

Newsletter education

No. 6. – November 1998

Council of Europe
Conseil de l'Europe



Editorial

This edition of the *Newsletter* reflects both the new role which the Council of Europe is playing throughout the continent in the field of education and the thematic continuity and guiding principles which underpin our activities.

The speed of change over the last decade has been as dramatic for our organisation as for many of our new member States, and transition has now become a constant feature of our work. While posing new organisational problems, a fast-moving pan-European context has also created new challenges and opportunities.

The Second Summit of October 1997 continues to give us direction, with the emphasis firmly upon education for democratic citizenship and the social implications of new information technologies. The Minister of Education of Romania, Andrei Marga, explains in an interview on pp. 1-3 how these priorities have helped shape a national education policy that effectively deals with new social and economic realities in his country.

History teaching remains central to our mission, as European societies are increasingly faced with new challenges in

relating past and present realities, and our recent work in this field is examined in the article on pp. 7-8. Conflicts around Europe have often resulted from over-simplification of historical complexity, and the manipulation of different versions of "truth". No better illustration can be found than in Bosnia and Herzegovina, where the past continues to weigh heavily upon the present. The Council of Europe's Education Department is deeply involved in helping Bosnia and Herzegovina to meet the challenges that lie ahead.

As we move towards a new school year, the moment is also opportune to think of future directions, and serious planning is now being undertaken both for future multilateral programmes and bilateral actions offering technical assistance to member States.

Never before has the Council of Europe had such a high profile in education or been engaged in such a range of educational issues. Opportunities for future development lie in our response to these great challenges.

Gabriele Mazza

(Tel. +33 (0)3 88 41 26 29)

Interview with ANDREI MARGA Minister of Education of Romania

Newsletter Education: *We were glad and honoured that you attended the Higher Education and Research meeting in Strasbourg on 25-27 March as head of the Romanian delegation, and actively followed its proceedings. What is your impression of the meeting?*

Andrei Marga: The meeting had a very good agenda, which included practical items on important issues. It led to an

explicit analysis of those issues followed by beneficial recommendations. In my view, the Higher Education and Research Committee has succeeded in converting the decisions of the Strasbourg Summit into effective programmes. Certainly, its meetings represent today an essential framework for the development of European universities.

NE: Which projects recently or currently implemented by CC-HER do you consider particularly relevant for your country?

AM: Basically, almost all programmes are relevant. Of particular importance are those which consolidate academic research and improve the competitiveness of universities. The agenda of the March 1998 meeting, for instance, included essential topics such as the endorsement of research as the basic mission of the university and enlarged access to universities. Also very important: regional co-operation, regulations concerning the recognition of diplomas, lifelong learning as part of the education structure. Programmes and guidelines regarding the above issues are very useful for Romania and, I suppose, for other European countries as well.

NE: Which other projects or areas not covered by the Committee, if any, would you recommend to take up as a priority?

AM: There are many indicators which prove that graduate studies are becoming increasingly important in Europe. I believe this is a field where we need an in-depth analysis and increased international co-operation. The university financing systems deserve further analysis by CC-HER. So also university accreditation, co-operation on distance learning and the implementation of diploma recognition and equivalence agreements.

NE: In your contribution to the discussion on the social sciences you pointed out that social scientists would wish – and deserve – to be better utilized by politicians. Would you expand on this?

AM: CC-HER produces valuable analyses which constitute the basis for pertinent recommendations. I would say that some of them could be worded more concretely with the help of experts in the social sciences. For example, the very appropriate topic of European Studies at university level has been discussed, but expert opinions were not taken explicitly into consideration. Thus, the discussion and recommendations were left in too general terms to be successfully implemented. In my opinion, the expert input of social scientists prior to meetings and the drafting of proposals would be useful.

NE: Romania signed and ratified in 1995 the Framework Convention for the Protection of National Minorities, but not yet the European Charter for Regional or Minority Languages which entered into force on 1st March, 1998. What, in a nutshell, is your policy on minority issues? And what about the teaching of history and geography in schools in minority areas like Cluj-Napoca?

AM: Romania signed and ratified the Framework Convention. The signing and ratification of the European Charter are under way. But both are already broadly implemented in education. In Romania, as in other countries, a wise,

democratic and modern management of the interactions between the majority and ethnic minorities is a condition for successful educational reform.

This aspect of educational reform implies a systematic policy regarding ethnic minorities, based on the following general premises:

- multiculturalism is in the interest of all;
- cultural diversity is not a limitation of one's cultural identity, but an incentive for achievement and a source of cultural enrichment;
- in a democratic society, lasting solutions cannot be achieved without the consent and support of the majority of the population;
- solutions that make use of force – physical or moral – are counterproductive.

The reform envisages legislative policy options such as the following:

- practical opportunities for ethnic communities to learn their own language and improve the knowledge of their own culture;
- an increase in the number of school and university students belonging to ethnic minorities;
- the removal of legislative limitations regarding study and qualification opportunities in minority languages;
- international co-operation in the writing, publication and translation of textbooks;
- support for academic institutions that promote both the affirmation of cultural identity and the protection of intercultural communication.

The teaching of history of geography is now governed by the *Ordonanta 36/1997* of the Romanian Government. In the next months Parliament will be debating the new Education Law. Our Ministry of Education has launched new programmes concerning the drafting of textbooks with international co-operation, the preparation of specific textbooks on the history of minorities in Romania, the inclusion of the Holocaust in the history syllabi, and so on.

ABBREVIATIONS:

CoE:	Council of Europe
DECS:	Directorate of Education, Culture and Sport
CDCC:	Council for Cultural Co-operation
CLRAE:	Congress for Local and Regional Authorities in Europe
EU:	European Union
CC-HER:	Committee for Higher Education and Research
ECML:	European Centre for Language Learning (Graz)
ESSSE:	European Secondary School Student Exchanges.

