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Editorial

Lifelong learning

Our societies are familiar with increasingly rapid, deep and durable changes. They take many forms and they affect our daily life as well as citizenship, education and training.

Rapid change in the fields of technology and science, in particular those of communication and the meeting of people, but also the increasing age of the population, and the development of ideas lead to consternation, mutual misunderstanding and conflict in society and increasing uncertainty with regard to the future.

These changes lead us to think about the future as well as about short term changes to take account of the liberalisation of the exchanges and the globalisation of the economies.

For example there is a dearth of professional qualifications in key areas, such as information technology, telecommunications, and in production engineering.

There is another example. 10-20% of young people - the exact number depends on the country from which they come - still leave secondary education with no qualification and nearly a quarter of professions to be undertaken in the next ten years have yet come into existence nor is there an awareness of what will be involved.

The definition of work is changing together with its working conditions, the job to be done and the way in which jobs are to be carried out. There are also different ways of working that include working by telephone, the virtual office flexi-time and so on.

For example teachers and doctors who are being educated today will still be working in the 2050s! What will be the form of health care and education; certainly people will not cope with the challenge on the basis of a qualification earned in 2008...

So the traditional trilogy of a time to learn and gain an education, a time to work and a time for retirement will no longer apply.

These changes will mean that educational achievement will be less relevant and will be set in the concept of the "knowledge based society" or a "cognitive" one that must not lead to new patterns of exclusion.

More than ever, therefore, education and lifelong learning are required in all countries and for all, while the Conference of Ministers of Education saw fit to keep this for the Conference in Istanbul last year for a "more human and inclusive Europe".

The evidence suggests that this is not just a matter of allowing professional retraining to take place - even if this is inevitable - nor changes to new jobs; it is much more concerned with regarding this lifelong learning as a powerful and necessary means of strengthening social cohesion and social inclusion with the aim of contributing to development and personal fulfilment.

Learning to learn and enabling people to have access to new knowledge, to know and understand one another better in our more and more multicultural societies, to enable every citizen to fight discrimination and inequality should also be elements of this lifelong education. That is indeed the way in which we understand the education involved: running from early childhood, in the family, to school, in professional development at the university, as well as in the media with non formal education or again with the necessary assessment and qualification to guarantee knowledge and experience, that is in a society that will itself be "educational".

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8 April 2008 - Second Meeting

THE RELIGIOUS DIMENSION OF INTERCULTURAL DIALOGUE

Intercultural dialogue interests the Council of Europe and the INGOs which have been constantly involved in this issue at the grass roots for a long time.

As a result many INGOs have been involved in the preparatory process of thought for the development of the White Paper and they have taken part, at all levels, in colloquies, conferences, seminars and working working groups as well as in providing examples of good practice and in answering questionnaires and other enquiries in recent years.

That is why we greatly deplore the fact that the Committee of Ministers has decided (without discussion!!) to put off its decision about making the white paper available until its session in May 2008 despite the fact that the document, which is rich, diverse and of value in the future, has been ready since the end of 2007 and that that European Union has designated 2008 as the "Year of Intercultural Dialogue".

Beyond what can appear as a kind of deception given the engagement of so many partners from civil society, of governments and the consideration given to the issue, there is also an issue of the credibility of the Council of Europe which is procrastinating over the matter and losing a lot of time.

During its debates, the Education and Culture Grouping has given its support to the principle of addressing religious dialogue in the framework of intercultural dialogue. We have applauded the success of the San Marino Conference in April 2007, in this matter (see Bulletin N° 6). We have also been in favour of the principle of annual Meetings on this religious dimension.

The second meeting will take place in Strasbourg on 8 April and it is being organised by the Committee of Ministers: the Human Rights and Educational Groupings have been involved in its preparation.

The actual programme for this day is concerned with "the principle of the promotion and protection of human rights" and it is based on "the adherence of participants to the fundamental values of the Council of Europe and their support for those values as well as their preparedness to enter into dialogue".

The theme for this meeting in 2008 is "Education, democratic citizenship and the religious dimension" and "The teaching of religious facts and those concerned with conviction: challenges and perspectives". The issue is of interest to all, particularly to INGOs....

The participants will represent Catholic, Protestant and Orthodox religious communities, other Christian Churches, Jews and Muslims and seven NGOs. **Alain Mouchoux.**

MEETINGS OF STEERING COMMITTEES FOR EDUCATION AND HIGHER EDUCATION

In the last Bulletin, N° 7, we wrote about our concern that the place and role of education in the Council of Europe were being questioned in the context of the restructuring process. Yet again, this possibility, which we deplore, is at issue as a result of possible budgetary developments. We must therefore be constantly watchful in this respect....

