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Seminar on:

“Teaching the History of the 20th Century”

Bucharest, Romania
UNESCO / CEPES
28 – 29 October 2004

Report

Strasbourg

Seminar on
“Teaching the History of 20th Century”

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Report by

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Romania

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I. INTRODUCTION

The seminar took place at the CEPES (European Center for Higher Education)/UNESCO in Bucharest. It was jointly organised by the Council of Europe and the Ministry of Education and Research of Romania in the framework of the programme between the Council of Europe and EUROCLIO on international cooperation facilitating the innovation of the learning and teaching of history in the MATRA countries programme.

The seminar was attended by approximately 35 educators: history teachers, persons responsible for organising the in-service training for history teachers training, researchers, authors, teachers who teach about the Holocaust and its implications, representatives from the Ministry of Education and Research of Romania. They were provided with a wide range of the Council of Europe's publications on reform of learning and teaching history.

The Seminar was opened by Ms Elena ZAMFIR, General Director of the Directorate for European Integration and International Research from the Ministry of Education and Research of Romania. She welcomed this seminar as a new important scientific activity, which continues a long list of other seminars, organized with the full support of Ms Alison CARDWELL, until recently the Head of History Education Section of the Council of Europe. She underlined also the important role and the entire work of the Council of Europe on the reform of teaching and learning history in school and focused on the role of school history as an important instrument in order to bring peoples together in the 21st Century. She stressed that the Ministry of Education and Research of Romania would continue contributing to the implementation of the recommendations and policies supported by the European institution in Strasbourg.

On behalf of Mr Jan SADLAK, Director of CEPES/UNESCO, who unfortunately was on a mission abroad, the Seminar was greeted by Ms Laura GRUNBERG, who emphasized the importance of CEPES/ UNESCO as a traditional meeting place for many international meetings in Bucharest.

Ms Mechthilde FUHRER welcomed the participants on behalf of the Secretary General of the Council of Europe, Mr Terry DAVIS, and thanked the Ministry of Education and Research of Romania for their cooperation. The present seminar is very important as, in December 2004, in Sofia, the Council of Europe would officially declare 2005 the European Year of Citizenship through Education. In the same month, the Council of Europe would celebrate 50 years of activity of the European Cultural Convention. In 2005, the Council of Europe will organize in Poland a new summit of the head of states and governments in Europe, which will

no doubt focus on different aspects of history education. She stressed the interest of the Council of Europe in supporting history education and pointed out the importance of the Council's projects on history, such as European Dimension on teaching history and Recommendation 15 (2001) on Teaching and Learning History in the 21st Century, which, by its principles and values, is an important instrument for all the history educators across Europe. Ms FUHRER insisted on the role of the local, regional, European and world history and stressed that nowadays history educators play an important role in turning the students into responsible citizens of a democratic and unified Europe.

The aims of the seminar were to:

- (i) analyse the present-day situation of history education in Romania; and
- (ii) present the recent developments in history education on textbooks, Holocaust, multiperspectivity and teacher training.

Educators and representatives from the Ministry of Education from Moldova have been invited to contribute to the debate on history education. The key-note speaker was Mr Mihai CHIOVEANU, Main Researcher at the Romanian Institute of Recent History in Bucharest. He stressed the idea that there is a difference between *history* and *memory* and the general framework on teaching 20th Century history consists of both Romanian and European History. This period of time is not a very suitable topic for teachers, academics and researchers. At the same time, the study of the recent past of many former Communist countries, including Romania, is not an easy task, as there are specialists who consider that it is absolutely necessary to re-think the past, but sometimes that particular study relies on the "people of the former Communist Party". In the case of Romania, the recent past focuses on the 1930s, Antonescu and his government, the Holocaust, the role of the Romanian Communist Party (60s-70s), National Communism of Nicolae Ceausescu (70s-80s), the events in 1989. Teaching about Communism is not at all an easy task since, for instance, in Romania, there are no real specialists in this field and there are no teaching positions in the history departments in the national universities. For countries in Eastern and Central Europe, the topic of Communism versus Fascism is quite in vogue amongst historians. However, in many cases, politicians in the former Communist countries do not like to remember the recent past and that is why this is "a past that cannot be used".

