



Education Newsletter



Editorial

“The whining schoolboy, with his satchel and shining morning face, creeping like snail unwillingly to school.” This description of the second age of man is probably among the best known quotations from the works of Shakespeare¹, no doubt because living illustrations of it can be seen throughout Europe every morning before the bell rings. But however much we may smile and nod our heads sympathetically, very few people indeed would actually call compulsory schooling into question. We understand the vital role of education not only in giving every individual the tools needed to make his or her own way in the adult world, but also in creating social bonds and learning common values.

On 21 March 2007, International Day for the Elimination of Racial Discrimination², the Council of Europe’s European Commission against Racism and Intolerance (ECRI) published a Recommendation on combating racism and racial discrimination in and through school education. The President of the ECRI, Eva Smith Asmussen, underlined that “Quality education, which is compulsory and equally accessible to all, is the key to combating racism and racial discrimination in our societies”.

Quality education for all is naturally the goal of the Council of Europe’s Education Directorate, whose different actions complement one another to form a coherent whole which in turn contributes to achieving the Organisation’s priorities. Thus, in 2002, the Steering Committee for Education launched its project The New Challenge of Intercultural Education: Religious Diversity and Dialogue in Europe. In 2004, the project became part of the programme Building stable and cohesive societies of the Intergovernmental Programme of Activities.

¹ William Shakespeare (1564-1616), ‘The seven ages of man’, As You Like It, Act 2, scene 7.

² The International Day for the Elimination of Racial Discrimination is observed annually on 21 March to commemorate the day when, in 1960, police opened fire and killed, in Sharpeville, South Africa, 69 peaceful demonstrators who were protesting against the apartheid “pass laws”.



*Learning to live together: “Europe, youth and globalisation”, Strasbourg, 6-8 May 2004.
Photo: Sandro Weltin/Council of Europe*



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The deceptively simple aim of intercultural education is to teach people how to live with one another, which implies learning to understand and appreciate other people, and learning to live together in a multicultural society.

Education for Democratic Citizenship (EDC) not only teaches children and young people about how a democratic society functions, it requires that they understand their rights and responsibilities. It is not merely a preparation for adult life; school itself is part of life, not a rehearsal, and attitudes and behaviour developed in the classroom permeate the school as a whole, the family and the local community. EDC promotes active and concrete participation in society at an early age, while showing how individual freedoms end where those of others begin. Quality assurance of EDC in schools was the subject of a symposium held in Frankfurt in November 2006 (page 10).

History education, appropriately imparted and experienced, is a major form of intercultural education. The project The Image of the Other in History Teaching, which builds on the success of the Black Sea Initiative, seeks to identify the practical mechanisms of intercultural dialogue in order not just to learn about differences but see them as an enriching factor. The final conference of the Joint Programme between the Council of Europe and the European Commission for Russia (page 5) showed how these mechanisms can be integrated into the educational process and how language education and education for democratic citizenship can also contribute to intercultural awareness and empathy.

Participation in social and political processes requires that citizens possess the language skills necessary to do so. Common reference standards have been developed by the Language Policy Division (Common European Framework of Reference for Languages – CEFR) which facilitate planning and assessment of the plurilingual competence of citizens and are increasingly used by member states. Yet use of these levels brings responsibilities which must be properly understood. The Language Policy Division's projects on linking language examinations to the CEFR, the languages of education and the integration of migrants, among others, aim to provide people with the linguistic skills they need to benefit from and contribute to society (pages 8 and 9).

In recent years, there has been a shift in focus from institutions to what makes those institutions work. It is important that the Council of Europe's programme covers the whole range of education so that it can help member states prepare people for the labour market as well as for citizenship, and enable personal development as well as maintain a broad knowledge base. The Convention on the Recognition of Qualifications concerning Higher Education in the European Region contributes to this goal, and the work of the Higher Education and Research Division has ensured that the Bologna Process, the most important reform process in European higher education for almost 40 years, is under way in the 40 member states (page 4).

And this is only part of the picture. But picture it is, each brushstroke contributing to the overall design. After all, everything must be done to ensure that when the "whining schoolboy" becomes a "justice"⁷⁵, he really is wise.

Gabriele Mazza

Council of Europe Hosts Discussions on Higher Education Reform in the Western Balkans

Ministers of Education from the Western Balkans countries met at the Council of Europe on 27 and 28 November 2006 to try to speed up higher-education reform in the region as part of the Bologna Process, which aims at creating a European Higher Education Area by 2010.

Delegations came from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia and “the former Yugoslav Republic of Macedonia”. UNMIK, Provisional Institutions of Self Government, Kosovo also took part in the conference, along with experts from other European countries and observers from relevant international bodies. Students were represented through the National Unions of Students in Europe (ESIB).

the Chair of the GR-C, the Ambassador of “the former Yugoslav Republic of Macedonia”. The aims of the Conference fell within the broader political objective outlined in the recently adopted Council of Europe Parliamentary Assembly Resolution 1517 (2006), *General Policy Debate on the Situation in the Balkans*. The Parliamentary Assembly stressed the need to initiate a platform of dialogue on the situation in the region and asked the Council of Europe and its partners to support the Balkan countries by recognising the progress achieved so far and helping their continued efforts for further improvement.

Themes

Topics included quality assurance, qualifications frameworks and national

the Bologna Process, scheduled to take place in London in May 2007.

Some of the time was given over to presentations by individual countries. This part of the conference was of particular interest, as each delegation was able to highlight its achievements as well as consider the challenges that lay ahead. It was in fact during this reflection that it became apparent that many of the countries faced similar challenges.