However, successive meetings of the two steering committees, that for Higher Education and Research (CDESR) and that for Education (CDED) have shown that their work is relevant, of value and of high quality in these two fields.

The CDESR has examined the Bologna process and continued the debate about the development of a "European space for Higher Education; challenges and perspectives" in 2010. The changes that are to be expected in that year and later are developments that will concern us all. The CDESR has undertaken to be further engaged in Intercultural Dialogue in the University "to take account of the role of the SUP in the strengthening of democratic culture and intercultural dialogue as important objectives of the SUP" as was recommended during the Conference on "Intercultural Dialogue on University Campuses" (4/5 March 2008) and also to continue its reflection on its project "The University, between humanism and the market".

Among other things the CDED has decided to develop its involvement for Education for Democratic Citizenship and Human Rights and it has applauded Norway's establishment in Oslo of a "European Resource Centre for Education for Democratic Citizenship, Human rights and Intercultural Education". After further debate on the feasibility of a framework political document on EDC and Human Rights the decision was taken to produce a document in two parts, one which would be enforceable and the other not! The CDED has also renewed its support for the programme "The perception of the Other in the teaching of History" in particular for the declaration by the Symposium held on 29/30 October 2007 as well as for the programme "language policy for democratic citizenship and social inclusion". In other respects the CDED is in favour of action undertaken for the ROMS, for commemoration of the Holocaust and for the prevention of crimes against humanity.

When he has contributed to the debate, Alain Mouchoux has underlined the importance of education for European citizens in context of the Council of Europe and the commitment of INGOs to Education and Culture as well as the need to ensure that there is more coherence, more complementarity, cooperation and visibility for the programmes currently being undertaken. He has also expressed regret about the delay by the Committee of Ministers in publishing the White Paper. In respect of the framework political document on EDC and HR he drew attention to the joint appeal by the Human Rights and Education and Culture grouping for an enforceable document.

SECOND INGO CONFERENCE EDUCATION FOR DEMOCRATIC CITIZENSHIP

In the framework of the year 2005, the European Year for Citizenship through Education a conference was organised at the request of the INGOs on the "role of INGOs in the field of Education for Democratic Citizenship". This conference, which was held in Warsaw, enabled us to show the important and continuing engagement of our organisations, especially in this field. The final Declaration called us to "support the organisation of an annual forum given over to education for democratic citizenship".

We were deeply disappointed that the second forum, that was to have taken place in 2007, was put off *sine die*!

This time our demands have been met because the next forum (or conference) will be held on 9/10 October 2008 in Strasbourg. Preliminary directions of debate were defined at the meeting of the consultative committee on Education for Democratic citizenship and Human Rights on 13 February and set out at that on 28 March. This forum is being organised by the Council of Europe in association with the INGO Conference.

The general aim of this second forum is to provide recommendations on the partnership that is required for EDC and HR in Europe. We are therefore deeply involved. This should also enable us to proceed to evaluate programmed currently being undertaken, to give better information on the "tools" and on the documents available, to strengthen cooperation with other organisations like UNESCO and in the context of the European Year for Intercultural Dialogue. It will also be a matter of debating the strengthening of co-operation between the Council of Europe and the INGOs on EDC HR and, indeed, to exchange examples of good practice.

The 49 countries that have ratified the European Cultural Convention will be invited to be involved and between 150 and 300 participants are expected for this forum, among them, obviously INGOs and national NGOs. It is an important event and we must ensure that it succeeds.

Alain Mouchoux.

UN ENTRETIEN AVEC Mme Gabriella BATTAINI-DRAGONI

Directrice Générale pour l'éducation, la culture et le patrimoine, la jeunesse et le sport
 Coordinatrice pour le dialogue interculturel du Conseil de l'Europe - **Direction Générale IV**

"HIGHLIGHTS" - Activités du Conseil de l'Europe dans le domaine de l'éducation

Pour les années à venir, la Direction de l'Éducation du Conseil de l'Europe se propose de poursuivre l'alignement de ses programmes d'activité sur les fondamentaux réaffirmés à l'occasion du Troisième Sommet des Chefs d'État et de Gouvernement (Varsovie, mai 2005) et, plus récemment -et plus spécifiquement- lors de la 22ème session de la Conférence permanente des Ministres Européens de l'Éducation (Istanbul, mai 2007). En particulier, elle se propose de renforcer l'ancrage de ses différents programmes sur la promotion de la culture démocratique ou de contribuer à la pérennisation des dispositifs qu'elle contribue à mettre en place au sein des États membres.

Cette démarche peut être illustrée par quelques exemples spécifiques.

