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**Reports of the activities of the Council of Europe**  
**in History Teaching in Cyprus in 2004**

Strasbourg



Seminar on:  
“The Council of Europe and History Education”

Nicosia, Cyprus  
10 – 11 June 2004

Seminar on:  
“Multiperspectivity in history teaching”

Nicosia, Cyprus  
24 November 2004

Seminar on:  
“History textbooks and teaching materials:  
their use in the classroom”

Nicosia, Cyprus  
25 November 2004

Workshops on:  
“New approaches to teaching history: multiperspectivity”

Nicosia, Cyprus  
26 – 27 November 2004

The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

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## **I. Seminar on “The Council of Europe and History Education” (10 – 11 June 2004)**

**Report by Dr Juliette Dickstein  
Consultant**

### **1. INTRODUCTION**

The following report describes the activities and outcomes of the Seminar “The Council of Europe and History Education” that took place at the J.W. Fulbright Center, Nicosia, Cyprus, on 10-11 June 2004. The seminar was organised by the Council of Europe with financial and logistical support from the Cyprus Fulbright Commission. The event has also been supported by the Association for Historical Dialogue and Research (AHDR) and the Cyprus Turkish Secondary Education Teachers Union (KTOEÖS).

The seminar brought together a group of approximately 40 Greek Cypriot and 40 Turkish Cypriot history educators (mostly primary and secondary school teachers) as well as speakers from the Council of Europe, Northern Ireland, Euroclio, the Georg Eckert Institute for International Textbook Research, and the American-based organisation, Facing History and Ourselves. It consisted of a combination of plenary sessions and bi-communal working groups in the areas of: teacher training; curriculum development; and textbooks/teaching materials.

The purpose of the seminar was to:

- present the work of the Council of Europe on history teaching;
- discuss new approaches to teaching history in the 21<sup>st</sup> Century;
- look at the preparation and publication of new history textbooks drawing on the expertise of the Georg Eckert Institute;
- review new approaches to teaching history and the training of history teachers from the perspective of Euroclio;
- present an overview of the situation in Cyprus with respect to history education;
- outline recommendations and potential/possible activities for the Council of Europe regarding history teaching in Cyprus.

During the two-day period, educators from both sides had the opportunity to discuss pertinent issues concerning history teaching in Cypriot schools in both communities with each other, the history education team from the Council of Europe, as well as with history-teaching specialists from the above-mentioned institutions. They scrutinised the impact of the agendas on the school curricula and teaching methods, and brainstormed ways of creating a sustained dialogue between and among pupils, students and teachers from all over the island so that chauvinism, xenophobia, and intolerance are no longer part and parcel of Cypriot children’s educational diet. As one teacher stated, “This seminar on history education ushers in a new era not only in educational practices and methodology, but also in how we,

Cypriot school teachers, view our past, present, and future”.

What follows is a description of what was presented at the plenary sessions, followed by summaries of the outcomes of the working groups.

## 2. SUMMARY OF PRESENTATIONS

**Ms Cheryl Stafford** of the South Eastern Education and Library Board, Northern Ireland, gave the keynote presentation on “History Teaching in the 21<sup>st</sup> Century Europe”.

Ms Stafford used Northern Ireland as a “model” for presenting methods and tools not only for teaching history in divided societies, and for treating potentially sensitive and controversial issues in the classroom, but also for encouraging young people to be disciplined, rigorous, systematic, and analytical when reviewing evidence and when searching for the “truth”.

When teaching in a divided society such as Northern Ireland, Ms Stafford asserted that not only must the “history curriculum taught in the classroom make connections with the stories told on the streets and the pictures on walls”, but also should challenge prejudices and stereotypical views of the past. “The history curriculum should contain local, national, and global history as well as a balance between political, religious, economic and social aspects of the past.”

She emphasised the need to promote active learning among pupils and students, as well as the importance of encouraging the development of critical thinking, reasoning and problem-solving skills. Such skills, Ms Stafford explained, are cultivated by supporting pupils to work with source materials, and by helping them to analyse and evaluate information, as well as to recognise biases and contradictions. In Northern Ireland, “it is essential that we get young people from the Protestant community looking at how their Catholic neighbours felt about events in the past and vice versa – getting Catholic young people looking at how Protestants would have felt about events in the past and how that explains the entrenched views held today”.

Ms Stafford also discussed that history should be taught using a wide range of methodologies: drama; TV/Video; group work; etc, and should emphasise multiperspectivity by sharing with students the wealth of evidence available about the past: documents; newspapers; media extracts; photographs; oral accounts; Internet; etc.

She stated that history education in the 21<sup>st</sup> Century should be an “explanation seeking” pursuit that encourages pupils through inquiry-based learning to adopt a critical attitude to information. Pupils should derive their own view of past events from the study of a range of evidence.

In conclusion, Ms Stafford presented to the plenary a citizenship education/teacher training programme that the Department of Education in Northern Ireland has implemented. The programme is in line with the work on citizenship education being carried out by the Council of Europe whose goals are to teach pupils about:

- the range and factors of diversity in Northern Ireland in order to celebrate the rich cultural diversity of Northern Ireland;
- the principles of human rights and how those instruments should operate in a democratic society;



- the need to promote equality and justice;
- the characteristics of a democratic society and how people can make a difference in society by becoming involved in the democratic process.

**Dr Meltem Onurkan**, a Turkish Cypriot academic, who is a member of the history team working with the educational authorities on re-writing the history of Cyprus textbooks for secondary and upper secondary schools, and **Mr Marios Epaminondas**, a Greek Cypriot primary school teacher and founding member of the Cyprus-based NGO, the Association for Historical Dialogue and Research, presented overviews on history education in both communities in Cyprus.

Dr Onurkan discussed the importance and necessity of re-writing history textbooks, implementing a new history education curriculum, establishing teacher training programmes, and creating common history of Cyprus textbooks, so that history education in Cyprus encourages students to be critical, to make independent decisions about the past, and to be respectful and tolerant individuals. History education in Cyprus should take into consideration the wider context of European history, and should focus on social, economic and “common” history. A professional bi-communal team needs to be established in order to start an open, objective dialogue.

Dr Onurkan mentioned that the Turkish Cypriot education authorities have recently commissioned the re-writing of the history of Cyprus textbooks currently being used in secondary and upper secondary schools. At present, a committee of historians and social scientists are working to prepare teaching materials (and new textbooks) for use this coming September (2004). While the group is working on its own, it would welcome support and assistance from experts in the area of history textbook development and teacher training. They are particularly enthusiastic about the work being carried out by the Council of Europe in history education. Dr Onurkan stressed that this is a most suitable time to start any new project in Turkish Cypriot schools regarding history education precisely because there is a lot of motivation among the authorities, teachers and trade unions.

What is lacking, however, are: financial resources, technical support and training, as well as new teaching aids. A three-year-programme that outlines a detailed plan regarding: teacher training and textbook and curriculum development would be welcome and is desperately needed.

**Mr Marios Epaminondas** argued that Cypriot society is in a period of transition because of the culminating efforts for a solution to the Cyprus problem and the recent accession to the European Union. Society is facing dilemmas about its present and future, which are necessarily projected into its past. An inquiry revealing the relationship between history education and citizenship could be based on the following questions:

- What kind of citizen are we aiming to create?/What are the aims of the history we teach?
- What kind of citizens are we?/What history do we teach?

Mr Epaminondas attempted to present what he considered to be the fundamental dilemmas faced by Greek Cypriot educators by making a brief overview of the curricula (formal and informal), and the way that the educators perceive their role.

The curriculum, as an “apparatus” for the application of the educational policy, plays a major role in history teaching and learning. The fundamental principle driving the school curricula, Mr Epaminondas explained, is one that emphasises Cyprus’ ethnic/national character and this ethnic character is necessarily Greek. The history of the Greek nation is depicted as being a unified one that runs across and colours the entire curriculum. In the secondary schools curriculum, there is an attempt to move towards a more multi-cultural dimension, one that stresses an historic consciousness that is more European and more global in scope. In spite of this, the history of Cyprus, as a narrative, remains the history of the powerful group (ethnic or otherwise). In this context, the teaching methods are more likely to have a one-dimensional character designed to morally reassure students.

“The construction of national identity as members of the Greek nation and inhabitants of semi-occupied Cyprus” (Primary School Curriculum,1994) is not only endorsed by the formal curriculum but also by the informal one and often by “public opinion” (collective memory). Educators are often faced with the dilemma of whether they can present a critical view of history but, at the same time, remain faithful to the traditional national narrative.

- Should critical thinking be permitted when national heroes and symbols are at stake?
- Where and how can we find “other” perspectives?
- Should history be free from the influences of politics and wars and address more social and cultural issues such as the “history of toys”?

Mr Epaminondas explained that in order for history, as a discipline, to be improved upon, teachers need a framework, a support structure that will provide them with the necessary critical skills and training, not only to better teach about the recent (troubled) history of Cyprus, but also to better confront the discipline of history.

Educators feel a growing need for further training, exchanges of teaching practices, and networking with colleagues from both the island and abroad in order to make the history class more pleasant and history teaching a way of promoting active, critical and democratic citizens.

**Dr Terry Tollefson**, Director of Administration for Policy, Planning, and Evaluation of the American-based NGO, Facing History and Ourselves (FHAO), presented “New Approaches for History Teaching and Civic Engagement”. Dr Tollefson discussed the philosophy of FHAO in promoting the notions of democracy and good citizenship by engaging students world-wide with history through the case-study approach. The case-study approach presents students with a distant, less threatening situation that helps them learn the necessary skills/tools required in order to begin to evaluate their own history. For example, by studying the Germany of the 1920s and 1930s, students learn how democracy failed, and how history is necessarily shaped by the choices and decisions of individuals.

“Why study this particular history?” Tollefson asked. “It is extremely well suited to convey important and relevant universal civic lessons. It is about the choices people living in Weimar Germany made to act or not act as civil liberties were eroding. It is about the forces that supported or inhibited their actions, and the consequences of their resistance or indifference. From an instructional standpoint, this period of history is remarkably well-documented, giving students access to primary historical materials that illustrate the extremely personal decisions made by

countless individuals on a day-to-day basis as democratic safeguards gradually eroded. Students study and reflect on the role of bystanders, victims, and victimizers in this particular, real history.

