



# Education Newsletter



## Editorial

*How do we perceive 'Others' and how do 'Others' perceive us in our diverse societies? The world is full of 'Others', whom we see through our own eyes, from our own central viewpoint, as separate, perhaps even alien or strange. We interpret that reality with our particular emotions, knowledge and experience. But we may never know how others interpret the reality that we represent to them. We do not know how they see us, for we are not party to their feelings; we are just as detached from them as they from us. To them, we are one of the 'Others.' Yet the whole of our lives is spent interacting with other people: 'No man is an island, entire of it self'<sup>1</sup>. The image we have of others is therefore fundamental to human society and whether we are conscious of that image or not, it influences the relationships between individuals, between individuals and institutions and between different communities.*

*Images do not remain constant but change according to experience and knowledge, and as that knowledge grows so does understanding. The notion of individual and collective change is pervasive to the mission of the Council of Europe: transformation is vital in the pursuit of shared values and is an inherent part of learning. Improving society involves improving our understanding of all of its aspects, of our own role and of how we are perceived by others. We must also try to see others through glasses that are as little tinged with bias as possible. Positive change must be based on values: the values of the Council of Europe were born out of an awareness of diversity, and the need to accept that diversity as our common heritage, and also of a communality that is particularly evident in the eyes of the 'Others', who have no difficulty defining 'Europe' or those who live there as 'Europeans'.*



*Education, both formal and non-formal, is a prime instrument for carrying out this mission. The premise behind the Education Directorate's new project "The Image of the Other in History Teaching" (page 3) is that the functioning of a democracy requires that people live together in peace, tolerance and mutual understanding, and that to be able to do so they must accept that each one of us is an 'Other' to the others.*

... (continued page 2)

1. John Donne, *Devotions upon Emergent Occasions* (1624) Meditation XVII.

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*The approach to be taken to achieve this was developed in the Black Sea Initiative, where neighbouring countries took a look at how their common history is taught according to the principle of multiperspectivity. The image of the other as a neighbour, and the study of how that neighbour saw their common past, was instrumental in changing attitudes in all the countries involved.*

*A better understanding of others in order to build a stable European society is also what lies behind reform in the field of higher education (pages 5). The Lisbon Convention and the Bologna Process will enable academic staff and students to move more freely throughout the European Higher Education Area and beyond Europe. Such mobility will foster a new awareness of other societies and other people's ways of life and contribute to the development of intercultural dialogue and a sense of European citizenship.*

*Mobility to study is one of the many factors that highlight the need to be able to communicate with others. The Education Directorate's Department of Language Education and Policy works to promote plurilingualism and linguistic diversity, in particular through the European Language Portfolio, Language Education Policy Profiles and teacher training (pages 7). But this need to communicate with the 'Other' is by no means restricted to travel: intercultural experiences contributing to our knowledge and understanding of others are also to be had through encounters with people of a different linguistic, cultural, religious or social background within the same society. Intercultural education helps us to gain an empathic understanding of diversity that enables us to discuss sensitive issues in a spirit of open-mindedness, respect and mutual enrichment. For this reason, the Language Policy Division is developing an "Autobiography" to assist people in reflecting on the challenges and benefits of intercultural experiences of all kinds.*

*Intercultural experiences are not only transversal, they are universal and ubiquitous. They are the very stuff of life-long learning, providing the emotion that fixes in our minds knowledge that might otherwise fade away through lack of personal relevance. The work of an international organisation such as the Council of Europe is to produce greater unity and social cohesion through positive interactions. Education produces these interactions and provides the tools that enable us to interiorise new values.*

*So, some danger does lurk here, the danger that we put such emphasis on understanding what is different that we forget what we have in common. Our societies have been interacting for centuries, discoveries have travelled far and wide, and who knows how many words we use or traditions we carry on without realising that they came to us from elsewhere? Despite Donne's reminder, we may be tempted to perceive ourselves as islands. But although islands certainly appear to be separated from one another by the sea, education helps us to look below the waves and see that they are all joined together.*

Gabriele Mazza

2. Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

3. Bologna Process to establish a European Higher Education Area by 2010

## The image of the other in history teaching (2006-2009)

### A new Education Committee programme

What history should we be teaching – and how should we be teaching it – in societies where it has become so difficult to trace common ancestors? How should we be approaching the issue of the other in a context of globalisation, where we have day-to-day contact with others' cultures, even very distant ones? How do we go about teaching history in frequently difficult or dramatic post-conflict situations?

