



CONFERENCE OF INGOs
OF THE COUNCIL OF EUROPE

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CONSEIL DE L'EUROPE

**SUMMER SESSION
EDUCATION AND CULTURE COMMITTEE
CONF/EDUC(2012)SYN2**

Strasbourg, 24 July 2012

**DRAFT SYNOPSIS
OF THE MEETING HELD ON 26 June 2012**

**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 agenda** [CONF/EDUC(2012)OJ2]
2. **Took note of** the general methodology for the Education and Culture Committee's work, as presented by Sabine Rohmann. The approach applied to each of the five working groups:
 - *Teacher's profession in the 21st century*
 - *Access to digital media for all*
 - *Learning history: becoming a democratic European citizen*
 - *Education 21*
 - *Living together*

The main points of the methodology were as follows:

- Draw up a preparatory discussion paper for the work of each working group
- Set up the working group
- Define the objectives
- Identify the final product
- Establish target groups for trying out the proposals
- Implement a research action approach including the members of each working group and the teachers, parents and educators involved in the target groups
- Evaluate the initial results achieved
- Make adjustments on the basis of analysis of the evaluation
- Disseminate the outcome in schools and European education bodies
- Develop a method for analysing the results achieved
- Produce the final document, for submission to the Council of Europe followed by broad dissemination at European and international level.

3. **Endorsed** the programme envisaged for each of the five working groups. The records of the individual sub-groups' discussions are appended.

4. **Took on board** the key points of the four final statements:

- ***The religious dimension of intercultural dialogue***: This aspect of intercultural dialogue had been studied from the angle of the positions of Christianity, Judaism, Islam and Buddhism. None of these religions or philosophies originated in Europe. The study had mainly been conducted on the basis of Council of Europe documents on the subject. As a pan-European organisation, the Council of Europe did not have the task of establishing whether God existed. It had, however, worked on a non-confessional approach to religion. Other work still had to be carried out, including a Muslim contribution on the status of women and a Jewish contribution on the same subject (based on the statement by James Barnett, co-ordinator of the working group on the matter).

- ***Sects in education***: Sects were pyramid-like associations that were authoritarian and autocratic. Psychological destabilisation always played a part in them. The issue of sects in education was very topical (cf recent texts on child protection produced by the Council of Europe and the UN). Childhood was the age when everything was possible. It was a period in which individuals were gaining their independence but at the same time were still dependent. Children's identities were extremely malleable when they were being formed. Sects stepped in here and infiltrated education systems. Children were easy targets, which was why sects were heavily involved in the education sector, where they hid behind a large number of different covers and names (in particular, Scientology). Particular attention should be paid to the case of children who attended state schools but lived within sects. The indoctrination they suffered led them to reject what teachers taught them (in areas such as the origins of the universe, for instance). Sects also operated in education campuses for the specific purpose of recruiting the brightest students. It was important to warn teachers and students about this. Many coaches were sect members. It was necessary always to request written references from outside speakers. Sects corrupted freedom of thought and opinion, thereby undermining public order, individuals and society.

Cf PACE Recommendation 1412 (1999) on illegal activities of sects, on which very little action had been taken, which was why the Conference of INGOs had issued a fresh recommendation the previous year (based on the statement by Danièle Muller-Tulli, European Federation of Centres of Research and Information on Sectarianism - FECRIS).

- ***The MEET*** (Movement for a European Education Trust) proposal was the eighth European Citizens' Initiative officially registered by the European Commission. It called for the creation of an Education platform to stimulate debate on how to improve schools and boost the European dimension of education in line with the EU's 2020 strategy. "Europe's future depends on Education, how to educate citizens, how they learn. Common education goals reflecting European basic values should be at the heart of a solution to today's challenges," according to Ana Gorey, President of MEET. All citizens were urged to sign up to the initiative <https://ec.europa.eu/citizens-initiative/ECI-2012-000008/public/index.do?lang=en>. More details were available at: www.EuroEdTrust.eu

- ***2013 Human Rights and Youth Festival***: The *Regards d'Enfants* association would be holding a European festival in Strasbourg from 8 to 10 June 2013 for pupils aged six to 16, as well as their teachers, parents and any other interested parties. The festival was centred on a musical entitled "*Chante-moi les Droits de l'Homme*". As a counterpoint, the children and young people would use songs and games to present their "best practices" in terms of respecting human rights. It really was possible to respect human rights on a daily basis. The children and young people would make that clear throughout the festival. It

was an invitation which adults should take up, too (based on the statement by Brigitte Kahn, Chair of the *Regards d'Enfants* association).

Website: <http://www.regardsdenfants.com>

Annexe : compte rendu des travaux des groupes de travail (in French only)

1) History Working Group Meeting Chaired by Yosanne Vella 26th June 2012 Rapporteur : Yosanne Vella

The meeting started with an introduction by the co-ordinator who explained that the group first met in January and good progress had been achieved in this meeting. The basic objectives were established in January and they were re-read and confirmed in this meeting. The co-ordinator summarised what she worked on in the four months between the meetings, which was basically efforts to find ways how objectives of history working group could be implemented in some practical concrete way.

The guest speaker Tatiana Minkina-Milko, the Head of Division of History Teaching in the Council of Europe was then introduced and she gave a 20 minute talk on the Council of Europe 'Shared Histories' project. This intergovernmental project was launched in Oslo in 2010 and will be finalised in 2013, and follows Council of Europe Recommendations of 2009 and 2011 for History teaching. After 2013 it is hoped that the second phase of the project will start and it is here that its dissemination and piloting/evaluation will occur.

