

# Newsletter education

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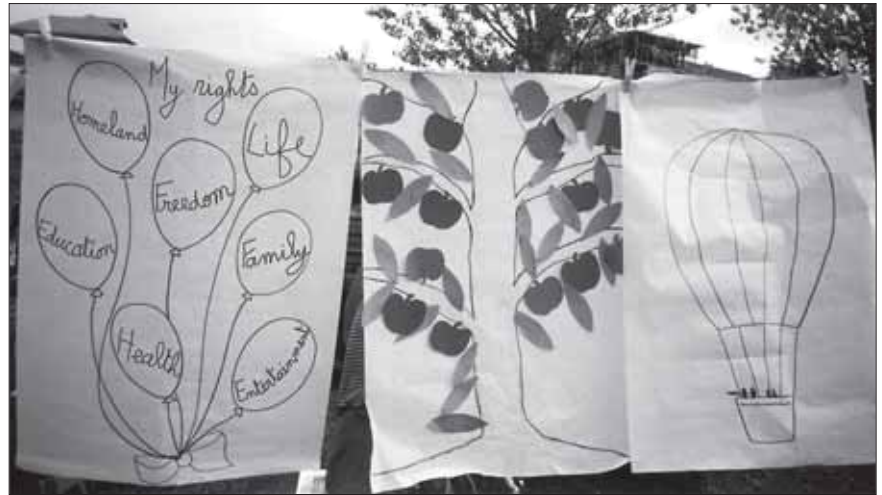
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2000



COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE



"Refugee Camp, Tirana: first signs of a new start"

*This double edition of the Education Newsletter is the first of a new millennium whose dawn has seen no let up to the now tragically familiar scenes of conflict around the continent brought about through a complex history of nationalism, inter-ethnic relations and post-communist transition. While people strive to realise their hopes and expectations for a democratic future based on human rights, social justice and prosperity through sustainable economic development, the potential for conflict as a result of inequality, social exclusion, intolerance and nationalism remains a constant threat. The immense scale of the challenges ahead could lead to the perception that organisations and people can do little to make a difference. Yet people around Europe can draw strength from the realisation that concerted action and solidarity can be the basis for future societal development. In parts of Europe which have recently suffered*

*the effects of war, the immediate objectives must be reconciliation, the establishment of the rule of law and the development of democratic institutions as a pre-requisite for economic development. These are common concerns, as we must all ensure that violence used as a means to gain and maintain power or to deal with conflict is consigned to the last millennium.*

*For this to be more than a utopian dream, far greater attention has to be given to education. Educational processes underpin all societal development, and it is therefore essential that educational rights are guaranteed to all citizens, that opportunities are made accessible to all, and that common core values are reflected throughout education systems. The languages, history and culture of others – and of the European culture common to all – must be taught and respected if peoples are to live together in peace.*

*The Council of Europe will continue to contribute to the consolidation of democratic, peaceful and open societies through establishing pre-conditions for future sustainable educational development. This issue gives a flavour of the work currently being undertaken to improve educational provision for all: at a political level (see article regarding the conference of Ministers of Education from South East Europe page 4); through a broad range of concrete, forward-looking projects (see*

*articles on using new technologies in school, page 6, and on European studies, page 10); and by contributing to the process of policy and legislative reform (see articles on promoting linguistic diversity, pages 7 – 8 and on new guidelines for the education of Roma children page 14). The articles which focus on initiatives in specific countries or regions (Bosnia and Herzegovina page 2 and Tbilisi initiative page 9) testify to our conviction that forward – looking, sustainable*

*development of education must be the basis for a more hopeful future. The tasks ahead may be awesome and challenging, but they could be no more inspiring.*

**Gabriele Mazza**

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## Education in Bosnia and Herzegovina

In Edition no. 6 of the Newsletter education, a report was made on education in Bosnia and Herzegovina and the particular role being played by the Council of Europe. Since the article appeared the situation has evolved considerably and this article gives an update on some recent developments. The situation in the Bosnian education system continues to be difficult, with the major problem lying in the effective division of the system along ethnic lines, which acts to inhibit refugee return and re-integration. An even more important consequence is that another generation risks being infected by ethnic nationalism, leading to future destabilisation of both the country and the region. The nature of the education system is therefore crucial to long-term peace, and the Council of Europe has been doing everything within its powers to set the education system on a track which assures the development of high quality education provision for all citizens, through an approach which is based upon the respect of human rights and democratic values.

### Textbook Review

As well as being separated according to their ethnic group, children in Bosnia

and Herzegovina are also provided learning materials which differ according to their ethnicity. Many of the materials used in Croatian schools are imported from Croatia, while those in the Republika Srpska often come from Serbia. Only the textbooks in the Bosniak parts of the country are exclusively produced in Bosnia, and these were in many cases written during the recent conflict. Throughout all schools in the country, materials are being used which contain negative stereotypes of the country's different ethnic groups, and information whose validity is disputed. One major and primary objective for the Council of Europe and for the International Community as a whole has been the removal from school textbooks of materials that could heighten tensions between ethnic groups, as a first step in a longer-term process of textbook modernisation and renewal. The withdrawal of potentially offensive material from textbooks is one of the pre-conditions formally agreed for accession to the Council of Europe. Under the auspices of the National Conference of Education Ministers – co-chaired by the Council of Europe (Mr Mazza) and Office of the High Representative (OHR) – agreement was reached at a meeting held in Banja

Luka on Friday August 20th on removing offensive materials from school textbooks. Media coverage of this event was widespread in Bosnia and Herzegovina, as illustrated by the cartoon opposite, which appeared in one of the main Bosnian newspapers, *Oslobodenje*, in the days following its signing. As consensual progress on this topic had previously been extremely difficult to accomplish, this agreement represents a very positive step forward. Despite the agreement, it remains to be seen how far implementation will be effective. Attention is therefore currently focussed on a major monitoring exercise being undertaken by a range of international organisations led by OHR, and including OSCE and UNESCO. Although results of this exercise are far from complete, it appears that there is considerable reluctance to recognise the negative potential of many of these materials, and reluctance therefore to comply with the agreement.