This history helps students understand that what has happened in the past, and may happen in the future, was not inevitable. Rather, it was shaped by choices made by individuals and groups – choices that at the time seemed ordinary and unimportant, but that, taken together, led to extraordinary, unimaginable consequences. As a FHAO student wrote:

‘The study of the Holocaust puts into high relief all the giant ideas we should value. Freedom of speech is not an abstraction. Neither is freedom of religion. Neither is the balance of power between government branches... We still struggle with issues of hatred, racism, and social justice. That is a good thing, that we see ourselves as a nation who struggles to make things better for all our people. Sometimes it looks like we are winning—but sometimes it looks like we have a long, long way to go.’”

Facing History also works to promote what it calls **civic dispositions**. Civic dispositions include: a heightened understanding of one’s identity, values, and membership within communities; as well as a strengthened capacity to understand, tolerate, and relate to people who differ from oneself. FHAO encourages students to become “engaged” in order to feel that their choices or actions are likely to make a difference. “Whether addressing the events leading up to World War II, the rise of race science, the Cambodian genocide, or examples of those who have made a difference, FHAO materials stress the choices that people living in a pluralistic and democratic society have made to engage or not to engage, the forces that support or inhibit their action, and the consequences of their action or indifference.”

Dr Tollefson gave an overview of the different curricular initiatives and teacher training programmes/support that exist in the US, UK, and Berlin as well as on-line ([www.facing.org](http://www.facing.org)). This summer alone, FHAO will bring together over 1,000 teachers at 41 of their six-day summer seminars. They have trained nearly 20,000 educators in this way since they began in the 1970s.

**Ms Tatiana Milko**, Council of Europe, discussed history teaching in a regional context through the examples of the Council of Europe’s Black Sea Initiative on History and “Tbilisi Initiative”. History education has always been one of the pillars of the Council of Europe’s programmes on education because of its contribution to the education of the future citizens of democratic societies. Activities started in the 1950s through work on history textbooks and entered a new phase in the early 1990s after the fall of the Berlin Wall when the Council of Europe became a truly pan-European Organisation with the new member States from Central and Eastern Europe.

The new challenges in this period – such as the creation of a Greater Europe without dividing lines – provided a new impetus for the activities of the Council of Europe and history education took on a new importance with the renewed interest of the new member States in their national histories. Regional cooperation on history teaching became one of the priorities of the Organisation as it enabled history educators from neighbouring countries to discuss their shared histories in their full complexity in a new spirit.

The Black Sea Initiative on History was initiated by the Romanian Authorities in 1999 and involved seven countries, all bordering the Black Sea: Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine.

The Black Sea teaching pack represents supplementary teaching materials for secondary schools and will provide teachers and pupils with more information about the history of the neighbouring countries as well as about the Black Sea region itself. Historians from each of the countries involved in the Project contributed both texts and illustrations to the pack.

The teaching pack covers a wide period from Pre-history until today. The Black Sea is brought to life in the teaching pack not only through political events but also through the presentation of different cultures and social life as well as the beautiful legends created by different peoples in this area.

The Council of Europe has always supported the view that diversity and intercultural dialogue are enriching factors in the building of mutual understanding in the Greater Europe. These are reflected in the Recommendation on Teaching History in 21<sup>st</sup> Century Europe adopted by all the member States of the Council of Europe.<sup>1</sup> One of the goals of the teaching pack, therefore, has been to develop new approaches to teaching history based on multiperspectivity and comparative studies using sources.

“The Tbilisi Initiative” is connected with the preparation of a textbook on the history of the Caucasian Region for secondary schools and will be used as a supplementary source in teaching history in the countries participating in the Project.

The proposal was put forward by the Georgian Authorities at the first Regional Seminar organised by the Council of Europe in the Caucasian Region on “The reform of history teaching in secondary schools” (Tbilisi, 25 – 27 September 1997).

This proposal was highly supported by the participants of the Seminar and later on by the Ministers of Education from Armenia, Azerbaijan, Georgia and the Russian Federation and its importance was stressed once more in the Declaration adopted at the Regional Conference of Ministers of Education of the Caucasian countries (Tbilisi, 28-29 March 2000).

The textbook should develop a new approach to the teaching of history in the Caucasian Region. It should reflect the national diversity of the Region and emphasise, at the same time, the common roots and common heritage of this area. Through the balance in presentation of political, economic, and cultural history, the history textbook should promote a positive image of neighbouring countries among young people of the Region.

In conclusion, Ms Milko emphasised the importance and value of regional cooperation. Not knowing who one’s neighbours are is dangerous precisely because this lack of information can easily be filled in by other (incorrect and biased) information. Though the history of neighbours is painful, it is impossible not to talk about it. The goals of the Council of Europe’s regional initiatives are thus to:

- teach history in such a way as to bring people together;
- help pupils understand diversity.

Such initiatives are long-term processes that plant the necessary seeds through the creation of textbooks and supplementary teaching materials.

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<sup>1</sup> Recommendation (2001)15 of 31 October 2001

**Ms Joke van der Leeuw-Roord**, Executive Director of Euroclio (The European Standing Conference of History Teachers' Associations) presented "New Approaches to Training History Teachers from a Euroclio Perspective". Ms van der Leeuw-Roord gave an overview of the aims and initiatives of Euroclio and its overall mission to "promote and support the development of history education to strengthen peace, stability, democracy, and critical thinking".

Euroclio works to improve history education and to set up international networks that foster communication and cooperation; it aims to professionalise history teachers and their organisations through:

- international and national training and development courses;
- long-term projects;
- study/visits;
- comparative research.

Through its many projects based mainly in the Baltic States, the Balkans, the Russian Federation (and other NIS of the former Soviet Union), Euroclio is working to train teachers and develop teaching materials that provide young people with an understanding of the world in which they live, and the forces, movements and events that have shaped their lives.

**Professor Wolfgang Höpken**, Director of the Georg Eckert Institute for International Textbook Research, Braunschweig, spoke on "Principles and pitfalls in the development of history textbooks".

Professor Höpken discussed how the content and concept of textbooks have been changing over the past 20 years to reflect a European, indeed global perspective, rather than the more nationalistic one that had characterised most textbooks in the past. This change is indicative of a shift that has been taking place in perceptions of what history is all about. Textbooks are working to include social and cultural history as well as women's history and "everyday life history". They are also striving towards multiperspectivity. Today, there are a number of bilateral textbook committees (Germany-France; Germany-Poland; Germany-Israel) that are working to realise the above-cited goals, and that are in the process of preparing joint teaching materials as well as common textbooks.

Professor Höpken mentioned that the Georg-Eckert Institute worked on Cyprus textbooks in 1994, and would welcome the opportunity to work with Cypriot textbook authors in the development of new materials. Limited numbers of grants and internships are also available.

### **3. SUMMARY OF WORKING GROUPS**

Three bi-communal working groups met for a day and a half of discussion and debate on the topics of:

1. curriculum development;
2. teacher training;

### 3. textbooks and teaching materials.

Each group was devoted to one of the above topics. A Greek Cypriot and a Turkish Cypriot facilitator led discussion regarding the situation in each community, and the difficulties and challenges facing teachers and educators (as well as pupils, students and the community) today. Each group also made specific recommendations and mentioned initiatives that can/should be carried out by themselves and under the guidance of an international organisation, such as the Council of Europe, which has developed expertise in history education.

#### **Curriculum Development -Group 1**

**Chair: Mr Ulus Irkad**

**Rapporteur: Dr Stavroula Philippou**

The Curriculum Development and Design Working Group first discussed issues and problems concerning curricula, syllabi and textbooks used by Greek Cypriots and Turkish Cypriots. Some problems identified were structured around key curricular elements, namely:

- philosophy;
- aims and objectives;
- content → knowledge; skills and strategies; attitudes and dispositions;
- learning activities and teaching methods;
- teaching materials;
- timetable: time;
- space.

On the first day, the group's discussion focused on the first three elements. They expressed concern over how little attention is paid to philosophy, and that it is phrased in such general terms that it is not clear or helpful to teachers.

Similarities were noted in the two communities regarding the aims and objectives of education in general and of the subject of history in particular. The group thought that the curricula needs more detailed objectives articulated as specific visible outcomes performed by children. This could contribute to linking more tightly the objectives and content of the curricula. Objectives should include Cypriot, European and, global elements.

Teachers from both communities identified the quantity of subject matter, accompanied by an assessment-driven culture in schools and by inspectors, as a major obstacle in implementing new methodologies and introducing new pedagogical material with respect to history teaching.

Regarding the history curricula, the group remarked that the content follows a chronological/linear sequence from ancient to modern history. The latter, however, is rarely being covered since teachers usually only have time to reach the Middle Ages during the school year. The problem of time was also discussed at length.

Linearity, in combination with a focus on national history, renders the curriculum ethnocentric; the group believes that European and global dimensions should be incorporated in the history syllabi of all grades. Moreover, linearity should be challenged because it encourages the construction of a monologic discourse (the mythical nation uninterrupted through time), but also because it contradicts the way children think. Recent history should be an important part of the curriculum, because young children have personal experience of it.

The group considered the curriculum content should be structured around key questions that would encourage:

- the development of analytical, critical historical thinking;
- the balancing of skills and strategies with knowledge;
- the use of evidence to reach conclusions;
- the questioning of texts (media and historical) and viewing them as interpretations –learning to distinguish fact from comment;
- the construction of knowledge through multiple sources and points of view;
- the recognition and value of the complexity and diversity of historical experience;
- the recognition of the civilisation, culture, achievements and exchanges of neighbours;
- the recognition of the point of view/pain of neighbours.

The group made specific recommendations for the development of:

- Teaching materials:
  - common textbook on Cypriot history;
  - bi-communal visits to historical sites;
  - internet communication between students of both communities.
- Teaching methods and learning activities:
  - cooperative learning and group work;
  - project-based work;
  - active learning through role play,
  - inquiry-based learning,
  - problem-solving and strategy-design.

- Assessment-Evaluation:

this should reflect the new content and objectives proposed, e.g. to examine understanding of concepts, use of evidence, structuring of arguments, analytic and critical thinking.

- Curricular change and innovation:

- political will is important but so are teachers. Change should be both a bottom-up and a top-down process in order to stand a better chance of success (political/formal policy and grass root);
- teachers need to be involved in the development of the curriculum;
- role of teachers is important → need to revisit teacher training.