Slobodan Vuksanovic, Minister of Education and Sport of the Republic of Serbia, Emilija Stankovic, Assistant Minister for Higher Education, Ministry of Education and Sport of the Republic of Serbia.



Conference on Higher Education Reform in the Western Balkans, Strasbourg, 27- 28 November 2006

This Informal Conference of Ministers of Education from the Western Balkans, the fourth that the Council of Europe has organised since 1999, was opened by the Deputy Secretary General and

action plans for academic recognition. Stock taking of the progress achieved so far was also included in the programme in order to prepare Ministers for the next Ministerial Conference of

Social events for the conference, including a dinner for Heads of Delegation hosted by the World Bank and Council of Europe, offered an opportunity for networking and shaping different ideas for future regional co-operation.

Regional co-operation

In their conclusions, the ministers agreed to step up regional co-operation in the areas of quality assurance, national qualifications frameworks and recognition of qualifications as well as calling for the easing of visa restrictions:

- 1) to support co-operation between the ENIC's (National Information Centres on recognition and mobility) with a view to **facilitating recognition of qualifications** of both students and academic staff in the region. They reaffirmed the Council of Europe/UNESCO

Recognition Convention as the basis for this work, and underlined the importance of assessing qualifications on the basis of their learning outcomes and merits. They further underlined their intention to use the National Action Plans on Recognition as a basis for co-operation.

- 2) to promote quality development within higher education institutions as well as external quality assurance in line with the European Quality Assurance Standards adopted by Ministers of the Bologna Process in Bergen in 2005. They will seek to further stimulate regional co-operation in order to ensure the highest possible quality standards, including regular meetings of the heads of quality assurance bodies and through the establishment of networks of experts.
- 3) in view of fulfilling their obligation, undertaken in the Bergen Communiqué of 2005, to establish **national qualifications frameworks** by 2010 and to make these compatible with the overarching framework of qualifications of the European Higher Education Area, Ministers undertake to have an ongoing co-operation and sharing of experiences

in the development of their national frameworks, possibly through a regional forum on qualifications frameworks.

- 4) to stimulate the development of joint degrees involving two or more higher education institutions from the region, in particular with a view to drawing on the particular strengths of each institution;
- 5) to give regional higher education co-operation impetus through the organisation of meetings at expert level.

The Ministers further recognise the importance of this work in order to **ensure maximum mobility of students and academic staff**.

At the same time, they call upon their fellow Ministers of Education in all countries party to the Bologna Process to raise the issue of **facilitating the granting of visas, work and residence permits and social security protection for students and staff engaged in academic mobility, and they undertake to do the same with their respective governments.**

The Ministers underline that the European Higher Education Area cannot be fully implemented unless unnecessary obstacles to mobility are removed.

Follow-up

It is hoped that these conclusions will be used as the political basis for the future work not only of the Council of Europe and the countries of the Western Balkans, but also by donors working in higher education in the Western Balkans.

Concrete measures being considered for the first half of 2007 include bringing together directors of quality assurance agencies from the Western Balkans as well as the organisation of workshops on qualification frameworks.

See www.coe.highereducation for full details of the conference.



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Informal conference of Ministers of Education from the new countries in the Bologna process

Ministers of Education from Armenia, Georgia, Moldova and Ukraine met at the Council of Europe Headquarters in Strasbourg on 12 and 13 December 2006 with the objective of stepping up reforms of their higher education systems and to prepare jointly for the Ministerial conference of the Bologna Process to be held in London on 17 and 18 May 2007.

In his address to the Ministers, Mr Terry Davis, Secretary General of the Council of Europe, said: 'the effect of education on political attitudes is not easy to

measure, but I strongly believe that it creates the foundation of a democratic society. Democratic institutions are crucial, but education is a main factor in developing and maintaining the democratic culture that makes these institutions work in practice.'

By adhering to the Bologna Process in 2005, Armenia, Azerbaijan, Georgia, Moldova and Ukraine joined the far-reaching European reform process, which is targeted towards creating a European Higher Education Area that will provide Europe with a broad,



high-quality and advanced knowledge base and ensure the further development of Europe as a stable, peaceful and tolerant community.

The conference gave an opportunity for the ministers to share common experiences and touch upon some key areas in higher education reforms.

Encouraging progress in higher education reforms

The countries showed encouraging examples of progress in reforms. In fact, the delegation of Azerbaijan could not be present due to important discussions on the Law on Education in their country. Georgia advanced in ensuring quality in higher education by reducing the number of accredited institutions and cracking down on corruption, as well as introducing a student-loan system. Moldova has set an example by establishing a bilingual Diploma Supplement and is also making good progress in other areas of higher education reform. The introduction of a credit transfer system this year by Armenia, Azerbaijan and Ukraine will contribute to the increased mobility of students and easier recognition of the periods of study abroad.

Work ahead

Acknowledging that there is still progress to be made, the Ministers stressed the need to step up reforms of higher education systems, further developing the quality of higher education, advancing work on qualifications frameworks

and curriculum reform and paying more attention to social dimension in higher education.

knowledge and the right of students to education should not suffer because of political disagreements.