These are the three questions to which the new project "The image of the other in history teaching" will be trying to help to find answers.

In 2001, the Committee of Ministers of the Council of Europe adopted a recommendation to the member states on history teaching in twenty-first century Europe (*Rec(2001)15*)\*. This recommendation, which is still the only European reference text on the subject, highlighted the need for history teaching to promote an approach to learning history that reflects the

\* The text is available on the Council of Europe website: [http://www.coe.int/T/CM/adoptedTexts\\_en.asp](http://www.coe.int/T/CM/adoptedTexts_en.asp)

increasing cultural and religious diversity of European societies and to contribute to reconciliation, acknowledgement, understanding and mutual trust between different cultures and outlooks by promoting the values of tolerance, openness to others, human rights and democracy.



With these goals in mind, the project will seek to produce proposed general guidelines for the development of history teaching with a view to integrating it into the Council's overall work on intercultural and inter-faith dialogue. In practice, it will propose strategies, methods and tools for translating the general guidelines into specific activities in the classroom,

in schools in general and in out-of-school activities.

The main themes will be as follows:

**"Multiple images, shared destiny? – Learning about history in a multi-cultural society":**

- "The European world and the Muslim world: contact and interaction";
- "Diversity of origins and respect for memory: learning about the history of diversity and diverse histories".

**"Images of others and ourselves in the context of globalisation";**

**"The image of the other in conflict situations: learning different histories as a means of rebuilding trust".**



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## 2005 European Year of Citizenship through Education – feedback from the member States

In order to evaluate the impact of the European Year of Citizenship through Education, a survey questionnaire was sent to the EDC Co-ordinators in the 46 member states of the Council of Europe in late 2005. On the basis of the replies received from 41 member states (an 89 per cent response rate), the National Foundation for Educational Research in England and Wales (NFER) prepared a report, available on-line at: [www.coe.int/eyce](http://www.coe.int/eyce). This document will be part of the

final evaluation report, which will also include assessments of the activities organised by the Council of Europe and other international organisations and institutions in the framework of the "Year". The key findings include the following:

### Outcomes, Achievements, Constraints and Good Practice

- The "2005 Year" was viewed as successful, at least to some extent, in meeting all four overarching

aims in the majority of member states. It was seen as particularly successful in meeting the aims of *bridging policy and practice in the implementation of education for democratic citizenship (EDC) and human rights education (HRE) and raising awareness of the contribution of democracy learning to participation, to resolving societal problems, and to promoting social cohesion.*

- There was also strong support in countries for the concept of

“European Years” with over three-quarters of countries (80 per cent) commenting that “European Years” were ‘effective’ or ‘helpful’ in getting other partners and the general public interested in an area such as EDC.

- Respondents felt that, on balance, the impact of the “2005 Year” was characterised by a lack of constraints in their country. However, there were some factors that had constrained the impact of the “2005 Year” either “somewhat” or “very much” in countries. Over one-third of countries said that they had been ‘*somewhat constrained*’ by the poor response to the “2005 Year” by certain groups, notably the government, media, civil society and local authorities. Meanwhile, one-quarter of countries reported that the impact of the “2005 Year” had been ‘*very constrained*’ by three particular factors: poor media response and insufficient budget and number of staff to co-ordinate activities.
- Respondents identified over 70 examples of good EDC practice in their countries. There were four types of activity that were chosen most frequently by countries as examples of good EDC practice: EDC seminars, conferences or workshops; EDC teaching developments (curriculum and teacher training programmes and resources); activities involving active citizenship and the participation of young

people; and, awards and competitions. Good EDC practices also involved a wide range of partners, notably: NGOs and European/international organisations; government ministry/department of education; schools and colleges and their teaching staff; and other government agencies at local and regional level.

### Follow up

- The majority of respondents (81 per cent) reported that there were activities planned in their countries as a follow up to the “2005 Year”.
- There were five main follow-up activities that countries felt the Council of Europe should concentrate on in the long term (i.e. 2010 and beyond): increasing collaboration with other international organisations; dissemination of know-how and best practice; consideration of policies and measures to ensure sustainability; increasing dialogue with NGOs; and strengthening EDC/HRE programmes for teachers.
- The suggested priorities for action by the Council of Europe all aim at further strengthening EDC/HRE in order to ensure its sustainability. They suggest that the member states make a commitment to EDC/HRE that goes beyond the “2005 Year” and is based on a vision of continued

close collaboration with the Council of Europe and its partners.



