

# **Task Force Education And Youth**

Enhanced Graz Process

Working Table 1, Stability Pact for South Eastern Europe



DGIV/EDU/HIST (2001) 12

Regional Seminar on

“Teaching the beginning of World War II”

Bled, Slovenia,

18 – 20 October 2001

**Report**

Strasbourg



Regional Seminar on

**“Teaching the beginning of World War II”**

Bled, Slovenia,

18 – 20 October 2001

**Report by**

**Jelka RAZPOTNIK, M.A.  
EUROCLIO Board member  
Slovenian History Teachers' Association  
Ljubljana, Slovenia**

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

## CONTENTS

I.	INTRODUCTION .....	5
II.	PRESENTATIONS OF PROJECTS AND TEACHING MATERIALS.....	6
III.	PRESENTATIONS ON THE BEGINNING OF WORLD WAR II.....	7
IV.	DISCUSSIONS IN THE WORKING GROUPS .....	9
V.	ROUND TABLE ON CONTROVERSIES CONCERNING THE PRESENTATION OF WORLD WAR II IN SOUTH EAST EUROPE.....	12
VI.	CONCLUSIONS AND RECOMMENDATIONS.....	16
	<b>APPENDIX I</b>	
	PROGRAMME OF THE SEMINAR.....	18
	<b>APPENDIX I</b>	
	QUESTIONS FOR THE WORKING GROUPS.....	22
	<b>APPENDIX I</b>	
	LIST OF PARTICIPANTS.....	25



## **I. INTRODUCTION**

This seminar was organised by the Slovenian Ministry of Education, Science and Sport and the Council of Europe to disseminate the results and teaching materials of the Project “Teaching and Learning about the History of Europe in the 20th Century”, especially the Handbook “Teaching 20th Century European History” by Dr. Robert Stradling. With the help from the specialists, the purpose of the seminar was to present the events leading up to the beginning of the Second World War in South East Europe and to look at how controversial and sensitive issues of the 20th Century are taught in secondary schools. The participants were teachers from South East Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, “the former Yugoslav Republic of Macedonia”, Moldova, the Federal Republic of Yugoslavia – Kosovo, Montenegro and Serbia, Turkey and Slovenia) and speakers from the Council of Europe (the list of participants can be found in Appendix III).

The seminar was opened by ***Professor Peter Vodopivec***. He welcomed all the participants and introduced the topic of the seminar, which was, in his opinion in Slovenia, a “hot political issue” connected with the collapse of the first Yugoslavia, the beginning of the resistance and the role of the communists in it, collaboration and national conflicts during WW II. As in Slovenia, in some other post-communist Central and East European countries, the communists' interpretations of the pre-war events were one-sided and it was only after 1990 that an open discussion on what happened during WW II could start.

The State Secretary from the Ministry of Education, Science and Sport, ***Mr Stane Pejovnik***, welcomed the participants on behalf of the Minister of Education, Science and Sport, Dr Lucija Čok. He emphasised Slovenia's cooperation in a number of European institutions aimed at enhancing cooperation in the area of education within the Region and also cooperation throughout Europe.

***Ms Alison Cardwell***, Council of Europe, described the Council's work on history education, particularly its role within the Stability Pact and the work on history and history teaching in South East Europe. She introduced the 20th Century History Project and the programmes on history education.

***Professor Božo Repe***, the Head of the Department of History at the University of Ljubljana, described the reform of history curricula in Slovenia in the 1990s. During the reform, with the cooperation of the Department of History, the initial training of teachers, history curricula and history textbooks for all programmes in schools were changed. New teaching methods were also introduced.

***Ms Jelka Razpotnik***, President of the Slovenian History Teachers' Association, welcomed the participants in the name of the Slovenian History Teachers' Association and the European Standing Conference of History Teachers' Association – Euroclio. She stressed the role of history teaching today, especially history teaching in South

East Europe. Her wish was that the participants should demonstrate, through their work and discussions during the seminar, that trust and tolerance among history teachers of neighbouring countries in South East Europe are a reality and that they are willing to cooperate for better understanding in Europe.

## **II. PRESENTATIONS OF PROJECTS AND TEACHING MATERIALS**

One of the important aims of the seminar was the dissemination of the results of the Council of Europe's project "***Teaching and Learning about the History of Europe in the 20th Century***" which was presented by Mr Claude-Alain Clerc, the Chair of the Project Group. The Project's themes deal with some of the most significant phenomena of the history of the 20th Century, eg nationalism, the history of women, population flows, teaching about the Holocaust, using fiction films in history teaching, the misuses of history. One part of the project dealt with the methodology of history teaching, eg the use of various sources such as museums, archives, media and the use of information and communication technologies.

Dr Christina Koulouri presented the "***Southeast European Joint History Project***" which was developed by the Center for Democracy and Reconciliation in South East Europe. The History Education Committee, initially called the Textbook Committee, organised several workshops under the title "Teaching sensitive and controversial issues in the history of South-East Europe". These workshops provided an opportunity to meet and to exchange information on the Balkan education systems, they contributed to mobilising human potential in the region and created a network of regional historians. All the participants in the workshops were critical of the textbooks in use and recognised the need to revise the contents and teaching methods and to produce alternative teaching materials.

During the first day, there was ***a presentation of the teaching materials*** produced by the Council of Europe's project "Teaching and Learning about the History of Europe in the 20th Century".

The first book, "***Teaching 20th Century European History***" was introduced by the author, Dr. Robert Stradling. His handbook was written for history teachers and could help them in teaching the history of the 20th Century. It offers new ideas and approaches in teaching contemporary history, eg approaching selected topics, introducing the European dimension and multiperspectivity in history teaching, teaching controversial and sensitive issues. Dr Stradling also presented different methods, such as simulations and role play, using out-of-school opportunities and using new technologies in history teaching.

Mr Claude-Alain Clerc, Chair of the Project Group introduced the teaching packs and other products of the Project. The teaching pack designed for use in secondary schools "***Teaching 20th Century women's history: a classroom approach***" by Ms Ruth Tudor presents a short women's history in the 20th Century (the main events) and five main



themes of women's history (women and work, women and family, women and politics, women and cultural life, women and war). The special value of this handbook is in the examples of activities on women's history and case studies that could be used in the classroom.

The handbook by Dominique Chansel, *“Europe on-screen: cinema and the teaching of history”* deals with using fiction films in history teaching. The book contains fact sheets on 50 films, illustrating four of the project's themes – nationalism, women, migration and human rights. Each film is introduced with the background to the film (information on the director, the context and the screenplay) and an analysis of the film (the plot and the choices and perspective, analysis of the portrayals).