II. HISTORY TEXTBOOKS FOR THE 20TH CENTURY HISTORY

Professor Wolfgang HOEPKEN, Director of the Georg Eckert Institute for the International Textbook Research, made an interesting presentation on the present-day situation of the history textbooks in Europe. He stressed that in recent history textbooks there is more than one historical truth. He pointed out that the vision of textbooks on our continent has completely changed in the last decades. The traditional textbooks reflected a certain vision on the students' passive role as simple learners, while nowadays a greater interest is shown in students' desire to learn more than just one interpretation. The early history textbooks were text- and knowledge-based, supported by a restrictive curriculum and were designed to prioritise knowledge as opposed to skills, while the content was focused more on national political history. Their methodological approach offered a unique and singular perspective on the historical truth and it aimed at national identity, development of values which supported the state and legitimized national history. The new history textbooks are completely different; they are now skills-based rather than knowledge-based, and focus more on critical thinking and multiperspectivity. Their content is directed not so much towards a single or a national state, but to Europe and to a new and more complicated vision, which points at social, cultural, everyday life and gender history, in which we can identify more peoples and consequently more histories. Their new educational objectives look at fostering plural identities and the main actors are critical and autonomous individuals. Thus, the new textbooks reflect a pluralistic vision on the historical truth in which narrative aspects are less important and the main focus concerns new methods and activities, such as multiperspectivity. The new textbooks are more complex and they integrate local, national, European and world history. National history has dramatically decreased, but there are still problems, such as: the appropriate selection of topics; historical sources and activities; and the fact that people as real individuals are still frequently neglected in textbooks. Nevertheless, the main criteria for the selection of topics for history textbooks have to be based on the main educational objectives of a certain age. That is why there is a great need for cooperation between textbook authors and curriculum authors.

Dr Carol CAPITA, from the History Department of the Bucharest University, stressed the idea that history textbooks are still a hot issue and, mostly due to public sensitivity, they remained the only source of information for students. The main problem for the present generation of history textbooks in Romania is that they are not needs-based. The general curriculum in Romania offers a framework for history textbook authors but not the actual topics to be presented. Therefore, authors can take a lot of initiative, based on the general competencies and teaching units, but the impact of a textbook can be seen only after one year of use in

schools. Consequently, it is absolutely necessary to revise and improve the main instruments of textbook assessment.

Mr Doru DUMITRESCU, General Inspector of History at the Ministry of Education and Research of Romania, pointed out that generally speaking the topic of textbooks is a sensitive one, both for teachers and the general public. Teachers look more to textbooks than to the curriculum. Unfortunately, recent history textbooks in Romania are not quite totally multiperspectival, for example, the pictures do not always play the role for which they are designed. Mr Constantin HOCIOTA pointed out that history teachers are not historians and that, very often, they are more interested in the quantity of information than in the content or methodology. That is why they do not always choose the best textbooks. Ms Mihaela SELEVET and Ecaterina STANESCU underlined the role of the teacher in the classroom when he/she uses the textbook. Their main train of thought was that the history textbook is merely the starting point for the discussions between teacher and student and teachers need to let students freely express their opinions. Dr Liviu ROTMAN insisted on the role of the student as the person benefiting most from the textbook. Dr Gheorghe IUTIS focused on the short life of a history textbook, ie. two to four years. The “scandal” around the history textbook in 1999 was not singular in Romania as in 1899-1900 another “scandal” marked the Romanian school life, when Grigore Tocilescu published a textbook highly criticized by Nicolae Iorga. He suggested that teachers, academics and specialists in methodology should cooperate when a new textbook is introduced and, again, when a textbook is about to be published.