### Curriculum Development

The main challenge for the future will be to consolidate the progress made on textbook review, and to develop teaching and learning materials based

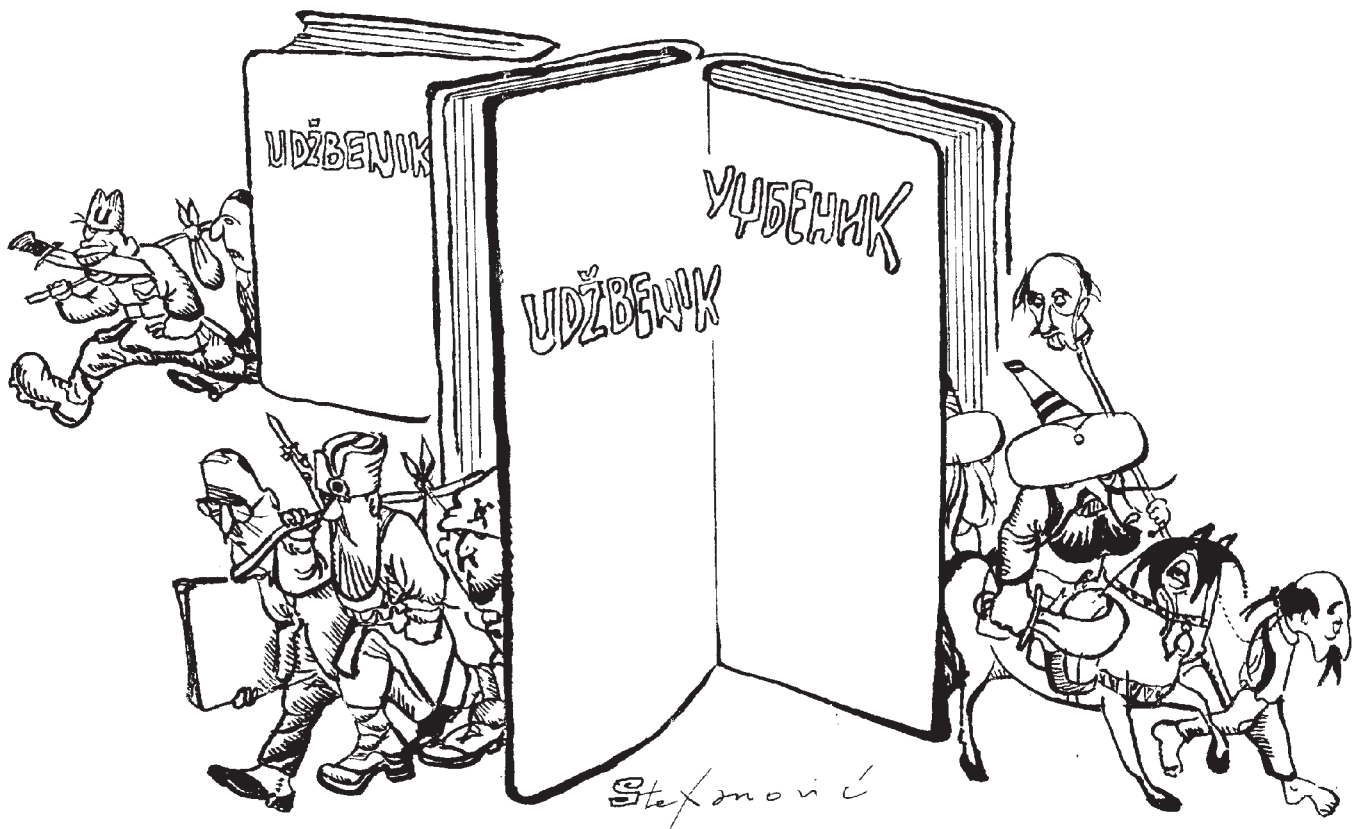
upon the values of human rights and mutual respect, which can be used for all communities, irrespective of ethnicity. These issues have been addressed through focussing the attention of the National Conference of Education Ministers on the process of curriculum development, where a number of options, based upon good practice and standards in other European countries, are being explored. This work will be taken forward this year, in cooperation with Unesco.

## History teaching

History teaching presents a number of problems in Bosnia and Herzegovina,

on the teaching of controversial and sensitive issues, which gathered history textbook writers, teachers and teacher trainers from throughout the country, was held in Sarajevo on 19 - 20 November 1999 in conjunction with OHR. The outcomes of this event pave the way for an inclusive educational process, involving education authorities, authors of history learning materials, teacher-trainers and teachers from all communities, to be taken forward this year within the framework of the Stability Pact. Activities in the New Year will focus particularly upon the development of history curricula and teacher training for teachers of all ethnic communities.

questions of financing, quality assurance, recognition of qualifications, non-completion and internal mobility all require attention. To help resolve these problems the Council of Europe has been working to support the establishment of a national Higher Education Council. The need for such a body to provide a forum for the development of policy and coordination is recognised both within the country and by all international organisations active in education in Bosnia and Herzegovina. The World Bank has made investment in higher education conditional upon the establishment of the Higher Education Council, and although a number of



"Cartoon in Sarajevo's "Oslobodjenje" Newspaper illustrating the elimination of the nationalist propaganda from school textbooks"

and dealing with the recent conflict presents enormous difficulties. Council of Europe efforts in this field continue to highlight the importance of supporting the development of approaches to history teaching which take account of different perspectives, and which encourage the development of analytical and critical thinking. A seminar

## Higher Education

Council of Europe interest in higher education is focussed upon improving the overall development and coordination of the system in a manner which guarantees equal opportunities for access to all citizens. Particularly acute problems result from the highly decentralised nature of the system, and

obstacles remain, it is hoped that the next few months will be sufficient time for a functioning national body to be created.

## Future Prospects

The process of Bosnian accession to the Council of Europe is now reaching its



final phase, and it is hoped that sufficient progress on educational issues will be made to fulfil the necessary conditions for entry. Mr René KOLLWELTER, Rapporteur for the Education and Culture Committee of the Parliamentary Assembly, presented an extensive report of the Bosnian education system to the Parliamentary Assembly Plenary Session in April 1999. Recommendations of the report concerning the removal of offensive materials from textbooks and substantial progress towards the elimination of segregated education were subsequently

adopted as formal pre-conditions for admission of Bosnia and Herzegovina to the Council of Europe. The new Rapporteur of the Committee, Mr Lluís de PUIG, has made a visit to Bosnia and Herzegovina from 8 to 10 February 2000 to assess developments over the past year. The findings of this report will be presented at the Spring Plenary Session of the Parliamentary Assembly. These findings will certainly have an impact upon the date of entry of Bosnia and Herzegovina as a full member of the Council of Europe. More importantly, however, in establishing

whether the country has been successful in moving towards a path where segregation and offensive materials play no further part in education, the report will show whether Bosnia and Herzegovina can exist in the long-term as a viable, European state where educational rights are respected irrespective of ethnicity. ■

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## Education for Democratic Development and Stability in South-East Europe – Informal Conference of ministers of education from the Region

Gathered in Strasbourg on 2 and 3 December 1999, the ministers of education from South-East Europe expressed the wish that the Council of Europe becomes fully involved in their efforts to modernise and to promote democracy in the education systems in the region, by assessing with them the activities already underway and the objectives to be achieved. Reiterating the importance of the role of education in stabilising peace and democracy in south-east Europe once and for all, they advocated open and concrete educational policies, favourable to dialogue between the communities, and respectful of minority rights. The ministers insisted on the necessity of developing modern language teaching, and examining the curricula and methods used for teaching history, with a view to eliminating namely the chauvinistic and nationalistic prejudices that kindle antagonism and misunderstanding between communities. Teaching human rights and education for democratic citizenship should also be integrated into the curricula and vocational training. The ministers intend to improve teacher training and stimulate the learning the new technologies at school. Besides in-school

activities, awareness of heritage and the environment, just as the development of sport, encourages the young to fully recognise the values and common dimensions that unite them at regional and European level.