From left to right: Levon Mkrtchyan, Minister of Education and Science of Armenia, Ambassador Eleanora Petrova-Mitevska, Permanent Representative of 'the former Yugoslav republic of Macedonia' to the Council of Europe and Chair of the GR-C; Terry Davis, Secretary General of the Council of Europe; Viorela Moldovan-Batrinac, Deputy Minister of Education and Youth, Moldova; Alexander Lomaia, Minister of Education and Science of Georgia; Stanislav Nikolaienko, Minister of Education and Science of Ukraine

Recognising the importance of mobility for students and staff, they acknowledged progress in their countries in visa procedures and called upon their fellow Ministers of Education in all countries party to the Bologna Process to raise the issue of facilitating the granting of visas, work and residence permits and social security protection.

The ministers pointed out that the work of students and staff to foster the development and dissemination of

Recognising the need for more co-operation and the exchange of experience between themselves, the ministers pointed to the Black Sea co-operation as a framework conducive to further co-operation on key higher education goals.



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Final Conference on “Intercultural dialogue through education: history teaching, language-education policies, teaching about historical and cultural bases of world religions”

At an event which signalled the end of a two-year interdisciplinary project within the Joint Programme between the European Commission and the Council of Europe in the Russian Federation (Russia VIII), 40 history educators from 20 regions of Russia, including a delegation from Chechnya, met in Moscow on 9 and 10 November 2006 to identify the most efficient methods for teaching about cultural diversity in schools.

The conference was opened by Mr Gabriele Mazza, Director of School, Out-of-School and Higher Education, on behalf of the



Opening of the Conference

Council of Europe. Ms Larisa Efremova, Deputy Head of the International Relations Department, Ministry of Education and Science of the Russian Federation, read a welcome letter from Minister Andrey Fursenko, in which he highlighted the importance of the project and appreciated the results achieved.

Over a two-year period, 15 activities had taken place in 9 regions of Russia, uniting the efforts of about 800 local



The Council of Europe's expert delegation: from left to the right: Mr Rolf Scharer, Switzerland; Mr John Hamer, United Kingdom; Dr Anna Halsall, United Kingdom; Ms Fiona Kennedy, Council of Europe.

educators and their colleagues from Germany, Norway, Portugal, Spain, Switzerland and the United Kingdom.

For the first time, the project was based on an interdisciplinary approach combining the three complementary areas

of history teaching, language-education policies and teaching about the historical and cultural bases of world religions.

The participants developed practical guidelines for all educational professionals, including regional authorities, initial

and in-service teacher training institutions, authors of standards and textbooks, as well as teachers. They hope that these guidelines will help to integrate mechanisms of intercultural dialogue in the educational process providing educators with methodological information and helping pupils to acquire the skills needed to live in a multicultural society.



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History teaching activities of the Council of Europe in Cyprus 2005-2006

The Council of Europe began its work on history teaching in Cyprus in July 2003 and has now been carrying out activities for more than three years.

Following a request by Cypriot history educators, a two-year programme of co-operation was established to focus on practical methodological issues aimed at promoting intercultural dialogue through the teaching and learning of history.

Three teacher-training activities brought together about 400 history educators from all Cypriot communities in Nicosia.

History-teaching specialists from Austria, Germany, Portugal, Serbia and the United Kingdom shared their experience with Cypriot colleagues on how different historical sources could be used when teaching history in schools; how to apply interactive methods; how to train such pupil skills as tolerance, open-mindedness, respect for others; how to reflect cultural diversity so that pupils may understand it as an enriching



factor that can help them live in a multicultural environment.

These activities were developed in accordance with the ideas reflected in the Action Plan adopted at the Third Summit of Heads of State and Government (Warsaw, May 2005), which stated that: "The Council of Europe will enhance all opportunities for the training of educators, in the fields of education

for democratic citizenship, human rights, history and intercultural education".

New features of co-operation and the results achieved

The Council of Europe's main partner was once again the Association for Historical Dialogue and Research, the only non-governmental organisation in Cyprus, which brings together history educators from all communities. However, this time the activities received strong additional support from all teacher trade unions across the divide, strengthening links with practising teachers. Their Secretaries General were involved in the preparation of all activities.

The activities had a direct impact on the participants' school work, increasing the popularity of workshops among Cypriot history educators. The results of the analysis of questionnaires showed that 87% of the participants considered that the activities had provided them with valuable information that could be used in their everyday work. A telling

fact was that the organisers of the December seminar received more than 500 applications from representatives of all communities wishing to participate in this activity.

New topics were discussed: for the first time the June workshops were based on themes from the social, cultural and everyday history of Cyprus. The creative work of Cypriot history educators on these topics will serve as a basis for producing set of pedagogical materials.

A new format for the animating teams was introduced: for the first time, workshops were led by mixed teams of trainers including representatives of the different Cypriot communities as well as trainers from other European countries.

For the first time eight youngsters from the two main Cypriot communities representing the Dove Olympic Movement, along with their two teachers, took part in the seminar in December 2006, adding a new dimension to the discussions.

Further steps and developments

All the participants agreed that the Council of Europe's history teaching activities in Cyprus over the last two years have been of great importance, as they had provided a unique opportunity for specialists from all communities to work together on the development of new teaching methods designed to motivate young people to communicate peacefully with representatives of

different cultures, religions and linguistic groups on a basis of a dialogue.

Indeed, the achievements of 2006 have paved the way for a new three-year project on history teaching in Cyprus for which the European Commission has provided a development grant of one million euros. The 2007-2009 project will be the logical continuation of previous co-operation, enabling educators from all Cypriot communities to take part in teacher-training activities and start work on the set of pedagogical materials on the social, cultural and everyday history of Cyprus.