Éducation à la citoyenneté démocratique et aux droits de l'homme

Dans le domaine de l'éducation à la citoyenneté et aux droits de l'homme, la priorité de la Direction de l'Éducation du Conseil de l'Europe sera de rendre pérennes les développements entrepris depuis plus de 10 ans. Après une phase de développement de concept, puis d'une phase de développement d'outils et de création de réseaux européens, l'accent sera placé sur le développement de guides, dont en particulier sur la gestion démocratique des établissements d'enseignements ou l'assurance de la qualité, mais aussi sur le développement d'un cadre politique.

Éducation interculturelle

Dans le domaine de la gestion de la diversité socio-culturelle, les priorités sur le moyen terme viseront le renforcement du cadre général des droits et des responsabilités ainsi que du statut des enseignants. Un premier pas résidera en la définition d'un cadre de compétences en matière de gestion de la diversité socio-culturelle.

Dans cette dimension particulière, l'action de la Direction de l'Éducation du Conseil de l'Europe portera également sur le développement des compétences interculturelles dans les programmes scolaires. Un cadre conceptuel, un bouquet d'activités visant l'éducation interculturelle, dont les échanges individuels et des partenariats entre école, ainsi qu'un possible label du Conseil de l'Europe pour des actions exemplaires dans ce domaine constituent les éléments possibles qui permettront de transformer des systèmes éducatifs souvent monolingue et monoculturel en dispositifs favorisant la compréhension interculturelle. Dans cette transformation, une attention particulière sera également apportée à l'exploitation des travaux déjà réalisés en matière d'enseignement du fait religieux et à ce que ceux-ci se traduisent concrètement dans les travaux en salle de classe.

Centre européen de ressources pour l'éducation au dialogue interculturel, aux droits de l'homme et à la citoyenneté démocratique

Toutes ces actions seront renforcées par le travail d'un Centre européen de ressources pour l'éducation au dialogue interculturel, aux droits de l'homme et à la citoyenneté démocratique. Ce Centre, rendu possible par l'engagement politique, financier et logistique des autorités norvégiennes, situé à Oslo, sera mis en fonction dès 2008. Son mandat principal sera, entre autres, d'appuyer et de promouvoir le travail du Conseil de l'Europe dans ces matières. L'intégration harmonieuse et efficace du programme d'activités de ce Centre avec celui du Conseil de l'Europe constituera une priorité importante pour les années à venir.

Enseignement supérieur et recherche

Les réformes des politiques de l'enseignement supérieur, notamment dans le cadre du processus de Bologne, seront un des éléments phares du Conseil de l'Europe aussi dans les années à venir. Ceci comprend une contribution substantielle au débat sur les priorités et le développement de l'Espace européen d'enseignement supérieur au-delà de 2010. Le deuxième volet fort du programme de l'enseignement supérieur et de la recherche a pour objet le développement d'une culture de la démocratie et du dialogue interculturel. Le débat public sur l'éducation est fortement marqué par des considérations d'ordre économique. Sans nier l'importance de ces considérations, le Conseil de l'Europe tient à élargir le discours sur l'éducation -et notamment sur l'enseignement supérieur- à l'ensemble des raisons qui font de l'éducation une préoccupation capitale des sociétés modernes. Pour le Conseil de l'Europe, l'éducation joue notamment un rôle clé dans le développement de sociétés caractérisées par la participation des citoyens dans le processus démocratique et capables de dialoguer dans un but de vivre ensemble. Ceci demande un examen de la vie et des pratiques des institutions d'enseignement supérieur en tant qu'acteurs au sein de nos sociétés.

Conclusion

Il s'agit ici de quelques exemples particuliers qui illustrent de manière concrète les orientations des programmes éducatifs pour les années à venir. Des actions similaires affecteront également des domaines comme celui des politiques linguistiques ou de l'enseignement de l'histoire, notamment par la poursuite d'un projet sur "l'Image de l'Autre" qui devrait déboucher en 2010 sur des nouveaux instruments pour une meilleure gestion de l'appréhension de l'Autre dans les méthodes d'enseignement de l'histoire, aussi bien dans les manuels scolaires qu'au niveau de l'éducation informelle et non formelle. On peut également indiquer brièvement un renforcement de la coopération interinstitutionnelle avec l'OSCE, l'UNESCO ou diverses organisations similaires du monde arabo-musulman, notamment comme contribution concrète au développement de l'interculturalité, ou comme moyen de mettre en œuvre les recommandations du Livre Blanc sur le Dialogue Interculturel

En résumé, les principales priorités stratégiques du Conseil de l'Europe en matière d'Éducation pour les années à venir seront l'effort important placé sur la pérennisation des travaux et des résultats obtenus jusqu'à présent, le renforcement des cadres et des structures des systèmes éducatifs au sein de nos États membres, ainsi que l'intégration des différents axes de travail en un ensemble toujours plus cohérent.

