



# Education Newsletter



## Editorial

*"These are the best days of your lives!" Who did not hear a teacher say this when they were at school?*

*Such a statement is, of course, contentious at the very least on several counts. One would at least hope that life holds other rich experiences and discoveries in store for us and that these will at least rival our memories of our school days. Also, for too many pupils, school is not exactly a place of positive socialisation, maturation or emotional and intellectual growth. But one would also hope that the days passed in the classroom did indeed include some happy moments which the future adult would look back on with some fondness.*

*Whatever our individual experience of school, it is undoubtedly one of the most marking periods in a person's life. In The Republic, Plato remarked that "The direction in which education starts a man will determine his future life". In order for every individual to be able to live in a harmonious and cohesive society, to enjoy every opportunity for personal fulfilment while contributing to the common good, and to participate in the democratic political process, she or he must be culturally 'literate' and capable of empathic understanding. Such empathy is essential if tolerance and respect for others' beliefs both within one's own society and in other societies are not to remain empty letters, but contribute actively and effectively to co-operation and inclusion, peace and stability.*

... (continued page 2)



*The launch event of the European youth campaign for diversity, human rights and participation on 29 June 2006 at the Council of Europe headquarters in Strasbourg.*



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*The priorities set at the 3rd Summit of Heads of State and Government of the Member States of the Council of Europe (Warsaw, 16-17 May 2005) confirm this: “The tasks of building a knowledge-based society and promoting a democratic culture among our citizens require increased efforts of the Council of Europe in the field of education aimed at ensuring access to education for all young people across Europe [...]”<sup>1</sup>. This twenty-first edition of the Education Newsletter provides an illustration of the Education Directorate’s response to these political priorities and of its work to develop intercultural dialogue transversally.*

*In order to understand another person, or group of persons, it is necessary to grasp ‘reality’ from their point of view. Multiperspectivity in history teaching aims to do just that, and in the context of the new project “The Image of the Other in History Teaching”, a first seminar on “Contact and interaction: the Image of the Muslim World in history learning in Europe” was held in October as a prelude to a major conference on history teaching in a multicultural society in 2007. This new project draws largely on longstanding work on history teaching in schools, and especially on the experience gained over ten years of co-operation activities in the Russian Federation seeking to marry multiperspectivity, cultural diversity and intercultural dialogue in teaching school history in a multinational context.*

*The need to teach the basic values of democratic citizenship in 21st century Europe is increasingly being seen as a priority in many countries faced with the challenges of building a democratic culture and combating social exclusion. Likewise, language learning has an important role to play both in producing intercultural sensitivity and in ensuring that all members of a society are equally equipped to exercise their rights and assume their responsibilities.*

*Clearly, these various educational contributions to building a stable and democratic society are not isolated from one another. On the contrary, they are all aspects of a holistic approach to achieving the social, cultural and political integration of all citizens. Each activity, in its own way and with its own specificities, is part of a broader design concerning the growth and fulfilment of the individual and the role each one can play for the common good in a community of persons. Within a wider definition of education for democratic citizenship, which the Council of Europe has been developing over the years, education for ‘intercultural citizenship’ aims to foster a conscious commitment to a common set of values and ensure that individuals, while being aware that values may conflict and be differently interpreted, remain committed, as citizens in a community, to the empathic understanding of others. As the now famous slogan of the European youth campaign for diversity, human rights and participation puts it: “All different, all equal”.*

*For a multicultural society today, citizenship education in this broad sense supposes ever greater intercultural awareness and greater responsibility. But the extra effort is worth making to ensure that all members of society may feel at home in it and hope that although some of the best days in their lives may lie behind them, many more lie ahead. Building such a cohesive values- and knowledge-driven society is what the Council of Europe is working towards through co-operation in the school and out-of-school education of the young and less young.*

Gabriele Mazza

# The Council of Europe and the Russian Federation: Ten-year co-operation in history teaching

A conference on “Teaching history in a multicultural context: how to integrate mechanisms of intercultural dialogue in school history teaching” was held in St. Petersburg State University on 23 and 24 June 2006

The conference was the first event in a series of activities organised by the Directorate of School, Out-of-School and Higher Education within the programme of the Russian Chairmanship in the Committee of Ministers. 50 participants from 21 regions of Russia, as well as educators from Germany, Norway, Portugal and the United Kingdom, reflected on what has been achieved over the past ten years and the direction that this co-operation should now take.