NE: Is computer-aided education on a large scale one of your Ministry's priorities?

AM: Indeed, our Ministry sees the use of computers in education as a priority. Our objective is to introduce computer equipment into university faculties, high schools and also primary schools. The 1998-1999 project envisages that every school will make use of a computer micro-network. There is also a wider governmental programme in this respect. Computer studies on a large scale is one of the objectives of the comprehensive education reform currently under way in Romania.

NE: And which are your other objectives at school, out-of-school and university levels?

AM: The education reform should bring about several changes, such as:

- a new national curriculum and the reorganization of studies at all levels;
- updating our basic concepts of education and shifting the system towards a perspective of problem solving and the acquisition of skills;
- the opening up of educational institutions to take into account the real needs of society;
- the development of infrastructure and the linking of educational establishments to the national and international communication systems;
- decentralized school management and global financing;
- the implementation of joint curricula and joint research, through international co-operation.

Our comprehensive reform is also expected to lead to:

- a drastic decrease in illiteracy and the strengthening of vocational education;
- a substantial increase in the number of high school and university students;
- the introduction of non-traditional forms of education, such as distance learning and continuing education;
- individual tracks of study, in which students choose a combination of subjects;
- increased autonomy, including the setting up of local curricular components and the employment of teaching staff;
- the improvement of school and university financing through extra-budgetary resources and support from local authorities and communities;
- a modern system of knowledge and skills appraisal and assessment.

Universities in Romania are moving from a policy of extensive development, predominantly reparatory in terms



The Romanian Delegation to the CC-HER meeting last March. Minister Marga is first from right.

of past frustrations, to a policy of scientific performance. The new policy is based on the implementation of the following main options:

- revised access procedures;
- the protection of the scientific quality of university studies through curricular reform, new assessment mechanisms, staff recruitment and promotion on the sole basis of professional merit;
- explicit partnership between universities and public and private enterprises;
- the universities as sources of technical, economic and cultural innovation;
- support of quality private higher education;
- promoting scientific research by establishing centres of excellence, schools of advanced studies, grants for gifted students, etc.
- systematic academic reform in accordance with international guidelines, through appropriate governmental decisions.

Other Delegations to the CC-HER meeting.



Educational Challenges in Bosnia and Herzegovina

Recent events in Bosnia and Herzegovina have provided the Council of Europe with some of its greatest ever challenges, as a new nation emerges from the bellicose separation with the former socialist federal republic of Yugoslavia. With the complex legacy of war and ethnic division permeating all aspects of society, the tasks ahead are unprecedented.

The major educational challenge is to establish an integrated system, which respects the rights of all citizens, irrespective of ethnicity, religion, language or gender. The Council of Europe, with a wealth of acquired experience in human rights and the rule of law, is playing a high-profile role in the development of cantonal and national education systems. Important initiatives are being taken forward in co-operation with regional and national education authorities, international organisations and other stakeholders in the fields of teacher training, curriculum development, higher education institution building, and other key policy areas.

Teacher Training in Human Rights and Citizenship Education

At the end of the war in 1996, the Education Committee reacted quickly to a situation of extreme need in Bosnia and Herzegovina, launching a project on teacher training. Initially the programme brought educational support for Bosnian teachers who were lacking confidence in their own ability to cope with the demoralising situation in which they found themselves. Re-establishing connections with the outside world – a world of relative educational normality – made a deep and positive impact.

This year a new phase of development is under way. The focus of the programme is now upon building a framework for sustainable and permanent development and innovation in the Bosnian education system. Considerable emphasis has been placed on the role of Bosnian teacher trainers – not only in the planning of

seminars, but also in the delivery of contents and the development of follow-up activities, demonstrating how new knowledge, skills and awareness can be introduced from within the education system.

Bosnian Pedagogical Institutes, which are responsible for in-service teacher training, have been identified as key partners. They supplied the teacher trainers who, with support from Council of Europe trainers, delivered courses on human rights education for teachers in five seminars around the country in October 1998. The most important emerging role for the Pedagogical Institutes is in continuing to support the integration of human rights education into regular in-service teacher training programmes. As a first step in this process, Bosnian trainers will form peer support networks which are open to all teachers. Mutual support will hopefully facilitate the introduction of new methods, skills and attitudes in schools.

Education Steering Group in Sarajevo

A key factor for the success of the refugee return process in Bosnia and Herzegovina is the guarantee of appropriate educational provision for all, and a series of measures is being implemented by international organisations to encourage and monitor progress. In the Sarajevo Canton, which has a particular role to play in setting positive examples for the rest of the country, an Education Steering Group has been established with the principle task of promoting educational integration. Following a request from the Office of the High Representative in Sarajevo in March 1998 Mr Gabriele Mazza, Head of the Education Department at the Council of Europe, was appointed Co-Chair of this group. Four working groups have been set up to make progress on critical elements of education policy. One group has focussed on textbook review and has completed a study of all textbooks in

history, geography, social studies, fine arts and literature in use in secondary schools in the canton. Contents which could cause offence to members of certain communities have been identified, and a series of recommendations, which include the withdrawal of problematic passages from textbooks and their replacement by more suitable educational materials, should now be implemented by the cantonal authorities.

Several pilot projects on intercultural education have been submitted to the working group responsible for promoting confidence-building initiatives between the communities, and it is now important that these are taken forward in earnest to give hope and inspiration for future action.

