

Проектна робота “Europe is more than you think” для учнів старшої школи

Шановні читачі! Протягом останніх років ми знайомили вас з теорією і практикою проектною методикою навчання іноземних мов у середніх навчальних закладах. У попередньому номері журналу опубліковано статтю Е.Г.Арванітопуло “Реалізація проектною методикою навчання іноземного спілкування в середній школі”, присвячену переважно **класній** проектній роботі. Мета цієї публікації – ознайомити вас з **позакласною** проектною роботою учнів 11 класу.¹

Мода чи необхідність? Метод проектів виник у 1920 році у США. Інша його назва – метод проблем. Основними положеннями методу були американський філософ і педагог Дж. Д'юї та його учень В.Кілпатрик. Провідною рисою методу проектів вони визначили: навчання на активній основі з урахуванням інтересів учнів. Зрозуміло, що з часом шляхи реалізації методу змінилися, але його суть залишилася тією ж: стимулювати інтерес учнів до певних проблем, вирішення яких передбачає володіння учнями відповідними знаннями, а проектна діяльність вказує шляхи практичного їх застосування.

У Росії після революції 1917 року метод проектів застосовували широко, але не завжди послідовно. Це стало першопрчиною його заборони у 1931 році. З того часу цей метод майже не використовувався ні в Росії, ні в Україні. Разом з тим він активно й успішно впроваджувався у США, Великобританії, Німеччині, Італії та багатьох інших країнах.

Останнім часом метод проектів набуває все ширшого застосування у навчанні іноземних мов, про що свідчать публікації Н.Д.Гальскової, Н.Ф.Коряковцевої, А.В.Конишевої, Е.С.Полат та інших. Він став не просто популярним – він став “модним”. Але, на жаль, часто проектною методикою називають звичайну групову роботу. Отже, якщо ваша мета – бути “професіоналом”, а не “модником”, давайте разом ще раз проаналізуємо основні вимоги до реалізації цього методу на прикладі розробленого нами проекту.

Загальна характеристика проекту

Проект “Europe is more than you think”

- містить значущу у дослідницькому плані проблему (Україна готується до приєднання до Європейського Союзу);
- вимагає інтегрованих знань і вмінь (проект вимагає крім володіння іноземною мовою на рівні, наближеному до В1, певних знань з історії, географії, культури, екології, медицини тощо);
- передбачає творчий пошук додаткової інформації в Інтернеті та друкованих виданнях (в тематичних картках учнів рекомендовано сайти Ради Європи (див. Додаток 2));

- планується учнями при сприянні вчителя, який стимулює їх інтерес до проблеми (вчитель може скористатися матеріалом, поданим на “Teacher’s sheet” (див. Додаток 1) і допомагає обрати тему презентації);
- реалізується учнями самостійно в позакласній роботі (для цього вони одержують “Pupil’s thematic sheets”);
- оцінюється учнями за карткою оцінювання, запропонованою вчителем (Can-do techniques (див. Додаток 3));
- передбачає вдосконалення умінь у всіх видах мовленнєвої діяльності (учні читають запропоновані на картках і самостійно знайдені тексти; готують усні презентації та обговорюють їх, слухають презентації груп, роблять необхідні записи);
- стимулює активну класну й позакласну роботу учнів (проект реалізується в позакласній роботі, але певні його етапи проходять на уроці);
- спрямований на одержання запланованого кінцевого продукту (усної презентації за обраною проблемою з використанням різноманітної наочності).

Для **визначення типу проекту** пригадаємо загальну типологію проектів: за характером домінуючого виду діяльності²: дослідницькі, творчі, рольово-ігрові, інформаційні, практико-орієнтовані. Запропонований нами проект має ознаки проектів різних типів, але домінуючою виступає його інформаційний складник. Отже вважаємо, що проект “Europe is more than you think” є інформаційним, оскільки він спрямований на збір конкретної інформації з визначеної проблеми (десяти тем). Учасники проекту збирають інформацію для ознайомлення з нею інших учнів старших класів школи. Виконання проекту має чітку структуру, передбачає здійснення зворотного зв’язку протягом реалізації проекту.

Крім того, проект можна визначити як міжпредметний (за ознакою віднесеності до предметно-змістової галузі знань); гнучкий (за характером координації проекту); шкільний (за характером контактів), довгостроковий (за терміном виконання); усно-письмовий (за використанням видів мовленнєвої діяльності).

Модель реалізації проектною роботи

“Europe is more than you think” має лінійний характер: спочатку учні оволодівають необхідним мовним і мовленнєвим матеріалом у процесі опрацювання окремих тем (наприклад³: 8-ий клас: здоровий спосіб життя; улюблений письменник; композитори, музиканти, виконавці; географічне положення Великобританії та України; школи в Україні та за кордоном. 9-ий клас: навколишнє середовище, охорона довкілля; молодіжні організації, пам’ятки культури. 10-ий клас: взаємодопомога; роль спорту в житті

¹ При розробці проекту використано матеріали Ради Європи.

² Новые педагогические и информационные технологии в системе образования/ Под. ред. Е.С.Полат. – М.: Академия, 2002. – С. 73-77.

³ Програми для загальноосвітніх навчальних закладів та спеціалізованих шкіл з поглибленим вивченням іноземних мов: Іноземні мови, 2-12 класи, 5-12 класи. – К.: “Перун”, 2005. – 208 с.

суспільства; національна кухня; природні катаклізми; відомі художники; сучасні засоби комунікації і технології; освіта в Україні та за кордоном. 11-ий клас: толерантне ставлення до людей; міжнародні спортивні змагання; людина і довкілля, фільми; Україна у світі тощо), а після цього починають роботу над проектом. Отже вважаємо, що учні готові до роботи над проектом в 11-ому класі.

Етапи реалізації проекту: підготовчий, виконавчий, презентаційний та підсумковий.

На підготовчому етапі вчитель допомагає учням “побачити” проблему (визначення значущості діяльності Ради Європи та напрямів її роботи – див. Додаток 1); виокремлює основні теми для опрацювання (“Our continent’s history”, “Human rights”, “Modern languages”, “Multicultural society”, “Culture”, “The world”, “Our environment”, “Young people”, “Our health”); формує мінігрупи учнів, які працюватимуть над цими темами (одна тема на двох-трьох учнів залежно від кількості учнів у класі/групі; можливі і дві теми на таку ж кількість учнів); визначає формат очікуваного кінцевого продукту (усна презентація з використанням необхідної наочності); обговорює шляхи і джерела пошуку інформації (Інтернет і видані матеріали). Основні види вправ, які виконують учні на цьому етапі: рецептивні й рецептивно-продуктивні умовно-комунікативні (аудіювання розповіді вчителя, визначення теми презентації, ознайомлення з картками для опрацювання тощо). У процесі обговорення в малих групах плану проектною роботи, формулювання мети і визначення кінцевого продукту проекту учні виконують рецептивно-продуктивні вправи.

