

Newsletter

education

No. 10 – August 2000

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2000



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

The summer months are traditionally the time for those in the world of education to recharge their batteries, and look forward to the challenges ahead. This is also the case at the Council of Europe, although it is perhaps a reflection of the fast-moving times in which we live that this summer has seen no slowing down of activities in certain parts of Europe – and in particular in the South East.

The Council of Europe's role in supporting the regeneration of education in Kosovo has recently been underlined by the signing of a contract on higher education reform with the United Nations Interim Administration Mission in Kosovo (UNMIK), funded by the World Bank. No time has been lost in implementation, with considerable work already being undertaken to provide a new legal basis for higher education in the territory, as well as to reform legal education. Further details on the scope of this project can be found in the press release on page 2.

Activities also continue apace in Bosnia and Herzegovina, where the crucial role of education in the process of refugee return and developing a democratic ethos in society has been recognised within the country and by the international community. The

educational reform agenda is being sustained by a mixture of incentives for the country to be fully integrated into European co-operation structures, and conditional financial support. Progress has been real and tangible over the past year, although much more remains to be done if human rights and genuine democracy are to become the driving force of society.

The Council of Europe has been at the forefront of educational change during the ongoing process of accession to the Organisation. The Parliamentary Assembly has adopted a recommendation on education in Bosnia and Herzegovina (see page 3), following a greatly appreciated report by the Spanish parliamentarian Lluís Maria de Puig. This is an important instrument to sustain continued progress.

Major work also continues elsewhere in the continent, including other troubled regions. The successful regional Conference of Ministers of Education in Georgia (see page 4), which brought together Education Ministers from Armenia, Azerbaijan, Georgia, Moldova, the Russian Federation and Ukraine and produced a common declaration of educational intent, is a positive sign whose importance should not be underestimated in the

current unstable political and economic climate. Meanwhile other pan-European initiatives, including the promotion of language-learning (see page 5) and European citizenship

(page 7), remain the trademark of the Council of Europe.

While our goal of European harmony, co-operation and unity may never

be entirely achieved, it is the journey itself which is inspiring, rewarding and necessary.

Gabriele Mazza

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Council of Europe and UNMIK sign World Bank-sponsored contract on higher education reform in Kosovo



Shortly after the signing ceremony (from left to right): German Ambassador Johannes Dohmes, Hungarian Ambassador Janos Perenyi, Gabriele Mazza, Verena Taylor, Italian Ambassador Pietro Ercole Ago, Michael Daxner, Austrian Deputy Permanent Representative Johannes Fröhlich and Sjur Bergan

On 20 June 2000 Gabriele Mazza, Director responsible for School, Out-of-School and Higher Education at the Council of Europe, and Michael Daxner, Head of the Education Department of the United Nations Interim Administration Mission in Kosovo (UNMIK), signed a contract for a project aimed at regenerating the Kosovo higher education system.

The project is expected to run for two years and has an overall budget of €500,000 (\$500,000). Action will focus on three main areas:

- legislation,
- management and strategic development,
- professional qualifications in medicine and law.

The first area – legislative reform – will be the main component of the contract, as it is imperative to establish a firm and democratic legal basis for an efficient higher education system.

Within this reformed legislative framework, the project will assist the university of Prishtina/Kosovo in

developing sustainable strategic planning and management information systems.

The upgrading of professional qualifications will involve the re-certification and improvement of knowledge and skills for those health and legal officials whose qualifications were issued under the parallel education system.

Suitable training courses will ensure that professional competence is in line with modern European standards. The Association of European Universities (CRE) and the German Rectors' Conference will be sub-contractors in this aspect of the project.

Members of the Prishtina Working Group, established by the Council of Europe and the CRE at the cessation of hostilities in Kosovo a year ago, will also provide assistance throughout the project's duration. The Group also includes the German Rectors' Conference, the Austrian Ministry of Education and a number of European universities.

Access to appropriate higher education for citizens from different ethnic groups in Kosovo within a single education system is seen by the Council of Europe as a powerful means to promote democratic stability through education. It will be at the heart of all

aspects of the World Bank-sponsored project.

While introducing the signing ceremony, Mr Mazza defined the contract as a “major contribution to the construction of a viable education system in Kosovo” and stressed the importance of co-operation between international institutions to ensure a peaceful Kosovo where “opportunities are determined by skills and competence and not on ethnic, linguistic or religious grounds”.