A third working group has focussed upon issues of discrimination, with the task of establishing a procedure whereby complaints within the education system can be fairly and effectively resolved. A fourth working group is concentrating upon the distribution of educational resources, to ensure that no ethnic group suffers discriminatory treatment. The working groups have recognised, however, the need for the whole country to move in the same direction. Particularly thorny problems persist in the field of history teaching, and a number of proposals are currently being explored. These include developing commonly agreed texts regarding the recent war adapted to the differing levels of complexity suitable for use in primary and secondary schools.

Curriculum development

Curriculum development and reform across the country is a priority concern. Within the Federation, responsibility for education has been delegated to cantonal level, and a variety of school curricula have developed. Coordination between the cantons is required if educational rights for all communities are to be guaranteed. Educational achievements should be recognised throughout

the country, allowing children to move easily to schools in different parts of the country, as well as abroad. Without such co-ordination, problems of access to higher education will also become acute.

The Council of Europe is working actively to promote co-operation at all levels of educational responsibility. The Ministers of Education of the Federation of Bosnia-Herzegovina and the Republika Srpska now meet each month under the alternating chairmanship of the Council of Europe Head of the Education Department and the Office of the High Representative, with the aim of moving towards the resolution of shared educational problems, and the launch of common initiatives.

Linguistic Issues and New Textbooks

A number of representatives of the education authorities in Bosnia and Herzegovina consider that the new linguistic situation – with three so-called languages (Bosnian, Croatian and Serbian) having developed from one former language (Serbo-Croat) –

demands separate school systems, as different needs cannot be reconciled within a single system. Arguments based on language rights are now commonly used to justify segregation in schools and the development of separate ethnic curricula.

Acquiescence in developing separate language versions of textbooks (as requested by representatives of the various education authorities) could therefore be a step towards acceptance of a policy of segregating children according to their linguistic, and therefore ethnic, group. What will be the long-term implications of such a policy? Such questions influence both the nature of the school system and of society, and some guidelines, based upon an independent review of linguistic development in the country, are urgently required.

Governance and Financing

Development of coherent education policies is made difficult by the complex systems currently in operation, and by the lack of clarity in the decision-making processes. In order to guide education policy in Bosnia, precise information

regarding the current situation is essential, and with this in mind the World Bank and the Council of Europe are collaborating on an extensive project promoting the process of reform of governance and financing structures in all sectors of the education system in Bosnia and Herzegovina.

Conclusion

Moving towards a more integrated education system is a task of immense difficulty, which involves intricate step-by-step planning, and re-establishing trust between the different communities. In the current post-war context, where fragmentation along ethnic lines remains the reality in most parts of the country, there are few matters of higher priority. ■

Contact:

David Crosier

Tel.: +33 (0)3 88 41 30 58,

e-mail: david.crosier@coe.fr

Andreas Kleiser

Tel.: +33 (0)3 88 41 28 34,

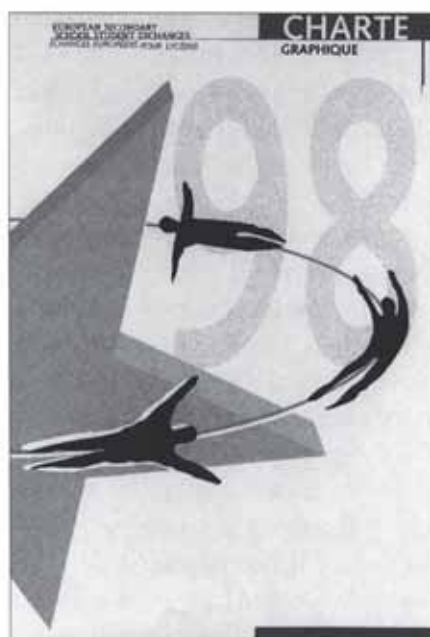
e-mail andreas.kleiser@coe.fr

The ESSSE programme

ESSSE stands for European Secondary School Student Exchanges, which is a new programme aimed at promoting student mobility among the Council of Europe member States.

The programme started in September 1998 with exchanges from the following countries: Austria, Czech Republic, Germany, Hungary, Italy, Latvia, Norway, Russia, Slovak Republic and Switzerland. Other countries will be invited to take part, on a rotation basis, in the next four years. The programme is expected to be concluded in the year 2002.

The idea of a youth exchange programme involving member States



was first proposed by the Norwegian Government in 1997. The proposal was amply supported, and was approved by the Heads of State and Government who met in Strasbourg in October of that year. It featured in the Action Plan, as part of the "Education for Democratic Citizenship" project.

Norway accompanied its proposal with the offer of 5 million FF over a five-year period: 2 million were handed in immediately, to start the ball rolling. It is hoped that other member States will follow the Norwegian example, knowing how important student mobility is to ensure mutual understanding and cultural cohesion in Europe.



funds for such a worthy cause are available – they will be invited to meet in Strasbourg to share the outcome of their experience and discuss subjects of particular interest to the Council of Europe, such as democratic citizenship, youth involvement and human rights education. ■

Contact:

Verena Taylor
(Tel. +33 (0)3 88 41 23 12)
(For further information,
see Internet:
<http://culture.coe.fr/essse>)

“Go to school and live with a host family for at least three months in another European country. You will see how life is in a country different from yours, make new friends, improve your knowledge of a foreign language and acquire new, enriching experiences”. This is the programme’s message to young people. Teachers are invited to inform their students about the ESSSE programme, and encourage those who would be willing and capable to benefit from it. They would then be expected to welcome a foreign student in their classroom in exchange.

Parents are likewise invited to support their teenagers’ inclination to travel and study abroad, at the same time enjoying the benefit of full-time assistance and counselling by staff and volunteers selected by the European Federation for Intercultural Learning (EFIL), which is the Council of Europe’s partner in this venture. EFIL (Rue des Colonies 18-24, B-1000 Bruxelles) has a long-standing, reliable experience in student exchanges.

