

Council of Europe Contribution to the UN Sustainable Development Goals

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



4.1 Universal primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

The Council of Europe contributes to SDG 4.1 mainly through its work on competences for democratic culture and language education. Through its activities, standards and tools developed in this field, the Council of Europe encourages its member States to provide equitable, quality education whereby all learners acquire the competencies, values, culture and knowledge essential for ensuring social integration and intercultural openness. Activities ranging from the Common European Framework of Reference for Languages, to projects such as the Quality Education in Romani for Europe, the development of a Reference Framework of Competences for Democratic Culture and the support provided by the Education Policy Advisors Network to effective implementation of Council of Europe education standards are just some of its stepping stones for achieving equitable, quality primary and secondary education that leads to relevant and effective learning outcomes in line with the values and culture of human rights and democratic citizenship. For more detail and access to the different activities, please see the table below.

Mapping of Council of Europe Education Activities for SDG 4.1

Standards	Data/ Reports	Tools	Activities
<p>Recommendation CM/Rec(2002)12 on education for democratic citizenship</p> <p>Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;</p> <p>Charter on Education for Democratic Citizenship and Human Rights Education, 2010</p> <p>Council of Europe Standing Conference of Ministers of Education “Securing Democracy through Education” The development of a Reference Framework of Competences for Democratic Culture” 2016</p>		<p>Education Policy Advisors Network (EPAN)</p> <p>The new Education Policy Advisers Network will contribute to effective reforms in the 50 States Parties to the European Cultural Convention in respect of education for democracy and human rights in particular by: encouraging integration of the new Reference Framework of Competences for Democratic Culture (RFCDC) in the education systems of the States Parties to the European Cultural Convention; sharing experiences and discussing methodologies to improve co-operation and effectiveness in integrating RFCDC at all levels (national, regional and local); encouraging the responsible bodies to support the implementation of the Council of Europe Charter on EDC/HRE, with a particular view to further strengthening the quality of education for democratic citizenship and human rights education; supporting the reinforcement of safe learning environments where respect for diversity and freedom of expression without fear are fostered and the democratic governance of schools is promoted as the foundation for effective education; contributing to the development of the Council of Europe's contribution</p>	

		<p>to the United Nations 2030 Agenda for sustainable development (Target 4.7).</p>	
		<p>Reference Framework of Competences for Democratic Culture (RFCDC) to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. Non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit</p>	<p>‘Democratic and Inclusive School Culture in Operation (DISCO)-2018/19 The Joint Programme (CoE-EU) provides funding to enable at least three States party to the European Cultural Convention to cooperate on projects of common interest within the field of education for democratic citizenship and human rights education (EDC/HRE). Thematic Priority 1: Digital citizenship education in relation to the implementation of the Council of Europe Framework of Competences for Democratic Culture and its guiding documents Thematic Priority 2: Building democratic and inclusive school culture by embedding the learning environment in the local community (whole school/community approach)</p>

			<p>Competences for Democratic Culture and Intercultural Dialogue The mandate is to develop non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.</p>
<p>Recommendation CM/Rec(2014)5 on the importance of competences in the language(s) of schooling for equity and quality in education and for educational success</p> <p>Recommendation CM/Rec(2012)13E on ensuring quality education</p>		<p>Platform of resources and references for plurilingual and intercultural education Access to education and success at school depend heavily on language competences. The Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefitting from their own experience and expertise. It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture. This platform is complemented by further resources developed at the European Centre for Modern Languages (ECML), in particular in the Thematic areas of: Plurilingual Education and Migration and Language Education. Training</p>	<p>Languages of Schooling Language Policy Unit project, concerned with the development of effective skills in the language(s) of instruction which are essential for successful learning across the whole curriculum</p>

		<p>activities are also available.</p> <p>Coe Resources:</p> <ul style="list-style-type: none"> • The language dimension in all subjects - A handbook for curriculum development and teacher training • The place of the languages of schooling in the curricula • Guide for the development and implementation of curricula for plurilingual and intercultural education • Education, mobility, otherness - The mediation functions of schools • Plurilingual and intercultural education as a project, 2009 • Plurilingual education in Europe: 50 years of international cooperation, 2006. 	
<p>Recommendation CM/Rec(2008)7 on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism</p>	<p>The European Language Portfolio: an impact study (2009)</p>	<p>Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), 2001</p> <p>CEFR Companion Volume with New Descriptors (2018)</p> <p>European Language Portfolio, 2001</p>	<p>Projects of the European Centre for Modern Languages (ECML).</p> <p>The Council of Europe's current work in language education enriches the ELP in a number of ways, especially as regards plurilingual and intercultural education.</p> <p>Language learning as a tool to foster social competences and competences for democratic citizenship, inclusivity, valuing diversity are of key importance in the above projects.</p> <p>Plurilingual approaches contribute to</p>

			<p>social integration – acknowledging and valuing the home languages and cultures of migrants help their integration into schools and society; and plural approaches encourage the development of openness, respect and intercultural competences in all learners. This in turn can contribute to more harmony in our schools and our society.</p>
<p>PACE Recommendation 563 (1969) Situation of Gypsies and other travellers in Europe</p> <p>Recommendation CM/Rec(2000) 4 on the education of Roma/Gypsy children in Europe</p>		<p>Curriculum Framework for Romani (CFR) The Curriculum Framework for Romani (CFR) is based on the CEFR. It provides a common basis for developing syllabuses and curriculum guidelines, textbooks and other learning materials in Romani. Furthermore, the CFR aims for strengthening the use of Romani as mother tongue in education.</p> <p>European Language Portfolio (ELP) – Learning the Romani language</p> <p>Teaching Materials developed by QUALIROM QUALIROM developed teaching materials in various Romani varieties for primary, secondary and tertiary teaching at proficiency levels A1 to B2. Some of the materials were piloted in teaching activities during the lifetime of the project.</p>	<p>Quality Education in Romani for Europe (QUALIROM) (2010) The project Quality Education in Romani for Europe (QUALIROM) implemented and tested the Curriculum Framework for Romani (CFR) and the corresponding European Language Portfolio Models (ELPs) which are based on the Common European Framework of Reference for Languages and were developed by the Council of Europe.</p>

		A list of relevant publications available on the project website.	Education of Roma children in Europe, (2002) Implementation of the Recommendation 2000(4) on the education of Roma children in Europe
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