III. TEACHING ABOUT THE HOLOCAUST

Nowadays teaching about the Holocaust is a very important topic for history teachers and not only for them. Mr Ronaldas RACINSKAS described the way the Holocaust is taught in Lithuania in the framework of the Council of Europe’s Programme on “*Teaching Remembrance, Education for the Prevention of Crimes Against Humanity*” (www.coe.int/memory). The initial input on teaching about the Holocaust came in 2000, when an international forum took place in Stockholm, Sweden and decided to organize the Task Force for International Cooperation on Holocaust Education and Remembrance and Research (<http://taskforce.ushmm.gov>). Initially, only 6 states were members of the Task Force and nowadays there are 18 states. Recommendation 15 (2001) of the Council of Europe on history teaching in twenty-first-century Europe stressed the role of education on the Holocaust and rising awareness on all the genocides of the 20th Century and of all their terrible consequences. As a consequence, most European countries decided to set aside a special day every year to commemorate the Holocaust. Mr RACINSKAS made a short presentation of the activity of the International Task Force conducted in the framework of the programme of the Council of Europe. He stressed that each time when teachers discussed the Holocaust they should focus on three basic questions: *Why?, What? When?*. At the same time, they have to reinforce responsibilities of the communities and of

every single individual. In Lithuania there is always a comparison made between fascism and communism. Teaching about the Holocaust is carried out based on a national programme focusing on in-service history teacher training, an education network and publishing educational materials.

Mr Gabriel STAN presented the activity of the in-service teacher training center in Bacău and his optional course on *The history of the Jews and Holocaust* which has been officially accepted by the Ministry of Education and Research. Mr Florin PETRESCU also presented textbooks on teaching about the Holocaust for secondary and high schools, which are to be very soon published in Romania. They both stressed the importance of Romania choosing the date of 9 October as the Day of Remembrance for the Holocaust.

The Ministry of Education and Research in Romania supports a great number of activities on teaching about the Holocaust; therefore, there are a lot of legislative initiatives such as: Order of the Minister of National Education of Romania No. 3593/1998 on writing and publishing textbooks in the framework of European cooperation; Order of the Minister of National Education of Romania No. 3379/1998 on the joint Romanian-Israeli Commission on history textbooks; and Order of the Minister of National Education of Romania No. 3001/1999 on main activities on teaching about the Holocaust. The last document comprises important decisions on the history curriculum and history textbooks in Romania. It includes a decision to allot 2–4 hours/school year on teaching about the Holocaust. Other documents are: Internal Order No. 9995/1999 concerning the Order of the Minister of National Education of Romania No. 3001/1999 on main activities on teaching the Holocaust; Order of the Minister of Education and Research of Romania No. 4096/2001 on the working group on *Education against Racism, Anti-Semitism and Discrimination*; Order of the Minister of Education and Research of Romania No. 3916/2004 on the optional course on *The History of the Jews and Holocaust*; Internal Order of the Minister of Education and Research of Romania No. 31636/2004 on the main activities to be organized on 9 October, which is decided to be the Day of Remembrance on Holocaust in schools in Romania. The history curriculum in Romania for the 8th grade (14 years), 11th grade (17 years) and 12th grade (18 years) includes topics on the Holocaust. In the new history curriculum in Romania for the 10th grade, which was recently adopted by the National Commission on History and which will be very soon officially approved by the Minister of Education and Research in Romania, there is a distinct topic on the Holocaust (including the case of Romania). There were in-service training sessions for Romanian history teachers abroad such as: in 2000, at the Yad Vashem Institute, in Jerusalem, attended by 20 high school history teachers and 5 university professors; in 2001, in Paris, attended by 24 high school history teachers; in 2002, at the Yad Vashem Institute, in Jerusalem, attended by 2 high school history teachers; in 2003, in Paris, attended by 23 high school history

teachers; and, quite recently, in the autumn of 2004, at the Yad Vashem Institute, in Jerusalem, attended by 26 high school history teachers. In addition, there are yearly in-service training sessions for history teachers: in Romania, in Cluj Napoca at the Institute of Judaism and Jewish History (courses started in 2001); in Bucharest at the Goldstein Goren Center of Jewish Studies (courses started in 2003); in Craiova at the Center of Studies on Judaic History, Culture and Civilization in South-East Europe; and in Bacău at the Teachers Training House (courses started in 2003). In May 2003, the Ministry of Education and Research and the Council of Europe organised a seminar in Bucharest on Teaching about the Holocaust in the 21st century. *Remembering the past and preventing crimes against humanity (ISBN 9287153116)*.