Caucasus, further on through the Urals and Siberia, and up to Khabarovsk and Vladivostok in the Far East.

activities were attended by the regional Ministers of Education and were widely covered by television, major newspapers and specialised journals on history education.



Some of the activities involved other international organisations that are long-standing partners of the Council of Europe: the European Commission, UNESCO, the Georg Eckert Institute for International Textbook Research (Germany) and Euroclio.

Looking back to 1996, when Russia became a full member of the Council of Europe and became involved in its history education activities, one can see that many events have taken place over this period and practical results have been consistently achieved.

## *Facts and figures*

During these ten years, roughly 4 000 history educators from Russia, representing different cultures, religions and linguistic groups, have participated in more than 50 activities organised by the Council of Europe. Around 30 events were held in almost all the regions of Russia, from Archangelsk in the North, throughout Central Russia and North

These activities were given great support at all levels, including high political circles. The seminars were opened in Ekaterinburg in 1998 by Mr Eduard Rossel (Governor of the Sverdlovsk region) and in Karachevo-Cherkessiya in 2001 by Mr Vladimir Semenov (at that time President of the Republic of Karachevo-Cherkessiya). The participants were welcomed by Mr Kirsan Illumdjinov (President of the Republic of Kalmikiya) in Elista in 2002, Mr Leonid Potapov (President of the Republic of Buryatiya) in Ulan-Ude in 2003, and Mr Alexander Akimov (Vice-President of the Republic Saha Yakutiya) in 2005. Practically all the

## *Content of the co-operation and the results achieved*

*Bilateral co-operation* programmes covered three main areas: the preparation of new programmes and standards; new textbooks and teaching materials; the development of an in-service teacher-training system.

This resulted in the integration of new approaches in history textbooks by providing more historical sources and offering an extensive system of questions and tasks for pupils. It also encouraged the use of an interactive style when learning history and proved that the consistent analysis of

the goals and results achieved could be reflected in school curricula. Various examples demonstrating efficient methods of assessing pupils' skills and competences were provided, and new methods of running an in-service teacher-training system were introduced.

Particular attention was given to history educators from Chechnya. Since 2001, more than 200 Chechen history educators have taken part in activities organised by the Council of Europe in different regions of Russia. This has enabled them to receive additional training and has also helped them integrate the general Russian educational space.

When discussing *regional co-operation*, Ministry officials stressed that Russia attaches great importance to such projects as the Black Sea and the Tbilisi Initiatives. They felt that educators from Russia gained a great deal of experience through their involvement in these projects, in particular of how to respect a balance when presenting political, cultural,

economic and social histories, and the use of multiperspectivity. This experience is being drawn upon to prepare a school textbook on a history of the North Caucasus.

*Intergovernmental co-operation*: the significance of this type of co-operation was also pointed out. In particular, the translation into Russian of the publications on "Multiperspectivity: a guide for teachers" and "Teaching 20th Century European History" allowed a wide audience of history teachers to access information on new methods.

In his welcome letter to the conference participants Professor Andrey Fursenko, Minister of Education and Science of the Russian Federation, stressed that co-operation with the Council of Europe had made a visible impact on the reform of history education in Russia.

### *Future steps*

The participants all agreed that this ten-year co-operation had created a solid basis for future programmes,

which should be focused on the integration of multiperspectivity, cultural diversity and intercultural dialogue in teaching school history in a multinational context.

The ten-year co-operation made it possible to amass different experiences from almost every region in Russia and paint a vivid picture of cultural diversity. This will be very valuable in the development of the new intergovernmental project "The Image of the Other in History Teaching" which will involve all the 49 States Parties to the European Cultural Convention.



