



# THE PROFESSIONAL IMAGE AND ETHOS OF TEACHERS

” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development

## In co-operation with:

- ▶ Centre européen Robert Schuman
- ▶ European Wergeland Centre
- ▶ Landesakademie für Fortbildung und Personalentwicklung an Schulen, Baden Württemberg
- ▶ Pädagogisches Landesinstitut Rheinland Pfalz

Pestalozzi Programme  
of the Council of Europe  
(DG II)

Education and Culture  
Committee of the  
Conference of International  
non-governmental  
organisations (INGO) at  
the Council of Europe

**24-25 April 2014**  
**Strasbourg**  
France

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



# The Pestalozzi Programme

The Council of Europe training programme  
for education professionals



Landesakademie für Fortbildung  
und Personalentwicklung an Schulen

with the financial participation of



# Background and Orientation

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There is a need for a fundamental change of mind-sets and beliefs concerning education. This concerns as much the question of what we are doing – and why – as it concerns the way we are doing it. This need is also reflected in a call for a balanced development of the different purposes of education. Two of them - the preparation for the labour market and the development and maintenance of a broad knowledge base – seem to be in the forefront of current educational thinking and practice. Though important, there is need to put a stronger focus on two other aspects if we seek to support a balanced development: Preparation for life as active citizens in democratic societies and education for personal development.

**Are we doing the right things** in and with education? Does our practice of education reflect and represent the vision of society we are promoting? Do learners learn what is important for them... and for the society of tomorrow? The world is constantly changing; some say at an unprecedented speed. What the world looks like today has little to do with what it looked like in the centuries, which gave birth to current education provisions. To face the challenges our global world faces we will need people with strong and well developed competences for creativity, divergent thinking, out-of-the box thinking and innovation, critical observation and the ability to solve problems, collaborative learning and working, the ability to live and work in diverse teams and social settings, etc. Such *savoir-être*, *savoir-faire* and *savoirs* figure prominently in public discourse about competences we need to master the challenges that lie ahead. Schooling, however, and to a large extent, still focuses on the transmission of set knowledge relegating the development of transversal skills, attitudes and dispositions to a marginalised existence.

## **Are we doing things right in day-to-day educational practice?**

This question is less about efficiency and numbers and more about the quality of what we are doing and the effectiveness of the pedagogy in relation to our goals. What we teach, the content of education provisions, is one side of the coin. The other side is “How we teach”, how learning is facilitated. Pedagogy and methodology are not neutral; they need to reflect the values, principles and orientations of what we seek to transmit or to develop in the learners in order to effectively reach these goals. School as a place of teaching, of didactics and education as a function of being taught may need to be replaced by school – and by extension all places of non-formal and informal learning - as a learning space, as a place where learning is facilitated.

## **1 Focus of the conference**

The conference will highlight the importance of education for the preparation of a life as a democratic citizen in diverse democratic societies and of education for the development of one’s full personality. It will focus in particular on the implications this has for the image and ethos of the teaching profession, the competences of teachers and their day-to-day practices and on the beliefs teachers, parents and the public in general may have regarding what education - good education - is and which outcomes it ought to produce. The conference will also discuss a **Manifesto for Teachers of the 21st century**, which is intended as a declaration of views, motives and intentions pointing towards the necessity of a fundamental change of mind-sets and beliefs about education. This manifesto shall serve as inspiration, orientation and guidance for teachers but also for all those concerned by education: children, parents, teachers, schools, (local) authorities and society as a whole.

Last but not least, the conference will explore what future actions can be envisaged to support this change of mind-sets, of policies and practices in cooperation and partnership with all stakeholders. This also includes the question of how education systems can be/should be designed so that they encourage the development of transversal attitudes, skills and knowledge necessary for the future of our democratic society such as critical thinking, creativity, cooperation, etc.?

The conference will build on and attempt to further develop existing documents, projects and initiatives of the past few decades notably the following:

- Survey on teachers' views, Education and Culture Committee, INGO Conference, 2013
- Transversal attitudes, skills and knowledge for sustainable democratic societies, Pestalozzi Programme 2013
- Documents resulting from the Pestalozzi Programme seminar "Being a teacher in 2032", 2012
- Declaration of the 24th Standing Conference of Ministers of Education of the Council of Europe (2013): "Governance and quality education"
- Council of Europe Recommendation on Quality Education, 2012
- Council of Europe work on intercultural competence and competences for democracy, 2012
- Council of Europe EDC/HRE Charter, 2010

