



DGIV/EDU/HIST (2005) 14

Project “Council of Europe and Euroclio in international cooperation for facilitating the innovation of the learning and teaching of history in the MATRA Countries”

Seminars on

**“The Legacy of World War II”
The Nazi-Soviet Pact to the end of 1989: Europe after 1945**

Bucharest, 31 May-1 June 2005
Sinaia, 2 – 3 June 2005
Romania

Report

Strasbourg

Seminars on

**“The Legacy of World War II”
The Nazi-Soviet Pact to the end of 1989: Europe after 1945**

Bucharest, 31 May-1 June 2005

Sinaia, 2 – 3 June 2005

Romania

Report by

**Mihai MANEA
Romania**

Contents

Introduction	7
Presentations	
Two history teacher training seminars organised in Romania.....	8
European Dimension in History Teaching. The examples of France, Romania and Bulgaria ..	9
Fostering developments in the teaching and learning of Modern European history Mr Chris Rowe	10
1944-1945: A Critical Key Moment within Romanian history: A Historical and Methodological Approach Mr Mihai Manea	11
The European Dimension in History Teaching: History and Citizenship: Education, Curriculum, Textbooks, the Bulgarian Experience Dr Konstadin Grozev	12
The European Dimension in History Teaching: the French example Different scales in history teaching: From global history to French history: Multiperspectivity in the curricula in secondary schools in France Mr Marc Bergeron	16
Working Group Sessions	22
History and European Democratic Citizenship Education	23
Citizenship beyond and within the classroom Ms Vikki Askew	23
Teaching history and Democratic Citizenship Education Dr Laura Capita.....	33
EUROCLIO - the impact and its role on the European history education system	
Presentation on EURCLIO Ms Joke van der Leeuw-Roord	33
General conclusions	42

A short bibliography	43
Appendix I	
Programme of the Seminars	44
Appendix II	
List of participants	48

Introduction

“History is not merely the past, but a map of the past, present and future drawn from a point of view to be useful to the modern traveller ...”

Henry Glassie

History remains one of the most important, but controversial and sensitive topics in present-day school. That is why the Council of Europe has always advocated and supported the permanent change of history education. The organisation in Strasbourg has acted as an international catalyst in promoting new thinking and new approaches on history teaching. Today we live in a period when democracy should be learnt and lived on an everyday basis and history teachers played a major role in implementing the main values of European democratic citizenship education. The Council of Europe decided to mark 2005 the European Year of Citizenship through Education. The aim is to launch throughout the continent an intense campaign to popularize and put into practice the education for democratic citizenship policies and programmes developed within the organisation in Strasbourg. At the third Summit of the Heads of States and Governments of the Council of Europe member States, which took place in Warsaw, Poland, on 16-17 May 2005, the participants stressed their determination to reinforce democracy and human rights in Europe through, among other means, education.

The Council of Europe is currently developing the *Project on the European Dimension in History Teaching*. The project is intended to: (i) emphasize contemporary history and the history of recent conflicts; (ii) analyze issues relating to migration and minorities; (iii) set European history in a global context; and (iv) incorporate the "education for democratic citizenship" dimension, which means focusing on events, topics, themes or developments which are truly European, either because they happened across much of Europe or had direct or indirect consequences for most of the continent. The main aims and objectives of the project are to:

- encourage teachers to adopt a comparative perspective and not just look at national history but rather set the events in their own country in a broader European and global context;
- contribute to the development of young people's historical understanding and critical skills as well as their knowledge;
- encourage teachers and students to examine key events, conflicts and developments from a multiperspectival viewpoint.

At the same time, the project is designed to help students understand the 'roots' of recent historical events and developments. Nowadays, students get most of their information from the mass media, which, in general, tend to be limited to the more immediate causal factors without a clear distinction of the general historical context that might help to explain the decisions made and those which were ignored. This project is an important

contribution by history to the European education for democratic citizenship, and the emphasis will be on developing students' skills in critically analyzing and interpreting information from a wide range of historical sources.

The main focus is on various key dates in 19th and 20th century history which are taught in most European history syllabi, and which represent significant turning points in the development of contemporary Europe. For each one of these key dates, a topical Symposium is organised:

- 1848 in Braunschweig, Germany (1-3 May 2003);
- 1912/13 in Athens, Greece (5-7 May 2005)
- 1919 in Sèvres, France (1-3 December 2005);
- 1945 in Yalta, Ukraine (2-4 October 2003); and
- 1989 in Budapest, Hungary (29 April – 1 May 2004).

The final outcome of the Project should be a CD-ROM, accompanied by a handbook for teachers and a collection of some important works which bring together papers from the main symposia and conferences which took place in connection with such key dates. The dissemination of information on this project is of paramount importance among history educators in Europe. That is why the Council of Europe organised a European In-service Teaching Training Seminar in Donaueschingen, Germany, in May 2004 and several in-service training sessions in member States such as Romania and Bulgaria.

The two seminars in Romania (Bucharest and Sinaia), were jointly organised by the Council of Europe, EUROCLIO, in the framework of the project *Council of Europe and EUROCLIO in international cooperation for facilitating the innovation in learning and teaching history in the MATRA Countries*, in close cooperation with the Ministry of Education and Research of Romania. The participants were history teacher-trainers (mentors) and teachers at the beginning of their teaching career. Experts from Bulgaria, France, the Netherlands, Romania and the United Kingdom were invited. In order to better disseminate the information among teachers and bring them together, the Council of Europe and the education authorities in both Romania and Bulgaria joined their efforts and invited five history teachers from Bulgaria to the seminar in Sinaia, Romania and three history teachers from Romania to the seminar in Sofia, Bulgaria. This seminar was organised after the seminar in Sinaia took place, in June 2005. Participants were provided with a wide range of publications issued by the Council of Europe and EUROCLIO.

Presentations

Two history teacher training seminars organised in Romania

Two seminars took place in Romania. At the seminar in Bucharest, most of the participants were from the capital of Romania and in Sinaia, most were from all over Romania.

The participants at the two seminars were welcomed by Ms Mariana NITELEA, Director of the Information Office of the Council of Europe in Romania. She stressed that the two seminars in Romania were taking place just after the third Summit of the Heads of States and Governments of the member States of the Council of Europe. Ms NITELEA underlined the important role of history education in present-day Europe and the important contribution of the Council of Europe to the reform of history education. Although history as a school subject remains a sensitive topic, the interest in history has never waned as it is very challenging. In the past few years there have been many symposia and seminars on history education organised in Romania, largely supported by the Council of Europe and the Ministry of Education and Research. Many publications of the Council have been translated into Romanian, such as: the Recommendation 15 (2001) on history teaching in twenty-first-century Europe; the publication *Multiperspectivity in History Teaching: A Guide for Teachers*; and Robert Stradling's book on *Teaching 20th Century European History*.

Mr Doru DUMITRESCU and Mr Eugen STOICA welcomed the participants on behalf of the Ministry of Education and Research of Romania. Mr DUMITRESCU emphasized the importance of the two training seminars and introduced the experts and the programme to the participants. They pointed out that the Ministry is permanently involved in an important activity of reform concerning the quality of the educational system including history education. They also emphasized the role of the Council of Europe which largely contributed and supported many seminars, conferences and symposia in Romania. At the same time they said that the Ministry will continue to contribute to the dissemination and implementation of the recommendations, projects, policies and publications of the Council of Europe. Mr STOICA focused on the link between history and European democratic citizenship education, between history and civics. There are common terms used throughout all the school subjects, such as state, democracy and the constitution. In Romania, both history and civics are featured as school subjects and are taught by both history teachers and philosophy graduates. He suggested that an important topic for discussion should be European citizenship, as new and challenging developments have recently taken place within the framework of the European Constitution in France and the Netherlands.

Ms Joke van der LEEUW-ROORD, Executive Director of EUROCLIO, underlined the importance of the two seminars organised in Romania. She said that since history as a school subject remains at once provocative, sensitive and important, it can unite or on the contrary, disunite people. That is why the two seminars were bringing together history teachers from many parts of the country and providing an appropriate background for interactive work. Teachers should reinforce the European and democratic dimension of history education.

European Dimension in History Teaching. The examples of France, Romania and Bulgaria

The recent debate about the teaching of the European history has been influenced by the question: Is Europe defined by its common cultural heritage or by its huge diversity. That

is why, based on examples from three countries on our continent, an interesting discussion took place in the framework of the seminars in Romania on the European dimension in history teaching.

Mr Christopher ROWE, United Kingdom, also the director of the two seminars, gave a presentation on *Fostering developments in the teaching and learning of Modern European History*. He stressed that it is very important to know *what* and *how* history is taught in the classroom. He stressed that teachers should not try to present their students all the information on a certain event and if something happens in the classroom (a student asks a question, initiates a debate, etc.) he needs to react immediately. Any history teacher should explore in the classroom all the possible links between history, geography, chronology and ICT. But the teacher should be wary of the impact of ICT devices on his students which is largely dependent on their age. There is inevitably little time for a teacher, especially a history teacher, during a class. However, the teacher should invite his students to talk, to discuss and to use their critical thinking skills. The students need to understand how important it is to assess what they observe and perceive during their everyday life. Mr ROWE underlined the fact that European history needs to be approached via national or even local history.

What would a history teacher's activity involve in an ideal world ?

- Planning would be flexible, always making space to respond to interest and enthusiasm from students as it happens;
- Individual lessons would always be part of an overall plan; some lessons will deal with particular issues and skills - a lesson plan should not try to include all the desirable objectives possible;
- Lessons would take place in a well-equipped classroom, with access to VCR, computers, maps and examples of students' work on the walls;
- Lessons would always take place within a clear geographical and chronological framework;
- Lessons would have pace and variety, avoiding "sameness";
- Sufficient time would always be allowed for student participation, including class movement and "waiting time" for student responses to be worked through;
- A range of historical sources should be used and, as far as possible, these sources would refer to the lives of ordinary people at least as much as to those of the great and famous and would be from a variety of perspectives;
- Lessons would allow for different levels of ability and achievement; the most able students would find the problems challenging, but all the students would find them accessible;
- Lessons would logically lead towards some kind of follow-up activities, allowing students to build on their understanding;
- Lessons would logically lead to some form of assignment or assessment exercise, allowing students to test their educational progress.

However, teachers face many problems during their work in the classroom, the main ones being:

- Insufficient class time to cover the topics fully;
- A shortage of suitable textbooks and teaching materials;
- A wide range of different abilities among students;
- A centralized curriculum, making multiperspectivity difficult to achieve;
- A lack of equipment;
- Not having a classroom specifically for history classes;
- Often, a lack of confidence about being familiar with all the aspects of the history topics being studied.

Mr Mihai MANEA, Romania, made a presentation on *1944/1945: A Critical Key Moment within Romanian History. A Historical and Methodological Approach*. The presentation focused on the way history educators should look at a key date in European or national history and the methodological approach to such a date. In 1944, the inner crisis of the satellite states of the Axis deepened and badly affected the everyday life of the ordinary people. On 5 August 1944 at Rastenburg, in East Prussia, the leader of Romania, Marshall Ion Antonescu met Hitler for the last time. On that occasion he reaffirmed his determination to continue fighting the Allies, in close alliance with Nazi Germany. At the same time the situation in Romania worsened. Allied air raids, the fast advance of the Red Army and the quickly changing political and social background made Romania an unstable country. The opposition led by Iuliu Maniu and politicians who rallied King Michael I, but the Antonescu government also started secret peace negotiations in the neutral countries, such as Turkey, Sweden, or Egypt. In April 1944, the Red Army entered Romania and the Soviet Foreign Minister, Vyatcheslav Molotov, issued a declaration called *Molotov Note*, in which he stressed the fact that the Soviet Union had no intention to operate political changes in Romania. As a result of a coup d'état on 23 August 1944 Ion Antonescu and his government were arrested in Bucharest and the King decided to appoint General Constantin Sanatescu as the head of the new government. This event marked an important political change in the history of Romania. The country was prepared to return to a constitutional regime, but as Professor Denis Deletant said in his book *The Communist Regime in Romania* "the process was dramatically stopped by the Communists and the Red Army". In August 1944, the small Communist Party in Romania became legal and started its campaign to gain the control of the country.