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## Seminar "Contact and interaction: the Image of the Muslim World in history learning in Europe" (Strasbourg, 9-10 October)

Knowing, listening, respecting the other and building on mutual interaction will be the leitmotifs all along the new Project "The Image of the Other in History Teaching" launched this year. A general presentation was included in the last edition of this Newsletter.

A first major Conference will take place in 2007 on "Multiple Images, shared destinies? – Learning history in a multicultural society". In order to prepare this event two expert seminars are being held: the first on

"Contact and interaction: the Image of the Muslim World in history learning in Europe" took place in October, and another on "Diversity of origins and respect for memories: learning the history of diversity and the diversity of histories" will be held in 2007.

In October, fifteen experts and representatives of international organisations active in this area exchanged views on three main issues: words and key-concepts, connotations, ways for avoiding misunderstandings and best strategies to reinforce dialogue; the

state of the art concerning teaching about history of the Muslim World and mutual influences within the classroom; the contribution of museums, cultural actions, media... to the learning of this history beyond the formal framework of the school.



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# Educational Activities of the European Youth Campaign “All different – all equal” for Diversity, Human Rights and Participation, June 2006 – September 2007

## The Campaign

On 29 June the new “all different – all equal” campaign was launched by the Council of Europe, focusing on Diversity, Human Rights and Participation. The campaign is aimed at encouraging and enabling young people to participate in building peaceful societies on diversity and inclusion, in a spirit of respect, tolerance, and mutual understanding. The campaign follows the very successful “all different – all equal” campaign of 1995 against racism, xenophobia, anti-Semitism and intolerance. In the course of the campaign, from June 2006 till September 2007, there will be a range of awareness-raising activities and cultural events encouraging young people to get involved. Also, research activities on the campaign themes are being carried out and presented via the European Knowledge Centre for Youth Policy. One strong pillar of the campaign will be educational activities.

## Educational activities within the campaign

Throughout the duration of the campaign several educational activities are taking place:

- European Youth Events:
  - Launching event  
28-30 June 2006
  - European Youth event in St. Petersburg,  
21 – 25 September, involving around 400 experts and participants from all over Europe
  - Closing Event  
in September 2007

- Symposia
  - Diversity Youth Forum in Budapest from 25-30 October 2006, bringing together around 100 young people representing the diversity of minorities and majorities across Europe.
  - Symposium on the practice of inter-religious dialogue in youth work (early 2007 in Budapest)
  - Symposium on participation, democracy, good governance and active citizenship (April 2007, Benelux, Luxemburg)
- Training Courses (TC)
  - TC for Communication officers of the national campaign committees (April 2006, Budapest)
  - TC for trainers in diversity and anti racism (2007)
  - Introductory TC on the themes of the campaign for national campaign committees (2 courses are planned, the first one will take place end of November/beginning of December 2006 in Budapest)
  - TC on religious diversity within the context of Human Rights and conflict transformation work (2007)
- Seminars
  - Research seminar on Diversity, Human Rights and Participation (May 2007 in Strasbourg)
  - Seminar on the role of social youth work for diversity and cohesion (Oct. 2006 Budapest)

Furthermore, educational activities taking place in the European Youth Centres, the European Youth Foundation and the Partnership Programme until September 2007 will be linked to and contribute to the campaign and/or the themes of the campaign.

## Publications / support measures

During the last “all different – all equal” campaign, the Directorate of Youth and Sport, along with its partners, produced several publications such as training-kits (training resource files), Domino (a manual to fight racism, xenophobia, anti-Semitism and intolerance), Education Pack (ideas, resources, methods and activities for intercultural education), and Compass (a manual on Human Rights Education with Young People). All publications are also available online ([www.coe.int/youth](http://www.coe.int/youth)).