- Hidden curriculum:

challenging latent constructions of “others” as enemies during national celebrations.

- Extra-curricular activities-initiatives:

need to find and create the political will for group visits; youth camps; joint games; teacher exchanges; Internet communication; etc.

## **Teacher Training -Group 2**

**Chair: Mr Yusuf Suicmez**

**Rapporteur: Mr Kyriakos Pachoulides**

During the first part of the discussion, the group spent some time comparing the way history teachers are trained on both sides of the island. The group noted some important similarities regarding teacher training as well as some differences, namely that:

- Turkish Cypriot and Greek Cypriot history teachers who teach in primary schools have not received special training in teaching history. They all have a B.A. in pedagogy, but have not studied the methodology of history teaching.
- Turkish Cypriot history teachers of secondary schools are almost all historians who have received pedagogical training, but have not received any formal training in history teaching as such. During their studies, they were taught history in many different ways. Most of these teachers learned that there is one, official, objective history.
- Greek Cypriot history teachers of secondary schools are mostly trained as philologists. They have a Bachelor’s Degree in Greek Philology, and, during their studies, took some history courses. Some teachers are historians. Neither the philologists nor the historians received any specific training in history teaching. For the most part, all teachers are presented with a one-sided perspective of the history of Cyprus.



The second part of the discussion focused on the need for in-service training for history teachers:

- there is a great need for in-service training for history teachers working on both sides. The opportunities they have had until now regarding in-service or even pre-service training have been rare. As a result, history teachers on both sides teach history in a similar fashion to the way they were taught as students.
- training should include methodology on how to teach sensitive issues, multi-perspectivity and empathy. Also, training is needed regarding pinpointing stereotypes or ethnocentrism in texts, and on how to avoid stereotypes or ethnocentrism in the classroom.
- as a first step, mono-communal seminars would be most effective when dealing with sensitive issues such as identity.
- a number of teachers could also receive some training in order to become trainers for other teachers.
- Turkish Cypriot and Greek Cypriot teachers could work together on the teaching of common history, which could include less sensitive issues such as: the history of mining/miners; rural life; the Ottoman period.
- a bank of lesson plans and additional material could be created to help teachers. Also a booklet or a teacher's book with teaching ideas could be useful.

The group spent a great amount of time discussing several other issues such as the content of textbooks (some of the educators brought textbooks to the working groups which they looked at and compared) and experiences as teachers. The group also briefly discussed how they feel about the events in Cyprus between 1960 and 1974. This discussion led to the conclusion that pain is something that can be found on both sides.

### **Textbooks and Teaching Materials -Group 3**

**Chair: Mr Marios Epaminondas**

**Rapporteur: Dr Ahmet Djavit**

This working group discussed at length the situation of the textbooks and teaching materials and practices in both communities. They held an open dialogue about content and teaching practices in both communities; Greek Cypriot and Turkish Cypriot educators asked each other precise questions about the situation in the other community.

According to the educators, textbooks follow the ideology of the “nation-state”, and respect neither scientific criteria, nor guidelines on how to write history texts or teach history in the 21<sup>st</sup> Century Europe. The texts contain material that shows the victimisation of one group by the other. Moreover, there is a lack of information about periods leading up to specific conflicts. For example, as one Greek Cypriot teacher stated, there is no real information in Greek Cypriot texts regarding the years 1945-1974.

The group stressed the importance of bi-communal contacts on the level of civil society – until there is a political settlement/decision on history education/textbooks. Such contacts should include

joint trips to historical sites accompanied by teaching materials that have been prepared by a bi-communal team of educators. The educators also mentioned how important it is for teachers to include supplementary materials in a classroom in order to counter-balance the information contained in textbooks and curricula. Teachers discussed how alternative narratives could be taught during national commemorations. For example, a Greek Cypriot educator mentioned that, during the events of 1958, her family was actually saved by their Turkish Cypriot friends. These are the kinds of stories that need to be told, as well as the history of cooperation and positive Greek-Turkish relations during the administrations of Ataturk and Venizelos.

The group stressed how important it is that teachers act as pioneers; they should not have to wait for directives from the authorities or policy-makers. The group mentioned that they could form bi-communal study groups devoted to specific periods in history as well as bi-communal history clubs in schools with a view to organising/preparing students for joint visits to historical sites. Moreover, since there is a lot of common history between both communities, it would not be difficult to write a common text. For example, the history of the copper mines; common traditions: dances, food, music, sports; joint participation of Cypriots in World War II; information about common life in mixed villages; even the Ottoman period.

The group also discussed possible next steps regarding joint activities. They asked the following questions:

- What can we do together?
- Could we write a joint textbook?
- How?
- What kind of support would we need?
- What obstacles do we face?
- Who will write these new books?
- Do we have the knowledge?
- Can a teacher write a history textbook?

#### **4. CONCLUSIONS**

Greek Cypriot and Turkish Cypriot educators, expressed their satisfaction with the outcomes of the seminar, as well as the necessity for follow-up activities in history education to take place in a timely fashion. Such activities could focus on teacher training and the development of supplementary teaching materials that would stress non-controversial subject material while introducing the notions of multiperspectivity and critical thought.

Concerning non-controversial material, case studies from other (than Cypriot) history could be used to teach pupils and students about the principles of a disciplined, analytical and critical approach to evidence and events. When treating history that deals specifically with Cyprus, educators could stress non-threatening topics such as: the history of Cypriot folk customs: dance, art, music; the history of Cypriot music; and the history of the trade union movement and copper mining.

The Council of Europe will be exploring together with its partners and representatives of both the communities next steps as regards the continuation of the work started at the Seminar. It will look at possibilities for a major programme of activities which could help history educators in Cyprus in:

- the development of new approaches to training history teachers;

- the preparation of new supplementary teaching materials;
- the promotion of historical thinking.

The Council of Europe can place the considerable expertise it has developed at the disposal of Cyprus, as well as its new approaches, which can be used and adapted to the different situations in all its member States.

## **5. QUESTIONS FOR DISCUSSION BY THE THREE WORKING GROUPS<sup>2</sup>**

### **History teaching in a European and regional context**

Following the presentations of the Council of Europe's intergovernmental work on history, the Black Sea Initiative on History and "The Tbilisi Initiative" – do you think that such an approach would be relevant in Cyprus?

If not, please prepare an outline of an approach which could work for you.

Define areas that would be of particular concern to you drawing on these two regional initiatives.

How important would it be for you to work in a European and regional context and how could this be done?

### **Teaching controversial and sensitive issues**

Identify key dates and key themes which are problematic for you when teaching history and indicate why and how you already address them.

Does the training of your history teachers provide them with the tools to deal with controversial and sensitive issues? If not, what do you suggest?

Could the Council of Europe be useful in developing a programme of activities to help deal with these issues?

### **Other issues which could be addressed**

The development of new supplementary teaching, sources books, handbooks for teachers

Multiperspectivity

The skills-based approach

Critical-thinking in history education

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<sup>2</sup> The working groups will be set up by the organisers and will remain the same throughout the seminar.

## **II. Seminar on “Multiperspectivity in history teaching” (24 November 2004)**

**By Dr Stavroula Philippou**  
**Primary School Teacher/Educational Researcher**

### **1. INTRODUCTION**

This part of the report deals with the presentations, activities and outcomes of the Seminar on “**Multiperspectivity in history teaching**” which took place at the Cyprus Conference Centre, Nicosia, Cyprus on 24 November 2004. The seminar was organised by the Council of Europe in cooperation with the Association for Historical Dialogue and Research.

The seminar brought together about 120 Greek Cypriot, Armenian Cypriot and Maronite Cypriot educators as well as Cypriots from other ethnic backgrounds who have a special interest in the learning and teaching of history from both public and private education and from a range of sectors (primary, secondary, tertiary) and institutions, as well as a group of speakers from the Council of Europe, Cyprus, the United Kingdom and Spain.

The aims of the seminar were:

- to analyse new interactive methods in teaching history on the basis of multiperspectivity;
- to look at different approaches for lesson planning;
- to analyse the ways of searching for additional teaching materials for history lessons to help teachers in providing interactivity and a multiperspective approach.

The working languages of the seminar were English and Greek.

### **2. SUMMARY OF PRESENTATIONS**

The first presentation was made by **Ms Tatiana Milko, Programme Officer, Department of Higher Education and History Teaching, Council of Europe**, who also chaired the seminar. Ms Milko welcomed and thanked the participants, introduced the speakers and the topics to be discussed and linked the present seminar to the Council of Europe’s previous activities in Cyprus held in Nicosia in June 2004.

Ms Milko continued with the presentation entitled “**Teaching history without dividing lines: an overview of the Council of Europe’s work on history teaching**”. She explained that history is of great importance to the Council of Europe, because it is directly related to the main democratic values such as the rule of law, pluralistic democracy and human rights. History teaching can help young people to develop such skills as open-mindedness, critical thinking, ability to express one’s own point of view and respect other people’s views when discussing controversial and sensitive issues. A question often put to her was whether the aim of history is merely learning about the past or also about the future. The Council of Europe, drawing from the analysis of its experiences in different parts of Europe, organises its activities by aiming to help pupils better understand and find their place in the present-day world. This is quite often a difficult task since the world is constantly changing and young people have to find quickly their own answers and take full responsibility for them.

Ms Milko outlined some of the key actions and documents which constitute the Council of Europe's activities in history teaching. Since 1996 the Council of Europe has put together a set of recommendations for history teaching, the first of which pointed out that history teaching should be free from political or ideological pressure and should not be used for any kinds of manipulation (Parliamentary Assembly Recommendation on History Teaching, 1996). In the latest document adopted by the Committee of Ministers in 2001 (Recommendation REC (2001)15 on history teaching in twenty-first-century Europe) the emphasis is placed upon helping young people understand diversity as an important and enriching factor of the present-day world. Ms Milko admitted that recommendations are often easier to adopt than to implement, therefore, the Council of Europe became equally interested in action. It had, thus, assigned Dr Robert Stradling with the task of drafting an example of methodology that could be used in classrooms on multiperspectivity and diversity when teaching about history of the 20<sup>th</sup> Century, looking at events from different points of view. However, the challenge of whether materials could be developed using this approach still remained.

