

June 2010

LjubljanaLjubljana
Ljubljana20102010Lj

Education Newsletter



Ólaf Ólafsdóttir

Editorial

What is education for? And what is the role of teachers? Surely these questions are unnecessary; after all, everyone knows the answers. Yet far too often it would seem that education and teachers are taken for granted. Although some aspects are brought into question or reformed from time to time, on the whole education systems work and there are always other, more pressing and seemingly complicated issues demanding attention.

The pressing issue at the moment is the economic crisis, with the need to restore faith in financial institutions and create employment to ensure a return to sustainable growth. Resources are limited and frozen or even cut in many areas. But it would be a serious error to think that in such circumstances education can be neglected. In his first major speech on education¹, US President Barack Obama said "The future belongs to the nation that best educates its citizens", and Androulla Vassiliou, European Union Commissioner for Education, Culture, Multilingualism and Youth stressed recently that "Education and training are prerequisites for any future development"².

Education should be our top priority. It is fundamental not only to preparing young people to compete in today's global market, but also to building better societies, overcoming inequalities and securing rights for everyone. And it has long been realised that education, one of the most important parts of our lives, must not be restricted to our years at school, but that it should accompany us from our earliest moments throughout our working life and even beyond.

The pillars of education are teachers. Children spend a great deal of time with their teachers, who therefore have an enormous influence on their lives. Good teachers are role models, people who stimulate curiosity, inspire learners and help children believe in themselves and their ability to achieve. In order to make sure that the right people are attracted to this highly responsible profession it is our societies' responsibility to educate teachers adequately and offer them the status they deserve. Reform should help to restore the recognition that teachers have lost and establish programmes for providing training not only initially, but throughout their career.

A teacher's job has changed from simply relaying knowledge to teaching children and young people how to become active citizens in a democratic and tolerant society. It is important that future teachers should gain experience of other perspectives, and yet there is evidence that they are not as mobile as other students.

1. Washington, 9 March 2009

2. EU Education Council, 15 February 2010

Sommaire

	pages
Editorial	1
The Pestalozzi Programme - Council of Europe training programme for education professionals	2
New teachers : 18 competences in the field of socio-cultural diversity	3
The contribution of teachers to education for democratic citizenship and human rights	4
Interculturalism and the Bologna Process	5
Training history teachers for their work in a multicultural society	6
Teacher training in the context of the "Teaching of remembrance of the Holocaust and education for the prevention of crimes against humanity" project	7
The European Centre for Modern Languages' contributions to teacher education	8

Editorial (continued)

Efforts should be made to encourage student teachers to take part in Erasmus and other exchange programmes so that they can become more open, develop their creativity and acquire the intercultural and interpersonal skills they need if they are to fulfil their mission of building a future cohesive society.

The Council of Europe's Directorate of Education and Languages has produced many tools to help teachers in this task, a number of which are presented in this issue. In particular, the Pestalozzi Programme has been offering training across a broad spectrum for many years, and its close co-operation with the newly established European Wergeland Centre adds a welcome string to the Directorate's bow. Together they provide a platform where teachers and teacher trainers can interact, benefit from European experience and find common ground.

This unifying role of education is crucial. If we do not give education and teachers the priority they deserve, we are undermining our future. There will always be conflicts, but the aim of the Council of Europe is to strive to build a peaceful society where conflicts can be solved easily and quickly so that its citizens have every opportunity of fulfilling their potential. That is a noble purpose, and that is what education is for.

Ólaf Ólafsdóttir

Acting Director of Education and Languages

The Pestalozzi Programme Council of Europe training programme for education professionals

The medium is the message

The Pestalozzi Programme is a tool developed by the Steering Committee for Education to make the voice of the Council of Europe heard in the practice of education through the promotion of Council of Europe values and standards and an appropriate pedagogy. It underlines the importance of reaching out to practitioners in the field of education. The fundamental principles and values of the Organisation need not only to be reflected in education policy, they also need to influence the day-to-day practice of education in classrooms across the continent.

