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Remembering the past and preventing crimes against humanity

Bucharest, Romania, 7-10 May 2003



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Remembering the past and preventing crimes against humanity

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The Council of Europe was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has 45 member states¹ including the 15 members of the European Union. It is the widest intergovernmental and interparliamentary organisation in Europe and has its headquarters in Strasbourg, France.

With only questions relating to national defence excluded from the Council of Europe's work, the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms, media and communication, social and economic affairs, education, culture, heritage and sport, youth, health, environment and regional planning, local democracy and legal co-operation.

The European Cultural Convention was opened for signature in 1954. This international treaty is also open to European countries which are not members of the Council of Europe, and enables them to take part in the Council's programmes on education, culture, sport and youth. So far, 48 states have acceded to the European Cultural Convention: Council of Europe's full member states plus Belarus, the Holy See and Monaco.

Four steering committees – the Steering Committee for Education, the Steering Committee for Higher Education and Research, the Steering Committee for Culture and the Steering Committee for Cultural Heritage – carry out tasks pertaining to education and culture under the European Cultural Convention. They also maintain a close working relationship with the conferences of specialised European Ministers for education, culture and the cultural heritage.

The programmes of these four committees are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three main policy objectives:

– the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

1. Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

- the promotion of awareness of European identity;
- the search for common responses to the great challenges facing European society.

The education programme of the Steering Committee for Education and the Steering Committee for Higher Education and Research currently covers school, out-of-school and higher education. At present, there are projects on education for democratic citizenship, history, modern languages, school links and exchanges, educational policies, training for the educational staff, the reform of legislation on higher education in Central and Eastern Europe, the recognition of qualifications, lifelong learning for equity and social cohesion, European studies for democratic citizenship, the social sciences and challenge of transition, learning and teaching in the communication society, education for Roma/Gypsy children in Europe and the teaching of the Holocaust.

These multilateral activities are complemented by targeted assistance to the newer member states in bringing their education systems in tune with European norms and best practice. Co-ordinated under a strategy of “partnerships for educational renewal” projects are carried out, in particular on education legislation and structures, citizenship and history teaching. The priority regions are Southeast Europe and countries sprung from the former Soviet Union.

The opinions expressed in this report are those of the author(s) and do not necessarily reflect the official policy of the Council of Europe nor that of the Secretariat.

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Introduction

“I was trying to imagine deer – there were woods at Birkenau. Animals don’t think, like we do, they couldn’t have understood what was going on... but animals watching at that time... and seeing other living creatures being destroyed... I thought of that. I imagined the forest, not a sound... and people being massacred in the open air, with no witnesses...”

Jose Balter (his grand-parents were deported to Auschwitz)

(Laurent Wajnberg, Yael Holveck, *A Sunday at Auschwitz, Echoes of a journey*)

During the centuries powerlessness and dependency, a certain propaganda, an entire literature and anti-Semitism made the Jews of Europe an easy target for the sadistic designs of some perverted minds. Often Jews were considered to be the main cause of all evils and treated likewise. But there is nothing to be compared with the Holocaust. Never before in World history were so many victims. Holocaust is a Greek term by origin, *holocaustum* and it means “burn all”. After 1945 it became synonymous with the victims of this sacrifice. Nowadays each country has a name for what happened, such as *Shoah* – in France, *Holocaust* – in United States of America and Israel, *Endlösung* or *Vernichtung* – in Germany. This was one of the most terrible tragedies of the twentieth-century-history. For the first time in the history of mankind a state – Nazi Germany – organised in the very last details a system of extermination – a death machine – of a population who had a single guilt: that of being Jews. Nazis simply wanted to erase an entire people from World memory and history. The historians who tried to analyse the decisions of the Conference in Wannsee (1942) hardly understood why such a system was imposed. Consequences were extremely hard to perceive by the human mind: 6 million Jews exterminated in Europe. At the same time among the victims there were Gypsies, Homosexuals, handicapped people and others. Auschwitz became the sinister symbol of the crimes committed by the Nazis on behalf of a so-called “superior race”.

The Holocaust was intended by the Nazis not to have a single witness or history. Victims were exterminated and then their bodies burnt that no trace will remain. Starting with 1945, during their retreat, the Nazis

destroyed most traces of the concentration and extermination camps. Even the existence of the sinister gas chambers, from the death camps such as Auschwitz, Birkenau, Treblinka, Sobibor, Maidanek, Belzec, which some Revisionist historians, such as Irving, still refused to accept it, was kept hidden like a state secret. In the USA, according to Peter Novick, 97% of the people questioned during a recent survey recognised that Holocaust took place, but more than a third of them never knew that it happened during World War II. The eminent historian Yehuda Bauer, has recently published a book called *Rethinking the Holocaust*. He tries to answer several crucial questions such as: how Holocaust can be compared with other genocides in history?; how the Jews reacted to Holocaust?; how we can explain the lack of reaction or some times the collaboration of some people in Europe with the Nazis to the genocide against the Jews?; why only few states did assume the responsibility in the genocide?; what was the connection between the Holocaust and the foundation of Israel?

Yet there were people who were directly involved in the activity of helping the Jews facing this terrible fate. Many of them paid with their lives the courage to act in such a hostile environment. They tried to offer the Jews passports, shelter, food and comfort. Sometimes they succeeded, sometimes they failed. They are called “the Right Ones”.

- Raoul Wallenberg, the Swedish Consul in Budapest;
- Oskar Schindler, businessman;
- Varian Fry, US Consul in Marseille;
- Janusz Korczak, a Pole in the Warsaw ghetto;
- Chiune Shugihara, the Japanese Consul in Lithuania;
- Carl Lutz, Swiss diplomat in Budapest;
- Aristides de Souza Mendes, Portuguese Consul in Bordeaux;
- Balan, Romanian Metropolitus for Transylvania.

From the very beginning, due to the enormity of the crime committed an immediate need to bear witness appeared. They were the survivors of this genocide, with no parallel in history, who acknowledged their responsibility for passing down the deep knowledge of the Holocaust and keeping memory alive so that never such a tragedy should ever happen again. But sooner or later the time of witness will come to an end. So it is important to record the testimonies many survivors have acquired over the time. In this way Holocaust has become an inseparable part of our national and European identity.