- Declaration of the 23rd Standing Conference of Ministers of Education of the Council of Europe (2010) on the role of teachers for sustainable democratic societies and Resolution on the Pestalozzi Programme, 2010
- Teacher education for change, Pestalozzi series Nr1, 2010
- "Visible learning", Meta Study, John Hattie, 2008
- The status of teachers, University of Cambridge and Leicester, 2006
- The status of language educators, ECML, 2003
- ILO/ UNESCO on the application of the recommendations concerning teaching personnel, 2003
- Education International Declaration on professional ethics, 2001

# Thursday 24 April

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*Agora Building and European Youth Center (EYC)*

8.00-9.00 Registration of participants at Agora

## **OPENING AND KEYNOTE**

*Agora Building*

9.00-9.30 Opening

Secretariat of the Council of Europe

Representative of the International non-governmental organisations

9.30-10.30

**The professional image and ethos of teachers – Why do we care, and what can it mean?**

Keynote by Jón Torfi Jónasson, Professor of the faculty of Teacher Education, School of Education, University of Iceland

Discussion

10.30-11.00

Walk from Agora to EYC

11.00-11.30

Coffee break

# THEMATIC TABLES

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*European Youth Center (EYC)*

11.30-13.00

Round 1 of Thematic Tables

1. The world changes - Education needs a new paradigm
2. Teacher today – Teacher in the future
3. Pedagogy: what works, why it works and how it works
4. Schools as spaces of learning for the 21st century
5. Media environment and Education

The purpose of the 15 thematic tables, around these 5 major themes, is to highlight particular issues connected to the overall theme. With the help of an expert moderator, participants will discuss, debate and share their ideas on the subject. The thematic tables will also explore to what extent the Manifesto addresses the particular issues arising from the thematic area and whether it provides answers to the questions raised.

13.00-14.15

Buffet lunch

14.15-15.45

Round 2 of Thematic Tables

15.45-16.15

Walk from EYC to Agora

16.15-16.45

Coffee break at Agora

# ROUND TABLE “What is the perfect teacher for you?”

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## *Agora Building*

The purpose of the round table with speakers from different walks of life is to highlight different views of the qualities and competencies the perfect teacher should have. The debate will be broadcast over the internet so that a wider audience can follow and to participate in the debate (Twitter and other social media).

16.45-18.00     **“What is the perfect teacher for you?”**

Moderated by David Addis, United Kingdom

- Gabriela Bergan, Representative from European Students Union, France
- Oren Gostiaux, Representative of European Parents Association, France
- Haldis Holst, Chair of the Governing Board of the European Wergeland Centre and Deputy Secretary General of Education International, Norway
- Ida Kreutzman, Representative from Organising Bureau of European School Student Unions, Finland
- Jean McNiff, Professor of Educational Research at York St John University, United Kingdom

19.00

Buffet dinner at Agora

# Friday 25 April

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*Agora Building*

## **A TEACHER MANIFESTO FOR THE 21st CENTURY**

9.00-9.15	Introduction
9.15-10.30	Feedback from the Thematic Tables on the Manifesto
10.30-11.00	Coffee break
11.00-12.00	Open exchange on the feedback
12.00-12.30	Preliminary conclusions and closing

# ABSTRACTS

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## **1. What is good education today? What are the purposes of education?**

Moderator: *Ms Karin Steimle- Rohde*

10 As teachers, as parents and probably as learners, too we have come to understand: there is more than one way to educate students. We might agree that in fact there are many ways. The core question, however, of what the one beneficial way really is, remains unanswered. In order for us to get a grasp of what good education is and what it is supposed to generate, we might want to deal with questions first rather than with the one answer. You are invited to explore the following questions: Do teachers prepare students for the society? Or does society prepare students for the future? What does a student need to survive well in a society? Which subjects will be helpful, and for whom? What kind of virtues will be helpful, for the child, for society? A competence-based curriculum and acquiring coping skills is currently en vogue. Will that guarantee successful participants in a future society? Are these the basic principles that constitute good education? What parameters need to be taken into consideration? Who establishes the parameters for good education?

## **2. The impact of social, economic, cultural and political context on learning and teaching**

Moderator: *Ms Carolina Gonçalves*

Today, societies tend to be structured globally by political, economic and social changes in the EU and worldwide. The challenge is to provide a space in which all citizens can identify themselves and interact with each other.

Therefore becoming an active citizens is a guarantee for the development of social democracy. To ensure active and effective citizenship “Education is a field of personal development and social experiences. Formal and informal education provide learners with experiences that prepare them to participate in life in society”. But how can schools prepare all students for active citizenship? How to promote equal access to democratic life? Are democratic societies egalitarian? And how can they become so in the face of economic, cultural, social and political disparities?