Although, after 23 August 1944, Romania faced a new political background, the Soviet Union considered Romania as an occupied country and consequently rose up against the citizens by employing violence, rapes, brutalities and requisitions. Basically Stalin wanted to impose the Communist regime in Romania as a step towards the Communization of Eastern and Central Europe. The famous "percentage agreement" in Moscow, signed in October 1944 by Stalin and Churchill, placed most of Romania in the Soviet-controlled area of Europe. Stalin had important allies in Romania among the Communists who, during World War II, had lived and worked in Moscow at the Komintern headquarters, such as Ana Pauker, Teohari Georgescu, Vasile (Laszlo) Luca,

among others. They entered into a conflict with the local Communists represented by Gheorghe Gheorghiu-Dej.

The Communists used various ways to gain control of Romania, such as rallies and violent marches, assaults on local administration offices, violence against political opponents, the ban on the political opponents' press, political agitations and political alliances, such as the National Democratic Front, designed to bring down the legal democratic governments. The Communists managed many times to quite quickly control key departments of the government, such as the Ministry of Justice or the Ministry of the Interior, under the pretext of "purifying" the state administration of the former supporters of the Antonescu government. None of these actions would have been possible without the support of the Red Army stationed in Romania and of the Soviet representatives in the Allied Control Commission in Bucharest. In early March 1945, although *The Declaration on Free Europe*, adopted at the Yalta Conference, reaffirmed the right of each country in Europe to have fair and proper elections, the Soviet Deputy Foreign Minister, Andrei I. Vyshinski, came to Bucharest and imposed the first Communist government of Romania, led by Dr Petru Groza, on King Michael I. This is considered to be the starting point of the Communist regime in Romania and some well-known historians, such as John Gaddis, stress the idea that this should be considered as the onset of the Cold War.

In mid-August 1945, King Michael I tried to force the Groza government to resign, as it was accepted by no western governments. That is why the King refused to approve any law or document issued by the Communist government. This is known as "the Royal strike" and it lasted up to the end of 1945, when, under heavy western pressure, two former representatives from the National Liberal Party and National Peasant Party were represented in the Groza government.

The years 1944 and 1945 are an important subject in the national history curriculum in Romania. The main problems are: *how* should we study history; *what* should we study; and *how* many students are interested in learning about the Communist period, which is considered less important by the younger generation. Teachers should focus more on the messages which they could disseminate in the classroom and the values and competencies which they could develop among students.

There were many comments from the participants. Ms Joke van der LEEUW-ROORD from EUROCLIO stressed the importance of the latter issue for the younger generation in the former Communist states and asked herself what was the reaction of the majority facing the ascendancy of Communism. Vikki ASKEW from the United Kingdom focused on the role of local historical memory, for example, local and oral history, private testimonies and political discourses, in analysing the Communist period in Romanian history, or that of any other Eastern country.

Dr Konstadin GROZEV from Bulgaria focused on *The European Dimension in History Teaching – History and Citizenship: Education, Curriculum, Textbooks: the Bulgarian Experience*. The Bulgarian experience is very common in the region at a time of transition. According to the Constitution of 1991, education is free and compulsory up to

the 8th grade for all citizens, regardless of gender, social background, ethnic origin or religion. The free access to education was confirmed in the Law for Public Education (1992) that specified the concrete mechanism of the educational system. Thus, education is free, but textbooks are not. Primary education is compulsory in the first eight grades; the secondary education includes the next three to four grades. History education plays an important role in the Bulgarian education system. Since the 1990s, history education has been considered one of the major instruments for building Bulgarian national consciousness and has always been a central part of all the curricula and educational programmes. The unique place of history education was emphasized by the strict division between World and national history, the latter always being taught in the final grades of primary and secondary education. In the past 20 years things have changed in the history education in Bulgaria. However, at the start of the 1980s, the school system became unstable due to a number of educational reforms aimed at modernizing it. However, such reforms were too premature and almost never came to fruition. During the 1990s, such destabilisation encompassed all fields of education and history was among the most affected. Since 1997, an important change affected education in Bulgaria. History became only one of the school subjects, the core curriculum focusing on Bulgarian language and literature and mathematics (as separate final exams at the end of the secondary school). The third final exam became optional as it did for history.

History education in Bulgaria was largely influenced by historiography, mainly the writing of history textbooks. Textbook writers were and are still mainly university professors and researchers. Three basic new trends have affected history education in the past 30 years, and all of them were linked to the gradual undermining and final disintegration of the Marxist ideology. In the 1970s–1980s new topics were introduced, such as the development of the Bulgarian National Question and the multi-party political system prior to WWII. After the 1990s, Marxism was overthrown, but unfortunately still survives under the mask of "soft" Marxism. At the end of the 1990s, some young university scholars launched gender studies, the study of important issues such as everyday life, childhood and minorities with an emphasis on non-traditional sources and oral history. But this new trend still comes from the history textbooks, bar a few exceptions. In the past 15 years, history textbooks caught the attention of Bulgarian public opinion in several cases. However, the interest was centred more on the procedures of textbook authorisation than on the content of the textbooks and the media were more than eager to present all these as sensational rather than a serious analysis. In 1992, the Ministry of Education withdrew all the history textbooks from the secondary schools and for almost half a year the students were studying without any authorised additional teaching materials. Textbooks were replaced by the so-called "Notes on History" which were hastily prepared and of a very low quality, not to mention the didactic aspect which was almost non-existent. This created chaos and vast public criticism which resulted in the production of a new generation of history textbooks. Since 1995 a steady stream of articles, radio and TV programmes have been trying to expose corruption in the process of textbook authorisation without any practical results and with no success. Yet, under their pressure, the procedure became more satisfactory and transparent.

The national curriculum is based on the Law for Public Education (1992). Another Bill passed by the Parliament sets out the main educational requirements for all school topics and for all grades. The Council of Ministers approves the national educational standards for the different groups of subjects (in our case Social Sciences and Civic Education) which define the aims and outcomes of education, for example: knowledge, development of skills and formation of attitudes.

A new history curriculum was introduced in 2001.

➤ Primary education - age 6/7-14/15

- 3rd grade - Native region- History, Geography, Biology, Civil education - 32 weeks, 2 hours per week = 64 hours.
- 4th grade - Knowing the Motherland- stressing upon prominent characters in Bulgarian history - 32 weeks, 2 hours per week = 64 hours.
- 5th grade - History - Ancient Thracians, Medieval Bulgarian history and the National revival (up to 1877)- 34 weeks, 2 hours per week = 68 hours.
- 6th grade - History - Modern Bulgarian history, 1877-1999 - 34 weeks, 2 hours per week = 68 hours.
- 7th grade - History - Ancient history - 34 weeks, 2 hours per week = 68 hours.
- 8th grade - History - Medieval world history, 4-15th c. - 34 weeks, 2 hours per week = 68 hours.

➤ Secondary education (Gymnasium) - age 15/16-18/19

- 9th grade - History and Civilisation - Modern world history, 16th c. - 1918 - 36 weeks, 2 hours per week = 72 hours.
- 10th grade - History and Civilisation - Contemporary world history, 1918-1999 - 36 weeks, 2 hours per week = 72 hours.
- 11th grade - History and Civilisation - Bulgarian national history, 7-20th c. - 36 weeks, 2 hours per week = 72 hours.
- 12th grade (introduced for the first time)- history is an optional topic

➤ Secondary education (Technical schools) - age 15/16-17/18

- 9th grade - History and Civilisation - Modern world history, 1453-1918 - 36 weeks, 1 hour per week = 36 hours.
- 10th grade - History and Civilisation - Contemporary world history, 1918-1999 - 36 weeks, 1 hour per week = 36 hours.
- 11th grade - History and Civilisation - Bulgarian national history, 7-20th c. - 36 weeks, 1 hour per week = 36 hours.

➤ Vocational education (only in Gymnasia) - age 15/16-18/19

- 9th grade - History and Civilisation - Modern world history, 1453-1918 - 36 weeks, 2 hours per week = 72 hours.

- 10th grade - History and Civilisation - Contemporary world history, 1918-1999 - 36 weeks, 2 hours per week = 72 hours.
- 11th grade - History and Civilisation - Bulgarian national history, 7-20th c. - 36 weeks, 2 hours per week = 72 hours.
- 12th grade - nothing is specified in the curriculum.

There are still problems with textbook approval. Order No. 5 of the Minister of Education and Science of Bulgaria on textbooks, dated 28 December 2000, was implemented for the first time in 2001. The Ministry organises the evaluation of drafts proposed by authors or publishing houses, both state-owned and private, on equal grounds. Then the Minister appoints an administrative commission that decides whether the proposal will be evaluated. Afterwards, the Minister appoints an evaluation commission of five members in which three are experts in the field of the discipline and two are experts in design and lay out. They are selected from a list, proposed by the regional inspectors, the chancellors of the universities and by the President of the Union of the Bulgarian Artists. According to state regulations, everyone can submit a draft and there are no special qualification requirements for authors, but the tradition is that these are usually university professors. In recent years, the applicants have formed large teams of three to nine persons which usually include one teacher or an expert in didactics from universities. They have absolute *carte blanche* as concerns the content of the textbook.

Using history textbooks in the classroom is another issue that deserves great attention. It varies to a large extent between primary and secondary schools and between gymnasias and technical schools. Traditionally this involves a passive memorisation of the texts and the students reproducing them during class. This is still common practice and there are no indications that significant changes will be made in primary schools where the whole process of education is based on this conservative tradition. In secondary education there are two different approaches. In technical schools, where history is considered to be less important, the tradition continues as described above. However, in gymnasias more and more teachers from the younger generation prefer to introduce a model that follows more closely their university education experience, that is to say, one which focuses on dealing with historical sources as well as developing skills and shaping attitudes.

As the strict distinction between world history and Bulgarian national history that exists in Bulgarian historiography is followed by the curriculum and is reflected in the history textbooks, there are two completely different situations in the examination of the proportions of local, regional, national, European and global perspectives in the textbooks for secondary education. Textbooks for the 9th and 10th grades address world history, while those for the 11th grade concern Bulgarian national history. The global perspective is structured by continent but no continent is equally represented. There is an emphasis on Euro-centrism that relates to Bulgaria's place in European civilisation. This approach was characteristic even during the Communist regime and has been prevalent since the early 1990s. European history takes up 23 out of 43 units in the 10th grade, while the other well-represented continent, Asia, is allocated only 4 units (excluding the USSR-Russia), North America has 3 units, Africa has 2 units, South America has 1 unit and Australia has 0 unit. On the other hand, even important world history events, such as the two World

Wars, international relations and the Great Depression of 1929-1933 (11 units) are represented Euro-centrally. This aside, Bulgarian textbooks are in keeping with the notion that European history consists of the history of the European nation states, and not of common European events and processes. Thus, the ethnocentric approach prevails even in the global or European perspectives. The real global or European perspective can be found only in units devoted to the history of everyday life and culture and, to a certain extent, in units devoted to the history of international relations. In world history textbooks, the national and the Balkan perspectives are equally represented with 2 units allocated to Balkan history and 3 units to Bulgarian national history. However, the problem of elaborating textbooks with the national histories of the Balkan nation states inside every unit remains as described in the case of European history. On the other hand, the Balkans are represented as being "inside Europe", as a Southeast European subcontinent, with a lot of comparison and parallels to other European countries. The same approach is followed in the units about Bulgarian national history. Regional and local perspectives do not exist in world history textbooks in Bulgaria, concerning the Balkan and national units. They are considered as too detailed to be followed or presented as case studies.