Several new publications are underway such as a Campaign Educational Guide, a Campaign Action Pack, a manual on Addressing Gender-Based Violence Affecting Young People, a manual on the revised Charter on the participation of Young People in Local and Regional Life, on planning training courses documentation and implementing youth participation projects.

## Possible co-operation with the Education Directorate

The link between the campaign and the 2005 “European Year of Citizenship through Education” is clear. During this year the Council of Europe member states developed



action plans, partnerships, networks and many activities, which are also linked to the aim of the campaign. The synergies between the two initiatives will be a good basis for increased co-operation both at European level and in member states. At European level, first reflections between the Education and Youth Directorates have already taken

place and will lead to concrete action (to be reported at a later stage). In the member states, the National Campaign Committees will co-operate with the National Co-ordinators of the year and with existing school

Further Information  
<http://alldifferent-allequal.info/>

and other networks committed to the campaign.



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## Education for Democratic Citizenship in Bosnia and Herzegovina: a new project sponsored by the Canadian Government

Reforming an education system in a post-conflict society is nothing if not a challenge, and the pace of change in Bosnia and Herzegovina (BiH) can sometimes seem painstakingly slow. Nevertheless, with the commitment of a group of dedicated teachers and the education authorities, a number of positive changes have occurred in the area of education for democratic citizenship (EDC). Thanks to a voluntary contribution by the Canadian International Development Agency (CIDA), the Education Directorate is able to continue its involvement by ensuring sustainable structures for the course 'Human Rights and Democracy', the creation of quality assurance mechanisms.

### History of EDC in Bosnia and Herzegovina

The CoE has been involved in Human Rights Education in BiH since 1996. The first step was to negotiate with the Ministers of Education for the replacement of the civil defence course with 'Human Rights and Democracy' and to introduce the new subject into the official curricula of all primary and secondary schools in BiH. In order that it may assist in this process, the Council of Europe, in co-operation with CIVITAS BiH, was given the mandate to develop the

curriculum, train teachers and assist in the production of teachers' manuals and textbooks for the subject. Between 2000 and 2005 the new course was successfully introduced in all schools in the country.

Assistance activities during this period particularly focused on teacher training, as no teacher-training institutions in Bosnia and Herzegovina were in a position to provide pre- or in-service training for the new subject. All of the 330 teachers who were to teach the new subject were therefore given initial training, an important step in the process as most of the teachers had formerly been teaching civil defence or Marxism. Equally important, the teachers also learned modern teaching methods.

Following this, Council of Europe experts and BiH teachers worked together to develop manuals and textbooks to enable the teachers and teacher trainers to complement their training. Some of the manuals produced by this team are in fact being used as models in other countries wishing to introduce EDC into their schools.

The activities carried out during this period were part of a Joint Programme

between the Council of Europe and the European Commission.

### Certification of teachers

In order to ensure that these newly trained teachers were fully integrated into the education system, the Ministers of Education asked the CoE to help design a certification programme for teacher training. Co-operating once again with CIVITAS BiH, who undertook the "theoretical part" of the certification programme – a series of lectures representing approximately 80 ECTS contact hours – the Council of Europe agreed to develop and provide a model for the practical assessment of teaching in schools in BiH.

This 'Practicum' contains four parts (approximately 40 ECTS contact hours):

- Teacher's self-evaluation
- Peer evaluation (evaluation by their colleagues)
- Supervisor's evaluation (evaluation by the pedagogical inspectors)
- Annual plan of their professional development.

Together with the theoretical part of the certification, the Practicum Portfolio will enable formal qualification and official recognition of these teachers. This process became official

on 19 May 2006 when the Ministers of Education in BiH signed a Memorandum of Understanding announcing that the certification scheme supported by the CoE and CIVITAS BiH will be mandatory for EDC teachers in BiH as of the beginning of the next school year.

As a result, 'Human Rights and Democracy' will be the only subject in BiH for which a mechanism for quality assurance exists. In addition, a transparent self-evaluation system of in-service teacher training will be

developed and implemented, serving as a model for other subject areas.

