

# Partnership for Good Governance



## Closing Conference

of EU/CoE regional Joint Programme on  
"Promoting Human Rights and Democratic Citizenship Education  
in 6 Eastern Partnership countries"

## Education for Democratic Citizenship and Human Rights in Eastern Partnership Countries: Project results and the way forward

21-22 November  
Tbilisi, Georgia

# Conference Report

General Rapporteur, Olena Styslavska  
Educational Consultant  
Council of Europe Expert in EDC/HRE

## ***Table of contents***

<b>1. Background information</b>	<b>4</b>
<b>2. Opening session and welcome speeches</b>	
a. Welcome speech by the Minister of Education and Science of the Republic of Georgia	5
b. Project aims and expected outcomes	6
c. Project activities	6
<b>3. Project results</b>	
a. in Georgia	9
b. in Armenia	11
c. in Azerbaijan	13
d. in Belarus	15
e. in Moldova	16
f. in Ukraine	18
<b>4. Lessons learnt, challenges and future plans</b>	<b>20</b>
<b>5. Conclusions</b>	<b>23</b>

### ***List of acronyms used in the report***

CDC	Competences for Democratic Culture
CoE	Council of Europe
EC	European Commission
EU	European Union
EDC/HRE	Education for Democratic Citizenship and Human Rights Education

## 1. Background information

This is a report<sup>1</sup> on the conference held in Tbilisi 21-22 November 2017 to sum up and close the [EU/CoE regional Joint Programme on “Promoting Human Rights and Democratic Citizenship Education in 6 Eastern Partnership countries”](#).

The Eastern Partnership is an initiative of the European Union intended to provide a platform for discussions between the EU and Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

Within the framework of the Partnership for Good Governance, the European Union and the Council of Europe were working together with Eastern Partnership countries to promote Human Rights Education and Democratic Citizenship (EDC/HRE) and facilitate practical implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Charter), which is an important reference point for all of Europe, in national education systems.

EDC/HRE represents an innovative educational approach based on the founding values of the Council of Europe and aims to develop competences and attitudes of all citizens, who will make democratic institutions and laws work in practice. Its objectives, principles and policies are outlined in the Charter adopted in the framework of Recommendation [CM/Rec\(2010\)7](#) of the Committee of Ministers.

The project activities supported integration and/or further development of EDC/HRE in national education systems by facilitating the revision and enhancement of school curricula, development of capacity of educational professionals, translation of the CoE materials and piloting them in schools. It also served to constitute networks of cooperation between education systems in the Eastern Partnership countries.

### **AIMS**

The Conference was aimed to bring together educational professionals and decision-makers from the Eastern Partnership Countries to exchange experiences on the results that have been achieved, to reflect on the lessons learnt and look for new possibilities and opportunities for the EDC/HRE implementation in the future. It combined presentations of outcomes and examples of good practice on plenary sessions, problem solving and networking activities during workshops, experience exchange and study visits.

The conference was held in the National Centre for Teachers Professional Development. The working languages were Russian and English with simultaneous translation.

---

<sup>1</sup> This report has been produced within EU/CoE Eastern Partnership Cooperation Framework 2015-2020. The views expressed herein are the responsibility of the authors and do not necessarily reflect the official policy of the European Union or the Council of Europe

## 2. Opening session and welcome speeches

Chair: Mr George Machabeli, Director of the National Centre for Teachers Professional Development, Georgia.

The event, that brought together 78 education professionals and decision makers from 6 Eastern Partnership countries, was opened by Mr Mikheil Chkhenkeli, Minister of Education and Science of Georgia. He welcomed the participants and expressed respect for the Council of Europe, for safeguarding democracy and human rights. He also expressed the position of the Georgian Ministry of Education and Science, saying that a country cannot have a long term perspective, if it is not built on the principle of equality. Education is very important for the development of democratic societies, and national systems of education have an outstanding role in this respect. According to the Minister, value based approach to education is the factor, that makes the difference and should become a solid foundation of systems of education in democratic countries.

He informed the audience about current developments in the Georgian system of education. Starting from 2018, a new model of quality assurance will be launched, which is an important tool in counteracting intolerance. The other priority for the Georgian government is inclusive education, which is one of the practical examples of implementation of the European Convention on Human Rights and the United Nations Convention on the Rights of the Child.