Professor Daxner, on the other hand, outlined the difficulties encountered by some 400,000 students who have lived in a “very complicated situation” for the past ten years, and said that it was not difficult for UNMIK to select

the Council of Europe as its main contractor in this case, given its experience and expertise in university legislative reform.

The Permanent Representatives of Germany, Hungary and Italy, and the Deputy Permanent Representative of Austria, attended the signing ceremony. ■

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41 members

Albania, Andorra, Austria, 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

Education in Bosnia and Herzegovina seen as starting point for a stable multi-ethnic society

On 5 April 2000 the Parliamentary Assembly of the Council of Europe adopted a recommendation on education in Bosnia and Herzegovina, following a debate on the report presented by Lluís Maria de Puig (Spain, SOC).

Aiming to help bring about democratic stability and the return of refugees and displaced persons, it promotes a co-ordinated, unsegregated and non-stereotyped education system.

Education is seen as a critical factor in achieving a state of affairs that is compatible with Council of Europe standards, and thus an important step in Bosnia and Herzegovina’s wish to accede to the Organisation.

The Parliamentary Assembly recommended that the Committee of Ministers should provide the means for the Council of Europe to continue

Mr Lluís Laria de Puig



its decisive role in this field in Bosnia and Herzegovina, co-operate in the re-interpretation of the Dayton Agreements to achieve more workable distributions of responsibility at canton, entity and state level, and encourage local educational initiatives.

The Assembly also recommended that consideration be given to multi-ethnic schools after pilot projects – co-ordinating and linking financial

support to authorities' compliance with prior conditions – and that the Committee of Ministers should press for a common approach to be developed towards the country's recent history.

These and other factors will be achieved by continuing the Council of Europe's close co-operation with other international organisations including Unesco, the World Bank and the European Union, under the

auspices of the Office of the High Representative in Bosnia and Herzegovina. ■

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Regional Conference of Education Ministers Tbilisi, Georgia, 28-29 March 2000

The Council of Europe and the Georgian Ministry of Education organised a Regional Conference for Education Ministers which took place in Tbilisi as part of the celebrations for Georgia's 3000 years of statehood. The Ministers of Armenia, Azerbaijan, Georgia, Moldova, the Russian Federation and Ukraine were invited to take part.

The Deputy Secretary General of the Council of Europe, Hans Christian Krüger, opened the conference together with Vaja Lortkipanidze, State Minister, Mr Irakli Menagarishvili, Minister of Foreign Affairs and Mr Alexander Kartozaia, Minister of Education.

The aims of the conference were to:

- discuss the results of the educational reforms under way in each of the countries taking part;
- review the work carried out with the Council of Europe on the reform of history teaching;
- discuss "the Tbilisi Initiative" and the Black Sea Initiative on History.

The ministers held lively discussions on each of the topics and particularly those related to history teaching.

Each of the countries is involved in the Council of Europe's work on history education particularly through their participation in the two regional programmes – "the Tbilisi Initiative" and the Black Sea initiative on History.



Council of Europe Deputy Secretary General Hans Christian Krüger while addressing the Tbilisi conference

Two countries – Georgia and the Russian Federation – are involved in both initiatives. This enables the countries to build on the experiences shared, and for the work not to be

carried out in isolation. It also ensures cross-fertilisation of ideas.

The conference also provided the first opportunity for the Ministers of Education of Armenia and Azerbaijan to meet and hold discussions since the beginning of the conflict in Nagorno-Karabakh thanks to the role of the Council of Europe as co-organiser.

At the final session, the ministers adopted a declaration which has been submitted, for information, to the Council of Europe's Committee of Ministers. It will also be sent to the next session of the Standing Conference of the European Ministers of Education (Cracow, Poland, 15-17 October 2000). ■

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2001, the European Year of Languages

In January 1999 the Council of Europe declared 2001 the European Year of Languages (EYL). It will be an occasion to celebrate Europe's rich linguistic heritage as a source of mutual enrichment, to encourage diversified language learning in a continent of increasing interdependence and to support lifelong language learning as a way of responding to economic, social and cultural changes in Europe.

In June 2000 the European Union officially declared 2001 the EYL, and there will be close co-operation between the Council of Europe and the EU throughout the year. Unesco will also play an active role.

