

Newsletter education

No. 5. – April 1998

Council of Europe
Conseil de l'Europe



Editorial

This newsletter comes out as the Education Department is at its busiest, engaged in wide-ranging activities across Europe, and re-defining its priorities in the light of the Second Summit.

New synergies are being formed both within the Council of Europe to coordinate the work of our various committees, and with other international and non-governmental organisations outside.

Some of our priority concerns are highly sensitive – reforming education in Bosnia-Herzegovina, for example. Since the latest issue of the newsletter, the Council of Europe has been invited to co-chair the Education Working Group of the Sarajevo Return Commission – a body set up to encourage the reconstruction of a multi-ethnic society in Sarajevo through the return and peaceful reintegration of refugees and displaced people.

Educational provision will be of paramount importance to this process, and there is much work to be done to ensure the respect of educational rights in this difficult post-war situation.

In addition to this new role, our organisation continues to support positive developments in Bosnian education through a programme of in-service teacher training in human rights and citizenship education, and through activities in higher education which aim to assist the communities in finding common solutions to their problems.

In addition to the countries of former Yugoslavia, our programmes have also responded to countries whose education systems face major challenges.

In Albania, for example, teacher exchange and school link programmes are being developed to support a system

under greater pressure than most, while in Russia and the Transcaucasian countries many activities in civic education and history teaching are being undertaken.

Meanwhile our new multilateral programmes continue to extend their sphere of activities.

A new programme on language learning has begun, whilst new initiatives in education for democratic citizenship are also being developed. Our work on modern methods of history teaching is now gaining momentum, particularly in the new member States.

In addition to all of this, work on the impact of new technologies on education is being launched in the light of priorities set by the Second Summit, and our project on Lifelong Learning is also beginning to take root throughout Europe.

All our projects are built on the solid foundations of our previous work, some of which is examined in this edition.

The impact of the Lisbon Convention is assessed by Kees Kouwenaar in the interview on p.2, the importance of the final declaration of the project on democracy, human rights and minorities is highlighted on pp.4-5, and the defining work on citizenship education carried out last December is evaluated on pp.6-8.

Education across the continent is in constant transition and our structures and working methods are also changing to meet the diversified needs of member States. It's certainly a hectic and challenging period, but one full of creative potential for the Council of Europe.

Gabriele Mazza
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Recognition of qualifications and student mobility – what prospects?

The joint Council of Europe/ UNESCO Convention on the recognition of qualifications was opened for signature during a meeting of diplomats representing several governments, which was held in Lisbon on April 11 last year. The national information centres known as ENIC Network will see to its implementation, together with the so-called "Convention committee". Here are the views of Drs Kees Kouwenaar, a key member of the team of experts who worked on the Convention, former president of the ENIC Network, and director of the department for international academic relations at The Hague, Netherlands, in reply to questions put to him.

Newsletter Education: Thirty-six countries have signed the Lisbon Convention to date. Do you consider that to be a success?

Kees Kouwenaar: Yes, a great success. The Diplomatic Conference in Lisbon was no sinecure, as there were still some knotty problems to be solved. But in the end delegations unanimously adopted the Convention and 27 had authority to sign on the spot.

NE: Do you think the new Convention will really make students' mobility and access to higher education easier than before? What is the Convention's main thrust, anyway?

KK: In simple words: it says that you should evaluate educational credentials on their educational merits and only on their educational merits. It says that it is up to the evaluating authorities to demonstrate that a qualification is not fit for recognition; so the burden to demonstrate that a qualification is good enough no longer lies with the person who asks for recognition.

The Convention can be seen as the codification of today's best and most forward-looking ideas about international evaluation and recognition of

educational credentials. It lists the basic principles and criteria for a just and fair evaluation practice.

NE: Do you think the ENIC network is fully equipped to make the Convention work?

KK: The Convention is as good as its implementation. It is not the kind of legal instrument that can be enforced on governments, universities or employers. These are free to define their own criteria for recognition, as long as they submit them to public scrutiny. So, it is vital that the ENIC centres help their national authorities to apply the Convention in line with international good practice. In fact, the ENIC network plays a vital role in establishing and publicising this international standard of good practice. The centres and the network as a whole can only fulfil this role if they are properly equipped to do so.

Frankly, I do have some worries on this. I am not sure that the Council of Europe and UNESCO, between the two of them, give enough political priority and physical resources to this matter. Maintaining a network is one thing. Putting the subject high enough on the political agenda to convince national governments to adequately support their national ENIC is another.

NE: Are you happy with the relationship which exists between the ENIC

network and the European Union's NARIC network, or would you suggest changes?

KK: I think that the recent co-operation between the two networks is wonderful, only surpassed by the actual merger of the former NIB network of UNESCO and the former NEIC network of the Council of Europe into the joint UNESCO / Council of Europe ENIC network. There aren't that many examples of this kind of co-operation between international organisations!