The Canadian funding has therefore made it possible to carry out this last but vital step – the creation of sustainable quality assurance mechanisms for the course Human Rights and Democracy.

Although education reforms are often difficult to introduce, this example augurs well for Bosnia and Herzegovina, paving the way for further modernisation of the way

knowledge is imparted, and teaching the basic values of citizenship not only in Bosnia and Herzegovina, but also in 21st century Europe.



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## Learning and Living Democracy for All

"The tasks of building a knowledge-based society and promoting a democratic culture among our citizens require increased efforts of the Council of Europe in the field of education [...] – declared the Heads of State and Government of the Council of Europe member states at their Third Summit in Warsaw in 2005. The Council of Europe Programme of Activities 2006-2009 on Education for Democratic Citizenship and Human Rights (EDC/HRE) aims to meet this request, and to build on the achievements of the 2005 European Year of Citizenship through Education. In particular, the Programme undertakes to promote sustainable policies, to support good practice and to encourage co-operation. The priority areas are as follows: education policy development and implementation for democratic citizenship and social inclusion; New roles and competences of teachers and other educational staff in EDC/HRE; and democratic governance of educational institutions. Here are some of the highlights of the programme:

### Framework for action

As a follow up to the Parliamentary Assembly Recommendation "Education

for Europe", a feasibility study on "framework policy documents" (e.g. a framework convention, a charter or a code of good practice) on EDC/HRE will be prepared by a group of experts by the end of 2006. An essential element of these documents should be a follow-up mechanism. This could include, for example, an obligation for the member states to report regularly on the progress made. The aim is to provide a clear framework within which the member states can make substantial and systematic progress in EDC/HRE in accordance with their own priorities.

### Teacher training

The feasibility of setting up a European centre or a European network of centres on teacher training in EDC/HRE is currently being explored. Should such a centre be set up, it would also deal with other priority issues, such as intercultural education and history teaching.

A school manual on children's rights should be ready by the end of the year.

### Networking and co-operation

The Council of Europe will continue to rely on the network of EDC/HRE

coordinators, officially nominated by the member states, for ensuring co-operation with and among the countries.

Following a recommendation of the 1st NGOs' Forum on EDC/HRE (Warsaw, 2005), it is planned to organise a 2nd Forum, possibly in 2007. The objectives of this event will be to present the Council of Europe's work on EDC/HRE, to strengthen co-operation between the Council of Europe and NGOs and to share examples of good practice. One question that clearly needs discussion is how to link formal and non-formal education in EDC/HRE.

### Guidelines and manuals

The Tool on Democratic Governance at School will be finalised in 2006. The Tool provides practical guidelines for school leaders, teachers and all those interested in promoting democratic practice in educational institutions. Our idea is to have it tested in a network of schools, possibly with the help of the EDC/HRE coordinators.

The Council of Europe will continue to work on Quality Assurance in EDC/HRE. The Tool on this subject has been

translated into Albanian, Azerbaijani, Bulgarian, French, Romanian and Ukrainian. Possible adaptations of the tool for particular audiences and countries are currently under discussion. It is also planned to test the tool in a network of schools, through co-operation with the German Foundation "Erinnerung, Verantwortung und Zukunft".

### Co-operation with the European Commission

The Council of Europe co-operates with the European Commission in the framework of a research project on "Active Citizenship for Democracy". The aim of the project is to propose indicators that could be agreed by the EU member states. Relevant data will then be collected, analysed and published, in order to assist governments and parliaments in developing and promoting relevant educational policy and practice. On 20-21 September 2006 the initial findings of the project were presented in Ispra (Italy) at a conference "Towards indicators on active citizenship".

### World Programme for Human Rights Education

The Council of Europe assists the UN in monitoring the implementation of the first phase of the Action Plan of the World Programme for Human Rights Education (2005-2007). A Regional European meeting on the implementation of the Programme will be organised in 2007.

Further information:  
[www.coe.int/edc](http://www.coe.int/edc)

### And more...

Other important areas of work will include the issues of pupils' assessment in EDC/HRE, strengthening the links between formal and non-formal education, and the dissemination of best practice.



