4th MEETING OF THE WORKING GROUP ON EDUCATION FOR DEMOCRATIC CITIZENSHIP AND MANAGEMENT OF DIVERSITY

LJUBLJANA (Slovenia)

22-23 February 2002

REPORT
1. Opening of the meeting

Michela Cecchini, coordinator of the working group on EDC and management of diversity (EDC / MoD), opened the fourth meeting of the working group, welcomed all participants and thanked the local organiser, Natasa Cvetek, Heidrun Schulze, the Enhanced Graz Process coordinator, as well as her colleague, Kanita Kovacevic, for their organisational and financial support. The list of participants and the agenda of the meeting appear respectively in Appendix 1 and 2.

She highlighted the special nature of the meeting, as it is an extended meeting with participation opened to representatives from donor countries, representatives from ministries of education of Southeast European countries, EDC coordinators, new partner institutions and experts.

She expressed her particular pleasure that the meeting took place in Ljubljana which reflected Slovenia’s active participation in the Task Force "education and youth” and its strong commitment to EDC. She therefore warmly welcomed Viljana Lukas, Head of the department for international cooperation in the Ministry of education, science and sport of Slovenia, who is also Vice Chairperson of the Education Committee and member of the EDC steering group of the Council of Europe. Viljana Lukas’ opening address appears in Appendix 3.

14 Role of the EDC / MoD working group and objectives of the meeting

Based on the developments of the discussions of the working group (see Appendix 4), the group’s three mains roles were presented by the coordinator:

14.30 coherence and cooperation: the working group produces shared visions and strategies among the involved partners; it promotes networking, i.e. linking people and projects and fostering collaboration between actors

14.31 implementation: the working group is not a direct implementation agency. It facilitates implementation of project through identifying needs and priorities, launching, via the Task Force, calls for proposal, elaborating recommendations for support, building confidence with donors, monitoring the funded projects

14.32 information: this crucial role needs to be constantly improved as it has not yet reached its optimal level because of lack of operational capacity and of the volume of EDC / MoD initiatives and actors in Southeast Europe

The three main functions of the meeting were then recalled:

15 the stocktaking function: updating information about developments within the Stability Pact and discussing the three main reports produced in the framework of the working group

16 the discussion forum function: exchanging viewpoints and fostering shared positions particularly on the implications of the three reports and the relevance of
the current strategy and priorities of the working group for developing EDC and management of diversity in SEE

17 the consultation and advisory function: making proposals and agreeing on support strategies for future actions

Therefore the meeting’s aims were to produce guidelines and concrete steps on what needs to be done to develop EDC and management of diversity further in Southeast Europe.

18 Update on developments within the Stability Pact and the Task Force “education and youth” – Enhanced Graz Process

The calendar and the structures of the Task Force are set out respectively in Appendix 5 and 6.

Heidrun Schulze presented the following key developments:

18.30 during 2001, a total of 44 “quickstart project” have been implemented, some of which are still on-going
18.31 in the summer 2001, the Task Force produced a strategic document which was presented and approved by donors in the autumn
18.32 a call for project proposals was launched for the working groups on EDC / MoD, history and youth. 31 EDC / MoD proposals were submitted (see item 6.1 below). Norway and Switzerland had already indicated an interest in EDC / MoD
18.33 the Task Force’s priorities for 2002 are to strengthen the Southeast Europe education cooperation network and to launch the OECD reviews through national events, such as the conferences organised by Serbia and Montenegro in January and by Croatia at the end of May, as well as a regional event organised by the Task Force office envisaged to take place in Autumn 2002.
18.34 at the level of the Stability Pact, the new coordinator, Mr. Busek will produce a work plan during Spring and will concentrate on the cooperation between the Stability Pact and the European Union. The Working Table 1 meeting in Skopje, in December 2001, insisted on an increased involvement and visibility of NGOs and civil society within the Stability Pact; on focusing on local government and the need to enhance capacity at municipal level; on improving cooperation between the Task Forces: eg the Task Force “education and youth” will contribute through the provision of experts for a study on access to education prepared by the Task Force on refugees return