I would like to see both NARIC and ENIC develop into one European system of national centres, co-operating in various functional circular networks. This would require a shift in the relationship between the networks and the international organisations. Right now, the ENIC and NARIC networks and centres can be perceived as instruments of their respective international organisations (CoE, UNESCO, EU). Instead, the international organisations should facilitate and support (physically and politically) the networks, without restricting them to their organisational borders or agendas. But as the French say: "Ce n'est pas pour demain, la veille".

NE: What else should be done to encourage student mobility and facilitate the recognition of qualifications without jeopardising the quality of higher education and research?

Cross section of the delegations attending the latest Higher Education and Research committee meeting (25-27 March, 1998).



KK: The Convention and its implementation will, I think, have more effect on recognition of diplomas and degrees than on recognition of study periods. The recognition of study periods – often within the context of inter-institutional co-operation links – could be improved by the further development of instruments like the ECTS credit

transfer system. It could and should also be improved in quality: the recognition of study periods today is often still limited to elective subjects in the programme.

Let's drive the message of recognised study periods home into the heart of the core curriculum of prescribed courses. It will help the students (and their

professors) to get away from the quickly outdated knowledge-centred curriculum and into the things that really matter: understanding that there are more roads than one to knowledge and discovery and that the essence of higher education is that you acquire a 'mode of learning' that you will never lose again. ■

From Access to Success

On 17 March 1998, the Committee of Ministers adopted a Recommendation on access to higher education, thus completing the formal work of an important project which ended in 1996. Access to higher education is of crucial importance in many European countries, where citizens continue to be under-represented at tertiary level for reasons of ethnicity, socio-economic status, physical disability or gender. The new Recommendation offers useful guidelines for governments to introduce or step up a coherent policy in this field.

To facilitate the task of implementation and dissemination, a compendium of examples of good practice is currently being finalised by the Council of Europe. The Access project has provided the primary source for examples, and participants and national delegations at the Final Conference in Parma in September 1996 as well as delegations of the Higher Education and Research Committee (CC-HER) have also had the opportunity to submit contributions.

Examples range from institutional initiatives for widening access to specific target groups (as in the case of disabled students at Chelyabinsk State University, Russia) to national policies in favour of wider access (as in the case of student funding practised by Nordic countries).

This is a policy area where no country has a monopoly on good ideas or exemplary practice. Citizens from certain social backgrounds face as many problems in Western European countries as their counterparts in Central and Eastern Europe. If anything, higher education policies in countries of central and eastern Europe, with a strong tradition of social equality, have tended to be more beneficial to certain categories of students, for example women with children, than those in the market-driven West.

Very few European institutions have accurate information regarding the profile of their students and staff, and may fail to introduce policy reform through lack of relevant information. As part of sound management practice, monitoring systems should, therefore, be developed. With the benefit of accurate information, clearly-focused and fine-tuned policy strategies can be implemented.

Such strategies may include: targeting under-represented groups in recruitment strategies through liaison with schools

and the community; distributing financial support for student subsistence to benefit those from lower-income groups; establishing preparatory courses, and using open and distance learning and new technology in the interests of wider access; adopting flexible entry requirements, by recognising vocational qualifications and prior experiential learning; developing professional guidance, counselling and careers services; reforming curricula to foster cultural diversity; improving physical facilities, particularly for disabled persons; implementing staff development policies.

The CC-HER has no intention of relegating the Access project to the annals of Council of Europe history. Indeed its new flagship project on Lifelong Learning will retain a strong focus upon issues of social cohesion and equity, and will build upon past achievements. Issues which could not be adequately covered within the lifespan of one project – in particular regarding institutional monitoring and dropouts in higher education – will be explored in greater detail. In addition, a major activity will be held in 2001 to evaluate the implementation of Recommendation (98)3 throughout Europe. ■

Abbreviations:

CoE: Council of Europe

DECS: Directorate of Education, Culture and Sport

CDCC: Council for Cultural Co-operation

CLRAE: Congress of Local and Regional Authorities of Europe

EU: European Union

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Updating democracy

The final declaration approved on May 23, 1997, at the end of a four-year-old project on "Democracy, human rights, minorities: educational and cultural aspects" proposed an updated vision of democracy in an increasingly multicultural society. The following are some of its basic statements in a slightly abridged form.

Intercultural perspective

Multiculturalism is now a *sine qua non* at all levels of social, cultural, economic and political life. It implies developing attitudes and behaviour that incorporate an intercultural perspective. It requires consideration of, and respect for, cultural diversity as the cornerstone of the principle of equality.

Awareness of this situation leads to the need of an ethical framework for cultural rights. Even if the specific legal substance of such rights remains extremely difficult to determine, their importance as essential conditions for the promotion of human dignity should be underlined.