Referring to the project, the Minister underlined its importance, expressed his satisfaction with the results and hope for further cooperation.



Picture 1. Opening session and welcome speeches. From left to right: Ms Olena Styslavska, Council of Europe Expert, Ms Marzena Rafalska, Council of Europe Expert, Mr George Machabeli, Director of the Georgian National Centre for Teachers Professional Development, Mr Mikheil Chkhenkeli, Minister of Education and Science of Georgia, Ms Katia Dolgova-Dreyer, Programme Coordinator, Education Department of the Council of Europe.

## **Project aims and expected outcomes**

Ms Katia Dolgova-Dreyer, Programme Coordinator Education Department of the Council of Europe, reminded the partners about the results, that were expected when the project started. . They were the following:

1. School curriculum in the 6 countries of the region is improved through analysis and integration of the principles of the Charter on EDC/HRE;
2. EDC/HRE materials are available in at least 6 languages of the participating countries;
3. At least 900 educational professionals have an increased capacity to teach and promote EDC/HRE in formal and non-formal education;
4. In at least 90 target schools (15 schools in 6 countries) EDC/HRE materials are piloted and teachers in at least 50% of those schools use these materials in their practice;
5. An increased number of Non-governmental organisations, including youth organisations, advocate for and support the implementation of quality standards for human rights education programmes and activities;
6. An increased number of partnerships and networking in the field of human rights and democracy education takes place among relevant actors (e.g. public authorities, parliamentarians, education professionals, civil society and professional media).

After 3 years of the project, the results exceeded expectations in several aspects. In this respect, the closing conference raised mixed feelings – sadness, that a certain stage of cooperation is over, but at the same time proudness of the achievements and results.

## **Project activities**

Ms Olena Styslavaska and Ms Marzena Rafalska, education advisors and the Council of Europe experts, gave an overall presentation of project activities. There were certain core activities, that were similar for all countries. First of all, mapping studies were done in each country, that gave an overall description of the state of EDC/HRE. The mapping reports were the basis of dialogues with the decision makers in the participating countries, that helped to define EDC/HRE spheres, that were in line with current priorities for each respective country. The priority spheres were the following:

Armenia – development of competences of teachers of all subjects to support EDC/HRE;

Azerbaijan – development of competences of primary school teachers to support EDC/HRE, discipline with dignity;

Belarus – competence based approach to teaching and learning;

Georgia – cooperation between pre-service and in-service systems of teacher training to promote EDC/HRE;

Moldova – capacity building of education professionals, engaged in the in-service teacher training system;

Ukraine – implementation of the UN Convention on the Rights of the Child and principles of gender equality and non-discrimination in the system of education.



When the priorities were defined, the Council of Europe experts developed 6 models of cascade trainings that were aimed to support systemic implementation of national priorities. The trainings were based on relevant Council of Europe educational materials, some of which were selected for translation. In order to support quality of translation of the CoE materials and interpretation during dissemination events, education professionals in all 6 countries worked in close cooperation with the CoE experts to suggest relevant translation of EDC/HRE terms into national languages. As the result, [200 EDC/HRE terms in English are available in digital and printed formats](#) with their equivalents in Azerbaijani, Armenian, Belarusian, Georgian, Romanian and Ukrainian. The documents are available in the Council of Europe and Eastern European countries. They are recommended to be shared with translators and interpreters during the CoE events or translation of publications.

Picture 2. „Promoting Human Rights Education and Democratic Citizenship in Eastern Partnership countries” 7  
Project visibility poster.

Another important component, that supported dissemination of the CoE publications, was practical demonstration of how the materials work in the selected schools, which was called “piloting”. The pilotings were done as demonstration lessons with 2 kinds of workshops as a follow up. One workshop was focused on methods of teaching and learning and was intended for school directors, another workshop was focused on the aims and principles of democratic school governance and was intended for school directors.

Cascade trainings, which were the central activity of the project were based on the CoE Charter, the whole school approach and [the Council of Europe Reference Framework of Competences for Democratic Culture](#). At the same time, training events in each country were unique, because they were tailored to the specific needs of the respective systems of education. All participants of the trainings were education professionals, who were in constant direct contact with teachers either through the pre-service or in-service teacher training systems. That ensured wide dissemination of innovations, sustainability of project results and natural integration of EDC/HRE approach systems of education.