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*School Democracy Forum, Kehl, November 2005*

## Towards indicators on citizenship education

Disenchantment in traditional politicians and institutions, terrorist activities, violent protests, racism and Islamophobia – these are just some of the symptoms of the democratic deficit, which is one of the major concerns for politicians across Europe. While education is not a panacea, it can help young people and adults to make use of their rights and responsibilities in a democratic society; to voice their needs and concerns in a peaceful way, to be heard and to play an active role. A research project on "Active Citizenship for Democracy" was launched by the European Commission in order to monitor democratic

participation, as well as relevant education and training policies. The project is organised in co-operation with the Council of Europe, which has a long history of qualitative and in-depth research and expertise on this topic.

Active citizenship includes a broad range of activities from voting in elections to campaigning on environmental issues and making consumer choices on political grounds. Education for active citizenship takes place in schools and universities, but also in youth work, at workplace and in family. It is not only about the transfer of knowledge, but also about

promoting certain skills, values and attitudes. A school that is governed through democratic principles, a youth club that allows young people to make a change in their community or an adult education centre facilitating critical reading and listening – all are examples of such education.

The aim of the project is to propose indicators that could be agreed on by the EU member states. Relevant data will then be collected, analysed and published, in order to assist governments and parliaments in developing and promoting relevant educational policy and practice.



An inter-disciplinary network of experts from across Europe was set up in order to reflect on the ideal indicators, analyse the existing international surveys and propose the means of monitoring of the practice of active citizenship and of relevant education and training, as well as to explore the relationships between

learning opportunities and the practice of participation. On 21-22 September 2006 the initial findings of the project was presented in the European Commission DG JRC, Centre for Research on Lifelong Learning, Ispra (Italy) at a conference "Towards indicators on active citizenship". The proceedings of the

conference will be published at the end of 2006 – beginning 2007



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## Language policies and the integration of migrants

The question of migration has grown in importance in the work of the Council of Europe and in this context a number of language policy issues have arisen related to the acquisition by migrants of competence in the language of the country. The importance of language training is reflected in measures contained in the European Convention on the Legal Status of Migrant Workers and the European Social Charter, and also in Recommendations and reports of the Parliamentary Assembly of the Council of Europe.

In view of these developments, and the importance attached by the Third Summit of Heads of State and Government to building 'cohesive societies by ensuring fair access to social rights, fighting exclusion and protecting vulnerable groups', the Language Policy Division has launched a new project on language policies for the integration of migrants.

The project aims to facilitate the member states concerned in developing and sharing approaches to language policies that contribute to successful integration. The project has commenced with a comparative analysis of policies in a number of countries at a seminar held in Paris in co-operation with the French authorities (Ministère de la Culture et

de la Communication – Délégation générale à la langue française et aux langues de France; Ministère de l'emploi, de la Cohésion Sociale et du Logement; CIEP, Sèvres).

A number of differences emerged in approaches to language provision and to the language competence required for residence or citizenship purposes. The issues examined included: obligatory or non-obligatory language learning; incentives; possible sanctions; desired or required level(s) of language competence to be attained; cost of language training and subventions; duration and quality of training; assessment; administrative responsibility.



The seminar also examined specific questions relating to language requirements and the acquisition of citizenship or long-term residence.

A report has been published (French; English and German are in preparation) and is available on the website [www.coe.int/lang](http://www.coe.int/lang)

In a follow-up to the seminar, the Language Policy Division is developing guidelines to assist member states in defining, describing and assessing language competence necessary for work, study, residence or citizenship purposes; practical tools are also under development (Portfolio) and case studies of best practice will be prepared.

Co-operation is being developed with other Council of Europe bodies – the Parliamentary Assembly, the Congress of Local and Regional Authorities, and Directorate General III, Social Cohesion.