That is why teaching history, testimony, remembrance, memory are extremely important in the twenty-first century when anti-semitism rises again in some parts of Europe and not only there, when everybody is free to browse the Revisionist or “denial” websites on the Internet or when the pure isolationist stand is taken even by some political leaders in Europe. In France only in the year 2000 there were, according to the authorities, 119 anti-semitic acts and 624 threats (the dates of Mr Frank Tison). There are still books or even textbooks where the term “Final Solution” is used instead “Holocaust”. Some historians still advocated the idea that Jews did not die in the camps because of extermination, but of hunger and diseases. At the same time commemorating the Holocaust means: to remind us and honor the innocent victims everywhere in Europe and in the world and to remind you from the educational point of view that, very often, evil in history knows no borders.

In many countries some archives are still waiting to be opened and reveal their secrets, such as the controversial attitude of Pope Pius XII to Nazi Germany and Holocaust.

“Teaching remembrance: education for the prevention of crimes against humanity”, a Council of Europe project

Teaching about the Holocaust in the twenty-first century is not a simple task. It is quite difficult to make the young generation understand such a complex and tragic event. History teachers, and not only, they have a great role in teaching their students the duty of memory. In this direction the Council of Europe plays a major role. The organisation in Strasbourg always promoted the ideas of tolerance, mutual understanding, freedom, friendship among different nations, religions, races and human groups, fighting racism, multiculturalism and respect for diversity. In all the countries of our continent there are great opportunities to teach memory and approach an important topic in the most appropriate way. In early 2000 as the result of a Swedish Government initiative an international conference on the Holocaust took place in Stockholm. As the result the Task Force for the International Co-operation on Holocaust Education, Remembrance and Research was settled. On the same occasion the General Secretary of the Council of Europe suggested the idea of introducing a Day of Remembrance in all the schools in Europe and

this was stressed again in the Final Declaration of the Stockholm Conference. In 2000, at the Conference of the European Ministers of Education in Crakow, a decision was reached in order to establish a Day of Remembrance of the Holocaust and for the prevention of crimes against humanity in all the member states of the Council of Europe.

In fact, in all the recommendations issued by the Council of Ministers of the Council of Europe there are mentioned the events which marked the twentieth century: the Holocaust, the genocides, crimes against humanity, all the violations of the basic human rights, ethnic cleansings. In 1996 the Parliamentary Assembly of the Council of Europe passed the Recommendation No. 1283 on history and teaching history. Then in October 2001 the Committee of Ministers of the Council of Europe issued Recommendation No. 15 on teaching history in Europe in the twenty-first century. These documents expressed the importance of teaching about the memory and of the education for the prevention of crimes against humanity. Following an invitation of the French authorities, in October 2002, the European Ministers of Education met at the Council of Europe in Strasbourg. The Ministers fully accepted the Declaration that a Day of Remembrance of the Holocaust and day for the Prevention of Crimes against Humanity shall be introduced in all the schools in Europe. It was been decided that each member state of the Council was to establish the respective day on its own, in the context of its national history. In October 2002 an international colloquy was organised in Strasbourg as well and brought together writers, art directors, artists. The participants discussed about the role of artistic creation in teaching the Holocaust. Yad Vashem Institute, by its International School for Holocaust Studies, became a permanent partner of the Council of Europe in this project and uses his entire expertise in order to support teaching the Holocaust. Even after 2000 some countries have already decided on a certain day of commemoration. So Germany, United Kingdom, Czech Republic, France agreed on 27 January, Hungary on 16 April, Lithuania on 23 September, Austria on 5 May, Bulgaria on 10 March. In many countries of Europe there have been organised exhibitions and new teaching materials have been published.

So the Council of Europe was involved in all the major steps in the education for memory and teaching about the Holocaust. In the framework of this project, it decided to focus on the in-service training of the educators and developing additional teaching materials in order

to achieve this goal by using theatre, cinema, literature, media. In 2000 a seminar was organised in Vilnius and then an important meeting took place at the European Academy in Donaueschingen.

Aims of the seminar

The seminar took place at the European Center for Higher Education (Unesco), in a beautiful palace built in Bucharest at the end of the nineteenth century. It was the result of an initiative of the Ministry of Education and Research of Romania in order to implement the above-mentioned Programme of the Council of Europe on teaching memory. The seminar was a part of the campaign made possible by the co-operation of the European states for the promotion of the human rights, democracy and to preserve the specific values of the European identity. It also offered a unique chance of an interesting exchange of views on how the Recommendation Rec(2001)15 of Council of Europe on teaching history in the twenty-first century is approached on the topic of Holocaust.

The seminar's aims were:

- Discuss how the Holocaust is represented in the history curricula and textbooks of the European countries;
- Debate how the Holocaust and its consequences for the European history should be taught;
- Strongly emphasise the new didactical methods and share teachers' experience on this topic;
- Increase awareness among history educators about various available additional teaching materials such as: cinema, art, museums, ICT;
- Encourage discussions among the history educators.

The participants were teacher trainers, history teachers, textbook and additional teaching materials' authors from Europe. At the same time there were observers from the embassies of Israel and USA in Bucharest.

In the opening session the participants were greeted by Mr Constantin Corega, State Secretary for Preuniversity Education at the Ministry of Education and Research of Romania, Mr C zar B rzea, Director of the Institute for Educational Sciences and delegate of Romania to the Steering Committee for Education of the Council of Europe, Academician Nicolae Cajal, President of the Jewish Federations Community in Romania and Ms Veronica Barladeanu, Vicepresident of the Romania-Israel Friendship Association. They all stressed the importance of such a debate among the history educators. They agreed that nowadays the education system has to play a major role in the campaign against anti-Semitism, racism, xenophobia.

Professor Liviu Rotman underlined that silence on Holocaust is very dangerous especially because the young people will never really know what happened in this tragedy. Teaching about Holocaust should be integrated in a democratic approach in the classroom and the events should be revealed as it happened. The students should understand that the entire Holocaust had been prepared by an intense propaganda and as a result an entire people was put out of law, with very dramatic consequences.