### 3. Session I – Project results

Chair: Ms Katia Dolgova-Dreyer, Programme Coordinator, Education Department of the Council of Europe

#### **Project results in Georgia**

Representatives of the host country were invited to be the first to share information about their achievements. The presentation was delivered by two speakers – one representative of pre-service and one representative of in-service training system.

**Mr Davit Malazonia**, professor of the Ilia State University, started with the participants' feedback about the cascade trainings that were organized for 15 representatives of the higher education (from 9 universities) and 15 representatives of primary and secondary education (teachers and consultants of resource centres). According to the participants, the training programme was characterized by the highest quality and direct practical usefulness. Mr Malazonia underlined, that the results of the project in Georgia brought sustainable and long term effects and initiated cooperation and networking between representatives of in-service and pre-service teacher training systems.

All 9 universities in Georgia developed and implemented EDC/HRE courses for students of pedagogical departments. There are 15 new or modified courses that include principles of EDC/HRE. That means that since 2016, all teachers in Georgia receive a pre-service training in EDC/HRE, which has also been officially approved as a theme for bachelor's and master's thesis. What is more, one course for student of 4<sup>th</sup> year called "Challenges of XXI century and Education for Democratic Citizenship and Human Rights Education" will be soon available online. The course was developed in cooperation between several universities that took part in the CoE project. 6 universities, developed EDC/HRE courses for students of all departments, not only for a pedagogical department.

Another positive result of the project, according to Mr Malazonia, is the establishment of dynamic cooperation of universities with the NGO sector, mainly with student organizations, that function in universities. The organizations are seen as partners to support students' civic initiatives and engage young people in the decision making processes of the institution of higher education.

The last, but not the least result, is the establishment of connections between universities and schools. Universities help schools to develop teachers' competences and promote new approaches to teaching and learning. It is very important due to the fact, that the majority of teachers in Georgia, who graduated from universities 10 years ago and before, tend to demonstrate quite sceptical attitudes towards democratic changes of school culture and teaching methods. The biggest demand of school is expressed for the development of intercultural competences of teachers

and their communication skills. Schools, from their side, help universities to organize, monitor and evaluate students' apprentices, which are now put CoE Competences for Democratic Culture in the centre of learning process.

**Mr Mikheil Tepnadze**, a trainer from the Contemporary Education Academy, presented project results from the perspective of secondary education. He said that the main change was happening in the understanding of the new role of education and development of skills of education professionals to create democratic educational environment.

The main work of representatives of secondary school system was done in cooperation with universities. It was focused on standards and procedures of students' apprenticeships at schools. Students were encouraged to pay attention to the development of competences for democratic culture, described in the CoE Reference Framework, understand the meaning of democratic school culture and reflect on it. The procedure is described in a draft regulation and divided on several steps. First of all, a university student is obliged to study situation in a school, where she/he is going to teach. The results of the study should be described in an apprenticeship paper. The specific school context should be taken into consideration in the design of the apprenticeship programme and detailed plan. After the plan is implemented, it should be evaluated. During this process, a student is supported by an experienced teacher from a school, where the apprenticeship takes place and a professor from her/his university. This is so-called a "practical" stage of an apprenticeship. The second stage is theoretical. It is done in the form of a research. Mr Tepnadze introduced some examples of research themes: "How to support cultural diversity in a classroom?", "How to develop democratic citizenship in 7<sup>th</sup> grade?", "What methods can be used to develop competences for democratic culture?", "How to support active participation of students in the decision making processes?", "How to assess the level of development of competences for democratic culture in 6<sup>th</sup> grade?". These new procedures were introduced and piloted in 2016/17. According to the speaker, new standards are well accepted by university students, but teachers at schools, where the apprenticeships are taking place according to new standards, need trainings and awareness rising on aims and principles of EDC/HRE.

At the end of his presentation, Mr Tepnadze expressed his hope, that the final conference would be also the beginning of a new project.

## **Project results in Armenia**

Ms Nonna Sahakyan, Deputy Director of the Department for Secondary Education in the Ministry of Education started her presentation with the statement that the project was unique for the country and supported the Ministry of Education and Science in implementation of principles of the Council of Europe Charter for Democratic Citizenship and Human Rights Education.