The working group discussed in particular the need to improve the synergies with the Southeast Europe Education Co-operation Network. Following the first meeting of the network’s nodes in Bucharest in February 2002, connections need to be made between the nodes, the EDC coordinators and the members of the working group. Information on EDC and MoD is to be fed into the network. The network’s website is also to be used extensively for presenting EDC / MoD documents whose translations into SEE languages are supported by the SEE- ECN.
19 Presentation of the three main reports

4.1. stocktaking research on policies for EDC and MoD in SEE

Cameron Harrison, one of the two authors of the regional analysis of the stocktaking research presented the main outcomes of the research which appear as nine country reports and a regional synthesis. He first underlined the complementarity between this stocktaking research and the OECD reviews of education systems in SEE. The stocktaking research provided evidence, firstly, on the rather satisfactory policy frameworks and texts for EDC and MoD, particularly in relation to the curriculum and teacher training, less so for lifelong learning and research aspects. The research, by setting and studying 9 indicators of policy implementation, highlighted substantial weaknesses in and even the lack of coherent implementation measures. The research therefore raised key questions about democratic policy making processes (eg coherent and known strategy documents, dialogue with practitioners), accountability and monitoring of policy implementation and outcomes.

4.2. ”denied a future ? – educational rights of Roma and gypsy children”

Maria Andruskiewicz, coordinator of the project, presented the main outcomes of the report¹. Its target group is the educationally most disadvantaged group. The study undertook therefore a benchmarking exercise between 2000 and 2001 on legislation, policies and practices, measuring these against international standards, producing country reports and recommendations for future steps. The study highlighted inter alia roots of exclusion outside the education system (eg poverty), systemic problems within the education system, the existence of good policies in principle, good practice implemented by NGOs, the lack of government funded good practice, the need for grassroot practice to be scaled up and for the education system to learn from them, the lack of monitoring of learning outcomes, the need to develop teacher training and build confidence in education and in the benefits of education within Roma communities.

4.3. monitoring report on EDC / MoD quickstart projects

The report was prepared and presented by Lucinia Bal and Marino Ostini. They highlighted particularly the interest in and importance of evaluation and monitoring for ensuring credibility through accountability. The report underlined the need for developing an evaluation culture, providing opportunities for enhanced cooperation between projects and for mainstreaming EDC in all educational reforms.

Discussion about the results and implications of the three main reports

The working group held an in-depth and intensive discussion on the basis of the three reports.

¹ The report can be found on http://www.savethechildren.org.uk/development/reg_pub/index.htm, then click on "United Kingdom and Europe".
The following points emerged:

21 Through nearly 50 interventions, the discussion went at times in different directions with debates and controversies. However strong converging trends were identified.

22 The working group expressed its high satisfaction with the three reports and congratulated their authors. The reports provide a solid basis and credibility for the working group’s further work.

23 The discussion confirmed / reaffirmed the following elements of the working group’s strategy and priorities:

24 EDC and MoD need to be embedded / integrated into general educational reforms. EDC and MoD reforms should be understood as leading to innovations in education and educational policy making as a whole.

25 Developments at regional and national levels are both necessary and complementary.

26 Top-down and bottom-up initiatives need to be integrated. Concrete steps to reach this aim need to be further developed.

27 Improving teacher training provisions and making teacher training effective continue to be of paramount importance.

28 Further consistent research work on EDC and MoD, and particularly joint efforts at regional level, need to be undertaken.

29 Partnerships between international organisations and NGOs need to be further established.

30 The interventions brought forward continuing difficulties in developing EDC and MoD further in SEE: human and financial resources, confidence-building among the key actors and between the SEE countries.

31 The working group’s discussion highlighted the following priorities for future actions:

32 Disseminate the results of the three reports and monitor the feedback to the reports to draw lessons from the dissemination process. The model nature of the conference in Croatia was particularly underlined and should be repeated, particularly as it combines discussions of the OECD reviews and of the EDC stocktaking research.

33 Work towards country by country recommendations based on monitoring exercises and, at the same time, continue to develop regional cooperation for SEE countries and actors to learn from one another.