The following are the criteria to be followed in selecting candidates, who would then be provided with the necessary financial support and ongoing supervision and assistance to enable them to live with a host family and attend school for a period ranging from 3 to 9 months:

- be between 16 and 19 years of age;
- attend school in one of the Council of Europe’s member States participating in the programme;
- successful school record and possibly active involvement in school life;
- fluency in English or French or the language of the host country;
- a supporting letter from a teacher;
- parental written agreement;
- brief curriculum vitae and a two-page letter illustrating the reasons for participating in the programme.

Liaison officers from each participating country are kept informed of the aims, procedures and other details concerning the programme: an introductory seminar for them was held at the European Youth Centre in Budapest last June. The final selection will be in the hands of the Council of Europe’s Director for Education, Culture and Sport.

Member countries wishing to take part in next year’s ESSSE are kindly requested to inform the Council of Europe accordingly by autumn of this year, possibly through the national delegate/s to the Education Committee (CC-ED). The selected students will participate in the “European Language Portfolio”, which is a kind of “language passport” currently being prepared by the Council’s Modern Languages section. It is also hoped that – if additional

How to contact us

Come surf with us on <http://culture.coe.fr> and have access to information on a wide range of CoE activities and publications on education, culture and cultural heritage. All Education Department officials can be contacted by fax (+33 (0)3 88 41 27 88/27 06), by post (c/o DECS, Council of Europe, 67075 Strasbourg Cedex, France) or e-mail (name.surname@coe.fr for ex. catherine.becarmin@coe.fr).

Books published by the CoE can be ordered from Council of Europe Publishing:
tel. +33 (0)3 88 41 25 81,
fax +33 (0)3 88 41 39 10,
e-mail: publishing@coe.fr
(website: <http://book.coe.fr>).

Unless otherwise stated, illustrations are provided by the CoE photographic and audiovisual department.

Opinions expressed in this Newsletter do not necessarily reflect the official policy of the CDCC or of the Secretariat.

In the next issue:

- Challenge and commitment in Bosnia-Herzegovina
- The university legislative reform programme (LRP)
- The European Centre for Modern Languages (Graz)
- Books in brief.

On Teaching 20th Century European History

History is a privileged subject at the Council of Europe – and rightly so, because history is *magistra vitae*, as Cicero taught us, and because it is highly conducive to mutual understanding.

The past is inevitably linked to the present and the future, both individually and collectively. To use a famous metaphor by Salvador de Madariaga: the past is the blood which runs in our veins, the present is our flesh and bones, the future is the air we breathe.

Current action on the subject at the Council of Europe focuses on the teaching of 20th century European history, in addition to a series of activities (known as the Secretary General's New Initiative) aimed at updating the teaching of history in central and eastern Europe, including the Russian Federation.

As a result of the Vienna Summit of October 1993, which had recommended action aimed at eliminating stereotypes and prejudices "through the teaching of history by emphasising the positive mutual influences between countries", a project on "The Teaching of History in the New Europe" was implemented in 1994-96. Its dual objective was to establish innovative methods and to involve as many curriculum developers and history teachers as possible.

The project produced a number of seminars and two practical handbooks for teachers: one on history teaching and the promotion of democratic values, and the other on school projects and activities illustrating the mutual influences mentioned in the Vienna Declaration. History teaching in general, and the project in particular, featured prominently in the resolutions adopted by the European Ministers of Education who met in Kristiansand, Norway, on

22-24 June 1997 (19th session of their standing conference).

The same conference approved (in Resolution no. 2) the launching of the project on "Learning and Teaching about the History of Europe in the 20th Century", whose aims were identified as follows:

- to interest secondary school students in the recent history of our continent, helping them to understand the forces, events and individuals that have shaped today's Europe;
- to provide curriculum developers, authors of textbooks and multimedia resources, history teachers and their trainers with practical advice, examples of good practice and innovative approaches;
- to include the positive mutual influences as well as sensitive and controversial issues;
- to pay particular attention to links and balances between local, regional, national, European and world history.

In accordance with the above resolution – and also on the spur of a Parliamentary Assembly recommendation (No. 1283/96) that "suitable place be found for the teaching of modern history to better prepare the young for the promotion of democratic values" – the programme of activities, which actually took off with the first meeting of its Project Group in mid-May 1997, is now in full swing.

Fruitful cooperation has been established with the Georg Eckert Institute for International Textbook Research (Celler Strasse 3, D-38114 Braunschweig), which specialises in textbook analysis and production on history, geography and the social sciences, and with the Standing Conference of History Teachers'

Associations (Euroclio), which is active in most European countries. Collaboration with the Parliamentary Assembly, CLRAE and NGOs has also been sought, as well as synergy with the Department's flagship project on democratic citizenship and its teacher training programme.

For instance, the 80th seminar for European teachers held at Donaueschingen last June dealt with population movements in Europe in the 20th century and their impact on education. The report by Daniëlle Leclerc is available on request.

A simulation, by secondary school students from various countries, of the Treaty of Westphalia (1648) is being held this year in Münster, Germany, on the lines of the simulation exercise held last year in Cambridge, UK, on the Paris Peace Conference of 1919 and the Treaty of Versailles (see the report by Sean Lang and the December '97 issue of this *Newsletter*).

A four-day seminar for history teachers from several countries was held in Vienna last April on the subject "Initial training for history teachers in 13 Council of Europe member States". The report by Dr Julieta Savova has just been published.