The Council of Europe possesses the programmes and instruments necessary to attain these goals: it has been asked by the ministers to set them up in the region, as a joint action with the organisations already working in the



*"Informal Conference of ministers of Education from the Region: Strasbourg, 2 and 3 December 1999"*

The ministers attach great importance to university reforms, which should in particular reinforce university autonomy and offer real future prospects to students. They want universities to increase exchanges with the neighbouring countries, learn to work in networks and open up towards Europe, universities too can disseminate values in the region.

field, as well as in the context of reinforcing its role in the educational mandates established by the Graz Process and the Stability Pact for South-East Europe. ■

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# Oslo Symposium (28-30 June 1999): «Facing misuses of history»

The symposium, organised by the Council for Cultural Co-operation and the Norwegian ministry of education, was the focus for detailed discussions on the misuses of history, and how to deal with them. A number of speakers addressed the plenary sessions. Georg Iggers, who spoke about trends in historiography in the twentieth century, placed the problem of misuses in a general context. Leonard Grech and Jean-François Grandbastien also raised a number of key issues for consideration. The other speakers provided specific illustrations based on national experience: Attila Szakolczai on Hungary, Sirkka Ahonon on Estonia and East Germany, Grégorio González Roldán on Spain, Christina Koulouri on Greece, Bernard Eric Jensen on Denmark and Ola Svein Stugu on Norway.

Four working groups, two English speaking, one French speaking and one bilingual, took the discussion further by widening the range of examples of misuses. Misuses do not only occur under non-democratic regimes. As the Norwegian minister of education pointed out in his address, anyone can misuse history. It is not just a question of assigning history a propaganda function. Account must also be taken of the pressure of human memory and a whole range of other pressures exerted by society.

The forms of misuse were considered in all their diversity, including denial of historical fact, falsification, obsession, omission, often for reasons of ignorance or laziness, and appropriation.

Although contemporary history is the most exposed to misuse, any period may be so affected. So may any field of history: economic, social and cultural, as well as political.

The symposium highlighted a number of ways of dealing with the misuse

of history: granting historians and teachers academic freedom, providing proper education and training, helping pupils faced with the danger

of misuse, preserving traces of the past and encouraging a “pluralist” approach to history, in order to foster understanding. ■

*“Illustration of 13th century Sagas of Norwegian Kings; an important element in Norwegian cultural heritage and identity”*

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# The information technologies in schools: reasons and strategies for investment

A symposium on this subject took place in Latvia from 8 to 10 July 1999. This event was held as part of the activity "Social Cohesion, Democratic Security and Educational Policies" organised under the Action Plan adopted at the Second Summit of Heads of State and Government of the member states of the Council of Europe (Strasbourg, October 1997), which advocated a European policy on the information technologies in general with particular emphasis on education.

Sixty experts from the member states of the Council for Cultural Co-operation held discussions for two days, during which they:

- reviewed the various actions being carried out in the member states;
- identified the trends and problems from a positive as well as a negative point of view;
- prepared recommendations for future Council of Europe action in this field.

All the experts present rapidly agreed on a number of observations.

There were indeed grounds for considering that the arrival of the new information technologies was now a well-established fact which had already brought about sweeping cultural, economic and political changes. The question facing the education system was not whether to accept or refuse the introduction of these new technologies, but rather how to use them purposefully in accordance with well-defined educational objectives.

Bearing this in mind, the experts thought that the introduction and intelligent use of the new technologies in schools could contribute to the positive development of the objectives of educational policies, such as equal access to traditional and new sources of learning, the development of a multi-disciplinary approach, the

introduction of flexible curricula and timetables, the fight against inequality, the search for and evaluation of quality in teaching, new methods for an active and dynamic management of the education system itself, self-reliance, the ability to carry out research and make personal judgments, new forms of individual or group work and education for democratic citizenship.

The experts also came to the conclusion that in addition to the opportunities offered by the new information technologies for attaining the policy objectives referred to above, the introduction of these new technologies would inevitably lead to profound structural and organisational changes in schools affecting the very concept of school curriculum, the organisation of time and space at school (will the class continue to be the fundamental unit or will a new one have to be invented?), and the basic and especially further training of teachers.

Special attention was paid at the symposium to the dialogue between, on the one hand, experts on the subject, who were generally well-informed members of international networks and aware not only of current but also possible future developments, and, on the other, decision-makers within the education system who, very often, only have a partial view whereas they are called upon to make choices, particularly budgetary choices, which make heavy demands on the education budgets themselves but also lead to a wide range of consequences, most of which are positive, but some of which raise problems regarding the education system as a whole.

The general report on the symposium drawn up by Mr Jean-Joseph Scheffknecht (France) describes in detail the discussions held and the recommendations made at the symposium.

The conclusion that deserves first mention is the confirmation of the urgent

need to launch an overall project on teaching and learning in the information society. Joint discussions on launching such a project are currently being held by the Education Committee and the Higher Education and Research Committee.

The Jurmala symposium also emphasised the need to guarantee a certain amount of continuity in monitoring developments throughout the member states following the introduction of the new technologies into schools. The rates at which the new technologies are being introduced or developed in education systems have been shown to vary considerably and there is a danger that, from this point of view, a two-speed Europe will emerge with, on the one hand, well-equipped countries benefiting from all the potential for transforming and developing education systems offered by the new technologies and, on the other hand, countries that are lagging behind.

It also came to light that it would be particularly useful to draw up a *vade mecum* for education system decision-makers on the different aspects of the impact and use of the new technologies in the education system.

It was also agreed that there was a need to continue discussions on the measures to be taken to protect Internet users against malpractice and crime, and especially to protect pupils from certain criminal or patently manipulative subject-matter.