34 In addition, the working group underlined the importance of evaluation, monitoring and quality assurance of practices and policies for strengthening and developing EDC and MoD and for bridging the identified compliance gap between
policies and practices. The focus on these issues was also seen as a progression in the working group’s discussions which had, since its first meeting in January 2000, moved through the following steps: agreement on the principles of EDC and management of diversity, identification of needs, priorities and strategies, monitoring of quickstart projects, identification of existing policies, evidence for the gap between policies and practices.

Three key dimensions were identified:

35 to evaluate policies: policy evaluation is to be included in policy reforms through consistent quality assurance systems
36 to evaluate practices: capacity building in project management and evaluation needs to be fostered
37 to monitor learning outcomes: learning outcomes of Roma and gypsy children are seen as a priority

Research and development work needs to be carried out on standards, indicators, guidelines, principles for evaluating and monitoring EDC and MoD policies and practices: what is a good education system, a good school, what is good EDC and MoD? Links should be established with related activities and studies carried out by OECD, IEA, etc. Exchanges between East and West on approaches and experiences need to take place.

The implication is to develop an evaluation culture through awareness raising, research and development, training, capacity building. This evaluation culture needs to take into account and be aware of the politics of evaluation: evaluation by whom, for whom, for what purpose? It is important to clarify meanings and processes.

Developing evaluation and monitoring standards and guidelines is not to lead to a uniform education approach in Europe and should not be associated with negative notions of quality control or external evaluation. They are to be seen as a means, as tools for improving education provisions.

Evaluation and monitoring should be distinguished from quality assurance. Quality assurance implies that the responsibility for quality is built into the education system. Successes and difficulties should be rapidly identified and fed into the system. Evaluation and monitoring are spread to all educational actors, thus sharing the responsibility for quality, spreading accountability and fostering a new public management culture. Assessing the use of resources and the value for money of education provisions are included in these considerations.

Self-evaluation approaches, school autonomy and students participation in defining quality indicators and standards of the education system were also highlighted.
Concerning EDC in particular, after stocktaking policies, attention needs to be paid to what happens on the ground:

38.30 how can good practice and innovation feed into the education system?
38.31 how can good practice become “centres of excellence and the basis for further dissemination and training”?
38.32 how can the role of policy be strengthened in terms of providing support to and incentives for practices and projects?

Concerning the follow-up of “Denied a future?”, the working group stressed the need to continue to monitor policies through the creation of policy analysis think tanks, to identify models of good practice and the barriers to scaling up grassroots initiatives, to develop teacher training on EDC and MoD.

While EDC and MoD, and particularly the situation of Roma and Gypsies, are clearly connected, they also include own specific characteristics, issues and challenges. The working group will need to consider how to deal with them jointly and separately.

40 Future actions and support strategies

6.1. New call for proposals

The working group coordinator and the Task Force coordinator provided the following general information about the 31 submitted projects: about a third of the projects are submitted by new partners, the duration of the majority of the projects is between one and two years, a few last for three years and more; several projects involve Moldova who is a newcomer to the Stability Pact; a few combine history and EDC; others indicate links with policy makers, although not always clearly how; four projects deal specifically with monitoring and evaluation.

The screening of the projects will be carried out by a restricted group after the working group meeting and will result in three lists of projects: those to be funded, to be further developed, not to be funded. The final list of projects will then be submitted to donors for funding.

In the ensuing discussion, the following points were raised:

41 the Swiss Department for development and cooperation indicated its interest in the monitoring of projects and in the issue of quality assurance. It has already earmarked 250,000 CHF for the period July 2002 – July 2003
42 Germany indicated its priority interest in the issue of education for refugee and returnee children.
43 evaluation of the projects was seen as a key requirement and should be included in each project description.
the wish was expressed for a unified reporting system to donors, the Stability Pact, the Task Force. However, the difficulty for implementing such a proposal was underlined, as donors in particular have their own specific funding and reporting mechanisms. Possibilities for steering projects together with donors, for example through meetings between project implementers and donors were also suggested.

