



Education for Change Change for Education

” Manifesto

Education for change Change for education

Teacher manifesto for the 21st century
of the conference The Professional Image and Ethos of Teachers,
April 2014, Council of Europe, Strasbourg

Prepared by

Community of Practice of the Pestalozzi Programme
Education and Culture Committee
of the Conference of International
Non-governmental Organisations of the Council of Europe

Drafted by

Brigitte Besson
Josef Huber
Pascale Mompoint-Gaillard
Sabine Rohmann

French edition:

*Éduquer au changement –
Changer l'éducation*

*The opinions expressed in this
work are the responsibility of the
authors and do not necessarily
reflect the official policy of
the Council of Europe.*

All requests concerning the
reproduction or translation of
all or part of this document
should be addressed to the
Directorate of Communication
(F-67075 Strasbourg Cedex or
publishing@coe.int). All other
correspondence concerning
this document should be
addressed to the Directorate
of Democratic Citizenship
and Participation – Pestalozzi
Programme, pestalozzi@coe.int

Cover and layout:
Document and Publications
Production Department (SPDP),
Council of Europe
Cover photos: Shutterstock

© Council of Europe, June 2015
Printed at the Council of Europe

Contents

FOREWORD	5
What is this manifesto, for whom is it intended, what does it contain and why are these transversal concerns? What is its purpose?	6
Background, hopes and expectations	7
INTRODUCTION	9
Are we doing the right things in and with education?	9
Are we doing things right in day-to-day educational policy and practice?	10
How do we know that we are doing the right things right? And, are we prepared for it?	11
Are we prepared?	11
Are we ready?	11
OUR CHALLENGES IN A GLOBAL ENVIRONMENT	13
An economic environment	14
A digital environment	15
A diverse environment	17
A finite environment	19
THE WORLD OF EDUCATION	21
A world to rethink based on values	21
Pedagogy is not neutral	23
Teacher competences	24
Teacher education	28
Participation	29
The image and status of teachers	30
Teacher recruitment	31
ACTIONS FOR CHANGE	33
Access to renewed knowledge	33
Pedagogical and educational relationship	35
The serene exercise of the profession	36
School in society – Society in school?	37
FURTHER READING	39
Council of Europe documents	39
Other	39

Foreword

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 profession¹ viable and attractive.

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. Yet, 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.

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.

Furthermore, and above all, what is needed is a vision of education and the role teachers play in it that is linked to the vision of the society we want to live in and we want our children to live in. A vision, which goes beyond everyday concerns, that can offer orientation regarding what it is we are doing and why we are doing it, and which in turn will define how we are doing it and can do it in the future.

Today's teachers will still be teaching in 2030. Those who start teaching today will still be teaching in 2040 and beyond. This document is for them and all

1. The terms "profession" and "teaching profession" are used throughout the document in a very broad meaning (e.g. a paid occupation which requires substantial training and formal qualification); it does not engage in the discussion about whether teaching is a profession or not.

the actors who participate in today's education systems. It takes the form of a manifesto² for all those who, inspired by it, are prepared to carry it further.

What is this manifesto, for whom is it intended, what does it contain and why are these transversal concerns? What is its purpose?

This manifesto is a reflection by practitioners about the vision and purpose of education and of their role in it. It also indicates the changes which are necessary if we want education to contribute to the future of sustainable democratic societies.

This manifesto proposes at its core an image and ethos for the teaching profession. It addresses itself equally to all those who have an active role in and a responsibility for education and learning. It concerns all levels of formal education, from preschool to higher education, as well as all aspects of non-formal education and informal learning. In short, while it puts teachers at the centre, it concerns each of us, be it as lifelong learners, as parents, as social, political and cultural actors.

It addresses underlying beliefs about education and attempts to redefine the role and competences of teachers in a context of shared responsibility where all those who have a stake in education – parents, teachers, learners, trainers, school administration, policy makers, civil society organisations and the wider public – have a role to play together with the teacher as a sophisticated professional. It points towards the necessity of a fundamental change of mindsets and beliefs about education and wants to provide support to all those who wish to shape an educational practice which prepares for the challenges of today – and tomorrow – and who do not believe that these challenges can be met successfully with yesterday's tools.

It wants to offer a coherent view of these challenges, of the purposes education serves, and of the dispositions, attitudes, skills and knowledge needed. It does so by basing itself firmly on the values and principles of the Council of Europe – democracy, human rights and the rule of law – and their implications for the future shape of our democratic societies, as well as for what this can

-
2. A manifesto can be understood as a published declaration of intent, of motives, of views of the issuer, be it an individual, a group or a movement reacting to the need for change of a given situation, and proposes orientations and ideas which are needed to reach a desired state.

mean in terms of education practice. In 2012 the Council of Europe adopted a recommendation on quality education,³ which anchors quality firmly within a framework of democracy, human rights and social justice. This recommendation is also a continuation of concerns expressed in earlier recommendations and standard-setting texts concerning education as a public responsibility and the importance of education provisions and education practice, which cover the full range of purposes education shall serve: preparation for the labour market, preparation for life as a democratic citizen, personal development and the maintenance and further development of a broad knowledge base.

The above concerns are by nature transversal. Education for democracy cannot be relegated to a level and age of education, or to formal, rather than non-formal or informal education. Education for democracy needs to permeate all educational endeavours in all educational contexts. As for formal education settings, it cannot be placed into any one discipline or subject and needs to be a living part of all teaching and learning, be it in classrooms, on the school level or beyond.

Background, hopes and expectations

In June 2011 the Ministers of Education of the member states of the Council of Europe looked at the key role teachers play for societal change, for the sustainability of democratic societies in the years and decades to come. Between 2010 and 2011 an international think tank, supported by the Centre européen Robert Schuman, set out to explore what would be needed in order to fundamentally rethink the orientation of our educational policy and practice. A seminar of the Pestalozzi Programme in 2012 looked at what “Being a teacher in 2032” could mean in practical terms: the changes of the context and what these changes imply for the day-to-day practice of teachers.

Throughout 2013, a working group “Teachers’ profession in the 21st century” of the Education and Culture Committee of the Conference of International Non-governmental organisations (INGOs) of the Council of Europe together with the Community of Practice of the Pestalozzi Programme carried the action further. A structured series of interviews with over 150 teachers from across Europe highlighted the current practice and concerns of the profession in particular with regard to education for democracy and human rights, as well

3. Relevant documents and publications are listed under “Further reading” at the end of the document.

as to issues of pedagogy. An analysis of recent research and of declarations and recommendations of the past decades shows the importance of the choice of a philosophy of education and of the pedagogical approaches that support it.

This manifesto was prepared by representatives of the Community of Practice of the Pestalozzi Programme and the working group “Teachers’ profession in the 21st century” of the Education and Culture Committee of the Conference of International Non-governmental Organisations of the Council of Europe for the jointly organised conference, The Professional Image and Ethos of Teachers in April 2014 at the Council of Europe in Strasbourg.