### **3. What comes first - The change of education systems or the change of the practice - Or perhaps the change of aims?**

Moderator: *Mr Jón Torfi Jónasson*

The idea of reform or change has been a rich part of the educational discourse for well over a century. We have learned that we must be idealistic and pragmatic at the same time. In our discussion we might dwell on the importance and the difficulty of changing the system, the practice and the principal aims. When advocating change the vision or the ideas about where to go must be quite clear. This must be clarified, but also why there might be many who don't want to change the aims, e.g. those define by PISA and why they might have good case. It is also important clarify if the system is an impediment to innovation or progress and how important it would be to change it. In what direction should it move? Should it open up to partners from outside the system? The same goes for educational practice. Is the system too formal in its approach, has it stagnated in its methods and organization? Is it important to change it?

#### **4. New ethos for the teaching profession**

Moderator: *Ms Rasa Askinyte-Degešiene*

We will discuss what makes us – educators - want to create a new ethos for ourselves? What is "old and constant" in teachers' ethos, and what should be kept? Why? Which issues of the "old" ethos have to be left behind, and why? What shall the new ethos of teachers have to look like? Which elements have to be added to the "old and constant" issues, and why? History itself shows how knowledge is transmitted from generation to generation. If people claim they bring something new to the table, they should say that what of the old shall be kept and what shall be added. Are we able to reset our mind each time when we deal with something new and novel? What do we need to we change in the teaching-learning process? Is it the content, the style of communication, or the methods? And how is this linked to a new ethos?

#### **5. Improving the status image of the profession**

Moderator: *Ms Haldis Holst*

Teachers are the most important educational resource for students and a critical determinant of educational quality, but their contributions are often not recognized adequately. Teachers must be treated as respected professionals and given the training and support they need. Teaching should be a well-regarded profession, which is considered an attractive career choice for young people. There are multiple factors, which determine a profession's status based on what a society values.

It may be the perceived importance of the profession or the attractiveness of the content of the work. It may be pay and working conditions. Or it may be based on tradition, trust and public recognition. What is the social standing of teachers in your country? What can be done to show increased respect for the work teachers do? How can a Manifesto be used to improve the image of the teaching profession? Would you encourage your child to become a teacher? Why or why not?

## **6. Teacher education for change: contents and processes**

Moderator: *Ms Jean McNiff*

Learning is about finding out, and finding out means doing research; therefore on-going learning means engaging in a lifelong process of research. Research is about generating new knowledge and theory: in the case of a teacher, it is their responsibility to produce their personal theories of practice to offer explanations for what they are doing. This also shows how they hold themselves accountable for their practices. Action research is never straightforward. While some literatures present it as a matter of 'solving problems' or 'changing situations', these issues can be problematic. They involve making choices regarding aspects of methodology, researcher positionality, ethics, and the analysis and interpretation of data. This can be a real dilemma when writing up action research, because we need to make the dilemmas clear and explain how we make choices and explain why we make specific choices. We will discuss these matters in our session, and will explain then how and why we make and justify our choices.

## 7. Subject specific and transversal competences

Moderator: *Ms Pascale Mompoin-Gaillard*

What are transversal attitudes, skills, knowledge and why are they important?' Competences for democracy and mutual understanding are transversal in two senses of the word: they are transversal because a) they have different "entry points" such as citizenship education, human rights education, peace education, language and diversity education to name a few; and b) they represent actions that every education professional, no matter what 'traditional' subject matters they might specialize in - be it geography, history, science, technology, ICT, math and others - need to develop in themselves and in their learners. The development of these competences would help teachers switch from non-participative methods and pedagogy to a child centred pedagogy focused on the acquisition of specific transversal competences. "Beyond our ideas of right-doing and wrong-doing, there is a field. I'll meet you there. When the soul lies down in that grass, the world is too full to talk about. Ideas, language, even the phrase 'each other' doesn't make sense anymore." (Rumi)

## 8. Cooperative learning

Moderator: *Mr Ferenc Arató*

How can we launch learning processes in which the needed transversal attitudes, skills, and knowledge for living in a democratic society can be developed? How can we introduce cooperative structures within our educational institutions? How can we deconstruct existing discriminative and anti-democratic structures in our everyday classroom practice by the means of cooperative structures? Can we introduce and use cooperative approaches to system level thinking and practice?

Participants of this thematic table will discuss, debate and share their ideas on the questions above. We will also explore to what extent the proposed manifesto addresses the particular issues arising from the cooperative paradigm. Can we find some interesting answers together from the cooperative aspect? This is one of the central questions to guide our reflections and discussions.