The National History Textbooks for the 11th grade present a totally different approach. In these textbooks there is practically no global perspective with the exception of the two World Wars. The "outside" perspectives are the European and Balkan ones and they are comparatively equally represented. With the exception of the Berlin treaty in 1878 and the two World Wars, the picture is that of a friendly Europe and a not-so-friendly Balkans where political history is concerned. The positive notion totally prevails when dealing with intellectual influences, culture, economy etc. These textbooks also contain some regional and local perspectives, but not a systematic history of a region or settlement. Usually it is a case study and, even more frequently, it is a document that illustrates the author's idea of the text. The topic of Bulgarians and their neighbours is an important one in the textbooks. Bulgarian textbooks still represent all the Balkan countries and the Balkan peoples in an unusual way. The Balkan peoples are depicted as friendly and good neighbours, whereas their nation states are seen as a threat to the very existence of the Bulgarian state.

This topic usually appears as hidden text in textbooks on national history and, more obscurely, in world history textbooks. Sources are used on a large scale in modern Bulgarian history textbooks. Written sources totally prevail in the textbooks in the conservative tradition that dominates Bulgarian historiography. Maps and pictures, tables and schemes are also more illustrative, although the new trend is to combine them with some new information and with analytical and didactical questions in order to integrate them into the units.

The French example was presented by Mr Marc BERGERON from France, in his two presentations on the *The European Dimension in History Teaching: the French example* and *Different scales in history teaching: From global history to French history: Multiperspectivity in the curricula in secondary schools in France*. In France compulsory education comprises pupils from 6 to 16 years old. Therefore, primary school goes from 6

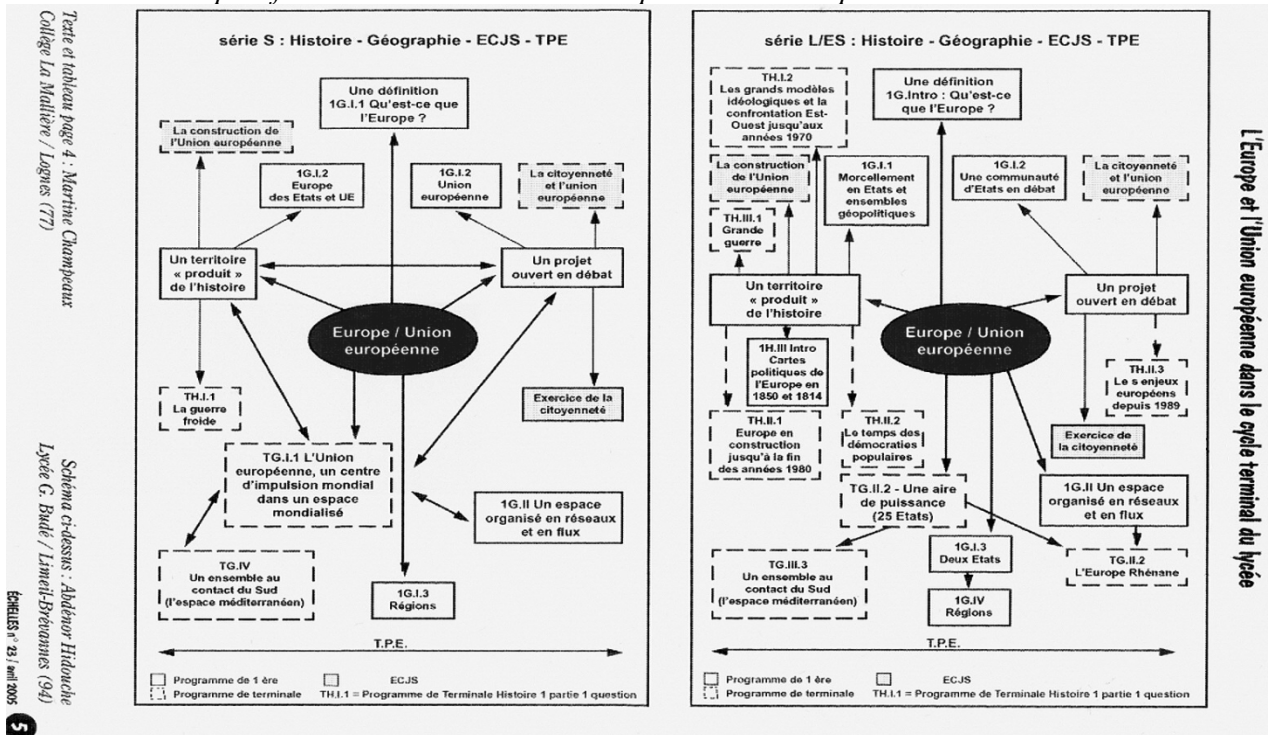
to 11 years, college last 4 years – 6ème, 5ème, 4ème, 3ème, and lycée – 2ème, 1ère and terminale. The French education system is based on two levels, as follows:

1. **L (literary)**: history-2 periods/week and **ES (Scientific education)**: history and geography-4 periods/week; and
2. **S (Scientific)**: history and geography-3 periods/week.

In the framework of S there is a branch of medical and industrial schools, where history and geography imply 2 periods/week. The teachers in France are mainly history and geography teachers and that is why civics and European democratic citizenship education is an easier task for these educators. But what is the role of school in present-day France? According to the official documents the main aim of school in France is to offer the student an important amount of information on humanistic and scientific grounds. This package of information will help students to become good citizens in the future (*learning to gain knowledge, understanding to exercise judgement*).

Europe is the centre of interest for both teachers and students. At the same time, the European dimension is fundamental to the history-geography-civics curricula. Europe is a controversial geographical and political notion. But what is the Europe we really intend to study in school? Do we mean the states of the European Union? Do we mean the immense territory from the Atlantic to the Ural? Can we talk about one Europe or several “Europes”? Mr BERGERON insisted that there is not one history of Europe, but rather several histories and, in fact, there is no history of Europe but rather a European history. In 2005, the end-product of a Franco-German project will be published, which will take the form of a joint history textbook, the authors of which are teachers from both countries along the Rhine River. The approach to history as a school subject in France is based on the framework which links France, Europe and the world. In this respect, multiperspectivity and the study cases are very important. One of the most important issues is to find out the main characteristics of a European - to choose, to doubt, to reflect before acting or voting.

Examples from the Curriculum on Europe and the European Union



Texte et tableau page 4 : Martine Champeaux
Collège La Mallevie / Lognes (77)

Schema créés par : Andriou Hildauche
Lycee G. Bude / Lamoignon (94)

EPHELUS n° 23 / avril 2005

5

L'Europe et l'Union européenne dans le cycle terminal du lycée

At college level in France, the history of Europe and of the European Union play an important role in school subjects. Europe is defined as a structure under construction. Often dates are reflected differently in the various countries of Europe. Mr BERGERON took the example of 8 May 1945. For the French, it signifies the “liberation” at the end of World War II; for the Algerians, the first massacres of the natives by the French colonial troops; for countries in Eastern and Central Europe, such as Romania and Bulgaria, new actions of the Communists in order to gain the control of the above-mentioned countries; for the Germans, the end of World War II and surrender; for the Japanese, heavy and renewed intense American air-raids. Since 1946, 8 May was a holiday in France and was celebrated on a Sunday. After 1959, however, its importance diminished and, after the Franco-German reconciliation, it almost completely lost its significance. In the case of Romania, 23 August 1944 was glorified by the Communists, but since the events of 1989 it is largely under discussion. Thus, the same event which could sometimes change the course of history has a different meaning for different peoples and there is not one single approach, not even in the framework of national history. For students, such an event can be approached in many ways and that is why their expertise should be taken into consideration, for example, the way in which they select historical sources, their use of critical thinking and focus on multiperspectivity.

*Europe and the European Union in French history, geography and civics curricula
(4ème, 3ème)*

4ème	Europe and France 1. The European continent <ul style="list-style-type: none">➤ Diversity of Europe➤ Germany, Russia, United Kingdom, a Mediterranean state 2. France <ul style="list-style-type: none">➤ Unity and diversity➤ The organisation of the territory➤ Great territorial units	Modern Times and the beginnings of the Contemporary World 17th – 19th Centuries 1. 17th-18th Centuries <ul style="list-style-type: none">➤ Presentation of Modern Europe➤ Absolute monarchy in France➤ Opposition to the absolute monarchy 2. The Revolution 1789-1815 <ul style="list-style-type: none">➤ The main stages of the Revolution➤ Changes in Europe 3. Europe and its expansion in the 19th Century 1815-1914 <ul style="list-style-type: none">➤ Industrial Revolution➤ The liberal and national movements➤ The divided World➤ France from 1815 to 1914	Liberties and rights Justice Human rights and Europe
-------------	---	---	---

3ème The Present-day World

1. 1914-1945 Wars, Democracy, Totalitarisms

- World War I
- Stalin's Soviet Union
- The crises of the 1930s (examples from France and Germany)
- World War II

2. Organisation of present-day World

History

- Since 1945 to the present-day: developments, democracy, inequalities
 - Economic development, demographic evolution and their social and cultural consequence
- From the Cold War to the present-day World (East-West relations, de-colonisation, the collapse of the Communist World)

Geography

- Exchanges, the migrations of peoples, inequality among peoples across the World
- Political geography of the World

The important economic powers of the World

- USA, Japan, European Union

France

- France since 1945 to the present-day
- The changes in the French economy. France-European and World power.

Mr ROWE restated the importance of the links between the local, regional, national, European and world approach on history teaching in the classroom (“the big picture”). He underlined the importance of certain periods of time in modern world history, such as 1939-1945, 1941, 1944-1945, 1953-1956, 1968, 1985-1989, 1989. He proposed several tables on this topic, which were the basis of very fruitful discussions during the workshops.

Chronological Landmarks	Key theme: Local experiences	Key theme: National experiences	Key theme: European experiences	Key theme: Worldwide comparisons	Sources Judgements Interpretations
1900 The European Empires					
1919 Europe and World War I 1914-1923					
1929 False Hopes for Interwar Europe 1929-1933					
1945 World War II and the Cold War 1933-1949					
1968 Social and Cultural Revolutions in East and West 1945-1968					
1989 The end of the Cold War 1968-1989					
Years of Transition- The New Europe 1989-2005					

Chronological Landmarks	Key theme: Local experiences	Key theme: National experiences	Key theme: European experiences	Key theme: Worldwide comparisons	Sources Judgements Interpretations
1939 Molotov-Ribbentrop Pact and its impact on Romania					
1944-1945 The end of Nazism and the start of the post-war order					

Chronological Landmarks	Key theme: Local experiences	Key theme: National experiences	Key theme: European experiences	Key theme: Worldwide comparisons	Sources Judgements Interpretations
1945-1953 Stalin's Soviet Empire in Central and Eastern Empire					
1953-1968 "Destalinisation" and its impact on Romania					
1968 Social and Cultural Revolutions in East and West					
1989 The "Gorbachev Revolution" and the end of Ceausescu regime					
1991-2005 Years of Transition- Romania in the New Europe					

Working Group Sessions

To sum up the various training sessions, the working groups were organised around two main topics:

1. A working group on post-1945 history, starting with Mr Rowe's presentation on "the Big Picture" – 2 parts: overcoming practical difficulties and establishing the framework for lesson planning, designing a lesson plan for a milestone event from the period 1945-1989 (selected 1968 and 1989 – the former in relation with "the Big Picture", the latter concentrating on the relation between history teaching and the European Democratic Citizenship Education).
2. A working group on how to introduce European Democratic Citizenship Education in history teaching. In both seminars, in Bucharest and Sinaia, the participants examined the year 1989 on the basis of the question "How can we bring citizenship into teaching 1989?"