According to the speaker, recommendations of the Charter are challenging for the countries, which are in the process of transformation. Such countries need composite professional support. Many concepts were new for the educational system of the Republic of Armenia and not everything was clear at the beginning of cooperation. The project was a learning experience for education professionals on different levels of the system of education – decision makers, advisors, curriculum developers, school inspectors, school directors and teachers. New competences, knowledge and understanding are important results in themselves.

The specificity of situation in the educational system of Armenia is that in theory and on the documents, educational reform has been completed. But the theory does not reflect practice. There is a lack of practical skills and solutions to implement modern laws, which makes a gap between the laws, standards and their practical implementation. The project was very helpful in this respect. It gave an opportunity to put theory into practice and to enhance understanding of educational professionals of the modern approaches to teaching and learning.

A number of practical guidance for teachers have been developed and piloted as the result of cascade trainings. Implementation of the whole school approach helped to activate parents' and students' councils in many schools. The trainings were innovative and very useful. There is a high interest of education professionals to participate in the similar trainings and a big demand in the country to continue the component that introduces a new approach to teaching and learning.

Cooperation with the Council of Europe experts on the Glossary of terms was an important, thought-provoking and motivating experience, which will be helpful also after the end of the project, during further translation of the CoE materials. Not many documents and manuals for teachers were known in Armenia and translated into the national language. The project was an opportunity to learn about those valuable resources. Education professionals see the need to translate the Charter and manuals for teachers. The Glossary will contribute to the quality of translation.

Another successful component was translation of the [CoE publication](#) “How all teachers can support citizenship and human rights education. Framework for competence development”. The publication is very popular among curriculum developers and it is used to design trainings for teachers.

Increased professional networking and cooperation among education professionals, who represent different levels and spheres of the national system of education was presented as another positive result. People, who didn't use to meet and cooperate on the daily basis, were facilitated to start cooperation within the project, which led to improved information flow, strengthened contacts and collaboration between the sectors.

Cooperation and networking was also developed beyond the national system of education. Armenian National Institute for Education Development established cooperation with the similar institution in Belarus. Cooperation resulted in the formal agreement between the institutions. There are also enriching informal contacts with education professionals from other Eastern Partnership countries.

In the end of her presentation, Ms Sahakyan informed about the need to focus on wide national dissemination of the experience, gained in the project. She also expressed expectation that the Council of Europe will continue support for the system of education, especially by trainings for education professionals and exchange of experience between practitioners of different member states.



**Picture 3.** Participants of the conference listening to presentation of project results. In the first row, from left to right: Ms Karine Harutunyan, leading specialist of the Armenian National Institute of Education, Ms Karine Zatikyan, principal of the secondary school #190 of Yerevan, Ms Ruzanna Alaverdyan, principal of the secondary school #182 of Yerevan.

## **Project results in Azerbaijan**

Ms Vafa Yagublu, Director of the Educators' Professional Development Institute, started her presentation with the description of the national context before the beginning of the project. According to the results of the national assessment of teachers' competences, primary school teachers demanded the biggest support from the in-service teacher training system. That is why, the member state saw the project as the opportunity to develop competences of primary school teachers.

The mapping report, done within the project helped to see the whole picture, define problem zones and plan solutions. According to the report, in-service training programmes for teachers of primary school were not developed enough. The institute trained 400 primary school teachers using their own capacity and selected 30 teachers to participate in the training within the project. The trainings received such a positive feedback, that the Institute asked for the possibility to repeat the training for one more group of teachers. As the result, 60 primary school teachers received the training. Apart from teachers, 7 experts from the Institute were present on trainings. They were learning themselves, but also getting ready to support teachers after the trainings and to deliver similar trainings to other groups of primary school teachers.

After the trainings, trained teachers reached approximately 1800 students (lessons from "Compassito") and 1800 families (discipline with dignity, aims and principles of EDC/HRE and the role of cooperation between school and families). It became evident, that in order to get the best effect of EDC/HRE, it was very important to involve community and families in cooperation. Trained experts started organising EDC/HRE seminars in the Institute and they become a part of the regular course in the Institute.

The Educators' Professional Development Institute was the institution, that benefited the most from the participation in the project. Competences of educators from the Institute have been essentially developed. Education professionals learned about rich educational resources, developed under the auspices of the Council of Europe in the last decade. New methods of teaching and learning, presented during the trainings and in the CoE publications (especially "Compassito") were accepted both by teachers and learners with great enthusiasm. Representatives of the Institute translated selected activities from "Compassito" into Azerbaijani and published them on the website.