## **9. Putting the learner at the centre**

Moderator: *Ms Mercè Bernaus*

If we are going to give responses to the challenges of today and tomorrow, we need to focus on what capacities and capabilities students will need to develop in order to become responsible citizens in diverse democratic societies, contributors to the common goals and shared capital in an emergent economy more and more involved in global process management as well as resilient human beings ready to overcome difficulties with creative and critical thinking, problem solving and collaborative skills. To achieve those goals learners' needs are put at the centre of the learning and teaching process. Each school needs to create its particular educational project based on the sociocultural background of the students attending that school. This educational project should also be adapted to each specific classroom and to each student in the class, if necessary. Classes should be humanized if we want our students to get involved in their process of learning and creating new knowledge.

## 10. Philosophy with children

Moderator: *Ms Daniela Camhy*

Critical, creative and caring thinking are essential in the doing of philosophy in the classroom. Thinking in terms of possibilities is liberating and exciting for children. When children inquire in a community of philosophical inquiry, they begin to realize how different the world can look from different perspectives. Much of Philosophy with/for Children is devoted to encouraging children to imagine and inquire into new ideas, new relationships of self and other, new values and new ways of arranging the world, coupled with a new appreciation of the possibilities of their own life. A philosophy for children community provides an ideal framework for working out intersubjective perceptions and understanding of complex cultural differences. It is one way that the next generation will be prepared socially and cognitively to engage in the necessary dialogue, judging and questioning what is vital to existence for a democratic society.

## 11. What to learn: subject-specific and transversal competences

Moderator: *Ms Ildikó Lázár*

To what extent does educational practice in the participants' countries seem to focus on building a broad knowledge base? To what extent does it promote the learners' preparation for the labor market? Do learners learn what is or will be important for them and for the society of tomorrow? Is there enough emphasis placed in all subject areas on learners' preparation for life as active citizens in democratic societies and their personal development in the participants' educational contexts?

To what extent are these aims and values present in national curricula? Does our practice reflect and represent the vision of society we are promoting? What are the most important points for action? To what extent does the Manifesto address the issues we identify as important for the future of our democratic societies?

## **12. How to learn: beyond school subjects**

Moderator: *Mr Arthur Ivatts*

We will attempt to make a serious contribution to the need for a fundamental change of teacher mind-sets and beliefs concerning education. We will initially turn the traditionally held perceptions surrounding differential human abilities on their heads by exploring evidence, which will allow us to distance ourselves as educators from the shameful and abusive terminology such as 'able and less able', 'bright and dull', 'gifted and stupid' and 'academic and practical'. We will need to consider the priorities for education (knowledge, skills, values, competences and understandings) in a context of unbridled global and aggressive capitalism that is fast on route to corrupting cohesive democratic societies, the rule of law and human rights. Curricular priorities, and in particular values education, need to reflect the context of a pan-European analysis of the inherent racism and structural exclusion of over 15 million European citizens. We will also look at what practical steps should be taken to achieve the changes in teacher mind-sets and consider the implications and relevance of the draft 'Manifesto for Teachers of the 21st century'.

### **13. Schools as learning communities: schools, parents, community**

Moderator: *Ms Claudia Lenz*

This thematic table will focus on schools as the professional and institutional contexts in which the professional ethos of teachers is mirrored, shared and supported. How can a changing self-understanding and changed practices of teachers have a positive impact on school cultures and governance? And which kind of school culture and school governance is needed in order to support teachers in their personal and professional development? The conviction that education should prepare young people for a life as a democratic citizen in diverse democratic societies has consequences for how we envision schools in all their facets: How can respectful and deliberating interactions between teachers and teachers, teachers and students, teachers and parents be envisioned? And how can interactions between schools and local communities enhance democratic competence, engagement and participation?

### **14. The impact of the media and ICT on knowledge and knowledge construction**

Moderator: *Ms Divina Frau Meigs*

## 15. How to integrate the media environment to in the learning process

Moderator: *Mr Hanspeter Hauke*

The professional image of teachers can be and should be improved. New challenges require reflected flexibility, innovative methods and new ideas. But teachers sometimes appear unwilling to face these challenges. What we teach and how we teach is linked to the questions of what we learn and how we learn. In the past few years the individual learning process and the responsibility of the individual for personal advancement and learning results has been put into the focus of attention. Therefore new settings in and outside schools are required. The table will focus on the role of educational media in teaching and learning. Can they help to develop competences of creativity, divergent thinking and critical observation and the ability to solve problems and learn and work in diverse teams and social settings? Best-practice examples from classrooms will help to discuss and may-be find answers.