A seminal study by Dr Falk Pingel, the Georg Eckert Institute's deputy director, on "Ways in which the History of Europe in the 20th century is presented in secondary school textbooks", and a comprehensive report by Dr Robert Stradling on the three-day seminar which took place in Budapest last December on "Teaching the History of Europe in the 20th century: approaches and problems" are of basic importance and stimulus to the project. Both publications (CC-ED/Hist 97/41 and CC-ED/Hist/Eur 98/1, respectively) are available on request.

The project is expected to be concluded in the year 2000 or thereabout.

Its manifold activities, case studies and publications will hopefully ensure that history continues to occupy a prestigious place in the school curriculum

and that its textbooks and syllabi will not stop abruptly in 1914 or 1918, as is often the case, but will cover a large part of the 20th century, thus helping young people to better understand what is going on around them and what lies in store for them. ■

Contact:

Carole Reich
ou Consuelo Holtzer
(Tel. +33 (0)3 88 41 22 45
ou 41 39 64)

The Council of Europe Education Committee

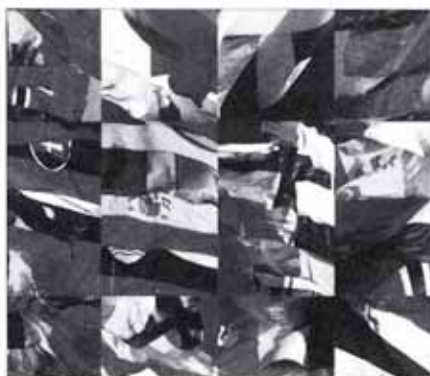
On the occasion of a reception for members of the Education Committee on 16 March hosted by Mr Johannes Dohmes, German Ambassador to the Council of Europe, the chairman, Mr Klaus Eichner, delivered a short address on the current work and priorities of the committee. He began by recalling the history and structure of the Committee as the only pan-European forum for educational and school policy matters. He outlined the current work programme: education for democratic citizenship, language policy for a multilingual and multicultural Europe, teaching 20th century European history, the educational aspect of the new information technologies, in-service educational staff training, school based links and exchanges. Mr Eichner then addressed the challenges facing the sector:

"Educational policy and reform have plenty of "conflict potential". Such matters are necessarily steeped in national and regional traditions and structures, and are, therefore, hardly amenable to international regulation or even co-ordination. The principle of subsidiarity, with its legal implications for the EU, is a clear expression of this problem.

The Council of Europe's role in education was also constrained by the fact that the organisation depends on consensus and unanimity (which, however, does not necessarily imply working according to the lowest common denominator).

The current process of European unification poses major challenges in the

domain of education. Focussing primarily on political, economic and institutional issues runs the risk of instrumentalising education, and ignoring the multifaceted value traditions in Europe. This may lead to an increase in regulated uniformity for the individual, with the danger that Europeans lose sight of their identities, their common European awareness or, in the words President Havel, their "inherited values".



At the last meeting in October 1997 the European Ministers of Education stressed that educational institutions needed to establish greater understanding and confidence among the peoples of Europe and to encourage them to respect the diversity of European Cultures. They pleaded for democratic citizenship education in order to help young people to become active and autonomous citizens committed to European traditions of basic values.

The second Summit has followed this recommendation and the Education Committee will now have to operationalise this mandate as an essential contribution to the mission of the Council of Europe. ■

The Committee has made, and will continue to make, a special effort to encourage the reform of education in central and eastern Europe and to integrate its new partner countries successfully into all of its activities.

This cannot imply merely extending west-European structures and norms. Neither should the process of "rapprochement" be narrowed to economic terms. What is required is for the West to recognize and accept the East not only when it presents itself as "a perfect West with a market economy, democracy and rule of law in its rucksack". Instead we should encourage each other to make educational institutions the places for people to meet and lay foundations for democratic commitment.

In conclusion, with this background it is a great challenge to conduct a credible operational programme, translating intellectual efforts in a range of policy competences into viable projects. Budgetary constraints and ever-changing political expectations demand constant evaluation and prioritising, and there is the risk of losing sight of long-term objectives. New forms and structures are perhaps required to carry out projects. It is a welcome coincidence that the residence of the German Ambassador in Strasbourg is connected with the name of Voltaire. This *homme de lettres* contributed in no small way to making liberal humanism one of the outstanding European values, and was a true supranational European. This is an apt point of reference for the Council of Europe and educational co-operation. ■

Calendar of Events: June – December 1998

(N.B. The following list is not exhaustive, but it gives an idea of the many activities in which the Education Department is involved.)

June

4-5, Strasbourg	Enlarged CDCC Bureau meeting
6, Vienna	ENIC Bureau meeting. In conjunction with UNESCO and the European Commission.
7-10, Vienna	ENIC/NARIC Networks' meeting. In conjunction with UNESCO and the European Commission.
8-10, Chisinau	National seminar on curriculum reform for teaching 20th century history in secondary schools
11-13, Bled	Workshop on the social sciences and the challenge of transition. In collaboration with the Slovenian Ministry of Education and Sport
15-16, Strasbourg	Preparatory meeting on "Youth cultures, lifestyles and citizenship"
15-19, Donaueschingen	Teacher training course on population movements in Europe in the 20th century. In conjunction with the local teacher training academy.
18-19, Palanga	Working Party meeting on the research mission of the University
18-21, Dublin	Seminar on school links and exchanges for democratic citizenship
22-23, Strasbourg	Meeting of the Steering Group on "Lifelong learning for equity and social cohesion: a new challenge to higher education"
22-24, Vilnius	Initial consultancy visit on language testing for naturalisation purposes in Lithuania
25-26, Strasbourg	Planning meeting for further action on the "European Language Portfolio"
25-28, Budapest	Seminar on the ESSSE programme. In conjunction with the Youth Directorate.
29-1 July, Arkangelsk	National seminar on the preparation, publication and use of new history textbooks

July

1-2, Strasbourg	Scientific Committee's meeting to prepare the "Language Policies for linguistic diversity and democratic citizenship" conference
2-3, Strasbourg	Preparatory meeting on the UNESCO World Conference on Higher Education. Organised by the French National Commission in association with CoE and UNESCO/CEPES.
7-8, Strasbourg	Meeting of experts to prepare a handbook for policy-makers on bilingual education
15-17, Steinheim/Mürr	Seminar on political education for decision-makers in industry. Organised by the Baden-Württemberg educational authorities.
16-18, Bucharest	Working Group meeting on the recognition of qualifications from franchised institutions. In conjunction with UNESCO.