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Pestalozzi European Modules for Trainer Training Pilot phase 2006/2007

The Action Plan of the Third Summit of Heads of State and Government of the Council of Europe commits the Organisation to enhancing all opportunities for the training of educators, in the fields of education for democratic citizenship, human rights, history education, intercultural education and education for cultural and linguistic diversity.



The European modules for training trainers complement the existing activities of the Council of Europe for the training of education professionals. They all contribute to building a more humane and inclusive Europe through action in education.

The Pestalozzi European modules for trainer training are understood as the start of a cascading process: trainers trained through this programme shall



train others in their turn; training materials developed will be made available for use by others in a variety of contexts.

The modules provide an opportunity for trainers to exchange and reflect on training practice and training experience, to share, test and critically review training materials, to pilot and further develop the materials as well as to contribute in the medium and long term to an open-source Council of Europe body of training materials.

The first two series of modules on the topics of "Education for democratic citizenship and human rights" and "Intercultural education" were launched in October and November 2006 at the European Youth Centre of the Council of Europe.

Since then, participants in these networks have been further developing and testing training material in their national contexts. They will meet again in May/June 2007 to exchange their experiences and finalise the training materials. The Council of Europe has provided on-line working platforms to support this process of collaborative work. Selected training materials will be made available to the interested public via the new web platform of the Pestalozzi Programme, which is currently under construction.

Preparations for a further two series of modules, due to begin in late 2007, are under way.

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The *Common European Framework of Reference for Languages (CEFR)* was developed by the Language Policy Division with a view to promoting quality, transparency and coherence in language learning and teaching in Europe. Published in 2001, the European Year of Languages, the *Framework* has since been translated into 36 languages (including non-European languages) and has been successful beyond all expectations.

Six years later, this Intergovernmental Forum organised by the Language Policy Division in co-operation with France and The Netherlands, which both made substantial contributions in terms of expertise and funding, provided an opportunity to take stock of the huge impact the CEFR has made on education in Europe. Despite the imposed limitations, the Forum welcomed 230 participants from not only the member states, but also from Canada, the United States of America, Japan and China.



Mr Terry Davis, Secretary General of the Council of Europe, and Ms Mady Delvaux-Stehres, Minister of National Education and Vocational Training of Luxembourg, opened the Forum. The French Minister of National Education, Higher Education and Research was represented at the opening session by Mr Marc Foucault, Director of European and International Relations and Co-operation, and the European Commission by

Intergovernmental Forum: The *Common European Framework of Reference for Languages* and the development of language assessment Strasbourg, 6 – 8 June 2007

Mr Harald Hartung, Head of Unit 'Multilingualism Policy'.

The Forum was dedicated to Professor John L. M. Trim, former Director of Council of Europe Modern Language Projects.

The Forum in relation to the Council of Europe's priorities

The Language Policy Division's medium-term programme 'Language Policies for Democratic Citizenship and Social Inclusion' (2006–2009) provides a follow-up to the priorities established by the Heads of State and Government.



Its current activities include the development of European standard-setting and other instruments to promote social inclusion, intercultural dialogue, human rights and democratic citizenship through language education. The Division assists member states in the renewal of policies for these purposes and is involved in education policies for national/official and minority languages as well as foreign languages. It has recently launched a new project to develop policies and European reference standards for competence in the languages of school education, with a special focus on policies for disadvantaged and migrant children.

What is the CEFR?

The CEFR is a comprehensive reference tool that provides policy makers and professionals with European standards for language competence that contribute to quality in teaching, learning and



assessment. It contains a descriptive scheme for using and learning languages, and levels of language competence for the various parameters defined within its pages. Among other things, the CEFR contains a scale divided into six ascending levels of competence, drawn up on the basis of the results of a Swiss National Science Research



Council project, which facilitates the comparison and mutual recognition of language qualifications in Europe. These standards can be adapted to local and regional contexts for use in defining curriculum objectives, teaching guidelines and assessment.

The objectives of the Forum

The aim of the Forum was to identify the needs of member states with regard to the CEFR, possible future action and how responsibilities must be shared. The principles and approach of the CEFR are now widely accepted and used all

Common European Framework of Reference for Language policies: challenges and responsibilities, 8 February 2007



the CEFR standards in its *Europass Curriculum Vitae* and *Europass Language Passport*, the latter being a part of the *European Language Portfolio* developed by the Council of Europe's Language Policy Division. According to the statistics supplied by the European Commission, the CEFR language proficiency scale has been used in three million *Europass* documents during its first two years.

The Forum served to highlight the key role of language education policy as an integral part of social policy designed to promote an inclusive democratic society that values linguistic and cultural diversity, and promotes equal opportunities for quality lifelong language learning for all.

Initial conclusions

The Forum made it possible to identify the needs that have arisen out of the widespread introduction of the CEFR and to examine the crucial question of the member states' co-responsibility towards one another as well as the respective roles of the member states and the Council of Europe, in dealing adequately with these needs. In addition, it drew attention to the real

implications of using the CEFR by placing it in the context of the Council of Europe's key values.



The participants also suggested measures to be taken to ensure that the full potential of the CEFR is exploited in the promotion of plurilingualism and a learner-centred approach to education with a view to fostering social cohesion and participatory democracy.

This list of measures should also set out the responsibilities of the various partners at all levels and could serve as the basis for a possible Recommendation by the Committee of Ministers to the Member States on the mutual responsibilities involved in using this common reference tool.