The European Cultural Convention structure makes it possible for the Council of Europe to reach the public in forty-seven countries. The fifteen EU member states as well as the three EFTA countries will also participate through the EU. The Council of Europe will pay special attention to the needs of the newer member states.

To ensure co-ordination and to finalise preparations for the Year, the Council and the European Union will hold a second seminar for national co-ordinators, hosted by the UK authorities in Manchester from 19-21 October 2000.

As from autumn 2000 information on the EYL will be included on the joint CoE/EU website linked to other relevant international and national sites, some of which will be retained after the year as a platform for language issues. Complementary information can be obtained from the Council of Europe website:

<http://culture.coe.int/AEL2001EYL>

The campaign will have a joint CoE/EU opening event in Lund, Sweden from 18-20 February 2001 and a closing

event in Belgium towards the end of the year.

A European Day of Languages (to promote linguistic diversity), an Adult Language Learners' Week (to support lifelong learning) as well as European competitions (to involve young people) will be organised as joint activities. A Guide for Adult Language Learners will also be jointly produced.

The Council of Europe will organise a number of regional and European events, for example a European conference on minority languages hosted by Croatia in March 2001. This conference will further enhance the Council of Europe's work both in the field of minority rights and under the Stability Pact.

Particular attention will be paid to promoting the Council of Europe's tools (Common European Framework of Reference and the European Language Portfolio) and national education policies to promote diversified language learning.

To raise public awareness of the aims of the EYL special attention will be paid to publicity. A flyer to be translated in the languages of the member states has been produced and a more comprehensive Information pack aimed at the general public will be developed in co-operation with the EU.

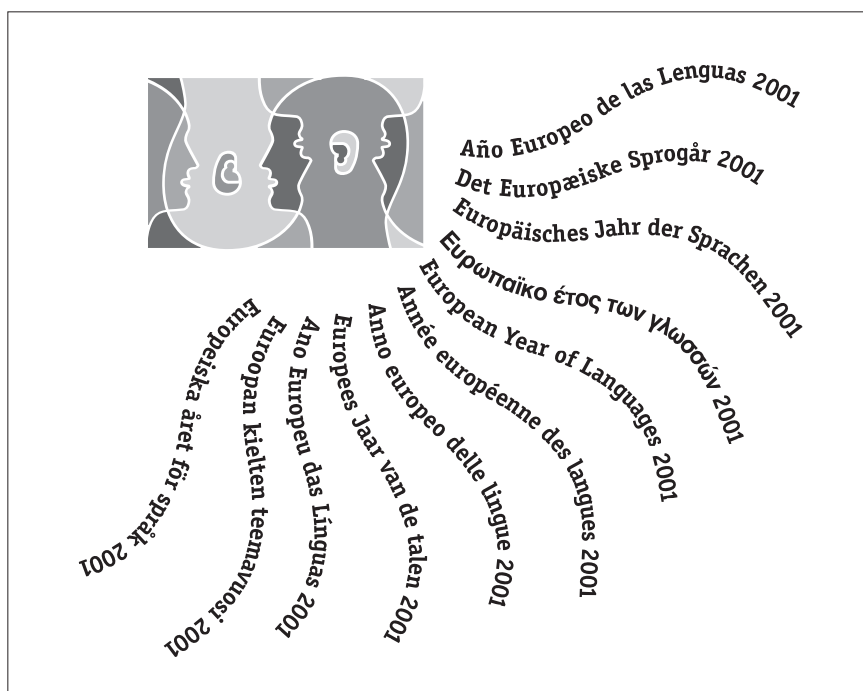
In addition to the Internet site, an Intranet site to enable communication among co-ordinating bodies will be established. Different types of promotion materials will be produced with the intention of motivating European citizens to learn more languages. ■

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<http://culture.coe.int/lang>



Council of Europe / European Union joint logo for the European Year of Languages

The European Centre for Modern Languages is moving

The European Centre for Modern Languages (ECML) is moving and will have its new premises in the heart of the city of Graz from October 2000.

In other words, the ECML will be shifting from one system of activities comparable to the hundred metres hurdles to a more general system similar to a long distance race which relies on the

able to provide a service to its members based on two central axes: a medium-term programme of activities geared to the new requirements and priorities of Europe in language education matters and a resource centre which aims to become in the near future an essential reference point for all those who are seeking documents and up-to-date information on the state of languages in Europe.



