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**Activities for the Development and Consolidation
of Democratic Stability (ADACS)**

Seminar on

**"History Curricula for Secondary Schools in the
Black Sea Countries"**

Constanta, Romania,

6 - 8 May 1999

Report

Strasbourg

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Report by

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The opinions expressed in this work are those of the author and do not necessarily reflect the official policy of the Council of Europe.

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1. INTRODUCTION

The seminar, held in Constanta in May 1999, was designed to inaugurate the Council of Europe's Black Sea Initiative on History. The project is one plank of the Secretary General's Activities for the Development and Consolidation of Democratic Stability. It offered participating countries the chance to contribute to the improvement of history teaching in the region and to the development of a resource pack on the history of the Black Sea. As Mr. Mircea Maniu, Head of International Relations at the Ministry of National Education of Romania, stressed in his opening speech, the project will strengthen democracy, cultural values and will facilitate cross-border co-operation.

The opening speeches put before participants several points for further reflection. At the start of the seminar Ms Dakmara Georgescu, Counsellor to the Minister of National Education gave participants two examples from her own personal history which helped her see the past through new eyes. The first was at a seminar in Lisbon on the discovery of America. During a play about the event presented by pupils, two actors representing Indians, described their feelings. They made it plain that they didn't like the idea of 'being discovered', since, as the original inhabitants, they has always been there. The second example was when she saw some material on the pilgrimage routes of Europe. The maps didn't even cover Eastern Europe, let alone show Orthodox cathedrals and pilgrimage routes or Islamic pilgrimage routes and shrines. Her presentation clearly brought home to participants the dangers of partial approaches and the need to view history through multi-perspectives. Her presentation reinforced the need for critical self-reflection, especially as the roots of present-day conflicts lie in interpretations of past events.

This theme was taken up by Ms Alison Cardwell, Council of Europe, who said that the seminar was taking place not only in the context of the 50th anniversary of the Council but also against the background of the tragic events in Yugoslavia, Albania and "the former Yugoslav Republic of Macedonia". She affirmed the Council's dedication to the peaceful resolution of conflict and stressed its commitment to helping those countries devastated by war to rebuild their civil societies and education systems

The Council seeks to strength human rights, strengthen mutual understanding and to enable individuals to realise their potential. Priorities, at present, include history teaching, school links, the teaching of modern languages and citizenship education. History teaching is of particular importance because, as the Standing Conference of European Ministers said at Kristiansand in 1997, it makes such an important contribution to the development of democratic citizenship.

The Council has several projects on history teaching. These include projects on the reform of history teaching, development of new textbooks and improvements to teacher training, particularly in countries of Central and Eastern Europe. There is also a major project on the teaching of the history of Europe in the 20th Century. All of this work will provide useful background material for the new Initiative on the Black Sea. At the end of

the project, the Council hopes to bring representatives of the schools involved together and enable them to present their joint projects to the ministers of education of the region.

Mr. Gheorghe Andrei, Member of the Parliamentary Commission for Education at the Chamber of Deputies of Romania, commented in his presentation that the Black Sea is often blue. He also said that it is polluted and suffering environmental degradation. This was a useful metaphor. In the past, many of the countries around the sea were degraded by having to teach a false view of history. Such an approach may distort our common humanity since the roots of conflict often lie in biased or partial views of the past. The seminar, he said, offered the opportunity to look at how history teaching in the region should be approached and offer the chance to identify what a 14-year-old should know about his/her own history and the history of the region.

The opening speeches, therefore, implicitly asked participants to be aware during their discussions of:

- the need to see the past, not only through their own eyes but also those of their neighbours;
- the fact that history has often been distorted for political reasons;
- the need for inclusivity and multiperspectivity;
- the fact that the roots of present-day conflicts often lie in, not only in the past, but in our intentional and unintentional interpretations of the past.

2. AIMS OF THE SEMINAR

The aims of the seminar were to:

- look at the curricula of the seven countries participating in the Black Sea Initiative on History and see to what extent the history of the neighbouring Black Sea countries is reflected in the curricula and taught in schools;
- discuss how to improve the curricula of the countries involved;
- try to identify a minimum level of knowledge for the pupils from the Black Sea countries of the history of the Black Sea;
- set up a network of schools around the Black Sea (two per country) which could carry out joint projects.

The participants included representatives from Ministries, teacher training institutes and schools from Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey, Ukraine, together with participants and experts from Greece, Italy, Norway, the United Kingdom and EUROCLIO (the European Standing Conference of History Teachers' Associations).

3. SUMMARY OF PLENARY SESSIONS

3.1 “The Black Sea and its history” by Professor Serban Papacostea

Geography often determines history. This is true in the case of the Black Sea which has played an important role in the histories of Asia and Europe and, in particular, the regions around its shores. The narrowness of its link with the Mediterranean meant that there was always a temptation to isolate the area, regulate access and tap off resources. But despite that, the region has always been a centre of trade, commerce and the movement of peoples.

The early history of the region is dominated by the story of the impact of the Greeks on the region. Undeterred by the difficulties of navigation, the Ionians followed by the Dorians, founded a series of Hellenic settlements stretching east and south of the Danube Delta. Their presence facilitated a synthesis between the worlds of the Black Sea and the Mediterranean. At about the same time, different ethnic groups of nomads founded settlements on the Mista and Dnieper rivers. However, as the number of their settlements grew, the Greeks gained control of the Azov and Black Seas. According to Pliny the Elder, by his day there were between 70 to 90 Greek settlements in the region.

The Greeks came with their own customs and civilisation but integrated their traditions with those of others. They traded agricultural products, fish and slaves with the local peoples. The Sea and the region thus became a place of interchange.

The strategic importance of the Bosphorus increased during the Persian and Peloponesian Wars. Persian attacks undermined the resistance of the local peoples. Subsequently, the Greeks came to dominate the area to the extent that one can speak of a Balkan State and Black Sea space whose northern frontier needed to be defended against attacks by outsiders. The new state controlled the Crimea and this area, together with the towns on the Western shore and the Caucasus, became a political unity.

With the arrival of the Romans, control over the region increased still more. The kingdom of Dacia was destroyed and Rome dominated the Pontic Basin and the Danube Delta. The Danube itself became an imperial road.

In 330, Constantine founded New Rome (Constantinople) and asserted control over the Bosphorus. However, the loss of the western, and then the eastern Mediterranean, meant that the Black Sea became the main route to Asia. Consequently, the Byzantine Empire firmly defended its interests in the Black Sea, although its control was weakest in the east.