На виконавчому етапі проекту учні опрацьовують тематичні картки (див. Додаток 2), що сприяє удосконаленню мовних навичок і мовленнєвих умінь. Вони виконують вправи, які готують їх до реалізації проекту (читання запропонованих і самостійно підібраних текстів, виконання усних і письмових проблемних завдань тощо), і вправи, які є власне проектом (підготовка проміжних усних і письмових звітів з роботи над проектом, заповнення звітних форм, письмове оформлення проекту

і його усної презентації, виготовлення наочності тощо). Вправи (рецептивні, репродуктивні, продуктивні комунікативні) спрямовані передусім на вдосконалення вмінь учнів у чотирьох видах мовленнєвої діяльності.

На етапі презентації учні презентують результати проектною діяльності з десяти обраних тем. Основні типи вправ: рецептивні та продуктивні комунікативні.

На підсумковому етапі проводиться аналіз та оцінювання якості проектною діяльності учнів і підготовлених ними проектів. Поточний контроль здійснюється на уроках шляхом заповнення учнями звітних форм або усних звітів, а підсумковий етап – за допомогою листів для самоконтролю кожним учасником проекту (див. Додаток 3). Крім того, учні обговорюють результати роботи над проектом “Europe is more than you think” в цілому та оцінюють роботу своїх одногрупників.¹

Загальна оцінка проекту, за Є.С.Полат (цитов. праця), включає аналіз значущості й актуальності обраної проблеми; коректність обраних методів дослідження і методів опрацювання одержаних результатів; активність кожного учасника проекту у відповідності до його індивідуальних можливостей; колективний характер рішень, що приймаються; характер спілкування і взаємодопомоги; необхідна й достатня глибина проникнення в проблему; доказовість рішень, що приймаються, вміння аргументувати свої висновки; естетика оформлення результатів проекту; вміння відповідати на запитання опонентів, лаконічність та аргументованість відповідей кожного члена групи. А ми додамо до вищеперелічених параметрів ще один: якість мовного і мовленнєвого оформлення проекту.

Оформимо основну вищезгадану інформацію у вигляді карти реалізації проекту (див. таблицю).

Отже пропонуємо вам матеріали проектною роботи “Europe is more than you think” для упровадження у навчальний процес з англійської мови в 11 класі:

- картку вчителя;
- тематичні картки учнів;
- картку оцінювання.

Карта реалізації проекту “Europe is more than you think”

Етап	Підетап	Зміст роботи	Тип заняття	Час	Матеріали	Види мовленнєвої діяльності
Підготовчий	1.	Визначення проблеми Розробка плану роботи	Урок	1-2 години	Картка вчителя	Аудіювання Говоріння
Виконавчий	2.	Робота учнів над проектом	Позаурочна робота	10-15 годин	Картки учнів: завдання 1-2. Самостійний пошук інформації	Читання Говоріння
	3.	Поточний контроль	Урок	1 година	Усний звіт	Говоріння
	4.	Робота учнів над проектом	Позаурочна робота	10-15 годин	Картки учнів: завдання 3-4.	Читання Говоріння Письмо
	5.	Поточний контроль	Урок	1 година	Картка поточного контролю	Письмо
	6.	Робота учнів над проектом	Позаурочна робота	10-15 годин	Картки учнів: завдання 5	Читання Говоріння Письмо
Презентаційний	7.	Презентація учнями школи	Урок	2 години	Підготовлені учнями проекти	Аудіювання Говоріння
Підсумковий	8.	Підсумкове оцінювання	Урок	1 година	Картка підсумкового оцінювання	Письмо

¹ Детальніше вправи описано у статті Е.Г.Арванітопуло “Реалізація проектною методики навчання іншомовного спілкування у середній школі”. – “Іноземні мови”. – 2005. – №4. – С. 3-11.

Додаток 1.

Teacher's Sheet

1. Some facts about the Council of Europe

Why should your pupils be interested in the Council of Europe?

- Nobody else in your school will know about the Council of Europe more than you; so you can quickly become specialists.
- There are opportunities for you to participate in pan-European language teaching courses.
- The Council deals with topical issues such as: multicultural society, human rights, drugs, fairness in sport, participation of young people in society, language learning, and the environment.
- It is the longest-standing European political institution.
- The conventions drawn up by the Council replace thousands of bilateral agreements between countries.
- It is the home of the only enforceable international human rights convention in the world.
- Unique political interaction between national and European levels is provided by the Council's Parliamentary Assembly.
- The Council of Europe recognises the importance of civil society and works actively with non-governmental organisations.
- The European anthem, the prelude to the *Ode to Joy* from Beethoven's Ninth Symphony, were originally adopted by the Council of Europe.
- The Council can assist you in finding partners for international school co-operation projects in forty-seven European countries.

The Council of Europe network for school links and exchanges

School links make a vital contribution to school pupils' ability to function within today's multilingual, multicultural, multifair European society. They bring Europe to life both for the students and the teachers.

Finding the right partner is not always easy and the agencies co-operating in the network can advise you on the best way to go about it.

Further information is available from the Directorate of Education, Culture, Youth and Sport.

<http://culture.coe.int>

Bulletin of the Information Office of the Council of Europe in Ukraine: <http://www.coe.kiev.ua>

- The Council of Europe accords special importance to improving the quantity and quality of communication among its member states.
- The Council's linguistic policy aims are:
 - to protect and develop this rich heritage of linguistic and cultural diversity as a source of mutual enrichment;
 - to facilitate the mobility of people and the exchange of ideas;
 - to develop a harmonious principled approach to language teaching and learning.

- Key principles in Council of Europe work in modern languages are:
 - language learning is for all (at least one modern foreign language should be taught to all pupils from age ten till the end of compulsory education);
 - language learning is for life (not a formalistic study of grammatical structure and literary works, but acquiring the knowledge, attitudes and practical skills needed for communication in real-life situations; language learning at school is essential, but not sufficient; knowledge and skills need to be maintained and developed throughout adult life);
 - language learning is for the learner (whilst parental wishes and societal needs must be fully taken into account, language teaching should be based on the needs, interests, characteristics and resources of the learners).
- The European Centre for Modern Languages is situated in Graz (Austria). It is a Council of Europe institution whose aim is to promote the learning and teaching of modern languages in Europe.

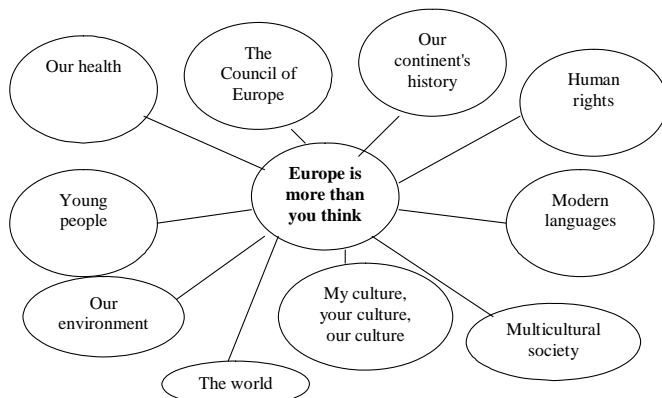
Further information is available from the European Centre for Modern Languages.