Two big questions formed the framework of the working groups:

- The link between "What do we choose to teach?" and "What do we have to teach?";

- How can you reconcile what you consider most important with what actually happens in the classroom?

The results of the discussions were excellent and there was an exchange of ideas between teachers, examples of difficult issues on both teaching history and networking.

History and European Democratic Citizenship Education

Ms Vikki ASKEW, United Kingdom, addressed an important issue: *Citizenship beyond and within the classroom*. There is currently a lively debate going on in the United Kingdom about the use of history to promote citizenship, which was introduced in the United Kingdom some years ago. In an article published in 2004 in the BBC History Magazine Alison Kitson and Nicholas Kinloch said that “The central area for debate should not be whether we embrace citizenship, but what the nature of that embrace should be. Using history to deliver citizenship is about the worst of many bad ideas to have taken hold of education”.

Ms ASKEW tried, together with the participants, to find some arguments for and against the links between history and citizenship, between historical content and citizenship and about the role of citizenship outside the history classroom. She started by presenting some opportunities a school can provide for its students in order to experience practical citizenship, for example, the British and Romanian students who serve as volunteers, in the framework of the National Strategy for Supporting the Children in Romania. So among the YES arguments the participants pointed to history as a school subject, which is a holistic subject, a way to develop general knowledge, the skills related to historical issues and general human values. Among the NO arguments, the main issue was political influence. Talking about citizenship education means discussing at the same time many values, such as cooperation, reconciliation, respect for pluralism, rejecting intolerance and xenophobia. There are practical ways to implement the values of citizenship and these mostly concern volunteer work in order to support the community. Both pupils and students need to learn how to be tolerant with the others and first of all, with their colleagues.

History and PSHCE (Personal, Social, Health and Citizenship Education)

HISTORY TOPIC	PSHCE CONTENT	PSHCE SKILLS
<p>Year 6 (age 10-11)</p> <p>What is History ?</p> <p>Family Biography</p> <p>Anglo-Saxons</p> <p>Local studies</p>	<p>Media study</p> <p>Local, national & global perspectives. Contemporary issues in British society</p> <p>Law, justice, government</p> <p>Invaders & settlers – origins of British people</p> <p>Alfred – the Great? Study of Alfred’s reputation</p> <p>Awareness of local impact of national events</p>	<p>Critical study of evidence, valuing differing points of view</p> <p>Application of critical skills</p> <p>Linking personal and wider experiences of diversity</p> <p>Practical activity: folk moot – experience of community participation in government</p> <p>Diversity</p> <p>Critical analysis of accepted views</p> <p>Local awareness</p>
<p>Year 7 (age 11-12)</p> <p>Medieval Kingship</p> <p>Medieval society</p>	<p>Law and order, development of ordered and constitutional government</p> <p>Social divisions, women, role of church, outsiders</p> <p>Religious divisions, church and state</p>	<p>Monarchy and representative government</p> <p>Diversity, tolerance and intolerance</p>

<p>Year 8 (age 12-13) English reformation</p> <p>English Civil War</p>	<p>Monarchy and parliament, law and political protest Impact of Civil war on local communities</p> <p>Development of industrial society Political and social protest and reform</p>	<p>Diversity, tolerance and intolerance</p> <p>Political change, development of political ideas, limited monarchy Tolerance and intolerance</p> <p>Economic change and its impact on society</p> <p>Developing role of citizen and of government. Ideas of legal and illegal methods of political action</p>
<p>Year 9 (age 13-14) Britain 1750-1900</p> <p>French Revolution</p> <p>Russian revolution</p> <p>Origins of First World War</p>	<p>Social and political inequalities, political ideas, political change</p> <p>Liberal , Marxist and anarchist theory Political revolution and its impact</p> <p>International diplomacy, conflict resolution</p>	<p>Awareness of political ideas and their impact Approaches to political change – peaceful and violent Constitutional reform Political literacy</p> <p>Political Literacy</p>
<p>Year 10 (age 14-15) First World War</p> <p>Germany 1919-1939</p> <p>International relations 1919-39</p>	<p>Effects of total war</p> <p>Development of constitutional government, rise of extremism, Nazi takeover and rule</p> <p>Diplomacy, treaties, League of Nations</p>	<p>Citizenship in wartime</p> <p>Political Literacy, tolerance and intolerance</p> <p>Political literacy on international basis</p>

HISTORY TOPIC	PSHCE CONTENT	PSHCE SKILLS
<p>Year 11 (age 15-16) International relations 1945-1963</p> <p>United States 1919- 1941</p>	<p>Diplomacy, disarmament, impact of Cold War</p> <p>Study of democratic state and impact of political, economic and cultural issues on it</p>	<p>Awareness of global issues of conflict, and their resolution</p> <p>Awareness of diversity. Economic understanding</p> <p>All AS/A2 courses require students to understand and analyse differing points of view, and all require a study of societies and governments which contrast strongly with that of contemporary Britain, therefore encouraging awareness & understanding of diversity</p>
<p>A Level (age 16-18) English Civil War</p> <p>Wars of the Roses</p> <p>The First 3 Crusades</p> <p>Gladstone and Disraeli</p>	<p>Development of political systems and ideas Differing interpretations of significance of events</p> <p>Political, military and social conflict, monarchy in strength and weakness</p> <p>Contacts between differing religions, societies and governments – conflict and co- operation, tolerance and persecution</p> <p>National and international political issues. Development of democracy, social reform, diplomacy</p>	<p>Political literacy – analysis of limited monarchy, absolutism, radical political ideas in context</p> <p>Awareness and understanding of widely different political and social systems</p> <p>Diversity, tolerance and intolerance. Awareness and understanding of distant and widely differing societies</p> <p>Political Literacy</p>

The speaker discussed with the participants some lesson plans for citizenship as a school topic.

Lesson Plan: Year 7, 2000-2001

Aims:

1. To encourage pupils to take a lively, critical and informed interest in the local, national and international communities in which they live.
2. To provide pupils with a basic structure of knowledge, and the research skills to learn more about these communities, including an introduction to critical study of the media.
3. To help pupils develop for themselves the skills of informed and open-minded debate, and of active involvement within the community.

Course Content:

Key Questions	Content	Concepts
1. Who runs the country? 2 weeks	Government Parliament Local Government Europe Scotland & Wales Ireland	Democracy Bureaucracy Local/central/international Devolution Electoral systems
2. What is government for? 1 week	National Health System Transport Crime Deterrence/punishment Defence Social Security Education	Privatisation Nationalisation Diplomacy Welfare State Justice/Human Rights
3. Who else has power? 1 week	Pressure groups Business Bank of England Stock market Charities Political parties Media	Lobbying Capitalism/socialism Political action “Spin”

4. How do we become involved?

	Organisations	Voluntary action
1 week	Methods Topical case study: e.g. Refugees Student loans	

5. Research and presentation of project:

5 - 6 groups, each group to work on ONE of Education, Crime, Employment, Racism, the Environment, Poverty, Health, as designated by their teacher.

1-2 weeks (linked to section 4)

- (i) each group to select an issue - local, national or international - within their given theme (as above).
- (ii) The group to outline its aims within that area.
- (iii) Group discussion on methods to adopt.
- (iv) presentation to the class of the group's proposed campaign.
- (v) Class discussion of each campaign as presented, its likely outcomes and possible improvements.

Citizenship Lesson A:

The author looked at the election results in 2001 and their significance.

1. The results – look at the following:

Party	Number of MPs	% of votes cast
Labour	413	41
Conservative	166	31.9
Liberal Democrats	52	18.4
Scottish National Party	5	1.8
Plaid Cymru	4	0.7
Others	19	6.2

What do these figures tell us about:

The amount of support for each party?

The fairness of our voting system?

2. How much the vote has changed since 1997?

	Gains	Losses
Labour	2	8
Conservative	9	8
Liberal Democrats	8	2

How do you explain the extent – or lack – of change?

3. Who voted? 59% of those entitled to vote – this is the lowest since 1918.

How do you explain this?

4. How did the regions vary? (Look at the map, and the attached sheet which shows how the regions voted in 1997 – and remember that little has changed).

5. Use all of the above, and in groups write a TV news bulletin, lasting about 3 minutes, on the election. Your bulletin should include the following:

- (a) Headlines – summarising the results, and what you think they mean.
- (b) A fuller explanation of what happened, but not more than one minute.
- (c) An interview with an imaginary local candidate/MP. You should ask him/her:

Why they think they won or lost in their own constituency.

Why they think their own party won/lost/did well/did badly in the whole country.

6. What difference do you think this election has made/will make?

1. to the Prime Minister;
2. to Labour MPs;
3. to the Conservative Party;
4. to us – the citizens!

Citizenship Lesson B:

The author had the example of the attacks of 11 September 2001, the day the world changed.

What we need to understand?

Alliances	CIA
Capitalism	Palestinians
Democracy	Pentagon
Diplomacy	Taleban
Fundamentalism	United Nations
Globalisation	World Trade Centre
Imperialism	
Isolationism	
Multinational	
Nationalism	
The rule of law	
The rules of war	
Suicide bombing	
Terrorism	

The agenda with these situations would be to show pupils that (a) is very easy and non-controversial, but that by the time things reach (b) and (c) people have already been upset, and that mistrust is very difficult to dislodge – prevention is better than cure ! We should also emphasize that, if they do know that someone is involved in stealing, concealing this will only encourage them to do it again, and so will not be helpful to anyone – our students do usually realize this, but there will always be someone who feels they should not “tell tales”, and we need to discuss this.

There is no agreed ending, but it would be useful at the end for pupils to suggest for themselves two or three practical actions which they can and will take to act responsibly towards their own and other people’s property.

Once again, these were only some suggestions, and teachers may feel that a much less structured approach, based on open discussion, would work best with your group.

Ms ASKEW took also the example of a school assembly in 2001. There she delivered the speech that follows:

“Today I want to talk to you about community and trust. For the past four weeks, in Wednesday assemblies, we have focused on the world outside school. There are many ways in which we can and should make our contributions to improving that world, but equally, there are many things outside these walls that we cannot change. But what is entirely under our control is the community within the school; here each one of us has a vital role to play. What sort of community do we want that to be?

The other day I watched a group of small boys from another local school. One of them spotted a coin on the pavement and picked it up. “Has anyone lost 10p?” he asked, loudly. The other boys checked their pockets, than shook their heads. Then one boy said: “Yes, I have, I really have”, and the coin was given to him. All this happened without any adult intervention.

Small boys, as we know, are far from perfect. But this group showed that they were part of a community which shared certain values. Coins, if found, were NOT “finders keepers”, and anyone who claimed such a coin was assumed to be telling the truth. That is a community of trust, and it can never be taken entirely for granted; every member of the community needs to believe in and support it, and just one individual can, by their selfish acts, destroy the trust which has been so carefully built up. The choice belongs to all of us; do we simply want to allow the selfishness and dishonesty which we know have always existed in the world, to become an accepted part of our lives in school or do we want to live in an atmosphere of trust and co-operation, and are we prepared to work continually to support that?

