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**COUNCIL OF EUROPE CONFERENCE ON TEACHER TRAINING
FOR EDUCATION FOR DEMOCRATIC CITIZENSHIP (EDC) AND HUMAN RIGHTS
EDUCATION (HRE)**

Strasbourg, France
15-17 June 2005

DRAFT PROGRAMME

*Learning and living
democracy*



Introduction

Council of Europe has decided to proclaim the year 2005 European Year of Citizenship through Education. It wishes to draw attention to how crucial education, both formal and non-formal, in a lifelong learning perspective, is to the development of active citizenship, the quality of participation in a democratic society and in fostering democratic culture.

The role of teachers in promoting democracy learning through active, participatory approaches is crucial. In this context, the Council of Europe is organising a the Conference on Teacher Training for EDC and HRE. This Conference will bring together policy makers responsible for the setting up of teacher training processes in member states, heads of teacher training institutes, practising teacher trainers, and school administrators. The participants will share their experiences and achievements and assist the Council of Europe in formulating a strategy for the development of future teacher training programmes in the field of Education for Democratic Citizenship and Human Rights Education. It shall also help member states by providing ideas and recommendations for the implementation of effective teacher training for EDC/HRE at the member state level. The Conference will launch local, regional, national and international activities aimed at the dissemination of best practice, awareness raising and developing initiatives and partnerships.

The conclusions of the Conference will be brought to the attention of the member states and widely disseminated via the Council of Europe web-site.

Political background

1. The Parliamentary Assembly Recommendation 1346 (1997) on human rights education, item 11.ii: “The Assembly recommends that the Committee of Ministers call on member states:... to include education in human rights in all school curricula, starting with teacher training programmes, including in-service training, institutes for the study of law and training courses for journalists.”

2. Recommendation Rec(2002)12 of the Committee of Ministers to member states on education for democratic citizenship, Appendix to Rec(2002)12, item 4 on Initial and further training for teachers and trainers: “In order to ensure acquisition of ...[EDC] competencies and skills, it would be appropriate:

- to set up specific curricula related to education for democratic citizenship in the framework of the creation or the reform of initial and in-service teacher training systems;
- to incorporate awareness-raising on the principles, objectives and methods of education for democratic citizenship as described in this recommendation into initial and in-service training programmes for teachers of all disciplines and subjects;
- to provide for the requisite teaching back-up materials, particularly in formal teacher training institutions;
- to encourage the development of methodological and educational resource and advice centres open to all actors involved in education for democratic citizenship;
- to provide for the recognition of the role and statute of actors working in non-formal and informal contexts.”

3. Results of the Council of Europe policy development seminar: "EDC Policy and Practice: How to Bridge the Gap?" (Report by Graham Morris, DGIV/EDU/CIT (2003) 36, p 17-18). One of the working groups was focused on teacher training. The following questions and recommendations have been made during this working group discussions :

- train teachers in groups from the same school rather than individual teachers (whole school staff in the case of a cross-curricular approach);
- identify and prioritise the category of teacher to receive training. Specialist EDC teachers? Teachers of other subjects, especially social studies, history, literature, language? General and specific approaches for different categories. Different priorities will exist in different countries;
- develop a historical and philosophical approach to EDC training, not only for teachers, but for all those connected with the educational process and the general public which is frequently ignorant about or unaware of EDC;
- before starting a course, engage in discussion about democracy, rights and responsibilities, attitudes and values and use discussion as a major method in teacher training;
- universities need to have Chairs with regard to training of teachers for EDC;
- set up co-operative schemes between the Council of Europe and teacher training institutions and NGOs with the aim of lobbying on behalf of EDC;
- conduct public discussions on the role of the teacher in society;
- focus on how schools may be opened up to the local community.

These questions/recommendations might be discussed further at the Conference.

4. The results of the All-European Study on EDC Policies (Council of Europe Publishing, ISBN 92-871-5607-7), which showed the need for more effective systems of teacher education.

5. Recommendations formulated in the Council of Europe Tool on Teacher Training for EDC, as part of a series of instruments for the implementation of EDC policies in member states.

Conference aims

6. The two main aims of the conference would be:

- I. Determine the main characteristics of effective teacher training for EDC/HRE: how is effectiveness measured? What are the elements defining quality as regards teacher training for EDC/HRE? What are the support structures and mechanisms for putting into practice effective teacher training systems?
- II. Specify teacher competences and roles needed to promote participatory, active learning in EDC/HRE. Exchange experiences as regards processes and methods of teacher and trainer training for EDC/HRE, thus contributing to the discussions on "new key competences of teachers in Europe" at the 4th session of the Prague Forum on 21-23 November 2005.

7. The recommendations made will be incorporated into Council of Europe instruments to be disseminated during and after the European Year of Citizenship through Education (Tool on

Teacher Training for EDC and HRE (Tool 3 of the EDC Pack, DGIV/EDU/CIT (2004) 44rev2).

