-formal education and learning of others' cultures.

Non-formal education in particular through the Roma cultural route

Issues of relevance to Roma communities are often regarded as problems. One of the great advantages of a

cultural approach is that it helps dispel the perception of Roma communities as disadvantaged or as problem cases and gives them the positive recognition to which they are entitled. A cultural route is a means of preventing rejection, intolerance and racism. For the Roma themselves it is also a vehicle whereby their culture can command recognition and raise its profile.

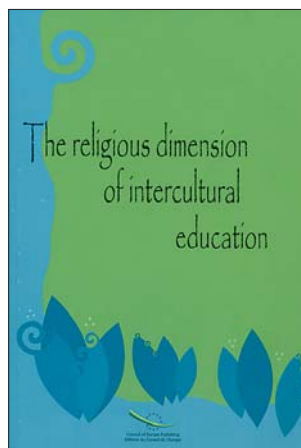


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Books in brief

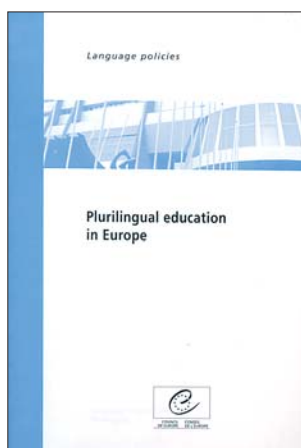
Isidore et Marianne conteurs, CD de contes pédagogiques pour les enfants du préscolaire réalisé dans le cadre du projet «Education des enfants roms en Europe» Only available in French.



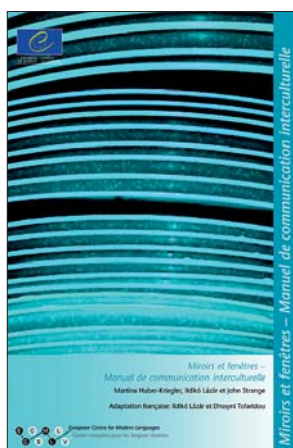
The Religious Dimension of Intercultural Education,
Conference proceedings,
Oslo, Norway,
6 to 8 June 2004,
Council of Europe
Publishing, 2004
ISBN 92-871-5622-0



Languages and Language Repertoires: Plurilingualism as a Way of Life in Europe,
Jean-Claude Beacco,
Language Policies,
Council of Europe,
Strasbourg, 2005



Plurilingual Education in Europe: 50 years of International Co-operation,
Language Policies, Council of Europe, Strasbourg, 2005
bilingual edition



Miroirs et fenêtres – Manuel de communication interculturelle
Martina Huber-Kriegler,
Ildiko Lazar et John Strange
Centre européen pour les langues vivantes,
Conseil de l'Europe, 2006
ISBN 92-871-5914-9
English version also available
<http://www.ecml.at/>

Flash info

• Council of Europe “Pestalozzi” Programme for training education professionals (teachers and teacher trainers)

This training programme is aimed at teachers of primary and secondary schools in the 48 signatory States to the European cultural Convention (teachers, head teachers, inspectors, educational advisers, teacher trainers, textbook authors, etc.). During the first semester 2006, about 17 European Workshops closely linked to the Council of Europe priority projects, will be held for teachers.

Following the success of the European workshops for over 30 years and the priorities set at the Third Summit of Heads of State and Government of the Council of Europe (May 2005), it seemed necessary to develop a new training programme for *teacher trainers and multipliers*. Henceforward the “Pestalozzi” Programme will include two types of training:

- European Workshops for teachers on subjects related to ongoing projects in the education sector; for instance, a seminar on the “Day of Remembrance of the Holocaust”, which is monitored by the Council of Europe, was held in the Slovak Republic from 20 to 22 January 2006 and a seminar on “Life, Identity and Freedom in Europe (LIFE)”, a contribution to citizenship and human rights education, will take place in Romania from 4 to 9 April.

Another example is the workshop organised by the United Kingdom on “How to improve behaviour and reduce violence in schools”, from 21 to 26 March.

- European Modules aimed at teacher trainers and multipliers. The themes of these modules correspond with the four priorities set by the Heads of State and Government of the Council of Europe at their Third Summit: education for citizenship and human rights, history teaching, intercultural education, and multilingualism. They will take place at the European Youth Centre in Strasbourg.

All information concerning the PESTALOZZI Programme is available at the following address:
<http://www.coe.int/Training>

• History-teaching activities of the Council of Europe in Cyprus

The Royal Ministry of Education and Research of Norway expressed their support for the activities of the Council

of Europe and made a contribution for the preparation of a supplementary set of pedagogical materials on history teaching in schools in Cyprus.

As reflected in the article in the *Education Newsletter* N°18 Autumn 2005, Cypriot history educators appreciated the experience gained by the Council of Europe when preparing the supplementary teaching pack on the history of the Black Sea area and expressed their desire to have a similar set of pedagogical materials for use in schools across Cyprus. In their view, such a teaching tool could help to strengthen the reconciliation process and equip young people with new competences for life in a multicultural context.

The Royal Ministry of Education and Research of Norway also contributed to the finalisation of the Black Sea teaching pack, which was published in 2004 by the Gyldendal publishing house in Oslo.

