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final

**Standing Conference
of European Ministers of Education**

**“Building a more humane and inclusive Europe:
role of education policies”**

22nd Session

Istanbul, Turkey, 4-5 May 2007

Resolution on the 2008-2010 programme of activities¹

¹ This resolution was adopted unanimously with the exception of the Polish Delegation

The European Ministers of Education, meeting in Istanbul for their 22nd Session:

1. HAVING REGARD to the Final Declaration and Action Plan of the 3rd Summit of Heads of State and Government of the Council of Europe Summit (Warsaw, 16-17 May 2005), which stresses that "the tasks of building a knowledge-based society and promoting a democratic culture among our citizens require increased efforts of the Council of Europe in the field of education aimed at ensuring access to education for all young people across Europe, improving its quality and promoting, inter alia, comprehensive human rights education";
2. RECALLING that the Statute of the Council of Europe and the European Cultural Convention provide the political framework for their action in the educational field;
3. OBSERVING that the results of European co-operation in the educational field are now making an indispensable contribution to the analysis of this subject and the formulation of educational policies in all 49 signatory States to the European Cultural Convention;
4. HAVING DISCUSSED the main theme of the 22nd Session, "Building a more humane and inclusive Europe: role of education policies", and adopted a General Policy Declaration on the subject;
5. HAVING NOTED with satisfaction the quality of the results of the projects conducted under the 2003-2006 work programme;
6. CONSIDERING that it is necessary to implement a new 2008-2010 work programme guaranteeing both the continuity and the renewal of the existing work programme;

RECOMMEND THAT THE STEERING COMMITTEE FOR EDUCATION

7. concentrate its resources on pursuing the following objectives:
 - 7.1 devising educational policies and practices based on the values and standards of the Council of Europe with the aim of encouraging a democratic culture, plurilingualism and intercultural understanding, building a European educational area and promoting quality education for all;
 - 7.2 promoting intercultural dialogue on the basis of the 2005 "Faro Declaration", as a means of strengthening intercultural skills and improving the management of cultural diversity in order to address the intercultural challenges that exist within European societies, between European countries and in relations between Europe and neighbouring regions;
 - 7.3 seeking, wherever appropriate and possible, to achieve synergy and organise horizontal co-operation with the various Council of Europe bodies concerned and other international organisations - in particular UNESCO, the European Union, OSCE and the Nordic Council of Ministers - and non-governmental organisations;
 - 7.4 constantly monitoring each activity in the light of the objectives pursued, the resources used and the dissemination and impact of the results in member states;

7.5 implementing a programme of activities for 2008-2010 based on the following guidelines:

8.i. In the field of education for democratic citizenship and human rights (EDC/HRE):

8.1 continuing and stepping up work in the key area of education for democratic citizenship and human rights in order, in particular, to promote active citizenship and democratic values, concentrating on social cohesion and social inclusion, from the perspective of lifelong education;

8.2 supporting policy-makers and educational professionals at all levels so that they can devise and promote long-term EDC/HRE programmes, in particular by drawing up European documents providing a reference framework for the subject, setting out basic principles and broad lines of action ;

8.3 continuing and reinforcing work on indicators (with the European Commission), on quality assurance in the field of EDC/HRE and on developing tools for implementing EDC/HRE;

8.4 promoting democratic governance in educational establishments by supporting the development of innovative participatory teaching, learning and decision-making methods, links with the population, active participation by parents, gender mainstreaming and other factors conducive to establishing a democratic climate in schools;

8.5 promoting, in member states, education and training for teachers, trainers, school heads and other educational staff in the formal and non-formal sectors in order to make teaching staff better qualified and more professional; to this end, identifying examples of good practices to be used as guidelines for specific EDC/HRE syllabuses so as to improve the initial and in-service training of teachers and define the basic skills needed to teach democratic citizenship and human rights;

8.6 strengthening the role of the network of EDC/HRE co-ordinators so that it becomes a key instrument in the success of EDC/HRE policies and practices in Europe, particularly through communication and the dissemination of information, know-how and good practice in this field;

8.7 reinforcing inter-sectoral co-operation within the Council of Europe in the EDC/HRE field and co-operation between institutions, taking account of the United Nations Decade of Education for Sustainable Development (2005-2014) and the United Nations' World Programme for Human Rights Education;

9.ii. In the field of intercultural education and diversity education:

9.1 developing activities to promote intercultural learning and social integration practices in schools;

9.2 promoting intercultural education through recognition of cultural, religious and social diversity and its importance in teachers' initial and in-service training;

9.3 encouraging the introduction of common European references so as to create open learning environments accessible to all, particularly categories of pupils from different and/or vulnerable cultures;

9.4 continuing and reinforcing work on the education of Roma children ;