Within this context, the Council of Europe launched two important regional projects. The first was the Black Sea Initiative on History which involved seven countries of the Black Sea (Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine). One of the main goals of the project was the preparation of a supplementary teaching pack on history of this region. These materials were prepared by the teams of authors which involved historians, teachers, methodologists as well as Ministry officials. It was a long-term five year project. The second project called the Tbilisi Initiative involved four countries of the Caucasian Region (Armenia, Azerbaijan, Georgia and the Russian Federation). It took seven years to complete and develop a supplementary textbook which will reflect the diversity as well as common features of the peoples living in the same area. The textbook will be published in 2005. Ms Milko also informed the participants that the new project which will join efforts of all member States of the Council of Europe will be launched in 2006. It will include such topics as teaching about the Cold War, migrations in Europe, teaching about "Others". Ms Milko said that specialists from Cyprus will also be invited to contribute to this project.

The second presentation was entitled "**Teaching methods in history school education in Cyprus: present-day situation and future developments**" and was delivered by **Ms Chara Makriyianni, Educator and President of the Association for Historical Dialogue and Research**. Ms Makriyianni focused her talk on public Greek Cypriot primary and secondary education. In order to provide an inclusive description of as many different perspectives of the current situation as possible, she introduced "the methods of history teaching used in the Greek Cypriot community" as a complex, multifaceted phenomenon, viewed from four different perspectives: intra-personal, inter-personal, inter-group and ideological.

Ms Makriyianni illustrated the interaction between a teacher, a student and the subject of history (aims of education, curricula, means and methods of teaching) as a triangular relationship. History is communicated to the student via a mediator, i.e. a teacher. Each of these three "vertices" of the triangle acts both to encourage and restrict the other. Yet history teaching is a part of a much more complicated topic which extends beyond the interpersonal teacher-student level, and resides in a network of triangular interactions with other actors that play an equally important role in the Whos, Whats and Hows of the history lesson such as peers, family and media, teacher unions and teacher trainers, inspectors, academics, policy-makers and international bodies like the Council of Europe or the European Union.

Ms Makriyianni gave two examples of the different roles of mediating actors. The first example referred to the macro-level, and in particular to the Recommendation REC (2001)<sup>15</sup> on history teaching in twenty-first-century Europe, adopted by the Committee of Ministers of the Council of Europe. This recommendation enables the Ministry as well as educators to explore different perspectives in history teaching, whilst at the same time, it discourages monological interpretations and the misuse of history. The second example touched on the underlying tension and debate created by the recently published report of the Educational Reform Committee (comprising a group of academics working at the request of the government). On the one hand, the Committee and its supporters suggest, amongst other things: that narrow ethnocentric, mono-cultural elements should be removed from education; that a European dimension and the inclusion of the Turkish Cypriot community should be added; and that curricula and textbooks should be reviewed from an intercultural education point of view. On the other hand, there are those who argue that, since education is closely linked to a particular timeframe and context, no educational reform should take place in Cyprus (particularly in history teaching) until the political problem is solved and human rights restored.

With regard to the micro-structural context of the day-to-day practice of teaching history, Ms Makriyianni presented the aims of education in general and of history in particular to illustrate how these also influence the teacher-student-history triangular interaction. Ms Makriyianni remarked that these aims are expected to be achieved by educators using a variety of teaching methods and tools. There are reference books, on-line material and CD-Roms as well as museum educational programmes and teaching packs on the archaeology and history of Cyprus produced by the Ministry of Education and Culture. Yet, a single textbook policy applies, history schoolbooks being produced in Greece and Cyprus. Teachers are encouraged to achieve the history curriculum goals by using interactive learning methods such as enquiry-based learning, a problem solving and decision-making approach role-play, etc.

Despite these promising developments and richness of resources, there are a number of restrictions that constrain teachers from using updated methods to develop historical thinking: the centralised and bureaucratic structure of the educational system; the large amount of subject-matter, particularly at the end of secondary education when exams are conducted; a lack of initial and in-service history teacher training; a lack in history research as well as the information on how it should be used in the teaching process. Ms Makriyianni felt that what held people back was the fear, dilemmas, insecurity and a lack of trust towards the “Other” that they experienced. Such fears, dilemmas, suggest that the problems regarding history teaching in schools stem from people’s social representations and perceptions of what history is. Ms Makriyianni thus argued that history should be the subject in which we learn to tolerate uncertainty.

In conclusion, Ms Makriyianni remarked that she was reassured by the presence of many participants at the Seminar and that teachers wished to overcome any uncertainties and wanted to better learn how to teach history so that students develop critical historical thinking. She thanked the participants, the Council of Europe, the Ministry of Education and Culture, many institutions, members and friends for their cooperation and support and reassured the audience that the Association will continue working towards this goal through dialogue, research drawing on the Cypriot context, and cooperating with local and international organisations.

The third presentation was entitled “**The use of multiperspectivity when teaching history in secondary and upper-secondary schools: an example of the United Kingdom**” and the speaker was **Ms Susan Bennett**. Ms Bennett focused her presentation on the experiences of England,

Wales and Northern Ireland rather than the whole of the country, since each region of the United Kingdom has its own curricular content. Ms Bennett showed some examples of how history, as construed in images and symbols in the everyday life of both Catholic and Protestant communities in Northern Ireland, influences the present and the future by appealing to and pulling at the emotions, by stereotyping the “Other”, by creating myths of identity that perpetuate (rather than heal) divisions. Even though education has tried to address some of these issues in Northern Ireland, recent research suggests that students “know” two histories: the one they are taught at school and the one introduced to them by their families and communities.

Ms Bennett argued that, in the rest of the United Kingdom, the past still influences young people in the way the much-loved Scottish film “Braveheart” did, even though it was based more on fantasy than facts, in the way the English curriculum overemphasises World War II and Hitler but neglects post-war Germany (thus creating a negative image of Germany), in the way that the contribution of black people or the cultures of the communities of immigrants in Britain should be addressed in schools. Ms Bennett thus made the point that teachers can either teach history to continue the cycle of hatred and intolerance or to create societies which are based on tolerance and mutual respect. Often teachers find themselves in contexts where the former case prevails and where, therefore, a number of barriers are in force: the affective as opposed to the cognitive, the emotional to the rational, history as taught in school versus history as learnt at home, the barriers of national identity, the power of symbolic events and people.

Ms Bennett then presented how multiperspectivity has been used to address some of these issues. The curricula of all four parts of the United Kingdom require or advise teachers to teach about the diversity of the past by looking at the lives of different groups in society, for example the lives of men and women. Teachers in England are required to teach about the social, cultural, religious and ethnic diversity of societies both in Britain and the wider world and to teach history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific. All the curricula require or advise teachers to use source material and to help their students realise that there is more than one interpretation of past events. To allow tackling complex issues in depth, all four curricula do not prescribe content in detail, but provide only broad guidelines in relation to which teachers are free to choose what to teach. Teachers design a learning journey by developing a key question and activities that involve students processing knowledge through sorting, classifying and structuring information. This leads to a culminating activity, an essay or a presentation. Part of that learning journey usually includes the use of sources (artefacts, pictorial and written sources), which students understand by extracting evidence and constructing an interpretation of the past. Great emphasis is paid recently in helping students understand that the history we read in books, see at sites and museums or on television and film is an interpretation of the past and that there is a great variety of interpretations than can be made (e.g. academic, educational, fictional, popular, personal). The focus is then not on finding the “correct” interpretation, but on distinguishing facts from different points of view, identifying the purpose of the interpretation, exploring how believable an interpretation is or to what extent views are supported by evidence. Successful teaching and learning occurs therefore, Ms Bennett concluded, when we have helped students apply their own judgement on the evidence available and see the past through their own eyes.

**Ms Cristina Del Moral** gave her talk entitled “**Teaching history through intercultural dialogue to 11-14 year old pupils: an example of Spain**”. In her introduction, Ms Del Moral drew some parallels between Cyprus and Spain: both countries are multicultural, largely because of their geographical location in the Mediterranean and between Europe and Africa. Using the conflicting

views towards the war in Iraq of the former and present Prime Minister of Spain (Mr Aznar and Mr Zapatero) as examples, Ms Del Moral compared the educational systems during which each Prime Minister was educated: the Franco era and democratic Spain respectively. The same historical event (namely Arab presence in Spain during the 11<sup>th</sup> -15<sup>th</sup> centuries) was interpreted in two different ways during the two eras: during the Franco era, history was interpreted theologically and Spain was seen as the defender of the Christian faith by being the first to embrace it during the reign of the Romans, by keeping the Arabs away from Europe and by spreading it to the Americas.

After 1975 a number of changes occurred in Spain which were reflected in the way history was taught. Today the country is acknowledged as multicultural and all languages in the different regions are official. In terms of curriculum content, 70% is common across the country and 30% is different between the different regions. The point of view of other cultures has been introduced, in contrast to the monological Christian point of view of the past. History was taught as a series of battles and heroes (e.g. Santiago) against the Arabs, whereas today Muslim Spain is taught as an era of two civilisations in interaction. Special attention is paid to the different ways of living of both communities in Spain in the middle ages: the Muslim part of Spain was more focused on trade and urban life, whereas the Christian part concentrated more on rural life and agriculture. Both cultures are depicted as an enrichment of the Spanish culture as a whole. The focus on everyday life indicates that even though there were conflicts between them, these did not occur everyday and did not happen because one of the cultures owned the "Truth". The point of view of women, children and the less-advantaged social groups that were more than mere passive subjects of the actions of politicians, warriors and the military have also been introduced together with the military and political history which was previously the unique point of view. In the past, the people of the Americas were portrayed as poor, savage, constantly killing each other and eventually saved by Spanish Christians who acted as their civilising agents. Today, the Maya, Inca, Aztec and other civilisations are valued and considered to be enriching to western culture, and their perspectives are valued. Ms Del Moral gave the example from a textbook where, during the first encounter of an Indigenous and a Spanish leader, the textbook attempts to present both perspectives and what each man was thinking. Another example came from a series of four comics by the Peruvian historian and designer, Juan Azevedo, where Iberoamerican history is presented from a child's point of view while at the same time maintaining a great deal of respect for modern historiography including illustrations of the monuments where it takes place.

The last presentation was entitled "**The use of history textbooks and other teaching materials when teaching history in present-day schools**" and the speaker was **Mr Brian Carvell** from the **United Kingdom**. Mr Carvell introduced himself as a publishing consultant who has worked with the Council of Europe in the projects of the Caucasian Region and Bosnia-Herzegovina, all of which resulted in publications. He thus clarified that his perspective would be that of a school textbook publisher.