"New premises of the European Centre for Modern Languages in Graz (Austria)"

This change of location has a very special meaning. It gives concrete expression to more than five years' worth of effort and commitment. It also symbolises a decisive stage in the evolution of the ECML's programme of activities, reflecting the shift from an annual programme to a medium-term programme based over three years.

Today the ECML is no longer identified with "one-off" workshops on specific subjects, but rather with projects which have been selected with the greatest care, comprising a number of elements such as studies, preparatory meetings, workshops, regional events and publications; added to this are the motivated teams of experts and participants from different countries who are prepared to commit themselves over several years.

continuity and monitoring of projects from their conception to their realisation.

The Centre's rapid expansion in terms of member states going from eight to twenty-eight,¹ has left the old premises in the "Schubertstrasse" short of space.

Thanks to nearly 1000 m² generously offered by the Austrian authorities, the ECML will be able to expand its capacity for the workshops and enable the working groups to have their own rooms. Offices are also available for co-ordinators, researchers, fellowship holders and trainees.

At four times its previous size, better than ever before, the new European Centre for Modern Languages will be

The ECML is also increasing its communication capacity and its influence by establishing a vast network of dissemination centres and through better structuring and development of its two web sites: one located in Strasbourg, providing general information on the ECML and the other in Graz, interactive and comprehensive, including a wide range of information, publications, networking tools and online databases.

Despite being some 900 km away from Strasbourg, the European Centre for Modern Languages feels very close to the headquarters thanks to the daily, numerous and strengthened links, particularly with the Modern Languages Division for the organisation of the European Year of Languages. ■

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¹ Members states of the ECML – GRAZ: Andorra, Austria, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland and "the former Yugoslav Republic of Macedonia".

Universities as sites of citizenship – a research project on education for democracy

Do higher education establishments give their students a say in university affairs? Do college authorities consult students when decisions are taken? Are they themselves good at decision-making? These are just some of the questions raised in a recent Council of Europe survey.

Students at Vytautas Magnus University in Kaunas (Lithuania) were the first to respond – but by no means the only ones. Since March, answers have been coming in from students in Tirana, Skopje, Tuzla, Szeged, Belfast, Cergy Pontoise, Milan, Ankara, Tavrida, Samara, Bergen, Volos and Oldenburg. They are all taking part in research commissioned by the Council of Europe as part of the project “Universities as Sites of Citizenship”, launched in October 1999.

After months of discussion and a number of consultation meetings, a Working Group, successively chaired by Professor Krzysztof Ostrowski (Poland) and Professor Michael Daxner (Germany), decided to launch a pilot research project on education for citizenship and democracy. This marked a practical response to the suggestion by the Council’s Higher Education and Research Committee (CC-HER) that a first assessment be made of the work actually done by European higher education establishments to promote citizenship and democratic institutions.

The members of the Working Group and the researchers have tackled their task with enthusiasm. Their own experience of university teaching and management and their widely varied backgrounds have proved a major asset for their work which has culminated in the drafting of guidelines and questionnaires for those who will be in charge of research in the field – a field which is rich, varied, ever-changing, and problematic.

The students targeted by the survey are not the researchers’ only information source. University teaching staff and administrators, and representatives of local communities, will be taking part as well. The survey itself is geared to examine the close relationship between the university and society, symbolised by the “campus – local community – society (in the broad sense)” triangle. The researchers’ work will not stop there, however. The field data will be thoroughly analysed, and the end findings will be published.

“We wanted to put higher education institutions at the heart of our project”, explains Professor Daxner, “and make them real laboratories for democracy... In our project, they are sites of citizenship and sites *for* citizenship”.

In terms of the project, “university site” is a concept with two connotations. The first refers to the area from which a university draws its resources, students, departments and residences. The second essentially refers to the way in which staff and students, and people in the university’s immediate vicinity, understand the term.

Since the concept of citizenship, which has become an inseparable component of democratic development throughout Europe in recent years, is to some extent bound up with the ability of higher education institutions to train responsible citizens, research will also focus on their effectiveness in doing this. It will look not only at the ways in which democratic duties and rights are taught and practised – the ways in which they are respected, and respect for them secured – but also at the progress democracy itself has made, and the methods used to make Europe’s democracies work better.

