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**IMPLEMENTATION OF 28 C/RESOLUTION 1.15  
CONCERNING REFORM AND RENEWAL OF EDUCATION  
IN CENTRAL AND EASTERN EUROPE**

**SUMMARY**

In this document the Director-General reports to the Executive Board on the implementation of 28 C/Resolution 1.15 on Reform and Renewal of Education in Central and Eastern Europe, with particular attention to the development of civic education in this subregion, as a major instrument for educational reforms and consolidation of democratic changes in society.

## INTRODUCTION

1. At its twenty-eighth session, the General Conference adopted resolution 1.15 concerning the reform and renewal of education in Central and Eastern Europe which emphasizes the key role of civic education in the democratic reform process as well as in conflict prevention and the building of civil peace. The adoption of this resolution is directly linked to the conclusions and recommendations of the Conference on Curriculum Development: Civic Education in Central and Eastern Europe, which UNESCO organized within the UNESCO-CORDEE Initiative, in Vienna, 12-14 October 1995 with the assistance of the Austrian Ministry of Education and Cultural Affairs and the Austrian Commission for UNESCO.
2. The General Conference, referring to the results of the Vienna meeting, recognizing the importance and complexity of the issue and the necessity for a professional approach to civic education, particularly with regard to curriculum development, teaching methods, teacher training, textbooks and materials, invited the Director-General 'to provide the necessary assistance to Member States for the development of civic education in this subregion as a major instrument for educational reform and the consolidation of democratic changes in society'. In implementing 28 C/Resolution 1.15, the Organization was also guided by the provisions of the *Medium-Term Strategy 1996-2001* concerning the support of democratic processes in countries in transition with the general aim 'to assist in effecting the transition, in people's lives and in their minds, from formal democracy to democratic practice, which constitutes one of the essential dimensions of the culture of peace' (para. 174).
3. Taking into account that the core of 28 C/Resolution 1.15 emphasizes the role of civic education, the present report is focused on UNESCO's activities in this particular area. More detailed information on UNESCO's diversified activities in the Europe region, including the countries of Central and Eastern Europe, will be included in a separate document which UNESCO is currently preparing for the 19th session of the Standing Conference of European Ministers of Education to be organized by the Council of Europe in Kristiansand, Norway, 22-24 June 1997. In implementing this resolution, UNESCO has strengthened partnerships with other European organizations such as the Council of Europe, the European Commission and other intergovernmental and non-governmental organizations. The National Commissions for UNESCO were active participants and in many cases the major actors in the practical implementation process.

### **Follow-up to the Vienna Meeting on Civic Education**

4. The 1995 Vienna Conference was attended by representatives of 16 countries of Central and Eastern Europe as well as by representatives of the Council of Europe, the European Union and non-governmental organizations such as the Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and Amnesty International. The Conference adopted a set of recommendations addressed to national authorities and intergovernmental and non-governmental organizations. The twenty-eighth session of the General Conference of UNESCO by adoption of 28 C/Resolution 1.15 opened the way for practical implementation of the recommendations of the Vienna Conference through concrete actions and projects the information on which is provided in the paragraphs hereunder.
5. In the period following the adoption of 28 C/Resolution 1.15, the Final Report of the Conference was prepared and widely distributed. To explore the possibility of subregional co-operation in civic education and establish links for interregional co-operation, UNESCO

organized a subregional workshop on Citizenship Education Reform for the Countries of Central Asia (Ashgabat, Turkmenistan, April 1996). The participants were provided with information and materials from the Vienna Conference. Five participants from the Ashgabat meeting, including two Vice-Ministers of Education from Central Asian Republics, were invited to Vienna by the Austrian Commission for UNESCO with the support of UNESCO to take part in the Seminar on Parliamentarianism and Democracy organized by the Austrian Parliament and the OCSE Parliamentary Assembly for Central Asia and Caucasus countries (January 1997). This meeting was productive in developing contacts between European and Central Asian participants in civic education.

6. In Bulgaria, UNESCO provided intellectual and financial support to the organization of a regional Conference on Civic Education and Culture of Peace (Primorsko, September 1996). Among the organizers of the Conference were the Ministry of Education, Science and Technology of Bulgaria and the UNESCO Chair on Civic Education of Sofia University 'Saint Kliment Ohridski'. The meeting was attended by some 100 participants from ten countries of Central and Eastern Europe, France, the United Kingdom and the United States. The Conference opened new perspectives to promote civic education, by using new NGO initiatives such as youth councils and children's councils as well as active teaching methods and informal education activities. The Conference concluded that 'one of the major educational tasks of the Eastern and Central European countries during the transition period is the building up of the integral system of civic education for young people' and proposed to create the Regional Centre for Civic Education and Culture of Peace in Sofia as a new international non-governmental organization.