The democratisation of access to the new technologies, in particular use of the Web, was also included among the conclusions of the symposium; democratisation is necessary if access to the new technologies is not to become selective to the detriment of the most deprived social groups and in order to make sure that there is equality between the sexes in this field.

Finally, it was agreed that it was important to reopen the file on Continuing



Education and Lifelong Education in order to promote further discussion and experimentation which would make it possible to define the role played by the new information technologies as a factor for change in the education system as a whole.

Following the Jurmala symposium, the Andorran Ministry of Education proposed holding a meeting of a limited number of experts in the spring of 2000 in order to pursue discussions and give effect to the recommendations, in particular with a view to launching

the project on learning and teaching in the information society. ■

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## Conference on “Linguistic diversity for democratic citizenship in Europe”, (10-12 May 1999, Innsbruck - Austria)

The Conference was organised jointly by the Modern Languages Section and “Bundesministerium für Unterricht und kulturelle Angelegenheiten” (Austrian ministry of education and cultural affairs), with a financial contribution of the European Centre for Modern Languages. This Conference aroused great interest and was attended by more than 200 representatives of the CDCC’s 44 member states, including policy makers, specialists and academics. Representatives of the Parliamentary Assembly, the European Commission (DG XXII) and Unesco all played an active part. A Canadian delegation and representatives from India and Japan were also present. The scientific nature of this Conference was perfectly in line with the Council of Europe’s action plan. On the one hand, speakers had studied the relationship between language education policies and other social and policy-related factors, and, on the other hand, specialists in policy formulation whose experience could contribute to the design and drafting of the guidelines document. Three types of language were covered in a single draft language policy: foreign languages, indigenous minority languages and the languages of migrants. There were three main objectives:

- to organise a meeting for the parties from the majority of fields and countries involved in the elaboration of educational language policies in Europe
- to draw the attention of decision makers to the social, economic, cultural, ethnic and political factors they had to take into account when planning language teaching;
- to take the first steps towards drawing up guidelines for language education policies, in order to encourage the learning of a wider range of languages.

The Conference sought to make political, administrative and educational policy makers, including pupils’ parents, more aware of the importance of diversified language teaching and learning for European construction and for individuals’ intercultural relations with others. It was also necessary to assess the challenges which linguistic diversity posed for the education sector, particularly to study the obstacles faced, and find ways of overcoming them.

Another task for the Conference was to develop a common approach to linguistic diversity and democratic citizenship. One of the topics covered was that of establishing plurilingualism as a key component of democratic citizenship. Learning foreign languages – those spoken outside the country concerned –

helps to develop the capacity to play an active role in European society rather than simply that of the nation state. Access to foreign languages is therefore a question of human rights and democratic citizenship at the European level.

Prior to the Conference, a survey was undertaken of linguistic diversity in Europe. This provided a framework for analysis and a set of conceptual tools, as well as some very revealing data on the obstacles to linguistic diversity, and possible solutions. The study will now be revised to develop and extend the analysis. Documents have been drafted by specialists as a basis for discussion and further work in this area.

The preparation of a document on the development of language policies will form part of the conference follow-up, and will also represent a new dimension to the Council of Europe’s modern language activities. The document will be a sort of guide which will offer policy makers a framework for decision making and facilitate the assessment of national language policies in the educational field. As part of the European Year of Languages in 2001, it will be submitted to decision makers in draft form, with a view to undertaking experiments on the ground.

The process has been initiated by a group of experts and a number of preliminary studies in various sectors are currently being written up and will be published in 2000.

A brief survey carried out at the end of the conference showed that it was a great success, although there were certain criticisms of the size of the

working groups, because there were more participants than expected. The “outside” speakers – representatives of young persons and parents, and from the economic and political worlds – were particularly appreciated. The participants were convinced of the need to promote linguistic diversity, and of its importance.

The Conference proceedings will be available shortly. ■

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## European Year of Languages (EYL) - 2001

*On 19 January 1999, the Council of Europe’s Committee of Ministers declared 2001 European Year of Languages.*

### Aims and objectives

One of the main objectives of the European Year of Languages (EYL) will be to celebrate and enhance Europe’s wide linguistic diversity as a source of mutual enrichment to be protected and encouraged. It will set out to increase people’s awareness of the importance of learning more and a wider variety of languages throughout their lives, in a continent of ever-increasing interaction. The activities will emphasise the key role played by languages and intercultural skills in encouraging mutual understanding and a spirit of tolerance, as well as respect for identities and cultural diversity. It will also highlight the important contribution of language skills to active participation in the European democratic process and for employment and mobility in Europe.

The Year will help to promote European democratic citizenship by encouraging European citizens to develop plurilingualism, that is to achieve a degree of communicative ability in several languages, including those less widely used and taught.

For the Council of Europe, European Year of Languages 2001 will provide the opportunity to present and disseminate its work in the field of modern

languages to a wide audience, and in particular to launch the “Common European Framework of Reference”, the “European Language Portfolio” and a document concerned with analysing and planning language policies in education. It will help to strengthen co-operation in the fields of language policies and teaching with other inter-governmental institutions, particularly the European Union and Unesco, and relevant non-governmental organisations. Finally, the Year will provide an opportunity to develop thinking and discussion about new directions for language policies and practice.

### The organisation of EYL

The year will be marked by a series of local, regional, national and international events, including language festivals. The aim will be to increase citizens’ awareness of the importance of plurilingualism, but also to achieve greater balance in the language sphere. Support and encouragement must be given to learning languages that are less widely spoken or less frequently taught. EYL will therefore help to publicise the measures proposed in Recommendation (98) 6 of the Committee of Ministers on modern languages (March 1998) and Recommendation 1383 of the Council of Europe’s Parliamentary Assembly (September 1998).

The Council of Europe’s Secretary General has invited the authorities of each member state to support EYL and appoint a national co-ordinator. The latter’s role will be to liaise between the secretariat and the European co-ordination group on the one hand, and his or her country’s national co-ordinating body, which will promote and organise national events and co-ordinate national, regional and local activities.

### Co-ordination and partners

The European Year of Languages will be co-ordinated by the Modern Languages Division of the Council of Europe’s Directorate General IV. To widen the scope of the Year, the Council has invited the European Union and Unesco to be associated with it as special partners. The European Commission has just adopted a proposal for a decision of the Parliament and the Council of Ministers confirming this involvement and Unesco has expressed its intention of actively participating.

The European Centre for Modern Languages will also contribute to the preparations for EYL. It is also planned to organise inter-sectoral activities within the Council of Europe and joint initiatives are under discussion. The

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1. The term “plurilingualism” refers to the individual’s language profile, the term “multilingualism” refers to society.