Professor Ioan Calafeteanu focused his presentation on teaching about Holocaust in the twenty-first century and the consequences for the European / World history. He stressed that nobody can understand the World War II if he does not approach Holocaust. For a long period of time the issue of Holocaust was not presented in the courses at the History Department of many universities in Romania. During the Communist Regime, in Romania there were many history courses where there were only some remarks about the period 1941-1945 and the attitude of the Antonescu government towards the Jews. There are still many documents concerning this issue at the National Archives and at the archives of the Ministry of Foreign Affairs of Romania. After the revolution of 1989 Holocaust became an important topic in the history courses both at the higher education and preuniversity level as well. But a new danger has emerged because of the memory, which is some times very strong, but fully linked with many emotions and it can affect a clear approach on Holocaust. There are many differences in the way in which educators, in, for example Romania, Germany and Israel presented the issue of Holocaust. Mostly, differences come from the national sensitivities or teachers stereotypes and because the historians in Romania have not agreed about the real status of Ion Antonescu as a leader of Romania. Some historians

appreciate Antonescu as “a hero” mainly because he strongly criticised the policy of king Charles II of Romania who accepted too easily the territorial cessions of 1940 and because Romania, during World War II, was not occupied by Germany and share the same fate as Finland. Others disagree and call Antonescu a war criminal because he ordered ethnical cleansings, the pogrom in Iasi (1941) and massacres in Bassarabia, Bukowina, Transdnier area or at Odessa (1941). They argue that in any totalitarian regimes the head of state is clearly responsible for all acts. So Antonescu was responsible for the extermination of the Jews in Romania. This idea was supported by Mr Liviu Beris, a survivor of the Holocaust, who mentioned the mass-murders, the death trains in Moldova (1941), the death by hunger. He said that indifference and passivity were the most important allies of the Nazis. Professor Calafeteanu reinforced the importance of those persons who helped the Jews survive during the war. He also advocated for a good in-service teachers training on the issue of Holocaust. Our students are the future citizens of a new and united Europe and they have to be prepared to act against intolerance and racism so that such a tragedy never be possible again.

Mr Peter Niedermair presented the greetings of the Dr Carole Reich, the Secretary of the Steering Committee of Education of the Council of Europe, who unfortunately could not attend the seminar. He also stressed the significance of the project of Council of Europe on Teaching memory and of Recommendation Rec(2001)15 on teaching history in twenty-first-century Europe.

Mr Paolo Antonio Santella stressed that Holocaust was a terrible blow to the European culture of the twentieth century. He said that there is already a Day of Remembrance in Italy. That is why students should study this topic very carefully and history teachers should be involved in a special in-service teachers training sessions dedicated to Holocaust. Very often the teachers used very often the method of interdisciplinary projects which allowed students to make their own researches and get acquainted with the oral history, based on interviews with survivors.

Pedagogical guidelines on teaching about the Holocaust

Teaching about the Holocaust is really a complicated task for the history educators. Holocaust was a tragic historical event, highly condemned both by history itself and judicial system. This is a topic

that still touches upon a very sensitive issue in some European countries, where the Jewish population has suffered a lot and where the responsibilities, the moral guilt, the role played by some local collaborators and passivity of some social groups were and they are not still clearly approached by the politicians and civil society. After the World War II Europe and the World still witness genocides or ethnic cleansings such in Kosovo, Bosnia and Rwanda. Teachers must dedicate their work so that young people understand the message and the warnings of the Holocaust. It means not only remembering the victims and those who did not manage to come back but to assure that the system of education works so that such a genocide will never take place again. Some countries have high standards for teaching about the Holocaust, others have very few teaching materials.

An interesting resource available for the teachers in Europe is Jean-Michel Lecomte's booklet on *Teaching about the Holocaust in the twenty-first century*. This was published in the Project of the Council of Europe on "Learning and teaching about the history of Europe in the twentieth century". Based on an important biography – Martin Gilbert, Raoul Hilberg and Saul Friedlander's works, it helps the teachers to understand the ways in which Holocaust was implemented in Europe and students to perceive such a complicated historical event. The booklet includes a glossary of historical terms which comprises definitions of terms such as: war crimes, Shoah, genocide, concentration camps, Holocaust and so on. The author tries to approach in a very detailed way Judaism and Jewry as a religion and a unique civilisation and anti-Semitism as a reflection of a certain response of the European society to the evolution of the Jewish population. At the same time the author tries to trace the evolution of the Nazi doctrine, Nazism and its totalitarian ideology as well as the main Anti-Jewish measures 1933-1939 in Germany and the territories controlled by the Third Reich. He stresses that besides the Jews, which were the main target of the genocide Nazis systematically persecuted, chased and exterminated Gypsies, homosexuals, handicapped persons, other ethnic and religious groups. A special chapter is dedicated by the author to the international response to Holocaust – many neutral countries were unfavorable to the Jewish immigration and adopted a largely restrictive policy and to that of Jews reaction in the diaspora or in Palestine. There are very interesting fact sheets dedicated to the situation of the Jews, during the Holocaust, in some European countries such as: Poland, France, the Low Countries, Hungary, Czechoslovakia, Romania, Bulgaria, the

Balkans, Soviet Union and the Baltic States, Scandinavia. The last chapters deals with some dangerous issues such as: silence in the Holocaust or revisionism and Holocaust denial. At the end there is a long and almost complete list of websites about deported families, camps and extermination.

Ms Lea Roshkovsky from Yad Vashem Institute presented some suggestions on the methods should be used by history educators on teaching about the Holocaust. The main focus of teaching should be the students. Too many figures or the stories about the gas chambers and concentration camps alone do not help the teachers very much in teaching about this topic. On the contrary. Educators should think a lot about the consequences of the Holocaust and teaching about the future. The education concerning the Holocaust should start with the origins, it means the Anti-Jewish laws in Nazi Germany in the 1930s. As a teacher you can not speak to the early age pupils about the death squadrons (Einsatzgruppen). The teacher should focus on the students of the high school. The best method to be used for the primary school pupils is to present short stories about the victims and the executioners. The students should know that during the Holocaust there were people who stood away, others who tried to help the Jews and others who really helped them. The history teacher should focus more on empathy among students whose target is to reveal the hunger, the cold, the loneliness, the dehumanisation of the victims. Ms Roshkovsky stressed that Israel is a state merely composed from the survivors of the Holocaust and there students find very difficult to understand what is anti-Semitism. That is why it is very important to know how teachers organise their classes about the issue of Holocaust. They should use clourde materials because only white and black ones can have opposite consequences especially in the educational field. The teacher can start the lesson by presenting a poster which shows the Jews before World War I or after 1918 in front of a synagogue in Germany. They all look very elegant and sure of themselves. That means they were respectable members of the community in which they lived and felt safe. The teacher should try to make his students understand the spirit of the German people during the Weimar Republic. Then the teacher should present his students the way in which anti-Semitism was born and developed in Germany and became so active in the 1930s. In 1933 the first concentration camp was built in Germany, that of Dachau. The Nazis introduced an economic boycott of the Jewish shops but eventually it failed. That is why they

issued the Racial Laws of Nuremberg (1935) and later they organised the Kristallnacht pogrom (1938).