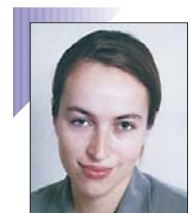
David Kerr, National Foundation for Educational Research in England and Wales (NFER)

### Final Comment

Overall, member states saw EDC/HRE as unfinished business. Though the “2005 Year” had achieved much there was still a considerable way to go before EDC/HRE became an accepted and sustainable component of policy and practice in the countries. The sentiments match the spirit of the quote from William Hastings that:

*“Citizenship is a journey  
not a destination”*

Member states were united in their aspiration that the “2005 European Year of Citizenship through Education” should signal the start of a new collaborative journey, in partnership with the Council of Europe, to strengthen education for citizenship and human rights education within and across Europe in 2006 and beyond.



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## Master plan for higher education in Albania

The Albanian government has identified education as one of its top three priorities and decided to undertake a comprehensive reform of higher education and research through the elaboration of a Master Plan. Developments and trends in higher education in Europe, in particular within the Bologna Process, will be an important

element in the Master Plan. At the government’s request, the Council of Europe will provide international expertise. Albania acceded to the Bologna Process in September 2003.

The launching conference for the work on the Master Plan was held in Tirana on 22 and 23 March. The

fact that the conference was opened by Prime Minister Sali Berisha shows just how much importance the government attaches to the Master Plan.

The conference brought together some 200 participants from all Albanian higher education institutions as well as representatives of the Ministry and

NGOs. Minister of Education Genc Pollo outlined his vision of the development of higher education in Albania and participated in both days of the conference. The Chair of the Albanian Rectors' Conference, Professor Shezai Rrokaj (University of Tirana), gave a presentation on the Bologna Process and university curricula, and international experts presented developments in a wide range of higher-education topics. These included quality assurance in higher education; higher education and research: mission and interaction; qualifications

frameworks; financing; the social dimension and public responsibility for higher education.



*The conference was opened by Prime Minister Sali Berisha*

The Master Plan constitutes an ambitious and highly significant effort to fully

integrate Albanian higher education into the emerging Europe Higher Education Area, which will come into being in 2010. The Council of Europe will contribute to the elaboration of the Master Plan by providing expert advice as well as organising topical conferences in close consultation with the Ministry of Education.

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## Modernising Higher Education in Bosnia and Herzegovina

Understanding reforms on a pan-European level and introducing them in individual countries – with adaptations to take account of cultural specificities – is not always the easiest of tasks.

Universities are no exception. That is why the Council of Europe is assisting member states to reform their higher-education systems based upon the Europe-wide Bologna Process.



*Sarajevo University Law Faculty*

In Bosnia and Herzegovina (BiH), where the Council of Europe has long been active in the field of higher education, assistance includes co-chairing, with the Ministry of Civil Affairs, the Higher Education Working Group/Bologna Committee in Bosnia and Herzegovina (HEWG).

This country-wide body is composed of higher education experts from ministries, universities and the international community, as well as students.

The objective of the HEWG is to exchange information on higher education, including legislation, on-going and new projects, and the setting up of new bodies. In particular, the Working Group focuses on keeping track of Bologna Process developments and supporting their introduction in BiH.

Where appropriate, it can also make recommendations on issues in higher education. For instance, at a meeting held in Mostar in March 2006, the HEWG issued a widely distributed press release.

In the statement, the Working Group appealed to the relevant political authorities of BiH to fulfil their obligations under the Bologna Process by adopting, as quickly as possible, a higher-education law for BiH that would create a unified higher-education system for the whole of BiH based on common standards.

The HEWG also called for visa restrictions for the academic community to be eased in order to promote research and academic exchanges for both students and higher-education staff.

Meetings are held on a bi-monthly basis so that the eight universities in

BiH have an opportunity to highlight the reforms they have undertaken and to discuss common challenges.

The BiH member of the Bologna Follow-Up Group, Professor Lamija Tanovic, regularly updates the group on ongoing initiatives at European level.

Two meetings have been held so far this year: at the University of Zenica in January and the University of Mostar in March. The group will reconvene in June at Dzemal Bijedic University in Mostar with a view to drafting the National Report on BiH's fulfilment of the Bologna Process, to be presented at a Ministerial Conference in London in early 2007.