Up to the end of the 6th Century, the Danube was an effective barrier against the nomadic peoples. However, after this date, despite periods of recovery, the Empire began slowly to contract. Trade, and especially the silk road, was of great significance and, in the 12th Century, the sea was opened up to Italian traders. Merchants first from Genoa and then from Venice were granted privileges which helped to sustain the Empire. Despite

the effects of the 4th crusade and the sack of Constantinople, the period 1204 - 1261 saw the complete integration of the Black Sea into international trade. The Genoese dominated the region with their colonies in Kaffa, the Crimea, Sinope and on the Anatolian shore. They established, and helped to maintain, trade routes to China, Persia and India. Such was the importance of the trade at the end of the 14th Century, that it led to three wars between Venice and Genoa.

In 1453, the Turks took possession of the area and established their own empire. Sulieman the Magnificent paid special attention to the Sea and all "Riberian" powers were asked to acknowledge the domination of Ottoman power. By 1461, with the conquest of the remaining two regions of Romania, the Ottomans achieved complete control of the area. The new power dominated the straits and, as a consequence, the Black Sea was isolated from the Mediterranean. Despite the separation of east and west, it was a period of economic development, trade and prosperity.

By the 19th Century, the Ottomans were under pressure from Russia, Britain and France. Peter the Great's policy of southward Russian expansion had continued towards the Crimea, the Caucasus and the lower Danube. Subsequently, Britain undermined Russian expansion in the area and both Britain and France helped to open up the straits and the Danube to international trade.

Thus throughout its history, the Black Sea has been at the crossroads of Europe and Asia, an arena in which different people live together and cultures meet and merge.

3.2 Examples of curricula in Italy: teaching about the history of the Mediterranean area - similarities and differences" by Ms Annalisa Milletti

In Italy, historical study is considered a fundamental discipline for promoting intellectual development and creating cultural and social identity. Among the most important objectives for history teaching are mastering historical language, developing critical skills and understanding the historical dimensions of the present.

Studying the principle characteristics of civilisations and cultures allows students to recognise and appreciate their values and their differences and similarities. In order to achieve this aim, students should study different types of history - political, economic, religious etc. Pupils should be given a sense of the complexity of events and processes. Moreover, they should appreciate the different protagonists of history - individuals, groups, peoples - and understand the plurality of perspectives and interpretations.

Because of these aims, there is a strong emphasis on intercultural education through study of historical themes. This produces some interesting analyses of stereotypes in textbooks.

The Italian history curricula is made up of two cycles. Students aged 11-14 study history from antiquity to the present day and then revisit this between the ages of 14-19. Study

focuses on significant turning points in history in the context of key periods of history. The lower secondary cycle focuses not on events and facts but on thematic approaches.

The secondary curriculum consists of a number of broad themes, for example the civilisations of the near east, the diffusion of Christianity, Islam and the Latin world in the middle ages etc. They are not designed to give the idea of a closed world but one where the borders allow cultural interchange. The idea of the Mediterranean as a dynamic space of civilisations and multiple relationships is integrated into the general study of history.

Some periods, for example the Greek and Roman heritage, are given a privileged place in the curriculum. This is not caused by ethnocentrism but by a desire to give pupils access to their heritage and collective memory.

Study of the period from the ancient world to the Middle Ages involves looking both at specific issues and broader themes. It is possible to trace a historical profile of the Mediterranean and the European world formed by the civilisations born on the shores of the inland sea - their origins, evolution, cultural movements, religions, laws and economies. One can note two processes at work, one due to internal structures, the other from external events - voyages, colonisations, contacts in many places. Of particular importance are the turning points of history which enable us to distinguish change and continuity.

The material is rich and varied. How can one create a sense of order from all of this? Work in class should strive to find a balance between global history and enquiry-based approaches. Choice of themes should be governed by the information available, for example work, culture, urban life, the invention of writing, cultural routes, towns of interchange.

A different approach is needed for modern history when the political aspect becomes more significant. The history of States, of the great powers, of empires and their conflicts all become significant, as does intellectual and cultural history.

In order to help pupils understand the concepts, it is important to teach from a comparative perspective and not just give them a list of subjects. The teaching methodology is thus very important. Pupils need to understand concepts such as long term and turning point and to see the links between different geographical spaces - local, regional etc. They also need to study history actively and to work with documents, different interpretations and historical problems.

3.3 “Examples of teaching about the Baltic Sea: common themes and the Vikings and perceptions about them” by Mr. Arild Thorbjornsen

What is education for?

In his presentation, Arild Thorbjornsen placed the aims of history teaching within the context of education as a whole, and in particular, in relation to the Norwegian social studies curriculum. He argued that a main goal of education was to help young people develop the competencies needed for a rapidly changing world. Students, therefore, need knowledge of subjects, as well as the ability to learn. They must be able to co-operate, work together and solve conflicts. Students should be helped to be creative and innovative and to develop problem-solving skills. To achieve these goals, they need a learning environment which promotes self-confidence, active learning and problem solving.

Why teach history?

The study of history, Arild Thorbjornsen argued, helps to provide us with a common cultural and personal framework. Through the study of history, we can develop our sense of identity and interdependence. Historical study provides insights into how people in the past thought, and thereby helps us understand ourselves better. Moreover, we learn to see the present in its historical context and how earlier choices influence present-day events.

Arild Thorbjornsen stated that history teaching should aim to develop pupils' tolerance and respect through study of the diverse cultures, social structures and conditions in the past. Similarly, pupils' empathetic understanding should be enhanced through studying the causes of wars and conflicts. These principles are reflected in the objectives of the Norwegian history curriculum which states that students should:

- understand the essential features of Norwegian history in a Nordic and global perspective and why societies are stable and changing;
- understand different social organisations and power structures and be able to discuss the relationship between people and the global environment in different periods;
- understand historical concepts and methods.

The Nordic Perspective

For hundreds of years, the Nordic area and the Baltic Sea were haunted by war and militarism. Despite some periods of peace and stability, for example the 100 years following the Union of Kamar (1397) which united the three Nordic countries, there were frequent wars, particularly in the period between 1520 and 1814. During periods of war, political leaders encouraged nationalism, heavy taxes were imposed and ordinary people suffered hardship. Not until the 20th Century have the Nordic people stopped waging war on each other.