The overwhelming majority of the conference expressed their conviction that this manifesto – revised and adapted in the light of the discussions and feedback during the conference – reflects not only their major concerns but also the main avenues to explore in future.

It is meant as a message from practitioners to other practitioners and to policy makers. Despite all differences of context across European classrooms and learning spaces, the principles and orientations contained in this manifesto offer a shared vision of what education for democracy can and ought to mean in the 21st century.

And it is hoped that this manifesto will spark and fuel debates on the purpose and practice of education across the continent, and beyond, to see how it can help to move us further towards the desired change of practices in our classrooms across Europe and elsewhere.

The Pestalozzi Programme of the Council of Europe has opened the space <http://changeforeducation.info> to allow all concerned to continue to follow these crucial debates and developments and to share their experiences.

August 2014, Strasbourg, France

Introduction

Are we doing the right things in and with education?

There is a need for a fundamental change of mindsets and beliefs regarding education. This concerns as much the question of what we are doing – and why we are doing it – as it concerns the way we are doing it. This change is also supported by the call for a balanced development of the different purposes of education of which i) the preparation for the labour market and ii) the development and maintenance of a broad knowledge base seem to be in the forefront of current educational thinking and practice. While recognising the importance of these commitments, this manifesto calls for putting a stronger focus on the two other purposes: iii) education as preparation for life as active citizens in modern, complex and democratic societies of today and of tomorrow, as well as iv) 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 wish to promote? Which vision of society do we actually promote through current practice? Do learners learn what is important for them today – and for the society of tomorrow? Are we preparing a society based on living human rights, a culture of democracy, co-operation and equity? A world which is sustainable from an environmental point of view but also economically and in the way our living together is structured and organised?

The world is constantly changing; some say that this is happening at an unprecedented speed. What the world looks like today – on the surface – has little to do with what it looked like in the centuries which gave birth to current education provisions. The global challenges we face will require people with strong and well-developed competence for innovation and creativity, people who are able and inclined to think out of the box, to observe and analyse critically and to solve problems through collaborative learning and working, people who are able to live and work in diverse teams and social settings.

Such *savoir-être*, *savoir-faire* and *savoirs* figure prominently in public discourse about the competences we need to master the challenges that lie ahead. What happens in everyday practice, in schools and elsewhere, however, still focuses to a large extent on the mere transmission of a set of fixed knowledge, relegating the reflection on and development of necessary transversal skills, attitudes and dispositions, and values, to a marginalised existence.

Are we doing things right in day-to-day educational policy and practice?

This question is less about efficiency and about numbers but more about the quality of what we are doing and the effectiveness of the pedagogy in relation to our aims. “What we teach”, the content of education curricula, 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 and principles and the orientations of what we seek to transmit or to develop in learners in order to effectively reach these aims. School as a space of teaching, of didactics, and education as a function of being taught may need to be replaced by school as a space of learning, as a space where learning and personal development is facilitated. While this is not a revolutionary new insight it is worth insisting on the fact that “Learning happens within the learner”.

J. A. Comenius is known to many for his work on the systematisation of the art of teaching (*Didactica*). His work on the art of learning (*Matetica*), although equally impressive, is much less known. His ideas focusing on learning have been taken up by a number of pedagogical thinkers, who put individual learning and development processes at the centre of education. Talking about spaces of learning we are not only referring to schools and to the formal education provided by and through them, but also to all spaces where learning and development take place, be they informal, non-formal or formal. As such, it also becomes clear that education ought to be viewed as a shared responsibility, which includes all those taking an active role in the facilitation of learning and development, be they teachers, parents, peers, educators, representatives of civil society, and the learners themselves.

This is also the reason why, throughout this manifesto, the term “teacher” is used in its generic sense. In principle, what is said about the teacher here also applies to all those who, in various ways, play a role in the process of education of an individual.

How do we know that we are doing the right things right? And, are we prepared for it?

We live in times where the call for evaluation and assessment is strong, where the concept of evidence-based policy making nurtures hopes for more efficient and effective modes of public financing and for better results – whatever better may stand for here. This also goes for the field of education: evaluating whether the input has led to the desired output, assessing whether certain benchmarks have been reached, ranking of learners, of schools and of education systems. While it is certainly important to critically evaluate one's actions – and to budget – measuring cannot answer all the questions and there are certain areas which notoriously defy short-term measurement. One of these is education, despite a currently widespread belief to the contrary and continuous attempts to do so. Education is a medium- to long-term process and investment; its full effect and return cannot be seen within the customary periods of policy making, that is, four to five years. Furthermore, our question is twofold: doing things right and doing the right things. While the former may to a certain extent lend itself to standardised measurements, the latter does not. Whether we are doing the right things is above all a political decision, a decision based on the vision of society we are promoting and not necessarily based only on the factual information which can be extracted from the existing. Knowing whether we are doing the right things in education requires a forward-looking, political debate based on values and on the visions for the future of our society – a constant debate and questioning involving all those concerned by it, that is, every citizen. There is no short-cut solution, be it through evaluation, assessment or evidence-based research and policy making.

Are we prepared?

This is not an easy question to answer. Perhaps the answer is not so much a question of having gone through the right preparation/education in order to be able to master what lies ahead but more in the readiness to engage in a process of collaborative reflection on the future of education and learning, and on the changes needed.

Are we ready?

Gleicher's formula can help us understand the variables we need to take account of when looking at the readiness for change:

$C = (ABD) > X$... where C is change, A is the status quo dissatisfaction, B is a desired clear state, D is practical steps to the desired state, and X is the cost of the change.

The level of dissatisfaction with the status quo is without doubt high (A) if we care to listen to what parents, learners, employers and the wider public often say about education. The manifesto proposes a structured overview and argumentative line, attempting to place the detailed concerns of all those involved in the day-to-day practice of education into an overall picture that makes sense (B) and indicates practical steps towards the desired state (D). Taken together we are safe to assume that A, B and D have reached a level which easily outweighs X (the cost of change, including the resistance to change).

Our challenges in a global environment

In a world of increasing complexity in which radical changes are taking place at all levels of life, where the environmental, economic and societal sustainability of our global society is at stake, we also need to rethink education.

Both the objectives and the content of education need to be put to the test; the role of teachers and of the teaching process, as well as the role of school as a learning organisation need to be reassessed. While one can argue that the fundamental mission of school remains the same, we need to be clear about the fact that the role of the teachers, the methods, the content and the setting of school and its place within society change. To understand the need for these changes, both at European and global levels, we must look at current developments and attempt to analyse their interconnectedness, their causes and their effects. We also need to identify the challenges we face and the perspectives available to us and reflect on the impact all these factors can (and will) have on education.

The world we live in is a global world. This is not new; however, its real impact is beginning to show in every sphere of life and people are increasingly aware of it. "Thinking global and acting local" is slowly entering people's everyday life despite the fact that most people still live in their local surroundings for most of their lives and substantial mobility concerns only a small proportion of the population. However, our environment is decidedly global and it influences our local way of life.