Here is a passage which might help you to see and do the right thing. It comes from the book of *Ecclesiasticus*, which is one of the books known as the Apocrypha, which did not quite find its way into the Bible.

“...Never remain silent when a word might put things right,
For wisdom shows itself by speech,
And education must find expression in words.
Do not argue against the truth,
But have a proper sense of your own ignorance.
Never be ashamed to admit your own mistakes
Nor do try to swim against the current.
Fight for truth
And the Lord God will fight on your side...”.

Citizenship Lesson C:

We have already looked at what the government does, and how we can be involved in its work through voting – or even by trying to become a Member of Parliament in London! There are many other ways of trying to influence events – and one of the most important is by joining or supporting the work of a voluntary organisation – such as a charity – which is not part of the government, but which works to improve some aspect of our world; such organisations can be local, national or international.

Read the chapter you will be given on Voluntary Services. Look particularly carefully at the examples of charities given, and think about :

1. Which would be likely to gain most support, and why?
2. What is needed to raise money effectively?
3. How should charities ensure that the money they receive is spent very effectively?

Make the heading: *My Plans for a New Charity*

Answer the following questions:

- (a) What aims would you choose for your charity, and why ? (for example, you might want to do something to protect wild flowers, because you are worried about them becoming extinct)
- (b) How will you try to raise money? What sort of people do you think will want to help you? (for example, children, animal lovers, farmers)
- (c) How will you spend the money – what will you do to help your chosen cause?
- (d) Think of a good name for your charity – this needs to be something which is easy to remember and will catch people’s attention.

- (e) Using all your answers to the four previous questions, write and/or draw a small advertisement for your charity, explaining its purpose and asking people either to contribute money or to support the charity in some other way.

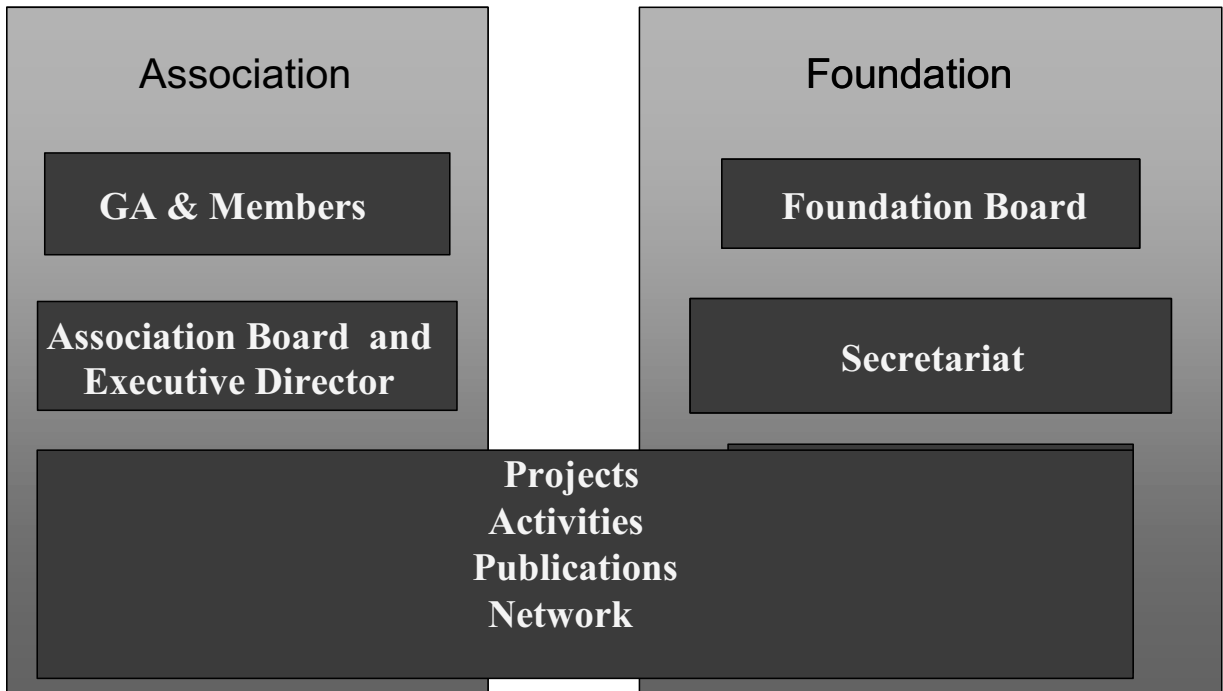
Dr Laura CAPITA from Romania made her presentation which focused on the link between *Teaching history and Democratic Citizenship Education*. She said that the project on the *Citizenship education in a democratic society* was launched by the Council of Europe in 1997. Its aims were to:

- Intensify activities on democracy, human rights and tolerance and to support the approach, methods and content of civics education, both in schools and among adults and in the field of in-service teacher training;
- Support the member States of the Council of Europe to assess their programmes on civics education and human rights and their results;
- Support school networks and teachers actively involved in the education for democracy, human rights and tolerance.

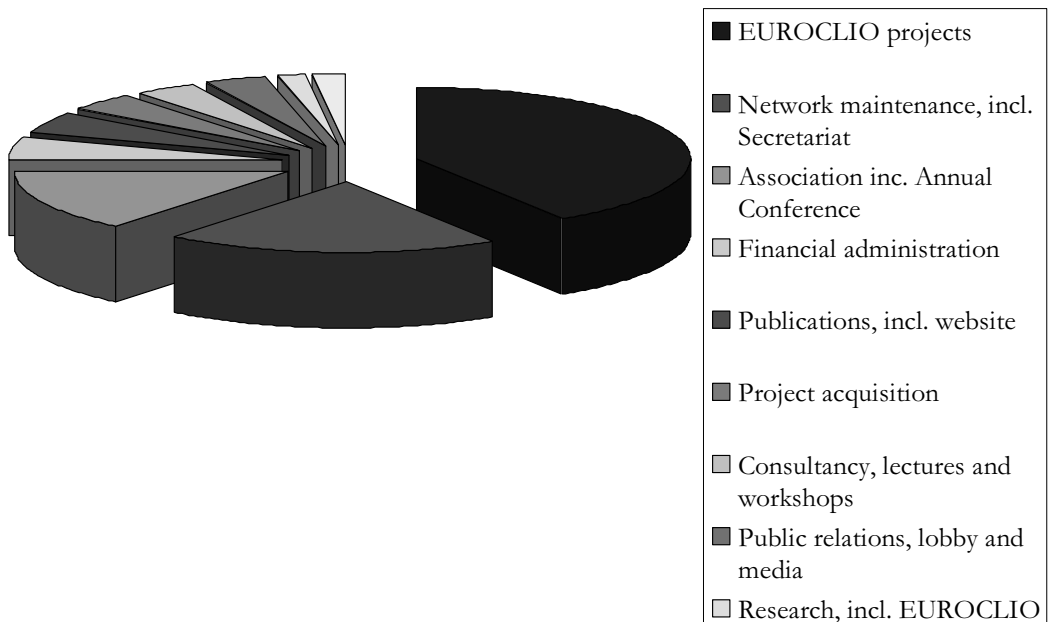
Ms CAPITA described citizenship as the status of all those individuals who are full members of a community (Marshall), the practice of a moral code (Hayek), a non-economic concept which implies the good practice of the fundamental civic rights (Lord Dahrendorf). History is the “first book of a nation or of a citizen” and it concerns the subjective dimension, the methodological dimension, the present dimension, the contextual dimension. In particular in Romania, since 1989, it has gone through several stages, such as: de-ideologisation, “academic recover”, a new planning model - the objectives, new perspectives - the European dimension, a new planning model - the competencies, history and the vocational training, history and Democratic Citizenship Education. There is a special link between History and Democratic Citizenship Education and it relies on new approaches, high visibility and a lack of any heritage. At the same time, Democratic Citizenship Education offers to school history a curriculum, some methods, competencies, attitudes, a special reflexive-participative relationship and a new role for the history teachers in the classroom.

EUROCLIO - the impact and its role in the European history education system

Ms Joke van der LEEUW-ROORD, the Executive Director of EUROCLIO, made an interesting presentation on EUROCLIO (the European Standing Conference of History Teachers Association). Since its beginnings in 1992, EUROCLIO has played a major role in strengthening history education and the European dimension and has become well-known by history educators throughout Europe. EUROCLIO is currently an important organisation with 62 member organisations in 47 countries. The main bodies of the organisation are: the General Assembly which meets each year; the Board which meets 4 times a year; a semi-independent Secretariat with a professional staff of 8 persons, under the umbrella of the EUROCLIO Foundation; and the Controlling Committee which meets once a year.



Over the years the tasks of the EUROCLIO Secretariat have diversified, as follows:



Since 1993 the aims of EUROCLIO have changed and were adapted to the requirements of the European history education system, as follows:

- strengthen the position of school history in Europe;
- strengthen the intellectual freedom of the teachers;
- encourage the development of a greater European awareness through the medium of history teaching;
- promote the European dimension in history teaching without neglecting the global, national and regional dimensions;
- study the role of Europe and its relations with the rest of the world;
- promote the democratic values and processes in history teaching;
- promote the development of Associations of History Teachers in countries where none exist;
- provide a forum for the discussion of matters of common interest;
- encourage networking and sharing information;
- disseminate information on history teaching.

In 2005 the aims of the organisation moved to enhance the quality of education and citizenship education, by:

1. Organisation and development

- professional training/conferences and lifelong learning;
- heritage and culture education;
- teaching materials.

2. Support

- curriculum developments;
- research on learning and teaching history;
- strengthen history educators' organisations as a part of the NGO sector;
- support the professionalisation of History Teachers' Associations.

3. Cooperate, communicate and network

- maintain and enhance internal and external relations;
- make EUROCLIO better known.

4. Fortify professionalisation and sustainability of EUROCLIO

- create visibility in order to develop consciousness with media and policy and decision makers;
- fortify future financial situation.

In order to get better information on EUROCLIO, history teachers can use the Newsletter, the Bulletin and especially the website www.eurocliohistory.org.

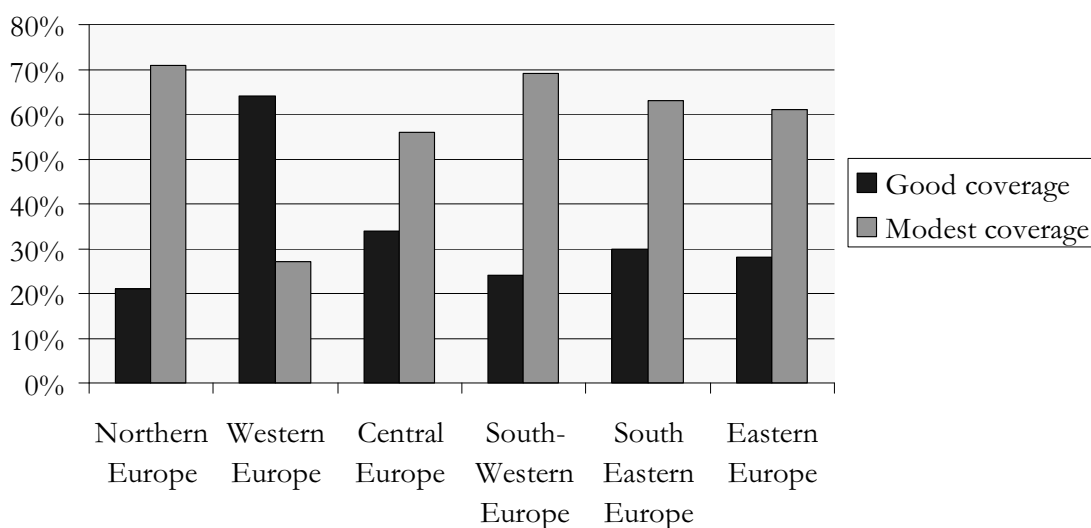
EUROCLIO is involved in an important scientific activity, which means: 2 annual training Conferences in Cardiff (2004) and Riga (2005) and a large scale symposium in Kiev (500 participants in total), 16 training seminars in 7 countries, several in cooperation with the Council of Europe, lectures and workshops in 13 countries, 2 publications on learning and teaching of history. At the same time, there are 6 long-term projects in Bosnia and Herzegovina, Croatia, Estonia, Latvia, Romania, Serbia and Montenegro, the Russian Federation and Ukraine; 3 Teacher Resource Books are under development in Bosnia and Herzegovina, Croatia and Serbia and Montenegro, Romania and the Russian Federation; 1 textbook, CD-ROM and a Teacher Resource book in Ukraine; 2 Teacher Resource Books in the Baltic States, i.e. Estonia and Latvia.