Nos remerciements à Mme Gabriella BATTAINI-DRAGONI d'avoir répondu à notre demande de présentation des priorités de la DGIV.

REGARDS D'ENFANTS

The Association "Regards d'Enfants" of which the President is Brigitte Kahn has inaugurated an original educational project "the acquisition of Human Rights by children in the context of cultural diversity". For the children, it is a matter of taking Human Rights to themselves and becoming responsible for them, of being "Ambassadors" to make them live and to promote their values.

Eight schools in five countries (Germany, France, the Netherlands, Switzerland, Russia) have been able to study adapted articles from the European Convention on Human rights in this way.

The high point of their current work was a meeting in Strasbourg, on 9 March, of 160 children who came from these countries to present human rights and to make them live as they experience them through sketches, songs, films, placards and plays.

This is remarkable work by committed pupils, a fine show which motivates us, sometimes moving indeed, all of which shows that Human rights are alive and that they are for teaching.

We need to follow this up and encourage it!

Alain Mouchoux.

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FIFTH PRAGUE FORUM: THE RIGHT TO QUALITY EDUCATION

We are involved in the preparation of the fifth Prague forum. The Czech Republic is organising a regular intergovernmental forum on the big issues in education and we are invited to make a contribution in the future. (A Mouchoux had made some proposals on the formation of teachers at an earlier forum).

This year the theme is concerned with "the right to a quality education" giving effect to the decisions taken at the meeting of ministers of Education in Istanbul (see Bulletin N° 7)

During the preparatory meeting, we were able to gain acceptance that, at the colloquy on 20/22 November 2008, it would be necessary to achieve a fair balance between different aspects of the right to education on the one hand and the content and obligations involved in providing education of high quality on the other. This is an issue that cannot be reduced to a lawyers' debate on access to education. **Alain Mouchoux**

THE CALENDAR OF THE GROUPINGS ACTIVITIES (non-exhaustive)

- **17/18 January** : Second meeting of the Project Group on the teaching of History
- **21/24 January** : Winter session of the Council of Europe (Parliamentary Assembly?) 23rd Informal meeting of the Education and Culture Grouping.
- **31 January** : Preparatory meeting (Committee of Ministers) for the Conference on 8 April "The Religious Dimension of Intercultural Dialogue".
- **12/13 February** : Third meeting of the consultative group on EDC.HR
- **19 February** : Preparatory meeting for the conference on 8 April.
- **4/5 March** : Seminar "Intercultural dialogue on the University Campus"
- **6/7 March** : Steering committee on SUPR.
- **9 March** : Meeting : "Children's view of human rights"
- **10/12 March** : Steering committee on education.
- **13 March** : Preparatory meeting for the Fifth Prague forum.
- **27/28 March** : Expert seminar "The image of the other and the image of self in the context of globalisation"
- **28 March** : Preparatory meeting for the second INGO conference on EDC.HR
- **8 April** : Colloquy on "the Religious Dimension of Intercultural Dialogue"
- **14/17 April** : Spring Session of the Council of Europe. 16 April Education and Culture Group meeting.
- **To reserve** : 9/10 October: INGO Conference "civic partnership for Education for citizenship and human rights".

SHORT NOTICES

FITRAM: Active pedagogy

Active pedagogy is the opposite of teaching, which generally consists above all of cognitive transmission. In active pedagogy one learns with one's body as well.

Teaching, which one could define in a reductionist manner as the imparting of knowledge, must be completed by formation; that is arranging a situation where doing and thinking about doing enable one to pass from experience accompanied by the acquisition of basic knowledge through sequences of essays/mistakes/perception of that is to be improved/or of reading of works that specify the concepts that will enable us to perfect experience/or to meet professionals with experience in this area and so on.

Universities, which are temples of knowledge, are badly prepared for this work which aims at praxis insofar as the request for teaching and formation at any age becomes more and more important.

Schools that belong to organisations that are members of FITRAM of which a number (INECAT) are highly praised and already recognised as private organisation for higher education: whether the courses are concerned with the arts or animals they take as a model this dynamic pedagogy in which the pupil, regardless of age, is an actor in teaching and in formation.

Furthermore it is important that this pedagogy should be undertaken again right through a person's career through practice and supervision in order to perfect knowledge and to bring knowledge up to date.

This procedure involves theory as much as theorisation from what is lived.

Dr. Jean-Pierre KLEIN,
President of **Fitram**
Director of INECAT

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