Based on the appreciation of the first monitoring report of the EDC / MoD quickstart projects, the working group reaffirmed its monitoring responsibility for the new projects. Learning from grassroots practices, evaluating the projects’ impact, linking the new projects with the discussed future priorities were suggested as key objectives of the group’s monitoring function. To carry out this function, the following proposals were made. They should be discussed further at the working group’s next meeting in Autumn (see below), when the projects monitoring process should start:

45   email and internet monitoring
46   cooperation with the Bertelsmann Foundation on training in evaluation
47   a yearly meeting of the project implementers
48   the setting up of two complementary processes: internal evaluation within the projects, external and independant evaluation
49   specific fundraising by the Task Force / working group, when submitting the projects to donors, to secure additional capacity for the monitoring process (human and financial resources)

6.2.   Next steps

The next activities of the working group should be organised around the following lines:

50   the next meeting of the group should take place in Autumn 2002 in its core (not extended) composition
51   an extended meeting should take at key development moments (eg results of the next phase of projects)
52   the organisation of special events, like the Sarajevo Seminar of May 2001, when all actors meet, are welcome.

The next opportunities for regional discussions on EDC and MoD and for working group members to meet will be the conference organised by Croatia in May and the Task Force’s regional conference in Autumn 2002.

53   Closing of the meeting

The working group coordinator thanked Slovenia for its hospitality and all participants for their active, rich and fruitful contributions.
She informed the working group that this would be her last meeting as she would take a leave from the Council of Europe as from 1 May 2002. The Council of Europe will continue to carry out the coordination of this working group which will be informed about the nomination of her successor as soon as possible.
Appendix 1
List of Participants

ALBANIA
Mr Astrit Dautaj, Educational Researcher, Institute of Pedagogical Research
Rr. “Naim Frashëri” 17, Nr. 37
TIRANA
Tel: 355 42 23860 Mobile: 355 38 22 84 632
Fax: 355 4 256 441
E-mail: dautaj@albmail.com

Ms Milika Dhamo
Head of Department of Psychology and Social Sciences
University of Tirana
TIRANA
Private: Rruga "Komuna e Parisit", pall."Edil-Al-It" shk3/ap.6c, ALB -Tirana
Tel: +355 42 342 24 / +355 38 20 29 919 (mobile)
Fax: +355 42 392 97 / +355 42 234 20
email: mdhamo@albmail.com (excused)

BULGARIA
Mr Rumen Valchev
Open Education Centre
Dobromir Hriz 31
SOFIA 112
Tel: +359 2 946 10 83
Fax: +359 2 943 37 15
E-mail: oec@internet-bg.net

CROATIA
Ms Vedrana Spaic-Vrkas
Faculty of Philosophy, Depart of Education
University of Zagreb
Ivana Luçi eva 3,
10000 ZAGREB
Tel: +385 1 6120 167 / 385 1 4649 656
Fax: +385 1 615 6880
E-mail: vedrana.spaic-vrkas@zg.tel.hr

Ms Nada Jakir
Head of Department for bilateral and multilateral co-operation
Ministry of Education & Sports
Trg hrvatskih velikana 6
10000 ZAGREB
Tel: +385 1 4569 035 /4569 005
Fax: +385 1 4610 478
E-mail: nada.jakir@mips.hr

FEDERAL REPUBLIC OF YUGOSLAVIA
KOSOVO
Mr Dukagjin Pupovci – Executive Director
KOSOVO EDUCATION CENTER
5 Mother Teresa avenue (Faculty of Philology)
PRISHTINA/KOSOVO
Tel: 381 (38) 226 897 Mobile: 377 44 501 589
Fax: 381 38 226 897
E-mail: dpupovci@kee-ks.org

MONTENEGRO
Ms Bojka DJUKANOVIĆ
University of Montenegro
Ministry of education and Science
Danila Bojovica bb
81400 NIKSIC
Tel: +381 (0) 69 046 749
Fax: +381 (0) 83 243 424
E-mail: bojkadj@cg.yu

SERBIA
Prof. Mirjana PESIC
Faculty of Philosophy (Filozofski Fakultet)
Cika Ljubina 18-20
11000 BEOGRAD
Tel/Fax: 381 11 32 82 985
Home: 381 11 307 50 90
Mob: 381 63 781 500
E-mail: mmpesic@f.bg.ac.yu

GERMANY
Mr Reinald DOEBEL
Institut für Soziologie der Westfälischen Wilhelms Universität
Scharnhorststr. 121
D-48151 MÜNSTER
Tel: 49 251 832 3190 Private: 49 251 79 848 33
Fax: 49 251 832 3193
E-mail: reinald_doebel@hotmail.com and dobel@uni-muenster.de