The National Commission on In-Service Training in Pre-university Education, prior to the Ministry of Education and Research in Romania, officially accepted a yearly in-service training course for 110 hours on teaching about the Holocaust. The course will be organized by the teachers' training house in each county of Romania. Each school in Romania has received new materials on teaching about the Holocaust such as: Jean Ancel, *Transdnier*, 3 volumes, 300 copies; Jean Lecomte, *Teaching on Holocaust in the 21st Century*, 1900 copies and Oliver Lustig, *Concentration Camp Dictionary*, 2000 copies. All these works are now also published in the Romanian language. The higher education institutions in Romania organize Master Studies, BA Studies and PhD Interdisciplinary Studies programmes.

Mr Aurelian TUDORICĂ, who is a trainer on teaching about the Holocaust, stressed that teachers need to focus on the personal and collective moral responsibility of peoples in the Holocaust. He teaches some optional courses on the Holocaust and organizes meetings with survivors of the Holocaust.

IV. HISTORY TEACHING IN THE REPUBLIC OF MOLDOVA

The Council of Europe invited three history education representatives from the Republic of Moldova to the seminar in Bucharest in order to have an exchange of views on the present-day situation of history education in Moldova, a neighbour of Romania. In fact, there have been and still are a lot of common educational projects between Romania and Moldova, including in Council of Europe programmes. Ms Valentina HAHEU presented activities carried out by the Center for Didactic Innovations in Chisinau, which was officially opened on 5 November 2003 with the support of the Council of Europe. The main activities of the Center focus on the history of the year 1940, integrated national and European history and oral history. Despite the important activity of the Center among history teachers, there are still no alternative history textbooks for the 5th – 9th grades in Moldova.

At the same time, the vast majority of history teachers from Moldova constitute the end-product of the old Soviet-style system of initial and in-service training. That is why the Council of Europe and EUROCLIO have organised so many training seminars for history teachers. In 2003, a national competition for history teaching was launched in the Republic and, as a result, 42 proposals have arrived at the Ministry of Education of Moldova. The authorities there are really interested in introducing an equilibrium between economic, political and social history as well as developing general competencies in the history curriculum. These are the basis of the “experimental model” of teaching history which tries to combine national and European history.

Ms Galina GAVRILITA insisted on the new history curriculum in the Republic of Moldova. The Ministry of Education in Chisinau expressed many thanks to Ms Alison CARDWELL, Head of History Education Section, Council of Europe, and Ms Joke van der Leeuw-Roord, Executive Director of EUROCLIO for their consistent help in training history teachers in Moldova, and to the Council of Europe for all the educational materials sent to Chisinau. Nowadays, the “experimental model” of teaching history is implemented by 284 history teachers in 266 schools in the Republic of Moldova. A precondition for good class activity in teaching history is using several historical classes. Ms GAVRILITA considered that the training seminars in Moldova should continue with the full support of the Council of Europe. Teaching about the Holocaust is quite a recent topic for history education in the Republic of Moldova and there are only a few mentions of it in present-day history textbooks. The Ministry intends to train around 35 history teachers on this topic and to present to the history teachers a project of an optional course on Teaching about the Holocaust.

V. TEACHING ABOUT THE 20TH CENTURY HISTORY AND MULTIPERSPECTIVITY

Multiperspectivity is a key concept for academic standards on national history. Dr Robert STRADLING, notes in his book on *Multiperspectivity*, that the main aim of such an approach is to prove to students that there are other possible ways of viewing world history than from just one’s own perspective, and that these may also be entirely valid. In her presentation, Ms Ecaterina STANESCU focused on the role of multiperspectivity in the history teacher’s work in the classroom. She insisted that multiperspectivity can be achieved through the variety of the sources used in the classroom, the variety of points of views/opinions, and the variety of topics. For the 7th and 11th-grades, and not only for them, the history class can become a marvellous adventure because using multiperspectivity offers the chance to make a comparison between several points of view or perspectives on a single event, and to have an interesting discussion among students on the issues of

present-day European history. History teachers should also make use of cinema and documentaries presented on channels such as Discovery Channel, Arte or La Cinquieme, as well as excerpts from literature works, such as Irving Stone, *Agony and Ecstasy*, computer games, etc. All these help to open the way to an interdisciplinary approach.