The present state of peace in the region is a consequence of the growth of democracy. This is an important common theme in the curriculum. By studying the development of democracy in the Baltic, students begin to understand the origins of conflicts elsewhere and that conflicts can only be solved through democratic processes.

Today, war is unthinkable in the Baltic region, possibly because of the prosperity of the region which has the world's most equitable distribution of wealth. The existence of a broad political consensus, together with public support for full employment and a system of social welfare also aid stability. Good relationships are enhanced by the common cultural heritage of the region and the fact that the different peoples understand each others' language. An inclusive approach is also taken towards minority groups, such as the Sami people and their history is taught as part of the curriculum.

Study of the Vikings is a common topic in the Nordic countries. The Viking period is one of transition and students are taught about it within a broad perspective. They learn about the historical background, the causes of the Viking raids and settlements, the mentality of the period and about different interpretations of the period. Studying common themes and not just national history helps them deepen their understanding of the area and their neighbours.

4. THE TEACHING OF HISTORY IN THE COUNTRIES OF THE BLACK SEA LITTORAL¹

4.1 Changing historiography

The study of history requires the rigorous sifting of evidence but the subject can never be totally objective. Interpretations change over time and are inevitably influenced by the perspective of the historian. We see the past through the eyes of the present. But, there is always the danger that our interpretations will consciously or unconsciously be distorted. The issues of changing interpretations and the influence of present-day perspectives were raised by several participants during discussions.

A particular danger for the historian is searching for past identities and borders in order to confirm modern ones. The Black Sea has often been a region of change and flux. Throughout much of its history, present-day countries did not exist, although history textbooks sometimes talk about them as if they have an 'existential reality' and existed before time began. Thus, in one sense, it is impossible to talk about a country in the prehistoric period, as countries, as we know them, did not exist. Political and social contexts as well as mentalities were different. The writer and the teacher of history should thus avoid imposing modern viewpoints and constructs on past societies and should accept that the past is another country unique unto itself.

¹ This section draws on contributions to the round table discussions, documents supplied by the Ministries of Education and other aspects of the debate

Interpretations change over time. Some historians seek to impose narratives on the past, others to infer patterns of trade and organisation. In some studies of the region, there is now a greater focus on how the development of cities and towns is a common theme which happens at different times and is not a continuous narrative. School history teaching needs to be alert to these changes in interpretation.

4.2 Recent developments in curricula and textbooks in the region

During the seminar, participants reflected on their curricula. The debate was characterised by an openness and honesty about both the strengths and weaknesses of the treatment of the Black Sea in their curricula and textbooks. This honesty and ability to be self-critical and reflective was one of the major strengths of the seminar.

Many of the countries present at the seminar are in the process of reforming their curricula and textbooks and are actively considering how to promote positive images of the other. What follows should be seen as a snapshot in time, rather than the final goal.

All of the countries around the Black Sea have prescribed history curricula. However, the amount of prescription and the scope for local and school-determined topics varies from country to country. For example, in Turkey there are no regional variations; in Romania, schools now have the freedom and space within the curriculum to create their own topics as additional studies.

Many of the countries teach history in two cycles. During each cycle, students study history chronologically from earliest times to the present day. Sometimes, one cycle is taught in junior school and one in high school. However, as some countries spend longer on some topics, children of similar age groups in different countries, do not study similar content.

All the countries in the region have a strong focus on national history but also want to help students set their own history in a wider perspective. Some countries integrate world and national history, others teach them separately. This in turn impacts on how topics are taught.

Most of the Black Sea countries have recently rewritten their history curricula. The curricula define the content to be taught, but, in some cases, the documents have made more explicit the need to develop students' understanding of historical concepts, their ability to use sources and apply critical thinking skills. In all countries, there is a desire to avoid negative stereotyping of neighbouring states and a recognition that, in some of the countries concerned, history teaching has been used to serve political and social ends.

4.3 Approaches to regional history and the histories of surrounding countries

None of the countries present at the seminar study the Black Sea as a region. Interestingly, the Romanians suggested this was because the sea was only a place of contacts and cultural interchange for the period up to late antiquity. They said that for most of the time after 1000, the Black Sea was an interior expansion of water which enabled transfers between rather uniform cultural centres. Moreover, they argued that the shift in economic power to the states of the Atlantic littoral helped to transform the Black Sea into a secondary region. Conflicts against and within the Ottoman Empire were fought out on land and the Black Sea itself was of little significance. In later periods, although the Dardenelles and the Bosphorous were important in international wars and diplomacy, Turkish control tended to isolate the Black Sea from Mediterranean and western influences.

The image of the Black Sea also varies from country to country. In the Russian Federation, most textbooks portray the region as a source of conflicts: between Russia and Byzantium and Russia and Turkey. Delegates suggested that this was because the Black Sea was a centre of rivalry - a region of competing cultures and religions - where the worlds of Islam, Orthodox and Catholic Christianity met and overlapped. Others saw it as the region of cultural exchange.

Most of the countries around the Black Sea study topics which relate to its history. Common topics include: ancient peoples, the Byzantine Empire, the Ottoman Empire, the Greeks and the 19th - 20th Century rivalries of the 'Great Powers'. There appears to be less of a focus on themes, such as cities, trade etc as these topics are studied through defined periods, not over time. Interestingly, there appears to be much less emphasis on the impact of the Roman Empire on the region, than on the impact of the Greeks.

Some countries study the history of their neighbours, but few appear to study the histories of all the States around the Sea. For example, in the Russian Federation, nothing is taught about the history of Moldova. The Bulgarian delegation felt that, at present, there is not enough emphasis in their textbooks on the history of Turkey or Romania - of the 45 themes being prepared for their new textbook, 17 are on Russia and only two on Romania.

Economic constraints mean that many countries are still using old textbooks. Not surprisingly, in the past, approaches to history teaching were influenced by national interests. Textbooks in the Russian Federation sometimes viewed Russian history as positive, non Russian as negative or as of no interest. In older textbooks, Turkey is characterised as an aggressive enemy of Slav and other orthodox countries, while Russian participation in Black Sea conflicts was portrayed as a tale of heroic deeds and glory. In Greece, the story of Greek colonisation was shown from a Greek perspective with little emphasis on the impact of the colonies on the surrounding areas.

An interesting approach to regional history is found in Georgia where the curriculum involves the study of people whose individual histories link another country to Georgia.