Ms Michal Gans from the The Ghetto Fighter's House, Holocaust and Jewish Resistance Heritage Museum in Israel advocated, during her presentation, for the preservation of the vivid memory concerning the Holocaust. The education on Holocaust has a long tradition in Israel and it started as early as 1948, at the beginnings of this state. She stressed that the victims of Holocaust should not be transformed into figures. There is a great responsibility for the teacher to present Jewish children's life during the Holocaust. In the ghettos of Warsaw, Lvov, Riga and other places of occupied Europe children often died of hunger, thirst or cold. It is very important to focus on the dehumanisation of the children which is completely different from that of the adults. Ms Gans underlined the importance of the many stories or relations of the survivors of the Holocaust. These stories should be short and concise ones and they have an important impact on children's character.

An aspect concerning the education about the Holocaust in Romania is the active support of the institutes and centres for Jewish Studies prior to some Universities. Professor Liviu Rotman stressed the importance of opening the archives and the free access to documents. This took place in Central and Eastern Europe especially after 1989. The publication of memoirs, diaries, scholarly works, for example those of Jean Ancel or those about the activity of Dr Wilhelm Filderman, enriched our perception about the Holocaust and can help a lot the history teachers in their effort to make their students understand this process of the twentieth century. Mostly all the centres or the institutes for Jewish Studies supported the implementation of the new results of the scientific researches among the teachers and students. An entire group of history teachers from Romania, helped by the Embassy of Israel, US Embassy attended in-service training courses at Yad Vashem Institute in Jerusalem or at Museum of Holocaust in Washington, D.C. There were also some others who attended courses in France with the support of the Foundation for the Memory on Shoah. Ms Felicia Waldman presented the activity of the Center for Jewish Studies from Bucharest University. The educational programs are opened to all students or teachers, but unfortunately there are still very few students from History Department of the Bucharest University to attend the courses, although in the list of the courses at the above mentioned department there are no special courses on

Judaism or Holocaust. At the same time, the center organises in-service training courses for the teachers in Bucharest. Professor Ion Patroiu made an interesting presentation of the activity at the Center for Jewish Studies at the University of Craiova, which has important ties with the University of Barcelona. The History Department there recently promoted a section on history-Jewish Studies. The speaker suggested Holocaust should be presented not as a singular event, because it can be largely explained starting from a certain tradition in Central Europe in the nineteenth and twentieth century. Ms Maria Ritiu presented the activity of the teachers who attended the in-service training courses at Moshe Carmilly Institute for Jewish Studies, prior to Babes Bolyai University in Cluj Napoca. The institute organises both courses on the scientific content and the methodology and at the end there are special diplomas for the graduates. An important aspect concerns the activities with the students and most of all the role play. This method can be very touching for the pupils. The teachers of Jewish Studies work closely with the National Romanian TV local station in Cluj Napoca and publish, with the support of the students, magazines such as "Memento, The Bulletin of the Buchenwald Memento Association Romania".

The Holocaust as a topic in the history curricula and textbooks in Europe

In the workshops the participants in the Seminar discussed about the way in which the topic of Holocaust is reflected in the history curricula and textbooks in Europe. It is very important to make students understand the human dimensions of the genocide. An important task for the history teachers is to convince their students it is not good at all to forget the lessons of the past. At the same time it was good to have in the seminar an excellent exchange of views concerning the methodology, curriculum and textbooks. In Romania, teaching on the Holocaust is centered in the seventh, eleventh and twelfth grades. The centers for Jewish Studies, such as those from Bucharest or Cluj Napoca support the in-service training of history teachers directly involved in teaching about the Holocaust. There is a network of teacher trainers focused on teaching about the Holocaust and the results of their activity are really promising. The implementation of the new national curriculum takes into account the type of school and students' interests. Besides the compulsory national curriculum there is also a great need for knowledge, attitudes and

challenging perspectives. The class itself should be completed with visits to the museums, to the synagogues, meeting with the survivors of the Holocaust. In Romania the education on the consequences of the Holocaust focuses on the course of World History, partially on that of Romanian History, or mostly on social-humanistic sciences, it means “Civic Education” (primary and lower secondary level) or “Human Rights” (upper secondary level). In Italy, before 2000, there were not so many papers on teaching about the Holocaust. Nowadays, in their lessons history teachers focus a lot on the terms such as: tolerance, peace, mutual understanding, co-operation. Due to the present-day educational reform curriculum is more efficient at the high-school level. Mostly students from the high schools paid visits at concentration camps such as Mathausen and met survivors. There is more and more interest in schools on teaching about the racial laws published in Italy during the World War II as well. But often history teachers focus more on Mussolini and deportations than on everyday life of the people during the war. In Austria the period of National Socialism is an important subject-matter in the school. The Federal Ministry of Education, Science and Culture initiated a project called National Socialism and the Holocaust. Remembrance and the Present. Sometimes teachers still find difficult to speak about Hitler, who was born in Austria and, at the same time, to explain that, later, Austria itself became a victim of the Nazis and Jews were terribly persecuted immediately after Anschluss. In Lithuania, where a huge number of Jews were killed, Holocaust is still a subject of controversies because of the relations between Lithuanians and Jews, the role of the local collaborators. There are myths such as “the nation of martyrs” or “double genocide”, it means of both Nazis and Communists. In France Holocaust is a topic for the terminal year in the high school or college. In order to challenge to students the topic is divided in classes about Deportation and about Resistance. In many areas there are school competitions in which students write down projects, mostly based on the testimonies of the survivors. Unfortunately the amount of time dedicated to the Holocaust in the curriculum is quite limited. The debate on Holocaust is still very important since there are still many discussions about the wealth of the Jews in France taken away by Nazis or by their collaborators and since President Jacques Chirac officially recognised the responsibility of the Vichy government in this tragedy. In Portugal the teachers try to use the opportunity of teaching about the government of Salazar in order to reinforce to their students the significance of terms such as: Aryan race, xenophobia, anti-Semitism, intolerance. Often Salazar is presented in opposition

with Mussolini. In fact almost any humanistic subject of the curriculum is appropriate to teaching about the Holocaust.