# Bio-Notes: Speakers and moderators

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## David ADDIS, United Kingdom

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*Working language: English, French*

David describes himself as a life-long communicator. He has moderated many meetings in different countries and on different subjects, and he likes to involve the audience and encourage a two-way dialogue. Most recently he has led debate for two Council of Europe gatherings in Tirana and in Strasbourg. His original training and work has been as a journalist and more recently he has been engaged on developing communication strategies for the Council of Europe and the European Commission. “Nobody gets bored while I’m running a meeting!” he says – let’s see if he means it.



## Ferenc ARATÓ, Hungary

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*Working language: English*

Ferenc Arató calls himself a social-deconstructor which means that he is working on the deconstruction of hierarchical, antidemocratic, discriminative, and violent structures of societal life focusing on community participation and education. For this purpose he is working with communities, youngsters, NGOs, schools, ministries, and universities. He has participated in students’ movements for democratic higher education. With his colleagues has developed many of the civic programs, which are based on subsidiary participation and could influence the support and policy system of the Hungarian public education. He is an assistant professor at the University of Pécs since 2013 and defends his PhD in educational sciences. His thesis is based on the cooperative learning discourse of the social psychology and educational sciences exploring and arguing the paradigmatic features of this post-structural cooperative approach.

Cooperative structures are de-constructive values in this paradigm, which means that we can destruct hierarchical, antidemocratic, discriminative structures by setting up these cooperative structures - by creating structural guarantees for equal participation. He published articles and edited books on the issues of classroom, school, and education system development for reaching higher level of inclusion by the means of cooperative structures. .



**Rasa ASKINYTE-DEGESIENE, Lithuania**

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*Working language: English*

Graduated with a M. in Philosophy, Rasa is a teacher trainer and senior lecturer at the Department of Didactics of Moral Education in Lithuanian University of Educational Sciences since 2006. Since 2010 she is a head of that department, and also a head of the Lithuanian Association of Teachers of Moral Education. Rasa is a Ph.D. candidate under the theme "Influence of logical reasoning to moral behavior". Rasa has published a large number of academic publications, textbooks and manuals for teachers. She is involved with the Pestalozzi Programme since 2006.



## Gabriela BERGAN, France

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*Working language: French, English*

Gabriela Bergan is originally from Norway but grew up in France. She worked and studied in many different places: France, Canada, Bosnia and Georgia. She holds a Master degree in European Politics from Sciences Po Strasbourg and focused her studies on international development and human rights. She is the Coordinator for Human Rights and Solidarity at the European Students' Union (ESU) since January 2013. As such, she focuses mainly on global students cooperation, social dimension of higher education, persecuted students and coordinates all solidarity actions carried by ESU.



## Mercè BERNAUS, Spain

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*Working language: French, English*

Professor Emeritus at the Universitat Autònoma de Barcelona at the Faculty of Education, Mercè has been teaching graduate and post-graduate courses of English and French Didactics at the Faculty of Education. She coordinated the LEA (Language Educators Awareness) and ConBaT+ (Content Based Teaching + language and culture awareness) projects at the European Centre of Modern Languages in Graz.

She was a member of the coordinating team in JaLing, Status of Language Educators and TrainEd projects at the European Centre of Modern Languages in Graz. Since 2007 she has been involved in some projects run by the Pestalozzi Programme of the Council of Europe. Mercè has contributed to a number of publications in Spanish, French and English. Her main field of research is on motivation, attitudes and second language learning. She has published several papers in international journals such as The Modern Language Journal, and International Journal of Multilingualism.



## Daniela CAMHY, Austria

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*Working language: English*

Director of the Austrian Center of Philosophy for Children – the first Research Center of Philosophy with Children in Europe, researcher and senior lecturer at the Philosophy Department the Karl-Franzens University Graz, Austria, Daniela teaches General Philosophy, Didactics of Teaching Philosophy, Language Philosophy, and Ethics and has a Ph.D. in Philosophy with a post grade study and specialist on training as a teacher educator in Philosophy for Children from the "Institute for the Advancement of Philosophy for Children" at Montclair as well as an Honorary Doctorate of Montclair State University, Montclair, New Jersey, USA. Since 2007, Daniela used to be trainer and lecturer in several countries around the world such as Australia, Brazil or Japan. In 2012 she has been awarded with the “Henri La Fontaine International Prize of Humanism” at the Belgium parliament by the Prime Minister Elio Di Rupo and Stéphane Hessel, writer, diplomat, concentration camp survivor and Resistance Fighter. She wrote many articles and made research in the field of language philosophy, linguistics, ethics, philosophy for children, human rights and citizenship education, critical thinking, e-learning.