Let us look more closely at four of the major challenges of this "new" environment – the economic, digital, diverse and finite nature of the environment at the start of the millennium – and the implications this may have for our education provisions and practice.

An economic environment

Education and schooling as preparation for the workforce is the driving vision that has led our societies to create the school curricula we see today. The curricula are widely knowledge based, and subject matters are viewed and treated as discrete entities taught in parallel, with little interdisciplinary treatment and less attention to applied knowledge and skill-based learning.

In the space of a little over 20 years – since the fall of the Iron Curtain in 1989 – we have seen an acceleration of the effects of globalisation on society with a major restructuring of the international political and economic landscape. We are called to move towards a new understanding of global realities embedded in a general movement towards emancipation anchored in the complexity of a worldwide system.

We are witnessing changing economic realities with the globalisation of the world markets, changing patterns of sharing resources, and the emergence of new power structures. Following the global economic crisis that reached its peak in 2008, there has been reduction of economic growth in many countries and consequently an increase of the cost of living within a picture of lowered income and increasing unemployment. These combined elements have a notable impact on the job landscape, on work mobility and population migration: tomorrow's workforce will not resemble today's. It will evolve with the development of the tertiary sector and immaterial economic activities, with technological advances in information and biotechnology, the development of competitiveness clusters and exchanges in partnership, the reduction of the remuneration of physical labour while providing expanded opportunities to increase the profitability of "ideas", and the advent of concepts such as sustainability and social responsibility in the economy to answer to ecological constraints and concerns.

In addition, aspects of flexibility and mobility – geographical, occupational as well as intellectual and emotional – will be essential for the future context of work: employees work in an area or country where they find a job or where their respective companies send them, their jobs do not remain the same over the years and oblige them to acquire new competences, and they will work in and with diverse teams.

Thus, a paradox has developed. There is a persistent skills mismatch between what educational institutions provide and what the labour market is seeking and what society needs. Schools respond to a traditional view of education, arguing that this is what is needed for job preparedness while the labour market and recruiters are searching for workers who possess transversal competences and soft skills adapted to today's challenges and need for co-operation within very diverse settings. For instance, problem-solving skills, international and intercultural competences, systemic thinking and collective knowledge building, critical thinking, capacity to face new developments quickly and coping with uncertainty, co-operative disposition and skills, navigating in multiple knowledge networks, adjusting to technological change with new patterns of work organisation.

Investment in education and training systems, improving formal and non-formal education (of young people and adults of all origins present) will have to be fully revised in order to bridge the gap and meet these new societal needs.

A digital environment

The digital culture/revolution profoundly affects our economic, political, social and cultural life, marked by rapid and continued technological change with the arrival of the permanently connected citizen inclined to upset the paradigms of the past. It also has the potential to change power structures and relationships, moving from pyramidal, rigid power structures to transversal, more fluid systems of power.

The expansion of the digital space not only facilitates the global economy and exchanges, it also allows for an unprecedented interconnectedness of people and furthermore has the potential – and already plays it out – of changing our ways of doing, of thinking, of relating to each other, of relating to information, knowledge and learning. The interconnectedness and increased mobility – be it for work, pleasure or for economic and political reasons – also bring ever more people into closer – physical and virtual – contact with the other.

The digital environment has the potential to enhance individual and group participation and thus new avenues for active and democratic citizenship. What is important here is not the use of a particular technological platform (and speaking of Twitter or Facebook revolutions when referring to the use of social media in particular situations of protest or upheaval) but rather the underlying ideal or vision: an ideal of transparency, of access to information, and especially of sharing and transcending current barriers.

The social effect of this environment has an impact on our democracies: interfaces, platforms, online tools and spaces are “designed” and therefore elicit certain types of social interaction. The designs of Web 2.0 spaces of interaction point us towards new definitions of how we live together and this is where issues of democracy and human rights clearly come through. The greater interconnectedness can actually increase our human experience of empathy, and digital media can help citizens to organise, protest and attempt to defend their human rights. The cyber-actor can pass from a posture of consumerism to a position of participation.

Our devices are not only changing the way we converse and interact with each other but also who we are as human communicators. Next to this far-reaching development, we also point out that the greater freedom of expression by way of anonymity of speech on the Internet is also increasing the visibility and aura of intolerant, violent and hateful speech.

Governments and authoritative institutions will not be able to control the limitless human interaction on the Net, although there are notable attempts to do so. Therefore, the focus should be on educating citizens, forming attitudes friendly to peace, respect, democracy and the rule of law and thus reflecting on how digital processes can be made friendly to human destiny. Yet, we continue to witness educational settings, formal and non-formal, that fail to integrate new technologies in their content (as a subject matter) or methods (learning while using). Shall we leave all learning about, and through, new media to informal education in community and family settings, and haphazard social interactions?

These new media constitute a quantum leap from our traditional books, libraries and learning environments and institutions (universities, schools, out-of-school activities). Looking ahead, we can imagine how still uncommon sources of knowledge today will soon be considered authoritative; higher education institutions might evolve into other entities, as young people will engage more and more in self-directed and peer-based learning. Our

technological and communication advances are changing our relationship with reading and ways of transmitting ideas, going from linear presentation of thought to multidimensional ones (pages in pages, hypertext, embedded media, high-speed sharing of content). This trend impacts immensely on our relationship to knowledge and language: languages are being created (texting, tweeting, posting) that follow different rules of expression; young people are engaging in language in creative ways, images often replacing text, altering traditional literacies.

This has an impact on education in terms of experience of learning and cognitive development. We have gone from a time when citizens of the world were merely consumers of media to a time when we are also becoming producers of content in the social media. Now is a time when information, data, opinion can be influenced by many more than just a few, as it has been in the past. This has many repercussions on our education systems and educators will have to think it through: maintaining student interest in schooling systems, rethinking our expectations towards attention spans (long sessions of sitting and listening), dealing with the generation gap between teachers from a “TV world” to students in a “Web world” (this gap will phase out organically as younger teachers enter the profession). The cyber-citizen encounters the material he or she chooses to see, processes it, internalises and then puts it out again as stories to others, enriched by their own imagination and experience, and at the same time shaping their world and making sense of their experience. Learners will be less and less willing to accept “their teachers’ stories” and they will be keener to make their own stories and meanings out of old, and of new, elements. A “paradigmatic” change is awaiting educators here.

A diverse environment

The planetary interconnectedness of our human destiny is a key reality that is widely disregarded and overlooked in public discourse and reflection. Schools, along with ensuring social reproduction, play the role of perpetuating the existing without questioning its sustainability enough.

The interconnectedness and increased mobility – be it for work, pleasure or for economic and political reasons – also bring ever more people in closer

physical and virtual contact with each other. This is not always experienced as positive, especially in situations of economic crisis. Reinforcement of stereotypes and prejudice, increased discrimination and scapegoating challenge the sustainability of our way of living together.