In fact, at the Council of Europe’s Second Summit of Heads of State and

Government in 1997, Europe’s political leaders singled out education for democratic citizenship as a priority. In the same vein, the member states’ foreign ministers, meeting in Budapest in May 1999 to mark the Council’s 50th anniversary, adopted a Declaration and Programme on Education for Democratic Citizenship based on the rights and responsibilities of citizens.

The same scenario is being played out across the Atlantic. The theme of citizenship and civic responsibility has been preoccupying American university circles for some years, and various projects and initiatives have been launched. The most recent include the Wingspread Declaration on Renewing the Civic Mission of the American Research University, adopted in December 1998, and the Declaration adopted by some 300 higher education institutions at the Aspen Institute Presidents’ Leadership Colloquium in June 1999.

A project much like the Council’s is currently being run in 15 higher education institutions in the United States. Indeed, one of our project’s innovative aspects is the establishment of a close collaborative relationship with the US university community. The representatives of that community, who were invited to our preparatory meetings, are optimistic that a large-scale project, involving around 250 European and American institutions, can be launched. ■

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The Budapest Declaration (Europe)

The impetus for further developing the concept of education for democratic citizenship was provided by the Budapest Declaration for a Greater Europe without Dividing Lines, and in particular by the Programme on Education for Democratic Citizenship based on the Rights and Responsibilities of Citizens.

The Declaration was adopted on the occasion of the 50th anniversary of the Council of Europe in May 1999. The Declaration and Programme will now serve as the basis for the Organisation's future work in this field. It should be remembered that the Budapest Declaration:

- a. stresses the fundamental role of education in promoting the active participation of all individuals in democratic life at all levels;
- b. in the actual programme, stresses the importance of learning democracy in school and university life, including participation in decision-making and the associated structures of pupils, students and teachers;
- c. also stresses the need to conclude partnerships between educational institutions, local communities, non-governmental organisations and political authorities;
- d. defines the main activities on the programme as policy-making, research and data collection, and training and awareness-raising;
- e. in the section on policy-making, stresses the need to draw up guidelines and recommendations on education for democratic citizenship based on citizens' rights and responsibilities to be presented to the forthcoming session of the Standing Conference of European Ministers of Education (Cracow, 15-17 October 2000);
- f. in the section on research and data collection, stresses action research, study of developments in education for democratic citizenship and collection and evaluation of examples of good practice.

The Wingspread Declaration (United States)

The US university community's interest in these matters was recently demonstrated by the adoption of the Wingspread Declaration on Renewing the Civic Mission of the American Research University, which:

- a. defines civic engagement as one of the essential features of a democratic society;
- b. proposes strategies for renewing the civic mission of the American research university;
- c. expresses the conviction that "a core element in the mission of the research university is to prepare students for engaged citizenship through multiple opportunities to do the work of citizenship";
- d. stresses that "campus co-curricular activities on and off campus offer multiple opportunities for students to get engaged in community projects";
- e. affirms the importance of the students' role in building and sustaining genuinely public cultures full of conversation, argument and discussion about the meaning of their learning, their work, and their institutions as a whole;
- f. highlights the role of the faculty in creating, participating in and taking responsibility for a vibrant public culture in their university;
- g. encourages faculty members to pursue "public scholarship" and relate their work to the pressing problems of society;
- h. encourages university presidents to give consistent and sustained voice to the broad public purposes of their institutions;
- i. stresses the need for higher education institutions to define admission policies and modes of financing to achieve broad representation and social diversity (in this connection, the concerns expressed by the CC-HER in its projects on access to higher education and lifelong education to promote equity and social cohesion);
- j. lastly, encourages "stakeholders" in the universities to define institutional work as a whole in ways that highlight the civic mission broadly (in Europe, these "stakeholders" also include the governments).

4 July 1999 Declaration on the Civic Responsibility of Higher Education (United States of America)

In adopting the above-mentioned Declaration at the end of the Colloquium held from 29 June to 1 July 1999 at the Aspen Institute (USA), the Presidents of some 300 American universities affirmed the commitment of all sectors of higher education in America to developing the civic responsibilities of higher education institutions.

Considering that the leaders, students and teaching and administrative staff of such institutes constitute a key intellectual force for taking up the challenges of a developing society, the Declaration advocates the following:

- a. renewing the role of higher education institutions as agents of democracy;
- b. encouraging students to participate in public and community service, through curricular and extra-curricular activities;
- c. teaching students the skill and values of democracy, creating innumerable opportunities for them to practise and reap the benefits of the real, hard work of citizenship;
- d. influencing the democratic knowledge, dispositions and habits of the heart that graduates carry with them into the public square;
- e. helping Americans understand the histories and contours of present challenges to their country as a diverse democracy. Higher education institutions must explore new ways of fulfilling the promise of justice and dignity for all;
- f. seeking new forms of partnership with local community leaders, particularly those responsible for primary and secondary education.