## Divina FRAU-MEIGS, France

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*Working language: French, English*

Divina Frau-Meigs, Associate Professor, Professor at the Sorbonne Nouvelle University. Graduated from the University of Sorbonne, of Stanford University (Palo Alto) and the Annenberg School for Communications (University of Pennsylvania in Philadelphia), she is a media sociologist specialized in content and risk behaviors (violence, pornography, information, media panics...) as well as issues of reception and use of information technology and communication (acculturation, education, regulations...). She wrote a large number of books and articles in national and international journals, Divina is involved in several projects of research. She is currently working on issues of cultural diversity as well as on media education and Internet governance; Expert from UNESCO, the European Commission, the Council of Europe and other jurisdictions on these issues, she coordinated the coalition "Education, Teaching and Research" and was part of the office of civil society at the World Summit on the Information Society (WSIS, Geneva 2003, Tunis 2005). She helped to finalize the recent European recommendations on media literacy, youth autonomy on networks, filtering systems in the information society and human dignity in the media environment.



## **Carolina GONÇALVES,** Portugal

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*Working language: French, English*

Doctor of Education Sciences of the New University of Lisbon and the University of Paris-Nanterre "From linguistic competence to the pedagogical relationship: a study of factors affecting the academic success of students," Carolina has taught since 2006 within the Graduate School of Education Lisbon Department of Education, Languages, Communication and Arts. Since 2010, Carolina holds the position of coordinator in various areas such as "Curriculum development" or "Teaching of the Portuguese language" and participates in several teacher training programmes. She is also affiliated with research groups and scientific associations and is author of several scientific articles, books and chapters of books.



## **Oren GOSTIAUX, France**

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*Working language: French, English*

Vice President of the European organisation of parents, Oren Gostiaux teaches in business school and at the university of Lyon, specializing in communication, mediation and Mediterranean civilization. He graduated with a Master in law and in Mediterranean civilization and Hebrew. In recent years he has been a member of Superior Council of Education and the Higher Education and Research Council of France. Referee, coach and athletics manager (former officer and military reservist) for 15 years, Oren is the current president of the handball club of Villeurbanne, after having been chairman of a basketball club for 5 years and the vice president of the Lyon municipal office of sports.



## Hanspeter HAUKE, Germany

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*Working language: English*

Commissioning Editor and Senior Consultant  
SWR Television, Science and Educationk,

Hanspeter is responsible for co-operation with educational institutions in Germany and teacher training. Mr Hauke studied political science, English, French, media and applied economics. He worked as high school teacher from 1981 to 1989 for the subjects of history, politics, Anglo-American economics, English, rhetoric and he was a lecturer in adult education (foreign languages, rhetoric, politics). Since 1994, he is teaching at universities. Since 1990 he is an editor of SWR Television in Baden-Baden, culture, science and education. Hanspeter won the Japan Prize, City-of-Karlsruhe-Prize, and Edut@in Prize in 2001 with his interactive program “Wizadora”.



## Haldis HOLST, Norway

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*Working language: English*

Haldis Holst is Deputy General Secretary of Education International where she is responsible for EI’s work in the areas of human and trade union rights, equality, and solidarity programs. Haldis graduated as a teacher in 1983, after majoring in English and Physical Education. She has worked as a teacher in primary and secondary schools and has been a union representative at local, regional and national level. In 2001, she became Vice-President of Norsk Lærerlag (NL). After the merger of the two largest teacher unions in Norway in 2002, she was an Executive Board member and later Vice President of Utdanningsforbundet (Union of Education Norway).

Haldis has also served as Norway's representative on the ETUCE Committee and been a member of the Executive Board of Education International. She was Vice President of EI from 2009 – 2012.



## Arthur IVATTS, United Kingdom

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*Working language: English*

Awarded with an OBE in 2004 for services to education, Arthur is an international Consultant to Governments and International Organisations including the EU, UNESCO, UNICEF, Council of Europe, the Roma Education Fund and Open Society Foundations. Formerly he was one of Her Majesty's Inspectors of Schools, and following his appointment in 1975 he soon became the HMI with national responsibility for the education of Gypsy/Roma and Traveller communities. Arthur Ivatts worked initially as a teacher and youth leader. Following a higher degree in anthropology, he became involved with the early efforts to secure education for Roma/Gypsy and Traveller children. Recently he has been involved in Roma/Gypsy related projects in Bulgaria, Slovakia, Czech Republic, Hungary, Kosovo, Lithuania and Romania. Some years ago he worked on a report for the European Commission in relation to Roma and EU enlargement ("The Situation of Roma in an Enlarged European Union" – EU November 2004).