The context of our modern society is one of multi- or pluri-culturalism, by which each and every individual is concerned; this is not just a question of minorities or migrants. Diversity also shows in demographics, in access to information and knowledge, access to means and resources, lifestyles, worldviews, and so on. It also opens up more possibilities and options with regard to what each of us may consider as a good and fulfilled life and it requires a much more developed understanding of the way we relate to each other and the way we organise our living together. We must learn to understand this diversity and otherness as an enrichment of our societies. However, the recent, systemic poly-crises (financial, economic, social) thwarted an evolution in this direction, inducing significant social disparities and a return of national egoism, as well as amplifying discrimination and xenophobia.

Our representation of the human condition cannot remain subservient to the maintenance of an industrial system in which the relationship of the subject-to-objects is emphasised to the detriment of social relations. Putting the human – and the ecosystem – back into the centre of our value schemes will be one of the keys to future human advancement. However, not all values point in the same direction. Our democracies depend on the development of specific humanistic values such as respect, tolerance, equity, solidarity, co-operation, lawfulness, integrity. The values and attitudes we embrace influence to a certain extent how we act with others in our social environments; therefore they have a major effect on our chances for realising a sustainable future.

A debate on values, their transmission and maintenance, and their (re)definition is as imperative as it is inescapable. It needs to arrive at a clear view of the necessary attitudes, skills and knowledge which allow an intercultural and democratic reorientation of our behaviour made up of solidarity and understanding, mutual respect and trust in order to arrive at a strong social cohesion. The challenge here is at least twofold, acting on an individual level and on a societal level:

- As individuals we need to be able to make sense and manage the implications of our multidimensional identity, of our feelings of belonging and our multiple loyalties, of me and the other, of our relations and relationships, of our place in this diverse world.

- As a society we need to review and redefine the common denominator for living together, to identify and describe a basis to which all can subscribe, whatever their particularities, including a redefinition of what is private and what is public.

A finite environment

The rapidly changing ecological situation with climate change, melting arctic ice and destructive natural disasters will undeniably be one of the most serious challenges posed to humanity in the coming years. One wonders how serious we are about achieving – even to a humble degree – some measure of global environmental sustainability and sustainable economic development.

Becoming aware of the global nature of our lives also brings the finite nature of our planet to our consciousness: finite resources, finite environment and finite economic production. Back in 1972 the Club of Rome first raised the issue of the limits of growth and sparked off environmental consciousness. Forty years on, the question has become even more urgent: can we continue on the basis of continuing economic growth?

Can we continue to measure progress in terms of gross domestic product, invented in the 1930s, and of continuous economic growth when the limits of this model become threateningly clear as we move further into the 21st century?

What part of our vision includes a plan to address this issue? For example: reduce consumption by the affluent; impart authentic moral values that uphold sustainable practices in the young; train engineers and other concerned students who, in their professional careers as designers, originators, producers and decision makers, will exercise significant restraint and reduce mankind's negative impact on our physical environments. Will conventional engineering and technical education address the real needs of tomorrow?

Young people are able to understand the negative impact that pollution can have on their health and their very existence in the future. We all must acquire attitudes, knowledge and skills to solve the problem and keep up to date with

rapid advances in practically all branches of technology. Traditional learning environments may not fully address these issues.

We believe that in order to change behaviours and favour the integration of new concepts and values, learners would benefit from experiential learning within a socio-constructivist approach, allowing them to observe, reflect, compare, research, experiment – all activities that are not often integrated sufficiently into traditional choices such as “learning by heart” and frontal approaches where there is one “educator who knows and talks” and a “learner who does not know and listens”.

The world of education

The models of schooling we inherited from the past tend to be elitist, hierarchical and exclusive; features which have perhaps softened over the years, but which have not really been challenged by the democratisation of the secondary and tertiary education that many countries have experienced in recent decades.

What happens when we confront the external challenges of our environment with the internal challenges and the current nature of our education practice? All over the continent education systems, policies and practices are under scrutiny, there is talk and there are reforms, yet, the malaise persists. Much of the current debate focuses on short-term requirements and day-to-day concerns of a system which has outlived itself.

There is a need to step back, reflect and ask questions which may not have been asked in the past decades and to explore what major changes are needed to make our education provisions and practice fit for the challenges of tomorrow.

The following pages shed light on several of these key questions, which need to be explored in want of appropriate answers. This concerns the question of values and their transmission or construction, the question of pedagogy and approach, as well as the question of teacher competences and teacher education. Participation in the decision making and in the shaping of our new educational realities, as well as the image and ethos of the teachers and their recruitment, complete the picture.

A world to rethink based on values

The debate on quality education for all seeks to enable us to understand why and how current approaches to schooling fail with so many young people and why they do not develop the full innovative and creative potential of all. It has become clear that it is not enough to merely democratise – or universalise

– forms of schooling designed two centuries ago if we want to live up to the challenges faced globally today. Form and content as well as orientation need to be reviewed and we need to develop new options, based locally and embedded in a global frame of thought and outlook.

For this the competences taught within more traditional school subject structures can be complemented by transversal competences that enable individuals to live and act, to face and solve challenges in a diversity of contexts.

Education is always an investment in the future of a society. This does not limit itself to economic prerogatives and thus the preparation of employability in a given labour market. Education is the first means by which modern societies transmit – and recreate – the full wealth and substance of a society beyond the purely material and prepare the citizen who will occupy its political, social, economic and cultural space. Or, to quote Dewey, “Since education is not a means to living, but is identical with the operation of living a life which is fruitful and inherently significant, the only ultimate value which can be set up is just the process of living itself.”

Learners have a right to take responsibility for their learning. They deserve to get the opportunity to learn what they will need, to question what the education system imposes on them; they may better develop to be fully active, informed and participative citizens; the whole school community may well then move from extrinsic motivations (teaching to the test, valuing grades over learning, valuing competition over co-operation, etc.) to intrinsic motivation (epistemophilia, desire to learn, curiosity, accepting deferred gratification, striving for authentic personal growth and achievements, etc.).

Schools are a place of transmission and development of values, whether this is intentional or not. There is no such thing as a school that transmits only knowledge. Teachers, by the way they behave, by the language they use, by the methods and pedagogy they choose, communicate values to the students and the whole community.

The choices educators make can support the development of a democratic ethos with learners, or do quite the opposite. They can choose to convey inclusive values to support sustainable democratic societies or perpetuate discriminations by continuing practices that do not support individualised learning of a broad base of core humanistic components. When the learner is considered as merely a vessel into which teachers, one after the other, instil a fixed set of knowledge, when learners do not have a say in any type of decision making about the class or the school, what is subconsciously conveyed

is a situation of inequality in rights, and disadvantage in terms of respect and responsibility.

Pedagogy is not neutral

Values permeate teaching practices and yet observation of practice tells us that the values that existing teaching practices enact are not always democratic values.

Education for democracy and mutual understanding need not be in competition with teaching the basic skills of language, mathematics, science, and to all the other traditional school subject disciplines and college specialisms such as history, geography, physical education and modern languages, to name but a few. It is vital to give the children and young people of today the essential tools, skills, knowledge, values and understandings to aid and steer their lives both individually and collectively in the generations to come and to avoid repeating the mistakes and disasters of history.

