The Pestalozzi Programme
Council of Europe training programme for education professionals

http://www.coe.int/pestalozzi

PESTALOZZI
Foreword

Education needs to be governed by a vision of the society in which we would like to live, and in which we would like to see our children grow up. In his book, El sueño chileno (The Chilean dream), Chilean sociologist Eugenio Tironi says that the answer to the question, «What kind of education do we need?», lies in the answer to another question: «What kind of society do we want?». The society which probably best reflects the basic principles and values that the Council of Europe stands for may be defined as «a sustainable democratic society». “Education for sustainable democratic societies” offers an overarching rationale for all of the Council of Europe’s activities in the field of education, as well as underlining the specific character and added value of its action at international level.

Without education there will be no effective change for the better. It is true that education alone is not the answer to everything! The will for change needs to be reflected in every sector of society (public and private) and by every means (laws, finance, structures, behaviour). However, without corresponding action and change of practices in education, change for the better will not be sustainable and effective.

From policy to practice – the crucial role of education professionals. Education needs policy debate. The Council of Europe provides a unique platform where all European countries contribute to the development of commonly accepted standards, frameworks and guidelines seeking to maintain and enhance democracy, human rights and the rule of law and make our societies a better place to live in for all their citizens. Policy needs to be put into practice. The Pestalozzi Programme stands at the interface between political discussion and practice. It looks at how education policy can best be transposed into the everyday practice of teaching and learning so that the desired change influences the day-to-day experience of all learners. In doing so it acknowledges the essential and crucial role of education professionals in the process of change. Since it is important that all learners develop the knowledge, skills and dispositions which are necessary to make societies democratic and sustainable, all teachers in different educational settings need to contribute and need to be trained appropriately. This is why the Pestalozzi Programme targets all education professionals and societal players with an educational role.
Promoting effective change

The Pestalozzi Programme adopts an approach to training and development which reflects a number of central convictions:

1. The principles and values of the Council of Europe, its standards, frameworks and guidelines in education are the basic ingredients of education for sustainable democratic societies.

2. Training, in order to be effective, needs to build on trainees’ knowledge and experience. It needs to be interactive, learner-centred, and offer an opportunity to learn by doing and to work collaboratively over time to find fit solutions suitable for different contexts.

3. The competences education professionals need are varied and need to be acquired in a balanced way. Training has to encompass the development of sensitivity and awareness, of knowledge and understanding, of individual and societal practice.

4. The medium is the message. Training needs to be organised and delivered in a way consistent with its content and the competences we wish to develop.

5. Trainees should become multipliers of their acquired expertise. For this to come about effectively, issues relating to the cascading and dissemination processes must be built into the training itself.

6. The promotion of intercultural understanding is central to each training activity, whatever its specific topic.

7. The training activities help to create networks of education professionals across the continent which need continued support and a platform for exchange.

A well-organised training programme on an international scale may have a considerable direct and indirect impact on education professionals and on learners in the signatory states. Such potential impact makes it necessary to offer high-quality activities.

“The topic of the seminar was intercultural education, but I think that this was more than just the title of the seminar: the whole event was intercultural and educational in the deepest possible sense.”

The Council of Europe

The Council of Europe is at the forefront of efforts to address the societal issues faced by all its member states. Its core values of respect for human rights, strengthening of democracy, and ensuring that societies are based on the rule of law, have done more than just create the framework in which states develop their policies and legislation. They also represent the benchmarks against which states’ response to the varying needs of the individuals living within their borders is judged.

The work of the Council of Europe has evolved over the years in response to the challenges faced by Europe. From its birth in the aftermath of the Second World War, its priority was reconciliation. Throughout the sixties and seventies, its emphasis was on the legal instruments which underpin respect for its values. Following the fall of the Berlin Wall, it was to the forefront in the development of support measures for the newly emerging democracies of central and eastern Europe. Today, the Council of Europe devotes a considerable amount of its discussions and resources to intercultural dialogue, so as to promote mutual understanding amongst all who live in its member states.