Expected outcomes

8. Among the expected outcomes the following could be mentioned:

- a) Improved Council of Europe instruments on Teacher Training for EDC/HRE to be disseminated in member states;
- b) Defined strategy for future Council of Europe teacher training programmes;
- c) Strengthened partnerships and networks in the field of EDC/HRE teacher education at regional and European levels;
- d) Reinforced cooperation between NGOs and governmental institutions in the field of EDC/HRE teacher training.

Main issues

9. The work could be organised around the following main themes:

- a. How to transmit EDC to students?;
- b. How to promote personal and professional development in the teachers so that they could be teaching EDC?

10. The difficulty with the second issue is the need to have a teacher, who is not only skilful in the didactic of EDC, but who is also a role model, and has appropriate personal capacity to promote EDC in a democratic way. It is a long process that requires putting teachers in a situation when they start reflecting upon their role as teachers. Promoting participation requires a change in mentality. There should be a mix of in-service; pre-service and non-formal education. A lot of examples of good practice must be given: teachers receiving training, as well as grass-root experiences.

11. It is important that the teacher training programmes develop new competences, thus leading to certain “professionalisation” in EDC. The quality assurance schemes could be very helpful in this respect, since they provide specific references (quality indicators) to the EDC processes in schools.

12. One could make a link to the processes of self-evaluation of teachers.

13. Three issues have to be considered:

- a. the need to raise the level of professionalism of teachers;
- b. the need to change the qualification of teachers, introducing new competences that are important today;
- c. the need to link formal initial teacher training to trainer training, which usually involves non-formal learning and learning through project-related activities. This could literally mean getting closer links between pedagogical faculties in universities and specialised NGOs that are active in the field of EDC and HRE. Training of trainers by the NGOs is very important since it is providing something that the formal training does not often do – the participatory learning.

14. Taking note of these challenges, it is important to link this teacher training conference to the Prague Forum. The 4th session of the Prague Forum, to be held on 21-23 November 2005 will focus on the “new key competences to be acquired by teachers through teacher training”. The June conference should provide a very substantial contribution to the Prague Forum by clearly stating what are the key-competences of teachers in terms of EDC (and not only of those who teach the subject).

15. The Prague Forum will have various working groups. Two of them are of particular relevance and could be very well connected to the results of the June seminar. These are the working groups focused on member states approaches to:

- a) teaching values (human rights, democratic citizenship and social cohesion); and
- b) teaching co-operation, team work, and community partnership

16. The Prague Forum will build a basis for the future clarification of key-competences of teachers in Europe and a great impetus to the development of national programmes to reach the commonly defined aims. The June seminar, therefore is very timely and can provide an excellent contribution for these future developments in Europe.

Seminar organisation and structure

17. The seminar has to be structured on the one hand to show what the Council of Europe has done so far as regards teacher training for EDC and HRE (courses, drafted instruments; other information materials; specific methodology); and, on the other hand, to discuss and define the teacher and trainer competences and what processes and methods could lead to the acquisition of those competences.

18. As a result, the Council of Europe could improve its main instrument on Teacher Training for EDC as a part of the instruments developed during the European Year of Citizenship through Education and produce a substantial contribution to the Prague Forum on teacher competences.

19. The Council of Europe can also use this opportunity to reconsider its in-service training programme for teachers and reflect upon a future sustainable policy for teacher training in the key subjects dealt with by the organisation.

Number of participants

20. Around 120 participants: delegates from teacher training institutes, teachers’ associations, NGOs or private institutions involved in EDC/HRE teacher training, media representatives, etc.

Information market

21. Participants will be invited to prepare presentations, case studies, short overviews of national systems that could be further incorporated into the Council of Europe publications or disseminated via the web site dedicated to the European Year of Citizenship through education.

22. The format of the information market will be discussed and further details on its organisation will follow.

Conference date and place

23. The Conference will take place from 15 to 17 June 2005 in Strasbourg, at the Council of Europe.

Working languages

24. The working languages at the Conference will be English and French. There will be simultaneous interpretation during the plenary sessions and in one of the working groups (WG). Other groups will be in English only.

Documentation

25. These will include adopted texts, working instruments, information materials on education for democratic citizenship and human rights education.

Council of Europe contacts

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Draft Programme

Wednesday, 15 June 2005

08:30-09:30 Registration of participants

Opening session “Education for Democratic Citizenship and Human Rights Education – the Role of Teachers”

Chair of plenary session: _____

09:30-09:45 **Welcome address** by Ms Gabriella BATTAINI-DRAGONI, Director General of Education, Culture and Heritage, Youth and Sport, Council of Europe

09:45-10:00 **Opening speech** by Ms Mady DELVAUX-STEHRÉS, Minister of Education *nationale et de la Formation professionnelle* of Luxembourg

10:00-10:20 **“The Role of Teachers in promoting EDC/HRE”** – keynote speech by Mr Ove KORSGAARD (Denmark)