It is widely acknowledged that teachers and education professionals in general play a central role in promoting the emergence and maintenance of a democratic culture. Schools need to focus on personal development and on preparation for life in a democratic society and use a pedagogy and methodology which favours effective learning, putting the learners at the centre of activities, individualising learning for the needs of each student, through participative methods, experiential learning and learning by doing.

The choice of pedagogy and learning environment is part of the ethos and the message. Pedagogy and methodology are not neutral; they always reflect the values, ethics/ethos and principles, and the orientations of what we seek to develop in the learners. A school or college that is governed to its roots by democratic principles, including in its teaching and learning, will effectively support learning for democratic and just societies.

Teachers may choose to switch from non-participative methods and pedagogy to a child-centred pedagogy focused on the acquisition of specific transversal competences: experimentation, systemic thinking and collective knowledge building, problem solving, critical thinking, capacity to face new developments quickly, co-operative spirit and skills, navigating in knowledge networks and so on.

In the choice of methods there is an opportunity to find the “common ground” and strategies for the development of core competences for democracy within the curricular scheme. Co-operative learning methods and giving learners a say in decision making will not only help learners take responsibility for their learning and increase their chances of equal access to learning, but will also reduce violence, teach conflict management and address the prevention of discriminations.

Ideally, we need a move from “school curricula” to broader and more humanistic “education curricula”. Shared responsibility for education and deciding what is important for children to learn will be made possible, with diverse stakeholders co-operating towards common goals: parents, educational institutions, civil society and young people themselves, deciding what knowledge, values, skills and understandings are relevant and important to pass on to the children and young people in a given society and at a particular point in time.

In the meanwhile, inside present curricular settings, teachers can already exploit the potential of traditional school and college curricular subjects to teach values, attitudes, skills and knowledge that learners need in order to contribute to a democratic culture. Furthermore, using the medium as the message, teachers can instil democratic processes in learning activities and classroom/group life: such as democratic classroom management, using co-operative structures, promoting participative (self and peer) assessment and evaluation, including the participation of civil society.

Teacher competences

Teachers as facilitators of learning in an interconnected world will be encouraged to develop particular transversal competences in themselves on top of the competences specific to their academic subject.

One of the major barriers to citizen engagement is the issue of lack of confidence, motivation, skills, access to information and communication possibilities. In time, when schools and education systems (formal and non-formal) can shift from content-driven to process-driven arrangements, part of the path will be cleared for the development of new literacies and competences in educators and learners. Such a shift for teachers in schools includes letting go of the solely subject-based curricula to open orientations, shifting to inquiry-based learning, learning about cognition, thinking about thinking and learning the value of co-operation.

A system that promotes a democratic culture draws a picture of an education that opens the windows of knowledge about the world, which works as a research community wishing to explore and critically approach the world in its multiple dimensions. All this can be done by replacing the traditional teaching methods that inform about the world with active and co-operative learning methods that lead young people through experience and the negotiation of elements in order to learn how to live and do together.

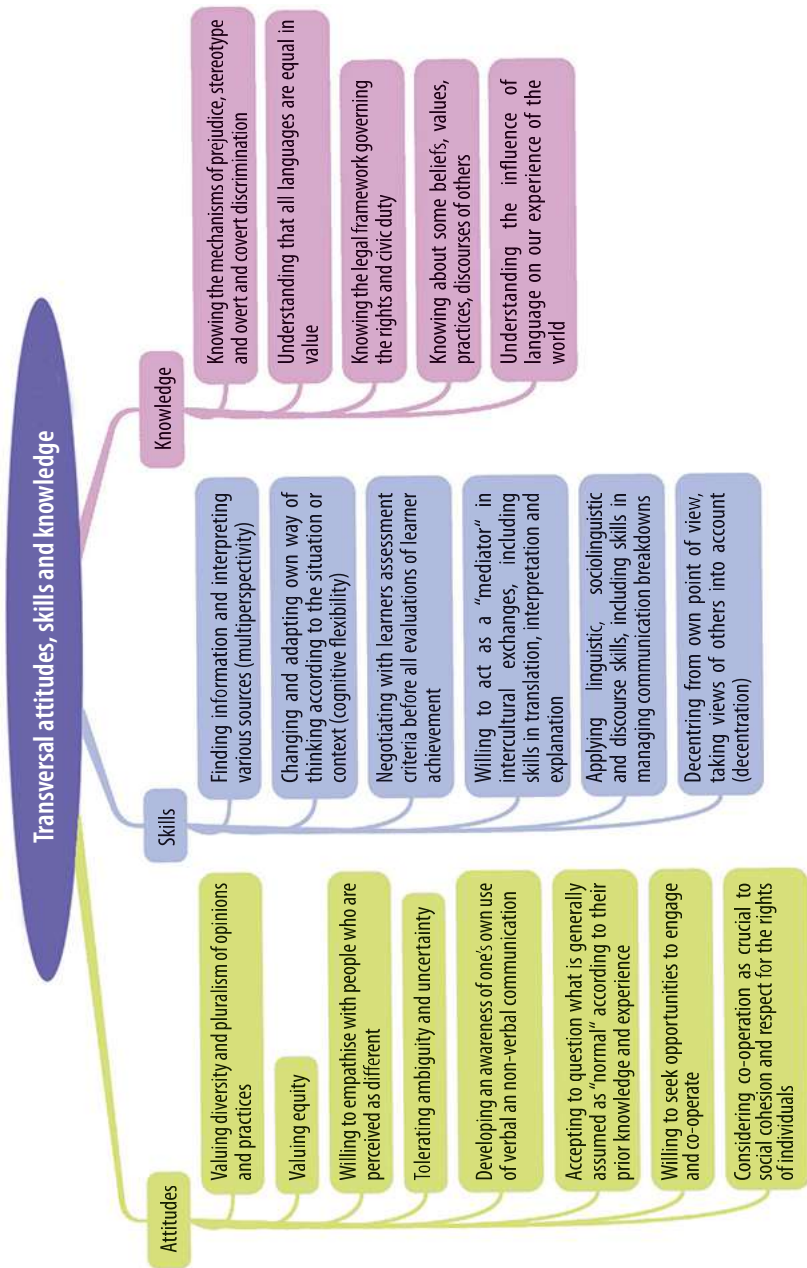
Values are an integral part of our cognitive make-up and, at the same time, they are directly related to the affective and emotional dimension of our attitudes and behaviours, in such a way that they are important in shaping our future. To raise awareness of and sensitivity to the issues of human rights, democracy and the rule of law, one must call on citizens' frames of values and thus tap into their affective register. This is why, when attempting to determine "what?", "why?" and "how?" in designing teacher learning, the question of values cannot be circumvented. Together, values, attitudes, skills and knowledge, implicit and explicit, with specific actions applied in real situations, constitute the outline of a competence for establishing democratic ethos in a learning relationship.