9.5 developing a conceptual and operational framework for the inclusion of intercultural education in the curriculum and in teacher training, as well as guidelines for the organisation of exchanges in an intercultural education perspective ;

9.6 making educational policy-makers aware of the principles of gender mainstreaming in education;

9.7 intensifying training for teachers and trainers in the Council of Europe's priority fields of action: education for democratic citizenship, intercultural dialogue, intercultural education, history teaching and plurilingualism;

9.8 promoting the acquisition of the basic skills needed for living together in a democratic society;

9.9 continuing to implement Committee of Ministers Recommendation (2001) 15 by preparing and organising a "Day for Holocaust remembrance and for the prevention of crimes against humanity" in schools in the 49 countries that have signed at the European Cultural Convention, by devising appropriate teaching aids, training teachers and organising events attended by high-level representatives of all the member states, so as to contribute to overall action to promote tolerance and human rights and combat all forms of racism;

10.iii. In the field of history teaching:

10.1 disseminating the results of the project "The European dimension in history teaching" (2002-2006), the book "Crossroads of European Histories - Multiple Outlooks on Five Key Moments in the History of Europe", the CD-ROM "Turning points? Critical Moments in Recent European History" and the accompanying Teachers' Manual, particularly in the context of initial and in-service teacher training;

10.2 promoting history teaching and learning tailored to the increasingly multicultural nature of European societies as part of the new project "The image of the Other in history teaching" through educational policy measures and proposals for strategies and methods;

10.3 promoting the reconciliation, respect and understanding of different cultures and conceptions and to mutual trust by promoting the principles of tolerance, openness to others, human rights and democracy in the context of globalisation and history teaching in conflict and post-conflict situations;

10.4 drawing up proposals for general guidelines for the development of history teaching in both school and out-of-school education, with a view to including these in the general work on intercultural and inter-religious dialogue and providing governments as well as other partners concerned with proposals for strategies, methods and/or instruments for translating these general guidelines into specific measures;

10.5 continuing the technical co-operation and consultancy activities concerning the reform of history teaching, teaching methods and educational material and the fostering of multiple outlooks;

11.iv. In the field of language policy

11.1 continuing its activities geared to helping member states to promote linguistic diversity and effective language teaching / learning through the development of national policies for a holistic, integrated approach to teaching the national language(s), minority languages and modern languages;

11.2 reinforcing its activities aimed at promoting social inclusion by intensifying its work on reference standards and policy guidelines for the languages of instruction in schools, taking into account the language competences needed for successful learning in all school disciplines, and the needs of vulnerable groups;

11.3 elaborating guidelines and disseminate examples of good practice concerning language needs and the integration of adult migrants;

11.4 proposing recommendations and support measures for the effective use by member states of its European standards for modern languages contained in its Common European Framework of Reference and European Language Portfolio ;

11.5 pursuing its successful cooperation with the European Union concerning the European Indicator of Language Competence;

11.6 continuing its work to promote intercultural dialogue, including through cross-curricular initiatives linking language education with other appropriate disciplines such as history and citizenship education ;

11.7 developing synergies with the third medium-term programme of the European Centre for Modern Languages on empowering language professionals, in particular with regard to the implementation of European instruments for language learning and teaching.

12.v. in the field of training for education professionals

12.1 Pursuing and intensifying action to train members of the teaching profession in the priority areas of education, in particular in the fields of education for democratic citizenship, human rights, history and intercultural education, as part of the "Pestalozzi" training programme for education professionals;

12.2 Continuing to diversify the target groups through various formats of activities (European Workshops, modules for trainers, targeted capacity building).

13.vi. Developing co-operation and partnership activities - in particular with UNESCO, the European Union and the Nordic Council of Ministers - for the purposes of educational renewal, ensuring proper co-ordination of all the activities and supplementing sectoral measures with action to ensure the harmonious development of the education system as a whole;

14. RECOMMEND THAT THE COMMITTEE OF MINISTERS OF THE COUNCIL OF EUROPE

14.1 strengthen, as one of the priority objectives the Organisation has been set, educational co-operation, which is one of the pillars of the Council of Europe;

14.2 provide this sector with the resources needed to translate principles and fundamental values into daily practice in member states and in the lives of all their citizens;

15. UNDERTAKE:

15.1 to mobilise all the resources available for constantly disseminating the results of European educational co-operation activities at all levels;

15.2 to contribute to the implementation of the activities and projects in the new medium-term programme, guidelines for which are set out above;

16. EXPRESS their gratitude to the German authorities, in the Land of Baden Württemberg and at the Donaueschingen Academy for organising European training seminars as part of the Council of Europe "Pestalozzi" programme;

17. WELCOME the unswerving commitment of several member states to supporting the programme financially and UNDERTAKE to reform it in accordance with the Council of Europe's objectives.