The Pestalozzi Programme looks at how this policy can best be transposed so that all learners can benefit from it. Specialist and subject-specific compe-

tences need to be complemented by cross-disciplinary knowledge, skills and attitudes if we want them to bear their fruit for politically, socially, economically and environmentally sustainable, democratic societies in the

Europe of today, and above all, tomorrow.

Through its range of activities, the Pestalozzi Programme seeks to offer a space where education professionals have and take the opportunity to learn



Media literacy based on human rights, Module A, Graz, 2008.

together and develop suitable answers in the diverse contexts they work in, answers which are based on the fundamental values the Council of Europe was created to uphold.

In order to be effective, the sessions build on trainees' knowledge and experience. They are interactive, learner-

centred and enable the participants to learn by doing and to work collaboratively to find fitting solutions for different contexts. And above all, the medium is the message, meaning that the training is organised and delivered in a way that is consistent with the values and principles it sets out to

promote: democracy, human rights and the rule of law.

Contact:

Josef Huber
josef.huber@coe.int



"We have learned more working in a participative classroom than we normally learn when the professor only speaks. We never experienced this type of group work through activities; we are surprised at the results we achieved during this class. Such lessons should be held in other subjects also."

10th grade student in Prishtina (physics class)

"The power of the Pestalozzi Programme is the change and positive feedback of the trainees, and that makes a trainer feel successful, useful and encourages his/her Heart, Head and Hand to continue with the teaching profession."

Hilal AKYÜZ, Ankara

"By belonging to the Pestalozzi family my profession has developed and keeps developing every day. I have exchanged ideas with my Pestalozzi collages with a huge success."

Guðrún Ragnarsdóttir, Reykjavík

"The Pestalozzi Programme [...] encourages and motivates large numbers of teachers and trainers to stay actively involved and to cooperate in the many different but connected projects for a long period of time. I had never been in a programme, or rather community, like this before."

Ildikó Lázár, Budapest

"The more I am involved in teacher education the more I realise developing teachers requires a focus on values, attitudes and dispositions. [...] The fact that the programme has a long-term vision, a framework and an expanding network of trainers means it provides an invaluable opportunity to influence, in a positive way, the development of teachers across the continent."

Richard J. Harris, Southampton

"In my experience as a teacher trainer in the Pestalozzi Programme I can say that we followed the Chinese proverb that says: 'Tell me and I'll forget; show me and I may remember; involve me and I'll understand'. This philosophy helped trainers and trainees to advance in our professional development in a creative way."

Mercè Bernaus, Barcelone

"Working in the Pestalozzi Programme has [...] profoundly permeated my professional practice as a trainer"

Pascale Mompont-Gaillard, Strasbourg

"The Pestalozzi Programme is an attempt to liberate the person's creative forces and capacities, ... This programme and all its activities exemplify the obvious fact that education is really a lifelong learning process - it is a permanent state of reflection, of critical thinking and self-correcting, it is rather a permanent process of self-education."

Liutauras Degesys, Vilnius

New teachers : 18 competences in the field of socio-cultural diversity

On the recent completion of its project "Policies and practices in teaching socio-cultural diversity" (2006-2009), the Council of Europe's Steering Committee on Education (CDED) adopted a Framework of 18 competences in the field of socio-cultural diversity, which were finalised between 2006 and 2009 by a team of teacher training specialists from Austria, Bulgaria, Cyprus, Estonia, France, Greece, Norway and the United Kingdom.

The Framework is geared to providing initial teacher training institutions in Europe with an optional basis for taking more effective account of the needs of future teachers in terms of managing socio-cultural diversity at school.

The Competences, which break down into three main groups, namely "Knowledge and Understanding", "Communication and Relations" and "Management and Teaching", invite future teachers to reflect on and identify their own personal positions in various environments, to develop a clearer sense of their ethnic and cultural identities and to examine their attitudes vis-à-vis the different groups in question.

The six competences in the first group, "Knowledge and Understanding", are considered as the basic prerequisites in that they enable teachers to take account of diversity and to respond effectively. These competences are based on a vision of reflexive, critical and evolving knowledge.

The six competences in the second group, “Communication and Relations”, are central to the teachers’ consideration of and response to diversity. These competences enable teachers to create inclusive classes and teaching conditions, and also to establish and maintain relations based on mutual trust and respect.