## Jón Torfi JÓNASSON, Iceland

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*Working language: English*

Former dean of the School of Education and now Professor at the Department of teacher education at the University of Iceland Reykjavík, Jón Torfi graduated with a PhD from the University of Reading with the thesis “What’s in a word? A study on Word Recognition”. He has been involved in several research projects in the field of comparative education, ranging from pre-school, through upper secondary, vocational, tertiary and lifelong education, but also on the use of technology in education across levels. Recently he has been involved particularly with dropout from school, teacher education, especially professional development, but primarily with issues related to the future of education. He has given several keynote presentations at international conferences and is an active participant in Nordic forums, presenting at the Nordic Council, NERA (the Nordic educational research association) and at NOCIES (the Nordic Comparative and International Education Society). He is currently the chairman of the Icelandic UNESCO Commission. See <https://notendur.hi.is/jtj/>



## Ida KREUTZMAN, Finland

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*Working language: English*

Ida Kreutzman is a board member of the Organising Bureau of European School Student Unions (OBESSU) since August 2012. During 2011-2012 she functioned as the president of the national school student union representing the Swedish speaking minority in Finland (Finlands Svenska Skolungdomsförbundet). She has through her school student activism among other things fought for young peoples' equal right to quality education, for more diverse and engaging teaching methods and for highly-valued quality teacher training. She is currently studying for her bachelor in political science at the Åbo Akademi University in Turku, Finland.



## Ildikó LÁZÁR, Hungary

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*Working language: English, French*

Ildikó Lázár has been working in teacher education at the Department of English Language Pedagogy at Eötvös Loránd University in Budapest since 1996. She is offering courses in cultural studies, the methodology of teaching English as a foreign language and the development of intercultural competence to pre-and in-service English teachers. Ms Lázár has also been involved in international projects at the Council of Europe's European Centre for Modern Languages (ECML), in the Pestalozzi Programme and in a Comenius multilateral project as a researcher and trainer for the past 15 years. She has published a number of books and articles in language pedagogy and intercultural competence development in English, French and Hungarian.



## Claudia LENZ, Norway

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*Working language: English*

Working at the EWC as Head of Research and Development since autumn 2009, Claudia has a PhD in Political Science, from the University of Hamburg in the fields of history cultures and didactics of history, focusing on social and political in- and exclusion and the conditions for active democratic citizenship. She also holds a position as an adjunct associate professor at the Norwegian University for Science and Technology. She has researched on how historical learning in intercultural settings can promote democratic competences and the inclusion of minorities in the democratic negotiation of past and present issues. She has worked at the Centre for Studies of Holocaust and Religious Minorities in Oslo conducting research in the context of international comparative projects. Networking on a national, Scandinavian and European level has been a relevant part of her work and has resulted in conferences, publications and research applications.



## Jean McNIFF, United Kingdom

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*Working language: English*

Professor of Educational Research at York St John

University, UK, Jean holds also visiting Professorships at the Nelson Mandela Metropolitan University, South Africa; the University of Tromsø, Norway; and Ningxia Teachers' University and Beijing Normal University, People's Republic of China. She works with practitioners internationally in a range of educational settings, including higher education, supporting their workplace and higher degree programmes. She took early retirement from her position as Deputy Head Teacher in a large secondary school, and began to develop her independent consultancy business and her writing. She has written a range of articles and textbooks on different aspects of practice-based action research, independently and collaboratively.



**Pascale MOMPOINT-GAILLARD,**  
France

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*Working language: French, English*

Pascale Mompoin-Gaillard has worked in the area of intercultural communication, education and leadership training for the past 25 years. Her professional activities in France and the USA were geared towards community leadership training and capacity building mostly in education and literacy projects, giving voice to marginalized communities to organize and have their dignity restored by their active democratic participation. Today, and since 2006, she is involved in international teacher education programmes and consultancy on educational issues related to living together in mutual understanding and promoting education for democracy. Presently General Rapporteur for the Pestalozzi programme, her partners are the Council of Europe, the European Wergeland Center, the Anna Lindh Foundation and French training institutions for teachers and social workers to cite a few. She also offers lectures in European universities.



**Karin STEIMLE-ROHDE, Germany**

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*Working language: English, French*

Teacher and teacher trainer, coach and supervisor (EAS), Karin is currently working at the Landesakademie of Bad Wildbad – (State academy of in – Service Training for Teachers and Human Resources Development at Schools) where she occupies the function of an Academic officer. She is in charge of training courses for secondary schools and concept groups who design training modules for teachers in BW based on state education politics (Sekundarstufe I). In addition she is responsible for courses for teacher trainers in Baden-Württemberg (Grund-, Haupt-, Werkrealschule). She organises Summer school seminars in co-operation with the Pestalozzi Programme for teachers all over Europe.