Mr Christopher M. ROWE stressed the idea that multiperspectivity can lead to the student being more involved in the history class. History teachers should try first to understand for themselves what multiperspectivity entails, why they need such an approach to history teaching and how they can execute it in the most efficient manner. Similarly, they should understand that teaching history from a multiperspectival point of view implies a stronger moral dimension as it offers both teachers and students multiple perspectives on a historical event. However, teachers should be aware of the time they need for a class and they should strive for a short and well-focused narrative discourse as well as a simple and clear historical chronology. In order to reach that target, history teachers need a larger historical background and proper use of historical sources. Teachers should choose the historical sources they wish to work with during the class and also challenge students to identify by themselves other historical sources, which should be perfectly adapted to the students' level of understanding. That is the only possible way to make the students understand topics such as: the role of the Christians and the Muslims during the Crusades; the immigration from Europe to Canada and USA; the significance of the year 1989 in present-day history of Europe; the important ethnic issues concerning our continent; and the developments in Northern Ireland following the peace process.

VI. TRAINING THE HISTORY TEACHERS

Ms Joke van der LEEUW-ROORD made a presentation of EUROCLIO's contribution to history teachers' training in the context of teaching 20th Century European History. EUROCLIO, the European organization of history teachers associations, has rapidly expanded from 18 member organizations in 14 member States of Europe to 60 member organizations in 46 countries in Europe, and has become an excellent training forum for history teachers. The present-day goals of EUROCLIO are to enhance the quality of history education, to cooperate, communicate and network internationally, to strengthen and professionalize history teachers and their organisations, to support the development of history and citizenship education, to promote collaborative values, critical awareness and mutual respect, peace, stability and democracy. There are a lot of activities in the framework of EUROCLIO such as international and local training and development courses, long term projects, study visits and other international meetings, comparative research, round tables, development and publication of

educational materials and establishing school history centres. Ms van der LEEUW-ROORD stressed that there are very good reasons for teaching history in present-day Europe, for example: basic historical literacy; understanding the influence of history on the students' own life; understanding the present-day world and keen historical interest and curiosity. At the same time, there are some problems encountered in EUROCLIO's projects, for example, authors of textbooks are basically academic historians and rarely history educators, and the fact that curriculum development is very often "controlled" by the academic historians and sometimes pedagogues. Many of the new concepts and approaches, eg. evidence-based learning, key questioning, interpretation, controversial issues, everyday life history, human rights education, European dimension, gender, multiperspectivity, etc., are already accepted elements in learning and teaching history in Europe. However, implementation is a slow process which largely depends on history educators (many of whom are professionals), but also on politicians, sponsors, media and bureaucrats.

Ms Maria Luisa de BIVAR BLACK emphasized the issue of *Training teachers and teaching about controversial and sensitive issues*. The speaker comes from Portugal, a country which faced a revolution in the mid 70s and where the effects on the educational system and in the society in general are still felt today. Today, the general public thinks that although history is an interesting topic, it is no longer required as a major subject in school. Philosophy, literature, music and history are considered "easy topics", because they offer the answer to the question "*What should I think?*", while subjects such as mathematics and statistics are very "tough" ones, as they offer answers to "*How should I think?*". However, it was not like this in the recent past, as Portugal had to revise its history to come to terms with its own past and understand its position within the European Community. There are, therefore, controversial issues in the history of Portugal, such as the Inquisition and its role, slavery, decolonization, the age of Oliveira de Salazar and the neutrality in World War II. That is why teacher training is very important in order to help the older generation of educators to understand and adapt to the reform of the system and to the new curricula and methodologies and support the young teachers so that they feel more confident and professional. This is not an easy task, especially when, for many years, history teaching was mostly focused on reproduction of events and facts. That is why history teachers had to make efforts to move beyond the old way of teaching. This is an important step to understanding the role played by history in promoting democratic values and tolerance in a systematic way.