In 2006 the EUROCLIO Annual Training Conference will take place in Malta, and its main topic will be: *Using Historical Skills and Concepts to Promote an Awareness of European Citizenship*. There will be a training course with lectures, best practice workshops, discussion and policy groups for app. 200 participants, school visits and workshops and an Europe-wide survey on the importance of concepts and skills in present-day history teaching. In 2007 the Annual Conference will be hosted in Bled, Slovenia and in 2008, by England and the topic will be *Active Learning*, while for 2009 there are proposals that either Lithuania or Cyprus will be the hosts of the EUROCLIO meeting.

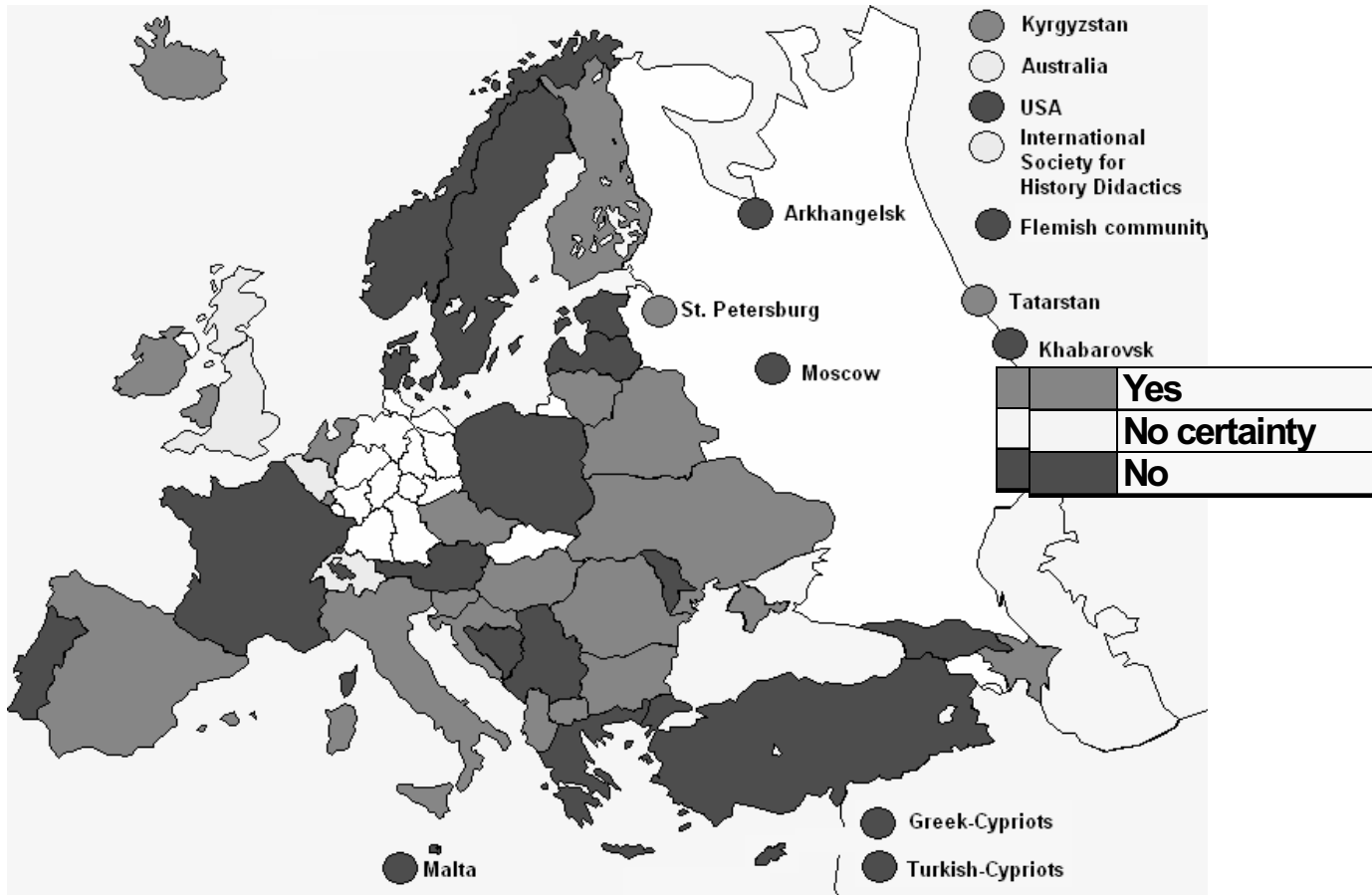
It is customary that a questionnaire is sent to history teachers and their professional associations at each Annual Conference. In 2005, the EUROCLIO questionnaire topic was: *Gaining Equilibrium? Building from the local to the global perspective* and it looked, among other things, at three important questions:

- What does European or world history stand for?
- Are European history educators prepared for an international perspective?
- Is fostering European Citizenship an essential component in the learning and teaching of history?

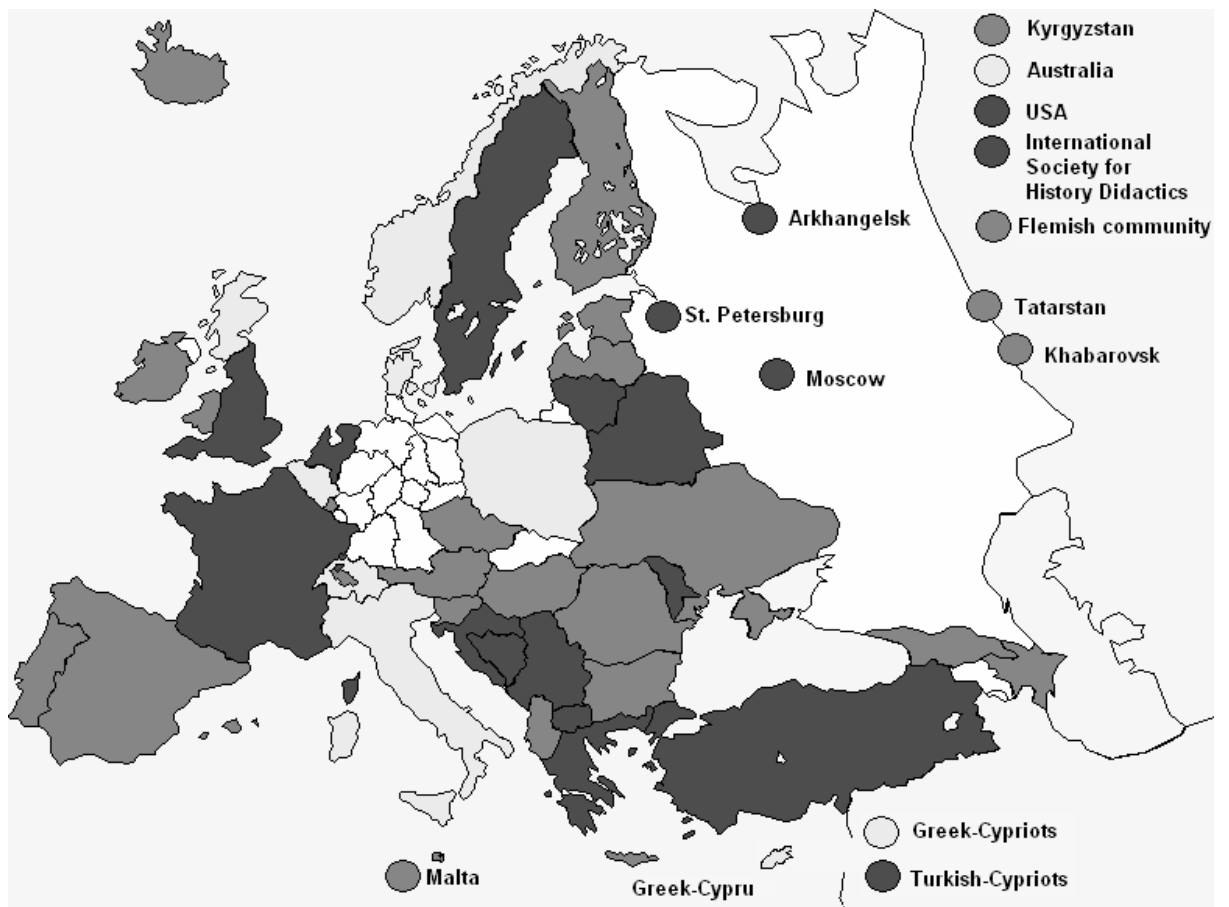
As regards the question on *Representation of European History in the curricula for 12-15 years old* the results are represented below.