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# Intercultural and Interfaith Dialogue through Education

The subject-matter of the project on *Intercultural and Interfaith Dialogue through Education*, which is being implemented under the Joint Programme between the European Commission and the Council of Europe for co-operation with the Russian Federation (JP Russia VIII) is clearly sensitive. Although it was never expected to be able to find definite solutions to the pressing issues involved in such a short period of piloting, it has been possible to identify and examine all the main aspects and challenges that need to be tackled

This programme, which integrates peoples from different cultures and religious communities, is very well-timed, bearing in mind recent developments on the European continent. The launching conference was held in Yakutsk and attended by participants from all over the Russian Federation. Seminars in Vladivostok, Elista, Pyatigorsk, Tomsk, St.Petersburg and Moscow continued the implementation process of the project. At a cross-sectoral Seminar in Verkhoyansk, in the polar region of Russia, more than 100 participants from different regions expressed their deep interest in the work being done. This area is a very special one from a language-diversity perspective, as there is a very real danger that the regional language will die out.

Another seminar was held recently in one of the most sensitive regions of Russia, the North Caucasian Republic of Kabardino-Balkaria that borders the Republic of Chechnya. This region is particularly interesting for its diversity of religion, where Christians and Muslims live as a single family. Sixty participants from the whole South Federal Region of the Russian Federation attended this event. Involving the regions in implementing the project has been particularly important and this initiative was highly praised by regional authorities.

In September 2006, in co-operation with the Council of Europe's main partner, the Ministry of Education and Science of the Russian Federation, another large-scale Conference was held in Palekh (Ivanovo Oblast) on the theme of "Learning the history of world religions and culture – regional aspects of teacher training and qualifications". This little town was not chosen by chance, since from the time of its foundation, Palekh has absorbed and integrated several cultures.



Orthodox church in Palekh (Russian Federation)

Seminar in Verkhoyansk on Management of Cultural and Religious Diversity in the Russian Far North, 22-26 February 2006



The name "Palekh" is of Ugro-Finnish origin. Ugro-Finnish tribes populating the neighbourhood of Palekh joined with Slavs to found the town of Palekh, which became a well-known centre of icon painting from 14th century on.

In April 2006, Russian and international experts, the Ministers of Education from various regions and professors from national universities and teacher-training institutions met in Strasbourg to elaborate a draft document on the project and discuss how best to translate the recommendations prepared by the Russian and international experts over the two years of the project into policies and practice. The preliminary draft document will be presented as an "Expert opinion" at the final conference in Moscow in November 2006. All the experience and suggestions of teachers and teacher trainers, including those received from the regions of the Russian Federation, will be reflected in the final consolidated version, which will explain the roles of and inter-relationships between culture, religion and languages, and stress the importance of proceeding through dialogue. The project will come to an end in December 2006.



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## Flash info

- **The 2005 European Year of Citizenship through Education - Results and Conclusions**

On 27 September 2006 at their 974th meeting, The Deputies of Ministers of the Council of Europe have adopted the final Evaluation report on the "Year". The report provides an overview of the year's events and draws conclusions from its successes and failures so that they can be taken into account in future activities on Education for Citizenship and Human Rights (EDC/HRE). The text of the report is available on the Internet at: [www.coe.int/edc](http://www.coe.int/edc)

- **Intergovernmental Conference – Languages of Schooling: towards a Framework for Europe**

Language Policy Division, Council of Europe, Strasbourg, 16-18 October 2006

This first intergovernmental conference aimed to identify the needs and priorities of member states and to agree on the issues to be addressed in a new reference framework for the languages of schooling/mother tongue to be developed by the Division. A follow-up conference will take place in the Czech Republic in 2007.

- On 2 – 3 November, the Council of Europe will organize a **conference on the student contribution to the Bologna Process**. The conference will be organised as a part of the Russian Chairmanship of the Council of Europe and will be held at the Russian University of Peoples' Friendship. For more information, see [www.coe.int/higher-education](http://www.coe.int/higher-education)

- On 27 – 28 November the Council of Europe will organize an **informal ministerial conference for South**

**East Europe** at Council Headquarters in Strasbourg. The conference will address the main topics of the European Higher Education Area and be a part of the preparations for the next Ministerial conference of the Bologna Process, which will be held in London on 17 – 18 May 2007.