<http://www.ecml.at>

<http://culture.coe.fr/ecml>

2. Topical areas for pupils' presentations

1. Choose one of the topical areas for making a presentation, suggested in the following spidergraph.



Додаток 2.

Pupils' Thematic Sheets

Sheet A. The Council of Europe

1. Council of Europe is the continent's oldest political organization, founded in 1949. It now groups together 45 countries, including 21 countries from Central and Eastern Europe. It is based in Strasbourg, and run by the Committee of Ministers, on which all member states are represented.

What do you know about the Council of Europe?

- Imagine for what reasons the Council of Europe might exist.

- Who would be its members?
- What would it do?

2. Get some information about it from the passages below.

The Council of Europe: yesterday and today

From Churchill to Gorbachev and beyond...

One of the great paradoxes of war is that it can be a great motor for political and social change; just think of the development in women's rights after the first world war.

Creating the Council of Europe was one of the major results of the popular movements to improve society and create a lasting peace following the second world war. As Winston Churchill famously put it in a speech in Zurich in September 1946:

"We must build a kind of United States of Europe. In this way only will hundreds of millions of toilers be able to regain the simple joys and hopes which make life worth living... Why should there not be a European group which could give a sense of enlarged patriotism and common citizenship to the distracted peoples of this turbulent and mighty continent?"

Soon afterwards, the Council of Europe was established: its Statute, leaving open the possibility for other countries to join, was drawn up and signed on 5 May 1949 by ten states. Since 1990, the Council has experienced an enormous increase in membership (see box), with many post-communist states joining as a demonstration of their commitment to building a united Europe. The winds of change were clearly demonstrated when Mikhail Gorbachev, the then President of the Soviet Union, came to address the Parliamentary Assembly in July 1989. There are now some 800 million people living within the Council's sphere of influence. It is important to note that while the Council of Europe co-operates with the European Union, the two organisations are entirely separate.

Essential facts

The Council of Europe is an intergovernmental organisation which aims:

- to protect human rights, pluralist democracy and the rule of law;
- to promote awareness and encourage the development of Europe's cultural identity and diversity;
- to seek solutions to the problems facing European society (discrimination against minorities, xenophobia, intolerance, environmental protection, human cloning, Aids, drugs, organised crime, etc.);
- to help consolidate democratic stability in Europe by backing political, legislative and constitutional reform.

Wide-ranging activities

The Council of Europe deals with all the major issues facing European society other than defence. Its work programme encompasses human rights, the media, legal co-operation, social and economic questions, health, education, culture, heritage, sport, youth, local and regional government, and the environment.

A FRAMEWORK FOR CO-OPERATION

Governments, national parliaments and local and regional authorities are represented separately.

The Committee of Ministers is the Council of Europe's decision-making body, composed of the Foreign Ministers of the forty-three member states (or their Permanent Representatives).

The Parliamentary Assembly is the deliberative body, whose members are appointed by national parliaments.

The Secretary General

At present the Secretary General of the Council of Europe is Terry Devis from Great Britain. He was elected by the Parliamentary Assembly in 2004 for a five-year period. The Secretary General directs and co-ordinates the Organisation's activities.

The Congress of Local and Regional Authorities of Europe is a consultative body representing local and regional authorities.

In addition, the Council is open to dialogue with over 400 non-governmental organisations (NGOs) to which it has granted consultative status.

Summit meetings

The Council of Europe has held three summit meetings of heads of state and government, gaining fresh political impetus at the highest level.

The first summit was held in Vienna in 1993 and was devoted to the protection of minorities and the Council's enlargement to include eastern Europe.

The second summit was held in Strasbourg in 1997; it ended with the adoption of an Action Plan setting out proposals for making young people more aware of civic rights and responsibilities, combating corruption, supporting job-creating schemes and fighting drug addiction and crime.

The third summit was held in Warsaw in 2005 and was devoted to protecting pluralist democracy, human rights and the rule of law.

Conferences of specialised ministers

Conferences of specialised ministers (for justice, education, family affairs, youth, environment, culture, etc.) are organised periodically to work out projects to be implemented together in these particular areas.

Building Europe

Day by day

The Council of Europe's main instrument for affecting the everyday lives of the people is known as a convention: this is an international treaty whereby states commit themselves to co-operate in a particular field. These are very efficient instruments: you would need more than 130 000 bilateral agreements between states to replace the 180 plus conventions drawn up within the Council.

So-called partial agreements are also adopted within the framework of the Council and allow a number of states to carry out a specific activity of common interest with the consent of other members.

An international staff with European funding

Approximately 1300 international civil servants recruited from the member states make up the permanent staff

of the Organisation's secretariat which is headed by the Secretary General.

The Council of Europe is financed by the governments of member states whose contributions to the Organisation's budget are calculated in relation to their population and wealth. The ordinary budget of the Council of Europe for the year 2001 amounts to 163 million euros.

The Council of Europe has its headquarters at the Palais de Europe, Strasbourg (France).

The Council of Europe member states

Albania (1995), Andorra (1994), Armenia (2001), Austria (1956), Azerbaijan (2001), **Belgium** (1949), Bulgaria (1992), Croatia (1996), Cyprus (1961), Czech Republic (1993), **Denmark** (1949), Estonia (1993), Finland (1989), **France** (1949), Georgia (1999), Germany (1950), Greece (1949), Hungary (1990), Iceland (1950), **Ireland** (1949), **Italy** (1949), Latvia (1995), Liechtenstein (1978), Lithuania (1993), **Luxembourg** (1949), Malta (1965), Moldova (1995), **Netherlands** (1949), **Norway** (1949), Poland (1991), Portugal (1976), Romania (1993), Russian Federation (1996), San Marino (1988), Slovakia (1993), Slovenia (1993), Spain (1977), **Sweden** (1949), Switzerland (1963), "the former Yugoslav Republic of Macedonia" (1995), Turkey (1949), Ukraine (1995), **United Kingdom** (1949). Observers: Canada, Holy See, Japan, Mexico and the United States of America.

* Founder members in bold.

You may also use the Internet and other resources. The main Council of Europe site is to be found at: <http://www.coe.int>.

3. Try to answer the questions below.

- What does the European flag (gold stars on a blue background) represent?
- What do the main Council of Europe values and principles mean:
 - o tolerance,
 - o democracy,
 - o diversity,
 - o ethics,
 - o solidarity,
 - o citizenship,
 - o liberty,
 - o human rights,
 - o justice,
 - o confidence,
 - o equality?
- When did Ukraine join the Council?
- Which other international organisations in Europe do you know?

4. Photocopy a map of Europe, find and colour all the member states of the Council.

5. Compare the memberships and the aims of the Council of Europe with other international organisations in Europe.

Organisations	Memberships	Aims
The Council of Europe The European Union The European Free Trade Associations		

6. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and other countries".

Sheet B. Our Continent's history

1. Our continent has seen many empires rise and fall: Alexander the Great, the Roman, Byzantine and Ottoman Empires, and so on.