It has four topics mainly 'Industrialisation', 'History of Education', 'Human Rights as reflected over the History of Arts' and 'Europe and the World'. At the end of the project the product will be an electronic book with website links and videos. It will be in two languages English and French.

After the departure of the guest speaker the co-ordinator spoke about other projects presently available which might also be a platform where the History Group might have a role. The Euroclio online interactive website Historianna was introduced. There was also mention of the Vienna CHE project and the newly launched 'The International Research Association of History and Social Sciences – IRAHSSE".

A discussion followed and the main conclusion was that the History Working Group can help and participate on four levels:

1. Evaluation of projects
2. Dissemination of projects through our individual NGOs
3. Piloting the projects
4. Evaluation of piloted projects

The last item on the Agenda was then discussed. The group has its objectives but they are still pretty basic. They consist of the following three statements:

- the role of history education in fighting prejudices
- the instrumentalisation of history education to put back division lines between/within countries and back nationalistic claims in Europe
- gender equality (women's history)

There were various inputs and eventually it was decided that the co-ordinator will write up more detailed objectives and these will be sent by email to the members of the History Working group and after a joint analyses more detailed versions will be written down.

2) Access to social media for all
Working group meeting
Chaired by Harry Rogge
Rapporteur : Simon Bryden-Brook

We were a small group of nine or ten and found ourselves faced by more questions than answers:

- is access to the internet a universal human right?
- should not serving prisoners be taught how to use this essential tool after their release?
- is it not *inevitable* that internet access is going to become more and more common and even essential, so it cannot be ignored?
- the internet puts its users in touch with a huge amount of information, some very technical, some superficial, some distorted, some inaccurate as well as lot of opinion, some acceptable and some perverse and disturbing - so how can be people be educated to be discriminating?
- surely we need to be careful how we present ourselves and our organisations on the web [the comments of a Scandinavian bishop lost his church 10,000 members]?
- how can we train young and vulnerable people to use the internet with discrimination?

We set up three small groups to examine by e-mail what has been said about our topic by the Council of Europe, by the institutions of the EU and by the UN and its organs to be moderated by Harry Rogge.

3) Enseignant au 21^{ème} siècle : un nouveau métier ?
Animation du groupe de travail : Roseline Moreau et Gérard Vallette
Rapporteur : Philippe Grolleau

3.1 Rappel des finalités de notre groupe de travail

Susciter le développement de nouvelles compétences chez les enseignants et les formateurs, afin qu'ils puissent gérer pour eux-mêmes et leurs élèves les problèmes et les chances générés par les mutations du 21^{ème} siècle

3.2 Production finale : un référentiel de compétences avec des modules de formation d'enseignants et de formateurs d'enseignants. Ce document sera réalisé pour janvier 2014.

3.3 Etat des lieux au 26 juin 2012 : Une enquête a été réalisée par Hélène Jansen et une équipe de collègues sur les besoins en formation des enseignants d'aujourd'hui. Plus de 500 réponses venant de différents pays européens. A partir de ce premier travail, qui apporte des résultats quantitatifs, il convient maintenant d'affiner nos recherches.

3.4 Nouvelle piste de travail : réalisation d'entretiens individuels auprès d'enseignants et de formateurs européens. Cela permettra une analyse qualitative des résultats, qui viendra étayer et compléter les résultats de l'enquête.

3.5 Pistes de réflexion pour l'élaboration du questionnaire, fil conducteur des entretiens individuels. L'enseignant du 21^{ème} siècle : métier impossible ? nouveau métier ?

Chacun est invité à produire 5 courtes monographies à partir de 5 interviews qu'il aura réalisés. Le cadrage des monographies sera élaboré dans les mois à venir. Des indications-clés nous sont proposées pour commencer à construire le questionnaire : présentation de l'entretien aux personnes que nous allons rencontrer, attitude de l'interviewer, pistes possibles pour les questions, durée de l'entretien. Le questionnaire sera anonyme. Il nous faudra établir des critères permettant de repérer les personnes que nous allons interroger.

3.6 Pré-élaboration du questionnaire : les vingt participants se répartissent en 3 petits groupes et élaborent chacun une liste de questions. Les trois listes de questions sont lues à tous.

Conclusion des travaux : La production du document constitue, en fait, un nouveau commencement car il nous faudra ensuite organiser et suivre la mise en oeuvre des formations que nous proposons. Rappelons-nous la visée de notre travail, indiquée au début de ce texte : Susciter le développement de nouvelles compétences chez les enseignants et les formateurs, afin qu'ils puissent gérer pour eux-mêmes et leurs élèves les problèmes et les chances générés par les mutations du 21ème siècle.

4) Education 21

Responsable du groupe de travail : Sabine Rohmann

Rapporteur : Manuèle Amar

Sabine Rohmann rappelle en court les résultats de la dernière réunion lors de la session de janvier 2012

A été introduit un texte de base – de caractère document de travail – sur la thématique « L'éducation : une responsabilité partagée entre la famille, l'école, la société civile et les collectivités ».

Le texte se comprend comme la base et la justification des travaux qui prennent suite.

Les membres du groupe enverront leurs observations et les propositions sur les objectifs des travaux à réaliser jusqu'à la fin du mois d'octobre.

En janvier les objectifs seront formulés.

Le texte sera mis sur la plateforme installé à la disponibilité d tous les membres de la Commission par Karl Donert (EuroGeo).

5) Vivre ensemble

Animateur du groupe de travail : Christophe Spreng

Christoph Spreng, responsable du groupe « dialogue toolkit » a présenté aux membres du groupe la boîte à outil pour mener le dialogue interculturel. La présentation a été suivi par un débat animé.

<http://www.dialoguetoolkit.net/the-toolkit/>