Mr Holgar KOLLEY
Embassy of the Federal Republic of Germany in Ljubljana
1000 LJUBLJANA
Tel: 386 1 4790324
Fax: 386 1 4250 899
E-mail: germanembassy-slovenia@siol.net

GREECE
Ms Frances TSAKONAS
Special Advisor to the Minister of Foreign Affairs
Hellenic Ministry of Foreign Affairs
PO Box 51162
GR 14510 ATHENS
Tel/Fax: 00030 8035470
Mobile: 00030 944 366 369
E-mail: Frances@hol.gr

IIZ/DVV
Ms Metka RECNIK
Coordinator for Slovenia – EBIS Project (Adult Education in South-Eastern Europe)
Slovenian Institute for Adult Education - SIAE
Smartinska 134a
1000 LJUBLJANA
Tel: 386 40 219 408
Fax: 386 1 5245 881
E-mail: metka.recnik@siol.net
And info@acs.si

IRELAND
Dr. Aidan CLIFFORD
Deputy Director
Curriculum Development Unit
Sundrive Road
CRUMLIN
IRL-DUBLIN 12
Tel: 353 1 453 5487
Fax: 353 1 453 7659
E-mail: aidan.clifford@edu.edvec.ie

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Prof. Ilo TRAJKOVSKI
Faculty of Philosophy
Dept of Sociology
Bul. Krste Misirkov, bb
MK-91000 SKOPJE
Tel: 389 2 46 42 29
Fax: 389 2 118 143
E-mail: tilos@ukim.edu.mk
    tilos@bistra.rek.ukim.edu.mk

ROMANIA

Mr Calin RUS
Intercultural Institute of Timisoara
Str. Miron Costin 2
RO-1900 TIMISOARA
Tel: +40 56 198 457, 40 56 203 942, 40 94 2034 47
Fax: +40 56 198 457
E-mail: iit@iit.dnttm.ro / Calin_rus@yahoo.com

SLOVENIA

Ms Andreja BARLE LAKOTA
Director - Ministry of Education, Science & Sport
Education Development Unit
Trg OF 13 Trubarjeva 5
LJUBLJANA 1000
Tel: +386 142 54 760
Fax: +386 143 39 109
E-mail: andreja.barle@mss.edus.si

Mr Janez KREK
CEPS
Faculty of Education
University of Ljubljana
Bicevjske 7
1111 LJUBLJANA
Tel: 386 1 566 14 92
E-mail: janez.krek@guest.arnes.si and janez.krek@mss.edus.si

Ms Tatjana JURKOVIC
Counsellor to the Minister
Ministry of Education, Science and Sport
Department for International Co-operation in Education
Trg OF 13,
1000 LJUBLJANA
Tel: 386 1 478 47 48,
Fax: 386 1 478 47 54
E-Mail: tatjana.jurkovic@gov.si

Ms Viljana LUKAS
Head of Int. Dept.
Ministry of Education, Sciences and Sports
Zupanciceva 6
LJUBLJANA
Tel: 386 1 478 47 54
Fax: 386 1 478 47 24
E-mail: viljana.Lukas@gov.si

Mrs Alenka PAVLOVEC
Ministry of Education
Education for Roma Children in Slovenia
Zupanciceva 6
LJUBLJANA
Tel : 386 1 478 5467
Fax : 386 1 478 5405
E-mail : alenka.pavlovec@gov.si

Mr Mitja SARDOC
Educational Research Institute
Gerbiceva 62, 1000 LJUBLJANA
Tel: 386 1 4201 240
Fax: 386 1 4201 266
E-mail: mitja.sardoc@guest.arnes.si

SWITZERLAND
Mrs Ruth MÜHLESTEIN
Embassy of Switzerland in Ljubljana
1000 LJUBLJANA
Tel: 386 1 200 86 40

UNITED KINGDOM
Mr Cameron HARRISON
Director
Harrison Leimon Associates
Woodfield House
Priormuir,
GB-ST ANDREWS KY16 8LP
Tel: +44 133 447 80 67 Mobile: 44 777 342 7195
Fax: +44 133 447 9230
E-mail: cameron@harrisonleimon.co.uk