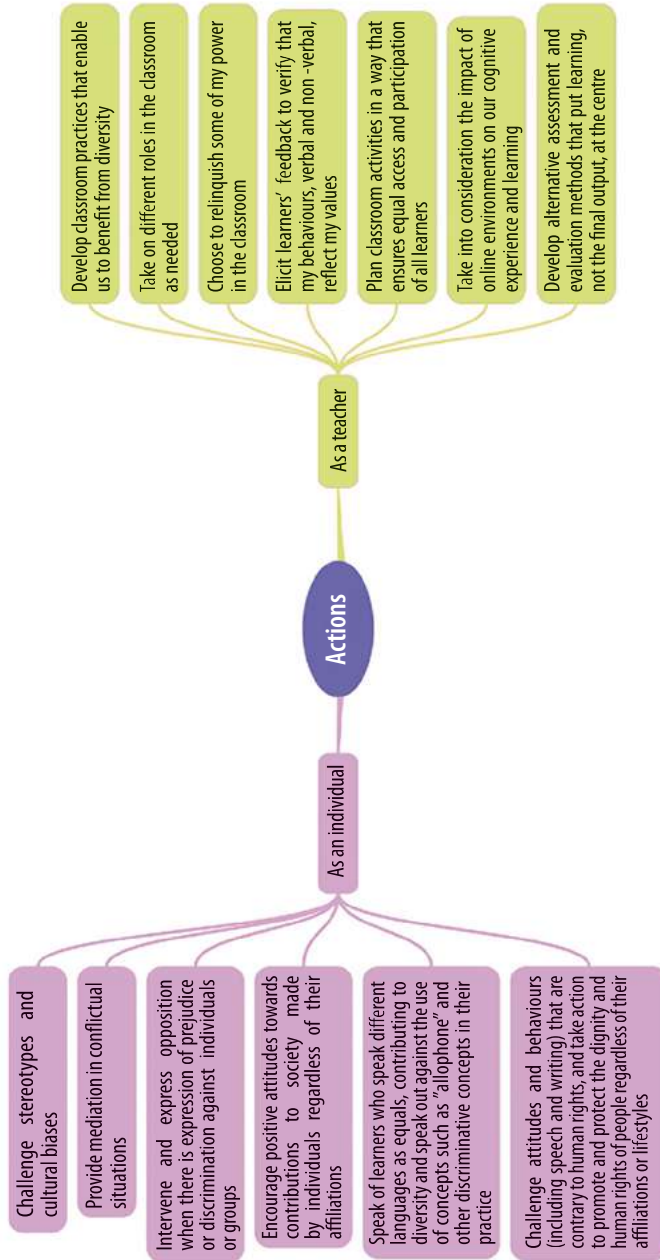
There are no competences without visible actions, but also not any kind of action without competences. Competences can only be observed through performance: what we can do in a given context. By transversal competences we refer to competences which are not subject specific and can be applied to a range of aspects: content of teaching, pedagogical method, group management, day-to-day relationships with learners as individuals and as a group, with colleagues, parents and other actors.

Attitudes, skills and knowledge – and actions

Here are some essential components of these transversal competences, those that despite their crucial importance do not normally form part of the set-up and practice in today's education. They include the actions that individuals in general and teachers, as professionals, are likely to engage in when they have developed such a set of attitudes, skills and knowledge.

In this context, knowledge involves not only knowledge but also understanding; skills involve the capacity to implement and answer the cognitive, experiential and procedural issues at hand; attitudes are of evaluative nature and link to ethical, moral and psychological dimensions (moral values, ethics, motivation, disposition).





Teacher education

How can teacher education and teacher development help take up the challenge? The key to teacher education is access to quality lifelong learning. Continued support and education seen over the continuum of a teacher's career are essential.

Central to the idea of education for sustainable democratic societies is the understanding that democratic values and competences cannot be acquired through formal teaching alone, but need to be practised. They are acquired through a “learning by doing” approach, based on experience. Teachers, trainee teachers and teacher educators, schools heads and deans in the formal education sector, facilitators and trainers in the non-formal sector, and parents and leaders in the informal sector all arrive with very different experiences of education and very different views about what constitutes effective teaching. Such views can be more or less anchored but in any case they represent personal theories or gestalts that, in order to change, require opportunities to reassess and challenge one's views and ideas.

Attitudes and beliefs are tricky because they can be contradictory: for example, one may hold the value of equity dear to one's heart, but continue to display discriminatory practice in the classroom because of the influence of conventional beliefs of what constitutes good teaching; in this case attitudes will not guide behaviour. Our educational preconceptions are influential forces that shape how we apprehend teaching and therefore how we think learners learn. They are often resistant to change and educators replace them only if they are challenged regularly and appear unsatisfactory. Unfortunately, preconceptions are also powerful filters of perception and drivers of behaviour; when operating in a school that encourages traditional teaching it will be harder for any individual teacher to resist the inertia that the system creates. Educators may thus choose to change beliefs only if nothing else works. New media is an area that exemplifies this phenomenon well: today we have two generations of people that are visibly divergent in how they learn and think about learning. One hears the younger generation of people who have not experienced this world without social media tell their elders that their thinking – for example, about school – is guided by the ideas of “the television generation”. They may feel that they learn more outside of school than inside their classrooms.

Reasons and observations like the above explain why it is so important to plan for quality teacher education in a perspective of lifelong learning. This can only be achieved through continuous professional development policies that effectively support the teachers who are willing and able to try innovative actions in their school and classrooms.

With the growing number of competences teachers need to acquire, one has to consider that teacher competences can no longer be seen as individual and finite. Whole school approaches and supporting teachers acquiring collaborative skills, team teaching approaches and co-operative techniques are in need. Peer training and team work, exploring innovative learning structures, networking locally, regionally, nationally and internationally, developing one's language and communication skills are all practices which can support lifelong professional development. If educators had more time planned in their schedules for these activities, much more could be done to help young people thrive and learn in classrooms (formal education), out-of-school activities (non-formal education) and in self-directed – and in some cases digital – contexts (informal education).

Participation

When education systems model participation, they reinforce teachers' capacity to do the same in their schools and classrooms.

When education policy creates the conditions by which teachers are supported to determine for themselves, with the authorities, reforms take place at a negotiated pace, teachers can exercise their judgment in trying out innovative approaches, risk is evaluated and managed. Shared responsibility can be exercised to enact the steps that are needed for a change in educational practices, changes that answer today's challenges. Teachers can play a central role in strategic planning. If teachers are now at the centre of discourse, they still need to be included in the practice of decision making. Education systems have been involved in continuous implementation of changes (curriculum, didactic approaches, working conditions, etc.) without adequate teacher consultation and without adequate participation of all the other stakeholders such as parents, learners, school heads and the wider community.

Teachers and other stakeholders need to be active in change management on a system level and in the classroom. We need to put this on our agenda.

What strategies we choose will depend on what answer we give to this question: should education have a mission of awakening capacities in people for a sustainable future or should it stand to set the boundaries of what should or should not be learnt for the imperative continuation of a status quo?