- What do they leave behind...
 - ... physically?
 - ... legally?
 - ... culturally?
- How can their effects be felt today?
- What empires extended beyond the continent?
- What is the role of the Council of Europe in recent history?

2. Get some information about it from the passages below.

Teaching our continent's history

Why teach European history?

Traditionally, the teaching of a country's history in schools serves to create a common memory and understanding of the past. It contributes to a sense of national cohesion by providing all pupils with the same "official" information. When history is taught in this way, it tends to concentrate on battles won and lost, and on national heroes and achievements. (Who knows a country which doesn't claim to have invented the sewing machine, vacuum cleaner, car or paper clip?) There is a danger, however, that the attempt to create national cohesion could turn into the promotion of extreme nationalist views: "WE were the first, the biggest, the strongest, the best and THEY were the last, the most violent, the worst". Those who teach history like this tend to forget that:

- the history of Europe is one of the movements of people and the mixing of cultures;
- the vast majority of people were victims of, rather than participants in, historical events;
- the history and interpretation of historical events by ethnic minorities often differs greatly from the mainstream view;
- Europe was and is in permanent interaction with the rest of the world;
- nation states are a comparatively recent invention.

How can we teach European history?

Should all schools in Europe use the same textbooks and teach the same "agreed" version of European history? Not at all. The historic events which have shaped Europe have had different consequences for different people. The more we know about the pain, antagonisms and sense of wonder from the past, the better we will be able to understand each other and the interaction between different cultures. At the beginning of 1997 the Council for Cultural Cooperation launched the project "Learning and Teaching about the History of Europe in the 20th century". Its aims are to:

- interest secondary school students in the recent history of our continent;

- provide curriculum developers, textbook authors and history teachers with practical advice and examples of innovative approaches and good practice.

The question is not “which history” to teach, but rather how to teach it.

- International projects play an important role in this process. They encourage young people to share their understanding of events and to become familiar with other peoples’ views, knowledge and sources.
- Critical use of primary sources helps pupils understand how propaganda works and how nationalism and intolerance are promoted.
- Looking at the history of minorities and the powerless makes pupils more aware of developments which know no national borders.
- Group and project work in class draws on the strengths and skills of all pupils.

The Council is working with experts from all over Europe on this project. Handbooks and manuals which will help learning history to become a means of increasing tolerance and understanding of our common cultural heritage will be available.

You may also use the Internet and other resources. The main Council of Europe site is to be found at: <http://www.coe.int>

3. Try to answer the questions below.

- How many countries are there in Europe?
- To which events and personalities from history do we attach the most importance?
- What are the aims of the project “Learning and Teaching about the History of Europe in the 20th century”?
- What are the positive aspects of migration in European history?

4. Using a current map of Europe, outline the geographical area controlled by the Byzantine empire at the height of its power.

5. Write the capitals of the Council of Europe member states.

Albania –	Germany –	Portugal –
Andorra –	Greece –	Romania –
Armenia –	Hungary –	Russian Federation –
Austria –	Iceland –	San Marino –
Azerbaijan –	Ireland –	Slovakia –
Belgium –	Italy –	Slovenia –
Bulgaria –	Latvia –	Spain –
Croatia –	Liechtenstein –	Sweden –
Cyprus –	Lithuania –	Switzerland –
Czech Republic –	Luxembourg –	“the former Yugoslav Republic of Macedonia”
Denmark –	Malta –	–
Estonia –	Moldova –	Turkey –
Finland –	Netherlands –	Ukraine –
France –	Norway –	United Kingdom –
Georgia –	Poland –	

Observers: Canada, Holy See, Japan, Mexico and the United States of America.

6. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council “The Council of Europe's place in history”.

Sheet C. Human rights

1. Human rights belong to everyone. But rights carry with them responsibilities; each person who is entitled to a right has a duty which accompanies that entitlement.

- What do you consider to be human rights?
- What is the difference between “civil and political rights” and “economic, social and cultural rights”?
- Who has contributed to the development of human rights in Europe?
- What publications about human rights do you know?
- Who has contributed to the development of human rights in Ukraine?

2. Get some information about it from the passage below.

Protecting and understanding human rights.

Article 14: The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

The European Convention on Human Rights

If you have heard about the Council of Europe before, then you have probably heard about it in the context of human rights. The Council has a range of instruments for protecting our rights and freedoms. Taking their initiative from the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, the member states of the Council opened the European Convention on Human Rights for signature in 1950. This was important for three main reasons:

- each individual’s rights and freedoms were guaranteed by what are known as the Contracting States;
- for the first time an international treaty on human rights was set up with a court to enforce decisions;
- national parliaments and legal systems now had a solid human rights reference point to help them when enacting and interpreting laws.

This last point has been particularly important in recent years as the new democracies of Central and Eastern Europe have joined the Council.

The convention has had an enormous impact on legal practice across Europe and its reputation continues to grow. Since the mid-1980s, the number of individual cases reaching Strasbourg has increased enormously, resulting in some cases taking up to five years to be heard.

A single permanent Court was established in November 1998 to increase the efficiency of the system.

Preventing violations of human rights

The Council of Europe’s efforts to guarantee human rights lay increasing emphasis on preventing violations. This has

resulted in the 1987 European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, which is designed to prevent such ill-treatment of people deprived of their liberty. A special committee of independent experts (the CPT) visits places of detention, such as prisons, police stations, army barracks and psychiatric hospitals, and makes recommendations for improvements. Under the convention, CPT delegations have unlimited access to places of detention and complete freedom of movement within them. They interview detainees without witnesses and have free access to anyone who can provide information. Their recommendations, if any, are included in a report, which is a basis for dialogue with the state concerned.

Social rights

Over the course of time, our concepts of human rights have evolved. Civil and political rights such as the right to life, freedom from torture, the right to asylum and freedom of expression form the basis of the European Convention on Human Rights. But what of economic and social rights? This is where the European Social Charter of 1961 comes in. This provides for three main categories of rights:

- protection of employment, including the right to work and the right to belong to a trade union;
- social protection for the whole population;
- special protection outside the work environment, including rights for children and young people, mothers and migrant workers.

Although the charter is not enforceable by law, a supervisory system is in place and the Committee of Ministers issues recommendations to states which do not fully comply with it.

Human rights awareness

There would be little point in having all these possibilities for protecting human rights if nobody knew what they were or how they worked. Various training programmes have therefore been developed for judges, police officers, prison officers, doctors, social workers and non-governmental organisations. Efforts are increasing to reach vulnerable groups such as refugees and asylum seekers whose human rights are most under threat. Educational and information materials have also been produced in order to make the general public, and especially young people, more aware of these problems.

You may also use the Internet and other resources. Human Rights information Centre site is to be found at <http://www.humanrights.coe.int>

3. Try to answer the questions below.

- What human rights do you feel should be protected by law?
- When did Ukraine sign and ratify the European Convention on Human Rights? What changes, if any, did this bring to our country?
- What role do non-governmental organisations play in Ukraine in pressuring governments to respect human rights? Which ones are active in our country?
- Did Ukraine sign and ratify the European Convention on Human Rights?