Jean-Michel Lecomte's book, *“Teaching about the Holocaust in the 21st Century”*, offers teachers a selection of knowledge for use in the classroom. Fifty fact sheets offer a certain amount of material on the Holocaust in different countries. It also includes a list of films with the Holocaust as a topic and a list of Internet sites with a large number of documents on the Holocaust and many links to other sites.

The teachers' handbook, *“A changing Europe: population flows in the 20th Century”* by Bulenta Kaya presents a short history of population flows in Europe and analyses different types of migrations in European history. The author introduces different examples of teaching the topic in the classroom.

### **III. PRESENTATIONS ON THE BEGINNING OF WORLD WAR II**

In the programme of the seminar, four papers were included that presented four cases of contemporary discussions, interpretations and problems of teaching the history of the beginning of WW II: the case of three post-communist States (Bulgaria, Croatia and Slovenia) and the case of Greece – an example of a Balkan state with strong resistance and political divisions, but never a communist state.

**Professor Valery Kolev**, University of Sofia, described the situation in Bulgaria before WW II began. He also mentioned different contradictions from that period which existed in Bulgarian historiography and could be found in textbooks, i.e. the date of the beginning of the WW II in Bulgaria (1 March or 22 June 1941), a description of the pre-war regime in Bulgaria (in the communist period, it was described as a “monarcho-fascist dictatorship”, today as an “authoritarian regime”), different interpretations of the alliance with Germany and the signing of the Tripartite Pact, the beginning of the armed resistance, the relation to occupied zones.

**Professor Božo Repe**, University of Ljubljana, described the situation in Slovenia, which was part of the Kingdom of Yugoslavia before WW II. The actions of different parties (the traditional middle class parties and the Communist party) during the first months of WW II and the establishment of the resistance were presented. He mentioned the collaboration with the occupants and the reaction of the Catholic church

at the beginning of WW II. At the end of his presentation, he described the beginning of WW II as it is presented in the textbooks. In the old textbooks, the political and military history with the communists' explanation of pre-war events dominated. In the new textbooks published in the 1990s, the texts are focused more on social and everyday life history. It is obvious that the new textbooks are neutral when describing the pre-war situation in Slovenia.

*Professor Christina Koulouri*, Democritus University of Thrace, presented the situation before WW II and the beginning of WW II in Greece. According to her presentation, the most interesting fact about Greece's entry into the war was that a dictatorial regime, with fascist ideology close to that of Hitler's Germany, had chosen to join the Allies' camp and resisted the Axis. General Ioannis Metaxas, who had established a dictatorship known as the "Regime of the Fourth of August 1936" shared Hitler and Mussolini's hate of communism, liberalism and parliamentarism. But he, lacking substantial popular support and also because of political disputes in the army, was not able to prepare the country for war. In the past, the main assumptions of the official historiography were that the Greek Government had chosen the "right" part in the gradually culminating polarisation of European powers, the Italian attack was not provoked by Greeks, the Greek success was due to the right policy of the Greek Government and to the preparation of Greek armed forces, the collaboration of Greek and British governments was harmonious and beneficial for the Greeks. In recent years, there have been several historiographical revisions and the new findings of the academic research should be included into the new curricula and textbooks.

*Professor Tvrtko Jakovina*, M.A., University of Zagreb, described the period between the "Munich capitulation" in 1938 and April 1941, when Hitler ordered the attack on the Kingdom of Yugoslavia, as "extremely important for the Croats in the Kingdom". The leading politicians in Belgrade wanted to stabilise national conflicts in the Kingdom, especially "the Croat question", as the most serious in August 1939. The Belgrade politicians and the representatives of the Croatian Peasant Party agreed to sign an "Agreement". By signing it, the autonomous Banovina Hrvatska was established. But the Bled agreement between Maček and Cvetković did not turn Yugoslavia and Croatia into a tranquil place. In March 1941, Prince Paul, under pressure from Slovenian and Croatian politicians, agreed to sign the Tripartite Pact. Demonstrations against the signing were organised all around Serbia, but hardly anyone took part in demonstrators in other parts of the State. The attack of the Germans and Italians on the Kingdom of Yugoslavia on 6 April 1941 made it possible for the extreme nationalists in Croatia (Ustasas) to establish an independent Croatian State.

In the discussions after the presentation, it was obvious that the beginning of WW II among academic historians is a controversial issue. It is clear that the last months before the beginning of WW II in South East Europe (especially in the Kingdom of Yugoslavia and Bulgaria) were a complex time with a lot of confusion among politicians. It was not a surprise to listen to the words of one of the speakers that, under the current circumstances, the signing of the Tripartite Pact was "an excellent

political and tactical decision”. Due to the long “one side story” of the pre-war time in the communist countries after WW II, a lot of new research was published in the 1990s especially as regards the traditional middleclass parties and their role during WW II. Nowadays, a picture of the pre-war period has changed due to the new research and the changed political situations in the States of South East Europe. During the discussions, it was obvious that the academic historians would like to see new explanations regularly presented to history teachers and included into the new history curricula and textbooks.

#### **IV. DISCUSSIONS IN THE WORKING GROUPS**

The presentations and issues of the seminar were discussed in the three workshops.

##### **a. The position of the beginning of WWII in the history of countries present**

The beginning of WWII is a sensitive and controversial topic in all the states presented not only among the historians but the public too (except in Montenegro and Turkey). The debate is frequently lively because the politicians and media are involved in the discussions.

At the beginning of WWII, Romania proclaimed her neutrality but was, in 1940, occupied by the Soviet Army and Hungary. One of the most controversial personalities of the period is General Ion Antonescu who cooperated with Hitler and attacked the Soviet Union in agreement with Hitler. The interpretations of his actions are various, he is sometimes described as a hero and sometimes as a traitor. In history textbooks, his regime is described as a military dictatorship. His military actions against the Soviet Union and the attitude of his regime towards the Jews are described in a negative way.

In Turkey, the teaching of contemporary history does not pay much attention to 20th Century history and WWII because Turkey entered the war at the beginning of 1945. In history textbooks for primary schools, this situation is described as the result of wise international politics. The history curricula for secondary schools include only the events till 1938. WWII is not a controversial and sensitive issue in Turkey.