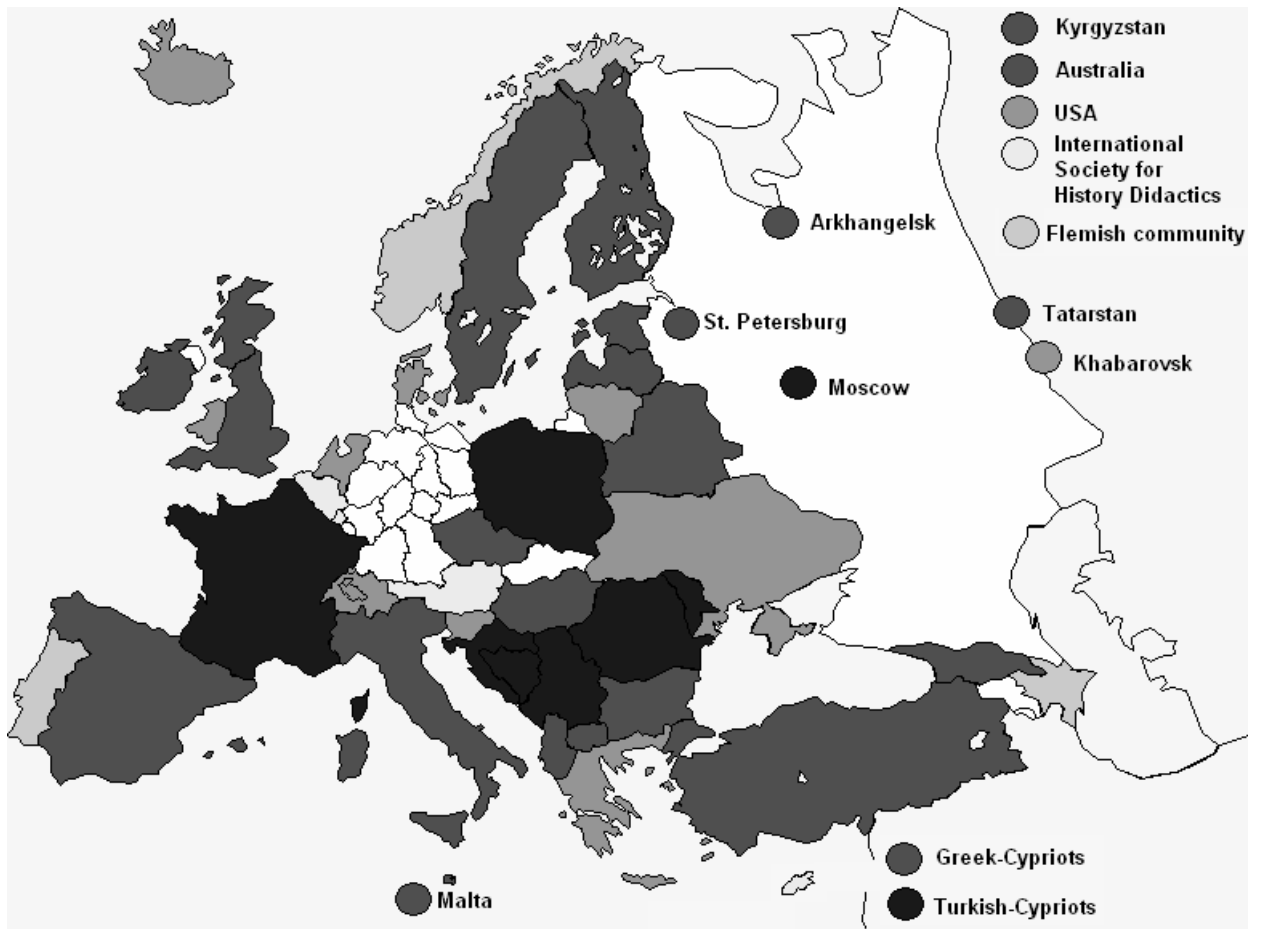
As regards the question on *Greater European collaboration makes national history increasingly important?* the results were as follows:



As regards the question on *Does the teaching of European history strengthen a European sense of belonging/identity?* the results were as follows:



As regards the question on *Do we need more teaching on European issues*, the results were as follows:



According to the answers to the 2005 questionnaire, there are some history school topics which create a shared European perspective:

Essential topics

- democracy;
- everyday life in history;
- multicultural integration in Europe;
- influences, consequences, ideas and movements;
- European political history and heritage.

Disregarded topics

- welfare state;
- industrialism;
- history of sexuality;
- Cold War;
- history of discoveries.

Democracy and human rights

- tolerance;
- democracy;
- citizenship;
- human rights;
- critical thinking;
- multiperspectivity.

Common experiences in European history

- the Enlightenment;
- revolutions;
- liberation movements;
- history of conflicts and wars;
- Shoah;
- relations between nations;
- regional history;
- welfare State;
- influences, consequences, ideas and movements;
- fascism, socialism, Marxism, nationalism, racism, communism, totalitarianism.

European cultural history and heritage & arts

- ancient history;
- Middle Ages;
- Renaissance;
- European heritage.

European Economic history

European social history

- science and technology;
- industrialism.

European social history

- everyday life history;
- history of sexuality;
- history of children & youth;
- history of madness;
- history of populations & their movements;
- European multiculturalism;
- Europe and the world;
- women and gender history.

European multiculturality

- religious history;
- (Islam & reformation);
- ethnic history;
- history of minorities;
- multicultural integration in Europe.

Europe and the world

- history of the discoveries;
- colonialism, imperialism
- Cold War;
- collapse of Communism;
- supranational institutions;
- the world after 11 September 2001.

EUROCLIO remains the most important professional organisation in the field of history education. The main expectations of the organisation for involvement through supporting and enhancing are:

Collaborative work between neighbouring countries	80 %
Development of transnational work	77 %
Global/European history and citizenship education	77 %
Development of a sense of European belonging	70 %
Development of a sense of global belonging	62 %
Development of a sense of regional belonging	59 %

General Conclusions

The two seminars focused on the links between history and European democratic citizenship education, on the different ways the key dates in the *Project on the European Dimension in History Teaching* are used in the history classes in different countries of Europe, on the status of history as a topic in the curricula of different member states in Europe, for example Romania, France, Bulgaria and the United Kingdom, on the role of EUROCLIO in supporting the history education in Europe and disseminating the values of democracy and human rights.

At the same time, the participants and the experts had good exchanges of views which can contribute to the development of good school practices and to the strengthening of the history teachers' role in the promotion of democracy. The discussions focused on the possible links between history and European democratic citizenship education, on the different approaches of certain historical dates, on the place of the lesson plans in history teaching, on the connection between local, regional, national, world history and on the role of multiperspectivity in approaching some important events.

The presentations of the experts have shown that the international cooperation is a necessary impetus for change. The importance of initial and in-service training of history teachers was stressed again, mostly as history teaching proves to be a sensitive area in the general curriculum, as it belongs, more than any other school subject to the public domain.

A short bibliography

The lecturers, participants and the general rapporteur of the seminars used some important working documents, ie. articles, web-sites, etc. on history and European democratic citizenship education, such as:

- *Recommendation of the Committee of Ministers to member states on history teaching in twenty-first-century Europe* (adopted by the Committee of Ministers on 31 October 2001 at the 771st meeting of the Ministers' deputies).
- *Recommendation of the Committee of Ministers to member states on education for democratic citizenship*, adopted by the Committee of Ministers on 16 October 2001 at the 812th meeting of the Ministers' Deputies.
- *All-European Study on Education for Democratic Citizenship*, Council of Europe, Strasbourg, 2004.
- *Concept Paper for the European Year of Citizenship Through Education*, Council of Europe, Strasbourg, 2004.
- *Education for Democratic Citizenship 2001-2004, Tool on Teacher Training for Education for Democratic Citizenship and Human Rights Education*, Edited by Edward Huddleston, Council of Europe, Strasbourg, 2004.
- Richard Crompton, *Atlas of Eastern Europe in the 20th Century*, London, 1995.
- "Times Literary Supplement", 20 May 2005 (an issue dedicated to teachers).
- www.coe.int/culture
- www.eurocliohistory.org
- www.teachingcitizenship.org.uk
- www.citizenship-global.org.uk

APPENDIX I

PROGRAMME OF THE SEMINARS

DAY 1

09.15 – 9.30

Opening plenary session

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

- i. Welcome address by Mr Doru DUMITRESCU, General Inspector for History, Ministry of Education and Research, Bucharest, Romania
- ii. Welcome address by Mr Eugen STOICA, General Inspector for Socio-Humanistic Sciences, Ministry of Education and Research, Bucharest, Romania
- iii. Welcome address by Ms Marianna NITELEA, Director of the Information Office of the Council of Europe, Bucharest, Romania
- iv. Welcome address by Ms Joke VAN DER LEEUW-ROORD, EUROCLIO, the Netherlands

9.30 – 11.00

Setting the Framework: The European Dimension in History Teaching in Romania

Presentation: *Fostering developments in the teaching and learning of Modern European History* by Mr Chris ROWE, United Kingdom

Presentation: *1944/1945: A Critical Key Moment within Romanian History* by Mr Mihai MANEA, National College Mihai Viteazul, Bucharest, Romania

11.00 – 11.15

Coffee break

11.15 – 13.15

Practical Framework for Lesson Plans

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

Presentation: *European Dimension in History Teaching – History and Citizenship* by Dr Kostadin GROZEV, University of Sofia, Bulgaria

Presentation: *The European Dimension in History Teaching: the French example* by Mr Marc BERGERON, France

Introduction by Mr Chris ROWE, United Kingdom: *Setting the Practical Framework for Lesson Plans*

Followed by 2 Working Groups

13.30 – 15.00

Lunch

15.00– 17.30

Working Groups: What should be included in our teaching: Perspectives

Animated by

Mr Chris ROWE, United Kingdom

Mr Marc BERGERON, France

Dr Carol CAPITA, University of Bucharest, Romania

Ms Vikki ASKEW, United Kingdom

Dr Kostadin GROZEV, University of Sofia, Bulgaria

Coffee Break included

17.30 – 18.00

Plenary Session:

Discussion leading to a list of **Key Priorities**

Chair: Mr Mihai MANEA, National College Mihai Viteazul, Bucharest

18.00

Reception and Cultural Event

DAY 2

09.30 – 9.45

Chair: Mr Chris ROWE, United Kingdom

Framework for a flexible structure of history teaching: Practical Work on Lesson Plans

Introduction by Mr Chris ROWE, United Kingdom

9.45 – 11.00	2 Working Groups Guiding questions: <ul style="list-style-type: none">- How to teach younger students?- How to set up a practical, multiperspectival and chronological framework for teaching?
11.00 - 11.15	Coffee Break
11.15 – 13.30	Plenary session on the history teaching in the Romanian context Chair: Dr Laura CAPITA, Institute for Educational Sciences, Bucharest, Romania Presentation: <i>Different scales in history teaching: From global history to French history: multiperspectivity in the curricula in secondary schools in France</i> by Mr Marc BERGERON, France Presentation: <i>Citizenship within and beyond the history classroom</i> by Ms Vikki ASKEW, United Kingdom Presentation: <i>The European dimension: training teachers, the EUROCLIO experience</i> by Ms Joke VAN DER LEEUW-ROORD, EUROCLIO, the Netherlands Presentation: <i>History teaching and education for democratic citizenship in Romania</i> by Dr Laura Capita, Romania Discussion
13.30 – 14.30	Lunch
14.00 – 16.30	Plenary session and general discussion animated by the speakers: <i>How to ensure that the benefits of the symposia on European History, 1848 – 1989, are disseminated to classroom teachers</i>
16.30 – 17.00	Coffee Break
17.00 – 18.00	Final plenary session Chair: Mr Chris ROWE, United Kingdom Summing up of the results of the group discussions by the rapporteurs of each working group

Summing up of the seminar by the Rapporteur, Mr Mihai MANEA

Closing of the seminar by:

- i. Ms Liliana PREOTEASA, General Director, Preuniversity Education Department, Ministry of Education and Research of Romania
- ii. Mr Doru DUMITRESCU, General Inspector for History, Ministry of Education and Research, Bucharest, Romania
- iii. Ms Joke VAN DER LEEUW-ROORD, EUROCLIO, the Netherlands

Departure of the participants

APPENDIX II

LISTS OF PARTICIPANTS

A. SEMINAR IN BUCHAREST

COUNCIL OF EUROPE

Ms Mechthilde FUHRER
History Education Section
Directorate-General IV
Council of Europe
67075 STRASBOURG
France
Tel: +33 3 90 21 49 98
Fax: +33 3 88 41 27 56
Email: mechthilde.fuhrer@coe.int
Apologised for absence

Ms Mariana NITELEA
Director of the Information Office of the Council of Europe in Romania
6, Alexandru Donici Street
020478 BUCHAREST
Romania
Email: mariana.nitelea@coe.ro

GENERAL RAPPORTEUR

Mr Mihai MANEA
P.O.Box 20-79
BUCHAREST 20
Romania
Tel: +40 723 637833; +40 722 441524
Tel/Fax: +40 1 321 0535
Email: Manea.Mihai@gmail.com