- On 12 – 13 December, a similar **informal Ministerial conference will be held for the five countries that joined the Bologna Process in 2005: Armenia, Azerbaijan, Georgia, Moldova and Ukraine**. As for the conference in November, topics will include the elaboration of national qualifications frameworks, quality assurance, stocktaking of the implementation of the key policies of the Bologna Process and preparations of the London Ministerial conference.

- **Intergovernmental Policy Forum – The Common European Framework of Reference for Languages (CEFR) and language policies for plurilingualism: challenges and responsibilities**

Council of Europe, Strasbourg, 6-8 February 2007

The Language Policy Division will organise an intergovernmental Forum on the impact and future use of the CEFR (including its language proficiency standards). The education authorities of France and The Netherlands are providing generous financial support for this event which will be opened by the French Minister of Education. The Forum will address issues related to curricula, examinations and teacher education within the context of current developments in member states and at European level.

## Calendar of events - non exhaustive

### October

9-10, Strasbourg, France	Seminar "Contact and interaction: the Image of the Muslim World in history learning in Europe" Contact: Jean-Pierre Titz
16-18, Strasbourg, France	Intergovernmental Conference – Languages of Schooling: towards a Framework for Europe Contact: Philia Thalgott
18-20, Strasbourg, France	5th plenary meeting of the Steering Committee for Education (CDED) Contact: Villano Qiriazzi

Brcko, BiH	Meeting with the Practicum Evaluation Working Group on the Practicum Assessment of the third generation of teachers of Democracy and Human Rights in BiH Contact: Karin Volkner
Brcko, BiH	Fourth Generation Portfolio Assessment Task-Setting Meeting Contact: Sarah Keating
Brcko, BiH	Fifth Generation Portfolio Assessment Task-Setting, Meeting Contact: Sarah Keating

## Calendar of events - non exhaustive – (continued)

### November

- 2-3, Moscow  
Russian Federation  
Council of Europe Conference on the contribution of students to the Bologna Process  
Contact: Sjur Bergan
- 
- 8-10, Strasbourg, France  
14th meeting of Validation Committee for the European Language Portfolio  
Contact: Johanna Panthier
- 
- 9-10, Moscow, Russian Federation  
Final Conference on "Intercultural Dialogue through Education: history teaching, language education policies, teaching about the historical and cultural bases of world religions"  
Contact: Natia Jgenti
- 
- 9-10, Frankfurt, Germany  
Symposium on the Implementation of the Tool for Quality Assurance of Education for Democratic Citizenship in Schools, German Institute for International Educational Research  
Contact: Yulia Pererva
- 
- 13-14, Strasbourg, France  
2nd meeting on the Autobiography of Intercultural Experiences  
Contact: Christopher Reynolds

13-17, Graz, Austria  
European Centre for Modern Languages, Graz – Training of language teachers from Bosnia and Herzegovina  
Contact: Emir Adzovic

20-22, Brussels, Belgium  
10th Meeting of EDC/HRE coordinators  
Contact: Serge Epouhe

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

### December

30 Nov.- 1 Dec., Strasbourg, France  
Regional seminar for disseminating the Bosnia and Herzegovina teacher training experience  
Contact: Karin Volkner

12-13, Strasbourg, France  
Ministerial Conference on reforming HE in Armenia, Azerbaijan, Georgia, Moldova and Ukraine  
Contact: Sjur Bergan

### February 2007

6-8, Strasbourg, France  
Intergovernmental Policy Forum – The Common European Framework of Reference for languages (CEFR) and language policies for plurilingualism: challenges and responsibilities  
Contact: Philia Thalgot

**A special 10th Anniversary Compilation  
of the Education Newsletter 1996-2006  
will be published in December 2006**

### How to contact us

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