Lastly, the Declaration appeals to all signatories to take practical action by reviewing current activities in their own institutions geared to promoting civic responsibility and adopting measures to promote the civic engagement of higher education.

20th Session of the Standing Conference of European Ministers of Education

15-17 October 2000, Cracow (Poland)

At a time when all European education systems, in spite of their great diversity, are facing similar challenges, the ministers will be called upon to discuss the theme "educational policies for democratic citizenship and social cohesion: challenges and strategies for Europe".

Given the speed and unpredictable nature of changes in the economic, political, technological, social and cultural fields which most of Europe is experiencing, it is important to specify the contribution of educational policies not only to the development of democratic citizenship but more generally to the challenges confronting

social cohesion. More than ever before, education should now ensure the role of transferring knowledge and values, as well as the preparation for an uncertain future.

The ministers are particularly invited to indicate the priorities they consider essential for education co-operation at the Council of Europe in the coming years.

The discussion will also deal with the final results of the projects dealing with education for democratic citizenship, learning and teaching about the history of Europe in the 20th century and language policies for a multilingual

and multicultural Europe, and the legislative reform programme for higher education.

They will also discuss the activities undertaken by the Council of Europe and those in the framework of the Graz Process in southeast Europe. Last, the ministers will discuss any follow-up action to be taken on the declaration adopted at the Stockholm conference on the teaching of the Holocaust. ■

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A new Director General for Education, Culture, Heritage, Youth, Sport and the Environment



Klaus Schumann,
Director General
of DG IV

Since mid-1999, the Council of Europe has been committed to implementing the conclusions and recommendations contained in the Committee of Wise Persons' report entitled "Building a Greater Europe without Dividing Lines". This has entailed restructuring the Secretariat and setting new priorities for the Council's activities. As part of this reorganisation process, a Directorate General IV has been set up to cover all activities in the Education, Culture, Heritage, Youth, Sport and Environment fields.

Klaus Schumann has been appointed to head DG IV. A native of Freiburg

(Germany), he has been at the Council of Europe since 1974.

After studying economics and social science in Freiburg, Vienna and Cologne, Klaus Schumann worked as a research and teaching assistant at the Institute of Political Science and European Studies at Cologne University, whilst at the same time preparing a doctoral thesis on the Swiss political system (Das Regierungssystem der Schweiz).

In 1970 he joined the Secretariat of the North Atlantic Assembly (Nato's parliamentary forum) in Brussels and became involved in multilateral Euro-Atlantic co-operation; he joined the Council of Europe Secretariat in 1974.

Having previously served as Secretary to the Parliamentary Assembly's Political Committee, then in turn as Political Adviser to the Secretary General's Private Office, Deputy Secretary to the Committee of

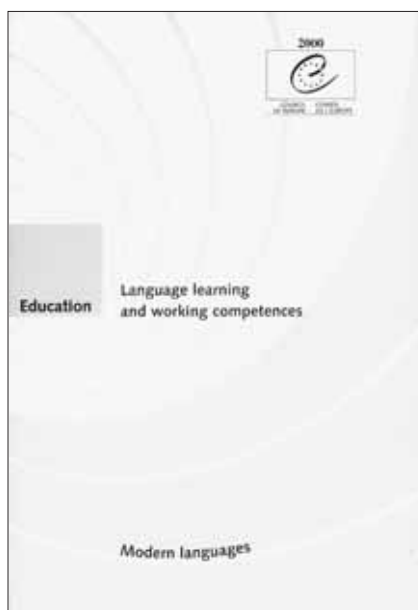
Ministers, Deputy Director of Political Affairs and Head of External Relations, he was Director of the Secretary General's Private Office before moving to DG IV in October 1999.

Education, culture and the preservation of the common heritage are crucial aspects of the Council of Europe's everyday task of enhancing knowledge, understanding and respect of other people as an essential basis for any European integration.