Teachers, who use "Compassito" on their lessons established an active network in order to exchange experience and promote collaborative learning and project work among other primary school teachers. The network is supported by the Educators' Professional Development Institute.

Another professional network, that was established with the help of the project, is a group of teacher trainers who are responsible for further cascade dissemination of

the training course for primary teachers, that was designed and implemented by the Council of Europe experts.

One more result of the project in Azerbaijan is a 36 hours training programme for school directors, that was designed by the experts of the Institute, that took part in the project. The training is focused on the CDC Reference Framework. The next step will be a training programme for teachers, also focused on the Competences for Democratic Culture.

And finally, the Council of Europe [manual](#) “Living in Democracy”<sup>2</sup> was translated into Azerbaijani and introduced to curriculum developers of a subject “Citizenship”.

Ms Yagublu said, that the Institute was planning to continue activities, initiated by the project. In particular, she informed about the plans to translate and disseminate the remaining lesson plans from “Compasito” and develop a compulsory in-service training program on Competencies for Democratic Culture for school directors and teachers. In the future, the Institute will work with curriculum developers.

Speaking about expectations from the Council of Europe, Ms Yagublu expressed high interest of education professionals and decision makers from Azerbaijan to learn about inclusive education from the EDC/HRE perspective.



**Picture 4.** Participants of the conference listening to presentation of project results. In the first row, from left to right: Ms Anna Dmytruk, Council of Europe Office in Ukraine, Mr Samir Heco, Education Department of the Council of Europe, Ms Oksana Ovcharuk, Council of Europe Office in Ukraine.

---

<sup>2</sup> [Living Democracy manuals](#)

## **Project results in Belarus**

At the beginning of his presentation, Mr Serguei Vajnik, Director of the National Institute for Education, said that sharing and networking were distinctive and important elements of the project. It brought together educational professionals, who were working in different central and regional institutions, responsible for development of the national system of education. The whole experience was a good example of systemic implementation of innovation, starting from the level of policy and reaching the level of classroom and interpersonal interaction. EDC/HRE approach was thoroughly studied and integrated, where possible, on the level of teaching resources, syllabuses, textbooks, lesson plans, syllabuses of extracurricular activities, monitoring, evaluation and assessment tools.

The main interest of education professionals in Belarus was to study European experience in the sphere of competence based approach and the Council of Europe Reference Framework of Competences for Democratic Culture. The important conclusion of the project was that national needs and European tendencies do not contradict and even more, they are in line with each other. Mr Vajnik said, that according to education professionals, principles of the CoE Charter correspond with relevant expectations, tasks and approaches, currently implemented in Belarus, and the aims of EDC/HRE do not contradict with aims, specified in the Law on Education in the Republic of Belarus.

Participation in the project was very useful for the Republic of Belarus, because of the current educational reform and revision of subject curricula. In the result of trainings, it was possible to integrate some elements of the CDC Framework in the revised subject curricula.

The most useful elements of the project were training seminars, which were characterized by high quality and practical usefulness. The seminars helped to have an in-depth understanding of the CDC Framework and develop support materials for Belorussian schools. Educational advisors, that participated in seminars within the project, produced methodological recommendations on how to develop CDC competences on various subjects and beyond lessons, mainly within extracurricular activities. In the period of 5 months between the end of training seminars and the beginning of the closing conference, 5 national training and dissemination seminars were organized in Belarus, that were aimed at promotion competence based approach and dissemination of produced materials. Representatives of the system of higher education, that participated in the training, included EDC/HRE and CDC Framework in their scientific research.

Another positive achievement of the project is an established cooperation with the National Institute for the Development of Education of the Republic of Armenia.

At the end of his presentation Mr Vajnik said, that it is important to continue the programme in Belarus, because it was the most useful and interesting project, that was implemented in the last period.

### **Project results in Moldova**

**Ms Corina Lungu**, Senior Advisor of the Ministry of Education, Culture and Research of the Republic of Moldova started by presenting the summary of activities, initiated in Moldova by the CoE project. She explained that educational legislation in the country had been already modernized, and the main need was to support practitioners at schools in the implementation of new laws. The national system of education was lacking a competent group of trainers, who could work with schools and teachers and support them in reforming their everyday practice in accordance with the new legislation. The Council of Europe project was a big chance in this respect, because the nature of changes in Moldova was in line with the EDC/HRE approach.