In Bulgaria, the prewar regime tried to avoid the war because it had the bitter experience of three consecutive wars at the beginning of the 20th Century. Bulgaria became a member of the Axis under pressure. After the capitulation of Yugoslavia, Bulgarian troops carried out the attack on Macedonia and Thrace which was only temporary and carried out at the demand of Germany – it is described in this way in the textbooks. This attack and the character of the occupation that followed is the subject of the intensive discussion and even more sensitive issue than the beginning of WWII.

In Montenegro, there are no discussions on the beginning of WWII. Instead, a sensitive issue is that of the unification of the Kingdom of Montenegro and the Kingdom of Serbia in 1918. This sensitive issue is also a political question today.

In Croatia, the beginning of WWII is an emotional and political question. Politicians were much involved in discussions 10 years ago, but, even today, they are concerned with this historical topic.

The Albanian public is not interested in the beginning of WWII. There are many other sensitive issues in the history of WWII, such as for example the Italian occupation of Albania and the establishment of the Quisling regime which is condemned by some historians while others see it as pragmatic politics. The foundation of the communist party in Albania is still a controversial issue. In Albanian textbooks, the rise of Great Albania is described as an Italian wish.

The beginning of WWII is a controversial issue in Kosovo. The German and Italian occupation is evaluated as a liberation of Kosovo from the discriminating politics of Yugoslavia toward the Albanians. The communist party began resistance but the foundation of the communist party and resistance are still controversial issues in Kosovo.

In Slovenia, the most sensitive issue of the period of WWII is the civil war. In the textbooks, WWII is described in a neutral way, but, during the parliamentary elections, politicians raise questions about the civil war and its victims.

#### **b. The position of the beginning of WWII in the history curricula**

In all the countries presented, the history curricula include the theme of the beginning of WWII, but the amount of time devoted to the topic differs. It varies from one or two lessons in most states to four lessons in “the former Yugoslav Republic of Macedonia”. In Albania, five lessons are devoted to the topic, in Montenegro one lesson on the war in Yugoslavia, one lesson for the war in ex-Yugoslav republics and one lesson on the war in the region.

Teachers are mostly expected to deal with the broader situation in Europe, especially in the neighbouring countries and then stress the interest on the events in their country. Some teachers are obliged to follow the guidelines of the curricula, others are allowed to deal with the topic in a quite autonomous way.

The discussions concluded that the position of the beginning of WWII in history curricula has changed in recent years, especially since 1991. In some states, like Serbia and Turkey, the changes in the history curricula have been gradual. The secondary school history curriculum does not include World War II in Turkey. The preparation of the new history curricula focusing on events after 1939 is going on. It will include political history in the 20th Century and not increase the importance of World War II.

During the discussions it became obvious that history curricula in all states taking part is chronologically arranged and that there is still a large amount of political and military history .

### **c. The history textbooks and teaching about the beginning of WWII**

The amount of information on the beginning of WW II depends on the school grade, in fact on the students' age. Teachers use different teaching methods, old and new textbooks and various teaching materials. The beginning of WW II has been described in textbooks in a mostly objective manner although the participants realised that some controversial issues are not tackled. Textbooks usually analyse the causes of WW II, deal with the situation in the world (namely events in Poland, Northern and Western Europe etc.) and focus on the situation in the particular country.

As far as “national heroes” are concerned, participants agree their times are passing. There are different paragraphs, photos and sources in the textbooks on men, women and children from those days, but there are fewer heroes, nor the use of these people as bad or good examples. The picture tries not to be white or black, teachers are becoming more and more aware of the fact that human behaviour may be praised or condemned, but history teachers should always ask: why? The most important is to feel empathy, develop critical thinking, tolerance and plurality of views.

In order to achieve and develop knowledge and skills, teachers use different sources (written and oral). We heard of an example from “the former Yugoslav Republic of Macedonia”, where a colleague invited her grandfather to the classroom to talk about the beginning of WW II. Another interesting example comes from Romania, where students were encouraged to bring their family photos from the war to the classroom. In some countries, history teachers do not have big choice of teaching materials and sources.

Teachers found videos, films and CD-roms useful although the use of these materials depends on the school equipment and the teachers' willingness to use modern technology.

The participants of the workshops stressed the importance of publishing new research data although they are aware of the financial problems.

## V. ROUND TABLE ON CONTROVERSIES CONCERNING THE PRESENTATION OF WORLD WAR II IN SOUTH EAST EUROPE

The last day of the seminar was devoted to a round table on controversies concerning the presentation of World War II in South East Europe. It brought together academic historians, experts and history teachers.

The participants of the round table were *Dr Robert Stradling*, author of the handbook “Teaching 20th Century European History”, *Dr Karl Kaser*, Department for Southeast European History at the Karl-Franzens University of Graz, *Bistra Ivanova Stoimenova*, history teacher from Bulgaria, and *Biljana Simunović-Beslin*, University of Novi Sad in Yugoslavia. The chair of the round table was *Dr Božo Repe*, History Department of the Faculty of Arts in Ljubljana. Each of the participants was invited to contribute to the discussion.

*Dr Robert Stradling* found the seminar interesting because he started to think about approaches not only to the topic of the beginning of WWII but the whole topic of the WWII. He learnt that the amount of time available to teaching the topic in the region varies; some teachers only have a few hours for dealing with the whole period, others deal with this period more flexibly. He noted the need to think about possibilities, the long term issues for the Ministries of Education is the need to develop a new generation of history textbooks and history curricula. Many teachers still have problems with autonomy in the classroom. Since history curricula in most countries in the region are more or less chronological, it is obvious that students are coming to this topic several times. They need to look at the continuity of the topic, maybe it could be done for teaching regional history.

The beginning of WWII is a controversial and sensitive issue. Students find it rather abstract and difficult to understand. A solution should be found, i.e. look for different ways of teaching, find less abstract and more concrete ways, make the topic more interesting for students. According to Dr Stradling, the key question concerning the teaching of the beginning of WWII is: What else – with the history textbooks, teaching materials, available time and students' own previous experience of history teaching – can we as history teachers do? How can we make the topic more interesting? How can we convey the complexity of what happened in ways students could understand and start making sense of it? During the presentations of the historians, speaking about the beginning of WWII, words such as confusion and incoherence were often used and we got the impression how complicated it seemed to be. How can we convey all the complexities to the students without confusing them? How can we contextualise what happened in their countries? How can we explain to them that choices were limited at that time and the space for manoeuvre was often limited? And how can we convey to the students that historians do not necessarily agree on the interpretations of what happened and why?

According to Dr Stradling, it is important for students to understand that sometimes the same evidence can be interpreted in different ways and, in the end, it is a matter of opinion. Historians will continue to disagree and reinterpret the evidence.