Klaus Schumann is convinced that the co-ordination, continuity and stability that the Council has developed through its Cultural Convention, and its unique structure for youth-sector co-operation, are key building-blocks in consolidating the new Greater Europe without dividing lines.

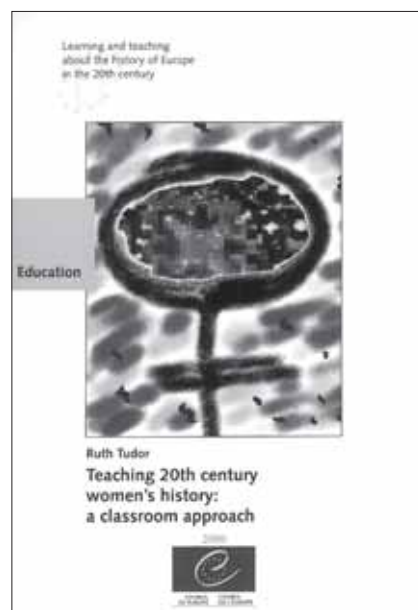
He is committed to developing joint activities and an overall strategy to highlight more clearly the priority nature of DG IV's activities. ■

Books in brief



Language learning and working competences, 102 pages (English version only) (ISBN 92-871-4323-4). This book is dedicated to all the teachers who strive to achieve foreign language progress in different kinds of vocational education. It contains the result of work done in language classrooms all over Europe between 1992 and 1994 in connection with a Council of Europe series of workshops entitled "Learning to learn languages in vocational education".

Teaching 20th century women's history: a classroom approach, by Ruth Tudor with contributions from Elena



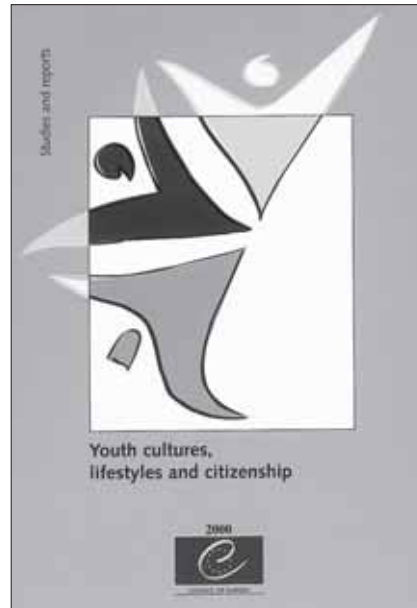
Osokina and Philip Ingram, 133 pages (available in English, French in print) (ISBN 92-871-4304-8). A teaching resource for secondary schools designed to integrate women's history into current classroom practice. Although many of Europe's school systems have included the subject in their curricula, there is a shortage of material with which to teach in practice.

Stratégies pour une éducation civique au niveau de l'enseignement primaire et secondaire, 156 pages (available only in French) (ISBN 92-871-4048-0). This guide is dedicated to primary and secondary school teachers. Students participated in the examination of school life, social problems and political and legal aspects of civic education. This guide which is useful for teachers looking for a creative way of teaching, takes into consideration the different levels of teaching and the different age groups of students.



Youth cultures, lifestyles and citizenship, 116 pages (English and French) (ISBN 92-871-3985-7), is a report on a seminar organised in Budapest in 1998, involving the education, culture and youth departments. This seminar aimed at developing the understanding of, and the conditions for, empowerment of young people as citizens in a multicultural society in

wider Europe. Four key issues were discussed: visions of society, attitudes and values, communication and participation.

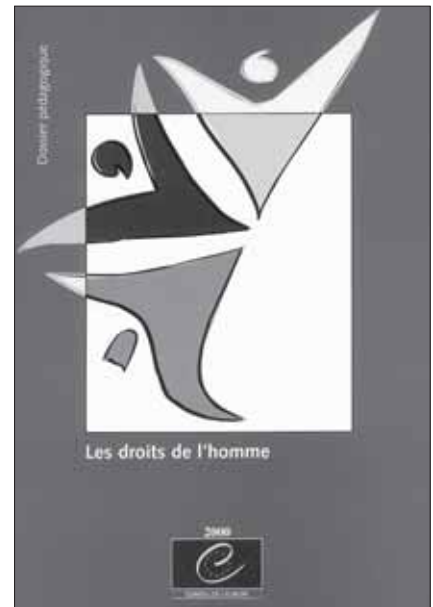


Prévenir la xénophobie, le racisme et l'antisémitisme, by Christiane Perregaux, 133 pages (available only in French) (ISBN 92-871-4046-4). This pedagogical study presents to the teaching community a working method to fight xenophobia, racism and anti-semitism.