Education supporting the core values of the Council of Europe

The Council of Europe has always regarded its work in education as a high priority. This is evident from a number of its programmes, such as education for democratic citizenship, history teaching, intercultural education and education for diversity, and from its initiatives in relation to minorities, languages, and the teaching of remembrance. In its work on education - guided by the Steering Committee for Education - the Council of Europe co-operates closely with other international organisations and NGOs. It is increasingly collaborating with organisations such as ALECSO and the Anna Lindh Foundation in order to foster understanding between Europe and its neighbouring regions and to develop personal and professional contacts between key stakeholders.

Teacher education is a priority which runs across all the education programmes of the Council of Europe. Its importance was reflected by leaders in 2005 at the Third Summit of Heads of State and Government. They asked the Council of Europe to increase its efforts in the area of teacher education, particularly in relation to training the trainers: teachers need to receive the necessary support so that they can fully play their role in passing on the values which will enable all young people to achieve their full potential in democratic societies founded on the principles of equality, acceptance of diversity, and the rule of law.
The Pestalozzi Programme

The Pestalozzi Programme is the Council of Europe’s special tool for offering professional development activities to education professionals. Under the responsibility of the Council of Europe Steering Committee for Education, it provides them with a variety of training enabling them to enhance their knowledge and improve their skills in respect of the Council of Europe’s priorities in the education field: democracy, human rights and the rule of law (see section on “The Council of Europe”).

Although the importance of these three areas has been acknowledged by political leaders and education professionals, it is a harder task to translate these aims into practical and meaningful educational activities for the younger generations. Pestalozzi Programme activities are specifically intended to bridge the gap between theory and practice and to enable participants to prepare approaches and materials which they can subsequently use directly in their own professional activities.

Two main kinds of activities are available under the programme: European Modules for trainer training and European Workshops and Seminars.

European modules for teacher training

The European Modules are intended primarily for trainers wishing to round off their training and develop their skills in the Council of Europe’s priority fields in the education sphere. They provide a unique training experience in a stimulating international context, involving trainers from all Council of Europe member states.

The training is spread across five separate phases, during which participants are invited to produce an outline proposal for training material, which they will subsequently devise and test. The amount of time which will need to be invested ranges from 120 to 150 hours, spread over 18 months.

Objectives: Raising awareness, developing, testing and disseminating material

The European Modules, being addressed to trainers, are intended to develop training materials appropriate to the actual situation of European teachers, so that they, in turn, can provide their pupils with meaningful activities conducive to lasting change. More specifically, the aims are:

- to raise trainers’ awareness of, and provide them with training on, the Council of Europe’s priority themes in the education sphere;
- co-develop training materials on these themes
- to develop a network of expert trainers on these themes;
- to disseminate these training materials.

“It was good to see that, despite all the differences (between education systems), teachers all over Europe are trying to achieve similar aims and to bridge cultural gaps.”

General approach

The approach fostered by the series of modules seeks, as far as is possible, to achieve consistency between its content and the values of respect and participation which underpin it, its methodology taking account of the varying needs of the individual in a collective learning context (focusing on collaboration between peers) and the skills which it is endeavouring to develop. It is based on three main pillars:

- Content: standards, principles and the results of projects of the Council of Europe.
- Methodology: learner-centred, training by peers, collaborative work on issues of common concern in order to find fit solutions for different contexts.
- Development of competences: sensitivity and awareness, knowledge and understanding, individual and societal practice.

A flexible approach comprising five phases of training

Because of participants’ differing occupations, the training programme takes a flexible approach enabling members to get on with their various jobs while pursuing their training programme. The series of modules is spread across a period of almost 18 months, divided into five separate phases. Only two of these (module A and module B) take place on prearranged dates and require participants to travel. During the other phases, participants are free to complete their activities within the set time limits. Communication and co-operation are facilitated by an Internet-based networking platform.