While it is heartening to see the growth of legal instruments to combat the scourges of racism, xenophobia and intolerance, it is nevertheless clear that only if such obligations and prohibitions are backed by an ongoing education in democracy will it be possible to establish firmly the requisite attitudes. For today more than ever democracy depends on the priority given to culture and lifelong learning.

Cultural identity and minorities

The only way to accurately assess the problems of minorities is to treat cultural identity as a key element of human

dignity, both individually and collectively. Cultural identity is to be understood as something dynamic and evolving. For if extremely negative consequences are to be avoided, this notion cannot be reduced to a body of unchanging ethnic or cultural determinants to which individuals or groups are subject by virtue of their birth or their past.

Cultural identity should be understood as a blend of cultural elements



by which individuals or groups define and manifest themselves and wish to be recognised. It implies freedoms inherent in the person's dignity and incorporates diversity. It must not only have its roots in a past whose memory is rightly cultivated, but also be forward-looking and committed to creative action.

What is a cultural community?

Taking account of cultural identities implies giving cultural communities proper recognition. A cultural community is a group of people who share cultural references and claim a common

cultural identity which they wish to preserve. Recognition implies a sharing of symbolic space within a society whose identity is constantly evolving as a result of the diversified contributions by majority and minority groups alike.

While this recognition makes it possible to establish principles concerning minorities, it does not dispel the need for specific measures when minorities are caught in the triple trap of discrimination, poverty and exclusion. It is often vital to take positive action to re-establish equal opportunities for the weakest and most disadvantaged to exercise their rights and freedoms.

Multiple citizenship

While attachment to a specific territory is still an essential element in defining citizenship, people nowadays have different attachments whose dominant feature is not necessarily related to a single geographical area. Groups of people with diverse cultural roots live side by side and interact closely. Thus the notion of citizenship becomes more complex and the reality of multiple citizenship must be recognised.

This means that each individual may wish to see his or her problems and aspirations addressed in distinct political arenas, which in some instances may be essentially territorial and in others more clearly cultural, without membership of or participation in one arena being deemed subordinate or alternative to the others.

Our democratic societies, primarily based on the territorial apportionment of power (State, region, town, etc.), are called upon to reconcile these new forms of citizenship with the social cohesion of the territorial unit for whose development they are responsible.

Means towards an end

To recognise and accommodate cultural diversity special attention should be given to the media, language and literature, heritage and history, religion, community development, citizenship education and human rights.

Public service media should be distinguishably at the service of the common good by catering for all sectors of society. Multilingualism is a cardinal aid to understand cultural diversity; hence the need to allow everyone to speak, teach and learn the languages of their choice.

European history should be taught in such a way as to cover different aspects and place sufficient emphasis on the periods prior to the formation of the nation-states, highlighting its intercultural character. It is necessary to bear in mind the religious attachment of many

minority groups, especially the Islamic civilisation and its present role as a component of the cultural identity of a number of communities in Europe.

Encouraging cultural communities to develop their creativity and take part in intercultural exchanges is the best way to avert the risk of their defensive withdrawal. To ensure effective citizenship education, priority should be given to the training of teachers, animators and all staff involved in school and out-of-school education.

Commitment needed

Human rights are the foundation of all attitudes, behaviour and measures aimed at meeting the needs of cultural communities. The essential right of knowing human rights implies that they be taught systematically, pointing out both their universality and their specific, diversified implications.

Local, regional, national and international authorities, as well as NGOs and individuals, are called upon to redouble their efforts to establish intercultural democracy based on the recognition of cultural identity as a constituent element of human dignity and of cultural communities, including minorities, as determining factors of democratic cohesion. ■

*Final conference on
"Democracy, Human Rights, Minorities:
educational and cultural aspects".*

*From left to right: Romanian Ambassador Sabin Pop,
Romanian Minister of Culture Ion Caramitru,
Ms Thérèse Mangot, Secretary General
Daniel Tarschys, CDCC chairperson
Margaretha Östern and Raymond Weber,
Director of Education, Culture and Sport.*



Urgently needed: active citizens

A special seminar was held at the Council of Europe last December with the aim of updating the concept and practice of citizenship in a society characterised by mobility, intermingling of cultures,

and responsibilities of citizens, and the participation of young people".

over Europe there is an urgent need of well-informed, proactive citizens capable and willing to strike a balance between their rights and duties at the local, regional, national and international levels.

From left to right: Judith Torney Purta, Alexander Sannikov, Lynne Chisholm and Michela Cecchini.



globalisation, decentralisation of power and high-speed information and communication.

Citizenship today and tomorrow can hardly be what it was in the past, when people lived quietly within a limited area and exercised their rights and duties as citizens of a single, well-defined political and social community. New ways of living and thinking have emerged, as a result of the "global village" brought about by the technological revolution.