The CEFR (with links to the various language versions), the Forum programme and other relevant documents are available online at: www.coe.int/lang.



over Europe, and even beyond. The European Commission is currently developing a European Indicator of Language Competence, which it has clearly stated will be based on the CEFR. *Europass*, a European Commission initiative aimed at making competences and qualifications more visible and encouraging mobility in Europe, uses



1. *The Common European Framework of Reference for Languages*
2. *Terry Davis, Secretary General of the Council of Europe*
3. *Gabriella Battaini-Dragoni, Director General of Education, Culture and Heritage, Youth and Sport of the Council of Europe*
4. *Herald Hartung, Head of Unit "Multilingualism Policy" of the European Commission*
5. *Francis Goullier, Rapporteur*
6. *Plenary session in the Assembly Chamber in the Palais de l'Europe*
7. *Mady Delvaux-Stehres, Minister for National Education and the Vocational Training, Luxembourg*
8. *Marc Foucault, Representative of the Minister of National Education, Higher Education and Research, France*
9. *John Trim, Former Director of Modern Languages Projects*
10. *European Language Portfolio Models*

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Education for Democratic Citizenship and Human Rights: the network of coordinators

It has often been said that the EDC/HRE project would not exist without the national coordinators. The EDC/HRE coordinators did a wonderful job in their countries during the 2005 European Year of Citizenship through Education. Their role will be even more important to ensure the sustainability of EDC/HRE in the years to come.



10th meeting of EDC/HRE coordinators in Brussels, November 2006

So, who are those people? They are the contact persons in member states officially appointed to deal with the EDC/HRE project. They provide the link between the education ministries, the expert groups dealing with the project and the CoE Secretariat of the EDC/HRE Division. Most of them work in the education ministry or some other institution related to the ministry in their country, but some are university professors or people working for NGOs.

What do they do for EDC/HRE? The main roles and responsibilities of the coordinators include:

- ensuring that CoE information on EDC/HRE is disseminated nationally;
- bringing together national sectors involved in EDC/HRE (primary, secondary, vocational, , universities, teacher training, youth activities, community level, adult education, CoE national liaison officers, etc.) through, for example, working groups, networking, common events;
- striving towards practical and sustainable application of EDC/HRE in their countries;
- Lobbying for EDC/HRE, e.g. through fundraising, writing articles and contributions for education journals and newsletters; for the inclusion of EDC/HRE in curriculum and educational reforms.

The coordinators establish EDC/HRE networks within their countries, support and coordinate specific EDC/HRE working groups, and organise activities

linked to the subject. They keep the Council of Europe well informed of any changes related to EDC/HRE in their countries and update their country profile sheet which can be found on the website of the EDC/HRE Division (www.coe.edc).

They often act as experts for the Council of Europe in the field, sometimes by contributing expertise on EDC/HRE to seminars and conferences in other member states. They are now a group of people who know each other well enough to exchange expertise and knowledge regularly.

The EDC/HRE coordinators network was set up in 2001. They meet twice a year at the invitation of the various countries: their 10th meeting was held in November 2006 in Brussels, at the invitation of the French Community of Belgium. The next meeting will be held in Strasbourg in spring 2007.

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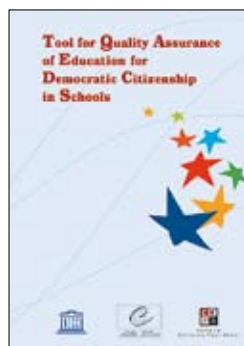
Quality Assurance and Education for Democratic Citizenship in Schools

On 9 and 10 November 2006, a symposium on the “Implementation of the Tool for Quality Assurance of EDC in Schools” was held in Frankfurt by the German Institute for International Educational Research (DIPF), with a contribution from the German Foundation “Remembrance and Future” and with the support of the Council of Europe.

The “Tool for Quality Assurance of Education for Democratic Citizenship in Schools” was published jointly by UNESCO, the Council of Europe and the Centre for Educational Policy Studies (Ljubljana) in 2005 and has since been translated into Albanian, Azerbaijani, Bulgarian, French,

Polish, Romanian and Ukrainian languages. The Tool introduces Quality Assurance of EDC as a comprehensive system of evaluation of democratic culture of schools (e.g. through inspections and self-evaluation), and school development planning and implementation, based on a participatory approach. Quality Assurance is seen as a powerful tool for promoting democratic governance, as well as for improving educational performance.

The symposium was part of the Foundation’s initiative to promote use of the Tool in Belarus, Estonia, Lithuania, Latvia, Poland, Russia, Slovakia,



the Czech Republic, and Ukraine: the countries that the Foundation focuses on as they suffered most during the German occupation. An expert from Israel also took part in this work, and made a very interesting contribution.

The participants in the symposium included authors of the Tool, representatives of UNESCO and the European Commission, and experts in the field of education and quality assurance. The main objective was to facilitate the development of proposals on how to use and promote the Tool.

Some participants suggested that the Tool – in its present form – should be incorporated into functioning evaluation systems. Others felt that the Tool needed to be adapted to national contexts first. Yet another opinion was that the Tool

should be complemented with: 1) a collection of examples of questionnaires/evaluation and self-evaluation methods; 2) examples of good practice in QA in EDC; 3) practical guidelines for various target audiences. These proposals will be followed up in the Council of Europe's "Learning and Living Democracy for All" Programme of Activities 2006-2009.

The conclusions of the symposium will be published jointly by the Council of Europe and DIPF in the course of 2007.