Mr Carvell firstly outlined the general aims of school publishing: it should reflect general purposes of education and the curriculum, as this has been agreed by educators and government education departments; it should stimulate students, encourage learning and present information in ways that students of a range of abilities can relate to; it should include enquiry-based and issue-based learning; it should encourage the acquisition and development of skills; and it should consider different purposes of each subject. In the case of history, these purposes should include: how to prepare students to evaluate evidence; how to present a variety of viewpoints, alternative interpretations or conflicting truths; how to convey sensitive issues to the next generation; how to encourage young people's historical interest and curiosity; and how to help students understand the



world they live in and which forces and events shaped their world. History textbooks, Mr Carvell stressed, also need to represent two major dimensions: that of existence and that of identity. The dimension of existence covers socio-economic, political, constitutional and cultural history, whereas the dimension of identity covers aspects such as gender, ethnicity, age and origin.

Mr Carvell then summarised the development of educational publishing in the United Kingdom during the last 200 years to show how it has developed from subject-based textbooks, conveying knowledge in a simplified way, to more sophisticated and more learner-centred teaching materials. Speakers emphasised that, during the last 40 years, teaching materials have drawn more on didactics, pedagogy, teaching methods and ideas from child psychology. As there are statutory national curricula in most European countries, educational publishing has also taken up the role of interpreting these curricula and helping teachers. Technology has also influenced the quality of materials produced and has allowed research into how these materials are used in a classroom so that publishing is more responsive to its customers. School publishing in the United Kingdom today was thus not seen simply to be the production of one textbook. It is multi-component, comprising a student resource book, teacher files containing worksheets, additional materials for children of differing abilities, notes for teachers on lesson planning, copies of source materials, interactive CD-Roms for student or classroom use on an electronic whiteboard and links to suitable web sites, with notes on these sites. Within student resources there is a variety of materials including displays of original source material, maps, pictures, newspaper reports, and opportunities for students to interact with materials in discussions and written work. Materials reflect of course the content of the curriculum. To better illustrate these characteristics, Mr Carvell gave an example from a particular course entitled “Empires and Citizens”. The section of the course shown asked students to investigate whether industrialisation was a blessing or a curse. This question starts off the learning journey during which students have to consult a range of different written, graphical and pictorial sources which provide different perspectives. Students thus become able to compare sources and form their own perspectives on certain historical events.

Mr Carvell then outlined some key features of quality principles which could be used to evaluate textbooks: a good textbook should be challenging, active and creative, academically updated, multiperspective, age and ability-group related, language-sensitive, consistent with the curriculum, attractive, related to additional materials, addressing cross-curricular topics. The speaker noted that the European Union, through its quality team, has also developed a set of such (non-statutory) principles which can provide useful guidelines to educational publishers.

The presentation was completed with a brief comment on the role of educational publishing in dealing with controversial issues in history. Some questions to be considered when writing such materials: are several perspectives offered? Or is the writer clearly biased? Even if several perspectives are shown in the text, does the author declare an interest, preferring one viewpoint or remain neutral leaving the students to react? Are the viewpoints simply explained in an objective or academic way, or is a conclusion drawn after considering all viewpoints, the writer acting as an advocate? If educational publishing adheres to such characteristics and principles, then it can develop research skills, support the development of reading for understanding and critical thinking skills, prepare for democratic citizenship, deal with spiritual, moral, social and cultural issues, develop skills of enquiry, communication, participation and responsible action, as well as strengthen trusting and tolerant relations within and between states, relations which the speaker hoped to be achieved between the various Cypriot communities.

### 3. DISCUSSION AND COMMENTS

The final plenary session was chaired by Ms Tatiana Milko, who invited the audience to make questions, comments, criticisms and recommendations for the future and pointed out that this discussion was the most important part of the seminar. The participants raised a number of questions. The first question was whether Europe can be seen as an area of common values and, if so, what are these values and could they be taught as part of history teaching. The second comment addressed the issue of heroes in education and inquired whether we should deal with questions such as “Why do we create them? Who are these heroes? Do heroes allow us to understand ourselves better?”. Ms Milko replied that the ideas of the Council of Europe are reflected in the main documents, such as the Human Rights Convention, which highlights the special value of a human being’s life. To respect this right, every new member State to the Council of Europe is obliged to abolish the death penalty.

The second question was addressed to Ms Bennett and inquired if it is possible to tolerate different narratives and identities in the classroom, since history is always political (because of its importance in creating national identities), and since history is omnipresent and forms our national identity. The participant wondered whether it was possible to include different narratives in history. Ms Bennett remarked that there will always be different narratives, however some narratives many people would agree or disagree on, for example, that the Holocaust did not exist. Her point was that we should not confront narratives head on, but turn our attention to historical processes: what evidence is there, who said it, who used it and why? Thus, what we do in a classroom is not give narratives but rather tools for students to construct and deconstruct narratives. For example, when watching a movie, we should help our students understand that it is an interpretation constructed because of particular reasons. Our work then is to open their eyes to construct their own interpretations, a process that is very long. Of course we should be aware that some narratives are very difficult to handle, particularly those from the recent past since they are more emotional. Ms Bennett gave the example of the topic of “Empire” which is largely absent from history teaching in the United Kingdom, because classrooms are full of migrants from the former colonies who will have very different views of the topic. Therefore, when it is taught, the different interpretations are explored.

A third question enquired whether children will adopt another, totally different value system taught at school, since they live in a capitalist culture. Ms Bennett replied that multiperspectivity allows the exploration of different value systems (for example when studying women’s history where family values prevail) and is, therefore, valuable in offering the alternatives. The aim is not to brainwash students into one value system, but open their eyes to recognise and criticise what the different value systems they encounter.

The next participant shared her distress that she finds it difficult to use multiperspectivity while using a particular textbook, with no extra materials available, with a large amount of subject-matter to cover and with personal views which are still strong and emotional (even though 30 years have passed, as compared to only 10 years after the Bosnia-Herzegovina crisis). She admitted that she found it difficult to discuss different perspectives among Greek Cypriots, or between Greek Cypriots and Turkish Cypriots with pupils, and hoped she would find through the workshops new ways to improve her work in the classroom. Ms Del Moral responded saying how similar the situation was with a single and overloaded curriculum in Franco’s time and pointed out that teaching materials are not the only solution. How a teacher listens to students, manages different ideas and creates a peaceful atmosphere in a classroom were more important to Ms Del Moral. Ms

Milko also replied that curricula are usually the last elements which change. It is people who need to change first and then other changes will follow. She also noted that the Government of Bosnia-Herzegovina had set up a Textbook Commission to prepare guidelines for history and geography textbooks aimed at developing the teaching process on the basis of reconciliation and mutual understanding.

A secondary school teacher stated that as a teacher and a citizen he faced a huge dilemma: how he can teach human rights, the most basic one being freedom, when he feels that his own human rights are violated. Ms Milko pointed out that we should help pupils to develop skills of active citizens. She noted that it is important for the Council of Europe to work with civil society. The Council of Europe does not impose, but rather proposes, helps and supports, and the process, therefore, takes time because citizens should learn what their rights are and each state, as a full member of the Council of Europe, should respect these rights.

Another participant questioned whether it was valid to “erase” thousands of years of history for the sake of the last fifty years. She also pointed out that her generation had been educated by setting themselves altruistic goals. “Wanting justice for ourselves is not chauvinism”, she concluded. Later in the discussion, another participant also touched upon the issue of human rights saying that people refer to them in Cyprus in a mono-dimensional way, ie. “not forgetting”, “return of refugees”, etc. but no reference is made to the human rights of the other side. Therefore, the discussion of human rights may not fit with multiperspectivity, and it is perhaps better if we consider it as a political rather than a pedagogical goal. Ms Milko responded that the political aspect is still strong in history teaching, but the Council of Europe stands for the fact that history teaching should be as free as possible from political influences. Another participant commented on how people need to be generous to the “Other”, since the history of one community is often distorted by the history of the other community. He gave the example of South Africa where Mr Mandela insisted on the creation of a Reconciliation Council where all groups would meet.

One participant commented positively on Ms Del Moral’s presentation which gave concrete examples, a very useful one being that of the indigenous and Spanish leaders. The participant suggested some topics from the Greek Cypriot curriculum where multiperspectivity could be used and was positive about the use of comics which he thought could be interesting to his students. Another participant suggested that multiperspectivity could be achieved perhaps by simply asking children for their point of view in different subject areas, a practice which she had seen being used by various teachers.

A participant said that she felt bitterness because when it is the turn of our history, we find it very difficult to accept multiperspectivity. Another participant shared the relief she felt when learning, during the seminar, that Cyprus is not the only country where history is taught in an ethnocentric way. She stressed the importance of textbooks and teaching materials and stated that we should not cover up historical truth, human rights or justice, all of which are being supported within Europe. A participant, who was also at the June seminar, thought that it would be very difficult to move forward if there is no feeling of justice, if the mistakes made by both sides are not recognised, or if there is no forgiveness on either side. She thought that the Council of Europe contributes to this and suggested that the Association should have copies of the Black Sea Teaching Pack to enable teachers to consult them. Ms Milko said that it had been already done. She thought that an important issue was raised and that efforts should be made on both sides of the community. Ms Milko stressed that the Council of Europe is aiming to work with different communities on equal

footing. For example, a similar seminar would take place on the other side the following day and then bicomunal workshops would follow to provide a basis for discussion.

One participant said that he detected two “schools of thought” during the discussion: that of “pure history” (ie. national) and that of “dirty history” (referring to multiculturalism, diversity, multiperspectivity). He claimed that the former entices students to join the army whereas the latter encourages them to live peacefully in a “boring” European Union as nothing more than a number. Another participant stressed that it is pointless to wait for the other community to make the first step instead of making it ourselves, as in this case both communities will be locked in an endless waiting game. He remarked that just as multicultural elements have been incorporated in the new mathematics textbooks used in Greek Cypriot schools, something similar could occur for other subjects as well. He also noted that teachers could teach students to understand and deconstruct symbols such as those shown by Ms Bennett.