It is, therefore, necessary to analyse what has changed in the exercise of people's civic rights and responsibilities. A basic conclusion of the seminar was that all

The Summit

Early in 1997 the Council of Europe's school and out-of-school section set up a project on "Education for democratic citizenship", and 15 experts headed by Monika Goodenough-Hofmann planned a series of activities on basic concepts, support and training, "sites of citizenship" or models of good practice, and dissemination of results.

This project fitted perfectly into the action plan approved by 43 Heads of State and Government who, in the October 1997 Summit, expressed their desire "to develop education for democratic citizenship based on the rights

The seminar, attended by 70 experts, was introduced by Raymond Weber, who stressed the need of responding to the far-reaching changes taking place in our societies by reducing the shortcomings of our political, economic, social and cultural structures, and "switching round the classical terms of citizenship".

"Education and training – as the levers for building a Europe of citizens – will play an important part in the development of European citizenship", said EU commissioner Edith Cresson in her highly appreciated message. The commissioner's message was read by Lynne Chisholm, who took an active part in the proceedings.

International organisations

A rather unusual panel discussion was held with the aim of knowing what is being done by international institutions on citizenship education.

Erol Akdag spoke on what the OSCE was doing by way of long-term missions, confidence-building measures and human rights education in conflict areas in Eastern Europe, Albania, Croatia and Turkey. Gilbert Caffin spoke in the name of 14 NGOs involved in the project (not to mention the 400-odd NGOs recognised by the Council of Europe), highlighting their down-to-earth action in favour of education, citizenship and democracy, by combating intolerance, insecurity and poverty.

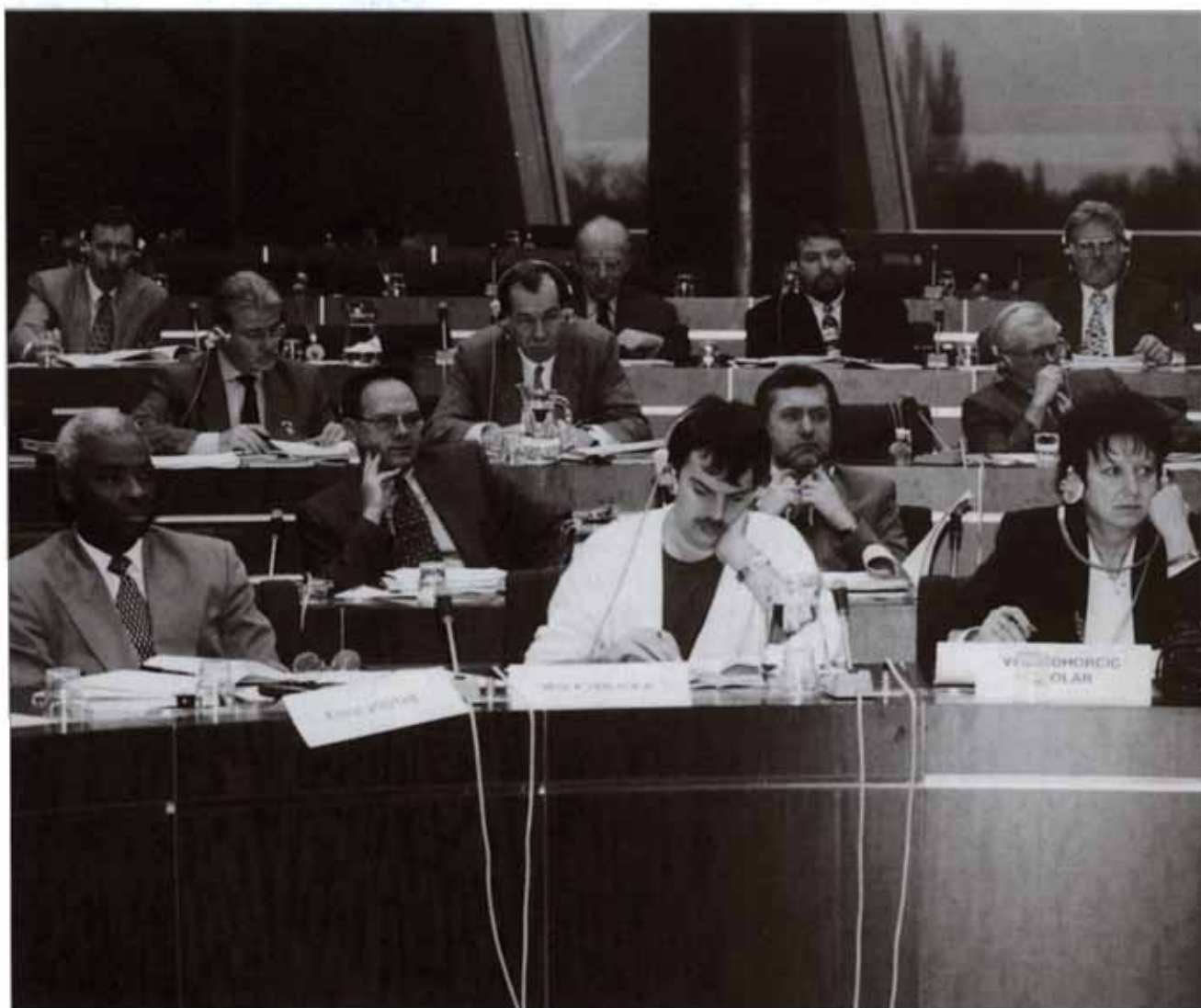
Lynne Chisholm illustrated the present and future DG XXII programmes on citizenship education in line with the Maastricht treaty and trend-setting documents like *Agenda 2000* and *Towards a Europe of Knowledge*. She argued in favour of new skills that tally with the requisites of the post-industrial information society.