For example, Antim Ivireanu and his role in Georgian - Romanian relations, Grigol Bakuriani and his role in Bulgarian - Georgian relations, David Guramishvili and his role in Ukrainian - Georgian relations.

5. COLLABORATIVE APPROACHES: THE RESOURCE PACK AND THE SCHOOL LINKS PROGRAMME

5.1 The resource pack: audiences and approaches

All the countries present strongly endorsed the need for a resource pack and felt that a collaborative approach to its production would prove fruitful. It was recognised that the pack needs to be flexible, to take account of the curricula of different countries and the age at which students study topics. It needs to cover different types of history: social, political, economic, cultural, technological etc. The pack also needs to contain material about the geographical and environmental features of the region.

The pack should be seen as providing additional materials to supplement the core curriculum. However, there may be a need for some countries to readjust their curricula to create sufficient space for the topic(s) to be studied.

It was suggested that the main audience of the pack could be teacher trainers, teachers or students. However, focusing on teacher trainers and teachers would be the most cost-effective approach. The pack could then contain a teachers' book with background information, teaching ideas, together with source material for use with students. There were no final decisions about the age of the students to be targeted. However, it was agreed that the age and interests of the pupils must help to determine the selection of topics and the approaches used.

5.2 The resource pack: content and topics

There were several suggestions about which periods should be covered in the pack. These included Byzantium, the Ottoman Empire, the Greeks and the 20th Century. Topics included towns and cities, migration, trade, cultural relations, ecology, changing lifestyles in the 20th Century. One suggestion was that pupils should investigate key questions about the history of the region, eg:

- Why and how did Christianity/Islam spread in the area?
- How much did external intervention affect the area?
- How have our sources of evidence about the region changed?

It was not clear from discussions whether the topics suggested should be approached from a regional perspective, i.e. as themes which are explored regionally or a series of case studies, one from each country.

There was widespread agreement that the pack should contain ideas about how to teach the content. The teachers' guide could exemplify different approaches to teaching and

learning, including the use of sources, discussion and debate, role play and the use of oral history.

In order to ensure that the materials are used, it was suggested that a dissemination programme needs to be planned from the outset. Several countries have in-service programmes and the materials could be used as part of these courses.

5.3 The school links programme

The seminar also provided an opportunity to set up links between schools in the region. (For full details see Appendix 3.) The programme is designed to enable students in participating countries to exchange information and to study their own history and the history of their partner schools. The results will be drawn together as part of an exhibition by the Council of Europe and will inform the development of the resource pack.

6. CONCLUSIONS

At this (Homeric) time, the Sea was not navigable and was called 'Axenos' (inhospitable) because of its wintry storms and the ferocity of the tribes that lived around it, and particularly the Scythians in that they sacrificed strangers....but later it was called Euxeinos (friendly to strangers) when the Ionians founded cities on the seaboard. Strabo, Geography

The historian imposes order on past events and seeks the patterns, relationships and trends that create meaning for the present. In some ways, the historian is like a person standing on the shore with a telescope. By adjusting the lens, they can make small things larger and big things fade into insignificance. The participants at the seminar were all trying to see the past from new viewpoints and with new eyes. They were looking not from lookout posts firmly entrenched behind national borders, but from the perspective of the ever-changing sea whose waters wash upon their shores.

New approaches require courage and participants approached issues in a spirit of self-reflective enquiry and mutual toleration. Discussions were extremely fruitful and the recommendations reflect the broad consensus that was achieved. There was agreement that a resource pack should be created and the school links programme set up. Areas of content and approaches to teaching were also identified. However, much of the detail has yet to be decided.

It will be important for the Council of Europe to ensure that the working methods used enable all the countries involved to participate in the decision-making process. But, they will also need to ensure that responsibilities are allocated to those who can steer the project to completion. A series of regional seminars would ensure that all countries can participate and a small well-focused development group could be used to oversee the work.

The pack has to interest students, be flexible enough to be used in different countries and in schools whose access to resources may, unfortunately, be limited. It may well be best to start with a small project, perhaps focusing on two or three topics and then if the work is successful extend the idea.

When the participants arrived in Constanta, the sky was overcast and the waters of the sea turbulent. When they left, all was placid and tranquil and the sun shone. Their brief sojourn in Ovid's Tomis helped to launch and give substance to the initial ideas of the Council of Europe representatives. However, it will be for all concerned to ensure that the idea becomes a reality and reaches out to all the coasts of the Black Sea and hopefully beyond to all the countries of the Council of Europe.

7. RECOMMENDATIONS

The following recommendations emerged from discussions at the seminar. These might form the starting point in any discussions about the next stage in the initiative.

1. A resource pack on aspects of the history of the Black Region should be created. It should be flexible and easy to use. It could contain a teachers' guide and some key resources for use with students.
2. The pack should be aimed at teacher trainers and teachers.
3. Topics and content should be selected which:
 - are accessible and interesting for pupils aged 14-16 and which will foster their enthusiasm for history;
 - are appropriate to the needs of all the countries involved in the initiative and which fit into the majority of curricula taught in the region;
 - enable pupils to explore events, turning points, personalities, issues and themes which illustrate aspects of the history of the region;
 - enable pupils to make inferences and deductions about the extent to which aspects of the past were common to the whole region or unique to particular areas;

- enable students to explore the validity of the idea that the Black Sea is a unique area where, at times, different cultures met and mingled;
 - enable pupils to understand why there are different interpretations of history.
4. The material in the pack should illustrate different approaches to teaching history but, in particular, should illustrate the appropriate use of sources, new communications technology (where available), role play and how to develop students' critical thinking skills. The selection of material should enable students to carry out their own enquiries, and reach and support their own interpretations based on available evidence.
 5. Resources for students could include: documents, maps and pictures, visual material - slides and video, suggestions for visits to museums, tasks and self assessment exercises. In order to make the pack manageable, the number of resources needs careful consideration.
 6. The teachers' guide could include information about regional history, suggestions for different ways of teaching topics, and ideas about how to use local and oral history.
 7. The pack should take account of current developments in historical scholarship and should be free from any form of bias. It should help to promote mutual understanding, tolerance and trust.
 8. Possible topics for inclusion in the pack are:
 - cities and towns;
 - population movements;
 - trade and commerce;
 - the environment;
 - changing lifestyles in the 20th Century;
 - ships.
 9. Time periods could include:
 - First settlements;
 - Greek colonisation;
 - The Byzantine Empire;
 - The Ottoman Empire;
 - The region in the 19th and 20th Centuries;

10. Alternatively, the pack could be created around key questions, such as:
- What impact did the Byzantine Empire, or the Ottoman Empire or the Greeks have on the culture of the region?
 - How do we know about Byzantine or Ottoman or Greek influence and what does the information tell us?