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Regional European Meeting on the World Programme for Human Rights Education

A Regional European Meeting on the World Programme for Human Rights Education, organised by the Council of Europe in co-operation with UNESCO and the Office of the UN High Commissioner for Human Rights, will be held in Strasbourg on 5-6 November 2007. The European Commission, the OSCE Office for Democratic Institutions and Human Rights and other international institutions will be invited to contribute to this event.

The aim of the conference is to assist the Council of Europe member states in implementing the Plan of Action for the first phase of the World Programme for Human Rights Education. The Programme, which was proclaimed by the General Assembly of the United Nations in 2004, is structured around

an ongoing series of phases. The first phase focuses on primary- and secondary-school systems. The Plan of Action for this phase envisages the following stages: the analysis of the current situation of human-rights education in primary- and secondary-school systems, the development of a national implementation strategy, the implementation and monitoring of human-rights education activities, and, finally, their evaluation. The Plan of Action acknowledges that the situation differs from country to country and underlines that "realistic goals and means for action need to be established in accordance with a country's context, priorities and capacity, and based on previous national efforts".

The participants in the meeting will be the officials from the 46 Council of

Europe member states involved in the national implementation of the Plan of Action at decision-making and executive level. Representatives of international institutions, civil society and foundations active in the field will also be invited. An on-line form, which will be accessible on the Council of Europe website, will allow international NGOs to apply for participation. The selection will be made on the basis of the NGO's role and experience in the promotion and development of human-rights education. It is expected that between 150 and 300 participants will attend the meeting.

Further information
www.coe.int/ecd.

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Higher Education Reform in Bosnia and Herzegovina

The second joint project between the European Commission and the Council of Europe for higher education in Bosnia and Herzegovina (BiH) marked its mid-way point in September 2006. The project provides major support to the BiH authorities in reforming their higher education system in accordance with the Bologna Process. Three areas are targeted: quality assurance, a qualifications

framework and recognition of degrees and study periods.

To ensure ownership, consultation and guidance by the relevant stakeholders in BiH, a Steering Board forms an integral part of the project. The board is co-chaired by the Minister of Civil Affairs, the Ambassador of the European Commission Delegation to BiH and the Special Representative of the Secretary

General of the Council of Europe in BiH or the Director of Education. Other board members include the two entity ministers of education and the rectors of all public universities in BiH. At its second meeting in September 2006, the Steering Board reviewed progress, decided upon mechanisms to improve co-operation between institutions and approved the revised work plan.

The results of the meeting show that work is already ahead of schedule: the BiH National Action Plan for Recognition, drawn up by the highly committed working group members and external experts, was approved by the Steering Board and forwarded to the Bologna and Lisbon Recognition Convention Secretariats. Synergies are also being created with complementary initiatives in higher-education reform, including a TEMPUS project, and with the Austrian Development Agency. A dynamic and committed project team in the CoE Sarajevo office ensures the smooth running of the project.

The results will be widely cited in BiH's country report, which will be presented at the Ministerial Conference in London,



May 2007. A final conference, scheduled for June 2007, will also highlight the final results of the project and provide an opportunity to ensure the continuation of higher education reform in BiH. See www.coe.ba/highereducation.

*Gabriele Mazza, Director of Education, Council of Europe;
Safet Halilović, Minister for Civil Affairs, BiH;
Michael Humphreys, European Commission
Ambassador to BiH.*

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Flash info

- **Making the European Higher Education Area a reality: the role of students**

What is the role of students and student organisations in advancing the higher education reform process in Europe? How can students participate in higher education governance in the best possible way? What about the social dimension of higher education? How can student mobility contribute to the Bologna Process? What is the role of the learning environment in quality learning, which is a key ingredient of the genuine European Higher Education Area?



International Seminar at the Peoples' Friendship University, Moscow, 2 and 3 November 2006

These were among the key themes addressed by the International Seminar organised jointly by the Council of Europe and the Peoples' Friendship University of Russia under the Russian Chairmanship of the Council of Europe and held in Moscow on 2 and 3 November 2006. This seminar

was attended by some 90 representatives of university staff and students from all over Europe.

The participants in the International Seminar have sent their conclusions to the next Bologna Ministerial conference, which will take place in London in May 2007.

The seminar documents are available on line at: www.coe.int/higher-education and will soon be published as part of the Higher Education series.

- **Indicators for active citizenship**

The 3rd meeting of a research network on indicators for active citizenship was held in Brussels, 31 January - 2 February. The meeting was organised in the framework of a research project "Active Citizenship for Democracy" developed by the European Commission Centre for Research on Lifelong Learning (CRELL) in co-operation with the Council of Europe. A report presented at the meeting suggests possible indicators for active citizenship and analyses the country results produced. The report can be consulted at the CRELL website. The next step will be to prepare a report on indicators for education and training for active citizenship. In the short-term perspective, the work on indicators is based on the existing surveys. At the same time, a proposal on "ideal" indicators is being developed, in view of possible future developments in various data sources.