Karlheinz Dürr illustrated the programme implemented by CIVITAS to promote citizen education. Though founded in Washington barely a year ago, CIVITAS has spread to far-flung countries (its secretariat is now in Strasbourg) and publishes its CIVNET journal and database on the Internet. Judith Torney Purta, who lectures at the University of Maryland, explained

the international analysis and evaluation of civic education in schools, of which she is in charge as chairperson of a steering committee set up by IEA (international association for the evaluation of educational achievement). The enquiry is expected to yield results next year.

Alexander Sannikov, who co-represented UNESCO, outlined the worldwide activities put up by this great organisation from 1974 onwards in the field of civic education, while Luis Albala-Bertrand briefly but effectively illustrated the unique project conducted by him and his team of experts on behalf of the Geneva-based UNESCO-IBE (International Bureau of Education). The first phase of this

Some of the participants to the seminar on "Education for Democratic Citizenship", including (from left to right in the front row) Ernst Jouthe, Will Kymlicka and Vida Mohorcic Spolar.



research, titled *What education for what citizenship?* and spread over 34 countries, was concluded in 1996. The project is still on.

Keynote speech

Ruud Veldhuis, director of the Amsterdam-based Dutch Centre for Civic Education, delivered the keynote speech on the basic concepts and core competences of democratic citizenship. He clearly defined the political, cultural, social and economic aspects of citizenship and the educational skills that go with them, pragmatically concentrating on the political dimension and stressing the need to foster citizen involvement, and this by several means, not limited to formal education.

The keynote text and questions distributed to participants in advance of the seminar served as a basis for discussion by three groups which worked in parallel. Their conclusions were relayed the day after to the plenary session by the respective rapporteurs: François Audigier, Marc Elchardus and Colin McAndrew.

Invited experts were the first to react to the working groups' findings, besides voicing their own ideas on the theme of the seminar.

The discussion was chaired by Portuguese Ambassador Alvaro Guerra, who reiterated the "overriding importance of education" to induce citizens, especially young people, to properly exercise their civic rights and responsibilities.

Panel of experts

Thérèse Mangot referred to the "Democracy, Human Rights and Minorities" project and to what the Council of Europe was doing in the field of cultural rights. Hans Peter Furrer, on the other hand, outlined the action taken by the political affairs department, of which he is in charge, to develop political studies in Russia and democratic leadership in several

countries of central and eastern Europe. He recognised the need to update concepts and methods.

Quebec's deputy vice-minister for civic relations, Ernst Jouthe, illustrated the work done both by the new Ministry for Relations with Citizens and Immigration, including the organisation on a yearly basis of a "citizens' week" and a competition for the best project on citizen participation (600 such projects were submitted last year), and by the Ministry of Education, which introduced citizen education in the new curriculum and included socialization and *vivre ensemble* as one of the three basic objectives of the educational provision.

Mr Jouthe stressed Quebec's readiness to participate in the Council of Europe project as a veritable laboratory of education for democratic citizenship.

Will Kymlicka, professor of philosophy at the University of Ottawa and author of several books and essays on multicultural citizenship, pointed out, among other critical observations, that unless one postulates a new brand of citizenship in an emerging post-modern society (not really the main theme of this seminar), the question of which competences were needed for democratic citizenship was less pressing than how to transmit and practise those skills on a large scale.

He mentioned minorities, regional languages, knowledge of history and the ability to dialogue with (and listen to) others as crucial issues in citizenship education in diverse societies.

Virginia Valova highlighted the topical issue of citizenship education and involvement in central and eastern Europe, while Anton Pelinka, professor at the University of Innsbruck and an expert on cultural identity and minority issues, listed nine ambivalences underlying the concept and practice of civic education (like the concept of democracy as majority rule vis-à-vis minority and individual rights), which

need to be explained, understood, accepted and integrated in real contexts. He concluded by saying that the "the only simple formula in citizenship education is that there is no simple formula".

Further action

The unenviable task of summing up the seminar was entrusted to Marino Ostini, while the final remarks were committed to the deputy secretary general of the Council of Europe, Hans Christian Krüger, who listed a number of issues worthy of further exploration, such as the changing work pattern, persisting marginalised groups, new citizen rights and duties, multiple citizenship, youth lifestyles, democracy at school and pupils' rights.