Many history teachers in Europe find convenient to teach about the everyday life of the Jewish population in the interwar period and in the World War II. This is quite a good opportunity to make their students understand the vocabulary, the customs, the religious beliefs. Students are often more interested in the way the Jews and other populations lived in the Ghettoes or in the occupied countries of Europe than about different aspects of political or diplomatic history. In fact, ghettoes were places where people tried to survive and in the same time the ground for a spiritual resistance. Young and old men and women stole food in order to live but also organised mini schools for children. In this respect it is very interesting to analyse photos taken sometimes by the Nazi soldiers or officers in the ghettoes. The students have to understand that during World War II, besides extermination, dying of hunger was the result of the official Nazi policy. They will find all these closer to their intentions of reconstructing the past. At the same time such a topic can stimulate the students use their civic courage. Such an approach could make the students very critical when they surf the Negationist websites or read books of such a kind.

The role of the museum, cinema and literature in teaching about the Holocaust

The participants in the seminar discussed about the role of the museum in teaching about the Holocaust. Ms Michal Gans stressed that the role of the museum, as an example of a place of living memory, is very important because it attracts both teachers and students. The museum brings together objects, images, and sounds. That is why it is the room to organise an interactive activity with students. There the teachers can organise efficient educational activities and they can make their students get a better view on the complexity of the Holocaust. There students can find out different aspects of the everyday life during the Holocaust, such as: life in the ghetto, ways of resistance, life in the camps, unofficial journals published there. It is very important that the museums should be built according to students' age, because very often students approach the issues better than the adults. The museum should rebuild a certain period of history and not the pain itself. Ms Lia Benjamin underlined that teaching about the Holocaust is not a simple activity, but on the

contrary. There are many efforts to bring a museum to life and show that Jews were a people like everybody. That is merely because Holocaust became the turning point in a great tragedy of the twentieth century. The museum must reveal to the public the common Jew, who was “an outlaw” for the Nazis. Museum can help the teacher to fulfil his duty in the classroom in a better way. It helps the visitors, no matter the age, get more information on the topic and live again the horror of the Jews’ fate in World War II. There are still a lot of discussions among the experts on museums if it is good or not to show pictures about mass-murders and executions. Sometimes, the simple architecture of the museum can reveal the specific of a particular age. Ms Benjamin said that in present-day Romania, the Jewish museums are organised in the synagogues, such in Bucharest and Jassy. She presented the main Jewish museums in Bucharest. The main exhibition on the Holocaust in the capital is settled in the Jews’ History Museum in co-operation with the Yad Vashem Institute in Jerusalem. It presents the life of the Jews in Romania before, during and after the Holocaust. The museum played a major role in the commemoration of the victims of the pogrom from 1941 in Jassy and of the deportations of the Jews in Transdnier area. She suggests Holocaust should be presented in all the national history museums in the countries where this tragedy took place.

In her presentation Ms Gina Pana insisted on the role of the Church during the Holocaust. The topic can help the teacher approach school history in an interdisciplinary way. The literature about the Holocaust comprises general histories, memoirs, diaries, a huge private and official correspondance, simple stories. Although it focuses mainly on the victims, many works presents the executioners as well. The history teacher should insist that all these works reveals a certain period of history and nowadays students need to know the profound consequences of the Holocaust.

Ms Elena Deleanu delivered a presentation on how Holocaust is reflected in the major literary works in present-day Romania. She focused on some of Elie Wiesel’s works and stressed that the best means of teaching about the Holocaust are oral testimonies of the survivors and a critical study of some literary works.

The participants emphasised the specific role of cinema and literature in teaching about the Holocaust in another ways than just by the traditional teaching methods. This approach could reveal to students

the way in which the tragedy meets its artistic expressions. Here it is not the problem of lacking materials but to critically analyse all the information we have in order to avoid confusions and misrepresentations. There are plenty of books written by famous authors, such as Primo Levi, Elie Wiesel, Paul Celan or Mihail Sebastian and interesting and very often touching movies – *Holocaust*, *Shindler's List* of Steven Spielberg, *La vita e bella* by Roberto Benigni, *The Pianist* by Roman Polanski. It is important to analyse the impact of all these productions on the public, and especially the students. It also is interesting to understand that the authors used the classical means of artistic expression of the nineteenth century, highly supported by the new instruments of the twentieth century although the Holocaust, they all are focused on, is a profound negation of all these artistic means.

Mr Oliver Lustig, who is a survivor of the camp in Auschwitz, underlined the importance of survivors testimonies. He presented the results of an interesting survey among the high-school students in Romania. 80% of these students say that they need to meet the survivors just to understand how such a terrible crime was possible. He also stressed that resistance during the Holocaust was a way to survive in the camps. This was the answer of the victims in front of the very fast Anti-Jewish acts, deportation and in very many cases, extermination. The Nazis worked very quickly. 150 000 Jews from North West Transylvania were arrested, put into ghettos and later exterminated.

At the end, Mr Teodor Wexler and Ms Lia Benjamin presented some of the recent works on Holocaust published in Romania either by the survivors – Oliver Lustig or the historians – Dinu Giurescu, Jean Ancel and others.

The participants highly appreciated the play presented by the Youth Theatre of Bacau, which was inspired by the tragedy of Holocaust in Moldova and whose artistic message was really touching by the exceptional work of the actors.

Conclusions and recommendations

As the result of the discussions important conclusions came to life:

- The participants stressed that Holocaust was one of the greatest tragedies of the twentieth century;
- The teachers should use the most appropriate methods to make their students not only know simple facts but also understand how the events took place and why;
- Teaching about the Holocaust should start with the 1920s and end with the consequences after the World War II;
- The history teachers have a great responsibility in the education of the young generation and cultivating the values of democracy, tolerance, mutual understanding among peoples everywhere in the world;
- Teachers should be encouraged to approach the topic from the interdisciplinary point of view – history, literature, arts;
- The museums have to play an important role and should become the usual background of the history classes;
- The students should be encouraged to a critical approach of the websites and especially the Negationist ones.

The participants agree on some recommendations:

- The activity of in-service teacher training should be reinforced, both at the national level and European level (with the support of the Council of Europe, Yad Vashem Institute, the Museum of Holocaust in Washington, D.C.);
- There is a great need to disseminate in a more efficient way the necessary information among teachers involved in the education about the Holocaust;
- The topic on Holocaust should be compulsory in the history curricula in Europe;

- History teachers need new additional teaching materials such as: suggestions for lessons' plan, posters, transparencies, slides, teaching packs;
- It is necessary to organise at European level a network of experts: historians, history teachers, textbook authors, teacher trainers;
- A website discussion group can bring together teachers from different countries of Europe and offer the opportunity of an exchange of views on different local or regional projects or initiatives and the way the Day of Remembrance is commemorated on our continent.