BERTELSMANN FOUNDATION
Ms Katrin UHL
Referentin/Program Officer
Bereich Politik/Politics Division
Bertelsmann Stiftung/Bertelsmann Foundation
Carl-Bertelsmann-Str. 256
D-33311 GUETERSLOH/Germany
Tel/Fax: 49 5241 81 81 546
E-mail: katrin.uhl@bertelsmann.de

FREUDENBERG FOUNDATION
Ms Monika KLECK
Freudenberg Stiftung
Mikelje Tesica 99
75207 SIMIN HAN
Bosnia and Herzegovina
Tel: 387 35 250 266
INTERNATIONAL BUREAU OF EDUCATION (IBE – UNESCO)
Mr Sobhi TAWIL
PO Box 199
CH-1211 GENEVA 20
Tel : 41 22 917 78 18
Fax: 41 22 917 78 01
E-mail: s.tawil@ibe.unesco.org

SAVE THE CHILDREN FUND
Ms Maria ANDRUSZKIEWICZ
Regional Programme Development Officer
UK/Europe Region
The Save the Children Fund
17 Grove Lane
GB – LONDON SE5 8RD
Tel: +44 (0) 20 7703 5400 x 2410
Fax:+44 (0) 20 7793 7612
E-mail: m.andruszkiewicz@scfuk.org.uk

SOROS OPEN SOCIETY NETWORK
Ms Lucinia BAL
Open Society Institute
Education Support Programme
Nador u. 11
H-1051 BUDAPEST/Hungaria
Tel: +36 1 327 38 62
Fax: +36 1 327 38 64
E-mail: lbal@osi.hu

Mr Alexandru CRISAN
Executive President
Center Education 2000+
33, Caderea Bastiliei Str.
711391 BUCHAREST/Romania
Tel: 40 1 212 0780-81
Fax: 40 1 212 07 79
E-mail: acrisan@cedu.ro; acrisan@bu.osf.ro

Ms Suzana GERZINA
Program Support Manager
Open Society Education Programs – South East Europe
Zavod IRC
Smartinska 106
1000 LJUBLJANA/Slovenia
Tel: 386 1 548 37 70
Fax: 386 1 548 37 73
E-mail: osep-see@zavod-irc.si
gerzina@zavod-irc.si

Ms Jedranka JELINCIC
34, Zmaj Jovina
FRY- 11000 BELGRAD, Serbia
Tel : 381 11 32 83 076/077
Fax : 381 11 32 83 602
E-mail: jjelincic@sfi.opennet.org
(excused)

**UNDP (United Nations Development Programme)**
Mr Tomasz ANUSIEWICZ
Programme Officer /Good Governance
Regional Bureau for Europe and the CIS
UNDP RBEC RSC
Größlingova 35
811 09 BRATISLAVA/Slovakia
Tel: 421 2 593 374 39
Fax: 421 2 593 374 50
E-mail: tomasz.anusiewicz@undp.org

**UNESCO**
Ms Myriam KARELA
Programme Specialist
UNESCO
Division for the Promotion of Quality Education
Section of Education for Universal Values
7 place de Fontenoy
F-75352 PARIS 07 SP
Tel: +33 1 45 68 08 93
Fax: +33 1 45 68 56 33
E-mail: m.karela@unesco.org

**UNICEF**
Mrs Svetlana MAROJEVIC
Education Project Officer
UNICEF
Svetozara Markovica 58
FRY-11000 BEOGRAD, Serbia
Tel: 381 11 3602 100
Fax: 381 11 3602 199
E-mail: svetlana@unicef.org.yu

**ENHANCED GRAZ PROCESS**
Ms Heidrun SCHULZE
KULTURKONTAKT
Spittelbergg. 3/M
A-1070 VIENNA
Tel: +43 1 5229 160 12
Fax: +43 1 524 66 55
E-mail: heidrun.schulze@kulturkontakt.or.at
COUNCIL OF EUROPE
EDUCATION COMMITTEE

Mr Marino OSTINI
Scientific Advisor
Federal Office for Education and Science
Hallwylstrasse 4
CH-3003 BERN
Tel: +41 31 322 96 59
Fax: 41 31 322 78 54
E-mail: marino.ostini@bbw.admin.ch