The Council of Europe Education Directorate is grateful to the Norwegian authorities for their consistent support and co-operation.

• November – December 2005, Sarajevo.

The Council of Europe provided advice in a series of drafting meetings held under the auspices of the Prime Minister of Bosnia and Herzegovina to develop the state-level Higher Education Law for Bosnia and Herzegovina.

• Governance of higher education

Ohrid, 12-14 January, Tirana, 16-17 January

The Council of Europe continues to support higher education reform in South East Europe. Two recent advisory missions in January 2006 focused both on amendments of the respective laws on higher education which touch upon issues of governance.

In the case of “the former Yugoslav Republic of Macedonia” it was very clear that all actors present were committed to the aims of the reform and to the creation of integrated universities that will equip universities with the necessary position and decision-making power in the higher education system. The draft amendment will be finalised by the commission on the basis of these discussions. After a public debate it is hoped to submit the amendment to parliament in April 2006.

The proposed amendments in Albania centre around two key strategic issues: the creation of governing boards within each higher education institution to encourage closer links between higher education and society through the inclusion of external stakeholders and to promote greater autonomy; and the reform of the election procedures for academic leaders.

- On 26 January, the Council of Europe and the Austrian Ministry of Education co-organised **a seminar for six countries that have recently acceded to the Bologna Process**. This Process, launched in 1999, aims to establish a European Higher Education Area by 2010.

With the recent accessions, it is now made up of 45 countries and a good number of international organisations, including the Council of Europe as one of the major contributors, and encompasses the whole range of higher-education policies, with particular emphasis on the reform of qualifications and degree systems, quality assurance and the recognition of qualifications, but also on mobility, the social dimension and the role of higher education in developing and maintaining democratic culture.

The main objective of the seminar was to assist the representatives of Albania, Armenia, Azerbaijan, Georgia, Moldova and Ukraine in playing an active role in the Bologna Follow-Up Group and the different activities of the

Process. The seminar presented the background and goals of the Bologna Process as well as the current activities.

- **Republika Srpska Minister of Education signs Guidelines for History and Geography Textbook Authors**

The Minister of Education of the Republika Srpska, Snježana Božić, signed the *Guidelines for History and Geography Textbook Authors* while on a visit to the Council of Europe on 30 January 2006. These *Guidelines* should ensure the development and publication of textbooks that present a 'multi-perspective' view of the history and geography of Bosnia and Herzegovina.

At present, these two subjects are taught differently, depending on whether a student is studying under the Serb, Croat, or Bosniac curriculum. By signing this document, Minister Božić enabled history textbook authors from the Republika Srpska to participate in training organised by the Georg Eckert Institute in Braunschweig, Germany from 13 to 15 February. Minister Božić also signed the revised *Common Core Curricula for Modern Languages*, which should mean that in the future modern languages are taught in the Republika Srpska in accordance with the standards and criteria of the Council of Europe's *Common European Framework of Reference for Languages*.

The European flag flies with the flags of the 46 member states of the Council of Europe.

The famous circle of twelve golden stars against a blue background symbolises the peoples of Europe, with the circle representing their union.

The number of stars never changes – it is always twelve, symbolising the ideals of unity and harmony and bringing to mind the months of the year and the twelve signs of the zodiac.



Calendar of events - non exhaustive

January 2006

11-14, Ohrid	Advisory mission on HE law, "the former Yugoslav Republic of Macedonia" Contact: Josef Huber
12-13, Strasbourg, France	Meeting of the authoring group for the development of a curriculum framework for Romani Contact: Joseph Sheils
16-17, Tirana, Albania	Advisory mission on Higher Education law Contact: Josef Huber
16-17, Strasbourg, France	Meeting on policies and standards concerning languages of school education Contact: Joseph Sheils
24, Mostar, BiH	The Council of Europe, in partnership with the German and French Embassies in Bosnia and Herzegovina, will launch a series of joint teacher-training seminars based on the new modernised foreign language curricula developed with the assistance of the Council of Europe. Contact: Sarah Keating
26, Zenica, BiH	Higher Education Working Group/Bologna Committee for Bosnia and Herzegovina, co-chaired by the Council of Europe and Ministry of Civil Affairs. Focus will be on Bologna reforms at Zenica University. Contact: Sarah Keating
26, Vienna, Austria	Council of Europe/ Austria – Information Seminar on the Bologna Process Contact: Sjur Bergan
30-31, Strasbourg, France	Meeting of the Steering Committee for Higher Education and Research) Bureau (CDES) Contact: Sjur Bergan

February ...