Appendices

A.

List of important new works on the Holocaust

- Yehuda Bauer, *Juifs a vendre*, Paris, 1996.
- Yehuda Baeur, *Rethinking the Holocaust*, London, 1999.
- Christopher Browning, *Des hommes ordinaires, Le 101 bataillon de reserve de la police allemande et la Solution Finale en Pologne*, Paris, 2002.
- Saul Friedlander, *L'Allemagne Nazie et les Juifs*, Paris, 1997.
- Raul Hilberg, *The distruction of the Jews in Europe*, London, 1992.
- Lucien Lazare, *Le livre des justes*, Paris, 1996.

B.

Holocaust-related websites

- www.ushmm.org
- www.yadvashem.org
- www.wiesenthal.com
- www.topographie.de/gedenkstaettenforum/uebersicht/e
- www.multimania.com/yhwh/chrono.htm
- www.english.upenn.edu/~afilreis/Holocaust/holhome.html
- www.parascope.com/gallery/galleryitems/Holocaust/index.htm

C.

Declaration by the European ministers of education

We, European Ministers of Education, meeting in Strasbourg at the Council of Europe on Friday 18 October 2002, at the invitation of the French authorities in the framework of the French chairmanship of the International Task Force for Holocaust Remembrance.

Adopt the following Declaration :

1. Bearing in mind the declarations made at the Stockholm International Forum on the Holocaust in January 2000, particularly the proposal made there by the Secretary General of the Council of Europe, to organise a “Day of Remembrance” in schools;
2. Reaffirming our undertaking given at the 20th session of the Standing Conference of European Ministers of Education in Cracow (Poland) in October 2000, to set aside a “Day of Remembrance of the Holocaust and for the prevention of crimes against humanity”, on a date to be chosen with regard to the history of each member state;
3. Referring to the Summits of Vienna (1993) and Strasbourg (1997), at which the Heads of State and Government of the Council of Europe member states expressed the need to strengthen mutual understanding and trust between peoples;
4. Being mindful of the European Cultural Convention, signed in Paris on 19 December 1954, which calls upon the signatories to encourage study of the history and civilisation of the other Contracting Parties;
5. Having regard to Committee of Ministers Recommendation Rec(2001)15 to member states on history teaching in twenty-first-century Europe;
6. Having regard to the conclusions and proposals of the European teacher-training seminars on Teaching about the Holocaust, organised by the Council of Europe in Vilnius (Lithuania) and Donaueschingen (Germany);

7. Having read the conclusions of the Colloquy on Holocaust Teaching and Artistic Creation”, organised jointly by the International Task Force, the Fondation pour la mémoire de la Shoah and the Council of Europe, in Strasbourg on 17 October 2002;

Welcome the co-operation established in the field of education with International Task Force and the Fondation pour la mémoire de la Shoah, which we wish to continue and develop;

Are determined that our common action shall, through teaching about the holocaust and crime against humanity, seek to prevent repetition or denial of the devastating events that marked the last century;

Agree:

– to establish in close co-operation with the Council of Europe a “Day of Remembrance” in member states’ schools, as from 2003, according to national practice and priority ;

– to host on a voluntary basis European events in connection with the “Remembrance Day”;

Request the Council of Europe:

– to follow up and implement the proposals detailed in Committee of Ministers Recommendation Rec(2001)15;

– to contribute to compiling teaching materials for teachers in the member states;

– to organise regularly, possibly in co-operation with the institutions, foundations and other bodies concerned, European inter-disciplinary seminars for teachers, if appropriate under the Council of Europe’s in-service training programme for teaching staff;

– to set up a European network of places of remembrance, foundations and other relevant bodies, for the purpose of jointly organising seminars and scholarly events.

D.

Recommendation Rec(2001)15 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)

The Committee of Ministers, in pursuance of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members;

Bearing in mind the European Cultural Convention, signed in Paris on 19 December 1954, which called on its signatory states to encourage the study of the history and civilisation of the other contracting parties and to promote such studies in the territory of the other contracting parties;

Calling to mind the Vienna (1993) and Strasbourg (1997) summits, at which the heads of state and government of the Council of Europe:

– expressed their wish to make the Council of Europe fully capable of meeting the challenges of the twenty-first century;

– expressed the need for stronger mutual understanding and confidence between peoples, particularly through a history teaching syllabus intended to eliminate prejudice and emphasising positive mutual influence between different countries, religions and ideas in the historical development of Europe;

– reaffirmed the educational and cultural dimensions of the major challenges in the Europe of tomorrow;

Confirming that ideological falsification and manipulation of history are incompatible with the fundamental principles of the Council of Europe as defined in its Statute;

Bearing in mind the Parliamentary Assembly recommendations on the European dimension of education (Recommendation 1111 (1989)) and

on history and the learning of history in Europe (Recommendation 1283 (1996));

Bearing in mind Resolution No. 1, adopted at the 19th Session of the Standing Conference of European Ministers of Education, on the theme of trends and common issues in education in Europe (Kristiansand, Norway, 1997) and the conclusions and resolutions of the 20th Session of the Standing Conference of European Ministers of Education on the project “Learning and teaching about the history of Europe in the twentieth century” (Crakow, Poland, 2000);

Bearing in mind the declaration adopted at the Informal Conference of Ministers of Education from South-East Europe (Strasbourg, 1999), in which it is recommended that practical activities be undertaken in the thematic areas in which the Council of Europe had long-standing and recognised expertise, including history teaching;

Taking into account the declaration adopted at the Regional Conference of Ministers of Education of the Caucasus countries (Tbilisi, Georgia, 2000);

Having regard to Recommendation No. R (98) 5 of the Committee of Ministers to member states concerning heritage education, in which the Ministers affirm that educational activities in the heritage field give meaning to the future through a better understanding of the past;

Taking into account Committee of Ministers Resolution (98) 4 on the cultural routes of the Council of Europe;

Considering Recommendation No. R (2000) 1 of the Committee of Ministers to member states on fostering transfrontier co-operation between territorial communities or authorities in the cultural field, in which the Ministers affirm that transfrontier activities help the young to acquire transfrontier vision while raising their awareness of the diversity of cultural and historical traditions;