Such an approach would help to develop critical thinking skills.

11. The results of the school links programme should be used to inform the development of the project.
12. Methods of working during the project should be collaborative and enable all the countries concerned to contribute to the development of the materials.
13. The materials should be published in the languages of the region and also in English. A version could be made available through the Internet.

APPENDIX 1

INFORMATION ABOUT THE HISTORY CURRICULA OF THE COUNTRIES OF THE BLACK SEA LITTORAL

Bulgaria

Bulgaria is reviewing the factual content of, and the methodological approaches used in, its history curriculum. Although both world and national history are taught, there is an emphasis on the history of Bulgaria and the Balkan region. The influence of religions, the significance of democracy, human values and decentralisation are all important themes in the history curriculum.

Some aspects of the history of the Black Sea are included in the world history textbooks for the 7th - 9th grades. In the 9th grade, topics include the Black Sea Basin between the 15th Century and the First World War. In the 11th grade, topics cover the period from the First World War to the present. National history in the 11th grade includes the Bulgarian Diaspora in Russia, migration, culture and education. World history includes political history and political systems, Russian and universal cultures. At present, there is not enough emphasis on the history of Turkey or Romania, of the 45 themes being prepared for the new textbook, 17 are on Russia and only two on Romania.

World history is taught in upper secondary grades. The history of Turkey is included in the study of 16th and 17th Century history. Romanian history is included in the general history of 19th and 20th Century Europe but this does not include cultural history. There is little material on the history of Georgia. The Bulgarians feel more emphasis could be given to the intermingling of cultures.

Georgia

The Ministry of Education is responsible for the preparation of the history of Georgia. The main focus is on Georgian history. The history of the Black Sea region is not a key theme but the curriculum includes the histories of the Byzantine Empire and the Ottoman Empire. Special attention is given to historical figures who influenced relations between Georgia and Romania, Bulgaria, Ukraine and Russia.

The Georgian history curriculum covers the following topics, some of which focus on the history of the countries of the Black Sea. It is constructed as follows:

- 5th grade: 10-11 year olds
"The Chronicle of Our Homeland"
Authors: R. Metreveli, L. Sanikidze
(Stories from the history of Georgia);

- 6th grade: 11-12 year olds
World History, Part I, "History of the Ancient World"
Authors: K. Tvaliashvili, Ts. Chikvaidze
(Ancient Civilisations, including Egypt, Sumer, Babylon and Hittites + Ancient Greece and Rome);
- 7th grade: 12-13 year olds
"The History of Georgia"
Authors: I. Antelava, S. Vardosanidze, R. Metreveli
(from the earliest times to 10th-11th Centuries);
- 7th grade: 12-13 year olds
World History, Part II, "The History of the Middle Ages"
Authors: K. Antadze, L. Pirtskhalava
(from the earliest times to the Renaissance);
- 8th grade: 13-14 year olds
"The History of Georgia"
Authors: N. Asatiani, M. Lortkipanidze
(from the 12th-18th Centuries);
- 8th grade: 13-14 year olds
World History, Part III, "Modern History"
Author: N. Mamukelashvili
(Byzantine, Russian and Turkish history from the Middle Ages - 18th Century);
- 9th grade: 14-15 year olds
"The History of Georgia"
Author: P. Lomashvili
(18th Century)
- 9th grade: 14-15 year olds
World History, Part III, "Modern History"
Author: N. Mamukelashvili
(The history of Russia in the 19th Century; Second half of the 19th Century; Europe and Russia up to World War I; Turkish history from the late 19th Century up to Kemal Ataturk's reforms);
- 10th grade: 15-16 year olds
"The History of Georgia"
Author: P. Lomashvili
(19th Century);
- 10th grade: 15-16 year olds
World History, Part IV, "Recent History"
Author: G. Bolotashvili
(The History of Europe, Russia and the USA up to World War II);
- 11th grade: 16-17 year olds
"The History of Georgia"
Author: P. Lomashvili
(20th Century);

- 11th grade: 16-17 year olds
World History, Part IV, "Recent History"
Authors: N. Kiguradze, E. Medzmariashvili
(The History of the Gold War; USA in 1945-1991; Germany in 1945-1991; Great Britain in 1945-1991, France in 1945-1991; Italy and Greece in 1945-1991; Spain and Portugal in 1945-1991; Japan in 1945-1991; Turkey in 1945-1991; Latin America in 1945-1991);
- 11th grade: 16-17 year olds
"Social Sciences"
Author: V. Erkomaishvili

Moldova

The history curriculum has been developed by a team of curriculum researchers, university and school teachers co-ordinated by the specialist responsible for history in the Ministry of Education. World and Moldovan history are taught in two cycles. The second takes place during the last three years of schooling and allows students to tackle topics in more depth. Textbooks are being developed with the help of the SOROS Foundation and the World Bank.

In the gymnasium, the following periods are covered and provide opportunities for the study of aspects of Black Sea history:

- 5th grade - Ancient history (Greek colonies);
- 6th grade - The Middle Ages (Byzantine history);
- 7th grade - Modern history;
- 8th grade - Modern history;
- 9th grade - Contemporary history.

The study of Romanian history covers topics such as the Getes and the Dacs; the Greek colonies; the Romans; the influence of the Byzantine Empire and the Ottoman Empire; Romania and Bessarabia in the context of the Great Powers; and contemporary international relations between Moldova and the countries of the Black Sea.

The curriculum also includes material on local history and the histories of different ethnic groups. It contains obligatory material but also allows teachers to use supplementary material. At present, there are no books which can be used to teach the history of the Black Sea.

Romania

History is a compulsory subject in Romania and part of the core curriculum. The minimum time allocation is one hour a week from the 4th to the 12th grade. The National Curriculum (which is compulsory) was developed through consultation with a range of organisations, including teachers' associations, universities and educational experts. Educational publishers produce textbooks and these are approved by the Ministry.

Romania has recently moved from a content-based and very prescriptive curriculum to one which aims to develop competencies and attitudes. A flexible approach enables schools to develop their own topics in the context of the national framework. Thus the new curriculum, implemented in 1998-99, consists of a core compulsory curriculum and a school-based curriculum. Teachers can produce their own units of work as part of both the core and school-based framework.