A teacher said that she felt “inadequate” going back in a classroom since textbooks used are far from multiperspectival and, therefore, the burden is entirely on her shoulders. She asked “How can I find sources? What if I favour some perspectives allowing others to fall by the wayside? How do I evaluate sources? Will I be required to do the work of a publisher like Mr Carvell?”. Ms Bennett responded that the fact that the participant is even asking herself these questions shows that she is not inadequate and that creating the Association for Historical Dialogue and Research is already a big step forward, a hope for the future. She gave the example of Latvia and Estonia, which are new democracies, and how their Historical Associations had produced materials on topics that their respective Governments would not oppose. Eventually the Governments agreed with the outcome of their work, which was disseminated in all schools, and now the Associations train teachers across Europe. Ms Del Moral agreed by saying that the best resource for teaching history is teachers who do not think that they own the historical “truth”, but who instead challenge children to question them. She also said that she would leave the materials she had shown in her presentation to the Association so that they can be used in the future. Ms Milko added the example of the former Soviet Union, because when it disappeared so quickly, teachers were left without curricula and textbooks. When surveyed a year later 35% of teachers said that they could teach history using various sources and did not need any textbooks, whereas 50% still preferred using a single textbook. When these teachers asked for the “best” textbook in Europe to translate and use it in Russia, the Council of Europe had to respond that such a textbook does not exist and that different countries have different policies, curricula, textbooks and teaching materials which correspond to their contexts and needs. Ms Milko concluded that, since a need for teaching materials and sources was being articulated by the participants, this could be a subject of future activities of the Council of Europe in Cyprus. A participant suggested that a good start could be the dissemination in schools of the information on the work conducted during the present seminar. Ms Makriyianni responded that the foundation of the Association for Historical Dialogue and Research was aimed specifically at addressing a lack of teaching materials, as well as of research, in history teaching and learning and at providing a forum for discussing our concerns on how to teach history. This was necessary because “history teaching” is not taught as a separate course during initial and in-service training in Cyprus. Since top-down influence is quite hard to achieve, the Association moves the other way round by providing teacher training. The dialogue developed on history teaching and learning during the discussion today is already an example of what the Association can offer.

Ms Milko agreed with the participants who argued for reconciliation and recognised that it is a very difficult task which could be achieved only through dialogue and working out compromises together. She expressed her hope that next year cooperation in history teaching with Cyprus would continue and, with the help of the Association for Historical Dialogue and Research, the Council of Europe will organise the next series of activities.

### **III. Seminar on “History textbooks and teaching materials and their use in a classroom”**

(25 November 2004)

**By Dr Ahmet Djavit**  
**History Textbook Author**

#### **1. INTRODUCTION**

The report describes the activities and outcomes of the seminar on “History textbooks and teaching materials and their use in a classroom” held at Major Music Centre Ltd, Nicosia, Cyprus on 25 November 2004. The seminar was organised jointly by the Council of Europe and the Cyprus Turkish Secondary School Teachers’ Trade Union (KTOEÖS). The seminar brought together about 100 Turkish Cypriot history teachers (members of the KTOEÖS), authors of history textbooks and history educators, as well as two speakers from the United Kingdom, one from Spain, one from Cyprus and one from the Council of Europe. The seminar was attended also by Mr Andrea Battista, a representative of the European Union Commission in Cyprus.

The aims of the seminar were to look at:

- the criteria of selection of different historical sources when writing history textbooks and how to present them in textbooks;
- the balance in teaching political, economic, social and cultural history and its reflection in history textbooks;
- ways of searching for additional teaching materials for history lessons.

The working languages of the seminar were English and Turkish.

#### **2. SUMMARY OF PRESENTATIONS**

After the registration of the participants, **Mr Tahir Gokcebel, Secretary-General of the KTOEÖS** opened the plenary session with a short introduction to thank the organisers and the participants. He then gave the floor to **Ms Tatiana Milko, Programme Officer, Department of Higher Education and History Teaching, Council of Europe** who greeted the participants and introduced the speakers of the seminar. Ms Milko also informed the participants that a similar seminar had taken place the day before for the Greek Cypriot history educators and that practical work would take place during bi-communal workshops in the following two days.

Ms Milko’s presentation was entitled “**Teaching history without dividing lines: an overview of the Council of Europe’s work in history teaching**”. She emphasised the following. Changes in the early 1990s raised many questions for teachers, especially in the Eastern European countries where radical changes had taken place. During the transition period, since there were no textbooks and no formal curricula, teachers had to develop their own teaching materials and methods. When surveyed later, 35% of young teachers said they did not need textbooks anymore and they preferred to use additional materials like newspapers, family letters, photos and illustrations. 50% of the older generation of teachers expressed their wish to have one new textbook (the “best” in Europe) which

should be translated into their own language. Of course this was impossible, as the “best” textbook does not exist since educational systems in various countries are different.

Ms Milko referred to the general approaches which were laid down by the Council in the “Recommendation (2001) 15 on history teaching in twenty-first-century Europe”. This Recommendation was adopted by the Committee of Ministers on 31 October 2001 and was distributed to the participants of the Seminar together with Dr Robert Stradling’s Guide for Teachers on “Multiperspectivity in History Teaching” translated into Turkish. Ms Milko stressed that the main idea of the Council of Europe’s work is that history teaching should help bring people together and should reveal to young people the diversity of cultures and traditions. History books should not create images of enemies.

One of the outcomes of a five-year project of the Council of Europe was a Teaching pack on the history of the Black Sea Region involving seven countries. A history textbook on the Caucasus, which took seven years of intensive work, will be published in 2005. Teams of teachers, academics, and Ministry officials prepared new teaching materials which gave space to everyday life history, like cooking, jewellery, customs and architecture. New textbooks should not be loaded down with dates and names of heroes; rather they should make students eager to learn by using pictures, maps and pertinent and probing questions to be answered through research.

The second presentation was made by **Mr Guven Uludag, History textbook author and History teacher** on “**History textbooks and teaching material for school education: present-day situation and future developments.**” Mr Uludag informed participants that he was one of the writers of the new history textbooks prepared for each of the first three grades of secondary schools and provided an overview of the current situation regarding history textbooks.

Textbooks used in the Turkish Cypriot schools are sent by the Ministry of Education of Turkey. In the “National History” textbooks no information is given about world or European history, only their relations with “national history” are mentioned. National curricula are prepared without references to neighbouring countries. The subject “Cyprus History” is taught, but certificates (school-record) given to students at the end of each semester refer to the subject as the “History of Turkish Cypriot National Struggle”. A small survey conducted before the writing of the textbooks showed that students did not like the existing history textbooks. It was also found that students were unaware of certain facts, for example, that a railway existed in Cyprus. Textbooks did not refer to local Turkish Cypriot football clubs and students had no idea about the history of their Turkish Cypriot football team which they supported.

Mr Uludag informed the participants that during the preparation of the new history textbooks, traditional history books were not used. In Volume I, 20 maps, 72 photographs and 46 drawings, documents and eye-witness stories were used. While working on the textbook’s chronological structure, the authors realised that the sections which contained more complex subjects were going to be taught to the youngest students; however they did not have the opportunity to change this. By reversing the chronological order, recent history is going to be taught to the youngest students and there is no scientific support in order to provide them with the information of the positive and negative effects which this particular situation may create. The speaker noted that he anticipated to discuss during the seminar the issue of teaching the local dialect, as it was used in the new history textbook Volume III. The speaker identified that the positive reactions to the new textbooks outweighed the negative ones: one of the most important aims for the authors of the new textbooks was to make students like the new textbooks, which was indeed the case. Mr Uludag noted that,

considering the political history which the island has been through, this process of preparation of new textbooks was the first step undertaken by the Turkish Cypriots and it is of great importance and should receive the respect it deserves.

The new textbooks were accepted by the educational authorities as proposed by the authors. The main guidelines were given by curriculum which stressed the place of Cyprus in world history, as well as love and respect for one's country, democracy and human rights. Mr Uludag noted that authors tried to give a general overview of the main historical periods in the textbooks. The new textbooks cost approximately 5 Euros each.

In summarising his experience, Mr Uludag admitted that the authors faced a lot of difficulties and overcame many barriers: they had never written history textbooks before and they were all young. The materials were collected in August 2004 and, at the end of September, 3 CDs were ready for print. No professional help was given to them, they consulted academics on their own initiative, whom the speaker thanked. There was no centre for research on history, no classified documents in the National Archives and no classified photographs at the Public Information Office. Some people helped them to find visual materials. No copyright supplied from outside was paid by them which was due to well-known reasons: this may be the only advantage which they had when collecting visual aids. A lot of interviews were used, but not on sensitive issues which people refused to discuss. In his conclusions, Mr Uludag remarked that the generation which lived till the 1950's have lived their happiness and pain together, the generation which lived between 1950-70 experienced war but those who lived between 1970-90 had no contact at all. However, the period starting in the year 2000 brought changes. The new generation believes that problems can be solved by creating a mutual dialogue, they believe that they need to know each other better. It is the teachers' duty to explain this to students.

In her comments, Ms Milko pointed out that the textbooks were prepared in an amazingly short period of time. A lot of problems mentioned were the same as in other countries. She thought that the authors were lucky to obtain photos free of charge, something which does not occur in other European countries. Ms Milko drew everybody's attention to the fact that other problems will appear soon and first of all how to use these textbooks. The textbooks are only a tool, but the key person is a teacher. It depends on teachers how textbooks will be used. Ms Milko, therefore, noted that teacher-training on the use of the new textbooks was essential.

The third presentation was made by **Ms Susan Bennett** on **“The use of different teaching materials when teaching history interactively on the basis of multiperspectivity to 11-14 year old students: an example of the United Kingdom.”** Ms Bennett informed the participants that she taught history in secondary schools, developed materials for history teachers and worked on the development and implementation of the English national curriculum for history. She has also worked for ten years as a consultant for the Council of Europe and EUROCLIO in many Eastern European countries.

Ms Bennett's first slide showed the huge murals on the walls of buildings in Northern Ireland which represent the past and show that history is alive in this community. She said later that Northern Ireland is still a region divided by religious lines between Catholics and Protestants. Religious affiliation affects where people live and where their children go to school. Young people who grow up in these communities see this kind of history on the walls around them and they subsequently absorb it from their families and surrounding community. This history appeals to the emotions and uses myths which perpetuate divisions rather than heal them or indeed building a positive and tolerant future.