1. Planning and preparation (6-8 months): The purpose of this phase is to establish training priorities, exchange documents and teaching material and agree on a timetable.
2. Module A (4 days): These four days of intensive training are designed to lay the foundations for the collaborative work, set an order of priority and do the groundwork for the next phases.
3. Development and piloting (6-8 months, on-line exchange of experience and information, reporting): Initially, the aim is to prepare a training activity linked to the theme of the series of modules. The proposed activity will benefit from other members’ proposals, piloting of the activities and the exchange of experience among members.

4. Module B (3-4 days): This module gives participants an opportunity to discuss the problems encountered and to improve their collaborative work, taking account of each participant’s experience.

5. Editing and dissemination (2-3 months): Participants have 2 to 3 months in which to complete work on their training activities. Materials will subsequently be selected, formatted and distributed via the Pestalozzi Programme website, and, eventually, on CD.

The themes

The themes are decided by the Secretariat of the Pestalozzi Programme, following consultations with the units concerned in the Directorate of Education and Languages. They are finalised in co-operation with the team of facilitators. Since 2006, seven themes have been tackled:
- Development of core competences for education for democratic citizenship (EDC) teachers (2009/2010)
- Education for the prevention of crimes against humanity (2009/2010)
- History teaching with a focus on multiperspectivity (2007/2008)
- Education for linguistic and cultural diversity (2007/2008)
- Intercultural education (2006/2007)

Target group and desired profiles

The modules are primarily intended for education professionals involved in initial or in-service training in either formal or non-formal education. More specifically, they are aimed at the following professional categories:
- Trainer trainers
- Teacher trainers
- Other professionals with a multiplying role (textbook writers, university lecturers in education, etc.)

As the targets are trainers, who will play a “multiplying” role, participants will thus help directly or indirectly to reach a large number of individuals from the education sector. Candidates wishing to take part in the series of modules first have to demonstrate their experience and their interest in the chosen topic. They also need to be proficient in one of the Council of Europe’s two official languages, which are English and French.

“I have already started work on disseminating the ideas acquired at the seminar. I organised a meeting with the heads of schools in the city where I work, and I told them about the importance of intercultural education and the major role which falls to heads of schools and teachers in this context.”

European workshops and seminars

The European Workshops and Seminars are intended primarily for teachers and education staff who work with young people in primary and secondary schools. The Pestalozzi Programme organises between 30 and 40 training workshops and seminars every year, each lasting approximately 4 days.

The European Workshops are organised by Council of Europe member states, and are usually attended by some 30 participants from the host country and other Council of Europe member states. The Pestalozzi Programme facilitates the attendance of participants from other member states, particularly by covering their travel expenses. The working language used at these workshops is either the language of the host state or one of the Council of Europe’s two official languages (i.e. English or French).

The European Seminars take place at Bad Wildbad Academy (Germany), with the support of the Land of Baden-Württemberg and the Federal German authorities, or in Oslo, in cooperation with the European Wergeland Centre. The programme comprises four seminars in Bad Wildbad and between two and four seminars in Oslo. The seminars are attended by professionals from the signatory states, teachers from the host country and participants from the countries of the southern Mediterranean. The seminars are usually held in English, French or German.
If you would like to know what workshops and seminars are available this year, as well as the subjects to be dealt with and languages used, please visit our website.

**Objective: Development of skills for a sustainable democratic society**

The aim of European Workshops and Seminars is to raise awareness among players directly involved with young Europeans of the important role of the school and the classroom in the transmission of the values of respect for oneself and for others, participation and an openness to the world. European Workshops and Seminars try to raise awareness among teachers and to offer them practical and meaningful activities, which they can easily put into practice in their classes so that these learning processes can turn into true societal practice. The workshops and seminars are expected to use to the results of the training modules to disseminate these as widely as possible.

European Workshops and Seminars are also an ideal meeting place for education professionals who all face common challenges. By exchanging expertise and attending international gatherings, they can forge strong links and work on parallel initiatives.