Further information can be found on the Council of Europe's Sarajevo Office website:  
[www.coe.ba](http://www.coe.ba)

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# Religious diversity and intercultural education: A guide for schools

This guide, to be published in 2006, is the main outcome of the project “The Challenge of intercultural education today: religious diversity and dialogue in Europe” developed by the Council of Europe from 2002 to 2005.

The main purpose of the guide is to aid teachers and other education practitioners to address religious diversity based on respect for human rights.

In concrete terms, the various methods and inspiring practices presented in it focus on the development of intercultural competence in the case of pupils with widely differing social, cultural and religious backgrounds. This generic competence presupposes, in turn, other specific competences:

- sensitivity to cultural facts and sources of human diversity;
- ability to communicate and enter into dialogue;
- skills required for learning to live together such as teamwork, co-operative learning, empathic communication, peaceful conflict resolution, confidence building;
- capacity to explore symbols and deal with sensitive and controversial issues;
- critical thinking and individual deliberation.

The guide is the outcome of co-operation between various practitioners (teachers and other educational staff, teacher-trainers) and researchers.

Its origins lie in an extensive survey on the intercultural approach to European diversity which brought together representatives of most Council of Europe member states.

The responses were completed by syntheses drawn up by researchers from universities, specialised institutions or the civil society.



*Working session*

The link between research and practice is plain to see in the structure of the “Guide”, which includes:

- a chapter dedicated to the concepts which are fundamental to the various methods and learning experiences;
- a set of intercultural learning experiences devoted to teachers, dealing with religious diversity (e.g. co-operative learning, emphatic communication, intercultural sensitivity, deliberative learning, conflict management, multiperspectivity);
- examples of how to apply intercultural education principles (participation, inclusion and respect for human rights) in different education settings: in public and faith schools, formal and non-formal learning, management and school governance;
- a set of innovative practices collected on the basis of a survey carried out in member states.

Consequently, intercultural education is addressed at three levels:

- at the level of education policies, in the form of clear-cut education aims;

- at the level of institutions, especially through democratic governance, student participation, open learning settings and inclusive policies;
- at teaching-staff level, through the methods that make up the very substance of the “Guide”.

The most extensive part of the guide is devoted to teaching and learning activities. We are referring to the second and fourth sections, which include concrete examples of intercultural learning activities in a context of religious and cultural diversity. The purpose of these activities is to encourage teachers and other categories of educational practitioners (mediators, counsellors, mentors, and learning facilitators) to construct situations of dialogue, cooperative learning and team building.

Unlike traditional approaches to intercultural education, promoted especially in the '80s, these methods focus not on the link between the dominant culture (e.g. dominant religion) and minority cultures (e.g. minority religions), but instead on learning to live together. The reference entity is no longer the community and the differences between several cultural communities but the manner of resolving common issues and working on joint projects. These experiences are assimilated with the aid of briefing and intercultural awareness-raising sessions which clarify the values and regulations that make learning to live together and intercultural dialogue possible.

Finally, a great deal of effort has gone into making the guide user-friendly and well-structured in order to:

- stimulate the use of inspiring methods and practices in a wide

range of contexts, especially at primary and secondary education level; the respective activities may be inserted in distinct school subjects (e.g. citizenship education, social studies, religious instruction), developed by means of cross-curricular themes (e.g. local particularities, religious symbols, conflict management) or included in certain extra-curricular projects;

- encourage a deliberative practitioner-type address by clarifying the values and concepts that are fundamental to various learning activities;
- aid teachers and other categories of educational staff to develop their own experiential learning projects, starting from examples given in the Guide;

- increase the interest of head teachers, school boards and individual teachers in intercultural education as an efficient tool for addressing religious diversity in European schools.

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## A portfolio for student teachers of language

One of the projects of the second medium-term programme of the European Centre for Modern Languages (ECML) in Graz (Austria) is developing a “**European Portfolio for Student Teachers of Languages**” listing the competences and knowledge required by language teachers in their daily work. The project, entitled “*From Profile to Portfolio: a Framework for Reflection in Language Teacher Education*”, is working on a tool to be used by students during their initial teacher education.

The group of experts who make up the project team, under the coordination of Dr David Newby of the University of Graz, took as the starting point of their work, the “*European Profile for Teacher Education – a Frame of Reference*” published as a result of a project initiated by the European Commission and implemented by a project group based at Southampton University in the United Kingdom.

Building on the work of the *European Profile* and integrating elements of the *Common European Framework* and the *European Language Portfolio*, the project has so far compiled a draft version of the portfolio, which was presented at an ECML workshop in April.