This is both a question of ethics and of effectiveness: ethics because working for a future of sustainable democratic societies based on human rights we cannot exclude those who have a stake in education from the elaboration of the decisions to be taken and implemented; effectiveness because reforms will only lead to real change when they are supported and carried by all involved, when all feel that they have a responsible part to play and can co-create the future.

Continuous professional development policies, as well as policies to enhance collective strategies for teaching and learning, effectively support those who are willing and able to try innovative actions in their school and classrooms. By addressing these areas it should be possible to work with teachers, at different stages in their careers, and help them to re-evaluate their ideas, support them in developing the hope, belief and desire for change, which in turn should help move them towards new practices.

The image and status of teachers

While teachers are important actors for social change, one must recognise that society today does not quite value their role at the level it deserves. The teaching profession suffers from a negative image and a lack of social prestige in many places.

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.

Teachers need support when they are faced with issues related to teaching in classrooms, especially in schools placed in troubled neighbourhoods and schools where poverty and unemployment, immigration, violence, social and

regional conflict, inequality and discrimination are serious problems. Society may recognise teachers' hardship in dealing effectively with problems originating from family, socio-economic background, social or regional conflict and so on. Teachers who deal with these issues without support and social recognition (status) are subject to stress and burnout.

Teachers' living and working conditions vary widely across Europe, but one is forced to observe that, in many cases, teachers suffer from low economic and social status. Once in the profession, teachers need incentives in order to be maintained in the profession. A high staff turnover in the profession results in loss of investment in terms of training and capacity. The competences we are looking for in teachers are demanding. Policy incentives could reflect this and can be used as a tool to demand higher quality.

Raising the image of teachers can be chosen as a policy focus to attract good candidates and maintain good teachers in the profession. There is an opportunity to raise teacher status through access to high quality professional development and quality assurance, teacher evaluation and action/research to best target the training/education offered to teachers and education professionals.

Teacher recruitment

A much larger number of new teachers are entering the profession in 2005-2015 than in the past 20 years. Recruitment is therefore a high stake issue in teacher policy. We need action, and action fast.

The entry of substantial numbers of new teachers with up-to-date skills and fresh ideas has the potential to substantially renew schools. However, if teaching is not perceived as an attractive profession, and teaching does not change in fundamental ways, there is a risk of losing this opportunity.

Today, the criteria for entry in pre-service teacher training are largely based on the academic background of candidates. Other criteria such as candidates' communication skills, open-mindedness, motivation to work with young people, mirroring society's diversity (in terms of gender, ethnicity, etc.), broad world knowledge and experience are not often part of recruitment schemes. A possible consequence of this type of recruitment is twofold: it may deprive the profession of the candidates with rich profiles apt to improve learning

and education and it can increase the risk of early dropout of the profession and burnout of those who remain.

Many teachers have little experience outside school: they have been in classrooms as pupils, then as students in higher education and enter the classroom yet again as teachers. Many have little or no work experience in other sectors. Teachers' competences for today's schools in fast-changing societies are manifold: schools need flexible, adaptable, co-operative professionals able and willing to maintain a high level of competence throughout their career to play their role as "mediators/facilitators for learning" with students.

Actions for change

Change happens, whether we take action or not. Resistance to change often goes hand in hand with the feeling that we do not have a say in the direction the change will take. However, by taking an active role teachers can have a part to play in the choice of orientation of the change. If they do not, the change will happen without them.

Change is not the work of one person (or of one institution, or of one law). Change is a process in which many people and institutions are involved (through their action or the absence thereof) and seize the opportunity to contribute. Change in education is a shared responsibility of all those who have a stake in it: learners, parents, teachers, teacher trainers, schools, higher education, education policy, teacher associations and organisations, civil society, etc.

The following pages are meant as exemplification and inspiration by naming some of the educational areas where change is perhaps the most crucial. It is by no means exhaustive as it tries to indicate what form the change might take and who might be the key actors of these changes.

A multitude of actions of the kind outlined in this chapter, and more, carried out in co-operation by all those involved and interested in education, will help school to regain its specificity, its authority, its acceptance as an important space for all of us individually and for society as a whole.

Access to renewed knowledge

For generations of children, school was the place where they gained access to recognised and validated (academic) knowledge: knowledge was transmitted by a master, who possessed it, to learners, who did not, and consequently had to acquire it. They received a diploma certifying that knowledge was acquired properly. This vertical transmission, located in time, is strongly modified by the

multiplicity of the sources of knowledge available today and by the concept and necessity of lifelong learning. Knowledge can no longer be considered a definite capital, “baggage” to acquire early in one’s life. It is a continuous flow, scalable, not limited to one place, and spread over one’s life. This change impacts adults and youth, teachers as well as students. The teachers as well as the learners find themselves in the same logic of evolution of knowledge under the influence of research, opening up to confrontations with the world. It is therefore not so much a question of filling heads with preset knowledge than to allow everyone to learn, to participate in the construction of knowledge, throughout their life. While school will continue to keep a structurally important place in this process it is equally important to accept this change instead of following a logic of (blind) defence.

Building another relationship to knowledge and moving from a pure transmission approach to a process of construction, acquisition, self-evaluation and validation by:

- initiating learners to processes of reflection and research, covering both personal and collective learning processes and content;
- allowing time for processes of metacognition;
- promoting initiative taking and progressive acquisition of autonomy in schools and classrooms;
- creating learning situations that allow critical analysis and choice;
- promoting and enhancing capacities for co-operation in work situations and collective productions.

Promoting and enhancing multiple accesses to knowledge by:

- observing with confidence, curiosity and professionalism the changing sources of knowledge and recognising the multiple places of information as valid sources for the acquisition of knowledge and skills;
- working on the interest, specifications and limits of learning in the context of a widespread use of information technologies and communication. The digital space offers a working environment; it is not an aim in itself;
- organising the space and time of the school (a room, an hour, a discipline?) and integrating regular use of information and communication technology;
- opening the school to integrate experiences of informal learning.

Increasing the permeability between disciplines and create links between them by:

- building programmes that specifically call for permeability and interdisciplinarity;
- explaining and exemplifying the relationship between different subject areas;
- linking, whenever relevant, the knowledge with the realities experienced by learners;
- developing approaches to problem solving that involve knowledge and skills from different disciplines.

Pedagogical and educational relationship

This relationship shall be based on mutual respect and caring. Learners are also children, adolescents or adults who have their own energy and will. They are not disembodied brains. Learning requires, as an essential precondition, entering into a relationship, which provokes willingness and commitment.

Working on motivation and meaning by:

- viewing learning as a journey: considering what happened before, opening up to and allowing what will happen afterwards;
- clarifying together with the students the functions and criteria of evaluation and success;
- identifying the positive elements on which to build: students' sense of belonging to a group; nurturing a reputation within the group; engaging in exchanges and conversations; relationships play an important role in the construction of their identity;
- building on these elements to promote motivation and the contribution of each and every learner (balance between individual work and group work; between the desire for immediacy and long-term learning).