August

24-28, Vilnius	Follow-up seminar on language testing for naturalisation purposes in Lithuania
29, Berlin	Meeting on the higher education preparatory commission for Bosnia-Herzegovina

31-4 September,
Bad Urach

Training seminar on "Education for democracy and European Studies in Croatia". In conjunction with the Baden-Württemberg authorities.

September

1-6, Constantza	In-service course for teachers on history and cultural heritage in the Black Sea area
4, Strasbourg	16th meeting of the LRP steering group
4-5, Tirana	In-service training for head teachers on school management and democratic decision taking
7-8, Strasbourg	Steering group and editorial board of LRP
7-8, Strasbourg	Planning meeting for the seminar on the "European Language Portfolio"
10-11, Graz	10th meeting of the Bureau of the ECML Governing Board
14, Brussels	Working Party on the Diploma Supplement. In conjunction with the European Commission and UNESCO.
14-20, Primorsko	Initial in-service seminar of the South-East European School Network. In conjunction with the Bulgarian authorities.
16-17, Strasbourg	CC-HER Bureau meeting
17-21, Graz	ECML workshop on technology-enhanced language learning
18-19, Brussels	Citizenship Site visit
20-25, Izmail	In-service teacher training course on "The Danube and European Culture"
20-25, Münster	Simulation of the Treaty of Westphalia. In conjunction with the German authorities.
21-23, Khabarovsk	National seminar on the teaching of history in multicultural societies and border areas
25-27, Delphi	Seminar on "Remembrance and citizenship: from places to projects". In collaboration with the European Cultural Centre at Delphi.
26-28, Oslo	Joint Meeting (European Parliament and Commission, European Cultural Foundation, Council of Europe) of the "Europe at School" European Committee.
28-29, Tbilisi	Seminar on curriculum reform in modern languages
28-30, Vienna	International conference on multiculturalism and multi-ethnicity in central and eastern Europe. Organised by the Austrian authorities.
29-30, Strasbourg	19th meeting of CC-ED
29-2 October, Paris	UNESCO Regional Committees' meeting on the implementation of regional conventions. Organised by UNESCO.
30-3 October, Graz	ECML workshop on language teaching and peace

October

1-2, Yerevan	Seminar to disseminate the results of the Modern Languages projects
1-2, Strasbourg	Second preparatory meeting for seminar on "Youth cultures, lifestyles and citizenship"

2-3, Tbilissi	Preliminary meeting for the "Tbilissi Initiative". In co-operation with the Georgian Ministry of Education.	9-10, Strasbourg	Meeting on the piloting of the "Common European Framework"
3-7, Primorsko	Seminar on the launching of "sites of citizenship" in South-East Europe. In conjunction with the Bulgarian authorities.	9-13, Trieste	In-service course for teachers on Europe and the Mediterranean. Jointly with the Italian Ministry of Education and the local <i>Provveditorato agli Studi</i> .
5-6, Andorra	Preparatory meeting for a symposium on the use of NIT in history teaching	9-14, Quebec	Citizenship Site visit
5-9, Paris	UNESCO World Conference on Higher Education	10-15, Ghent	In-service teachers' course on human rights and children's rights. In conjunction with the Ministry for the Flemish Community, Education Dept.
6-8, Moscow	Conference on teaching about the Holocaust in Russia in the 21st century	12-14, Budapest	Launching symposium on "Lifelong learning for equity and social cohesion: a new challenge to higher education"
6-10, Warsaw	"Learning and teaching for democratic citizenship: critical approaches to the media in civic education": training course for teachers from Austria, Hungary, the Netherlands, Romania, Slovenia and Poland	14-16, Graz	International conference on Education co-operation for peace, stability and democracy in South-East Europe. Organised by the Austrian authorities.
8-9, Strasbourg	7th meeting of the ECML Governing Board	14-18, Kiev	In-service teacher training on intercultural learning and multinational school links
8-10, Rome	Citizenship Site visit	16-17, Strasbourg	Seminar on the impact of NIT on schools
11-14, Sochi	Seminar on "Higher education legislation and policy in the Russian Federation"	16-17, Cornellà de Llobregat (Barcelona)	Citizenship Site visit
12-14, Chernigov	Seminar on the preparation and publication of new textbooks on 20th century European History	16-18, Glasgow	In-service course for head teachers on "Improvement through self-evaluation in primary and special schools". Jointly with SCSSA, Edinburgh.
12-16, Donaueschingen	In-service teacher training course on "Professional teaching – only for the job?". In conjunction with the local teacher training academy.	16-20, Donaueschingen	In-service course for European teachers on "Teachers and pupils – partners or enemies?". In conjunction with the local <i>Akademie für Lehrerfortbildung</i> .
15-16, Strasbourg	Colloquy on European Studies for Democratic Citizenship	17-21, Graz	ECML workshop on quality and quality assurance in language teaching
17, Strasbourg	Meeting of the Working Group on European Studies for Democratic Citizenship	19-21, Tbilissi	Seminar on history teaching and education for democratic citizenship in Georgia
19-23, in Bosnia	Seven seminars for teachers on human rights and citizenship education	24-28, Vienna	In-service course for teachers on "History and identity – an interdisciplinary approach". In conjunction with the Pedagogical Institute of Vienna and the Austrian Ministry of Education and Culture.
19-23, Vilnius	Training of Lithuanian language testers responsible for examining candidates for naturalisation purposes	25-28, Soest (Germany)	3rd meeting on the piloting of the "European Language Portfolio"
22-24, Lillehammer	Seminar on Citizen Participation. In conjunction with the Norwegian authorities.	26-27, Brussels	Enlarged Bureau meeting of the European Education Thesaurus Management Group. In conjunction with the European Commission.
22-24, Zagreb	In-service teachers' course on "Teaching in the languages of national minorities". Jointly with the Croatian Ministry of Education and Sport.	26-28, Dubrovnik	Symposium on human rights and democratic citizenship through education. In conjunction with UNESCO and the Croatian authorities.
26-28, Yerevan	Seminar on the reform of history teaching in Armenia. In conjunction with the Armenian Ministry of Education.	26-28, Brussels	Symposium on violence in schools
27-28, Strasbourg	2nd Scientific Committee meeting to prepare the "Language Policies" conference	?, Tirana	Teacher training course on "School links and exchanges and Europe at School". In conjunction with the Albanian Ministry of Education.
29, Basle	Meeting of experts to prepare a handbook for policy deciders on bilingual education		