Publications

Crossroads of European histories: multiple outlooks on five key moments in the history of Europe, Council of Europe, December 2006

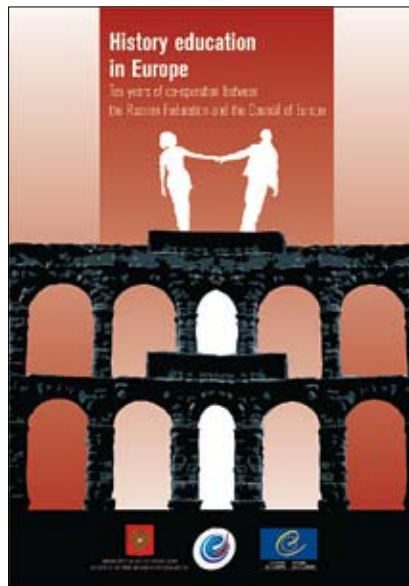
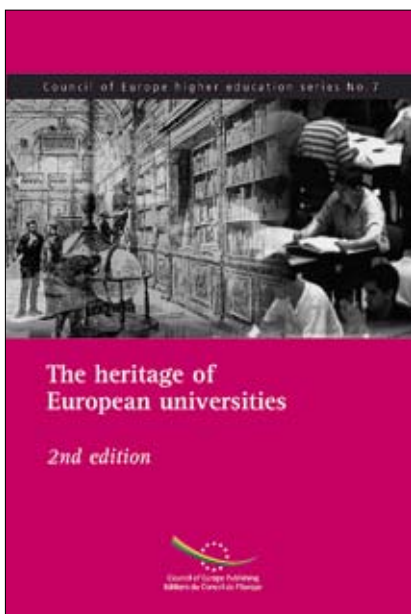
ISBN: 978- 92-871-6031-7



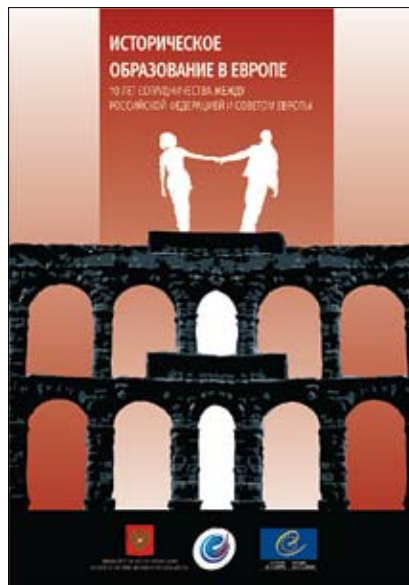
The heritage of European universities – 2nd edition, Nuria Sanz and Sjur Bergan (eds.) Council of Europe higher education series No. 7, Council of Europe, December 2006

ISBN 10: 92-871-6121-6

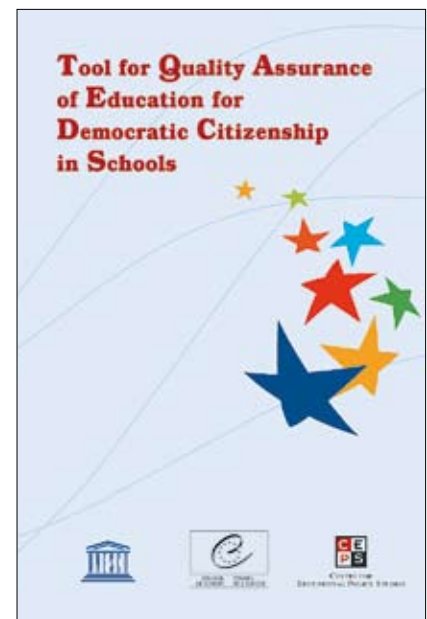
ISBN 13: 978- 92-871-6121-5



History education in Europe: Ten years of co-operation between the Russian Federation and the Council of Europe, Council of Europe, October 2006 (Translated into Russian)



Tool for Quality Assurance of Education for Democratic Citizenship in Schools published jointly by UNESCO, the Council of Europe and the Centre for Educational Policy Studies (Ljubljana) in 2005 is now available also in Albanian, Azerbaijani, Bulgarian, French, Polish, Romanian and Ukrainian languages: <http://www.coe.int/EDC>



The 2007 catalogue presents over 1200 books and electronic products in all the subject areas linked to the cooperation developed between the 46 member states and especially publications on educational matters.



Further information are available at : <http://book.coe.int>



Calendar of events - non exhaustive

January

9-13, Nottingham,
United Kingdom
European Workshops of "Pestalozzi" Programme:
CoE 2007-01.0 : The use of ICT in developing
teaching and learning
Contact: Hélène Schmidt

15-16, Strasbourg,
France
Expert meeting on Policies and Practices for
Teaching Socio-Cultural Diversity
Contact: Villano Qiriazzi

25-27, Zagreb,
Croatia
European Workshops of "Pestalozzi" Programme:
CoE 2007-02.0: The Holocaust: History and
Memory
Contact: Hélène Schmidt

February

5-6, Strasbourg,
France
Ad hoc consultative group for the preparation of
the 22nd session of the Standing Conference of
European Ministers of Education
Contact: Carole Reich

23 – 24, Paris,
France
Meeting of the group of experts on the Languages
of Education and Social Inclusion
Contact: Language Policy Division

28 – 1 March,
Strasbourg, France
Meeting on the linguistic aspects of the integration
of adult immigrants
Contact: Language Policy Division

March ...