**A variety of subjects for diverse interests**

Every workshop, every seminar is devoted to a specific subject connected to the Council of Europe’s priority fields. The rich palette of activities offered enables a great variety of professional interests and needs to be catered for. Some 40 activities are offered annually, mainly falling into the 10 categories listed below:

- Education for democratic citizenship and human rights
- Intercultural education and education for cultural diversity
- History teaching
- Remembrance teaching and education for the prevention of crimes against humanity
- Education of Roma children in Europe
- Children’s rights and the prevention of violence
- Plurilingualism
- Gender equality and equality in education
- Media literacy based on human rights
- Aspects of general interest concerning teaching, learning and methodology

**Target group and desired profiles**

European Workshops and Seminars are intended for all education staff and other actors with an educational role among primary or secondary pupils, both within education systems and in civil society. More specifically, they are for people in the following categories:

- Teachers
- School heads
- Inspectors
- Educational advisers
- Members of NGOs
- Others

**An approach consistent with Pestalozzi values**

European Workshops and Seminars draw on the approach developed by Johann Heinrich Pestalozzi (see the section on “PESTALOZZI: Education underpinning a better society”). This approach emphasises collaboration, mutual sharing of experience, the development of new initiatives within education systems, and learning by doing.

They are led by a team of experienced facilitators, who promote and stimulate participation and involvement among those attending. Among the highlights of the training activity, alongside the new information learned and new skills acquired, are the exchanges between participants from different European countries.
PESTALOZZI: Education underpinning a better society

Johann Heinrich Pestalozzi (1746-1827) was a major Swiss-born educator who developed a holistic pedagogy focusing on the development of every faculty of the learner: intellectual, affective and manual (“The head, the heart and the hand”). He based his work throughout his lifetime on the precept that he would teach the most vulnerable members of our societies. His pedagogical principles were constructed around the concepts of development of the learner’s powers of observation, training of the whole person and the supportive role of the teacher - the “sympathetic application of the teacher to the taught”.

The Council of Europe has adopted his name for its training programme for education professionals, as the best symbol of its focus on developing learning methodologies which will endure and which place the individual’s needs at the heart of the learning process.

The Pestalozzi Programme bases its responses to today’s challenges on the principles of Pestalozzi’s teaching. It puts education and teachers at the centre of the process whereby today’s heterogeneous and multicultural European societies can respond to the challenges they face by ensuring that the values of the Council of Europe are respected.

"Working together, we were all able to compare our perspectives, imagination and creativity in relation to various areas of the curriculum...and look for answers."

How to participate

The Pestalozzi Programme is managed by the Council of Europe Directorate of Education and Languages, under the authority of the Council of Europe Steering Committee for Education, and with the assistance of a network of National Liaison Officers (NLOs) in the 50 signatory states of the European Cultural Convention.

Each signatory state to the European Cultural Convention appoints its own National Liaison Officer (or several, if applicable) to be responsible for the Pestalozzi Programme at national level. The National Liaison Officers are responsible for informing their nationals about the programme and for selecting candidates at national level. Their responsibilities also include proposing and organising European Workshops in their country, under the aegis of the Pestalozzi Programme, and helping to disseminate the results and achievements of the programme. It is also NLOs who organise national networking among participants in the Pestalozzi Programme activities and ensure that information is disseminated.

If you would like to have the details of your National Liaison Officer, so that you can contact him or her to enrol as a participant in one of the Pestalozzi Programme activities, please visit our website. You will also find information there about participation procedures and conditions.

The cost of participation

The cost of participation of nationals of signatory states of the European Cultural Convention is met by the Council of Europe and the host state jointly. The cost of participation of nationals of the southern Mediterranean countries are met by the organisations that they represent. More detailed information is available from the website.
Information And Documentation

The Pestalozzi Programme website offers all the practical information needed by anyone wishing to enrol in any of our activities: list of activities, details of National Liaison Officers, information about enrolling ... A range of training tools for education professionals is also available on the website.

http://www.coe.int/pestalozzi/

To contact us: pestalozzi@coe.int

“Pestalozzi” Programme for the training of education professionals
Directorate of Education and Languages
Directorate General IV — Education, Culture and Cultural Heritage, Youth and Sport
Council of Europe
F – 67075 Strasbourg CEDEX
FRANCE
Fax : +33-3-88-41-27-88