COUNCIL OF EUROPE

Ms Michela CECCHINI
Head of the Division on Education for Democratic Citizenship and Human Rights
F-67075 STRASBOURG CEDEX
Tel: +33 388 412 054
Fax: +33 388 412 706/788
E-mail: michela.cecchini@coe.int
Appendix 2
AGENDA

Thursday 21 February 2002
Arrival of participants

Friday 22 February 2002

14.30 Opening of the Meeting
Presentation of participants, objectives and agenda of the meeting

10.00 Update on developments within the Stability Pact and the Task Force Education and Youth

11.00 Coffee break

11.30 Presentations of findings
Stocktaking research on EDC and MoD policies in Southeast Europe by Cameron Harrison
Denied a future ? the right to education of Roma / Gypsy and traveller children in Europe by Maria Andruskievicz
Monitoring of quickstart projects by Lucinia Bal and Marino Ostini

12.00 General discussion

13.00 Lunch

14.30 Implications for priorities and actions for developing EDC and MoD in SEE

19.00 Dinner

Saturday 23 February

9.30 Support strategy
Selection criteria for new projects
Donors’ interests
Monitoring of new projects
Information exchange and networking

13.00 Lunch

14.00 Next steps

14.30 Any other business
Evaluation of the Meeting
Closing of the Meeting
[15.00 Screening of project proposals by a restricted group]

Sunday 24 February 2002
Departure of participants

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2 Some participants will have participated in the extended meeting of the working group on policy development and system improvement taking place on 21 February 2002.
Appendix 3

Opening address by Viljana Lukas,
Head of the department of international co-operation,
Ministry of education, science and Sport
of the Republic of Slovenia

Dear ladies and gentlemen, dear friends!

First I would like to express my warmest welcome to you on behalf of the Ministry of education, Science and Sport of the Republic of Slovenia and on my own behalf. I’ve also been asked from the part of the Education committee of the Council of Europe to address you, to say some opening words at this gathering here today.

I wouldn’t speak about EDC in its most narrow sense, I’m not an expert in the field, there are others here today, better placed to do it.

But on the other hand it is also true that one can hardly avoid this issue when speaking about the Council of Europe work in the field of education. European and democratic citizenship is at the heart or a fil-rouge of all Council of Europe’s activities in the field of education; it is very important in language projects as well as in history projects, in activities touching educational reforms and teacher training, in higher education activities; and perhaps most of all, it is crucial in the activities within the Stability Pact for SEE.

The Council of Europe has been, actually, for Slovenia the first international multilateral organisation in which we entered at the beginning of 90ies.

Speaking very frankly, this cooperation was, and still is, a very useful exercise in the field of education, although in the meantime we began our cooperation with many other international organisations, just to mention the most important, such as UNESCO, European union, OECD. And, we have enhanced our regional and bilateral cooperation.

At a time when many events and problems have become increasingly interrelated and part of a larger context, Slovenian educators are fully aware of the necessity of comparability and compatibility also in the field of education. We are aware of the need of creating synergies and adopting of certain international standards in terms of knowledge, skills, competencies and values, necessary for equal participation in new currents and processes.

Recently, at least three basic reasons have been identified in Slovenia in support of the expansion and promotion of international co-operation in the field of education. The first two reasons are internal and closely interrelated: firstly, the creation of an independent Slovenian state and, secondly, the conceptual, legislative and curricular changes throughout the education system, which have taken place in the last few years. The third, external, reason is the new geopolitical structure of Europe and certain processes, which have intensified, in the last decade.

Today, Europe wants to become the most competitive and dynamic knowledge-based
economy, capable of sustainable economic growth with more and better jobs and greater social cohesion. It is widely recognised that education and training systems play a decisive role in trying to reach these aims and that education is one of the most important agents of social inclusion.

It is generally recognised, as well, that education is highly relational and a constantly evolving long-term process needing permanent and systematic access and exchange of information, expertise and good practice, as well as an intensified policy and professional dialogue on a larger international scale.