The competences in the last group, “Management and Teaching”, concern the action to be taken by teachers to create a co-operative and safe environment conducive to the well-being of all, positive social interaction and active participation in the learning process. The main aim is to establish an organisational culture based on co-operation and non-discrimination in order to approximate to the ideal of living and learning together.

The experts who contributed to the Council of Europe project are proposing taking the Framework of Competences as the starting point for a long-term training process.

The Framework of Competences is not so much a “kit” designed to help new teachers to “cope with”, “manage” or “adapt to” diversity as a means of inducing them gradually to address the diversity issue during their teacher training. This will help them to be open and receptive to diversity in their classrooms, to respond positively to it and thereby to accumulate the requisite experience.

Furthermore, teachers’ competences should be considered in the broad sense as the propensity to respond to diversity in all its forms and a curiosity about these forms of diversity,

rather than as a narrow set of behaviours to be demonstrated by new teachers. This would be an irresponsible approach to diversity and would disappoint new teachers, because it would only prepare them to cope with very specific situations, leaving them incapable of adapting and responding to new forms of diversity as they emerge.

The Council of Europe project experts also propose recommendations on the implementation of the competences at all educational levels – national, local and individual school. These recommendations are aimed at all persons working in the education system, and call for major changes in terms of educational philosophy, structures and practices.

There have been four publications on the results of the Council of Europe project in the series “Policies and Practices for Teaching Socio-Cultural Diversity”: *A survey report* (ISBN 978-92-871-6440-7); *Concepts, principles and challenges in teacher education* (ISBN 978-92-871-6582-4); *Framework of teacher competences for engaging with diversity* (ISBN 978-92-871-6691-3); *Diversity and inclusion: the challenges for teacher training* (ISBN 978-92-871-6851-1).

Contact:

Villano Qiriazzi
villano.qiriazzi@coe.int



The contribution of teachers to education for democratic citizenship and human rights

Encouraging young people to become active citizens who are willing and able to participate in the democratic community undoubtedly contributes to the fabric of a vibrant, democratic society. The world has changed dramatically over the last thirty years. Ever-widening access to modern communication technologies makes it extremely important that citizens learn to think critically and participate in shaping society and decision-making at local level and in the broader community.

The education system is a powerful vehicle for equipping young people to be active, critical thinkers, in particular by promoting democratic learning through participatory teaching approaches. Well-trained teachers with the necessary competences for preparing young people for active citizenship can make changes that are both meaningful and sustainable.

This is why the Council of Europe has focused part of its programme “Learning and Living Democracy For All” on teacher training. Following recommendations by European ministers of education (Istanbul 2007) and the Parliamentary Assembly (2008), the Council of Europe developed a framework of competences to promote education for democratic citizenship (EDC) and human rights education (HRE) which led to the publication *How all teachers can support citizenship and human rights education: a framework for the development of competences* (2009). This publication presents fifteen core competences that define the essential capabilities teachers need to put EDC/HRE into practice in the classroom, throughout the whole school and in the wider community. It is intended for all teachers, not only specialists but teachers in other subject areas, in both pre- and in-service training.

The manual is being tested in many ways. In November 2009, a new Pestalozzi training course for teacher trainers (European Module), entitled EDC Core Competences for all teachers, was launched. Following a series of seminars, the teacher trainers will make training resources available later in 2010 to be used in further training sessions in 2011.

The Council of Europe is also developing manuals for teachers with financial support from the Swiss government. These manuals are intended to help teachers and principals to introduce citizenship and human rights in schools in an enjoyable and interactive way, targeting all age groups from primary school to upper-secondary level. To date, three manuals have been published - *Exploring Children's Rights* (2007), *Living in democracy* (2008) and *Teaching democracy* (2009) - and three additional volumes will be finalised by mid 2010. As most of these manuals were originally developed and tested in Bosnia and Herzegovina in close co-operation with teachers, it is intended to launch all six manuals in the autumn in Sarajevo at the 8th Regional Democratic Citizenship and Human Rights Education Networking Conference for South East Europe.