The speaker stressed the idea that if the process of history teaching is a challenging one for the students and if they seek interpretations and perspectives, they will be able to develop both a tolerant attitude and a reasoned approach. History teaching can be manipulative and history teachers need to detect and

deconstruct such a mechanism. History teachers are the product of a certain society and so they are all the subject of a social, political and cultural background. Controversial and sensitive issues involve basic questions of identity and they also stress the awareness that stereotypes pass down through generations, people studying and detecting myths and bias and help to promote tolerance within the classroom. Both teachers and students have to understand in what ways the recent past was and still is interpreted by historians, writers, politicians, journalists and the media, in general. This implies that the main teaching methods should be based on the use of multiperspectivity with source-based activities in the classroom. The reason why some issues become controversial and sensitive is the fact that these topics link the past and present and are responsible for the emotional debate both within society and inside the classroom. Students should enjoy studying these topics because they feel involved; they have to reason and understand different points of view and they are becoming more mature and are able to discuss the issues outside the classroom. When students analyze the historical sources, they should be able to extract information, to evaluate the reliability of that specific information and to examine the sources from the perspectives of different participants at a certain time. When trying to understand the different points of view, teachers and students should focus on several directions: exploring cross-cultural miscommunication; exploring cultural points of view; examining how words affect the others; listening to a different point of view; recalling personal experiences; and seeing the same event through different eyes, understanding symbols and viewing pictures differently.

Dr George IUTIS described initial and in-service training in present-day Romania. The reform of initial and in-service teacher training enables teachers to move towards certain targets:

- to adopt adequate teacher-learning strategies related to new objectives and contents specified in the curriculum framework plan;
- to use new evaluation methods of the education process and of its outcome.

Two national bodies have been set up and empowered to monitor changes in initial and in-service training for teachers and school managers: the National Centre for Training Pre-university Teachers and the National Centre for Training Pre-university Managers.

They have the following tasks:

- to develop initial and in-service training standards;

- to set up criteria and methods for accrediting the training programmes;
- to accredit various in-service training programmes based on national standards;
- to elaborate the project for in-service training financing from various sources;
- to supervise the development of in-service training activities;
- to conceive training programmes to be awarded on job confirmation and didactical degrees;
- to elaborate a new methodology for in-service training;
- to elaborate support programmes for junior teachers;
- to establish development routes for the teaching profession;
- to conceive strategies for pre-university initial and in-service training;
- to assure a balance between the supply and demand on the training market;
- to analyse the outcomes of training activities; and
- to support in-service training activities performed in Teacher Resource Centres.

Besides refresher courses for professional knowledge, the initial and in-service teacher training includes training sessions on the use of computers as a teaching tool and on the development of new skills in using modern technologies.

VII. SHORT CONCLUSIONS AFTER THE DISCUSSIONS IN THE WORKSHOPS

In Romania, as well as in most countries of Europe, history teachers are confronted with many problems, such as:

- a substantial need for accuracy in explaining certain events/processes in the classroom;
- the change in teaching history implies a certain duration;
- the difference between historical facts and their interpretations;
- introducing new curricula and textbooks which can be a real shock for teachers and students;
- the issue of age which also concerns history teachers;
- history teachers being confronted with nationalistic approaches in the classroom; and
- a greater need for discussion in the classroom on gender, ethnic and everyday life issues.

VIII. CONCLUSIONS

The French intellectual Paul Valery once said that “history and peoples are so strictly connected to one another that we should have to explain events and processes in our life”. Therefore, with history teaching we have to understand that there is no single truth, but indeed many. It is the teachers’ duty to find out the most appropriate way to convince students of this fact.