The European Portfolio for Student Teachers of Languages (EPOSTL) is intended to help students undergoing their initial teacher education to prepare for their future profession in a variety of teaching contexts. It encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education.

At a global level, the EPOSTL aims to facilitate discussion and comparison of aims and structures among teacher educators working in different national or international contexts.

The EPOSTL consists of three sections: a passport, in which students can document their own experience of teaching and the qualifications they attain, a biography with lists of “can-do” descriptors relating to didactic competences and a dossier for recording examples of personal work relevant to their future profession.

Sample materials from the EPOSTL, including the full “Guide for Teacher Educators” and an extract from the Biography section, may be consulted on the ECML website (<http://www.ecml.at/mtp2/FTE/>). The final version of the Portfolio is expected to be published at the end of 2006.

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## Language Education Policy Profiles

Luxembourg is characterised by its linguistic diversity: its three languages are supplemented by the numerous languages introduced through migration. The education system provides for two vehicular languages to be taught in schools in addition to so-called foreign languages. The genuine plurilingual-

ism of the majority of the population is much admired. However, this system does give rise to a number of problems: there is a relatively high rate of underachievement which jeopardises the chances of success of young people entering the job market. Numerous steps have been taken to address the

problem in the past, but the present Minister for Education decided to take a holistic approach to the issue and asked the Language Policy Division to carry out a Language Education Policy Profile for Luxembourg, in consultation with all the relevant partners, with a view to introducing fundamental reforms.



Work on the Profile started in January 2005 and continued intensively until the end of March, when the Profile was presented at a press conference given by the Minister, who revealed the main thrusts of her programme, including her intention to visit most of the state education

establishments in order to explain her plans in detail. The Profile was warmly welcomed in the press and media. The Language Policy Division has been offering expertise to support member states in reviewing their language education policy at national and local level since 2003. To date,

Press conference:  
launch of the "Profile" in Luxembourg

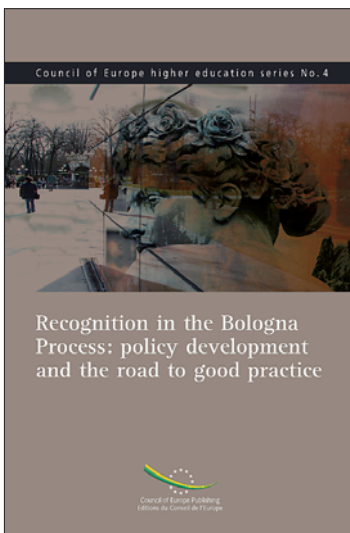
thirteen profiles have been completed or are under way. The opening phase of the process has begun in Austria, which will soon be followed by the Val d'Aosta and Armenia. The country reports drafted by national or local bodies, as well as the final Profiles, are available on the Language Policy Division website: [www.coe.int/lang](http://www.coe.int/lang).

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## Publications



*Recognition in the Bologna process: policy development and the road to good practice*, Andrejs Rauhvargers and Sjur Bergan (eds.), 202 pages, Strasbourg April 2006, Council of

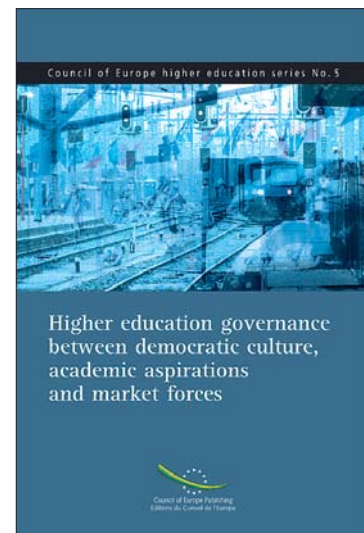
Europe Publishing: Council of Europe higher education series No.4, ISBN-10: 92-871-5943-2, ISBN-13: 978-92-871-5943-4

*Evaluation Conference of the 2005 European Year of Citizenship through Education, (Sinaia, 27-28 April 2006): Conclusions, 7 pages*

*Religious diversity and intercultural education: A guide for schools (publication end of 2006)*