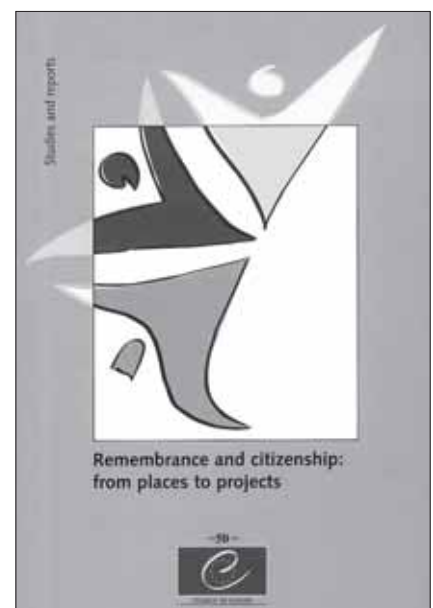


Les droits de l'homme, by François Audigier and Guy Lagelée, 164 pages (available only in French) (ISBN 92-871-4044-8). This guide is meant for

teachers and students. It aims to "impart" knowledge on human rights in the contemporary legal and philosophical fields and offers advice on putting them in practice. It proposes methods for the organisation of lessons.



Remembrance and citizenship: from places to projects, 46 pages (English and French) (ISBN 92-871-3981-4) is a report on a seminar organised jointly by the Council of Europe and the European Cultural Centre in Delphi (25-27 September 1998) which focuses on three themes: heritage and remembrance, education for citizenship, and heritage and citizenship. ■



Calendar of events

September – December 2000

September

8 - 12, Baku, Azerbaijan	1st national working group meeting on "legal framework for quality assurance in education"
11 - 12, Strasbourg	Joint meeting of the Education Committee (CC-ED) and Higher Education and Research Committee (CC-HER) on "Learning and Teaching in the society of communication"
13 - 15, Kislovodsk, Russian Federation	Seminar on "New approaches in teaching history in secondary schools in a regional context"
14 - 16, Strasbourg	Final Conference on Education for Democratic Citizenship
18 - 19, Strasbourg	Education Committee (CC-ED)
28 - 30, Athens	Conference on "The initial and in-service training of history teachers in South East Europe"
30 - 3 October, Yerevan, Armenia	1st national working group meeting on "legal framework for quality assurance in education"

October

1 - 3, Ghent, Ukraine	2nd meeting of the working group on "Education policy and minorities"
9 - 10, Yerevan, Armenia	Seminar on "How to teach controversial and sensitive issues in history in present-day secondary schools"
9 - 10, Strasbourg	Meeting on Language Policy Document (Follow-up to Innsbruck Conference)
15 - 17, Cracow	20th Session of the Standing Conference of the European Ministers of Education
19 - 21, Manchester	European Year of Languages, Seminar for National Co-ordinators

25 - 27, Tokyo	Meeting of Russian and Japanese historians on the preparation of the new history textbooks in secondary schools
25 - 28, Sèvres	7th Seminar on the evaluation of the pilot project of a European Language Portfolio and enlargement of the project to include other member countries from 2001 (European Year of Languages)

November

Date to be confirmed, Strasbourg	Second meeting of the European Validation Committee for the European Language Portfolio
6 - 10, Donaueschingen	Teacher training seminar "Teaching about the Holocaust and the history of genocide in the 21st century"
9 - 11, Ljubljana, Slovenia	Workshop on structures and qualifications in lifelong learning
13 - 14, Tbilisi	Seminar on "How to teach controversial and sensitive issues in history in present-day secondary schools"
23, Brussels	ENIC Bureau and NARIC Advisory Board
24, Brussels	NARIC meeting
30 - 1st December, Cracow, Poland	Regional Seminar on the "Tbilisi Initiative"

December

4, Moscow	Meeting to discuss future co-operation with the Russian Federation within the programme on "The reform of history teaching"
11 - 12, Strasbourg	Joint meeting Steering Committee for Equality between Women and Men (CDEG) and Education Committee (CC-ED) on Equality and Education
16 - 20, Kyiv, Ukraine	Final Conference on "Pilot project on educational policy for national minorities"

How to contact us

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