7. In light of the deliberations and recommendations of the 45th session of the International Conference on Education (ICE) on the Strengthening of the Role of Teachers in a Changing World, UNESCO and the Danish National Commission for UNESCO will organize jointly with Blaargaard State College of Education, the European Workshop on Teacher Training in Civic Education (Copenhagen, October 1997). Some 25 participants from European countries will be invited, with special attention paid to countries of Central and Eastern Europe.

8. Within the framework of Education for Peace, Human Rights, Democracy, International Understanding and Tolerance (Unit 1 of transdisciplinary project: Towards a Culture of Peace) the following activities contributed to the implementation of 28 C/Resolution 1.15. In the Former Yugoslav Republic of Macedonia, UNESCO guidelines on values education and education for tolerance were translated into the Macedonian language (under contract with the Balkan Peace Studies Center) and widely distributed (1,000 copies). Several seminars for schoolteachers and psychologists were organized (about 280 participants). Upon request, the Azerbaijani National Commission for UNESCO received 1,600 Russian copies of UNESCO's guidelines on education for tolerance for use in primary and secondary schools.

9. A colour brochure entitled *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy* has been published in the six official languages of UNESCO and widely distributed. It is also available on the Internet and on CD-Rom. The Declaration highlights civic and moral education and expresses the strong commitment of UNESCO Member States to pay special attention to improving the entire educational process with a view to educating caring and responsible citizens. The Integrated Framework emphasizes the key role of civic education in the democratization of societies and

provides basic guidelines with regard to objectives, strategies, policies and lines of action aimed at developing civic education.

10. In the process of preparing a *Manual on Human Rights for Primary and Secondary Education*, national ASP co-ordinators in a variety of countries including Armenia, Bulgaria, Romania, Russian Federation and Slovakia are collecting information to raise awareness of human rights in the classroom.

11. As part of its development of co-operative partnerships with the OSCE and the Council of Europe, UNESCO contributed information on its activities and documentation on civic education to the OSCE-sponsored regional seminar on How Can Education Strengthen Civil Society? (Tallinn, October 1996) as well as to the Council of Europe-sponsored seminar on the Preparation and Publication of New History Textbooks for Schools in European Countries in Democratic Transition (Warsaw, November 1996).

12. Associated Schools Project network. Of the 3,828 Associated Schools, there are 1,519 in Europe including the countries of Central and Eastern Europe, and the number continues to grow. During 1995-1996, many countries organized national ASP seminars and workshops to discuss results achieved in furthering education for a culture of peace and tolerance and to plan new activities. Within the framework of the Baltic Sea Project, the Third International Environmental Camp School was held (Pori, Finland, May 1996) as well as a Seminar on Environmental History in the Baltic Region (Visby, Sweden, September 1996). The First European World Heritage Youth Forum was organized in Dubrovnik, Croatia (May 1996) with some 80 participants from over 20 countries.

13. As a follow-up to the UNESCO-sponsored National Round Table on Education Reform (Borjomi, Georgia, November 1995), UNESCO assisted in the organization of an International Conference on Education which underscored the importance of civic education reform (Kutaisi, Georgia, May 1996). An International Conference on Training of Schoolteachers in the Context of a Multi-National Society (Tbilisi, October 1996) was organized for some 100 educators from ten European and Asian countries. The ASP Ciril Kosmac Primary School in Piran, Slovenia, hosted the International Camp for Pupils and Teachers (October 1995 and 1996) with participants from Austria, Bosnia and Herzegovina, Croatia, Norway and Ukraine. The Blue Danube River Project Seminar took place (Budapest, October 1995) for the nine countries participating in this project. Among the winners of the ASP international contest launched in 1996 on the topic of *What Makes a Good Teacher?*, were participants from Albania, Bulgaria, Croatia, Czech Republic, Poland, Russian Federation and Slovakia.

14. Three ASP workshops on new teaching methods organized in collaboration with the German ASP network were held (Primosten (Croatia), June 1995; and Neum and Sarajevo (Bosnia and Herzegovina), January and August 1996). In Bosnia and Herzegovina a core network of 23 Associated Schools is currently being established. In 1997 UNESCO foresees several teacher-training seminars and is planning a workshop for curriculum planners. Close co-operative contacts are established with the Council of Europe and CIVITAS (international consortium for civic educators created in Prague in June 1995) to collaborate on joint teacher-training sessions on human rights and civic education.

15. As it is stated in the *Medium-Term Strategy 1996-2001*: 'Language is more than an instrument of communication; it is a vision of the world' (para. 160). Consequently, the role of such projects as **LINGUAPAX** and **LINGUAUNI** for the promotion of understanding, cultural diversity and tolerance has been reinforced. Central and Eastern European countries

were the active participants in numerous meetings and activities organized within the LINGUAPAX project. The Network LINGUAUNI (interuniversity co-operation in foreign languages and social sciences) includes at present some 80 universities in the Europe region, particularly in the Commonwealth of Independent States. The first meeting of the International LINGUAUNI Committee took place in October 1996 in Moscow with the participation of the LINGUAPAX International Committee.