- What changes, if any, did this bring to Ukraine?
4. **Recollect and put down a list of everyday life situations (at home, school, youth group, other) when your rights conflicted with other persons' rights.**
 - Devise a Human Rights Charter for your class. List the individual and group responsibilities which result from the charter.
 5. **You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and human rights".**

Sheet D. Modern languages

1. **Pride in one's own language is natural, but what happens when we want to communicate with those who speak another language?**
 - What countries have one official language?
 - What countries have some official languages?
 - What languages are officially recognised in Ukraine?
 - Where do these languages originate from?
2. **Have there been changes in the languages used during this century? Get some information about it from the passages below.**

Speaking and learning languages

Walk down the street in nearly any town in Europe and the chances are that you will hear more than one language being spoken. Tune into different stations on the radio in many places in Europe and you will hear a large variety of languages. Look at the list of ingredients on the next bar of chocolate you buy: how many languages is it written in? This continent of ours is multilingual; and yet, it has to be admitted that not many of us reflect that fact.

One of the most important skills for tomorrow's Europeans will be the ability to communicate in more than one language. However, there is no hiding the fact that there are many difficulties in deciding which languages to teach and to learn.

Over the years, the Council has been ideally placed to promote co-operation and the sharing of expertise based on the principles of the European Cultural Convention. The basic idea is that knowledge of other languages and cultures will help improve communication and mutual understanding and will assist in the fight against intolerance. There are also obvious benefits for cultural and economic relations when those involved can speak to each other directly.

Modern language teaching

With the active support of member states, successive modern language projects have enabled a range of principles and aims for language teaching to be developed:

- teaching should be based on pupils' differing needs, interests and characteristics;
- practical communication skills are essential;
- these should be further developed throughout life to meet future challenges and opportunities.

Teaching materials and expertise are shared through expert groups, workshops and seminars, many of them held at the European Centre for Modern Languages based in Graz, Austria. Outside the formal education sector, the Youth Directorate organises language courses in the countries where the languages are spoken for members of youth organisations. They can then co-operate more effectively across linguistic and cultural borders and further contribute to the development of civil society.

Protecting and developing minority or regional languages

It is stating the obvious to say that languages are spoken by people, not necessarily by states or countries. In most countries, more than one language is spoken by a significant number of people, and in some there is more than one official language.

In working to protect and develop the linguistic heritage of Europe, the Council has drawn up the European Charter for Regional or Minority Languages. The charter aims to protect the historical, regional or minority languages of Europe, developing their cultural traditions and heritage. This means respecting and promoting the use of these languages in public and private life and in educational and administrative systems.

You may also use the Internet and other resources. European Centre for Modern Languages (Graz) website is: <http://www.ecml.at>

3. Try to answer the questions below.

- What opportunities in learning languages are there in your school?
- Which languages can be learnt and what were the reasons for these particular languages being chosen?
- How many languages do you want to learn and why?
- To what extent are you encouraged to be able to communicate orally in English?

4. Look at the table given below and say:¹

- which of the languages are the most widely spread languages in the world;
- what countries these languages are spoken in;
- where these countries are situated (continent, region, location).

Language	The number of people who speak this language as their first one (million), 1993
Chinese	907
English	456
Hindi	383
Spanish	362
Russian	293
Arabic	208
Bengali	189
Portuguese	177
Malay-	148
Indonesian	
Japanese	126
French	123
German	119
Urdu	96
Korean	73

5. Try to answer the questions. If you don't know the answer, search for additional information.

- Which of the languages listed above are recognised nowadays as international languages or languages of wider communication? Which of the languages are the official languages of the Council of Europe?
- Which of the languages is the language of command for NATO?
- Which of the languages is the official language of international aviation?
- Which of the languages may be considered as the first language of international sport?
- Which of the languages is the first language of pop music?
- What languages are most international world's radio and TV programmes broadcast in?
- Which of the languages is often used as the language of business, government, education in the developed countries?
- What languages are the official languages of the European international organisations?

6. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and language teaching".

Sheet E. Multicultural society

1. People should be able to recognise inequality, injustice, racism, stereotypes and prejudices. It is very rare indeed to meet anyone whose relations going back four generations have all been born and have remained in the same village or town. We are to promote empathy with foreigners and minorities.

- Have you got relatives who have emigrated or immigrated?
- Why did they emigrate/immigrate?
- What did they find when they arrived?
- What did they take with them?
- Have you ever thought of moving abroad?

2. Get some information about multicultural society from the passages below.

Responses to multicultural society

The Council of Europe chooses to use the term "intercultural", because if the prefix "inter" is given its full meaning, this necessarily implies: interaction, exchange, breaking down barriers, reciprocity and objective solidarity.

M. Rey

Cultural differences and alliances now stand where once political differences and alliances provided the motor for change and conflict in the world. Whether or not you agree with such an extreme analysis, it cannot be denied that "culture" has gained in importance over the past decades. Over

¹ Сафонова В. В. и др. Английский язык. Учебник для X-XI кл. шк. с углубл. изуч. англ. яз. В 2 ч. Ч. I. М.: Просвещение, 1997. – С. 5.

this period of time the face and faces of Europe have changed dramatically: borders have changed, people's mobility has improved, and in many areas the balance between majorities and minorities has been altered. What are the Council of Europe's responses to our increasingly multicultural societies?

Just as human rights protection is the focal point of the Council's work, so support for peaceful interdependence can be found in all its spheres of activity: from projects demonstrating good practice in inner-city areas, to training courses involving youth leaders from all the communities in Bosnia and Herzegovina. Here we focus our attention on three main areas.

Intercultural education

The Council has been one of the pioneers in the field of intercultural education both in and out of school. At the forefront of educational theory and practice, it has been instrumental in helping to change the emphasis away from merely targeting migrant workers and their families. There has been a growing realisation that for multicultural societies to function peacefully there has to be effort from all sides. Above all, intercultural education is seen as a way of discovering mutual relations and breaking down barriers.

Action against racism and intolerance

There are many stresses and strains in our societies and the 1990s have seen a marked rise in intolerance towards those who are "different"; this can vary from violent racist attacks to the telling of homophobic or anti-foreigner jokes. At the Vienna Summit in 1993, a Plan of Action against racism, xenophobia, anti-Semitism and intolerance was agreed by the member states. It proposed organising the "All different, all equal" youth campaign and setting up the European Commission against Racism and Intolerance (ECRI). The youth campaign mobilised thousands of people all over Europe and resulted in demonstrations, training courses for minorities, and the production of education material. Although the campaign has now ended, the work continues and much of it within the ECRI. Here the emphases lie in examining legal frameworks for combating racism and intolerance and, importantly, making recommendations to national governments about improving their legislation and practice.

The Framework Convention for the Protection of National Minorities

Adopted in 1994, this convention commits the states which sign and ratify it to allow national minorities to preserve the essential elements of their identity, in particular their religion, language, traditions and cultural heritage.