The seminar's main texts are available on request, while its conceptual input and the previous work on democratic citizenship form the object of forthcoming studies by François Audigier and Etienne Grosjean, respectively.

Meanwhile the experts in charge of the project, now headed by César Birzèa, proceed with the planning and implementation of activities. They welcome information from all quarters on good examples of citizens' involvement in running public affairs. ■

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In the next issue:

- Learning and teaching about the History of Europe in the 20th century in secondary schools;
- Progress report on the "Education for democratic citizenship" project;
- Books in brief.

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Human Rights Education

The Council of Europe's Parliamentary Assembly – made up of 286 members and an equal number of substitutes from national parliaments, who meet in Strasbourg for a week every three months to deliberate on issues of pan-European importance – has recently recommended the teaching of human rights as an autonomous subject.

The Assembly points out in its Recommendation 1346 (1997) that a lack of human rights culture persists in several countries and that sheer ignorance of human rights and of other cultures is at the root of the negative attitudes that continue to exist towards the Jews, Muslims, Roma/Gypsies, immigrants or members of national

minorities. One of the most effective ways of preventing such attitudes is through education.

Who should learn human rights?

Curricula from primary school to university should therefore be reviewed, with the dual aim of eliminating any residual trace of racial prejudice and introducing elements which promote the positive appreciation of different cultures.

Human rights education should form an integral part of the initial and in-service training of teachers, and of the curriculum from primary school to university.

Journalists, lawyers, officers dealing with the public, the police, prison staff and people dealing with refugees and asylum seekers are singled out in the Assembly's recommendation as requiring a good grounding in human rights education.

Politicians and the media should commit themselves to protect human rights and to vigorously oppose any racist or xenophobic propaganda.

The Assembly finally recommends that Council of Europe's bodies like the CDCC and ECRI (European commission against racism and intolerance) should monitor national policies and identify examples of good practice in human rights education. ■

The Human Rights building in Strasbourg



Books in brief

Secondary Education in Europe : *Problems and Prospects*, by Denis Kallen, 1997, 232 pp.

The European Dimension in Secondary Education, by Dominique Barthélemy, Raymond Ryba, César Birzéa and Jean-Michel Leclercq, 1997, 105 pp.



What Secondary Education for a Changing Europe? Trends, challenges and prospects, by Pierre Luisoni, 1997, 132 pp.

All three books, published by the Council of Europe, deal with the "Secondary Education for Europe" project, which lasted from 1991 to 1996.

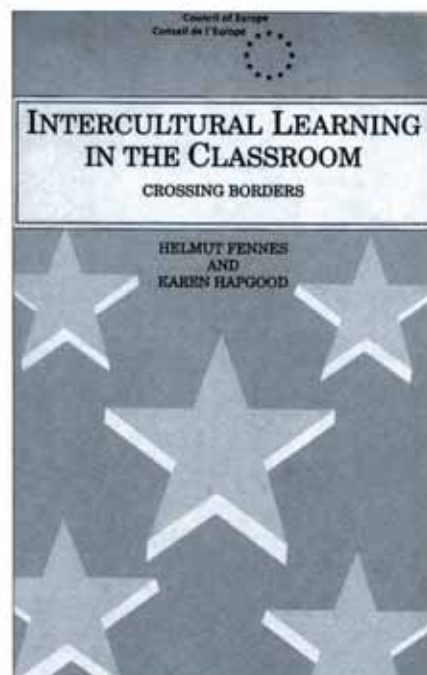
The first is a factual comparative analysis of secondary education in Europe and is based on the reports sent to the Council by member States participating in the project (23 of these country reports have been published, while 15 others are in mimeograph form). Themes like secondary school structure and management, curriculum policy, staff training and development, school performance and efficiency, and the

social aspect of compulsory education are given substantial consideration.

The second book examines the European dimension policy as practised in member States, which was one of the project's twin objectives. It contains masterly essays based on information gleaned from many European countries. The European dimension concept, the pedagogical tools capable of implementing such a policy, suitable school and out-of-school projects and the training of teachers and headteachers are analysed by the co-authors, respectively.

The third book is a general report on the Final Conference which took place in Strasbourg on December 2-5, 1996. The opinions and judgments expressed in this book reflect those of many experts and practitioners involved in the project.

Intercultural Learning in the Classroom – Crossing Borders, by Helmut Fennes and Karen Hapgood, published jointly by Cassell and the Council of Europe, London 1997, 312 pp.



The authors are experts and practitioners in intercultural learning, having worked for a long time with EFIL (European Federation for Intercultural Learning) and with the Council of Europe (School links and exchanges and the European Youth Centre).

They strongly believe that intercultural education, like human rights, to which it is intimately connected, should form part not only of the school's ethos but also of its curriculum.

Teachers, heads of school and educators who share this view will find in this book a unique blend of theory and practice.