As teaching the beginning of WWII and the whole of WWII is still a sensitive issue, history teachers need to think of approaching the issues in the classroom, teaching the prewar politics, periods of occupation, collaboration, resistance and civil wars. All these topics need to be addressed and not avoided in the classroom. Different approaches could be used, i.e. students could talk about their families, they could collect information by interviewing their grandparents or using local history.

Teaching the beginning of WWII gives rise to the issue of multiperspectivity and also the need for source material. According to Dr Stradling, it is time for teachers to start developing some materials, collecting the sources with different perspectives and sharing it among teachers in South East Europe. Dr Stradling suggested building a file of sources which teachers could use together with the examples and teaching materials. Having those resources, teachers could also educate themselves about what was happening elsewhere in the region. This was one of the conclusions by Dr Stradling, who is preparing a booklet on multiperspectivity and wishes to include examples from WWII in the Balkans.

For **Dr Karl Kaser**, the seminar was interesting and useful. In his opinion, the question of WWII in the South East Europe was often over-ideologised. During the discussions at the meeting, he realised that more research is needed on WWII in the Balkans. This frequently depends on financing. His opinion is that younger generations are no longer interested in the period of WWII and that the topic should not be taught to such an extent in schools. His question was why we discuss so much about wars in school and do not talk more about avoiding wars. This would be a challenge for many participants in the seminar. He thought it would be more useful to teach about peace and peace movements. He came to the conclusion that we should teach more about the recent wars in the Balkans.

According to the discussions during the presentations and workshops, **Bistra Ivanova Stoimenova** came to the conclusion that the beginning of WWII was a sensitive issue in states in South East Europe. In her opinion, history curricula and history textbooks have an important role in handling this sensitive issue in the classroom. A helpful approach in teaching the beginning of WWII is teaching about everyday life and social history of that period which could help students to understand the complexity of the period. Multiperspectivity in teaching the history of that period could be achieved by including sources into textbooks that could show different views on the same event.

**Biljana Simunović-Beslin**, representing the Ministry of Education in Belgrade, informed us about the reform of the curricula in her country which is under way at this moment. She agreed with the other participants of the round table that the beginning of WWII is a sensitive issue, especially in Yugoslav history. She also agreed that the topic should be addressed in the classroom. In her opinion, the situation in the

classroom depends on many things, for example schools in Serbia have poor technical equipment and teachers are confused at this moment because of the reform of the curricula. Seminars such as this one could help teachers to learn about new approaches, and history teachers in Serbia are in need of such seminars. Because of the poor knowledge of the English language among the history teachers in Serbia and old textbooks, the useful publications of the Council of Europe should be translated into Serbian and the languages of the countries in Southeast Europe.

*Dr Božo Repe*, the chair of the round table, said that the seminar was a good example of cooperation between historians and history teachers. Because the beginning of WWII is a sensitive issue in teaching the history of the 20th Century, there should be more discussions about the topic and also more research is needed.

*Dr Peter Vodopivec* agreed with Professor Kaser's opinion that more should be taught about peace and not so much about wars. He raised the question of how much topics in school should be devoted to wars and violence and disagreed with the general opinion that teaching the history of the 20th Century is only about wars and violence. It was like that in old Yugoslav textbooks and history curricula, but, in Slovenia, both textbooks and curricula were changed in the 1990s. On the other hand, the history of Yugoslavia was full of national and religious intolerance, wars and violence. Today, we talk so much about the civil wars because, in the past, we were not allowed to talk about them. Besides, students are interested in topics such as wars. When teachers teach about the wars in the past, they should also teach about the causes of the conflicts and the beginnings of the wars.

In the opinion of *Jelka Razpotnik*, teachers in schools should not avoid teaching about WWII and other conflicts and wars in the 20th Century. As teachers, we could use different approaches – such as teaching about everyday life or social history – to deal with wars and to help students to understand the situation. Teaching about such topics requires a flexible and experienced teacher with good knowledge of the period. But, history teachers do not have strong roles in the creation of the historical consciousness of students, a much more powerful influence comes from family and the media.

*Dr Christina Koulouri* remarked on Professor Kaser's opinion that we should teach more about peace and not so much about wars. She considered that the question always arises in similar seminars and there is always a dilemma about what and how to teach about the wars. She disagreed with Professor Kaser because, in her opinion, to avoid teaching about the wars means not teaching about the conflicts and controversial issues. One of the approaches in the classroom could be teaching about everyday life and cultural history during the wars. She was of the opinion that teachers, by avoiding teaching about wars and other controversial issues, are responsible for the pupils' lack of information. In such cases, the way is open for the media and different stereotypes. By teaching about the controversial issues, we teach pupils about bias, stereotypes and critical thinking. One of the teacher's tasks is to keep a distance between the students and the wars of the past because they are not their wars.



***Tvrtko Jakovina*** considered that civil wars were not taught in schools in Yugoslavia in a clear way. In his opinion, that was the reason the topic is widely taught now. He realised that the influence of the media is strong which is not good for the creation of the students historical consciousness.

***Fatmiroshe Xhemali*** stressed the importance of textbooks in history teaching which should offer multiperspectivity, but, in many countries in Southeast Europe, that is not the case.

***Dr Valery Kolev*** remarked again on Professor Kaser's contribution. According to him, the example of teaching about peace can be found in Bulgarian textbooks where the period before WWII is described more or less in a way which shows how to prevent war. Actually, all Balkan countries were afraid of war and were trying to avoid them as long as possible. Dr Kolev stressed the role of media in historical interpretation – in his opinion, history is a public profession and historians should also have regular contacts with media and politicians.

The round table was closed by ***Dr Božo Repe*** who expressed his satisfaction at the lively discussion which offered many new ideas on teaching controversial issues. He also hoped that the cooperation among teachers in the Southeast Europe would continue in future.

## **VI. CLOSING SPEECHES**

Dr Peter Vodopivec expressed his hope that all the participants found some ideas for their work in the classroom. He saw an important social role for the seminar in bringing together history teachers from different countries who could share their experiences and exchange ideas. He thanked all the speakers, moderators and rapporteurs of the working groups. Special thanks were given to Ms Alison Cardwell, Council of Europe; Ms Viljana Lukas and Ms Tatjana Jurkovič, Slovenian Ministry of Education, Science and Sport.

Ms Alison Cardwell expressed her hope and belief that the work that had been done during the seminar would make a difference in history teaching and could contribute to stability in Southeast Europe. She encouraged the participants to use the services of the Council of Europe's field and information offices in their states. They could help to translate key documents of the Council of Europe into different languages and could help organise meetings of schools and teachers. All participants are invited to disseminate the information and ideas from the seminar to their colleagues.