But of course teachers cannot make major changes if they are isolated. That is why the Council of Europe also

promotes a whole-school approach through its publication *Democratic Governance of Schools* (2006) and related workshops. By bringing school principals and teachers together to promote democracy and human rights, the impact can only be greater.

Such an approach produces tangible results, for instance in Kosovo* through a joint European Union/Council of Europe project. Teachers, principals, school inspectors and other ministry officials will also play an essential role in promoting democracy and human rights in Turkey through an upcoming joint EU/CoE project entitled 'Democratic Citizenship and Human Rights Education'.

For in the end, teachers are best-placed to promote democracy and human rights in the classroom and for future generations, but they need the support of the whole education system to have the greatest impact.

Contact:

Sarah Keating
sarah.keating@coe.int
www.coe.int/ecd



Interculturalism and the Bologna Process

The joint European Union/Council of Europe education project "Interculturalism and the Bologna Process" (IBP) was launched in 2008 to support primary, secondary and higher education reforms in Kosovo*.

The IBP project assists the authorities in building the capacities of curriculum developers, textbook authors and teacher trainers in order to set up sustainable conditions for strengthening intercultural understanding among all the communities in Kosovo based upon human rights and intercultural education in a lifelong learning perspective compatible with European standards or best practices. The project is structured into seven components dealing with legislation, language policies, teacher training, education for democratic citizenship and human rights education, quality education for Roma, history teaching and higher education.

The project was designed bearing in mind the local situation, the challenges and the difficulties to be faced in a post-conflict society. Mutual understanding, respect for diversity and intercultural dialogue are essential for creating a peaceful environment.

New teaching methods have emerged as a response to multiculturalism, which is becoming increasingly widespread in European schools. Measures



* All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

reflecting intercultural education are paving the way for new teaching practices which enhance aspects of the various cultures represented in the classroom and take account of the abilities and experience of each child.

While some of the components are focused on capacity building, promotion of the Council of Europe's values and *acquis*, there is a common base in the rationale of the project: the importance of training for educational staff. In the framework of the project, teacher trainers and teachers are trained in the key competences for intercultural education and dialogue, mediation and peaceful resolution of conflicts, and in appropriate methodologies of teaching and training. This transversal area of the project aims at raising regional awareness of the fundamental role of intercultural education and appropriate teaching methodologies, including the exchange of views on the role of education for the future.

Roma, Ashkali and Egyptian minorities are given special attention. In the context of the education of Roma, Ashkali and Egyptian children, mediators and teaching

assistants can provide vital support to teachers. The training of school mediators and assistants is part of the whole training programme. The IBP is also one of the few field-based initiatives that, through the Pestalozzi project component, offers opportunities for teachers of different ethnic and linguistic backgrounds to work together. Aiming to promote democratic citizenship and human rights, the IBP is also piloting university-school-community partnerships by working with young law students in the North Mitrovica region.

All activities are implemented in co-operation with local and international partners in the field. The website of the project (www.ibp-kosovo.org) provides information on the implementation and timing of the activities.

Contacts:

Aurora Ailincai
aurora.ailincai@coe.int

Emir Adzovic
emir.adzovic@coe.int



Training history teachers for their work in a multicultural society

The need to give history teachers better training and support and to supply them with efficient pedagogical tools and innovative teaching methods has become increasingly evident in recent years. Initial training is particularly important as it helps teachers acquire the competences they need to work effectively and fruitfully in multicultural classes, one of the main challenges in today's society. Such competences include the ability to respect differences, a capacity for self-development, an ability to critically analyse the results achieved, an openness to integration of new teaching methods, creativity, willingness to create an atmosphere of confidence and trust in a classroom and to be an active and responsible citizen.