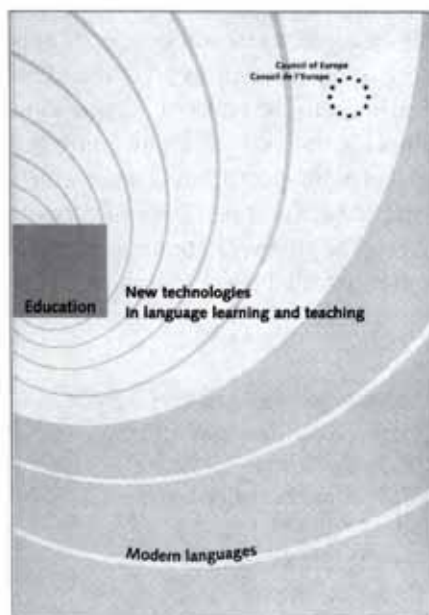
It contains practically all they need to know and to do, to teach students how to cross cultural borders and live peacefully with others in a multicultural society.

New Technologies in Language Learning and Teaching, edited by Ann-Karin Korsvold and Bernd Rüschoff, preface by John L.M. Trim, Council of Europe Publishing, 1997, 156 pp.

This is one of many publications connected with the "Language Learning for European Citizenship" project. The Council has been deeply involved in language learning methodology, and has recently organised a series of workshops and research programmes on the exploitation of the new information technology in language learning. The present compendium combines theoretical considerations with case studies and examples of good practice.

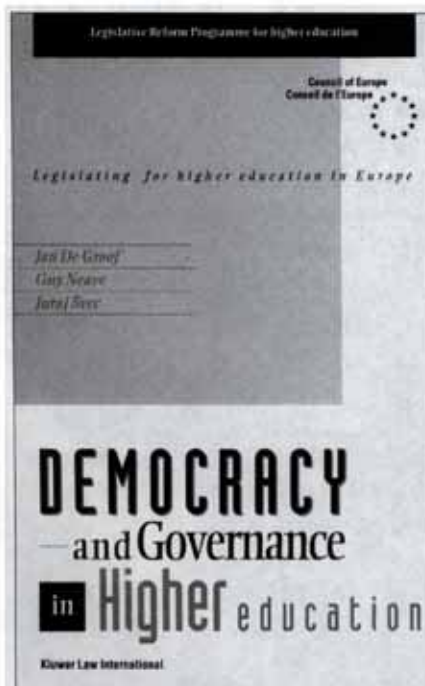
"Video is no longer considered new technology in language teaching, yet one of the most exciting advances in the 1990s has been the integration of video into the panoply of media that

can now be delivered by computer", writes Elspeth Broady in her contribution on "Video makes a come-back".



Relations between State and Higher Education, edited by Roel in't Veld, Hans-Peter Füssel and Guy Neave, The Hague 1996, 321 pp.

Democracy and Governance in Higher Education, edited by Jan De Groof, Guy Neave and Juraj Svec, with a foreword by Daniel Tarschys, The Hague 1998, 402 pp.



The Legislative Reform Programme (LRP) was started in 1992 by the Higher Education and Research Committee,

and will proceed at least to the year 2000. Its commitments include the publication of six books on "Legislating for Higher Education in Europe". These first two volumes combine an in-depth discussion of the chosen theme with a series of surveys by different experts illustrating how the subject is dealt with in several European countries.

Both books are published jointly by the Council of Europe and Kluwer Law International. The programme is supported financially by Denmark, Germany, Greece, Ireland, Italy, the Holy See, The Netherlands, Norway and Switzerland. The graphic design is sponsored by Slovenia.

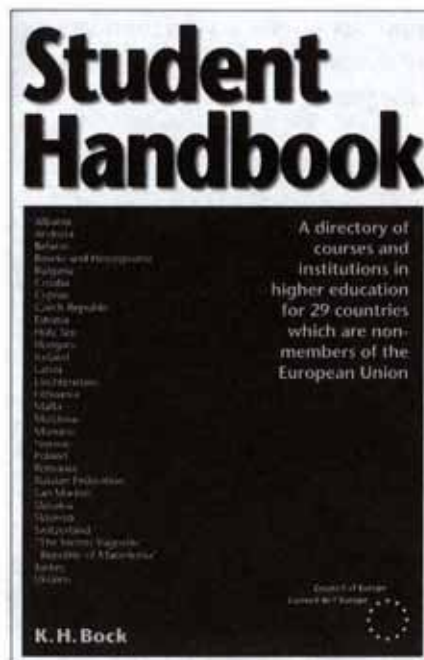
Student Handbook – A directory of courses and institutions in higher education, Council of Europe and K.H. Bock Verlag, Bad Honnef 1997, 419 pp.