The member states adopted a pragmatic approach in their definition of a "national minority", allowing each case to be viewed according to the particular circumstances in each country. By its very existence, the convention marks something of a breakthrough.

You may also use the Internet and other resources. The European Commission against Racism and Intolerance website is: <http://www.ecri.coe.int>

3. Try to answer the questions below.

- What has changed in Europe over the past decades?
- What are the Council of Europe's responses to multicultural societies?
- What is intercultural education?
- What is the main idea of the Framework Convention for the Protection of National Minorities?

4. Draw your family tree going back three generations, trying to include as many relations as possible. Pay particular attention to relatives who have emigrated or immigrated. Disclose the facts with which you feel comfortable.

- Investigate how many different cultures are represented in your region. Think over how cultures make their presence felt in the local area.
- You are going abroad. How would you wish to be treated?
- Think of situations when you felt yourself to be a) in the majority and b) in the minority. How did you feel?

5. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and multicultural societies".

Sheet F. My culture, your culture, our culture

1. The scope of "culture" is vast and ever-changing. Culture is a fairly abstract term and one of the ways of starting to understand what it might mean is the so-called iceberg model.

All the visible signs of a particular culture, such as types of behaviour, are represented by the part of the iceberg which can be seen; the part which cannot be seen represents the foundations on which the outward signs depend, such as values, principles, aesthetics and tradition. To give a simple example, in many cultures people greet each other by shaking hands. But why? Centuries ago this was a sign meaning that people were not going to use their swords.

- What is "European cultural identity"?
- When was the European Cultural Convention signed?
- What is the aim of the "Cultural Routes"?
- What are "Eurimages"?
- What is the purpose of the Eurofit test?

2. Get some information about it from the passages below.

Culture

In a recent American film, two of the main characters are talking about Europe and the Europeans, when one of them says: "The funniest thing about Europe is... the little differences". At times it seems that there is more that divides the continent than unites, so how can it be possible to talk about "European cultural identity"? Perhaps this identity lies in our diversity...

The European Cultural Convention

This is the convention which sets the context for the Council's activities in education, culture, cultural heritage, higher education, research, sport and youth. Signed in 1954

by fourteen states, the convention is open to non-members of the Council and, at the time of writing, there are forty-seven co-operating on a continental scale, so it can be said to replace and/or influence one thousand bilateral treaties.

Without the convention there would be no basis for such vital instruments as the European Youth Centres, the Sports Fund, the Eurimages fund for film co-productions, or the Centre for Modern Languages in Graz. Its main co-ordinating structures are the Council for Cultural Co-operation, the Committee for the Development of Sport, ministerial conferences and expert groups.

Examples of the Convention's activities

Obviously with such a wide range of activities it would be impossible to mention all of them on this fact and activity sheet. Other examples can be found elsewhere.

Eurimages

This fund to support European film co-productions has two main objectives:

- to support works which reflect the multiple facets of European society;
- to invest in cinema as an art form aiming at commercial success.

Over 500 films and documentaries have been funded since 1988.

Cultural Routes

Throughout human history in Europe, people have travelled across the continent because of trade, culture and religion. The aim of the Cultural Routes is to remind Europeans of their common cultural identity. There are many different themes to choose from, such as discovering the towns and cities where Mozart lived, following in the footsteps of the Vikings, or exploring the routes used by the silk trade.

EUROFIT

Devised by a team of European experts, this is a series of exercises designed to allow you to test your physical fitness and includes tests for flexibility, speed, endurance and strength. Many European schools use it and there is also a version for adults.

Fair-play

The Convention on Spectator Violence and Misbehaviour at Sports Events was drawn up after the Heysel stadium disaster in 1985. A standing committee has produced a checklist for organisers of major sports events and particular efforts are now being made to prevent racist behaviour in sport.

European Heritage Days

Every year, in September, over 30 000 monuments, museums and other sites fly the European Heritage Day flag for one weekend and are opened free or at reduced admission prices. As with many of the activities associated with the convention, this one aims not only to bring European citizens closer to their cultural heritage but also to help them get to know and understand one another better despite their cultural and linguistic differences.

You may also use the Internet resources. Council of Europe websites on cultural co-operation are: <http://culture.coe.int/Eurimages>

3. Try to answer the questions below.

- What types of films do you prefer?
- Where are they produced?
- Which themes do the films cover?
- What are the reasons for producing and supporting "European" films?
- What are the reasons for producing and supporting "Ukrainian" films?

4. All over Europe people are rediscovering or revitalising their cultural heritage. Do the following:

- Discover the important landmarks and traditions in the area near your school.
- Identify those which have links with other European countries.
- Using the Cultural Routes as an example, devise a new cultural route to include your region.
- Many of us have a dream of how we would like to appear to others, but where does this image come from?
- What is the image of the ideal woman and the ideal man in your culture?
- How and why has it changed over the ages?
- To what extent does the Eurofit personal fitness test encourage us in our dreams?

5. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and culture".

Sheet G. The world

1. "Europe is not a planet!" is a slogan used successfully by the North-South Centre as part of its awareness-raising efforts.

- Try to imagine life in Europe if it were to be totally cut off from the rest of the world.
- What would life in Europe be like without the rest of the world?
- What would people miss?
- How much of the Earth's surface was at one time controlled by European countries?
- What do you understand by the idea of a global citizen?

2. Get some information about it from the passages below.

Europe and the world

The ancient Greeks believed that Delphi was the centre of the world. If you live in Europe and go to buy a map of the world, you will see the standard Peters Projection with Europe in the middle, the Americas off to the left and Asia off to the right. In other words, we tend to see Europe as the centre of the world. Our sense of history sometimes allows us to forget that Europe had and has innumerable links with the rest of the world: trade, wars, colonialism, migration, immigration and entertainment.

As an intergovernmental organisation, the Council of Europe is often invited to participate in world-wide initiatives or to send representatives to global conferences. Struc-

turally, the Council has observer states from other continents, such as the United States, Canada or Japan. Some international youth organisations invite participants from other continents to their seminars at the European Youth Centres. The Council's legal and human rights experts have been advising the new South African government. Several of the Council's conventions are open to states outside Europe.

The North-South Centre

It was in 1988 that relations and policy between the Council and the rest of the world took on increased importance with the European Public Campaign on North-South Interdependence and Solidarity.

The European Centre for Global Interdependence and Solidarity was set up in Lisbon following the campaign. The campaign's main objectives were to raise public awareness of Europe's complex links with the countries of the South, to prepare our societies to accept new policies on north-south relations and to develop north-south contacts in a spirit of respect for human rights. Although states participate in the work of the centre as its members, it functions on the basis of a unique system of co-management by parliamentarians, governments, non-governmental organisations and local and regional authorities.

Objectives

- providing a launch pad for initiatives in the field of multilateral co-operation for sustainable development;
- improving education and information on global interdependence and solidarity issues;
- strengthening cooperation between NGOs from the north and the south.

Activities

- public information and media relations;
- education and training for global interdependence;
- dialogue for global partnership.