In 2009, bilateral discussions and workshops in Cyprus, the Russian Federation and Ukraine put special

emphasis on those aspects of teacher training, such as the preparation of curricula for initial training, creation of teaching materials and the development of new methods and approaches, which enable teachers to acquire these competences. A regional seminar in Kiev on "How to use multiperspectivity when teaching history in schools for reconciliation and tolerance" provided a unique opportunity to bring together history educators from Armenia, Azerbaijan, Georgia, the Russian Federation and Ukraine. Multilateral co-operation was enhanced through a Symposium on "The image of the Other in post-conflict situations: learning different histories as a means of rebuilding trust", which was held in Athens with the support of the Greek authorities as part of the project "The Image of the Other in history teaching"

The Council of Europe's work in the field of education has long shown that teachers play a key role not only in transmitting knowledge and helping pupils to acquire skills necessary for life in a diverse world, but also in forming attitudes such as tolerance and respect for others and for democratic values as a whole. Teachers can also play a crucial role in reconciliation and conflict-transformation processes, not just as professionals who are well versed in history and child psychology, but also as citizens responsible for harmonising human relationships in sensitive situations. The importance of these roles and of supporting teacher training was already recognised by the Council of Europe's Committee of Ministers in 2001 in its Recommendation Rec(2001)15 on *History teaching in twenty-first-century Europe* and later on in the White Paper on Intercultural

Dialogue 'Living Together As Equals in Dignity' (2008). More recently, the Parliamentary Assembly reiterated the essential role of history teaching in strengthening the ground for confidence and trust in Recommendation 1880 (2009) on *History teaching in conflict and post-conflict areas*.

The workshops held in Cyprus were a rarity in that teachers who were being trained in the use of new methods such as multiperspectivity were at the same time preparing teaching materials on the history of Cyprus. As a first result, "The use of sources in teaching and learning history" was published in three languages - English, Greek and Turkish - in 2009. It contains examples from the

social, cultural and everyday history of Cyprus, for the first time emphasising the influence of historical interactions between the different communities which have been sharing this area throughout the ages. The publication draws on a variety of sources and makes methodological suggestions on how to teach history in schools for reconciliation and tolerance. It was successfully disseminated in schools all over Cyprus and has been well received by practising teachers.

The Council of Europe's history teaching programmes endeavour to bring all the actors together to help build bridges: bridges between governments and non-governmental organisations; between different

communities within a multicultural society; between curriculum designers, textbook authors and practising teachers; and between specialists in initial and in-service teacher training. By creating in this way a wide forum for discussion on the basis of multiperspectivity, the programmes contribute to greater understanding, tolerance and confidence between individuals and between the peoples of Europe.

Contact:

Tatiana Milko
tatiana.milko@coe.int



Teacher training in the context of the "Teaching of remembrance of the Holocaust and education for the prevention of crimes against humanity" project

Since the adoption of Recommendation Rec(2001)15 of the Committee of Ministers on *History teaching in 21st-century Europe*, all signatory States to the European Cultural Convention have realised that such teaching is highly beneficial for instilling humanistic and democratic values and has a preventive dimension.

The key to success in terms of implementation of the «Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity» and of this unanimously affirmed political wish lies in trainers' ability to take the necessary action at this strategic stage, as eyewitnesses disappear.

The inclusion of this subject in the curriculum is a major step forward, and needs to go hand-in-hand with appropriate training for teachers, many of whom never studied «the Holocaust and the prevention of crimes against humanity» during their own schooling.

Council of Europe training based on the "Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity" occupies a position both in advance of and subsequent to remembrance education research. It offers innovative multidisciplinary methods while meeting the day-to-day concerns of teachers.

Training at authentic remembrance sites (such as Auschwitz-Birkenau and the Holocaust Memorial in Paris) is a special experience for teachers discovering a teaching approach and questioning the validity of their own practices, and often leads to group work with their pupils, particularly site visits.

Great value is still attached to the preventive dimension of Holocaust teaching by trainers wishing to give meaning to their commitment to create an inclusive European society, rich in all its diversity.

The priorities of the teaching of Holocaust remembrance and education for the prevention of crimes against humanity are to show how to learn from the example of the "Righteous among the Nations" (of Albanian, Belgian, Polish or any other nationality, whether peasants or diplomats), how to analyse the processes whereby ordinary people turned into executioners, how to identify stereotypes and how to react to discrimination and exclusion.