## **VII. CONCLUSIONS AND RECOMMENDATIONS**

During the discussions, after the presentations in the plenary sessions and three workshops, some conclusions and recommendations emerged.

### **a. The position of the beginning of WWII in the history of the countries present**

1. Although the academic historians suggested that the beginning of World War II was a sensitive issue, it became clear that most teachers avoid teaching much about the beginning of World War II. They realise the sensitivity and complexity of the issue and they do not feel well informed enough to teach topics such as this.
2. All teachers and historians agreed that the discussions should continue and that teachers should not avoid teaching about the beginning of WW II.
3. In order to encourage teachers to teach about the beginning of WW II, it would be desirable to organise different seminars which could help teachers to get knowledge about the beginning of WW II and various classroom approaches to teaching it.
4. The topic “the beginning of WW II” was considered to be useful as an example of how to teach sensitive issues and how to educate pupils for understanding and multiperspectivity.
5. History teachers in South East Europe suggested organising different seminars with similar sensitive topics in the region.

### **b. The beginning of WWII in history curricula**

1. History curricula in many South East European countries were overloaded and did not leave much space for the flexibility of teachers. All the participants agreed that history curricula should be more open and should offer more autonomy and flexibility to the teachers.
2. In many South East European countries, history curricula should include more cultural, social and everyday life history, especially in teaching controversial issues which could be easily understandable through such an approach.
3. In many South East European countries, the reform of history curricula had started recently. The participants stressed the importance of cooperation between experts, teachers and Ministries of Education in reforming the curricula. Experts, involved in preparing the new history curricula, should have a good knowledge of the new research and methodology of history teaching.

4. While introducing the new history curricula in the South East European countries, it would be essential to establish a good system of initial and in-service teacher training. The help of experts from other European countries would be desirable.
5. Examples were given of topics which are sensitive and controversial in South East Europe and could be used as a project:
  - a. the history of the first Yugoslavia;
  - b. the beginning of WW II and the whole of WW II;
  - c. the fall of the former Yugoslavia and its causes.

**c. History textbooks and teaching about the beginning of WWII**

1. It is obvious that teachers in many South East European countries are in need of new textbooks and teaching materials. They also need training to gain knowledge about new methods used in classrooms.
2. For the history teachers in many countries in the region – Montenegro, Croatia, Bosnia and Herzegovina, Serbia, in-service teacher training that would introduce new methods and approaches were required.
3. Through different projects in the region, new textbooks, resource packs and other teaching materials for history teachers should be produced. It would be desirable to produce textbooks including sources and different perspectives.
4. With help, associations of history teachers could be established and involved in the in-service training of history teachers in Montenegro, Croatia and Bosnia and Herzegovina.
5. History teachers from all the states present expressed their wish to use Dr Robert Stradling's book "*Teaching 20th-century European history*" in their language because it offered good examples of using innovative teaching methods. They recommended translating Dr Stradling's book into the languages of South East Europe.
6. As the approach to different ways of dealing with multiperspectivity was new and more or less unknown to the teachers, they supported the idea of producing a special book on multiperspectivity.

**APPENDIX I**

**PROGRAMME OF THE SEMINAR**

**Wednesday 17 October 2001**

Arrival of the participants

**Thursday 18 October 2001**

**09.30 – 10.00 Plenary Session**

Chair: Professor Peter VODOPIVEC

Opening of the Seminar by:

- i. Mr Stane PEJOVNIK, State Secretary, Ministry of Education and Sports, Slovenia;
- ii. Ms Alison CARDWELL, Council of Europe;
- iii. Professor Bozo REPE, Department of History, Faculty of Arts, University of Ljubljana;
- iv. Professor Jelka RAZPOTNIK, President, Slovenian History Teachers' Association.

**10.00 – 11.00 Plenary Session**

Chair: Professor Peter VODOPIVEC

Keynote presentation on “Teaching and learning about the history of Europe in the 20<sup>th</sup> Century” by Mr Claude-Alain CLERC, Chair of the Project Group

Keynote presentation on “Southeast European Joint History Project”, by Professor Christina KOULOURI, Chair of the Textbook Committee

Discussion

**11.00-11.30 Break**

11.30-13.00

**Plenary Session**

Chair: Professor Jelka RAZPOTNIK

Presentation on the Handbook on “Teaching 20<sup>th</sup> Century European History” by Dr Robert STRADLING, United Kingdom

Presentation of the Teaching Packs produced during the Project by Mr Claude-Alain CLERC

Discussion

13.00- 14.30

Lunch

14.30 – 16.00

**Plenary Session**

Chair: Professor Christina KOULOURI

Presentation on “The beginning of World War II in Bulgaria” by Dr Valery KOLEV

Presentation on “The beginning of the World War II in Slovenia” by Dr Bozo REPE

Discussion

16.00-16.30

Break

16.30-18.00

**Working groups** (see Appendix II for the topics for discussion in the Working Groups)

20.00

Dinner

**Friday 19 October 2001**

09.30 – 11.00

**Plenary Session**

Chair: Mr Claude-Alain CLERC

Presentation on “The beginning of the World War II in Greece” by Dr Christina KOULOURI

Presentation on “The beginning of the World War II in Croatia” by mag. Tvrtko JAKOVINA

Discussion

11.00-11.30	Break
11.30 – 13.00	<b>Working Groups</b> (see Appendix II)
13.00 – 14.30	Lunch
15.00 – 17.00	Visit of Bled
16.00 - 16.30	Break
17.00 – 18.30	<b>Working Groups</b> (see Appendix II)
20.00	Official dinner hosted by Ms Jozica PUHAR, National Coordinator of the Stability Pact

**Saturday 20 October 2001**

Chair: Professor Bozo REPE

09.00 – 10.30	<b>Round Table on controversies concerning the presentation of World War II in South East Europe.</b>
10.30 – 11.00	Break
11.00 – 12.30	Presentation of the conclusions and recommendations by the rapporteurs of the <u>working groups</u>  Comments by the specialists invited by the Council of Europe on the discussions held in the working groups in which they took part  Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar  Comments by the participants  <b>Closing speeches of the Seminar by:</b>  i. Professor Peter VODOPIVEC, Faculty of Letters, University of Ljubljana;  ii. Ms Alison CARDWELL, Educational Policies and European Dimension Division, Council of Europe.
Afternoon	Visit of Ljubljana Dinner

**Sunday 21 October 2001**

Departure of the participants

**APENDIX II**

**QUESTIONS FOR THE WORKING GROUPS**

**WORKING GROUP, Thursday 18 October 2001, 16.30-18.00**

<p><b>THE POSITION OF THE BEGINNING OF WW II IN THE HISTORY OF SOUTH EAST EUROPE</b></p>
--

1. Is the beginning of WW II in your country a sensitive issue?
  - If yes, why?
  - If yes, is it connected with recent events in the Balkans?
2. Which topic (concerning the beginning of WW II) is the most sensitive?
3. Are there any discussions among historians in your country concerning the beginning of WW II?
4. Are there any discussions among politicians in your country concerning the beginning of WW II?
5. Are there any discussions in the media in your country concerning the beginning of WW II?
6. How are the actions of the traditional middle-class leaders and parties at the beginning of the WW II considered?
7. How are the actions of the communist leaders and parties at the beginning of WW II assessed?