The Centre plays a crucial role as a link between broadcasters and NGOs in the One World television project, which is devoted to such themes as the environment and development, action against racism, xenophobia, anti-Semitism and intolerance, and other burning issues of today.

You may also use the Internet and other resources.

North-South Centre website: <http://www.nscentre.org>

3. Try to answer the questions below.

- What is your sense of history?
- Which is the most important link of Europe with the rest of the world?
- Where was the European Centre for Global Independence and Solidarity set up?
- What were the main activities of the European Centre?

4. Go to the local shops and make a list of the products you can find from other countries. What do you notice? How many of the products could be grown or made in Ukraine?

- Write down all your ideas about the qualities needed to be a global citizen.
- Even though most former European colonies are now politically independent, to what extent is it possible to see

the relationship continuing? Think about, for example, trade, language spoken, and international co-operation.

- If we accept the argument that our world is "interdependent", then it is important for us to find out, in concrete terms, what that means.
Try to do it.

5. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe, Europe and the world".

Sheet H. Our environment

1. In the history of our planet, millions of life forms have quite simply ceased to exist. There are many theories as to why this happens: changes in climate, natural disasters, and what some refer to as "natural selection" or "the survival of the fittest".

- Why did some life forms disappear?
- What species from prehistoric times still exist today?
- What natural defences help some species cope with changes in their environment?
- What is the European Diploma?

2. Get some information about it from the passages below.

The environment is a prime example of interdependence both within Europe and with the rest of the world. As our world is a massively complex system, it is often impossible to predict what effects a disaster could have on the environment. Repercussions can occur years later and thousands of miles away. Still, what is clear is that there are innumerable, shifting links and connections between all the parts of the planet: birds, plants, fish, the sea, the weather, pollution, disease, people... Everything is on the move.

Co-operation and co-ordination are obviously needed in order to harmonise the efforts of local, regional and national governments. A number of instruments devised by the Council are available to:

- protect and manage the natural environment in Europe;
- conserve and enhance the human environment and habitat;
- make Europeans more aware of the problems in their environment.

Management and protection of Europe's natural environment

One of Europe's greatest assets is the diversity of its natural environment. Within this heritage can be found a wide range of habitats, species and landscapes which stretch from the Atlantic to northern Asia and from the Mediterranean to the Arctic.

In order to protect this unique natural heritage, the Council of Europe and the United Nations, along with many other partners, have set up the Pan-European Biological and Landscape Diversity Strategy. One of its main objectives for the year 2000 is to integrate ecological considerations into political sectors such as agriculture, transport and tourism.

The "Bern Convention"

The Convention on the Conservation of European Wildlife and Natural Habitats aims above all to protect rare and

endangered animal and plant species as well as natural habitats. Lists of protected species and specific habitats have been drawn up which governments are requested to monitor. To ensure the protection of migratory species once they have left our continent, non-European states have also been invited to ratify the convention. Thus, countries such as Burkina-Fasor, Senegal and Tunisia have also taken part.

European network of biogenetic reserves

Launched in 1976, this programme links reserves which are chosen for their value in terms of nature conservation and the effectiveness of their protective status. They must contain plant and animal species that are typical, unique, rare or endangered, and guarantee their long-term protection. The Council assists a European network of over 340 "biogenetic" reserves covering more than four million hectares.

The European Diploma

The Committee of Ministers awards this diploma to particularly well-protected landscapes or conservation schemes of international importance. This includes natural parks, reserves or sites which meet certain criteria for safeguarding the natural heritage. Scientific, cultural and/or recreational values are taken into account.

Reacting to disasters

It is essential to react swiftly in the event of natural or technological disasters. So the Council co-ordinates planning and relief efforts with the aim of facilitating effective technical co-operation at times when, for instance, volcanoes erupt violently or chemical factories explode.

Damage to the environment

The Convention on civil liability for damage resulting from activities dangerous to the environment aims to maintain a balance between protecting the needs of the environment and those of industry.

Action through information

Information is tremendously important in ensuring that proper decisions are taken concerning our environment. It is not just important for scientists, politicians, farmers, fishermen and industrialists, but for everyone, as most things that we do have some sort of effect on the environment and all of us are responsible for protecting it.

The Centre Naturopa

The Centre Naturopa works to provide information on the state of the environment and on what is being done to protect it, aiming to motivate people into taking part. Supported by a network of national agencies, it launches awareness campaigns and issues publications in several languages. Its specialised library, holding over 5000 publications and 250 periodicals, is open to the public.

You may also use the Internet and other resources. Centre Naturopa website: <http://www.coe.int>

3. Try to answer the questions below.

- How are some plant and animal species threatened by human activity?
- Why do the signatory states of the Bern Convention want to protect wildlife?
- What nature protection measures are used in your region?

- What is the nearest to your house area which has been awarded the European diploma for nature conservation from the Council of Europe?

4. Make a list of simple things that we can do from day to day which help protect the environment:

- at school,
- at home,
- on holiday.

Find out the figures of some existing species: are they

- listed?
- estimated?
- unknown?

Make a list of five species whose importance is:

- medical,
- economic,
- aesthetic,
- ecological,
- cultural.

5. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and the nature protection".

Sheet I. Young people

1. Our concepts of being young change over time and differ from culture to culture. In some cultures there is no concept of this at all: children remain children until they go through the rite of passage to become adults. In some societies, you are young until the age of 40!

- What does "to be young" mean?
- What are the reasons for age limits?
- What rights and responsibilities do citizens have?
- Why is it so important in a pluralist democracy to have active citizens?
- What would a "European citizen" be?

2. Get some information about it from the passages below.

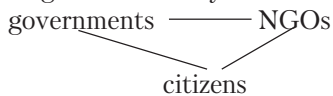
The role of young people

Young people are the guinea pigs of society; when there is change they are either the first to feel it, or the ones to initiate it. Huge increases in youth unemployment over the last decade have led to many young people experiencing exclusion and losing hope in the future. Concern about the lack of participation in the electoral process, together with the advent of alternative lifestyles, is beginning to make some people question the foundations of our societies. There is a kind of vicious circle at work here: the less young people engage in traditional political action, the less politicians will listen to them. So what kind of control will they have over their lives in the future?

The Council of Europe cannot address every young person in Europe directly, so it prefers to work with "multipliers", people who can learn, inform themselves and then go back home and spread the word. For the most part, these multipliers are members of nongovernmental youth organisations or projects, although there has been a signifi-

cant opening to looser networks of youth and social workers in the last few years.

The following triangle provides a model for the functioning of civil society and citizenship:



The relationship between the three is based on human rights, participation and democracy.

There must be a balance in the relationship between all three points of the triangle and communication in all directions. A fair number of the organs of the Council are concerned with youth issues.

The Directorate of Education, Culture and Sport is, of course, involved and, since the Council's Second Summit, even more so because of its project on "Education for Democratic Citizenship". This project will necessarily require a good deal of cooperation between educationalists and youth organisations/youth workers.