From all the presentations in the seminar, both, these of the foreign and of the Romanian experts, and the discussions, which were extremely lucid, it resulted that history remains an important topic in 21st Century education. However, school history is always a highly political subject, ie. the issue of a professional teachers’ profile, the structure and the content of the history curriculum, and the way general competencies are implied in the history class itself.

Besides the important ideas in the seminar and the fruitful exchange of ideas on teaching history in Europe, Romania and the Republic of Moldova, it is very important to know how teachers really work in a history class and the problems

with which they are faced. Teachers should focus on developing basic skills of their students and on making them think from an historical point of view. That is why multiperspectivity remains an excellent working method in the classroom, with advantages as well as limits in its approach to controversial and sensitive issues.

APPENDIX I

PROGRAMME OF THE SEMINAR

Wednesday, 27 October 2004

Arrival of the participants

Thursday, 28 October 2004

09.30 – 10.30

Opening plenary session

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

- (i) Welcome address by Dr Elena ZAMFIR, General Director, Directorate for International Relations and European Integration, Minister of Education and Research of Romania
- (ii) Welcome address Ms Laura GRUNBERG, UNESCO/CEPES, Bucharest
- (iii) Welcome address by Ms Mechthilde FUHRER, History Education Section, Council of Europe

Keynote presentation on **Teaching 20th Century European History in Romania**, by Mr Mihai CHIOVEANU, PhD, Romanian Institute for Recent History, Bucharest

10.30 – 11.00

Coffee break

11.00 – 13.00 **Plenary session on History Textbooks for the 20th Century**

Chair: Mr Mihai MANEA, Bucharest

Professor Wolfgang HÖPKEN, Director of the Georg Eckert Institute for International Textbook Research, Braunschweig

Dr Carol CAPITA, Bucharest University, Romania

Discussions

13.00 – 14.30 Lunch

14.30– 16.00 **Plenary session on Teaching about the Holocaust**

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

(i) Mr Ronaldas RACINSKAS, Vilnius, Lithuania

(ii) Mr Gabriel STAN, Bacău, Romania

(iii) Mr Florin PETRESCU, Ilfov County, Romania

Discussions

16.00 – 16.30 Break

16.30 – 17.30 **Plenary session on History Teaching in Moldova**

Chair: Dr Laura CAPITA, Bucharest University, Romania

Presentation on the situation of history teaching in Moldova (curricula, textbooks and teacher training) by Ms Valentina HAHEU, Ms Galina GAVRILITA

Discussions

Friday, 29 October 2004

09.30 – 11.00 **Plenary session on Teaching 20th Century European History and Multiperspectivity**

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

(i) Mr Christopher M. ROWE, United Kingdom

(ii) Ms Ecaterina STANESCU, Bucharest, Romania

Discussions

11.00- 11.30 Break

11.30 – 13.00 **Plenary session on the training of history teachers**

Chair: Dr Gheorghe IUTIS, Alexandru Ioan Cuza University, Iasi

- “Training teachers to teach 20th Century European History : EUROCLIO’ s experience” by Ms Joke van der LEEUW-ROORD, EUROCLIO;
- “Teaching controversial and sensitive issues” by Ms Maria Luisa de BIVAR BLACK, Portugal;
- “Training of history teachers in Romania nowadays” by Dr Gheorghe IUTIS, Alexandru Ioan Cuza University, Iasi

Discussions

13.00 – 14.00 Lunch

14.00 – 15.30 **Working Group sessions around the four themes each animated by the speakers from the plenary sessions**

Group 1, Mr Christopher M. ROWE

Group 2, Mr Mihai MANEA

15.30 – 16.00

Break

16.00 – 17.00

Final plenary session

Chair: Ms Mechthilde FUHRER, History Education Section, Council of Europe

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) Mr Nicolae TRAISTARU, Deputy General Director, Preuniversitary Education Department, Ministry of Education and Research of Romania
- (ii) Ms Mechthilde FUHRER, Council of Europe
- (iii) Ms Veronica FUSELOVA, Ministry of Education and Research, Directorate for European Integration and International Relations

19.30

Reception at the Military Circle

Departure of the participants

APPENDIX II

LIST OF PARTICIPANTS

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