Taking into account the resolutions adopted at the 5th Conference of European Ministers of Cultural Heritage (Portorož, Slovenia, 2001) in which the ministers reaffirmed that history teaching should be founded on an understanding and explanation of heritage, and should highlight the cross-border nature of heritage;

Considering Recommendation No. R (2000) 13 of the Committee of Ministers to member states on a European policy on access to archives, in which the Ministers, taking account of the increasing interest of the public for history, and noting that a better understanding of recent European history could contribute to conflict prevention, call for a European policy on access to archives, based upon principles compatible with democratic values;

Bearing in mind Recommendation No. R (97) 20 of the Committee of Ministers to member states on “hate speech”, in which hate speech is defined as all forms of expression which spread, incite, promote or justify racial hatred, xenophobia or anti-Semitism, and in which it is pointed out that the impact of hate speech is more damaging when disseminated by the media;

Taking into account the Council of Europe’s previous work in history teaching, based upon the idea of reconciliation and positive mutual influences among people, such as that of the post-war period, which focused on ridding history textbooks of bias and prejudice, and that of the project “History in the new Europe” and of the programme “History teaching and the new initiative of the Secretary General”, which assisted the republics of the former Soviet Union in developing methodologies to modernise history teaching, producing new textbooks and training teachers accordingly;

Having taken note of the results of the project “Learning and teaching about the history of Europe in the twentieth century” and of all the teaching materials presented at the project’s final conference entitled “The Twentieth Century: An Interplay of Views”, held symbolically at the House of History of the Federal Republic of Germany (Haus der Geschichte in Bonn, Germany, 2001);

Noting that the project “Learning and teaching about the history of Europe in the twentieth century” made it possible, among other things:

- to make appreciable progress in developing a pluralist and tolerant concept of history teaching, *inter alia*, through the development of individual research and analysis capabilities;
- to highlight educational innovations, using both information technologies and new sources of teaching material;

– to draw up examples of open approaches to the central issues of twentieth-century European history,

Recommends that member states' governments, while respecting their constitutional structures, national or local situations and education systems:

– draw on the principles set out in the appendix to this recommendation, with regard to current and future reforms in both history teaching and training for history teachers;

– ensure, through appropriate national, regional and local procedures, that the relevant public or private bodies in their own country be informed of the principles set forth in this recommendation, with the support of the reference documents that underlie it, in particular the teaching resources prepared by the project “Learning and teaching about the history of Europe in the twentieth century”;

– on the basis of arrangements to be determined, continue activities relating to history teaching in order to strengthen trusting and tolerant relations within and between states and to meet the challenges of the twenty-first century;

– adopt an integrated approach, using other Council of Europe projects, in particular the project “Education for democratic citizenship” project and work carried out in the field of cultural heritage;

Ask the Secretary General of the Council of Europe to draw this recommendation to the attention of those states which are parties to the European Cultural Convention but are not members of the Council of Europe.

Appendix to Recommendation Rec(2001)15

1. The aims of history teaching in the twenty-first century

History teaching in a democratic Europe should:

- occupy a vital place in the training of responsible and active citizens and in the developing of respect for all kinds of differences, based on an understanding of national identity and on principles of tolerance;
- be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples;
- play a vital role in the promotion of fundamental values, such as tolerance, mutual understanding, human rights and democracy;
- be one of the fundamental parts of the freely agreed building of Europe based on a common historical and cultural heritage, enriched through diversity, even with its conflictual and sometimes dramatic aspects;
- be part of an education policy that plays a direct role in young people's development and progress, with a view to their active participation in the building of Europe, as well as the peaceful development of human societies in a global perspective, in a spirit of mutual understanding and trust;
- make it possible to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate based on multiperspectivity, especially on controversial and sensitive issues;
- enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national, European and global dimensions;
- be an instrument for the prevention of crimes against humanity.

2. The misuse of history

History teaching must not be an instrument of ideological manipulation, of propaganda or used for the promotion of intolerant and ultra-nationalistic, xenophobic, racist or anti-Semitic ideas.

Historical research and history as it is taught in schools cannot in any way, with any intention, be compatible with the fundamental values and statutes of the Council of Europe if it allows or promotes misuses of history, namely through:

- falsification or creation of false evidence, doctored statistics, faked images, etc.;
- fixation on one event to justify or conceal another;
- distortion of the past for the purposes of propaganda;
- an excessively nationalistic version of the past which may create the “us” and “them” dichotomy;
- abuse of the historical record;
- denial of historical fact;
- omission of historical fact.

3. The European dimension in history teaching

As the building of Europe is an expression of both a decision freely entered into by Europeans themselves and a historical reality, it would be appropriate to:

- show continuing historical relationships between local, regional, national and European levels;
- encourage teaching about periods and developments with the most obvious European dimension, especially the historical or cultural events and tendencies that underpin European awareness;
- use every available means, particularly information technology, to promote co-operation and exchange projects between schools on themes connected with the history of Europe;

- develop pupils’ interest in the history of other European countries;
- introduce or develop teaching about the history of the building of Europe itself.

To promote the European dimension in history teaching in an enlarged, democratic, peaceful Europe, it would be appropriate to:

- take account of the results of the work done during the project “Learning and teaching about the history of Europe in the twentieth century” conducted by the Council for Cultural Co-operation, in terms of both content and methodological approach;
- draw on Council of Europe programmes on the reform of history teaching and on the preparation of new textbooks and methodological guides during activities to develop and consolidate democratic stability;
- draw on Council of Europe programmes for raising awareness of and teaching about heritage;
- disseminate as widely as possible the teaching materials produced by the project “Learning and teaching about the history of Europe in the twentieth century” by making appropriate use of information and communication technologies;
- increase assistance in the preparation of new syllabuses and standards in history teaching, including production of new textbooks, in particular in the Russian Federation, the Caucasus countries, South-east Europe and the Black Sea region;
- take advantage of the Council of Europe’s In-Service Training Programme for Educational Staff to help teachers acquire this new knowledge in a European context enabling them to compare views and experience.