Parliamentary Assembly has also expressed its interest in the Year.

## Preparations

The main features of EYL are set out in a draft guide, which will be revised in the light of consultations.

Several meetings have already been held, particularly one in July which brought together the Modern Languages

Project Group and representatives of international bodies and NGOs. A European Steering Group has been set up and hold its first meeting in Strasbourg on 17 and 18 January 2000. It is responsible for the overall planning of the Year.

A seminar for national co-ordinators was held in Prague from 9-11 March 2000, at the Czech authorities' invitation. It will be essential to produce an easily

translatable and usable logo and slogan, and various partners and other bodies have been asked for proposals. ■

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## “The Tbilisi Initiative”

“The Tbilisi Initiative” is the name given to the activity devoted to the preparation and publication of a Caucasian history textbook. The recommendation for the preparation of this textbook came from the participants at the Regional Seminar on “The reform of history teaching in secondary schools” (Tbilisi, Georgia, September 1997) and was supported by the Ministers of Education of Armenia, Azerbaijan, Georgia and the Russian Federation. The aim of “The Tbilisi Initiative” is to try to put the region's history in a more positive light, emphasising the common features of this history: cultural, social, and economic history and not just political and military history. The textbook should be innovative, and help the pupils in each of the countries to see their neighbours in a new light, develop their critical thinking skills and awaken a desire to look for more information about their neighbours' history themselves as well as become responsible citizens of democratic States. Each country has appointed a team of authors, under the responsibility of the Ministries of Education. The team prepares their country's contribution to the textbook. This is the first time that a joint history textbook

of the four countries is being written by historians from the countries who are able to present their view of their national history.

At the Regional Seminar in Moscow (October 1999), the participants discussed the progress that they have made on the section on national history of their country, looked at the next section which will be on different themes and discussed the Introduction to the textbook to be prepared by an independent historian. The Moscow Regional Seminar was allowed the representatives of each country to discuss, in plenary session and in small groups, the texts that they had prepared. The

teams of authors will now revise their texts in the light of the Regional Seminar and start work on the section on common themes such as religions, architecture, customs, etc. This section should include material such as photos, maps, illustrations, etc and not too much written text. The textbook will be published in 2001 or early 2002. ■

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# European Studies for Democratic Citizenship

## Context

The 1993 Vienna Summit of the Council of Europe called for a new Europe as “a vast area of democratic security”. The Second Summit held in Strasbourg in October 1997 launched a campaign on education for democratic citizenship promoting active participation of young Europeans in civil society. On the occasion of the 50th Anniversary of the Council of Europe the Committee of Ministers adopted in Budapest a Declaration for a Greater Europe without dividing lines. How can higher education contribute to these objectives? One way is by promoting interdisciplinary programmes of European Studies, for which there is a considerable demand, especially in the new member States.

## The issues

European Studies is not a “traditional” discipline. Introduced quite recently in the process of European integration to provide knowledge on European institutions, the subject has grown rapidly into a variety of courses spread all over Europe. Two main objectives are usually at stake when setting up European Studies programmes:

- To provide basic knowledge about the main European structures and their legal, economic and political interactions;
- To give a broader view on the European process including cultural, historical and social aspects.

The CC-HER’s project on “European Studies for Democratic Citizenship”, adopted in March 1997, has given preference to the second approach, which suits better the Council of Europe’s membership and political objectives.

Such an approach raises a number of questions: *What is the right proportion between the purely technical questions related to the European institutional framework and the global approach dealing with the European dimensions in the cultural and intellectual spheres? What elements of European civilisation should be included in a “true” European Studies programme? What is meant by “citizenship” at the end of the 20th century? By “democratic citizenship”? How could European Studies contribute to democratic citizenship? How to inspire a feeling of belonging to Europe among its young citizens?*

A number of additional issues derive from these general questions: Do course contents match the objectives set up in the European Studies programmes? Do they meet student expectations? What are the criteria for the label “European”? What is the value of a diploma in European Studies? What are the employment perspectives?

The Project should answer to at least part of the above questions. It should promote balanced European Studies programmes based on models of good practice, exchange of expertise and networking. At the same time the theoretical work on concepts should find its right place in the European Studies programmes. The concrete results of the project will include policy recommendations, a guide of good practice and a general report on concepts of democratic citizenship.

## Results to date

Case studies, national reports and surveys on the current state of European Studies served as a background to a colloquy held in October 1998 in Strasbourg. About 70 participants from 33 member States discussed course

contents, curricula, methodology, the use of new technologies in teaching European Studies, as well as human resources development in terms of current needs and employment perspectives. The meeting recommended a broad approach to teaching and research on European issues and underlined the importance of cooperation and networking. Regional co-operation was particularly recommended in the implementation of European Studies programmes, especially in the new member States. Several expert reports on concepts of democratic citizenship, with a special emphasis on education, were discussed at a colloquy on “Notion, Foundations and Prerequisites of a European Democratic Citizenship” hosted by the Luxembourg authorities in December 1998. The colloquy defined a number of concepts in relation to European Studies programmes and provided good opportunities for networking between researchers in this area. The Seminar on “European Studies: New Challenges and Perspectives”, held in July 1999 in St. Petersburg, focused on European Studies as a means for introducing a European dimension in technical and scientific programmes. Specific courses on environment, history of European science, European patent law and standards, etc., were considered particularly relevant. The Regional Conference for South-East Europe on “Higher Education in European Studies: Education for Democratic Citizenship”, held on 26-28 September 1999 in Bulgaria, identified major challenges in setting up European Studies programmes in South-East Europe and underlined their role in promoting democratic citizenship and regional stability. Two Round Tables discussed specific problems faced by the universities in the region, where European Studies programmes are scarce. The representatives of the academic communities in Kosovo and Belgrade underlined that co-operation

and networking between all the actors in the region were particularly important in overcoming isolation and the lack of expertise. Regional academic co-operation was expected to create mutual trust and understanding as key elements in the sustainable development of the region, especially in the light

of the latest political developments. The Conference adopted a statement (cf. below) aimed at establishing a regional academic network in European Studies open to all higher education institutions in the region and recommended the establishment of an International Association in European Studies. ■

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## STATEMENT

*adopted at the Conference on  
“Higher Education in European Studies:  
Education for Democratic Citizenship”,  
26-28 September 1999, Slunchev Briag, Bulgaria*

We, representatives from all parts of South-East Europe, gathered at the Conference on “Higher Education in European Studies: Education for Democratic Citizenship” (26-28 September 1999, Slunchev Briag, Bulgaria) to consider the development of European Studies in our region,