The history curriculum contains:

- general teaching objectives for history, include the students' ability to use sources, to understand chronology, to use historical terms etc;
- definitions of pupils' expected performance in terms of knowledge and skills at the end of each grade;
- themes for each grade;
- content, including significant areas of study, lists of terms and concepts, and prescribed subjects for lessons, debates, evaluations etc;
- learning activities.

The content is as follows:

- 5th grade - History up to 1000 AD;
- 6th grade - History from 1000 AD to the Congress of Vienna (1815);
- 7th grade - 19th and 20th Century history;
- 8th grade - Romanian history;
- 9th grade - History of European Civilisation up to the modern period;
- 10th grade - Europe and the New World up to the Congress of Vienna;
- 11th grade - World history from 1815 to the present day;
- 12th grade - Romania in Europe.

Optional courses include:

- mentalities and daily life;
- controversial issues in history;
- the history of a local community.

Students from minority groups have an hour a week in the 6th and 7th grade devoted to their own history and culture.

The new Romanian textbooks for the 5th and 6th grades integrate world and Romanian history. New textbooks for the 7th - 12th grades are about to be published.

The Black Sea is not an important topic in Romanian history education. The only prescribed theme is a topic on the Danube and the Black Sea as part of a study by historians and geographers of the “Romanian Space” in the 7th grade. However, the flexible nature of the curriculum enables teachers and authors to introduce elements of regional history. Topics included in textbooks include: the Roman and Byzantine Empires; the history of medieval cities, with a case study on Constantinople; trade in the Middle Ages; the Ottoman Empire; conflict in the Balkans in 17th - 19th Centuries; security systems and alliances in the region after World War I.

The Black Sea is not taught as a region. This is because, unlike the Mediterranean, it was only a place of contacts and cultural interchange for the period up to late antiquity. The Byzantine Empire, the Italian City States and Arab merchants all had interests in the area but, for most of the time after 1000, the Black Sea was an interior expanse of water and enabled transfers between rather uniform cultural centres. The fact that it was at the end of European and Asian trade routes gave it prominence, but the development of the states of the Atlantic littoral, reduced the Black Sea to a secondary region. The rise of nation States in the region led to conflicts against, and within, the Ottoman Empire. The theatre of war was, however, on land and the Black Sea was of little significance. The nation States looked westward. However, the Dardenelles and the Bosphorous retained a significant place in wars and international diplomacy.

The Russian Federation

Although the Black Sea region is a good example of a region at the crossroads of different cultures and influences, this is not reflected in history textbooks or curricula of secondary schools in the Russian Federation. This is because the history of the Black Sea is not thought to be of great significance by textbook authors and curriculum experts.

Most textbooks portray the region as a source of conflicts: between Russia and Byzantium and Russia and Turkey. This is because the Black Sea was a centre of rivalry - a region of competing cultures and religions where the worlds of Islam, Orthodox and Catholic Christianity met and overlapped.

However, Russian textbooks cover topics, such as the Greeks, the Byzantine Empire, the Middle Ages, the history of Turkey. After the dismantling of the Soviet Union, textbooks were redesigned and the histories of some former States were included, others were not. For example, the history of Moldova is not even taught in the world history course.

Many textbooks are still influenced by “Russian national interests”. Russian history is viewed as positive, non Russian as negative or as of no interest. For example, Turkey is

characterised as an aggressive enemy of Slav and other orthodox countries. While Russian participation in Black Sea conflicts is portrayed as a tale of heroic deeds and glory.

The new Russian textbooks cover three main periods:

Ancient and medieval history with special stress on the civilisations found in the Black Sea area, links between peoples and the similarities and differences in the region.

Empires, including the Russian and Ottoman Empires and the phenomenon of Imperialism.

The 20th Century and the role of personalities, such as Kemal Ataturk.

Turkey

In Turkey, history is a compulsory subject for all in education from primary school to university level. The curriculum is centrally determined by the Ministry of Education and is consistent throughout Turkey. There are no regional variations. Textbooks are approved by the State, although teachers are free to choose their own methods.

The aims of history education are to give students an understanding of the past, a sense of chronology and an understanding of historical concepts, such as cause, place and time. Students should also be helped to carry out their own investigations, to evaluate biased material, develop critical skills and understand different perspectives on the past. They should become conscious of the differences between national and universal culture.

In the 9th to the 10th grade, students study the following:

- Anatolia during ancient times;
- Islamic history;
- Anatolia during the medieval period;
- The Ottoman Empire;
- The Renaissance and Reformation in Europe;
- The French Revolution;
- 20th Century World history;
- Contemporary Turkish history.

As part of their social studies, students are taught about:

- neighbouring countries, including Georgia and Bulgaria;
- the historical, social, economic and cultural structures of the Russian Federation, Moldova, Ukraine and their relations with Turkey.

One aim of high school education is to help students understand their own country and neighbouring countries. In the first two years at high school, students learn about the history of Anatolia. In the last year, they study the formation of the Turkish State, the Kemalist Revolution and reform.

Students majoring in social sciences spend more time studying history and have some elective courses, such as history of art, history of Islam and a study of democracy and human rights.

The history of the Black Sea region is studied not in its own right but in the context of Turkish history. From the time of Attila the Hun onwards, the history of the Turks and the Black Sea have been closely connected. The Black Sea region is, therefore, treated as a complementary part of Turkish history and there are no separate textbooks.

The course books of history 1, 2 and 3 cover the following themes:

- History 1: (Grade 9) Introduction to history, Anatolia and its surroundings in ancient times, Turkish history from ancient times - 1300 and Islamic history during medieval times;
- History 2: (Grade 10) Ottoman and Turkish history, 1300 - 1932 and European history (1300 - 1918).
- History 3: (Grade 11) History of the Turkish revolution (1918 - 1950).

Ukraine

The history curriculum in Ukraine is divided equally between world and national history. Teachers can decide on the amount of time given to a topic and add topics relevant to their region. For example, in Odessa, students study Bulgarian history; in the Crimea, the history of the Tatars.

The curriculum includes the study of Ancient Greece where students have the opportunity to examine the difference between mythology and fact. The curriculum also includes topics such as the histories of neighbouring States and regional themes, including the history of Russia, colonisation in the Black Sea, relations with the Ottoman Empire and a topic on Georgia,

Greece

In the past, the main purpose of history teaching was to strengthen the national conscience of children and make them proud of their ancestors. Since 1974, this has been changing and, in the last 10 years, Greek universities have produced a new framework for history teaching. The focus is now on helping children see themselves in a European perspective. National history is taught but avoids negative stereotyping of neighbours. There is a greater focus on aspects of civilisation and less emphasis on political events.