**WORKING GROUP, Friday 19 October 2001, 11.30-13.00**

**THE BEGINNING OF WW II IN HISTORY CURRICULA**

1. Does your history curriculum require you to teach about the beginning of WW II?
2. Are there any guidelines as to how to teach about the beginning of WW II in your history curriculum?
3. Has the position of the beginning of WW II in the history curriculum changed in recent years? Has the importance of the beginning of WW II increased or decreased?
4. How many lessons are devoted to spent on the beginning of WW II?
5. Do you study the beginning of WW II in countries other (especially neighbouring) than your own?
6. Is the beginning of WW II taught differently to different age groups?
7. Is learning about the beginning of WW II part of the examination programme in secondary or primary school?

**WORKING GROUP, Friday 19 October 2001, 17.00-18.30**

<p><b>HISTORY TEXTBOOKS AND TEACHING ABOUT THE BEGINNING OF WW II</b></p>
---

1. How is the beginning of WW II described in textbooks?
2. Does the beginning of WW II in textbooks cover:
  - the decay of the old regimes;
  - occupation by the Italian/German/Hungarian forces;
  - resistance;
  - collaboration?How are all these topics evaluated in textbooks?
3. Do textbooks offer a plurality of interpretations of the beginning of WW II?
4. How are some of the nation's heroes and heroines at the beginning of WW II treated?
5. Are there any special teaching materials to help you teach the history of the beginning of WW II?
6. Do you use (written, oral) sources in teaching the beginning of WW II?
7. Do you use audio-visual sources and new information technologies in teaching the beginning of WW II?

Based on:

R. Stradling, Teaching 20th Century European History, 2001

Questionnaire Rich and Varied Diversity, Euroclio Annual Conference, Prague, 2002

Questionnaire for the Discussion Groups Teaching about Everyday Life, Euroclio Annual Conference, Tallin, 2001

**APPENDIX III**

**LIST OF PARTICIPANTS**

**CHAIR**

Professor Peter VODOPIVEC

Faculty of Arts

University of Ljubljana

Askerceva 2

1000 LJUBLJANA

Slovenia

Tel: + 386 1 241 11 90

Fax: + 386 1 241 11 91

E-mail: [peter.vodopivec@uni-lj.si](mailto:peter.vodopivec@uni-lj.si)

**GENERAL RAPPORTEUR**

Ms Jelka RAZPOTNIK

President

Slovenian History Teachers' Association (Društvo učiteljev zgodovine Slovenije)

Askerceva 2

1000 LJUBLJANA

Slovenia

Tel: +386 031 872 415

Fax: +386 01 24 11 191

E-mail: [jelka.razpotnik2@guest.arnes.si](mailto:jelka.razpotnik2@guest.arnes.si) or [duzs@društvo-ucit-zgodovine.si](mailto:duzs@društvo-ucit-zgodovine.si)

**SPEAKERS**

Mr Claude-Alain CLERC, Chair of the Project "Learning and teaching about the history of Europe in the 20th century", 11, rue des Longschamps, 2014 BÔLE, Suisse

Tel/Fax : +41 32 84 25 915

E-mail: [c-a.clerc@urbanet.ch](mailto:c-a.clerc@urbanet.ch)

mag. Tvrtko JAKOVINA, Ulica grada Chicaga, ZAGREB, Croatia

Tel : +385 1 611 23 07 (mobile : 091 57 66 167)

E-mail : [TJ5@georgetown.edu](mailto:TJ5@georgetown.edu) or [pa:tjakov@ffzg.hr](mailto:pa:tjakov@ffzg.hr)

Dr Valery K. KOLEV, zh.k. Druzha-1, Bl. 159, vh. 2, ap. 319, 1592 SOFIA, Bulgaria

Tel: +359 2 973 61 08

E-mail: [vkolev22@yahoo.com](mailto:vkolev22@yahoo.com) or [kolev@clio.uni-sofia.bg](mailto:kolev@clio.uni-sofia.bg)

Dr Christina KOULOURI, Associate Professor, Democritus University of Thrace, Panourgia 20, 15343 Ag. Paraskevi, Athens, Greece

Tel: +30 31 960 820

Fax: +30 10 600 3026

E-mail: [chkoulou@otenet.gr](mailto:chkoulou@otenet.gr)

Dr Bozo REPE, University of Arts, Department of History, Askerceva 2, 1000  
LJUBLJANA, Slovenia  
Tel: +386 01 24 11 190 Fax: +386 01 24 11 191  
E-mail: [bozo.repe@uni-lj.si](mailto:bozo.repe@uni-lj.si)

Dr Robert STRADLING, Leirsinn Centre for Gaelic Affairs, The Gaelic College,  
University of the Highlands and Islands, Teangue, Sleat, ISLE OF SKYE IV44 8RQ,  
United Kingdom  
Tel: +44 1471 88 85 53/50 Fax: +44 1471 88 85 51  
E-mail: [bob@laoghras.demon.co.uk](mailto:bob@laoghras.demon.co.uk)

## **PARTICIPANTS**

### **ALBANIA**

Ms Fatmiroshe XHEMALI, Specialist of History, History Inspector and Chair of the  
History Teachers' Association "Youth and History", Ministry of Education, Ruga  
Durrës Kongresi Permetit 23, TIRANA  
Tel: +355 42 30 197 Fax: + 355 42 32 002/3832  
Tel/Fax home: +355 42 58 801  
E-mail: [fatmirax@yahoo.it](mailto:fatmirax@yahoo.it)