16. With extra-budgetary support provided by the Netherlands, UNESCO initiated a peace education project in Croatia (\$200,000). The main objectives of the project are the development of pilot textbooks and teacher manuals for peace and human rights teaching in Croatian primary schools.

17. UNESCO promotes a series of initiatives in the Russian Federation contributing to civic education. After the Vienna Conference, the *Teachers' Newspaper* published in the Russian Federation started producing a weekly supplement, *The Citizen* (circulation 10,000), which contains teaching materials on civic education, and initiated the creation of the Association of Civic Educators. A regular column on the culture of peace is planned in the journal *Pedagogica*.

18. In November 1995 in Moscow, an International Conference on Tolerance Instead of Violence in the Family and Society was organized in co-operation with the Ministries of Education and of Health, and the National Commission for UNESCO. Support was provided to the organization of the International Conference on Ways and Means to Promote the Ideals of Tolerance and Non-violence in the Russian Federation and the Commonwealth of Independent States (Moscow, March 1997).

19. Co-operation with already established Chairs on Human Rights, Democracy and Peace in Belarus, Bulgaria, Poland, the Russian Federation and Slovakia is being developed. Chairs in Bulgaria and the Russian Federation have produced several teaching aids. Four new Chairs are being established in 1997: a UNESCO Chair on Culture of Peace and Democracy at the Russian State University of Humanities, UNESCO Chair in Sustainable Development, Environmental Sciences and Social Problems at Novosibirsk State University (Russian Federation), UNESCO Chair for Minority Studies at Lorand Eötvös University (Budapest) and a UNESCO Chair of Peace and Democracy at the Tbilisi State Pedagogical University. Several books for use as educational materials on human rights and democracy have been published in the languages of the countries of Central and Eastern Europe.

20. Within the framework of the IBE project *What Education for What Citizenship?* a study on social representations of citizenship and educational practices in secondary schools was conducted in five countries of the region (Belarus, Georgia, Lithuania, Romania and Slovakia). This analysis will identify school arrangements - particularly curriculum, teaching methods and participation structures - which appear most appropriate to convey cognitive and axiological messages concerning democratic citizenship in various settings. Experimental projects designed to elaborate and evaluate pedagogical strategies for citizenship education at secondary level based on the main findings of the above study have been initiated in Slovakia and Romania. The December 1996 issue of *Prospects*, devoted to citizenship education, includes two substantive articles by well-known specialists of the Czech Republic and Romania.

21. The European Consultation in Warsaw (April 1996), held in preparation for the 45th session of ICE, devoted much attention to questions of educational reform and the democratization of education in the countries in transition of Central and Eastern Europe. A reference paper entitled *Education and Teachers in Central and Eastern European Countries* was prepared by IBE to facilitate the discussion.

22. Under the IBE project 'Basic Education for Participation and Democracy: Key Issues of Human Resources Development' contacts have been made with Poland and the Czech Republic for the organization of permanent observatories on the preconceptions and attitudes of future teachers *vis-à-vis* pupils from different cultures.

23. In conclusion, during the period following the adoption of 28 C/Resolution 1.15 UNESCO actively supported the Central and Eastern European countries in the formulation of educational policies and strategies. Considering civic education as an area of crucial importance for the entire process of reform and a pre-condition for the development of the individual as a responsible citizen of a democratic society, UNESCO based its actions on the Organization's 'unity of thought and action'. In keeping with its constitutional mandate, the Organization will strengthen its activities in this area in the next biennium, with due account of the celebration of the fiftieth anniversary of the adoption of the Universal Declaration of Human Rights.

24. After considering this report, the Executive Board may wish to adopt the following decision:

The Executive Board,

1. Having examined the report submitted by the Director-General on the implementation of 28 C/Resolution 1.15 on Reform and Renewal of Education in Central and Eastern Europe (151 EX/7),
2. Taking into account that civic education is of vital importance in the countries of Central and Eastern Europe passing through major social transformations,
3. Acknowledging with satisfaction the diversified action taken by the Organization to implement activities and projects in civic education in the subregion, especially the efforts aimed at strengthening the partnerships and co-operation in this area with other intergovernmental and non-governmental organizations and with the National Commissions, and other partners such as CIVITAS (international consortium of civic educators),
4. Invites the Director-General to continue to provide special support and assistance to the countries of Central and Eastern Europe in their efforts to reform civic education in line with major democratic reforms taking place in their societies;
5. Appeals to Member States to support the activities in the countries of Central and Eastern Europe aimed at reinforcing co-operation and developing new projects in the area of civic education, considering it as a vital element for the promotion of a culture of peace.