2, Strasbourg,
France
Co-ordination meeting for the preparation of a
consultation seminar on the Curriculum framework
for teaching Romani
Contact: Language Policy Division

4-6, Vienna, Austria
European Workshops of "Pestalozzi" Programme:
CoE 2007-03.0: *Zeitzeug/innen des Nationalsozialismus
berichten**
Contact: Carole Reich

5-6, Strasbourg,
France
Co-ordination meeting on languages of schooling
and the follow-up to the Policy Forum on the
CEFR
Contact: Language Policy Division

March (continued)

12-14, Strasbourg,
France
Plenary Session of the Steering Committee for
Education
Contact: Villano Qiriazzi

17-21, Nicosia, Cyprus
European Workshops of "Pestalozzi" Programme:
CoE 2007-04.0 : The Ancient Greek Drama as
an educational tool for building a more humane,
contemporary Europe
Contact: Hélène Schmidt

20, Sheffield,
United Kingdom
Development of a Language Education Policy
Profile,
Contact visit: Language Policy Division

April

2-6, Aosta Valley,
Italy
Language Education Policy Profile: Aosta Valley
- Study visit of the Council of Europe experts group
Contact: Language Policy Division

12-13, Strasbourg,
France
11th meeting of EDC/HRE coordinators
Contact: Yulia Pererva

23-24, Strasbourg,
France
Expert meeting on Policies and Practices for
Teaching Socio-Cultural Diversity
Contact: Villano Qiriazzi

23-25, Helle,
Germany
European Workshops of "Pestalozzi" Programme:
CoE 2007-05.0: *Syndrome des globalen Wandels
als fächerüber-reifendes Unterrichtskonzept am
Beispiel des Braunkohletagebaus in Sachsen-Anhalt**
Contact: Hélène Schmidt

24, Yerevan, Armenia
Planning meeting for the development of the
Language Education Policy Profile of Armenia
Contact: Language Policy Division

24-27, Hamrun, Malta
European Workshops of "Pestalozzi" Programme:
CoE 2007-06.0: A route to Equality and Fairness
in school
Contact: Hélène Schmidt

* 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

4-5, Istanbul, Turkey
22nd Session of the Standing Conference of European Ministers of Education
Contact: Carole Reich

7-11, Avila, Spain
European Workshops of "Pestalozzi" Programme: CoE 2007-07.0: Educacion para la Ciudadania y Derechos Humanos*
Contact: Hélène Schmidt

9-11, Lausanne, Switzerland
European Workshops of "Pestalozzi" Programme: CoE 2007-08.0: Cinéma et enseignement de l'Histoire*
Contact: Hélène Schmidt

15-16, Strasbourg, France
Meeting for the revision of the preliminary pilot version of the Manual for *Relating language examinations to the CEFRL*
Contact: Language Policy Division

20-24, Donaueschingen, Germany
European Workshops of "Pestalozzi" Programme: CoE 2007-09.0: 115^e Atelier européen: Apprendre l'histoire de l'Autre dans la salle de classe*
Contact: Carole Reich

21-25, Greece
Training for teachers of South East Europe: religious diversity and intercultural education
Contact: Villano Qiriazzi

23 – 24, Guildford, United Kingdom
3rd Meeting of experts on the *Autobiography of Intercultural Encounters*
Contact: Language Policy Division

31- 1 June, Strasbourg, France
Seminar on a curriculum for the Romani language
Contact: Language Policy Division

June ...

5-7, Strasbourg, France
Meeting of the co-ordination group of the project on Languages of School Education
Contact: Language Policy Division

13-15, Strasbourg, France
15th meeting of the European Language Portfolio Validation Committee
Contact: Language Policy Division

16-20, Bergen, Norway
European Workshops of "Pestalozzi" Programme: CoE 2007-10.0: Teaching intercultural understanding: approaches and challenges
Contact: Hélène Schmidt

June (continued)

17 – 19, Bucharest, Romania
14th Joint Meeting of the ENIC and NARIC Networks
Contact: Sjur Bergan

18-20, Meissen, Germany
European Workshops of "Pestalozzi" Programme: CoE 2007-11.0: Es ist normal, verschieden zu sein*
Contact: Hélène Schmidt

25-29, Donaueschingen, Germany
European Workshops of "Pestalozzi" Programme: CoE 2007-12.0: 116th European Workshop: New competences
Contact: Carole Reich

28-29, Paris, France
Meeting of the ad hoc group for the implementation of the project "Education of Roma Children"
Contact: Aurora Ailincai

September

12-13, Strasbourg, France
Co-ordination meeting for the preparation of an intergovernmental follow-up Conference on Languages of School Education (Prague, 8-10 November)
Contact: Language Policy Division

17-18, Paris, France
Joint Conference Council of Europe/UNESCO "Access to quality education: the Roma children and the transition from pre-school education to primary school."
Contact: Carole Reich

20-21, Strasbourg, France
6th plenary session of the CDESR
Contact: Sjur Bergan

Autumn 2007
12th meeting of EDC/HRE coordinators
Contact: Ólöf Ólafsdóttir

November

5-6, Strasbourg, France
Regional European Meeting on the World Programme for Human Rights Education (WPHRE), organised in by the Council of Europe in co-operation with UNESCO and the Office of the UN High Commissioner for Human Rights (OHCHR)
Contact: Ólöf Ólafsdóttir

8-10, Prague, Czech Republic
Follow-up Intergovernmental Conference: "Languages of schooling : towards a framework for Europe"
Contact: Language Policy Division

20-21, Strasbourg, France
Launching conference of the new project: "The University between humanism and market: redefining its values and functions for the 21st century"
Contact: Sjur Bergan

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



European co-operation in education is a serious matter, but it can also be fun. From left to right: Srdjan Arnaut, Assistant Minister of Foreign Affairs of Bosnia and Herzegovina; Claude Kieffer, Head of the Education Department of the OSCE in BiH; Gabriele Mazza, Director of Education, Council of Europe; Sarah Keating, Education Co-ordinator for BiH, Council of Europe; and Emir Adzovic, Education Officer, Council of Europe Mission to BiH

How to contact us

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