Dr Petrit NATHANAILI, Associate Professor on Contemporary History, Universiteti I  
Tiranes, Fakulteti Histori-Filologji, Departamenti Historise, Rruga Elbasanit, TIRANA  
Tel/fax: +355 4 22 41 09  
E-mail: [nathanp@sans.net](mailto:nathanp@sans.net)

### **BOSNIA AND HERZEGOVINA**

Professor Ranko PEJIC, Ministry of Education of the Republika Srpska, Ul. Aleja  
Svetog Save, 78000 BANJA LUKA  
Tel: +387 51 218 351 Fax: +387 51 218 482  
E-mail: [bl.observatorija@blic.net](mailto:bl.observatorija@blic.net) / [pejkan@blic.net](mailto:pejkan@blic.net)

Mr Edin VELADZIC, High school teacher, OS "Camil Sijalic", Brace Milic 16,  
SARAJEVO  
Tel: +387 66 26 00 02  
E-mail: [veladzice@yahoo.com](mailto:veladzice@yahoo.com)

## **BULGARIA**

Ms Bistra Ivanova STOIMENOVA, History Teacher, Secondary School "St. Metodji"  
Private address: Gornobanski Blvd. Bl. 329, entr. 2, ap. 64, 1330 SOFIA  
Tel: +359 2 20 59 89  
E-mail: [bstoimenova@abv.bg](mailto:bstoimenova@abv.bg)

Ms Galina Jekova NAUMOVA, History Teacher, Language secondary school, Private  
address: "Tzar Petar" 2/B app. 7, 9300 DOBRITCH  
Tel: +359 58 41 627  
E-mail: [galina5010@yahoo.co](mailto:galina5010@yahoo.co)

## **CROATIA**

Ms Nada STANOVIĆ, Zavod za unapređivanje školstva, podrucna jedinica Split  
Tolstojeva 32, 21000 SPLIT  
Tel: +385 21 342 644 (Office) – 385 21 467 215 (Home)  
Fax: +385 21 315 030 / 342 644  
E-mail: [trenton@st.tel.hr](mailto:trenton@st.tel.hr)

Mr Ivan LONČAR, Gimnazija Varazdin, Petra Preradovica 14, 42000 VARAŽDIN  
Tel : + 385 42 320 412/3 (Office) Fax : +385 42 320 420  
E-mail: [ivanloncar@hotmail.com](mailto:ivanloncar@hotmail.com)

## **MOLDOVA**

Ms Valentina HAHEU, 62/5, 4A ap, GH. ASACHI, CHISINAU 2028  
Tel: +373 2 73 61 63 (private) Fax: +373 2 23 26 80/21 84 88  
E-mail : [hvalentinai@yahoo.com](mailto:hvalentinai@yahoo.com) /[hvalentina@mail.md](mailto:hvalentina@mail.md)

Ms Galina GAVRILITA, 7, 87 ap, GINTA LATINA, CHISINAU 2044  
Tel: +373 2 34 78 74 (private) Fax: +373 2 21 04 88/23 26 80  
E-mail: [galina-gavrilita@yahoo.com](mailto:galina-gavrilita@yahoo.com)

## **ROMANIA**

Ms Cristina NICULESCU, Mihai Viteazul National College, BUCHAREST  
Tel/Fax: +40 1 252 57 00/40 1 210 31 69  
Tel: +40 1 644 50 11 (private)  
E-mail: [cristinan@mail.com](mailto:cristinan@mail.com)

Ms Ecaterina STANESCU, History Teacher, Mihai Eminescu High School,  
BUCHAREST  
Tel: + 40 1 355 12 03 (private) Fax: + 40 1 336 42 22  
E-mail: [cancelarie@luceafarul.ime.bu.edu.ro](mailto:cancelarie@luceafarul.ime.bu.edu.ro)/(private) [catistanescu@hotmail.com](mailto:catistanescu@hotmail.com)

**“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”**

Ms Suzana MITESKA, Teacher at the High School “Brakia Miladinovci”, Todor Changov 37/13, 1000 SKOPJE

Tel: +389 2 438 347

E-mail: [smiteska@freemail.org.mk](mailto:smiteska@freemail.org.mk)

Mr Boban PETROVSKI, Associate Professor at Skopje University, Department of History, Luka Gerov 48/2-10, 1000 SKOPJE

Tel : +389 02 348 398/116 520 ext. 209

Fax: +389 02 118 143

E-mail: [ptrboban@yahoo.com](mailto:ptrboban@yahoo.com)

**SLOVENIA**

Vojko KUNAVER, National Education Institute, Parmova 33, 1000 Ljubljana

Tel : +386 1 236 31 36

Fax: +386 1 236 31 50

E-mail: [vojko.kunaver@zrss.si](mailto:vojko.kunaver@zrss.si)

Sašo MIKIČ, II. gimnazija, Trg Miloša Zidanška 1, 2000 Maribor

Tel : +386 2 4617 112

E-mail: [sasa.mikic@guest.arnes.si](mailto:sasa.mikic@guest.arnes.si)

Andreja VALIČ ZUPAN, Srednja elektro in strojna šola, Kidričeva c. 55, 4000 Kranj

Tel : +386 4 23 23 065

Fax: +386 4 280 40 35

E-mail: [andreja.valic@guest.arnes.si](mailto:andreja.valic@guest.arnes.si)

Janez GLOBOČNIK, Srednja ekonomsko-turistična šola, Gorenjska c. 13, 4240 Radovljica

Tel : +386 4 53 38 329

Fax: +386 4 531 33 41

E-mail: [projekt4.sskretsr@guest.arnes.si](mailto:projekt4.sskretsr@guest.arnes.si)

Anita MIRJANIČ, Osnovna šola Gradec, Bevkova 3, 1270 Litija

Tel : +386 1 898 32 00

Fax: +386 1 898 32 00

E-mail: [anitamanita@homail.com](mailto:anitamanita@homail.com)

Elissa TAWITIAN, Osnovna šola Ivana Cankarja, Lošca 1, 1360 Vrhnika

Tel : +386 1 528 48 41

E-mail: [elissa.tawitian@guest.arnes.si](mailto:elissa.tawitian@guest.arnes.si)

Nevenka SREŠ, Osnovna šola Brežice, Levstikova 18, 8250 Brežice

Tel : +386 7 466 02 00

Fax: +386 7 466 02 04

E-mail: [nevenka.sres@guest.arnes.si](mailto:nevenka.sres@guest.arnes.si)