After the project, there is an active core group of 35 EDC/HRE trainers, that employed in the in-service teacher training system. who created and trained a network of 114 consultants from regional in-service teacher training centres, regional boards of education and specialists of the ministry of education.

The trainings helped education professionals understand how to develop competences for democratic culture in the everyday practice of schools. The trainers produced a trainer's pack, that includes 30 syllabuses of in-service training modules, based on the CDC Framework and 15 teachers' competences, described in the CoE publication "How all teachers can support citizenship and human rights education. Framework for competence development".

The national network is active, offering seminars for teachers of all subjects, as a regular course in all regional in-service teacher training centres. Another course, that is now available, targets school directors and promotes democratic governance of schools.

There was also a special training for curriculum developers in Moldova, that was focused on the CDC Framework. After the training, the core curricular was revised and there are plans in the ministry of education to revise all subject curricula by the end of 2019. Another process, that was initiated by the training is focused on the CDC assessment and evaluation criteria.

The concept of the whole-school approach was regarded to be an innovative solution of current problems in the system of education. Starting from the school year 2017/18, this approach is being piloted in 11 schools in different parts of the country.

This year an official list of priority spheres, announced by the ministry of education, included EDC/HRE in general and teaching controversial issues in particular.

After this general overview, representatives of Moldova demonstrated 3 examples of good practice.

**Ms Svetlana Vasilachi**, an expert-coordinator and methodologist of the Bălți Department of the Ministry of Education Youth and Sport, showcased example of the revision of the “Civic education” course in order to adjust it to the aims, principles and methods of teaching and learning, promoted by the Council of Europe.

**Ms Galina Gumen**, Chief of the Methodical Center for Teachers’ Development presented the case, how the Council of Europe CDC Framework and Framework for teachers’ competence development helped to design a training course for teachers in accordance with the contemporary demands of the system of education, defined in the new legislation.

**Ms Angela Cutasevici**, a primary school teacher of the “Ion Creangă” Theoretical Lyceum from Chisinau, presented a 36 hours course “Education for Human Rights”, that was piloted in 11 primary schools all over the country starting from September 1<sup>st</sup>, 2017. Depending on the results of the piloting phase, there are plans to introduce the course on the regular basis. Ms Cutasevici demonstrated a short film, showing students of primary schools, who were actively engaged in collaborative activities of the course. The film provoked positive emotional reactions of the audience.

At the end of the presentations, representatives of Moldova expressed satisfaction from their participation in the project and their hope for the next phase of the project. According to them, it would be useful to extend activities and include a special component for the pre-service teacher training system.



Picture 5. Participants of the conference watching a film showing students of 11 primary schools from different parts of Moldova, actively engaged in collaborative activities of the “Education for Human Rights” course.

## **Project results in Ukraine**

**Ms Rayisa Yevtushenko**, a leading specialist of the Ministry of Education and Science, started presentation of project outcomes and introduced an overall picture of the project activities in the country. First two components were similar to the activities, that were done in all Eastern Partnership – a mapping research and glossary of EDC/HRE termins. The next stage was a capacity building module, that was designed by the Council of Europe experts to facilitate implementation of the National Strategy in the field of teaching about Human Rights, Rights of the Child, gender equality and non-discrimination. The training was intended for educators, who represented regional institutes of teachers’ professional development. There are 25 institutes in the country and each institute nominated one representative to participate in the training. After the training, the participants worked in 5 groups, that brought together education professionals from different parts of the country. Members of the group met several times in different institutes to exchange experience, establish collaboration and develop training syllabuses, that would be used in all 25 institutes. The network produced and exchanged 5 syllabuses on Human Rights, Rights of the Child, gender equality and non-discrimination, intended for teachers of all subjects, teachers of civic education and school directors.

Piloting of the Council of Europe manuals for teachers, when a Council of Europe expert arrives to a local school and teaches one lesson from the manual to local students, appeared to be very successful in Ukraine. There were 4 pilotings, which took place in Lviv, Dnipro, Odesa and Charkiv.