Contact:

Carole Reich
carole.reich@coe.int
www.coe.int/holocaust



The European Centre for Modern Languages' contributions to teacher education

Context and objectives of the programme

2009 was the second year of the European Centre for Modern Languages' (ECML) third medium-term programme covering the period 2008-2011. The programme *Empowering language professionals: Competences – Networks – Impact – Quality* takes place against the backdrop of major developments in the sphere of education involving both the Council of Europe and the European Union. It is also a time in which teachers have to contribute to demanding national education reform processes and face up to major challenges, for example, standard-linked tuition and result-oriented assessment, greater autonomy of educational institutions, increasing ethnic and cultural heterogeneity among students and promotion of lifelong or recurrent education.

Within such a context, the ECML's programme is targeting teacher education by increasing awareness of and confidence in the capacities of professionals in language education. Thus, the vision of empowering teachers highlighted in the programme is pursued through the following objectives:

- enhancing the professional competence of language teachers;
- strengthening professional networks and the wider community of language educators;
- enabling language professionals to have greater impact on reform processes;
- contributing to better quality of language education in Europe.

Two examples of activities:

Specialised support activity: Enhancing Romani language education in schools in Europe (QualiRom)

This activity aims to respond to the need for quality provision in Romani language education, given the crucial importance of the issue of Roma education throughout Europe – especially amidst continued discrimination against the Roma and Traveller communities – and in the context of the Council of Europe's comprehensive approach to Roma and Traveller issues.

The Language Policy Division of the Council of Europe has developed and published a Curriculum Framework and two European Language Portfolio (ELP) models for Romani. These tools can be used to design curricula, textbooks and other learning materials as well as for planning and organisation of learning and teaching of Romani in schools in Europe. This ECML activity provides support for teachers helping them to pilot and implement these instruments for the benefit of the children directly concerned and, on a larger scale, for the benefit of the society of which they are part.

Medium-term project: Majority language instruction as basis for plurilingual education (MARILLE)

The project is concerned with the teaching of the language of instruction in schools – also called “majority language (ML) teaching” (e.g. teaching of German in Austria, English in the United Kingdom, or Hungarian in Hungary) – which is usually the official national language. MARILLE's aim is to explore and compare successful strategies for teachers and teacher trainers to handle linguistic and cultural diversity in majority language classrooms and to share examples of effective practice. The output expected for 2011 should be a collection of resources that will support teachers in multilingual classrooms, as well as a catalogue of principles and ideas for promoting plurilingualism in the majority language classroom. In 2009, the project developed the “Framework for plurilingual majority language teaching”, which has also been an effective tool for expert discussions at the ECML's workshop 8/2009 (Graz, 15-16 December 2009). For further details please consult the project's website: <http://marille.ecml.at>.



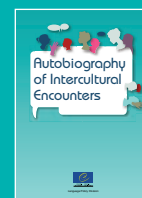
Contact:

Waldemar Martyniuk
waldemar.martyniuk@ecml.at

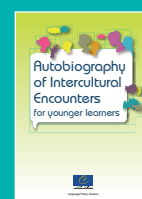
Teaching material



Policies and practices for teaching sociocultural diversity
Framework of teacher competences for engaging with diversity
ISBN 978-92-871-6691-3



Autobiography of Intercultural Encounters, April 2009
<http://www.coe.int/lang>



Autobiography of Intercultural Encounters for younger learners, April 2009
Council of Europe – Language Policy Division
<http://www.coe.int/lang>



New ECML publication: Languages for social cohesion, 2009
ISBN 978-92-871-6428-5
<http://www.ecml.at/publications>



Six manuals intended to help teachers and principals to introduce citizenship and human rights in schools

How to contact us:

Come and surf with us on
<http://www.coe.int/education>

All Education and Languages Directorate officials can be contacted by post (c/o DG IV, Directorate of Education and Languages, Council of Europe, F-67075 Strasbourg Cedex) or e-mail (name.surname@coe.int).

Books published by the Council of Europe can be ordered from Council of Europe Publishing:

Tel.: +33 (0)3 88 41 25 81

Fax: +33 (0)3 88 41 39 10

E-mail: publishing@coe.int

<http://book.coe.int>

Editorial and co-ordinating team:

Christopher Reynolds et Christiane Yiannakis

Fax: +33 (0)3 88 41 27 06

E-mail: Bulletin.Education@coe.int