November

2-4, Glasgow	In-service course for head teachers on "Improvement through self-evaluation in secondary schools". In conjunction with SCSSA, Edinburgh.
3-4, Tirana	In-service training for head teachers on school management and democratic decision taking
5-6, Strasbourg	Enlarged CDCC Bureau meeting
5-6, Strasbourg	Project Group meeting on learning and teaching the history of 20th century Europe
5-6, Bratislava	Seminar for teachers on European Clubs. In co-operation with the Council's Information Centre in Slovakia
5-7, Graz	ECML workshop on multilateral and bilateral resources in language learning
6, St-Petersburg	Preparatory meeting for a national conference on history teaching in the Russian Federation. In co-operation with the Herzen State Pedagogical University.

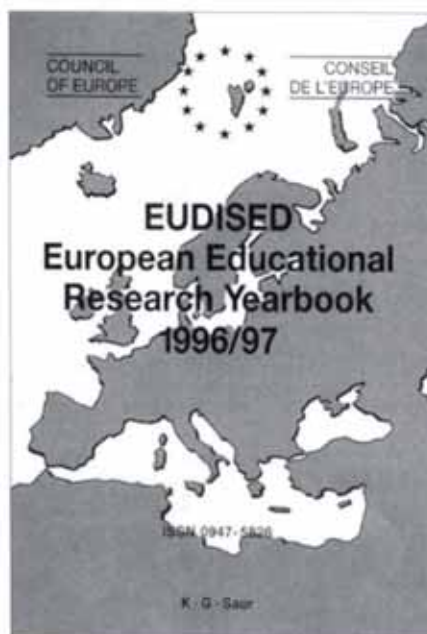
December

4-5, Luxembourg	Colloquy on "Concepts, Foundations and Presuppositions of Democratic Citizenship in Europe". Organised by Luxembourg University in conjunction with Council of Europe, Warsaw University and the Luxembourg Research Unit on Conflict Resolution.
8-13, Strasbourg	Seminar on "Youth cultures, lifestyles and citizenship". In conjunction with the Youth Directorate and Culture Committee.
9-12, Graz	ECML symposium on "Living together in the 21st century Europe: the challenge of multilingual and multicultural dialogue".
10-12, Brussels	Symposium on "Towards a pluralist and tolerant approach to history teaching"
17-18, Strasbourg	Meeting of the Working Group on the social sciences and the challenge of transition
?, Brussels	ENIC and NARIC Bureau meetings
?, Strasbourg	CC-HER Bureau meeting.

Books in brief

Eudised – European Educational Research Yearbook 1996-97, edited by Janet L. May-Bowles and Kees Broekhof, Saur Verlag and Council of Europe, Munich 1998, 480 pp.

Eudised (European Documentation and Information System for Education) was launched by the Council of Europe in the early 1970s to collect and spread information on ongoing or just completed educational research, thanks to a network of correspondents from many, ideally all, member States. Saur Verlag started publishing the *Yearbook* in 1994.



The present edition contains brief descriptions in English, French or German of 1842 research projects from 16 European countries, with an analytical index by name, subject and country. The Eudised database is available on the Internet through the Florentine *Biblioteca di Documentazione Pedagogica* (<http://www.bdp.it/banche/eudifor.html>), while a hardbound copy of the *Yearbook* can be obtained from K.G. Saur Verlag (Ortlerstrasse 8, 81373 Munich, Germany, fax +49 89 76902 150/250; DM 289).

The Holocaust in the School Curriculum: a European perspective, by Geoffrey Short, Carrie Supple and Katherine Klinger, Council of Europe Publishing, 1998, 122 pp.

The fact that, according to opinion polls held in 1993, 7% of adults in the UK and 22% in the United States doubted that the Holocaust had ever happened, confirms the need of teaching it in schools, as Geoffrey Short points out in this practical guide for teachers.

One can console oneself with the thought that Europeans find the Holocaust (or Shoah, the Hebrew word for demolition and desolation) so horrifying and so opposed to Western values that they can hardly believe it, but the stark reality is that it did happen and that some people tend to forget, or even deny, certain lessons of the past.