Textbooks are written according to prescribed guidelines and edited by the State. In the past, there was an emphasis in Greek textbooks on proving that present-day Greece and the Greek people are direct descendants of the Hellenes. The past was also often viewed from a Greek perspective, for example there was a lot of material on Greek colonies in the Black Sea area, but little on the peoples who lived there before the arrival of the Greeks. The Thracians, Dacians and Scythians were only mentioned because of the Persian campaigns against them, not as peoples in their own right.

Sometimes the ethnocentric character of historical studies meant that neighbouring countries were portrayed as the "eternal enemies", for example until 1974 Bulgaria was shown in this light. Turkey was described as an "enemy" because of the long lasting Ottoman occupation, the Greek-Turkish war of 1919-1922 and the issue of Cyprus. This is now changing.

APPENDIX 2

REPORTS FROM THE WORKING GROUPS

Report of Working Group 1

Chair: Mehmet Oz

Rapporteur: Mihai Manea

Resource persons: Arild Thorbjornsen, Ms Annalisa Milletti

Members of this group included participants from Georgia, Italy, Romania, Norway, Turkey, and EUROCLIO.

Participants discussed the role of history in present-day society and stressed the role of national history as compared to world history. They agreed that the study of history can foster co-operation and mutual understanding. They also endorsed the use of sources, the study of historical concepts and the need to appreciate different points of view.

The group agreed that the Black Sea is, and has been, a crossroads of civilisations influenced by wars, peace initiatives, trade routes, different religions and cultures.

Most of the countries of the region teach about the Greek colonies, the role of Byzantium, the Ottoman Empire and the role of the Great Powers. All find multiculturalism a difficult theme. There was agreement that the traditional image of 'the others' in curricula as the eternal enemy should be replaced by a focus on common topics which link peoples.

The group endorsed the creation of a teaching pack on the history of the Black Sea and hoped it would illuminate different aspects of the histories of the countries around the Sea and identify common themes. Some traditional military and political topics may need to be removed from national curricula, in order to create space for a study of wider historical developments.

It was thought to be impossible to identify a common teaching method for the pack because of the age of the students and the complexity of the topics. However, there is a need for new textbooks and approaches, as well as more use of sources and modern media. Teacher training in all the countries involved needs to focus more on active learning, citizenship and critical thinking.

Recommendations

The group endorsed the idea of a teaching pack aimed at students aged 14-16. Possible topics include:

- First settlements;
- Greek colonisation;
- Byzantium;
- The Ottoman Empire;
- Migration;
- Religion and Culture;
- The Black Sea as a playground for great powers;
- Trade and its effect on life;
- Geography and the environment;
- The Black Sea as an area of exchange.

The pack should contain:

- Documents;
- Maps and pictures;
- Artefacts;
- Films and video;
- Suggestions for visits to museums;
- Teaching methods;
- Tasks and self assessment exercises;
- Suggestions for local history research and for oral history.

Report of Working Group 2

Chair: Vladimir Batsin

Rapporteur: Pavlo Polyansky

Resource person: Tatiana Milko

Members of this group included participants from Bulgaria, Moldova, the Russian Federation and Ukraine.

All the countries represented teach the histories of the countries of the Black Sea littoral. Textbooks in these countries often contain chapters on the histories of other Black Sea countries but the area is rarely seen as region in its own right.

Topics on the Black Sea are frequently linked to the study of Ancient Greece - a significant period for all countries concerned. The Byzantine heritage is also a common theme found in textbooks and curricula. However, there is insufficient study of Georgia, Moldova and Ukraine, especially in secondary schools in the Russian Federation.

The treatment of the history of the Ottoman Empire presents the most difficulties. The group stressed the importance of establishing a positive approach to the teaching and learning of Turkish history and of the influence of the Turks in the region. Bilateral contacts and discussions with Turkish colleagues need to be developed to work out new approaches to teaching Turkish history.

The main focus should be on teaching multicultural aspects of the history of the Black Sea which will help teachers overcome negative stereotypes. At present, this multicultural approach is more secure in civic education than in history curricula and textbooks. In order to overcome negative stereotypes, it is important to:

- ensure that there is a balance of political, economic, social and cultural history;
- eliminate political overtones in the teaching of the history of the region;
- develop a positive overview of the history of the countries of the Black sea region;
- present different points of view on controversial and sensitive issues.

Participants agreed that changes to curricula, standards and textbooks should be implemented during the Initiative, or preferably after it has ended.

Recommendations

The working group reached the following conclusions.

- The focus of teaching about the region should be on the Black Sea as a crossroads of civilisations.
- Teachers should be able to use a variety of existing methods, including lectures, textbooks, interactive approaches, mass media, video etc.
- The Internet should be use to set up international exchanges between schools in the region.
- An international history competition or role play should be held between schools in the region.
- Bilateral and multilateral contacts between the countries of the Black Sea should be developed.
- A teaching pack should be created which contains:
 - films for use in lessons;
 - questions for discussion with pupils;
 - historical sources;
 - information about the geography and history of the region.
- Common themes should be identified which stress the common features between the cultures and histories of the region. These include:
 - trade and commerce;
 - towns and cities;
 - customs and traditions;
 - legends and myths of the Black Sea;
 - natural and historical sites of the Black Sea;
 - population movements.
- Russian should be one of the working languages used during the Initiative.

Report of Working Group 3

Chair: Laura Capita

Rapporteur: Paata Ramishvili

Resource person: Zosia Archibald

Members of this group included participants from Bulgaria, Georgia, Greece, Romania, the Russian Federation and the United Kingdom

The group endorsed the fact that textbook writers should avoid presenting negative images and be sensitive to the histories of minorities. Some subject-specific terminology can foster negative images. For example, the term ‘turkocracy’ used in Greece, may give readers the impression that the foreign policy of the Ottoman Empire was the responsibility of ordinary people not the Sultans.

Unfortunately, some textbooks still contain negative images. In order to avoid images of neighbouring countries, committees of Greek historians who speak Bulgarian, Romanian and Turkish are considering aspects of the past and are helping to produce new textbooks.