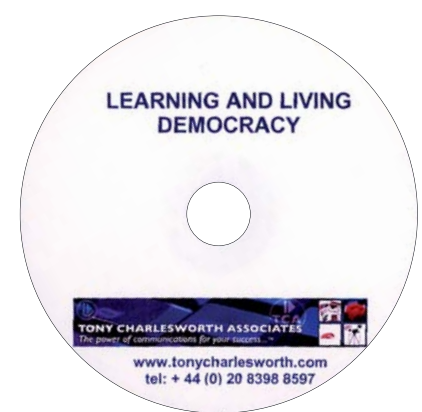
*Higher education governance between democratic culture, academic aspirations and market forces*, Jürgen Kohler and Josef Huber (eds), Sjur Bergan, Series editor, Strasbourg April 2006,

Council of Europe Publishing: Council of Europe higher education series No. 5, 221 pages ISBN-10: 92-871-5957-2, ISBN-13: 978-92-871-5957-1



## Audiovisual products

DVD on  
*Learning and living democracy*,  
Council of Europe, 2006





## Flash info



120 young people, 3 days of debate, a lot of commitment, hundreds of ideas and one goal. This was the symposium at which young people shaped the content of the forthcoming "All Different – All Equal" campaign last October. The official name of the campaign – *European youth campaign for diversity, human rights and participation* – says much about the aim: to put diversity, human rights and participation on the youth agenda of NGOs and governments, but above all to make young people aware of the importance of these in their everyday life.

The campaign, which will run from June 2006 to September 2007, and will include activities at European level managed by the Council of Europe (festivals, concerts, contests, educational activities, virtual communities, publications, gadgets and so on) as well as a very dense calendar of national and local initiatives organised and managed by the freshly formed National Campaign Committees.

The secretariat of the Campaign is trying to keep the preparation of "All Different – All Equal" as transparent and participative as possible. If you have any ideas, proposals, resources or know-how to share with us, just log in to the preparation website (<http://alldifferent-allegal.info>) and take part in one of our discussions! Activities in formal and non-formal education and training, whether in schools,

universities, vocational education sites or out-of-school education, are particularly welcome.

- At the invitation of Ms Petra Buzkova, Minister of Education, Youth and Sports of the Czech Republic, the **3rd Ministerial Seminar on "Teaching remembrance through cultural heritage: yesterday, today and tomorrow"** was held on 24-25 April 2006.

The first day of the seminar was held on the authentic site of remembrance of Terezin where tribute was paid to the victims of the Holocaust; the venue for the second day was Charles University in Prague where former president Vaclav Havel addressed the representatives of roughly 30 countries signatories to the European Cultural Convention of the Council of Europe.

A special edition of the Education Bulletin on this important event will be published in September.

- **International Conference in Krakow, Poland** (27-29 April): around sixty experts discussed the appropriateness of elaborating a Common European Framework of Reference for the language(s) of education similar to the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe for foreign languages. It was organised jointly by the Language Policy Division and Jagiellonian University
- **Intergovernmental Conference in Strasbourg, France** (16-18 October): organised by the Language Policy Division to launch formally the new project on the language(s) of education, taking account of the conclusions of working groups and the results of the Krakow Conference.

Further information on these and other activities can be found on the Language Policy Division's new, more user-friendly website: [www.coe.int/lang](http://www.coe.int/lang)

## Calendar of events - non exhaustive

### May

4-5, Strasbourg, France	First Ad hoc meeting on the Autobiography of Key Intercultural Experiences Contact: Language Policy Division
5, Bucharest, Romania	Meeting of the Group on Electronic communication for recognition (ELCORE) Contact: Josef Huber
5, Vienna, Austria	"Language Education Policy Profile: Austria", – Planning meeting Contact: Language Policy Division

8-12, Toledo, Spain	European Workshop of "Pestalozzi" Programme: <i>Toledo: crisol de culturas</i> * Contact: Hélène Schmidt
10-12, Fribourg, Germany	European Workshop of "Pestalozzi" Programme: <i>Les échelles de l'histoire</i> * Contact: Hélène Schmidt
10-12, Strasbourg, France	European Language Portfolio – 13th meeting of the European Validation Committee Contact: Language Policy Division

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

# Calendar of events - non exhaustive – (continued)

## May (continued)

12-14, Ohrid  
"The former Yugoslav  
Republic of Macedonia"

European Workshop of "Pestalozzi" Programme:  
*Active Learning and Teaching Strategies* \*  
Contact: Hélène Schmidt

15-19, Eisenstadt,  
Germany

European Workshop of "Pestalozzi" Programme:  
*Communication at work for teachers of English* \*  
Contact: Hélène Schmidt