The Council of Europe supported educational reforms in Ukraine by providing expertise through the Strategy on EDC/HRE integration in the subject curricula and Standards of the New Ukrainian School. The document was developed as the answer on two requests of the Ministry of Education and Science of Ukraine. The first one was to provide feedback on the new draft law “About Education” and the Conceptual Principles of Secondary School Reform. The second request was to analyse the subject curricula for the reformed school and recommend approaches and the Council of Europe materials, that would help to integrate the EDC/HRE component into each subject curricula.

After the general presentation, representatives of the Ukrainian delegation demonstrated 3 examples of good practice, that were the outcomes of the EU/CoE project.

**Ms Inna Ivanyuk**, Director of the secondary school “Licey #2” from Ternopil, showcased the example of project activities in her school, that took place after the piloting of the CoE manual for teachers.

**Ms Natalia Stepanova**, a consultant of the regional institute of teachers' professional development, shared information about main challenges, that she faced in the process of inclusion of EDC/HRE principles in the training programmes and teaching materials.

**Ms Tetyana Meleshchenko**, the Associate Dean of the Historical institute of the National Pedagogical Dragomanov University, shared ideas on further development of EDC/HRE approach in the country.

The presentations were concluded by the general opinion, that expert support was the most valuable contribution of the project. The speakers expressed their hope for further cooperation, expert support, trainings and other forms of professional development for teachers, such as seminars or summer schools.



Picture 6. Participants of the conference listening to presentation of project results. In the first row, from left to right: Ms Natia Natsvlshvili, Teachers General Competences Programme Manager, National Center for Teacher's Professional Development, Ms Lia Gigauri, Deputy Minister, Ministry of Education and Science of Georgia, Ms Ketevan Natriashvili - Deputy Minister, Ministry of Education and Science of Georgia.

## 4. Session II – Lessons learnt, challenges and future plans

Chair: Ms Oksana Ovcharuk, Council of Europe Office in Ukraine

Participants split in 3 groups to look back on the experiences and to discuss, what was the most useful for member states in the project, what were the main challenges and to generate ideas for the follow-up activities. There were representatives of all participant countries in each group.

The results were presented in the final plenary session:

### What was the most useful?

Common for all 6 Eastern Partnership countries:	<ul style="list-style-type: none"> <li>• Expert support</li> <li>• Resources</li> <li>• Methods of work</li> <li>• Development of new competences of education professionals and their capacity to act as trainers</li> <li>• Including EDC/HRE experience in the national system of education</li> </ul>
Specific to Armenia	<ul style="list-style-type: none"> <li>• Development of resources for extracurricular activities</li> <li>• Practical instruments to implement national legislation</li> <li>• Finding similarities between national ideas and European tendencies</li> </ul>
Specific to Azerbaijan	<ul style="list-style-type: none"> <li>• EDC/HRE methods for primary school</li> <li>• Democratic school climate</li> </ul>
Specific to Belarus	<ul style="list-style-type: none"> <li>• Development of resources for extracurricular activities</li> <li>• Finding similarities between national ideas and European tendencies</li> <li>• CDC Framework</li> </ul>
Specific to Georgia	<ul style="list-style-type: none"> <li>• Motivation for universities to reform curricular for the 4<sup>th</sup> year students</li> </ul>

	<ul style="list-style-type: none"> <li>• Changes in pre-service teacher training syllabus</li> <li>• EDC/HRE themes were included to the list of themes for bachelor's and master's thesis</li> </ul>
Specific to Moldova	<ul style="list-style-type: none"> <li>• Practical instruments to implement national legislation</li> <li>• CDC Framework</li> </ul>
Specific to Ukraine	<ul style="list-style-type: none"> <li>• Democratic school governance</li> <li>• Value based approach to teaching and learning</li> </ul>

### What were the main Challenges?

Common for all 6 Eastern Partnership countries:	<ul style="list-style-type: none"> <li>• Teachers competences</li> <li>• Understanding of the role and impact of EDC/HRE by teachers</li> <li>• The fact, that development of competences is a process, and need time.</li> <li>• School governance, which is far from being democratic.</li> <li>• Organizational and structural (traditional organization of school is a barrier to new methods)</li> </ul>
Specific to Armenia	<ul style="list-style-type: none"> <li>• EDC/HRE as a permanent sphere of school development (not an action, an activity, but a style and culture).</li> </ul>
Specific to Azerbaijan	<ul style="list-style-type: none"> <li>• Inclusive school culture</li> </ul>
Specific to Belarus	<ul style="list-style-type: none"> <li>• How to attract parents to the idea of EDC/HRE</li> </ul>
Specific to Georgia	<ul style="list-style-type: none"> <li>• Integration of EDC/HRE with academic programmes</li> </ul>
Specific to Moldova	<ul style="list-style-type: none"> <li>• Cross-curricular approach to EDC/HRE</li> </ul>
Specific to Ukraine	<ul style="list-style-type: none"> <li>• School mechanisms of student rights exercise</li> </ul>