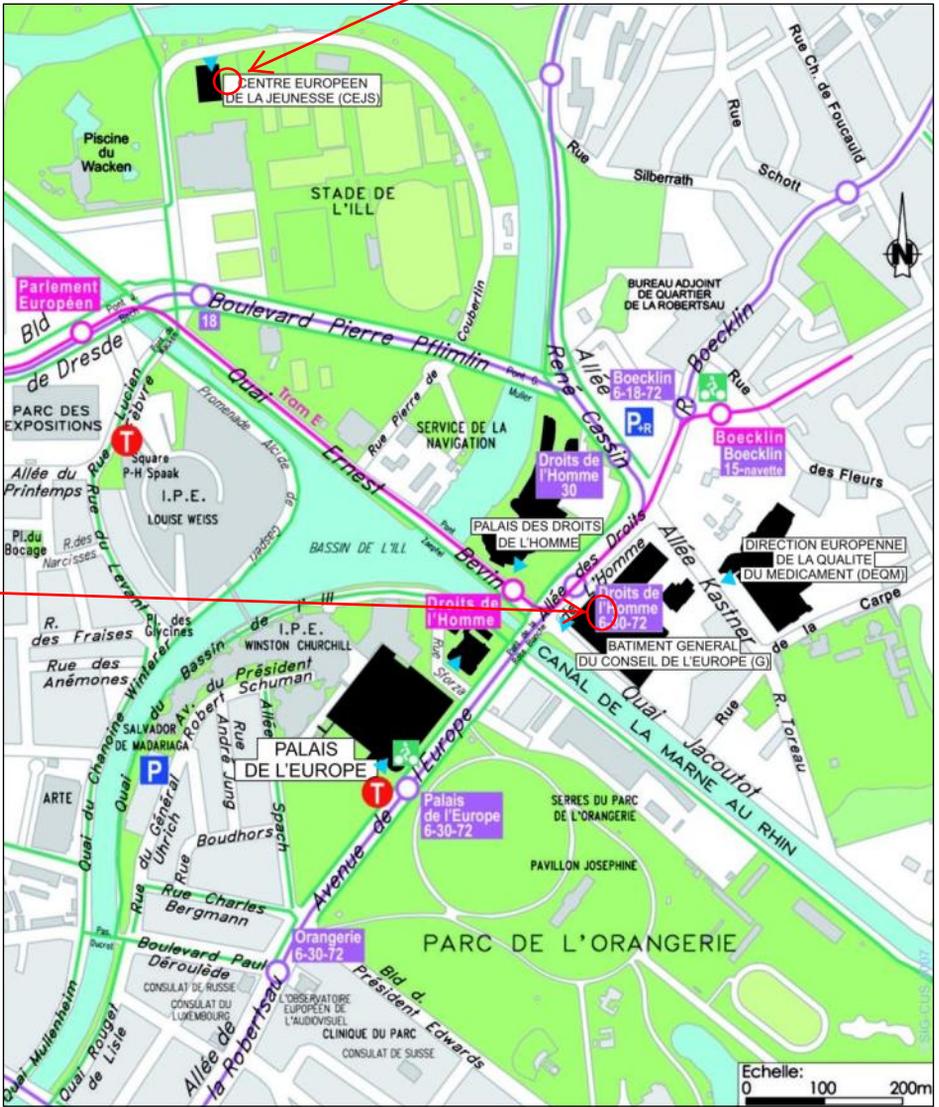
# Multimodal access plan

**Council of Europe  
Agora Building  
1 Quai Jacoutot  
67075 Strasbourg Cedex  
Tel. : 03 88 41 20 00**

**Geographical location**



EUROPEAN YOUTH CENTER



AGORA BUILDING

- Legend**
- Station tramway
  - Ligne tramway
  - Piste cyclable
  - Numéro et ligne bus
  - Arrêt bus
  - Station taxi
  - Entrée bâtiment
  - Parking relais
  - Parking voitures
  - Parking vélos



If a society recognises the central role of education to sustain its future democratic destiny, it should recognise its teachers at a level that makes the profession viable and attractive.

Many recognise that society today does not quite value the role of teachers at the level it deserves. In many places teachers and the teaching profession suffer from a negative image and a lack of recognition and social prestige. Yet, it is widely acknowledged that teachers are important actors for social change and that the success of education for sustainable democratic societies depends significantly on the teaching profession. In order to play their part fully, teachers can and must be supported and responsibility shared. Issues of status and recognition (economic and social), professional development and working conditions are central to developing teachers' ability to assume their responsibilities for education for sustainable democratic societies.

ENG

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