The English national curriculum for history requires teachers to teach about diversity of the past by looking at the lives of different groups in society, for example the lives of men and women. They are required to teach about social, cultural, religious and ethnic diversity of societies both in Britain and the world as a whole and to teach history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific. All the curricula require or advise teachers to use source materials and to help their students realise that there is more than one interpretation of past events. The range of source material used included museums, sites, media, music and information and communication technology.

Ms Bennett stressed that the most important resource in a classroom is a teacher. It is a teacher who inspires students, who plans the learning journey and helps young people become independent learners. Nothing can replace a good teacher and they need good in-service training and time to think about what they are doing in order to teach well.

Ms Bennett also said that, through the images, teachers can choose to teach history in ways that will help to create societies that are based on tolerance and mutual respect or they can continue the cycle of hatred and intolerance. Younger pupils are not asked to work out which interpretation is correct because at this age they do not have adequate skills to do this. But 16-18 year old student are asked to evaluate independently. Students need to be supported in their analysis of interpretations. You can ask them to deconstruct different interpretations.

In England, teachers frequently build their lessons around an enquiry question. Why did war break out in 1914? Why is it so important to remember the Holocaust? The question helps to focus the learning process and keep students involved until the end of the enquiry. It also encourages interactive methods. Good enquiry questions can be very helpful in studying the past in order to: describe and explain similarity; differences and diversity; analyse causes and consequences; identify change and continuity; and understand how and why interpretations are constructed.

The second part of the plenary session was chaired by Ms Tatiana Milko, who gave the floor to **Ms Cristina Del Moral**. Her presentation was on “**The use of history textbooks and teaching materials when teaching history through intercultural dialogue to 11-14 year old students: an example of Spain.**” Ms Del Moral started by saying that for centuries there had been a Moslem and a Christian Spain and that there are 17 different autonomous communities in Spain. 70% of the curriculum is the same across Spain, but 30% is selected by local authorities. Schooling is bi-lingual, both Spanish and the other local languages are taught and students are free to select the language they want to learn. There are a lot of textbooks in Spain which are of a high standard in terms of content, illustrations and complementary materials. They are not only intended for use in the Spanish market but also in the Latin American countries. There is no censorship by the educational authorities and publishers follow the guidelines laid down by international organisations. Textbooks contain texts and a lot of illustrations which make students think. After every topic, there is an investigation guide for students. People who were not fighters, such as women, children, peasants and workers, are not forgotten in the textbooks and some events are even seen through the eyes of children, for example, the history of America and Spain. A Peruvian writer wrote a book in which four children, representing four different races, make a journey into the past and take part in historical events. Advertisements, comics and cartoons can be used as teaching materials as they provide information about different ways of life, for example, that of the Mayas. Instead of putting an emperor on the cover of a history textbook, a publishing company put a picture of a beautiful princess so it would more readily appeal to children. Pupils can discuss with each other the life of an emperor and become more involved in the story.

The last presentation was made by **Mr Brian Carvell** from the **United Kingdom** on “**New Approaches in the preparation of history textbooks and teaching material for secondary and upper-secondary schools.**” Mr Carvell firstly commented on the new textbooks prepared by the Turkish Cypriot teachers saying that new textbooks reflected various aspects of publishing. He then highlighted the general aims of school publishing, such as stimulating interest in the subject; increasing students' knowledge and understanding; training students' skills; encouraging active learning; challenging students of all abilities; getting them to think and not just learn facts; challenging students to use evidence and to develop positive attitudes and respect for different viewpoints.

Educational publishing is completely different to academic publishing of the past. 20<sup>th</sup> Century publishing is subject-based and in the last 40 years it has become increasingly sophisticated and student-focused. The governments have taken a greater interest in textbooks and in the United Kingdom prepared their national curriculum using a full variety of sources such as textbooks, teacher files and CD-ROMs.

Mr Carvell gave an example from a history textbook entitled “Empires and Citizens”, sub-heading “Industrialisation - blessing or curse?”, the components of which were an overview, a narrative text (about 2 pages), 24 sources (about 7 pages), 13 questions and 5 activities. Interactivity and multiperspectivity were the other subjects he underlined. As the questions foresee the interrogation of sources, different perspectives on industrial revolution were provided. Activities encourage students to adopt a viewpoint whereas the commentary in text is minimal. The students have to work with materials on their own and write what they have understood but not what they simply learn by heart.

Mr Carvell outlined the general principles of quality in publishing. Among the major characteristics of a “good history textbook, he mentioned the following: a textbook should be challenging, it should encourage an active and creative learning process, it should be academically and pedagogically up-to-date and reflect multiperspectivity, it should correspond to the age and ability of the student, and it should be attractive and cover the official curriculum content. When presenting controversial issues, several viewpoints should be reflected and conclusions should be drawn by students themselves. Mr Carvell concluded by explaining the importance of history publishing: it can help students to develop research skills and critical thinking; prepares them for democratic living in societies; and helps pupils to develop skills of enquiry, communication and responsible action. As a result, it could strengthen trust and confidence in relations within and between States.

### **3. DISCUSSION AND COMMENTS**

A teacher asked what are the main aims in teaching history in the European Union countries. The first answer was by Ms Del Moral. She said that history textbooks were written in Spain during the Franco time when nationalism was strong and they wanted to demonstrate that Spain was an important nation. The museums were established to foster the national idea accordingly. Today, because of political changes, people have also changed but debate in Spain is going on. Ms Milko added European dimension to the discussion saying that Europe does not mean only 25 European Union countries, but includes 46 countries which are full members of the Council of Europe. 48 countries signed the Council of Europe's Cultural Convention. Within this continent, there are different countries with different views on history. Old and new democracies are in different situations in history teaching. For example, the new democratic States of Central and Eastern

Europe had to re-write all of their history textbooks in a very short period of time as consequences of radical changes in the 1990s. In the first generation of history textbooks, a lot of countries tried to give historical background of their independence emphasising first of all the idea of national identity. Only later they became more open to ideas of diversity and intercultural dialogue. The Council of Europe does not impose but proposes and it is up to educators to choose approaches and methods bearing in mind that one should have respect for others. Knowledge should be gained about the others and not just about one's own country. Teachers should feel their high responsibility when teaching history since a negative image can linger for a long time. Politicians invest in the present moment, while educators work towards future creating basis for mutual understanding and cooperation.

Another question was: "How can we eradicate the stereotyping used by the mass media and propaganda?" Ms Milko answered that history should not be used for ideological or political purposes. This hard task cannot be undertaken by teachers alone though their input is important as they can teach students to think and analyse different sources. Information on national identities is important but not enough. In parallel, pupils should learn about the others living in Europe as well as in other continents. There has to be a balance in teaching national and world history. A regional component could help to teach about neighbouring countries. When teaching recent history, one can use newspapers and mass media as sources, but the most reasonable solution is to give as many points of view as possible on the same facts and events. Dialogue with students and their families could help to find answers and as a result to change their views.

A question was raised how to create a balance between European and world identity and whether the European identity could be a danger? Ms Milko stressed that one should not be afraid of diversity disappearing as a result of the globalisation process: different cultures will remain. Ms Del Moral pointed out that Spain has been in the European Union in the last 15 years, but its diversity of cultures is still developing without any threat.

**In the closing remarks Mr Gokcebel** thanked the participants expressed their hope to have more bi-communal seminars with the help of the Council of Europe. Since Cyprus is still an area of conflict, Mr Gokcebel stressed that help was needed in this area. **Ms Milko** concluded by saying that the Council of Europe has no ready-made formula but it has accumulated a lot of experience from the work done in other countries and is ready to share these experiences with the Turkish Cypriot teachers. She pointed out that teachers asked difficult questions but, when working together, we would be able to find answers.

## **IV. Workshops on “New approaches to teaching history: multiperspectivity”**

**(26 - 27 November 2004)**

**By Dr Stavroula Philippou**  
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**and**  
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**History Textbook Author**

### **1. INTRODUCTION**

On 26 and 27 November 2004, about 80 participants (40 from each of the larger communities of Cyprus, as well as from other) worked in three rotating parallel workshops, on the topic of “**New approaches to teaching history: multiperspectivity**”. Two of the workshops took place at Ledra Palace and one at the Cyprus JW Fullbright Centre. The working languages of the workshops were English, Greek and Turkish.

The aims of the workshops were:

- to analyse different examples of source materials on the topics indicated in the Programme;
- to look at how different historical sources could be used in a classroom when teaching history interactively on the basis of multiperspectivity;
- to discuss new approaches which could help pupils to develop such skills as critical thinking, ability to reach independent conclusions and open-mindedness.

The workshops were preceded by a brief plenary session at the Cyprus JW Fullbright Centre chaired by **Ms Tatiana Milko**, who opened the session by explaining how the workshops provided continuation of the seminars. She stressed that the workshops would attempt to provide practical suggestions and materials as well as to discuss issues raised by both Greek Cypriot and Turkish Cypriot teachers during the seminars.

**Mr Gabriele Mazza, Director of School, Out-of-School and Higher Education, Council of Europe**, summarised the development of the Council of Europe’s work in education. He analysed the values and attitudes which education could help to develop to create a peaceful future. Democratical changes in Europe put forward a set of challenges for the organisation and the Council of Europe tries to respond to them. He pointed out that the Council of Europe, based on the ideas of European humanism, is open to the Mediterranean, the Arab world and to the other continents trying to develop intercultural dialogue. Within this context, Mr Mazza stressed that Cyprus is currently one of the political priorities of the Council of Europe, as shown by the seminar organised in June and the current ones, and assured the participants that the Council of Europe will continue its activities in Cyprus. The speaker made clear that future cooperation would depend on the participants and the results of the current activities which will constitute the main guidelines for the Council of Europe’s future actions.

**Mr Marios Epaminondas, Vice-President of the Association for Historical Dialogue and Research**, noted the enthusiastic response of teachers to participate in the seminars and workshops which was most encouraging and stressed the importance of local initiatives, like those of the Association, in contributing to better teacher training, dialogue and research in history learning and teaching. He also pointed out that local initiatives are essential and cooperation with international institutions like the Council of Europe is necessary, particularly since the Council of Europe can help teachers fulfil aims they will set themselves through its concentration on the principles of democracy and human rights and through its vast experiences on producing supplementary teaching materials commonly accepted by a number of countries, for example in the Black Sea and the Caucasian Regions. He underlined that producing materials is not the final aim and that, most importantly, teachers should be trained to be able to use new teaching materials, which is what he hoped to start doing during the workshops.