## **Ideas for the follow-up**

All three groups rated very highly the usefulness of cooperation and experience exchange between education professionals and institutions in the countries and between them. As the result of brainstorming and discussions in small groups, a plan for further cooperation was drafted.

It was agreed to keep regular contact and cooperation online. The partners will use an online platform, which was built to support cooperation between National Institutes of education from Armenia and Belarus. The platform will be also a resource centre and an electronic library, which will be enriched by all sides. Technically, the platform will be maintained by the ICT Learning Department of the National Institute for Education of the Republic of Belarus. All partners will have access to upload and download materials, blogs and podcasts.

Partners also decided to involve students in the dialogue and cooperation. A part of the online platform is planned to be given to representatives of Students' Councils to share experience and solve common problems.

Ukrainian partners put forward an initiative to organize a face-to-face meeting in Ukraine in the summer 2018. It may be organized as a summer school with two main courses. One course will be intended for education professionals, actively engaged in cooperation. It might take a form of a think-tank focused on EDC/HRE quality assurance and localization of CDC indicators in national systems of education.. The other course will be intended for young people – representatives of active students' councils. Young activists might share information about efficient mechanisms of protection of rights of students at schools, or they can think together, how those mechanisms could be improved or created.

The other ideas and forms of work, that were suggested to continue cooperation:

- Bilateral projects
- More trainings with the support of the CoE experts
- Wide dissemination of EDC/HRE on national level
- Coordination with UN development goals
- Develop and implement modules for in-service
- Develop and implement modules for pre-service
- Develop and disseminate didactic resources in national languages

All participants of the conference were unanimous in their expectation that the educational programme for Eastern Partnership Countries will be also continued within EU/CoE Eastern Partnership cooperation Framework 2015-2020.

## 5. Conclusions

Ms Katia Dolgova-Dreyer concluded the conference telling that this project was important for three main reasons. For the Council of Europe that was a way to test their instruments and tools that had been developed on the European level and to see how they work in the countries. For the countries that was an opportunity to check how their policies reflect European priorities and standards. And finally, the regional aspect allowed Eastern Partnership Countries to interact more, to network, to create links and good connections and exchange best practices.

Looking back at the work that was done and the results, that were achieved, it is possible to be proud of the project and expect that its long term sustainable outcomes will influence many positive changes in people, in classrooms, in communities, in societies and between them all.

She presented a new possibility for project partners to continue their cooperation. Further cooperation is welcomed and is possible in the framework of the 5<sup>th</sup> cycle of the EU/ Council of Europe Joint Programme, which is called "[DISCO – Democratic and Inclusive School Culture in Operation](#)". Ms Dolgova-Dreyer announced priorities for the next cycle and explained the mechanism of participation in detail. The multilateral cooperation projects are expected to be focused in the issues of digital citizenship or inclusion. The applications from partnerships should be submitted to the Council of Europe till 31 January 2018. The accepted projects will start 1 March 2018 and continue till October 2019.

The experience, gained in the programme will be very useful beyond the region – in other CoE projects. First of all, it is the first time, when the project is not focused on the selected schools, but influenced the systems of education, showing that EDC/HRE is not an abstract concept, developed in the Council of Europe, but the essence of positive and innovative experience, collected from all member states, which is very useful to support reforms and improvements in national systems of educations, according to national priorities and contexts. The role of establishing open and thoughtful dialogue with decision makers is important in this respect.

Secondly, the project gave possibility to the CoE experts test different ways of putting CDC Framework in practice and find the most efficient solutions, which should be shared with all member states.

And finally, the project helped to see the spheres, where more practical examples, advice and support is needed: How to develop CDC on subjects? How to create democratic educational environment? How to educate/ cooperate with parents? How to ensure quality of EDC/HRE? These questions might be inspirations for a new series of the CoE teachers' resource books.

*Olena Styslavska, Council of Europe expert in EDC/HRE*