This third edition of the *Handbook* (the second was published in 1991) is a handy, yet comprehensive and reliable list of addresses and detailed information about some 1500 institutions of higher education in 29 countries, ranging from Albania to Ukraine, which are not members of the EU (the 15 EU member States are covered by the ORTELIUS database at Via dell'Agnolo 87, 50122 Firenze, fax +39 55 2341516, Internet: <http://ortelius.unif.it>).

The 29 contributions, including basic information on higher education in each country, have been submitted by as many national experts between April 1996 and October 1997.

As Secretary General Daniel Tarschys points out in his foreword, the book should inspire students "to seize the new opportunities for study abroad", which is probably the best way of "literally broadening the horizons of young people"; it is also a tool to foster "structured cooperation between institutions of higher learning", which is "a long-standing aim of the Council of Europe".

Universities and education ministries should encourage the distribution of this useful publication (ISBN 3-87066-440-1), which is available from Karl Heinrich Bock Verlag, 53581 Bad Honnef, Postfach 1145, Germany (fax +49 2224 78310, Internet: <http://www.bock-net.de/studenthandbook>).



Cultural Heritage and its educational implications: a factor for tolerance, good citizenship and social integration, Council of Europe Publishing, 1998, 132 pp.

Strategies for vocational training in architectural heritage skills, Council of Europe Publishing, 1998, 132 pp.

The first book contains the *proceedings* of a seminar held in Brussels in August 1995 on the initiative of the Council of Europe, the Ministry of the Brussels-Capital Region, the French Ministry of Culture and the City of Brussels, in collaboration with the *Crédit communal de Belgique* and the King Baudouin Foundation. The aim was to show how heritage education contributes effectively to promote mutual understanding, citizen education and social cohesion.

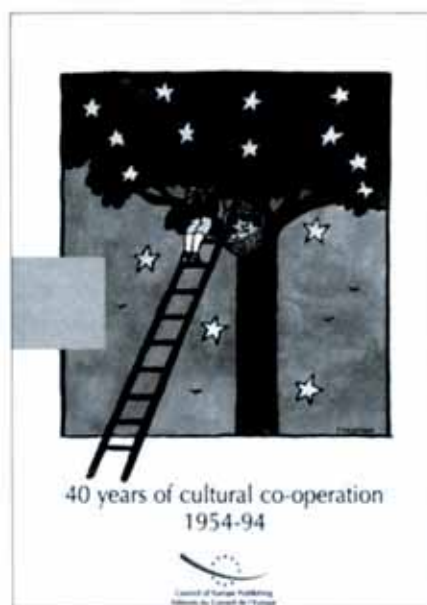
The second book contains the contributions by 24 experts who attended a symposium held by the Council of Europe during the International Heritage Fair at Le Carrousel du Louvre, Paris, in

April 1996. All speakers stressed the need of vocational training to preserve and enhance the built environment, which is "a central, but often unregarded, element in the daily lives of most of the people of Europe" (Robert Hook). A "European Foundation for Heritage Skills", now operative at the Council, promotes the training of craftsmen and professionals with a view to enhancing the cultural heritage skills, including those whose survival is at risk.

40 Years of Cultural Co-operation at the Council of Europe: 1954-1994, by Etienne Grosjean, preface by Raymond Weber, Council of Europe Publishing, 1997, 286 pp.

The first 95 pages focus on what has been done by the Council in the field of education and culture in the last

forty years. The European Cultural Convention was signed in Paris in 1954 by 14 Council of Europe member States and is now ratified by 47 countries. This pan-European dimension is evi-



dent proof of the Council's vigour and power of attraction in the cultural field. The second part of the book illustrates the "common principles" derived from cultural cooperation, the main principle being that cultural cooperation is both a means towards an end and an end in itself. The cover picture by Tomi Ungerer shows a little girl filling her basket with fruit from a tree which symbolises European cultural cooperation. The tree will continue to grow and bear fruit if we all do our part. ■

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Web Statistics

European Cultural Co-operation

Visits to our web-site have increased considerably – from 25,121 files read in December 1997 to 88,479 in March 1998. They almost doubled between February and March. This constitutes a good incentive for increasing the number of documents available on the web and for updating existing ones.

We have launched a new graphical chart as well as a search engine to make visiting the site easy and pleasurable. Searches can be carried out using key words in the two official languages of the organisation. These changes will eventually affect all sectors, so now is the time to reach for your mouse!

General Statistics regarding the number of visits to the European Cultural Co-operation site

	February 1998	March 1998
Number of visits to the Homepage	1 842	2 468
Total number of files read	44 976	88 479
Total number of user sessions	5 481	7 410
User sessions in France	27.49 %	30.08 %
International user sessions	51.14 %	48.62 %
Unknown user sessions	31.36 %	20.56 %
Average number of visits per day	1 606	2 854
Average number of user sessions per day	195	239
Average length of a user session	00:10:58	00:14:57

Do not forget to use and make as widely known as possible the European Cultural Co-operation web-site address

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