1, Vienna, Austria	A meeting between the Austrian Ministry of Education, Council of Europe officials and other stakeholders to discuss the future of higher education in Kosovo. Contact: Sarah Keating
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February (continued)

2-3, Strasbourg, France	Preliminary meeting of an ad-hoc group on issues regarding adult migrants Contact: Philia Thalgott
14-15, Milan, Italy	Language Education Policy Profile: <i>Lombardy</i> – 2nd visit of Council of Europe Expert Group – Round Table Contact: Philia Thalgott
16-17, Bratislava, Slovakia	Language Education Policy Profile: <i>Slovakia</i> – 2nd visit of Council of Europe Expert Group – Round Table Contact: Johanna Panthier
22-26, Verkhoyansk, Russian Federation	Intersectoral Policy Seminar on "Management of Cultural and Religious Diversity in the Russian Far North" Contact: Gennadiy Kosyak
28/02-4/03, Graz, Austria	Workshop 1/2006 (TrainEd) Training teacher educators Contact: Adrian Butler
Strasbourg, France	Intersectoral Policy Seminar on "Management of Cultural and Religious Diversity through Education: Development of Policy Guidelines Contact: Gennadiy Kosyak

March ...

Mostar, BiH	Higher-Education Working Group/Bologna Committee for Bosnia and Herzegovina, co-chaired by the Council of Europe and Ministry of Civil Affairs will focus on Bologna reforms at Mostar University. Contact: Sarah Keating
4-5, Osaka, Japan	Participation in the Symposium <i>A New Direction in Foreign Language Education: The Potential of the Common European Framework of Reference for Languages</i> , University of Osaka, in co-operation with the Ministry of Education of Japan Contact: Johanna Panthier
6-7, Strasbourg, France	Meeting on policies and standards concerning languages of school education Contact: Joseph Sheils

Calendar of events - non exhaustive – (continued)

March (continued)

6-7 Strasbourg, France	2nd meeting of the preparatory group for the June Forum on the Responsibility of Higher Education for Democratic Culture Contact: Josef Huber
9-11, Graz, Austria	Workshop 2/2006 (Valeur) Valuing All Languages in Europe Contact: Adrian Butler
13-14, Strasbourg, France	Meeting of the ad-hoc group on the pilot scheme of the Manual for relating language examinations to the Common European Framework of Reference for Languages (CEF) Contact: Johanna Panthier
15, Brussels, Belgium	ENIC Working Party on Electronic communication for recognition (ELCORE) Contact: Sjur Bergan
16, Brussels, Belgium	New ENIC Working Group on substantial differences Contact: Sjur Bergan
16-18, Brčko, BiH	First meeting of the Practicum Assessment Working Group and the second information session for secondary school teachers of Democracy and Human Rights Contact: Sarah Keating
17, Brussels, Belgium	ENIC Bureau Contact: Sjur Bergan
Bosnia and Herzegovina	Various activities will be launched within the context of the new joint EC/CoE project 'Strengthening Higher Education in Bosnia and Herzegovina'. Contact: Sarah Keating
20, Luxembourg	Launching event of the "Language Education Policy Profile: <i>Luxembourg</i> " Contact: Philia Thalgott
22-23, Tirana, Albania	Launching Conference on the master plan for higher education Contact: Sjur Bergan
28/03-1/04, Graz, Austria	Workshop 3/2006 (GroupLead) Group Facilitation in Language Teacher Education Contact: Adrian Butler

April

5, Vienna, Austria	Bureau of the Convention Committee Contact: Sjur Bergan
5-8, Graz, Austria	Workshop 4/2006 (LQuest) LanguageQuest Contact: Adrian Butler
7, Strasbourg, France	Language Education Policy Profile: <i>Ireland</i> – Meeting of the Council of Europe Expert Group Contact: Joseph Sheils
25-29, Kraków, Poland	International Conference "Towards a Common European Framework of Reference for Languages of School Education?" organised jointly with the Jagiellonian University, Kraków Contact: Waldemar Martyniuk
27-28, Sinaia, Romania	"Learning and living democracy: the way ahead" – Evaluation conference of the 2005 European Year of Citizenship through Education (27-28 April 2006, Sinaia, Romania) Contact: Yulia Pererva
27-29, Graz, Austria	Workshop 5/2006 (FTE) From Profile to Portfolio: A Framework for Reflection in Language Teacher Education Contact: Adrian Butler

June

4-6, Tallinn, Estonia	13th Annual joint ENIC/NARIC meeting Contact: Sjur Bergan
21-23, Strasbourg, France	Forum on the Responsibility of Higher Education for Democratic Culture Contact: Josef Huber

July

6-7, Strasbourg, France	Meeting of the CDESR Bureau Contact: Sjur Bergan
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October

16-20, Strasbourg, France	Seminar on policies and standards concerning languages of school education Contact: Joseph Sheils
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Follow-up to the Third Summit: the role of languages in fostering intercultural dialogue and building an inclusive Europe *(continued)*

The autobiography can thus be built up over time into a dossier of key experiences which users may simply keep for their own purposes – reading them later when they have a similar experience for example – or present to other people, such as employers or when seeking admission to an educational institution.

Initially developed in the Language Policy Division as part of the work on the *European Language Portfolio*,

the autobiography is being broadened in its scope to be of use in Education for Democratic Citizenship. Although it began as a means of reflecting about experience of other countries and cultures, it is not necessary to go to another country to experience otherness. The autobiography will be of use to anyone who wishes to describe, analyse and reflect on meeting and interacting with someone from a dif-

ferent ethnic, religious, cultural or social group in their own society, and in so doing help to build a more inclusive Europe.

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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.

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