This is the reason why it seems very important to us to have the Region on board, which demands from the part of international actors and organisations, not to enhance exclusively cooperation within the Region, but to open this cooperation Europe wide, to include countries from the Region into wider European debates on crucial issues and themes on which Europe is searching for common solutions, as for ex. key competences and LLL, quality in education, E learning, information technologies in schools, new methods in history teaching, language learning etc. One of such crucial themes is also Education for democratic citizenship. In short, what I’m trying to stress is the necessity of sustainable promotion of cross border and regional cooperation but with a clear European or even larger international dimension.

The Council of Europe as pan European organisation, working with nearly 50 countries in the field of education, is very well placed to fulfill, and is actually fulfilling this important task in just mentioned perspective.

We all know and are fully aware that Europe is not a wonderland; nevertheless we are witnessing a process that is in a certain way unique and for the time being considered irreversible. I would like to quote Gunther Vergeugen, EU Commissioner responsible for European enlargement who said that the battle that is currently going on in Europe is a battle with papers and principles and that it is in any case better than battles in which people loose their lives.

Europe is trying to set up mechanisms in order to avoid dangerous conflicts.

What is at stake here today is nothing less than human relations, our ability to live together in mutual respect for one another’s freedom, ways of controlling violence and resolving conflicts, and power-based relationships between individuals, groups and institutions. "Democratic societies require democratic institutions and laws but if citizens do not have a democratic culture, these institutions will not work. Education is a key element in building the skills, knowledge and attitudes that make up a democratic culture and has to do so anew for each generation. This is actually the pragmatic background for the Council of Europe’s activities on Education for democratic citizenship."

I am positive that the Council of Europe work and the concrete work you are performing within this activity can make a difference and contribute in this sense.

I wish you fruitful work, a pleasant stay here in Slovenia and safe comeback to your homes.
Appendix 4

Development of the EDC / MoD working group

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY 2000, BUCHAREST</td>
<td></td>
<td>Agreement on understanding of EDC and MoD, first exchange of information, first activity plan: framework for quickstart project</td>
</tr>
<tr>
<td>OCTOBER 2000, BUDAPEST</td>
<td></td>
<td>following the SP funding conference (March 2000), 13 EDC/MOD quickstart projects, exchange of information continues, implementation and monitoring of quickstart projects</td>
</tr>
<tr>
<td>MARCH 2001, TIMISOARA</td>
<td></td>
<td>Priorities and strategies for future development</td>
</tr>
<tr>
<td>MAY 2001, SARAJEVO</td>
<td></td>
<td>Enlarge the network, focus the priorities, the quickstart projects meet</td>
</tr>
<tr>
<td>FEBRUARY 2002, LJUBLJANA</td>
<td></td>
<td>Call for proposals, extended meeting, results and implications of three key reports</td>
</tr>
</tbody>
</table>
### Appendix 5

**"EDUCATION AND YOUTH" TASK FORCE CALENDAR**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2001</td>
<td>Donors’ meeting</td>
</tr>
<tr>
<td>October 2001</td>
<td>Stability Pact Regional Conference Bucharest</td>
</tr>
<tr>
<td>November 2001</td>
<td>Technical committee</td>
</tr>
<tr>
<td>January 2001</td>
<td>OECD reviews launch conferences in Serbia and Montenegro</td>
</tr>
<tr>
<td>January 2002</td>
<td>Task Force meeting</td>
</tr>
<tr>
<td>15 January 2002</td>
<td>Launch of call for proposals EDC/MOD, history, youth</td>
</tr>
<tr>
<td>15 February 2002</td>
<td>Deadline for proposals</td>
</tr>
<tr>
<td>21 February 2002</td>
<td>Extended meeting – general education</td>
</tr>
<tr>
<td>22-23 February 2002</td>
<td>extended meeting EDC/MOD</td>
</tr>
<tr>
<td>24 – 25 May 2002</td>
<td>OECD + EDC/MOD stocktaking conference Croatia</td>
</tr>
<tr>
<td>Autumn 2002</td>
<td>Task Force regional conference</td>
</tr>
</tbody>
</table>
Stability Pact

WT2  WT1  WT3

Board of Excellence

Task Force Education

Enhanced Graz Process

Technical Committee

Working Groups

Youth

History Teaching