



CONFERENCE OF INGOs
OF THE COUNCIL OF EUROPE

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CONSEIL DE L'EUROPE

**WINTER SESSION
EDUCATION AND CULTURE COMMITTEE**

CONF/EDUC(2014)SYN2

Strasbourg, 30 November 2014

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| <p>DRAFT SYNOPSIS OF THE MEETING OF 24 June 2014</p> |
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FOR THE ATTENTION OF THE MEMBERS OF THE EDUCATION AND CULTURE COMMITTEE

The Education and Culture Committee, with Ms Sabine Rohmann in the chair:

1. Adopted the draft agenda [[CONF/EDUC\(2014\)OJ2](#)]
2. Adopted the draft synopsis of the meeting of 28 January [[CONF/EDUC\(2014\)SYN1](#)]
3. Took note of the report of the Conference on “The professional image and ethos of teachers” held by the Education and Culture Committee of the Conference of INGOs and by the Pestalozzi Programme on 24 and 25 April 2014. This conference had been a huge success. Over 1 300 people had applied for the 200 places available to attend.

Participants from all over Europe had had an opportunity to work together in interactive workshops, discuss the challenges and objectives of education when preparing young Europeans to live together in the European societies of the 21st century and give their opinion on a draft manifesto. Video of the conference had been broadcast live on the Internet.

Link to the Conference site and manifesto: <http://www.coe.int/en/web/pestalozzi/professional-development>

4. Report of the activities of the five working groups:

Access to Digital Media for All (Person in charge: Harry Rogge)

The group attempted to devise an approach which would benefit the user in the current context of global Internet governance strategy. It focused in particular on the recent activities of the Committee of Ministers in this field and on education and culture. Emphasis was placed on the importance of Council of Europe activities in the area of protecting and promoting the fundamental rights of Internet users.

Recommendation CM/Rec(2014)6 of the Committee of Ministers to member States on a Guide to human rights for Internet users, adopted on 16 April 2014, related to areas which were also

of major concern to the Conference of INGOs such as:

- access to media use for all and non-discrimination;
- freedom of expression and information;
- assembly, association and participation on the Internet;
- protection of privacy and personal data;
- education and general knowledge in a digital world;
- children and young people and the digital media;
- legal remedies for users in disputes linked to the use of digital media.

The working group supported the activities carried out by the Council of Europe in this area in particular to:

- support action taken to promote Internet access for all;
- protect Internet users' rights;
- encourage the dissemination of information on human rights and the Internet;
- follow the democratic development of digital media;
- place the emphasis on inclusive education for all on the Internet.

Proposals for the Education and Culture Committee:

- organise evaluations on all these subjects through our organisations;
- analyse Internet uses starting from the users' viewpoint;
- compile tangible examples of good practices;
- devise new programmes for education and training in digital media;
- establish our priorities and prepare an action plan;
- plan to hold international meetings with representatives of civil society and set up international groups of experts;
- see to it that Internet users have proper legal protection.

The working group wished to emphasise that:

- all aspects of formal and informal education and learning were in a state of flux and that the impact on school education was crucial;
- it was a priority to establish education in digital media for all. Training for adults was essential for success. Steps should be taken to encourage the active participation of users as responsible citizens.

General considerations of the working group:

Like the other working groups, we see that invaluable work has already been done by the Council of Europe and that formal tools exist. The difficulty lies in their implementation, application and follow up. We wish to continue our work progressively. At this stage, we will not take any decision on the final goal of our working group. There is an urgent need for us to change our ideas about education and training in this time of digital revolution. This is something which goes beyond the digital divide. Neither young people or even civil society are responsible for this divide, but we must face up to it in a positive and constructive manner.

We set much store by empowering citizens by giving them access to new tools while protecting their democratic rights.

Learning history: becoming a democratic European citizen (Person in charge: Yosanne Vella)

The working group identified two important factors in the approach to history teaching:

- promoting education for democratic citizenship through history teaching;
- taking account of the fact that history lessons were a forum in which critical distance could be taken from the media (example given: a multiperspective approach to World War One).

Living together (Persons in charge: Karl Donert and Sabine Rohmann)

A discussion paper had been drawn up and this served as the basis for the working group's work on education in intercultural dialogue and living together in Europe

The teacher's profession in the 21st century (Person in charge: Roseline Moreau)

Roseline Moreau, François Debrowolska and Michèle Moritz presented the timetable of the activities which resulted in the preparation of the report "Teacher 21":

- June to December 2012: preparation of the questionnaire, within the working group on "the teacher's profession in the 21st century";
- January 2013: exploratory talks, support from the Pestalozzi programme in the form of a computer platform, questionnaire posted on the platform requesting anonymous replies;
- June 2013: 60 participants in the Teacher 21 working group meeting. Critical assessment of the initial results and discussion of adjustments to the questionnaire;
- June to November 2013: direct replies to the questionnaires on the platform. 197 replies from 15 European countries;
- November 2013 to end January 2014: collection and analysis of data. Preparation and drafting of the report;
- January 2014: review of teaching materials by the Pestalozzi group;
- report drawn up by 17 January 2014 so that it could be used for the preparation of the conference and the manifesto.

[Link to the report \(in French\)](#)

The religious dimension of intercultural dialogue (James Barnett)

The group proceeded initially by trial and error. It made sure that it did not focus solely on the intellectual aspects but went into the ways of thinking and acting and the undertakings of the various religions. Reference was made to the work of Rudolph Otto on "The Holy" and that of Pastor Richard Fischer.

There was also discussion of catechism and the need for it to adopt inductive methods. "Top-down" catechism, which forced people to believe, was not good for freedom. However, education did have to be aimed at all pupils. An example was given of how Saint Anselm's ontological argument was presented to an atheist (who seemed to appreciate the approach).

Two observations were made: "There are universal values which by their very nature allow religions to exist" and "Religions must not make declarations but seek truths".

Rapporteur: François Debrowolska