

- recognition of qualifications for the labour market;
- assessment of learning outcomes/non-traditional qualifications;
- recognition of qualifications from transnational education;
- information on recognition.

In addition, the conference made it clear that the issue of trade in higher education in the context of GATS is emerging strongly as an issue related to the external dimension of the Bologna Process. In recognition terms, the issue is above all how the Council

of Europe/UNESCO Convention and other recognition instruments can serve as standards against which to measure the quality of "trade offers" in higher education. Free trade is not trade in the absence of quality.

The conference developed a set of recommendations addressed to higher education institutions, ministries and other national higher education authorities, the Council of Europe and the ministers of the Bologna Process, who will meet in Berlin in September 2003.

The recommendations, the report of the seminar and most presentations

are available on the web site: <http://www.coe.int> (click on *Higher Education*).



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Final Evaluation – Executive Summary



European Year of Languages 2001

1. The report summarises the information provided by 41 national co-ordinators at the end of the European Year of Languages 2001. The questionnaires focused on national structural and financial arrangements, the perceived impact of the Year, examples of good practice, and follow-up activities.
2. The overall assessment of the EYL by the national co-ordinators was extremely positive. One out of three co-ordinators said that the EYL achieved more than was expected. Almost two thirds said that it more or less achieved its aims.
3. More than 26 600 EYL activities were reported. Seminar and conference-type activities were most frequent, followed by festivals, fairs, competitions and games.
4. The average EYL budget per country was above € 500 000. It is estimated that the total for all 45 participating countries may have been well over € 20 million. On average, every euro from public budgets generated additional private sponsorship of just under € 0.20.
5. Language professionals, young people and adults were the main target group of EYL programmes.
6. The most frequently mentioned theme was the Council of Europe's "European Language Portfolio", followed by the promotion of more diversified language teaching and learning, and ways of improving the quality of language teaching and learning.
7. On average, the EYL was mentioned every third day by the media in each country.
8. More than four million copies of EYL information documents or promotional material were produced and distributed.
9. The co-ordinators reported that the EYL made the strongest impact among language teachers and students in schools, teachers and participants in adult education, administrators and policy-deciders. The impact was less significant among members of migrant communities. The Council of Europe's visibility was raised significantly among language professionals, but less so among the general public.
10. Almost all the co-ordinators reported "major developments in language teaching". New partnerships were created during the EYL in almost all the participating countries.
11. More than 120 different examples of good practice were provided by the co-ordinators.
12. Almost all the co-ordinators reported that national follow-up activities were planned, mainly in the form of seminars and conferences. The theme most frequently mentioned was the European Language Portfolio (in 49% of all countries).
13. The co-ordinators provided the Council of Europe with a wide variety of recommendations for follow-up action. Most frequently mentioned were projects on

language education policy issues, followed by the promotion of the European Language Portfolio and the Common European Framework of Reference for Languages. Both of these Council of Europe initiatives were widely disseminated by the Language Policy Division in 2001.

14. More than 30 different themes were proposed for a future "European Day of Languages" (EDL). Three out of four co-ordinators regarded specific EDL activities in their country as feasible, mainly in the form of seminars and conferences, festivals and fairs. ■

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Country Language Education Policy Profiles

The Language Policy Division is launching a new activity to assist member States in reflecting on their language education policy. The aim is to offer member States the opportunity to undertake a 'self-evaluation' of their policy in a spirit of dialogue with Council of Europe experts, and with a view to focusing on possible future policy developments within the country. It should be stressed that developing a language education policy profile does not mean 'external evaluation'. It is a process of reflection by the authorities and members of civil society, and the Council of Europe experts have the function of acting as catalysts in this process. The activity may be applied not only at national level, but also, if preferred, to a local administrative area such as a city or a region.

This activity will be launched in Hungary in autumn 2002, and presented at the November conference.

Authorities who are willing to consider this activity for 2003 and 2004 are invited to contact the Language Policy Division (decs-lang@coe.int).

The Council of Europe has declared 26 September an annual European Day of Languages

The European Year of Languages 2001 was successful in involving millions of people across 45 countries in activities to celebrate linguistic diversity and the benefits of being able to speak another language.

[WWW.coe.int/JEL](http://www.coe.int/JEL)

European Day of Languages
26 September



Journée européenne des langues
26 septembre

Why do we need a European Day of Languages?

While many people agree that everyone should be able to speak another language, in many countries only about half can do so.

There have never been more opportunities to work or study in a different European country – but lack of language competence prevents many people from taking advantage of them.

Globalisation and patterns of business ownership mean that citizens increasingly need foreign language skills to work effectively within their own countries.

Europe is rich in languages – there are over 200 European languages and many more spoken by citizens whose family origin is from other continents. This is an important resource to be recognised, used and cherished.

Language learning brings benefits to young and old – you are never too old to learn a language and to enjoy the opportunities it opens up.

Learning other peoples' languages is a way of helping us to understand each other better and overcome our cultural differences.

What are the aims of the European Day of Languages?

- To alert the public to the importance of language learning
- To increase awareness and appreciation of ALL the languages spoken in Europe
- To encourage lifelong language learning

The **theme** of the European Day of Languages 2002 is **lifelong language learning**.

How can I get involved?

- *Spread the word*
Help to make sure as many people as possible are informed about the Day, by publicising it to friends and colleagues,

Newsletter education

Nos. 13 and 14 – September 2002

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COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

This double issue, though far from exhaustive in terms of the variety of activities undertaken by the Council of Europe's Education Directorate over the past few months, offers a good overall view of the focus and meaning of our work. We hope that it also gives an adequate illustration of how we go about reconciling the need for targeted country- and region- based activities with the continuing requirements of broad, multilateral co-operation, which, in education, involves the 48 countries of the European Cultural Convention (ECC). The two approaches are intimately linked and nourish each other. Targeted co-operation activities, carried out at the request of the countries concerned and dealing with various aspects of educational provision, draw on the broad-based, standard-setting work that is the staple of multilateral, cultural co-operation in such diverse areas as education for democratic citizenship (EDC), history teaching, the impact of new technologies on teaching and learning, education policies, and so on.

Though varied, these activities represent a coherent ensemble, carefully crafted and implemented so as to reflect the specific "added value" of

the Council of Europe's contribution to international educational co-operation and its political mission in favour of genuine democracy, social cohesion and the defence of human rights, including cultural and educational rights. A rapid glance through this issue can only comfort the notion of coherence and balance of a programme that is, we believe, also good value for money, judging by the extra budgetary resources that governments provide to strengthen specific aspects of our work, effectively doubling our financial possibilities.

As shown in this issue, the Council of Europe's co-ordinating role was highlighted at the second conference of ministers of education of South-East Europe, whose general objectives were to improve co-operation and step up reform (page 2). The Organisation is also co-organiser of a colloquy on Teaching about the Holocaust and artistic creation, at which education ministers are to officially launch a day of Holocaust remembrance in all the ECC signatory states (page 4).

Legislative reform (page 5), the recognition of qualifications and student mobility (page 5) and education policies (page 8) continue to be priorities