10:20-11:00 *Coffee break*

11:00-11:30 **“The Challenges to Teacher Training for EDC/HRE in Member States”**. *Conclusions of the All-European Study on EDC policies*, by Mr Bruno LOSITO (Italy)

11:30-12:15 **“Council of Europe Instruments for Teacher Training in EDC/HRE”** [Have these instruments been tested (Tools 3 and 4)? What is the feedback? Where there is a need for improvement? How could the Council of Europe training for other professional groups as regards the Human Rights Convention be related to the Teacher Training for EDC/HRE? Introduction by Mr Ted HUDDLESTON (UK) / Ms Maria-Helena SALEMA (Portugal)

12:15-13:00 Discussion on the Council of Europe instruments, moderated by _____

13:00-14:30 *Lunch*

14:30-15:30 **“Support Structures and Mechanisms for Putting into Practice Effective Teacher Training Systems”** moderated by CSPE (Ireland) 2 names to be confirmed
[Role of Teacher Training institutes, Role of Universities, Information and Documentation Centres; Distance-learning, Electronic Resources and Databases; Quality Assurance Mechanisms, etc], presentation followed by discussion

- 15:30-16:00 *Coffee break*
- 16:00-17:30 **Working Groups:** What Support Structures and Mechanisms are Needed to Ensure Effectiveness of Teacher Training in EDC/HRE? [Support structures and mechanisms at member state, regional and European levels]
- Participants will be invited to produce concrete recommendations based on the experience of various member states)
- WG 1.1 (E/F)**
Moderator:
WG Rapporteur:
- WG 1.2**
Moderator:
WG Rapporteur:
- WG 1.3**
Moderator:
WG Rapporteur: Ms Bojka DJUKANOVIC (Montenegro, Serbia and Montenegro)

Thursday , 16 June 2005

Chair of plenary session: Ms Isabelle Robin (France)

- 09:00-10:30 **3 short introductory inputs in plenary:**
- “Participatory learning in EDC/HRE – How is it Reflected in Teacher Training?”***
Introduction by Professor KOTROYANNOS (Greece)
- “NGOs role in training EDC/HRE trainers and teachers”***
Introduction by Mr Wim TAELEMAN (Belgium, Flemish)
- “Students’ point of view on the role of teachers in promoting democracy and human rights awareness”***
Introduction by _____

10:30-11:00 *Coffee-break*

- 11:00-12:30 Working Groups – morning session:**
All working groups will have 2 themes for consideration, resulting in a possible contribution to the 2005 Prague Forum discussions on teachers competences:

Theme 1 (morning): **New Teacher and Trainer Competencies and Roles related to EDC/HRE;**

Theme 2 (afternoon): **Teacher Training Processes and Methods that lead to the acquisition of the new competences.**

WG 2.1 (E/F)

Moderator:

WG Rapporteur:

Introductory inputs by: Member State Expert _____

WG 2.2

Moderator:

WG Rapporteur:

Introductory inputs by: Member State Expert _____

WG 2.3

Moderator:

WG Rapporteur:

Introductory inputs by: Member State Expert _____

12:30-14:00

Lunch

14:00-15:30

Working groups continued

15:30-16:00

Coffee break

16:00-17:00

Feed-back from the working group rapporteurs and a final discussion on the contribution to the Prague Forum on new competences to be acquired through teacher and trainer training.

17:00-19:00

Information market

Presentation of case studies of interesting experiences in the field of setting up Teacher Training systems; Training of Trainers by NGOs, Links between non-formal and formal learning, etc.

Friday, 17 June 2005

In the framework of the European Year of Citizenship through Education participants are invited to contribute to the development of a Council of Europe strategy on teacher/trainer training in EDC/HRE. This strategy will determine the Council of Europe work in this area in the future.

Chair of plenary session: _____

09:00-10:30

Introductory inputs in plenary on the results of the In-Service Teacher Training scheme of the Council of Europe (former EDUCO Programme), and the teacher training activities coordinated by the Council of Europe in the framework of the Joint Programmes between the Council of Europe and the European Commission to strengthen

democratic stability in Bosnia and Herzegovina, Serbia and Montenegro and North-West Russia

10:30-11:00

Coffee break

11:00-12:30

Working groups (continued)

WG 3.1 (E/F)

Moderator: Dr Rolf KOERBER (Germany)

WG Rapporteur:

Introductory inputs by:

Member State Expert _____

WG 3.2 (E)

Moderator:

WG Rapporteur:

Introductory inputs by:

Member State Expert _____

WG 3.3 – a working group in the form of a training course for teachers in EDC/HRE

12:30-14:00

Lunch

14:00-15:30

Working group (continued)

15:30-16:00

Coffee break

16:00

Concluding plenary session

Chair of plenary session: _____

16:00-16:30

Conclusions from Working Group Rapporteurs

16:30-17:00

Conclusions by the Rapporteur General,
Ms Mary-Rose MIFSUD (Malta)

17:00-17:30

Closing address by Ms Maud de BOER-BUQUICCHIO,
Deputy Secretary General of the Council of Europe

Departure of the participants