Establishing a caring and demanding relationship and sharing the joy of learning by:

- rethinking questions of knowledge sharing (who knows what?);
- working on relationships: When is it appropriate to promote a vertical relationship? When horizontal? When networked?

- applying co-operative principles and structures and non-competitive approaches and activities, and appeal to collective intelligence.

Considering school as a whole (playgrounds, classrooms, canteen, documentation centre, etc.) and as a place of social life by:

- taking the time and resources to build relationships of tolerance and respect;
- allowing school to be a learning space for conflicts and their prevention and resolution;
- endeavouring to educate for a sense of personal and collective responsibility;
- making school into a democratic environment where children’s views are listened to;
- building a project where adults lead a coherent educational action together;
- opening school to the social life of the neighbourhood and to the co-operation with external actors;
- making school a learning space of shared responsibility of teachers, students, parents, municipalities, civil society.

The serene exercise of the profession

Image and professional development: the “authoritative opinions”, the outspoken views on the teaching profession (an art? a vocation? a science? a technical competence?) are numerous and very different. Many people, teachers or not, speak out on what a teacher should be or not be, how teachers should operate, how the profession should evolve. This often leads to a feeling of interference or discomfort.

Recognising the professional dimension of the teaching profession and its complexity by:

- identifying and recognising in recruitment and training the components of professional competence: mastery of the discipline, didactic and pedagogical competence, and managerial and relational dimension;
- taking into account the sometimes significant differences between the prescribed work and actual work a teacher needs to do;

- positioning the profession of teacher (designer, operator/implementer) and linking it with other professions present in a school (or in the community context);
- redefining the different roles of education professionals within school.

Building and maintaining personal and collective expertise by:

- diversifying access to professional development opportunities (from the contributions of research, discussion on professional practice, observation);
- putting in place the organisational and material conditions to allow collaborative work;
- working on the tension between teacher autonomy (“academic freedom”) and team work.

Establishing relevant evaluation procedures by:

- reducing the tension on the following issues: How to assess in the context of results-based management. How to articulate short-term results with long-term education processes;
- determining who assesses whom and what. The head teacher? The inspectors? Outside experts? A team of teachers? Parents? Students?

School in society – Society in school?

What role for school in society? What role for society in school? School is a very special place, a sort of laboratory of the world in the world. The question often arises whether school ought to be a sanctuary, and the answer to this question is both yes and no. Yes, because it is a space to be protected to allow everyone to take time to develop, a space with special rules and practices. No, because school should be an open space connected to the community and the world.

Clarifying and stating what society expects from school by:

- starting a debate on societal priorities for school;
- tracing the contours of its diversified missions: a scientific mission (developing and maintaining a wide knowledge base), a citizens’ mission (promoting equal opportunities, developing active citizens), an economic mission (enabling the development of a professional project and promote integration in the world of work) and a personal development mission (contributing to the development of the personality and its full potential);

- respecting the very special status of school: a place of learning, where everyone has the right to error, where “performance” and “profitability” have distinct and appropriate meanings different from the meanings they may have in the area of economics.

Building a shared project in a given region by:

- providing a sustainable and harmonious relationship between the different partners;
- making school a cultural element and driver of development for a region, for children as well as adults.

Restoring debate and controversy by:

- seeking an active and committed participation by young people, teachers, parents and all those affected by school on the basis of a clearly defined structure and role for all actors;
- promoting places and moments of exchange and debate prior to decision making;
- attributing a positive value to the diversity of viewpoints and to contradictory discussions and debate;
- developing co-ordinated processes of evaluation;
- being accountable for the choices made and ready to explain the reasons behind them.

Further reading

This section contains some of the major documents and publications which informed the elaboration of this manifesto and which you may wish to browse and consult. It is by no means a complete and authoritative list of resources on the issues concerned.

Council of Europe documents

Education for sustainable democratic societies: the role of teachers, MED 23-13, 2010.

Council of Europe Charter on education for democratic citizenship and human rights education, Recommendation CM/Rec(2010)7.

Council of Europe Recommendation CM/Rec(2012)13 on ensuring quality education.

Declaration of the 24th Standing Conference of Ministers of Education of the Council of Europe on governance and quality education, 2013.

Other

Beckhard R. (1969), *Organization development: strategies and models*, Addison-Wesley, Reading.

Comenius J. A. (1680), *Spicilegium didacticum*.

Dewey J. (1997), *Democracy and education*, first published 1916, Free Press, New York, NY.

Harris R. and Lazar I. (2011), "Overcoming resistance", in Huber J. and Mompoin-Gaillard P. (eds), *Teacher education for change: the theory behind the Council*

of Europe Pestalozzi Programme (Pestalozzi series No.1), Council of Europe, Strasbourg.

Huber J. and Mompoin-Gaillard P. (eds) (2011), *Teacher education for change: the theory behind the Council of Europe Pestalozzi Programme* (Pestalozzi series No. 1), Council of Europe, Strasbourg.

Huber J. and Reynolds C. (eds) (2014), *Developing intercultural competence through education* (Pestalozzi series No. 3), Council of Europe, Strasbourg.

Illich I. (1971), *Deschooling society*, Harper & Row, New York, NY.

Kincheloe J. (2002), *Teachers as researchers: qualitative paths to empowerment*, Routledge Falmer, New York, NY.

Mompoin-Gaillard P. (2010), "Professional development and social recognition of the teaching profession", introductory paper for the 2nd sub-theme of the 23rd Session of the Council of Europe Standing Conference of Ministers of Education, Ljubljana, Slovenia.

Mompoin-Gaillard P. (2011), "Values vs. themes", in Huber J. and Mompoin-Gaillard P. (eds), *Teacher education for change: the theory behind the Council of Europe Pestalozzi Programme* (Pestalozzi series No.1), Council of Europe, Strasbourg.

Morin E. (ed.) (2000), *Les sept savoirs nécessaires à l'éducation du futur*, Le Seuil, Paris.

Nissenbaum H. (2001), "How computer systems embody values", *IEEE Computer*, (March) New York, NY.

Nussbaum M. C. (2010), *Not for profit: why democracy needs the humanities*, Princeton University Press, NJ.

Rifkin J. (2009), *The empathic civilization*, Tarcher, New York, NY.

Rogers C. R. (1969), *Freedom to learn*, Merrill, Columbus, OH.

Turkle S., (2012) "The flight from conversation", *The New York Times: Sunday review*, April 21.

Wolf M. (2008), *Proust and the squid*, Harper Perennial, New York, NY.

In drafting this manifesto, education practitioners reflected on their vision of education, its purpose and on their role in it. This work highlights the changes which are necessary to enable education to contribute to the future of sustainable democratic societies, presenting a new image of the teaching profession and a new ethos for teachers. This manifesto is addressed equally to everyone who takes an active role in education and learning who carries responsibility in this field – at all levels of formal education, from pre-school to higher education, as well as in non-formal education and informal learning. In short, while it puts teachers at the centre, it concerns each and every one of us, whether as lifelong learners, as parents or as social, political or cultural actors.

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