Bearing in mind the specific context of the region,

Aware of the need to develop mutual trust as a key element of democratic citizenship,

Considering that education plays a vital role in building a civil society based on democratic culture,

Conscious of the specific contribution of academic co-operation to the democratic process,

***Declare our support for the establishment of an open academic network aimed at:***

- developing European Studies throughout the region;

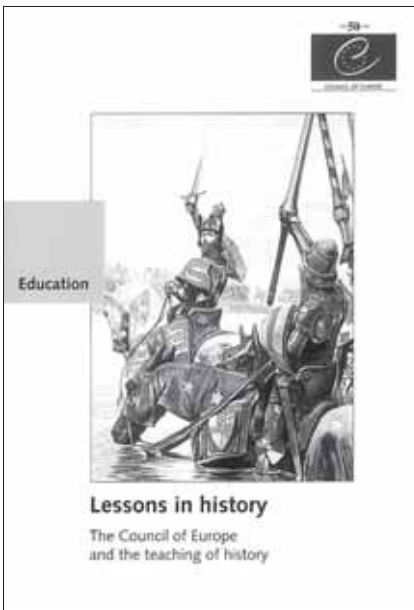
- co-operating with non-State and civil society actors in otherwise isolated regions;
- furthering the formal recognition of European Studies programmes;
- encouraging research in the field by member institutions;
- promoting the exchange of expertise among its members;
- enhancing the mobility of academic staff and students;
- establishing partnerships and co-operation with European and non-European networks and institutions engaged in European Studies

***And call upon researchers and teachers engaged in European Studies throughout the continent to work for the establishment of an International Association of European Studies.***



# Books in brief

**Lessons in history: The Council of Europe and the teaching of history**, by Denis Durand de Bousingen, 1999, 42 pages (ISBN 92-871-3905-9). The author presents an overview of the Council of Europe's works in the field of history over the last 50 years.



scale. The aim was to identify similarities and differences in the member states' perception of the problem based partly on case studies describing different measures used to combat violence in Europe.

**The challenges of science education**, 1999, 175 pages (ISBN 92-871-4095-2) is a compendium of opinions expressed by authors on: the implications of science education (Yves Quéré), the challenges for science education (Andrew Hunt), the state of science teaching (André Giordan and Francine Pellaud), the redefinition of science teaching with a view to citizenship education (Francine Pellaud), science teaching as a key component of education for democratic citizenship (Danielle Lietaer) and concepts on technology education (Paul Staes).



**The challenges of the information and communication technologies facing history teaching**, par Jacques Tardif, 1999, 55 pages (ISBN 92-871-3998-9) is the general report of the symposium held in Andorra la Vella on this theme in the framework of project "Learning

and teaching about the history of Europe in the 20th century".



**Towards a pluralist and tolerant approach to teaching history: a range of sources and new didactics**, 1999, 131 pages (ISBN 92-871-4097-9) is the general report of the symposium on this theme held in Brussels. Organised jointly by the Council of Europe's Council for Cultural Co-operation (CDCC) and the French Community of Belgium, it took place in the framework of the project "Learning and teaching about the history of Europe in the 20th century" and examined a

**Violence in schools: Awareness-raising, prevention, penalties** 1999, 84 pages (ISBN 92-871-4075-8). This book contains the general report of a symposium held in Brussels focusing on school violence, its forms, causes and



range of sources, from cinema, television and museums, to state archives and oral history, to be used in history teaching.

**The Secretary General's New Initiative: the reform of history teaching and the preparation of new history textbooks in the Russian Federation**, by Dr Vladimir Batsyn, 1999, 52 pages (English, French and Russian).

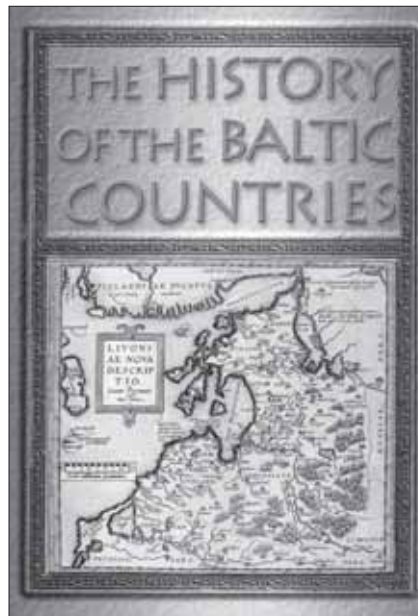


**The Secretary General's New Initiative: The reform of history teaching and the preparation of new history textbooks**, by Dr Robert Stradling, 1999, 78 pages (English, French and Russian). This consolidated report



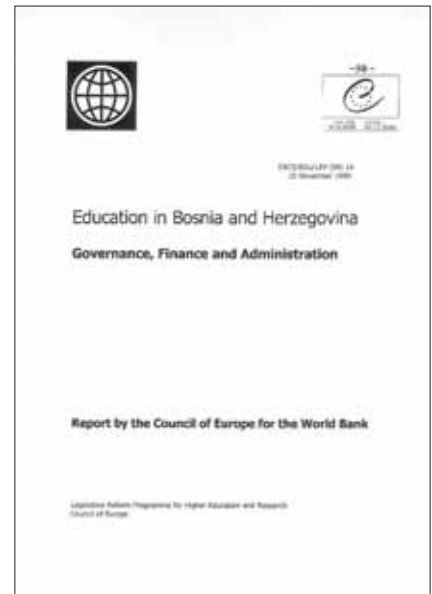
reviews the outcomes of the regional and multilateral seminars and the national seminars held in the Russian Federation and in the other States which participated in the Programme during 1996-98. It takes stock of the progress that has been made over this period. The report concludes with an evaluation of the Programme of Activities relating to History and Civic Education and makes a series of recommendations regarding the main directions for future work in this area.

**The history of the Baltic Countries**, 1999, 222 pages (English, German, Estonian, Russian) (ISBN 9985-2-0133-7), Editors: Ursula Vent ja Indrek Kiverik. This textbook is the first time that a regional history textbook for the Baltic States has been prepared. It was financed through the Confidence Building Measures and the German version was produced through a voluntary contribution by Liechtenstein. This textbook can be ordered to Avita at 117 EEK.