4. *Syllabus content*

History teaching, while it must avoid the accumulation of encyclopaedic knowledge, must nevertheless encompass:

- awareness-raising about the European dimension, taken into account when syllabuses are drawn up, so as to instil in pupils a “European awareness” open to the rest of the world;
- development of students’ critical faculties, ability to think for themselves, objectivity and resistance to being manipulated;
- the events and moments that have left their mark on the history of Europe as such, studied at local, national, European and global levels, approached through particularly significant periods and facts;
- the study of every dimension of European history, not just political, but also economic, social and cultural;
- development of curiosity and the spirit of enquiry, in particular through the use of discovery methods in the study of the heritage, an area which brings out intercultural influences;
- the elimination of prejudice and stereotypes, through the highlighting in history syllabuses of positive mutual influences between different countries, religions and schools of thought over the period of Europe’s historical development;
- critical study of misuses of history, whether these stem from denials of historical facts, falsification, omission, ignorance or re-appropriation to ideological ends;
- study of controversial issues through the taking into account of the different facts, opinions and viewpoints, as well as through a search for the truth.

5. Learning methods

Use of sources

The widest variety of sources of teaching material should be used to communicate historical facts and present them to be learnt about through a critical and analytical approach, more particularly:

- archives, open to the public, especially in the countries of central and eastern Europe, which now provide never previously available access to authentic documents;

- documentary and fictional films and audiovisual products;
- the material conveyed by information technology, which should be individually and collectively studied, with the teacher playing a vital part;
- all types of museums of the twentieth century set up throughout Europe and the historically symbolic places, which promote a realistic perception by pupils of recent events, especially in their everyday dimension;
- oral history, through which spoken testimony on recent historical events can make history come alive for young people, and which can offer the viewpoints and perspectives of those who have been omitted from the “historical record”.

Personal research

Pupils should be encouraged to carry out personal research, according to their level and circumstances, thus fostering their curiosity and initiative in terms of information collection and their ability to distil the main facts.

Group research

Groups of pupils, classes and schools should be encouraged to engage in research projects or active learning, so as to create conditions for dialogue and for the open and tolerant comparison of opinions.

The cross-disciplinary and multidisciplinary approach

The learning of history should at all times make use of the educational potential of a cross-disciplinary and multidisciplinary approach, forging links with the other subjects on the curriculum as a whole, including literature, geography, social sciences, philosophy and the arts and sciences.

The international, transfrontier approach

Depending on the circumstances, encouragement should be given to the implementation of international, transfrontier projects, based upon the study of a common theme, comparative approaches or the

performance of a common task by several schools in different countries, with advantage being taken *inter alia* of the new possibilities opened up by information technology and of the establishment of school links and exchanges.

6. *Teaching and remembrance*

While emphasising the positive achievements of the twentieth century, such as the peaceful use of science towards better living conditions and the expansion of democracy and human rights, everything possible should be done in the educational sphere to prevent recurrence or denial of the devastating events that have marked this century, namely the Holocaust, genocides and other crimes against humanity, ethnic cleansing and the massive violations of human rights and of the fundamental values to which the Council of Europe is particularly committed. This should include:

- helping pupils to develop knowledge and awareness of the events – and their causes – which have cast the darkest shadows on European and world history;
- thinking about the ideologies which led to them and how to prevent any recurrence of them;
- shaping, developing and co-ordinating the relevant in-service training programmes for educational staff in the member states of the Council for Cultural Co-operation;
- facilitating access to the documentation already available on this subject, *inter alia* through the use of new technology, and developing a network of teaching resource centres in this field;
- implementing and monitoring implementation of the education ministers' decision (Cracow, 2000) to designate a day in schools, chosen in the light of each country's history, for Holocaust remembrance and for the prevention of crimes against humanity;
- developing the Council of Europe's specific input in the education field to the Task Force for International Co-operation on Holocaust Education, Remembrance and Research.

7. Initial and in-service training for history teachers

Specialised initial and in-service training for history teachers should:

- enable and encourage history teachers to work with complex, process-oriented and reflective methods of history teaching;
- inform future history teachers and those already practising the profession about all the latest products, instruments and methods, particularly where the use of information and communication technologies is concerned;
- make teachers aware of the use of teaching techniques which, going beyond, but taking account of factual information, are intended to enable pupils to interpret and analyse historical facts and their influence on the present, in different contexts, for example, social, geographical, economic contexts, etc.;
- help to enable teachers to make use of assessment techniques which take account, not just of the information memorised by pupils, but also of the activities they are capable of carrying out thanks to their knowledge of the information concerned, whether these involve research, discussion or the analysis of controversial issues;
- help to devise and create cross-disciplinary learning situations in their classes, in collaboration with their fellow teachers.

As information and communication technologies are leading to a transformation of history teachers' role, it is important to:

- create opportunities for exchanges, so that teachers may become aware of the great variety of learning situations involving the new roles concerned;
- support the setting up of discussion groups to look at the profession's difficulties, hesitations and doubts about these new methods of teaching;
- develop resource banks which specify, not only the documents and sites available, but also the validity of the information derived from the said documents and sites.

In order to fulfil these objectives and to establish a specific profile for history teachers, it would be appropriate to:

- provide training institutes for history teachers with the support needed to maintain and improve the quality of their training, and develop the professionalism and social status of history teachers in particular;
- accord particular attention to training for trainers of history teachers, based on the principles contained in this recommendation;
- promote comparative research on the objectives, structures and standards specific to initial and in-service training for history teachers and in so doing promote inter-institutional co-operation and the exchange of information needed for the reform of initial and in-service history teacher training and in-service training for trainers;
- seek out and foster partnerships between all of the institutions active in or concerned with history-teacher training (in particular the media), with a view to emphasising their particular mission and specific responsibilities.

8. Information and communication technologies

While complying with legislation and respecting freedom of expression, the requisite steps should be taken to combat the dissemination of racist, xenophobic and revisionist material, especially via the Internet.

In the context of the widespread use of information and communication technologies by the young, both during their school and out-of-school lives, it is important that teaching methods and techniques allow for the fact that these technologies:

- are vital resources for history teaching;
- necessitate in-depth consideration of the diversity and reliability of sources;
- allow teachers and pupils access to original sources and to multiple interpretations;

- spectacularly broaden access to historical information and facts;
- increase and facilitate opportunities for exchanges and for dialogue.

Moreover, it would be appropriate to set up the conditions necessary for teachers to:

- in the selection process, help their pupils to assess the reliability of information sources and information for themselves;
- introduce classroom procedures which encourage critical analysis, which acknowledge a multiplicity of standpoints and which adopt a transcultural approach to the interpretation of facts;
- help their pupils to develop skills such as critical analysis and analogical reasoning.

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