15-19, Donaueschingen  
Germany

European Workshop of "Pestalozzi" Programme:  
*III. Europäisches Workshop: Berufsbild  
Krankenhauslehrer / innen* \*  
Contact: Hélène Schmidt

18-21, Barnaul,  
Russian Federation

Seminar on *Assessing and self-assessing  
the language competence of the native language(s)  
and of the language(s) of instruction*  
Contact: Language Policy Division

22-24, Strasbourg,  
France

Meeting on policies and standards concerning  
languages of school education  
Contact: Language Policy Division

25-26, Dublin,  
Ireland

Meeting on a framework programme for Romani  
Contact: Language Policy Division

25-26, Sarajevo, BiH

Launching event for the portfolio assessment  
project (teachers of Education for Democratic  
Citizenship in the 12th grade) with the Canadian  
International Development Agency (CIDA)  
and the Ministers of Education of Education  
Contact: Emir Adzovic

## June ...

4-6, Tallinn, Estonia

13th Annual joint ENIC/NARIC meeting  
Contact: Sjur Bergan

5-10, Ognianovo,  
Bulgaria

European Workshop of "Pestalozzi" Programme:  
*Education at the edge of reality* \*  
Contact: Hélène Schmidt

7, Tallinn, Estonia

Working Party on substantial differences  
Contact: Sjur Bergan

8, Strasbourg,  
France

Language Education Policy Profile: Poland –  
Meeting of the Council of Europe Expert Group  
Contact: Language Policy Division

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

## June (continued)

9-10, Nicosia,  
Cyprus

Workshop on *The use of historical sources in  
teaching cultural and social history of Cyprus*  
Contact: Tatiana Milko

12, Vienna, Austria

Working Party on Stocktaking  
in the Bologna Process  
Contact: Sjur Bergan

13, Vienna,  
Austria

Bologna Board  
Contact: Sjur Bergan

14, Mostar, BiH

Higher Education Working Group/Bologna  
Committee for BiH, Dzemal Bijedic University  
Contact: Sarah Keating

19-20, Paris,  
France

Ad Hoc Advisory Group on policies and practices  
for teaching sociocultural diversity  
Contact: Villano Qiriazzi

19-23, Donaueschingen  
Germany

European Workshop of "Pestalozzi" Programme:  
*112nd European Workshop : Coping with cultural  
diversity in the school and out-school life* \*  
Contact: Hélène Schmidt

21-23, Strasbourg,  
France

Higher Education Forum 2: Forum on the  
Responsibility of Higher Education for  
Democratic Culture  
Contact: Josef Huber

22-23, Dublin,  
Ireland

Language Education Policy Profile – 2nd visit  
of Council of Europe Expert Group  
Contact: Language Policy Division

22-23, Strasbourg,  
France

10th meeting of the Bureau of the Steering  
Committee for Education  
Contact: Villano Qiriazzi

23 – 24, St. Petersburg  
Russian Federation

Seminar on *Teaching history in multicultural  
context: how to integrate mechanisms of  
intercultural dialogue in school history teaching*  
Contact: Tatiana Milko

27, Val d'Aosta, Italy

Language Education Policy Profile: Region  
of Lombardy, – Planning meeting  
Contact: Language Policy Division

29-30, Paris,  
France

Ad Hoc consultative Group for the Project  
"Education of Roma Children"  
Contact: Aurora Ailincai

# Calendar of events - non exhaustive – (continued)

## July

- 3-4, Strasbourg, France Meeting of an ad hoc group for the elaboration of descriptors concerning adult migrants  
Contact: Language Policy Division
- 
- 3-5, Meissen, Germany European Workshop of “Pestalozzi” Programme: *Gegen Fremdenfeindlichkeit und Ausgrenzung* \*  
Contact: Hélène Schmidt
- 
- 6-7, Strasbourg, France Meeting of the authoring group for the development of a curriculum framework for Romani  
Contact: Language Policy Division
- 
- 6-7, Strasbourg, France Meeting of the Steering Committee for Higher Education and Research (CDESR) Bureau  
Contact: Sjur Bergan
- 
- 31 July-6 August, Donaueschingen Germany European Workshop of “Pestalozzi” Programme: *Beratung im Bereich der Sonderpädagogik in Europa* \*  
Contact: Hélène Schmidt