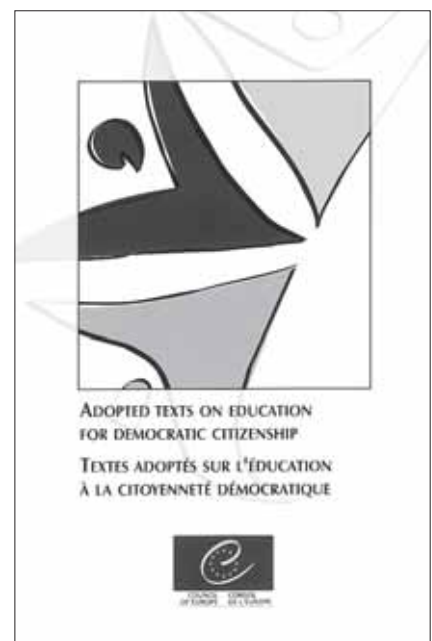


**Education in Bosnia and Herzegovina: Governance, Finance and Administration**, 1999, 88 pages (English text only). It is a report prepared on behalf of the World Bank by a project team of the Council

of Europe's Legislative Reform Programme in Higher Education and Research.



**Adopted texts on Education for Democratic Citizenship**, 53 pages (ISBN 92-871-4042-1). This publication presents the main texts on education for democratic citizenship adopted by the Committee of Ministers and the Parliamentary Assembly. It includes in particular the Declaration and programme on education for democratic citizenship, based on the rights and responsibilities of citizens adopted at the 50th anniversary of the Council of Europe. ■



# Council of Europe guidelines on the education of Roma/Gypsy children in Europe

The Council of Europe, on 3 February 2000, urged its 41 member states to reduce the high rate of illiteracy or semi-literacy among Roma/Gypsy people and raise the percentage of Roma/Gypsy children completing their primary and secondary education.

The Council's recommendation stated that the disadvantaged position of Roma/Gypsies in European societies cannot be overcome unless equality of opportunity in education is guaranteed to their children. This should be "backed up by an active adult education and vocational education policy". The recommendation stresses the need of "adequate resources and flexible structures" to cater for the diversity of the large Roma/Gypsy population in

Europe, including its itinerant or semi-itinerant groups.

Ministries of education should become more sensitive to the question of education of Roma/Gypsy children. Pre-school education schemes should be widely developed. Consultation with parents should be kept up at all stages, possibly through mediators appointed by the Roma/Gypsy community.

Teaching methods and materials for Roma/Gypsy children should include Romani history and culture, but without leading to separate curricula or classes. In countries where the Romani language is spoken, Roma/Gypsy children should be able to study their mother tongue at school. The recruitment of teachers from the Roma/Gypsy

community and the specific training of teachers from the majority community are strongly recommended. Member states are also encouraged to exchange experiences and examples of good practice. ■

The full text of the recommendation is available on <http://www.coe.fr/cm/>. School education for Roma/Gypsy children is the subject of a chapter in the 323-page book by Jean-Pierre Liégeois, *Roma, Gypsies, Travellers*, published by the Council of Europe in 1994 (ISBN 92-871-2349-7).

<b>41 members</b>	Belgium	France	Latvia	Poland	Sweden
	Bulgaria	Georgia	Liechtenstein	Portugal	Switzerland
	Croatia	Germany	Lithuania	Romania	"The former
	Cyprus	Greece	Luxembourg	Russia	Yugoslav Republic
	Czech Republic	Hungary	Malta	San Marino	of Macedonia"
Albania	Denmark	Iceland	Moldova	Slovakia	Turkey
Andorra	Estonia	Ireland	Netherlands	Slovenia	Ukraine
Austria	Finland	Italy	Norway	Spain	United Kingdom

## New ratifications of the Lisbon Recognition Convention

The Council of Europe/Unesco Convention on the Recognition of Qualifications concerning Higher Education in the European Region (better known as the Lisbon Recognition Convention) entered into force on 1 February 1999. Since the previous issue of the Bulletin, a further nine States have ratified the Convention, bringing the total number of ratifications to 17. The new ratifications are: the Czech Republic, France, Georgia, Hungary, Latvia, Liechtenstein, Moldova, the Slovak Republic and

Slovenia. Two further States - Albania and Liechtenstein - have signed the Convention, bringing the total number of signatures to 39 (including the 17 States which have ratified).

The Council of Europe considers the rate of ratifications to be very encouraging. The first meeting of the Lisbon Recognition Convention Committee, held in Vilnius on 16 June 1999, showed that several further States are currently in the process of ratification.

The Convention and its Explanatory Report are available in a handy edition

published by the Council of Europe Press and comprising all four language versions in a single volume. The publication (ISBN 92-871-3552-5) may be ordered through Council of Europe sales agents or directly from the Council: [publishing@coe.fr](mailto:publishing@coe.fr) or <http://book.coe.fr>. ■

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# Calendar of events

## January – November 2000

### January

14-17, Tirana	Democratic change in Albania – School and Community based initiative. Mid-term evaluation meeting and training seminar
17-18, Strasbourg	First European Steering Group (ESG) meeting for the European Year of Languages
18, Strasbourg	Study on Approaches and Methods of Training in Education for Democratic Citizenship
24-25, Strasbourg	Meeting of the Reflective Group on the sites of citizenship
26-27, Strasbourg	Alternative Academic Education Network and CRE (association of European universities)
29-30, Strasbourg	Network for School Links and Exchanges Preparatory Meeting, Pilot project on participation in and through school “Everyone can make a difference”
31-2 February, Moscow	Working Meeting in the Ministry of Education to discuss the work in 2000

### February

7, Strasbourg	European Secondary School Student Exchange Programme (ESSSE). Evaluation and planning meeting of future activities
8, Strasbourg	Network for School Links and Exchanges. Visions of Europe and follow-up projects. Evaluation and planning meeting of future activities
10, Strasbourg	Contact Group “Universities, as sites of citizenship”
10-12, Athens	In-Service Training Programme for Educational Staff Science education and citizenship
11, Strasbourg	Universities, as sites of citizenship
15-19, Porches (Algarve)	In-Service Training Programme for Educational Staff Innovative strategies for foreign language teaching
15-20, Stratford-upon-Avon	In-Service Training Programme for Educational Staff Teaching Shakespeare: making classical literature relevant in the 21st century
16-19, Portugal	In the context of the In-Service Teacher Training Programme, seminar on the development and implementation of the European Language Portfolio
17-19, Tirana	In-Service Training Programme for Educational Staff Development of basic concepts for history curriculum reform
21-23, Strasbourg	Meeting of the Project Group on «education for democratic citizenship»
24-25, Strasbourg	Meeting of the Advisory Group of the Modern Languages Project: “Language Policies for a Multilingual and Multicultural Europe”
24-27, Strasbourg	Youth seminar on Europe at School
25, Strasbourg	Network for School Links and preparatory meeting (July seminar), Pilot project on participation in and through school “Everyone can make a difference”
26, Tirana	Democratic change in Albania – School and Community based initiative Meeting of the Steering Committee
28-29, Strasbourg	Europe at School. European committee annual meeting