There was some debate about the principles and practices of good history teaching. Participants endorsed the need for a balance of approaches, including debate, project work, analysis of specific questions in detail and the study of great historians. If they are to understand the value of history, students need to be given opportunities to relate the past to the present. It was also stressed that textbooks must take account of the interests of young people.

The group agreed that some key questions needed addressing before work was started on the pack. These include the following.

- Is there any evidence for a specific Black Sea identity?
- What kinds of questions do we want our students to investigate?
- What do we want our students to be able to do at the end of each unit or at the end of the project?
- What materials do teachers and/or students need?
- What are the common issues in the region today - cultural, civic, ecological?

Possible topics for inclusion in the pack are:

- religions;
- trade;
- cultural relations;

- migrations;
- personalities;
- the 20th Century with special emphasis on social change;
- early cities in the region;
- the image of the other in the arts and mass media.

Possible contents of the resource pack include:

- maps showing where influences originated;
- sources, particularly those showing evidence of change.

It was suggested that one way of approaching the issue of multiculturalism was to study the role of personalities who crossed divides, for example, Antim Ivireanu and his role in Georgian - Romanian relations, Grigol Bakuriani and his role in Bulgarian - Georgian relations, David Guramishvili and his role in Ukrainian - Georgian relations

APPENDIX 3

THE SCHOOL LINKS PROGRAMME

The aim of this project is for two schools in each of the countries around the Black Sea to take part in a project involving the exchange of information about a historical topic by fax or e-mail. The outcomes will be both the concrete results of the exchanges and an evaluation of the processes and thinking involved in setting up and running the project. The project will run from September to December 1999. Some financial support will be available for the schools involved.

Links between countries were agreed at the seminar. These are as follows:

- Georgia - Turkey and Ukraine
- Bulgaria - Ukraine and Moldova
- Ukraine - Bulgaria and Georgia
- Russian Federation - Greece and Moldova
- Turkey - Georgia and Romania
- Romania - Greece and Turkey
- Moldova - Russian Federation and Bulgaria
- Greece - Russian Federation and Romania

The teachers involved can decide on the exact focus of the project but possible topics include:

- cities and towns;
- population movements;
- trade and commerce;
- the environment;
- changing lifestyles in the 20th Century;
- ships.

The study of an archaeological site could be integrated into one of these topics.

The schools involved need to keep the project to a manageable size. it could involve the exchange of maps, plans, guide books written by pupils. Exchanges should probably be on a weekly basis and should result in the creation, at the end of the project, of a small exhibition.

APPENDIX IV/ANNEXE IV

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APPENDIX V

PROGRAMME OF THE SEMINAR

Thursday 6 May 1999

09.30 - 11.00 Plenary Session

Chair: Professor Alexandru BARNEA, Dean of the History Department of the University of Bucharest

Opening of the Seminar by:

- Ms Dakmara GEORGESCU, Counsellor to the Minister of National Education of Romania;
- Mr Mircea MANIU, Head of International Relations, Ministry of National Education of Romania;
- Ms Alison CARDWELL, Acting Head of the Technical Co-operation and Assistance Section, Directorate of Education, Culture and Sport, Council of Europe;
- Mr Gheorghe ANDREI, Member of the Parliamentary Commission for Education, Chamber of Deputies of Romania;
- the Mayor of the City of Constanta;
- Ms Mariana NITELEA, Director of the Information and Documentation Centre on the Council of Europe, Bucharest.

Introductory presentation on: "The Black Sea and its history", by Professor Serban PAPACOSTEA, Member of the Romanian Academy, Director of the Institute "Nicolae Iorga" in Bucharest, Professor at Ovidius University in Constanta.

11.00 - 11.30 Coffee Break

11.30 - 13.00 Plenary Session

Chair: Professor Alexandru BARNEA, Dean of the History Department of the University of Bucharest

Round Table:

- Examples of curricula in Italy: teaching about the history of the Mediterranean area - similarities and differences by Ms Annalisa MILLETTI, History Teacher, Ministry of Public Instruction, Italy;
- Examples of teaching about the Baltic Sea area: common themes and the Vikings and the perceptions of them by Mr Arild THORBJORSEN, Deputy Director General, Department of Upper Secondary Education, Ministry of Education, Research and Church Affairs, Norway.

Discussion with all the participants

13.00 - 14.30 Lunch

14.30 - 16.30 **Plenary Session**

Chair: Professor Alexandru BARNEA, Dean of the History Department of the University of Bucharest

Round table:

One representative from each of the countries present should give a 10 minute presentation on the history curricula of his/her country where they touch on the Black Sea history: units of national or transnational aspects of the history of the Black Sea.

Discussion with all the participants

Introduction to the questions for the working groups and the working methods to be used, by Ms Susan BENNETT, General Rapporteur

16.30 – 17.00 Coffee Break

17.00 – 18.00 **Three Parallel Working Group Sessions**

19.30 Dinner

Friday 7 May 1999

09.30 – 11.00 **Continuation of the three parallel working groups - discussion on the curricula.**

11.00 – 11.30 Coffee Break

11.30 - 13.00 **Continuation of the parallel working groups sessions - discussion on the teaching methods and styles used in the classroom.**

13.00 - 14.30 Lunch

14.30 - 16.00 **Continuation of the parallel working groups sessions - discussion on the preparation of a teaching pack on the history of the Black Sea.**

16.00 - 16.30 Coffee Break

16.30 – 17.30 **The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of their working group. They should prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the report of the Seminar.**

Plenary Session

Chair: Mr Doru DUMITRESCU, General Inspector for History, Ministry of Education of Romania

The school links proposal. Discussion of the objectives, the practicalities and the links.

20.00 Official Dinner

Saturday 8 May 1999

09.30 - 11.00 Plenary Session

Chair: Professor Alexandru BARNEA, Dean of the History Department of the University of Bucharest

Presentation of the conclusions and recommendations of the rapporteurs of the working groups

Presentation of the results of the school links session by Mr Doru DUMITRESCU

Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar.

Comments by the participants and resource persons

11.00 - 11.30 Coffee Break

11.30 - 12.30 Closing speeches of the Seminar by:

- Ms Alison CARDWELL, Acting Head of the Technical Cooperation and Assistance Section, Directorate of Education, Culture and Sport, Council of Europe;
- the representative of the City of Constanta;
- the representative of the Ministry of Education of Romania.

12.30 – 13.30 Lunch

13.30 – 17.30 Cultural Programme