The practical problems involved in Holocaust education are examined on pp. 17-59 by Carrie Supple who, on the basis of her own teaching experience and reflections, discusses delicate issues like the right age for pupils to learn about the subject, young people's conception

of the Jews, avoiding anti-German stereotypes, the question of responsibility for the Holocaust, and Holocaust education as an antidote against racism.

In the third part of the book, Katherine Klinger provides a directory of no fewer than 150 organisations involved in Holocaust information and education.

The Rights of the Child – a European perspective, Council of Europe Publishing, 1996, 553 pp.

Children's Rights and Childhood Policies in Europe: new approaches?, Council of Europe Publishing, 1996, 204 pp.

Children's vulnerability in all senses is due to the fact that, unlike adult men and women, they are unable to defend themselves.

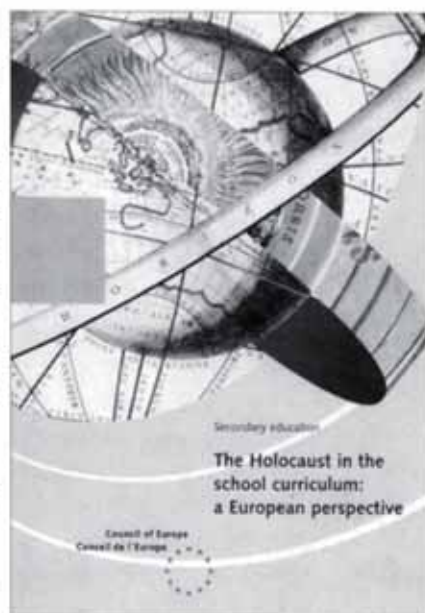
Children's rights are mercilessly trampled upon in times and areas characterized by extreme poverty, war and paedophilia.

It is up to all adults, especially parents and teachers, to stand up for children and recognise their rights as active members of the family, the school and society.

Such a defence is to be taken up in earnest at a time when inter-ethnic strife, broken marriages and widespread sexual abuse threaten the life and happiness of countless innocent children.

Hence the usefulness of the two books listed above, which promote awareness of children's rights and the adoption of effective childhood policies.

The first book is a collection of texts adopted by the Council of Europe's Parliamentary Assembly and Committee of Ministers, which have a direct or



indirect bearing on children's rights. Also included are the United Nations' Convention on the rights of the child and the Council of Europe's Conventions on the adoption of children, the legal status of children born out of wedlock, the recognition and enforcement of decisions concerning custody of children, and the exercise of children's rights.

The second contains the *proceedings* of the final conference, held in Leipzig



in 1996, of the CDPS (steering committee on social policy) five-year project on childhood policies. The conference, attended by 350 participants, of whom 50 were children, focused on the project's basic themes of participation, prevention and protection with a view to drawing up a European policy for children.

The ideas and practical proposals contained in such books (see also the *proceedings* of a conference held in Madrid in 1994 on *Evolution of the role of children in family life: participation and negotiation*, Council of Europe and Spanish Ministry of Social Affairs, 1995, 223 pp., and of the Vilnius seminar on *Prevention of sexual abuse of children: the role of statutory and voluntary sectors*, CoE 1997, 65 pp.) should be kept in view by whoever is in duty bound to promote, and not only to protect, children's welfare.

Media and Democracy, Council of Europe Publishing, 1998, 174 pp.

"There can be no democracy without freedom of expression. The never-ending list of people – journalists, writers and others – who are threatened, persecuted or even killed for daring to express inconvenient or dissenting political views is a sad confirmation of this fact", writes Daniel Tarschys in his foreword.

The book is of direct interest not only to politicians and journalists, but to all citizens, not least those whose duty it is to teach, among other subjects, media education.

According to Karol Jakubowicz, who contributes chapters on media politics and media economics, democracy is like an edifice, with citizenship as its foundation and the democratic state and civil society as its walls.

The roof is the public sphere, defined as "the space between government and society in which private individuals exercise formal and informal control over the state: formal through the election of government, and informal through the pressure of public opinion". It is this ongoing public debate and control which "helps keep all other elements of the edifice in their place" (pp. 12-13).

Helen Darbishire contributes a chapter on the delicate issue of the democratic use of the media during election campaigns, while Dirk Voorhoof, Bettina Peters and François Hurard write on guaranteeing the freedom of the media, the rights and responsibilities of media professionals, and the regulation of broadcasting, respectively.

Aidan White, general secretary of the international federation of journalists, contributes the concluding, seventh chapter on the new media and democratic values.

"The information landscape of the future", he writes, "will be utterly different from the familiar media mosaic of the past. But revolutions, if they are to succeed, have to command popular public support. As long as there is widespread ignorance of the information society and a failure to set a public

agenda which gives priority to questions of access, pluralism and democracy, the information revolution will remain flawed and incomplete" (p. 173).

Objective 98, Council of Europe Publishing, 1998, 92 pp.

This is a practical guidebook by the Council of Europe's Research and Planning Unit. It provides basic information on the main projects currently implemented by the Council in collaboration with member States.

It covers the three focal areas of the Council's inter-governmental programme: democratic security, including human rights and the rule of law; social cohesion and the quality of life; cultural cohesion and pluralism. Six appendices – including a list of 170 Conventions and Agreements – complete the book.

"Educational and cultural co-operation", one reads on p. 44, "is destined to play an increasingly vital role as a universally acknowledged basis for social cohesion and democratic stability in the new Europe... By its very nature, cultural co-operation consists of pragmatic action rather than theory. It is a matter of dialogue, contact and fieldwork rather than rules and abstract concepts". ■