### Mars

5-12, Thessaloniki	In-Service Training Programme for Educational Staff Byzantine history: a means of understanding European cultural identity
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6-7, Strasbourg	Meeting of the Project Group for “Learning and teaching about the history of Europe in the 20th century”
9-11, Prague	Seminar for National co-ordinators for the European Year of Languages
14-16, Kiev	Meeting for the preparation of the teaching pack on the history of the Black Sea
17-20, Tirana	Democratic change in Albania – School and Community based initiative. Evaluation meeting
18-24, Strasbourg	European Secondary School Student Exchange Programme (ESSSE). Evaluation seminar
20-24, Malte	In-Service Training Programme for Educational Staff Education for a sustainable lifestyle
22-23, Strasbourg	22nd meeting of the Education Committee
22-25, Lisbon	In-Service Training Programme for Educational Staff (Re)making history, commemorating? Memory and commemorative choices
24-27, Cesu Rajons (Latvia)	In-Service Training Programme for Educational Staff Professional Development for Foreign Language (FL) Teacher-Trainers – Issues of Professional Development for In-Service Developers
25-26, Istanbul	In the context of “Les journées de la Francophonie”, seminar on the Project “Language policies for a multilingual and multicultural Europe”, with special emphasis on the tools developed for the implementation of these policies
27-28, Russian Federation	Follow-up seminar on the implementation of the ELP (European language Portfolio)
28-29, Tbilisi	Regional Conference of Ministers of Education of Armenia, Azerbaijan, Georgia, Moldova, the Russian Federation and Ukraine
28 – 29, Volgograd	Seminar on “Training teachers in new teaching methods”
28-30, Strasbourg	Plenary session of the Higher Education and Research Committee (CC-HER)
29-30, Latvia	Seminar on monitoring bilingual education policy
March / April, Strasbourg	Meetings for the development of European Language Portfolio User guides

### April

Date to be confirmed, Strasbourg	Cultural Institutes meeting
Date to be confirmed, Tbilisi	Network for School Links and Exchange. Conference on exchanges and school links in the Caucasian Republics
Date to be confirmed, Bistrita, (Romania)	In-Service Training Programme for Educational Staff
1-6, Vilnius	In-Service Training Programme for Educational Staff
1-6, Vilnius	Teacher training seminar on “Teaching the Holocaust”
4-11, Thessaloniki	In-Service Training Programme for Educational Staff. Intensive course on educational information technologies
6-8, Catania	Workshop on New Information Technologies and Lifelong Learning
8-10, Bucarest	Seminar “Finalisation” on Education for democratic citizenship
8-12, Madrid	In-Service Training Programme for Educational Staff. New trends towards the teaching/learning of Spanish as a foreign language
10-12, Yaroslavl	Seminar on “evaluation and selection of history textbooks”

## May

4-5, Strasbourg	Third consultation meeting for the follow-up to the Conference "Linguistic diversity and democratic citizenship in Europe"
Date to be confirmed, Skopje	Democratic change through school development. Study visit
Date to be confirmed, Tirana	Introductory training seminar on sites of citizenship
1-6, Dobreta-Turnu-Severin (Romania)	Network for School Links and Exchanges. Interdisciplinary and multicultural education project on human rights and peace
3-7, Chômé Wyns, Marchin, Bruxelles	Network for School Links and Exchanges. Pilot project on participation in and through school "Everyone can make a difference"
9-13, Donaueschingen	In-Service Training Programme for Educational Staff
10-14, Bled	Seminar on the implementation of the European Language Portfolio
11-14, Sarajevo	Symposium "From critical history to constructing a common living space"
14-17, Heinola (Finland)	In-Service Training Programme for Educational Staff. Coaching skills – how to promote learners' potential to maximise their own performance
14-21, Thessaloniki	In-Service Training Programme for Educational Staff. Balkan history and culture: aspects of European identity
17-19, Piran	In-Service Training Programme for Educational Staff. Information technology in the classroom – MIRK 2000
21-24, Warwick	Annual ENIC/NARIC meeting
24-26, Odessa	Seminar on "history textbooks and teaching resources for secondary schools in the Black Sea Region"
25-26, Minsk	In-Service Training Programme for Educational Staff. Problems of human rights in the structure and content of professional education
26 – 27, Greece	In the context of "Les journées de la Francophonie", seminar on the Project "Language policies for a multilingual and multicultural Europe", with special emphasis on the tools developed for the implementation of these policies
29 May-4 June, Värnamo (Sweden)	In-Service Training Programme for Educational Staff. The Swedish school subjects – wood, metal and textile craft: a look at this important form of education

## June

29-30, Strasbourg	European Steering Group Bureau meeting (ESG)
Date to be confirmed, Strasbourg	European Secondary School Student Exchange Programme (ESSSE). Training seminar for head-teachers
3-7, Primorsko (Bulgaria)	In-Service Training Programme for Educational Staff. How to start a mediation service at school
7-11, Primorsko	In-Service Training Programme for Educational Staff. Preparation and realisation of community projects in the field of civic education
19-24, Trondheim (Norway)	In-Service Training Programme for Educational Staff. Creating a learning environment on the internet
19-24, Tallin	Network for School Links and Exchanges. International Youth Project "European Youth"
26-30, Donaueschingen	In-Service Training Programme for Educational Staff. Communication and information technology in history teaching
26-30, Donaueschingen	Teacher training seminar on "Information technologies and teaching history"
27-28, Strasbourg	Higher Education and Research Committee Bureau (CC-HER)

## July

Date to be confirmed, Strasbourg	Meeting of the Group of the Modern Languages Project: «Language Policies for a Multilingual and Multicultural Europe» and the Bureau
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## September

Date to be confirmed, Athens	Regional seminar. Follow-up to the Sarajevo Symposium
14-16, Strasbourg	Final Conference on Education for Democratic Citizenship

## October

14-17, Cracow	20th Session of the Standing Conference of the European Ministers of Education
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## November

6-10, Donaueschingen	Teacher training seminar "Teaching the Holocaust in 2000"
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## How to contact us

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### In the next issue:

- Seminar «Empowerment and responsibility: from principle to practice» (Delphi, 15-17 October 1999)
- The university as a site of citizenship
- Council of Europe in-service training programme for educational staff
- European secondary school student exchanges (ESSSE)