ORGANISERS

Ms Veronica FUSELOVA

Director

Ministry of Education and Research

Directorate for European Integration and International Relations

30 General Berthelot Street

BUCHAREST

Romania

Tel: +40 2 1 3131019

Fax: +40 2 1 3126614

Email: veronica.fuselova@men.edu.ro

Ms Mioara BUXBAUM

Mr Andrei COZMA

PROMOSERVICE

Bd. Basarabia No. 62, Bl. 34, Sc. B, Apt. 94-95

BUCHAREST

Romania

Tel/Fax: +40 2 1 324 56 25

Email: promoservice@i-net.ro

LECTURERS

Ms Vikki ASKEW

Leeds Grammar School

Alwoodley Gates

Harrogate Road

LEEDS LS17 8GS

United Kingdom

Email: VA@lgs.leeds.sch.uk

Mr Marc BERGERON

Lycée Rabelais

8, rue Rabelais

22022 SAINT BRIEUC Cedex 1

France

E-mail: marc.bergeron2@libertysurf.fr

Ms Joke van der LEEUW-ROORD
Executive Director of EUROCLIO
Juliana van Stolberglaan 41
2595 CA THE HAGUE
The Netherlands
Tel: + 31 70 385 36 69 / + 31 70 382 48 72 (mobile +31 6 547 128 03)
Fax: + 31 70 385 36 69
Email: joke@euroclio.nl

Mr Christopher M. ROWE
24 Station Road, Parbold
WIGAN
Lancs WN8 7NU
United Kingdom
Tel: + 44 1257 46 34 93
Fax: + 44 1257 46 34 04
Email: chris.history@btinternet.com

Dr Konstadin GROZEV
Associate Professor
Sofia University "St. Kliment Ohridski"
Faculty of History
SOFIA
Bulgaria
Email: grozev@clio.uni-sofia.bg

Mr Doru DUMITRESCU
General Inspector for History
Ministry of Education and Research
Directorate for Preuniversity Education
30 General Berthelot Street
BUCHAREST
Romania
Tel. +40 722 353 172
Email: d_dumitrescu2003@yahoo.com or doru.dumitrescu@mec.edu.ro

Mr Eugen STOICA
General Inspector for Social Sciences
Ministry of Education and Research
Directorate for Preuniversity Education
30 General Berthelot Street
BUCHAREST
Romania
Tel. +40 722 353 172

Dr Carol CAPITA
Bucharest University
History Department
4-12 Blvd Regina Elisabeta
BUCHAREST
Romania
Tel.+40 72 2 673163
Email: carolica_capita@yahoo.com

Dr Laura CAPITA
Institute for Educational Sciences
37 Calea Stirbei Voda
BUCHAREST
Romania
Tel.+40 2 1 3158930
Email: laura.c@ise.ro

PARTICIPANTS

Mr Adrian ANCA
Ion Neculce High School
BUCHAREST

Ms Marilena BERCEA
Traian Vuia High School
BUCHAREST

Ms Iuliana BUICAN
George Călinescu Vocational High School
BUCHAREST

Ms Andreea Elena CHITIC
Decebal Bilingual High School
BUCHAREST

Ms Daniela DUMITRESCU
School No. 45
BUCHAREST

Ms Nicoleta DUMITRESCU
Matei Basarab National College
BUCHAREST

Mr Gabriel GRECU
School No. 240
BUCHAREST

Mr Adrian GRECU
Central School
BUCHAREST

Ms Ioana HÂNCU
School No. 191
BUCHAREST

Ms Tamara ILINCA
Nicolae Teclu Vocational High School
BUCHAREST

Ms Elena IONIȚĂ
Republica Vocational High School
BUCHAREST

Ms Carmen Loredana LIMBĂU
C. A. Rosetti High School
BUCHAREST

Mr Ivan MARIAN
School No. 127
BUCHAREST

Ms Rodica MIHĂILESCU
Gheorghe Lazăr National College
BUCHAREST

Ms Iulia MILITARU
Anghel Saligny Vocational High School
BUCHAREST

Mr Mugurel Eusebiu OPREA
Petru Maior Technical College
BUCHAREST

Mr Adrian PASCU
Spiru Haret National College
BUCHAREST

Ms Constanța PIROTICI
Tudor Vladimirescu High School
BUCHAREST

Ms Vasilica POPESCU
Cantemir Voda National College
BUCHAREST

Ms Nicoleta RĂDUCAN
Bulgarian High School
BUCHAREST

Ms Mihaela SELEVET
Ion Luca Caragiale National College
BUCHAREST

Mr Mihail Sorin SIMA
Petru Rareș Technical College
BUCHAREST

Ms Magda STAN
Nicolae Iorga High School
Bucharest

Ms Ecaterina STANESCU
Mihai Eminescu National College
BUCHAREST

Ms Mirela STOICA
Constantin Brâncuși Vocational High School
BUCHAREST

Ms Roxana Elvira SUCIU
Greek-Catholic Theological High School
BUCHAREST

Ms Ileana TRONCOTA
School No. 190
BUCHAREST

Mr Aurelian TUDORICA
Ion Neculce High School
BUCHAREST

Mr Marcel VARGA
Henri Coandă Vocational High School
BUCHAREST

Ms Gabriela VASILESCU
Gheorghe Șincai National College
BUCHAREST

Ms Mariana VÂLCIU
Ion Barbu High School
BUCHAREST

B. SEMINAR IN SINAIA

COUNCIL OF EUROPE

Ms Mechthilde FUHRER
History Education Section
Council of Europe
67075 STRASBOURG
France
Tel: +33 3 88 41 26 17
Fax: +33 3 88 4127 50/56
Email: mechthilde.fuhrer@coe.int
Apologised for absence

Ms Mariana NITELEA
Director of the Information Office of the Council of Europe in Romania
6, Alexandru Donici Street
020478 BUCHAREST
Romania
Email: mariana.nitelea@coe.ro

GENERAL RAPPORTEUR

Mr Mihai MANEA
P.O.Box 20 – 79
BUCHAREST 20
Romania
Tel: +40 723 637833; +40 722 441524
Tel/Fax: +40 1 321 0535
Email: Manea.Mihai@gmail.com

ORGANISERS

Ms Veronica FUSELOVA
Director
Ministry of Education and Research
Directorate for European Integration and International Relations
30 General Berthelot Street
BUCHAREST
Romania
Tel: +40 2 1 3131019
Fax: +40 2 1 3126614
Email: veronica.fuselova@men.edu.ro

Ms Mioara BUXBAUM
Mr Andrei COZMA
PROMOSERVICE
Bd. Basarabia No. 62, Bl. 34, Sc. B, Apt. 94-95
BUCHAREST
Romania
Tel/Fax: +40 2 1 324 56 25
Email: promoservice@i-net.ro

LECTURERS

Ms Vikki ASKEW
Leeds Grammar School
Alwoodley Gates
Harrogate Road
LEEDS LS17 8GS
United Kingdom
Email: VA@lgs.leeds.sch.uk

Mr Marc BERGERON
Lycée Rabelais
8, rue Rabelais
22022 SAINT BRIEUC Cedex 1
France
E-mail: marc.bergeron2@libertysurf.fr

Ms Joke van der LEEUW-ROORD
Executive Director of EUROCLIO
Juliana van Stolberglaan 41
2595 CA THE HAGUE
The Netherlands
Tel: + 31 70 385 36 69 / + 31 70 382 48 72 (mobile +31 6 547 128 03)
Fax: + 31 70 385 36 69
Email: joke@euroclio.nl

Mr Christopher M. ROWE
24 Station Road, Parbold
WIGAN
Lancs WN8 7NU
United Kingdom
Tel: + 44 1257 46 34 93
Fax: + 44 1257 46 34 04
Email: chris.history@btinternet.com

Dr Konstadin GROZEV
Associate Professor
Sofia University "St. Kliment Ohridski"
Faculty of History
SOFIA
Bulgaria
Email: grozev@clio.uni-sofia.bg

Mr Doru DUMITRESCU
General Inspector for History
Ministry of Education and Research
Directorate for Preuniversity Education
30 General Berthelot Street
BUCHAREST
Romania
Tel: +40 722 353 172
Email: d_dumitrescu2003@yahoo.com or doru.dumitrescu@mec.edu.ro

Mr Eugen STOICA
General Inspector for Social Sciences
Ministry of Education and Research
Directorate for Preuniversity Education
30 General Berthelot Street
BUCHAREST
Romania
Tel: +40 722 353 172

Dr Carol CAPITA
Bucharest University
History Department
4-12 Blvd Regina Elisabeta
BUCHAREST
Romania
Tel: +40 72 2 673163
Email: carolica_capita@yahoo.com

Dr Laura CAPITA
Institute for Educational Sciences
37Calea Stirbei Voda
BUCHAREST
Romania
Tel.+40 2 1 3158930
Email: laura.c@ise.ro

Participants from Bulgaria

Ms Hristina Iordanova NAJDENOVA

Ms Svetla Metodieva PETROVA

Email: sv_m_petrova@abv.bg

Mr Momchil ANGELOV KUZMANOV

Ms Albena Nikolaeva KUZMANOVA

Mr Aleksandr IVANTCHEV

Participants from Romania

Mr Ionel ANTINESCU

Nistorești School

VRANCEA County

Ms Nicoleta BEJINARIU

Horia Hulubei High School

MĂGURELE, Ilfov County

Mr Marius Lucian BORZAN

Lucian Blaga School

Jibou, SĂLAJ

Ms Dorina CARP

School No. 9

VASLUI

Mr Achim Sergiu CĂLIN

Engineering Constructions Vocational High School

BRAȘOV

Ms Cristina CRISTEA

Văratec-Salcia School

SUCEAVA County

Ms Maria CROITORU

Mihail Eminescu National College

BOTOȘANI

Ms Ramona CUCU

Alexandru Vlahuță National College

RÂMNICU SĂRAT, Buzău County

Mr Ion DIACONEASA
Mihail Eminescu School
GALAȚI

Mr Nicolae DUMITRU
Mihail Eminescu High School
CĂLĂRAȘI

Ms Maria GOVOR
Ioan Slavici National College
SATU MARE

Ms Teodora HELJU
Gheorghe Lazăr National College
SIBIU

Mr Radu IONESCU DRAGOȘ
Gheorghe Lazăr High School
AVRIG, Sibiu County

Ms Mircea JIMON
Gabor Aron Vocational High School
VLĂHIȚA, Harghita County

Ms Maria LASZLO
George Coșbuc Gymnasium
TÂRGU MUREȘ, Mureș County

Mr Gabriel LEAHU
Ministry of Education and Research
BUCHAREST

Ms Tincuța LUNGU
Henri Coandă National College
TULCEA

Mr Adrian MANDA
Berislăvești School
VÂLCEA County

Ms Alina MARINESCU
ARO Vocational High School
CÂMPULUNG MUSCEL, Argeș County

Ms Elena MOTOI
Engineering Constructions Vocational High School
BRĂILA

Mr Ion MUNTEANU
Vasile Goldis School
ALBA IULIA

Mr Adrian Marius PANAIT
Mircea Scarlat Pedagogical High School
ALEXANDRIA, Teleorman County

Mr Andrei Lucian POGĂCEANU
Orman School
IGLOD, Cluj County

Ms Alina POPESCU
Aurel Vlaicu Vocational High School
ARAD

Ms Mirela POPESCU
Informatics High School
IAȘI

Mr Ioan Răzvan SANDU
Malu Roșu School
IALOMIȚA County

Mr Cezar STANCU
Nicolae Titulescu High School
PUCIOASA, Dâmbovița County

Mr Mihai Bogdan ȘTEFAN
School No. 4
VULCAN, Hunedoara County

Mr Marian TUDOR
Găujani School
GIURGIU County

Mr Liviu Doru UNTU
Grădinari School
GIURGIU County