Sonja SIMONČIČ, Osnovna šola Koprivnica, Koprivnica, 8282 Koprivnica

Tel : +386 7 49 71 275

Zdenka KELC, Srednja elektro računalniška šola, Smetanova 6, 2000 Maribor

Edita HUSEIN, Srednja gradbena šola Maribor, Smetanova ul. 35, 2000 Maribor

Svit ŠTURM, Gimnazija Jožeta Plečnika, Šubičeva 1, 1000 Ljubljana

Suzana ŠTAVAR, Osnovna šola D.B.B. Hrpelje, Reška c. 30, 6240 Kozina  
Tel : +386 5 680 12 90 Fax: +386 5 680 27 15  
E-mail: [suzana.stavar@guest.arnes.si](mailto:suzana.stavar@guest.arnes.si)

Tamara Špelca NAGODE, Pod Grintovcem 14, Logatec, Slovenia  
Tel: +386 1 75 42 614

Vesna RAKUŠA, Osnovna šola Grm, Trdinova 7, 8000 Novo mesto, Slovenia

### **TURKEY**

Ms Secil Buket MEYDAN, Talim ve Terbiye Kurulu Başkanlığı Teknik Okullar,  
ANKARA  
Tel: +90 312 212 65 30/431 Fax: +90 312 213 39 62  
E-mail: [secbuk@hotmail.com](mailto:secbuk@hotmail.com) /[secbuk@yahoo.com](mailto:secbuk@yahoo.com)

Ms Aliye BURKAY, Talim ve Terbiye Kurulu Başkanlığı Teknik Okullar, ANKARA  
Tel: +90 312 212 65 30/319 Fax: + 90 312 213 39 62  
E-mail: [aliyeburkay@yahoo.com](mailto:aliyeburkay@yahoo.com)

### **FEDERAL REPUBLIC OF YUGOSLAVIA**

#### **KOSOVO**

Mr Arbër SALIHU, History Teacher and Curriculum Developer, JIAS-Department  
Education Science, PRISTINA  
Tel: +381 38 504 604 3845  
E-mail: [arber\\_551@hotmail.com](mailto:arber_551@hotmail.com)

#### **MONTENEGRO**

Mr Milan RADJENOVIC, JU SS "Ivan Goran Kovacic", 85 340 HERCEG NOVI  
Tel/Fax: +381 88 23 781  
E-mail: [mildar@cg.yu](mailto:mildar@cg.yu)

## **SERBIA**

Ms Biljana SIMUNOVIC-BESLIN, Sekspirova 9, 21000 NOVI SAD

Tel: +381 21 366 159

Fax: +381 21 450 856

E-mail: [simunovic@unsff.ns.ac.yu](mailto:simunovic@unsff.ns.ac.yu) / [beslin@unsff.ns.ac.yu](mailto:beslin@unsff.ns.ac.yu)

## **OBSERVERS**

Professor Karl Kaser, Department for Southeast European History at Karl-Franzens  
University of Graz, Mozartgasse 3, 8010 Graz, Austria

Tel: +43-316-380-2352

Fax: +43-316-380-9735

E-mail: [karl.kaser@uni-graz.at](mailto:karl.kaser@uni-graz.at)

Iztok PETRIČ, Jagrova 40, 1291 Škofljica, Slovenia

Tel : +386 1 3667 395

E-mail: [iztok.petric@guest.arnes.si](mailto:iztok.petric@guest.arnes.si)

Srečko ZGAGA, Novo Polje C. XV/29, 1260 Ljubljana, Slovenia

Tel : +386 1 549 00 30

E-mail: [srecko.zgaga@guest.arnes.si](mailto:srecko.zgaga@guest.arnes.si)

Biljana FRECE, Osnovna šola Primoža Trubarja, Trubarjeva 20, 3270 Laško, Slovenia

Tel: +386 3 5736 725

E-mail: [biljana.frece@guest.arnes.si](mailto:biljana.frece@guest.arnes.si)

Helena PAČNIK, Osnovna šola Ob Dravinji, Ul. Dušana Jereba 1, 3210 Slovenske  
Konjice, Slovenia

Tel: +386 3 575 39 66

E-mail: [helena.pacnik@email.si](mailto:helena.pacnik@email.si)

Zora POPOVIČ, Osnovna šola Antona Martina Slomška, Pod Hrušovcem 33, 1360  
Vrhnika, Slovenia

Bojan ANČIK, STŠ Kranj, Zupančičeva 22, 4000 Kranj, Slovenia

Milena GLOBOČNIK, Gimnazija Kranj, Koroška c. 13, 4000 Kranj, Slovenia

E-mail: [milena.globocnik@guest.arnes.si](mailto:milena.globocnik@guest.arnes.si)

Marija KOKALJ, Osnovna šola Žiri, Jobstova cesta 22, 4226 Žiri, Slovenia

Marjan RODE, Osnovna šola Bičevje, Splitska 13, 1000 Ljubljana, Slovenia

Tel : +386 1 283 30 13

E-mail: [marjan.rode@guest.arnes.si](mailto:marjan.rode@guest.arnes.si)

Tamara Špelca NAGODE, Pod Grintovcem 14, 1370 Logatec, Slovenia



Gregor KOVAČIČ, Osnovna šola Škofljica, Klanec 5, 1291 Škofljica, Slovenia

Branka MARUŠIČ, OŠ Dobravlje, Dobravlje, 5263 Dobravlje

Vladimir VIRANT, Srednja strojna šola Štore, Kovinarska ulica, 3220 Štore

Vilma BRODNIK, National Education Institute, Parmova 33, 1000 Ljubljana  
Tel : +386 1 236 31 01 Fax: +386 1 236 31 50  
E-mail: [vilma.brodnik@zrss.si](mailto:vilma.brodnik@zrss.si)

### **ADMINISTRATIVE ORGANISER**

Ms Tatjana JURKOVIC, Ministry of Education, Science and Sport, Trg OF 13  
1000 LJUBLJANA, Slovenia  
Tel: + 386 1 478 47 48  
Fax: + 386 1 478 47 19  
E-mail: [tatjana.jurkovic@mszs.si](mailto:tatjana.jurkovic@mszs.si)

### **COUNCIL OF EUROPE**

Ms Alison CARDWELL, Administrator, Educational Policies and European  
Dimension Division, Directorate General IV, Education, Culture, Youth and Sport,  
Environment  
Council of Europe, F - 67075 STRASBOURG CEDEX, France  
Tel: +33 3 88 41 26 17  
Fax: +33 3 88 41 27 50  
E-mail: [alison.cardwell@coe.int](mailto:alison.cardwell@coe.int)