## September ...

- 31 August – 1st September Strasbourg, France Meeting on issues regarding adult migrants  
Contact: Language Policy Division
- 
- 4, Strasbourg, France 2nd meeting of the Ad Hoc Advisory Group for the preparation of the 22nd session of the Standing Conference of European Ministers of Education  
Contact: Carole Reich
- 
- 10-15, Krakow, Poland European Workshop of “Pestalozzi” Programme: *Auschwitz – history and symbolism* \*  
Contact: Hélène Schmidt
- 
- 11-13, Strasbourg, France Meeting on policies and standards concerning languages of school education  
Contact: Language Policy Division
- 
- 18-20, Eisleben, Germany European Workshop of “Pestalozzi” Programme: *Schülerfirmen und nachhaltige Ökonomie* \*  
Contact: Hélène Schmidt
- 
- 19-20, Strasbourg, France Higher Education Forum 3  
Higher Education Forum on Quality Assurance  
Contact: Can Kaftanci
- 
- 20, Strasbourg, France Meeting of the CDESR Bureau  
Contact: Sjur Bergan

## September (continued)

- 21-22, Strasbourg, France CDESR Plenary session  
Contact: Sjur Bergan
- 
- 25-27, Meissen, Germany European Workshop of “Pestalozzi” Programme: *Demokratiepädagogik* \*  
Contact: Hélène Schmidt
- 
- 27-30, Vilnius, Lithuania European Language Portfolio – International Seminar for member States and INGOs  
Contact: Language Policy Division
- 
- 28-29, Athens, Greece Ad Hoc Advisory Group on policies and practices for teaching sociocultural diversity  
Contact: Villano Qiriazi
- 
- Strasbourg, France Experts’ seminar *Multiple images, shared destiny? – Learning about history in a multicultural society, part one “The European world and the Muslim world: contact and interaction”*  
Contact: Mechthilde Fuhrer

## October ...

- October, Albania European Workshop of “Pestalozzi” Programme: *European Dimension in History Teaching* \*  
Contact: Hélène Schmidt
- 
- 1-6, Stockholm, Sweden European Workshop of “Pestalozzi” Programme: *SMILE - Schools Museums Identity Learning Europe* \*  
Contact: Hélène Schmidt
- 
- 3-8, Warsaw, Poland European Workshop of “Pestalozzi” Programme: *Democratic governance in school – children and youth affairs in Europe* \*  
Contact: Hélène Schmidt
- 
- 7-11, Bled, Slovenia European Workshop of “Pestalozzi” Programme: *Exercising the children’s rights in kindergarten: the basis of the education for democratic citizenship* \*  
Contact: Hélène Schmidt
- 
- 9-14, Donaueschingen Germany European Workshop of “Pestalozzi” Programme: *113<sup>e</sup> Atelier Européen: Richesse de la diversité culturelle: montons ensemble une pièce de théâtre* \*  
Contact: Hélène Schmidt
- 
- 12-13, Warsaw, Poland Language Education Policy Profile – 2nd visit of the Council of Europe Expert Group – Round Table  
Contact: Language Policy Division

\* The titles of the European Workshops held under the “Pestalozzi” Programme are given in the language in which the seminars are conducted.

# Calendar of events - non exhaustive – (continued)

## October (continued)

15-17, Edinburgh,  
United Kingdom European Workshop of "Pestalozzi" Programme:  
*Understanding Cooperative Learning and How it Can  
Transform a School into a Community of Learners* \*  
Contact: Hélène Schmidt

16-18, Strasbourg,  
France Seminar on policies and standards concerning  
languages of school education  
Contact: Language Policy Division

18-20, Strasbourg,  
France 5th meeting of the Steering Committee  
for Education  
Contact: Villano Qiriazzi

18-21, Vienna,  
Austria European Workshop of "Pestalozzi" Programme:  
*Education of Roma/Gypsy children* \*  
Contact: Hélène Schmidt

## November

8-11, Meissen,  
Germany European Workshop of "Pestalozzi" Programme:  
*Arbeiten mit Portfolio* \*  
Contact: Hélène Schmidt

9-12, Neustadt,  
Austria European Workshop of "Pestalozzi" Programme:  
*Austrians as perpetrators – Austrians as victims* \*  
Contact: Hélène Schmidt

13-17, Donaueschingen  
Germany European Workshop of "Pestalozzi" Programme:  
*114th European Workshop: "Managing religious  
diversity in school"*  
Contact: Hélène Schmidt

27-28, Strasbourg,  
France Informal Conference of Education Ministers  
from the Western Balkans  
Contact: Sarah Keating

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



## How to contact us

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