The Youth Directorate

To encourage a vision of youth participation in society, the Council founded the European Youth Centre (EYC) and European Youth Foundation (EYF) in Strasbourg, 1972. Then, as a sign of the massive political changes in Europe after 1990, it was also decided to open a new European Youth Centre in Budapest, Hungary.

Co-management is the governing principle of the Youth Directorate: government representatives have the same amount of votes as youth organisation representatives when it comes to deciding which organisations will be allowed to run a seminar at the EYC or receive a grant from the EYF.

In partnership with the Youth Directorate, young people run their own activities, receive training and explore the possibilities of intercultural education and co-operation. Their initiative and commitment gave life to the «all different, all equal» campaign in the mid-1990s and continues to promote active tolerance and anti-racism.

Youth Card

Discounts, information and advice are the main advantages for holders of the Youth Card.

Special Mobility Fund

A recent initiative is the Mobility Fund for Disadvantaged Young People, established by the International Union of Railways (IUR) and the Council, which helps to finance projects in which young disadvantaged people travel in groups to learn about life in another country. For each Inter-Rail Card sold, the IUR contributes one euro to the fund.

You may also use Internet and other resources.

Youth Directorate website: <http://www.coe.fr/youth>

Congress of Local and Regional Authorities website: <http://www.coe.fr/cplre>

3. Try to answer the questions below.

- What local youth organisations do you know?
- What types are they?
- What is their membership?
- Do they have links to national and/or international organisations?

- Are you a member of a youth organisation?
4. **Imagine a mobility project involving the whole class: what are the possibilities? Where could you obtain finance?**
- Find out what possibilities there are for individuals to study or work in another European country.
 - Obtain a copy of the Charter on the Participation of Young People in Municipal and Regional Affairs, published by the Congress of Local and Regional Authorities.
 - What do you think of the ideas contained in the charter?
5. **You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and Youth organisations".**

Sheet J. Our health

1. **Educating people in health matters, combating drug abuse, promoting the free circulation of human tissue (blood, organs, etc) and setting high standards in blood transfusion and medicine preparation are the key aspects of the Council of Europe's public health programme.**
- Which medicines do you use?
 - Why do you use medicines?
 - What do you know about the controls on drugs and medicines?
 - Who determines what is legal and what is illegal?
 - What do you know about so-called "soft drugs"?
2. **Get some information about it from the passages below.**

Health, medicine and drugs

Technology advances quickly, but who benefits? After all, there are still millions of people on our continent who only have access to the most basic health care. Well over one thousand years ago, Juvenal was encouraging people to pray for "*mens sana in corpore sano*" (a sound mind in a sound body) and it seems evident that a healthy democracy can only be based on a healthy population.

Developing a real European health policy entails:

- harmonising the health policies of the member states;
- developing prevention and health education;
- promoting equity in access to health care.

Means of action

Much of this work is carried out through the co-ordinated exchange of skills, knowledge and experience. Specialised bodies, conventions and action are the main tools of the Council here. The type of action which saves lives can range from setting up a blood bank for rare blood groups in Amsterdam, to computer networks holding data on human organs for transplants.

The European Pharmacopoeia

If you fall ill, you need to be able to have confidence in the medicines you are given, wherever you are. Many countries have what are known as "pharmacopoeias"; these are collections of standardised specifications that define the quality of pharmaceutical preparations, their constituents and even their containers.

One of the Council of Europe's big success stories has been the European Pharmacopoeia which, since it was estab-

lished in 1964, has been working to harmonise standards across Europe. The scale of the achievement can be seen in the fact that it has elaborated and published about 2000 compulsory standards for human and veterinary medicines which are compulsory in 27 European countries, and has influenced countries as far afield as Australia, Canada, China and Malaysia.

In addition to the European Pharmacopoeia, which is continuously developing with more standards and more countries participating, a European Network of National Official Control Laboratories has been set up; this allows an exchange of ideas during the control of the quality of the medicines before commercial distribution, or after they are put on the European market. Work in these two areas gave rise to the European Directorate for the Quality of Medicines (EDQM).

Bioethics

Progress is sometimes both worrying and exciting, as can be seen in the public reaction to recent developments in the fields of medicine and biology. What are the rights of patients? What types of experiments on humans should be allowed?

These are difficult questions where conflicting values, rights and responsibilities play large roles. In many countries there is little or no legislation in this area. Taking the European Convention on Human Rights as the main starting point, the Council has taken various initiatives during the 1990s to encourage public debate and to draw up legally binding instruments to fill the vacuum. The Convention on Human Rights and Biomedicine sets down strict standards concerning, for instance, the individual's right of consent to medical interventions, conditions for genetic testing, and prohibition of the creation of human embryos for research purposes. An additional protocol to this convention now bans the cloning of human beings.

Drugs

Here, again, is an area which arouses great controversy: drugs which are legal in some countries are illegal in others; new drugs (such as ecstasy and other synthetic drugs) come onto the market all the time and organised crime makes huge profits from them.

The Pompidou Group, named after the French President who suggested its creation, is the main forum at European level for the development of a comprehensive, multidisciplinary and balanced response to the challenges of illicit drug trafficking and drug abuse. Its work centres on the exchange of information and experience, preventive health care, re-integration of ex-drug addicts, and the training of professionals such as customs officers and the police.

You may also use the Internet and other resources.

European Pharmacopoeia website: <http://www.pheur.org>

The Council of Europe and Bioethics website: <http://www.coe.fr/oviedo>

3. Try to answer the questions below.

- What is done in Europe to educate young people about taking drugs?
- What is done in Ukraine in this sphere?
- When do you think it is justified for drugs to be used in sport?

- What action is taken in Europe against the use of drugs in sport?
- What do you think about cloning?
- What is your blood group?
- If you need to have a blood transfusion, what would you have to do?

4. Dolly the sheep is now history; it is possible to clone more and more species. Examine the possible implications of cloning human beings. Why has the Council of Europe produced the first international agreement banning human cloning?

- Make a prognosis for the next major advance in medical research.
- Find out how the blood banks are organised in your town. When people donate blood, do they do it voluntarily without payment?

5. You are a member of the Council of Europe delegation in Ukraine. Get ready to make a presentation to the pupils about your area of work in the Council "The Council of Europe and medicine".

Додаток 3

Assessment Card

(Can-do technique)

Self assessment Objective	Student 0 1 2 3	Teacher 0 1 2 3	Comment
1. I have co-operated in group work/ I have contributed to...			
2. I can solve my language problems by consulting grammar books, dictionaries and other reference materials.			
3. I can communicate in English performing my project and help my colleagues do it.			
4. I have made a point of using English when discussing my project progress.			
5. I can ask for explanation of what I do not understand in performing the project.			
6. I can explain what I have done in the project in simple terms.			
7. I can make suggestions to the group.			
8. I can give reasons for my decisions.			
9. I can write the required project document <ul style="list-style-type: none"> ▪ notes ▪ diary ▪ part of report ▪ report. 			
10. I can use many different sequences.			
11. I can use a range of different words to avoid monotony and make the project entertaining.			
12. Etc.			

С.Ю.Николаева (Київ)