**Mr Tahir Gokcebel, Secretary-General of the Cyprus Turkish Secondary Teachers' Trade Union**, also thanked the Council of Europe for the organisation of these activities. He pointed out how difficult and sensitive the subject of history is. New history textbooks, for example, are currently under attack by some Turkish Cypriot political parties. However, it is perhaps encouraging that the Council of Europe managed to produce materials within the Black Sea project, despite the fact that history was a taboo subject at one time. He pointed out that he had taken part in the previous two seminars and observed how teachers from two communities worked together. His conviction is that these activities will eventually bring a solution to the Cyprus problem because he believes teachers are the most dynamic leaders who can teach children to cooperate. **Ms Tatiana Milko** concluded the session by commenting on the importance of civil society for change, which is why the Council of Europe attributes great importance to local partners. She drew everybody's attention to the fact that, during the preparation of these activities, a solid basis for future cooperation was constructed, namely, trust between the two communities.

## **2. SUMMARY OF WORKSHOPS**

The summaries of these workshops were written jointly by both general rapporteurs with the help of notes that the rapporteurs took during the workshops to whom general rapporteurs are grateful. In summarising the work conducted during the workshops, we tried to balance two questions: firstly, how the report can be useful for teachers (ie. to what extent will it reproduce what was done so that teachers can use it later in their own teaching practices); and, secondly, how the report can be useful to the Council of Europe and include the discussions and suggestions anticipated. Eventually, we focused on both, something which derived from the nature of the workshops itself, since the comments and discussions arose during the context of different activities, the sequence of which is, therefore, also briefly described.

### **Workshop I**

One workshop was on the subject of "**Teaching about historical personalities on the basis of multiperspectivity**", animated by **Ms Susan Bennett** from the **United Kingdom**. The two rapporteurs, one from each community, were **Mr Mete Oguz** and **Ms Rena Hoplarou**. Ms Bennett explained that during the workshop she would provide some suggestions for teaching tools with which the role of individuals in history can be studied in a classroom. She used the example of Richard the Lionheart, a controversial personality who is much studied in the United Kingdom.

Ms Bennett first asked the participants to choose a historical personality and for each of them to write the following on a piece of paper folded in four parts:

- on the first part, three facts taught about that person's life;
- on the second part, any interpretations we have for that person eg. if they are considered heroes, traitors, etc.;
- on the third part, some activities we could do in teaching about that person;
- on the fourth part, the resources we would use in the classroom.

Participants had to choose a person they did not know before to share this work with him/her. During the group discussions, some comments, issues and concerns arose from the participants, for example:

- they thought it was easier to choose a personality from distant rather than from recent history as this would be less likely to provoke strong emotions in a classroom;
- the rapporteurs and general rapporteurs observed some difficulty regarding choosing a historical personality and actually deciding who was a historical personality and who was not. For example, who can be considered a historical personality, what "criteria" should be used to select, are "saints" and "heroes" facts or interpretations, what is an "opinion" and what is a "fact"?
- the range of personalities chosen was drawn from European, Greek, Turkish or Cypriot history and were, for the most part, men, which reflects, as one rapporteur mentioned, "the way we have been taught history at school";
- some of the personalities chosen, for example Ataturk, are people of whom Greek Cypriots and Turkish Cypriots have totally different interpretations;
- the personalities chosen tended to be similar in that they were considered important (by their own people mostly rather than internationally), intense personalities and that they had changed somehow the course of history;
- for most of the personalities Greek Cypriots chose, Turkish Cypriots know almost nothing and vice versa.

The second activity involved the study of portraits, a useful tool used in the United Kingdom as we can learn a lot about historical personalities from them. Ms Bennett distributed two portraits of Richard and Saladin (his main military opponent, even though they were friends, to introduce an element of multiperspectivity regarding how two different cultures portrayed power and authority) and asked participants to discuss the pictures with four questions in mind:

- What does the source (picture) tell me?
- What deductions can I make? What can I infer from this?

- What does this source not tell me?
- What other questions should I ask?

Ms Bennett pointed out that this activity can be used for any age group and but that results would of course differ accordingly.

The third activity focused on facts from Richard's life and, as pointed out, is an activity we can use with any personality. These facts were written on cards in three languages (Turkish, Greek and English) and put in envelopes which were distributed in the groups. Participants were asked to write the facts horizontally and in chronological order and to insert positive and negative facts about Richard above or below the line respectively. Discussions arose amongst teachers regarding the relativity of the distinction between "positive" and "negative" (eg. capturing Cyprus was positive for his career but not for Cypriots!) and Ms Bennett pointed out how this change of perspective could actually be a teaching tool e.g. from the point of view of Cyprus, France or Saladin. Other versions of this activity would include tasks like "Find the card which has to do with Cyprus, or France, or the Crusades" etc.

Later, Ms Bennett explained how, in the United Kingdom, key questions are used to structure a whole piece or part of the work. She distributed a set of questions and pointed out that one of them could be chosen to study Richard. She asked the groups to discuss whether each question focused on: whether Richard was important (historical significance); how Richard was interpreted (interpretation); or evidence about Richard. She warned against some questions which sought moral rather than historical judgment and emphasised how the questions we ask structure our activities in a classroom and whether we should focus on interpretation or why the personality is remembered or whether we study sources.

The fifth activity started with the distribution of a second set of two envelopes; the first envelope contained cards-sources with interpretations of Richard and aimed at pointing out how differently Richard has been interpreted by historians. Participants were asked to rank the cards from the most positive to the most negative views and identify any patterns regarding how Richard was seen according to different sources (English, French, Arab historians) and different periods (medieval or recent time). The second envelope during this activity contained cards detailing events and participants were asked to find out whether any of these events supported any of the interpretations and match the two. In the United Kingdom, students would spend a lot of time classifying sources and interpretations and writing dissertations on Richard; a writing frame was distributed which is designed to help students structure such an essay and which showed how history teaching focused on illustrating both his positive and negative sides.

Teachers generally liked this way of work and pointed out how interesting it would be for their students as it would make them participate more and started suggesting personalities as well as controversial events which could be approached in the same way, for example, the Ethnosynelefsis of the Greeks at the beginning of the Greek Revolution where a lot of disagreements occurred or the Icon Dispute in the Byzantine era. At the same time, teachers pointed out that this kind of work needs a lot of preparation on their behalf and a lot of research to find the appropriate sources and interpretations, which is quite difficult to achieve. They, therefore, suggested to start the preparation of such materials which they could use. A criticism which occurred was that there was no time to carry out activities like the ones used to study Richard the Lionheart with personalities

included in local curricula such as Bekir Pasha and Hadjigeorghakis Kornesios and that, in the future, more work would be needed on personalities from the Cypriot context.

## **Workshop II**

The other workshop focused on World War II and was entitled “**Teaching history for reconciliation using examples from the history of the World War II**” and was animated by **Mr Brian Carvell** from the **United Kingdom**. The rapporteurs were **Mr George Stogias** and **Mr Yilmaz Akgünlü**.

Mr Carvell explained the structure of the workshop and split the participants into three bi-communal groups. Each group was provided with source materials concerning the participation of Cyprus in World War II coming mainly from current newspapers and archives. The aim of the workshop was for each group to produce a lesson plan for use in a classroom with 11-14 year pupils from both communities. Mr Carvell explained that this topic was chosen because source material is available, Cyprus was then under one administration. It offered an opportunity to use multiperspectivity and the topic had a wider context as well as local and regional significance. In order to produce a lesson plan, each group had to choose a topic (in this case this was given as the role of Cyprus in World War II); a key question (an enquiry question that would start and structure the whole learning journey); sources (those that would answer the key question); and questions and activities for students to assess what they learnt from the sources available. Examples of some enquiry questions were provided such as:

- Why did Cypriots fight in World War II?
- What was the effect of the war on Cypriots at home?
- What special contribution did Cypriots make?

It was also clarified that one of the aims should be to find out how both Greek Cypriots and Turkish Cypriots came together to fight in the war and find evidence of that in the source materials provided.

The groups then worked for approximately an hour going through the resources and structuring lesson plans. At the beginning, the groups focused on choosing the key question as this question would then structure their subsequent work. They then proceeded in setting out the rest of lesson plans and studying the various sources they had in front of them. Groups were very committed to their discussions and produced a number of teaching suggestions.

Each group had the opportunity to present their work to the rest of the participants and discuss some of the issues raised. Mr Carvell pointed out how actively the groups had worked and how they were also different in that. Some groups focused on a detailed 45-minute lesson plan and others suggested ideas and activities that could last for a whole work unit (for example, by extending activities into museum visits or by inviting people into a classroom for students to interview). The general sequence of the lesson plans proposed by the groups included a brief introduction and provision of basic information by a teacher, followed by providing a selection of sources to the pupils to work in groups to answer the enquiry question (as a group suggested in the form of the “cards in envelopes” technique which Ms Sue Bennett used in the other workshop) and then letting the pupils present their work to the rest of the class. The groups tended to focus on different



sources, eg. an image of bombardments in Cyprus or an advertisement of the British calling in troops or images of women working in silk and button factories. The questions and activities proposed by the teachers focused on “who” participated in the war (so as to illustrate how people from different communities, professions, ages and gender all contributed); “how” these different groups of people contributed in different ways (e.g. by joining the army, dying in battlefields across the world, working in factories to produce silk for parachutes or buttons for military uniforms etc.); “why” they contributed, ie. what the nature of their motives were (ideals of freedom, to liberate Greece, to earn money and gain employment, to defend Cyprus from a possible Nazi invasion?); “what” the effect of the war was on those who stayed on the island, eg. bombardments, working in factories to produce supplies for the soldiers, etc. Some activities included an element of empathy, as they asked students to take the position of different people during the war and perhaps even staging a play (eg. as German or English soldiers on the one side and as Cypriots in the Cyprus Voluntary Force on the other). Other activities called on geographical skills as they required the use of maps of Europe and the world. Another thing teachers thought was important to include in their lesson plans was how Cypriots were disappointed when at the end of the war they did not receive the freedom they had been promised.

One of the issues that came out during the work of the groups was that there was uncertainty about some of the historical facts amongst teachers themselves, for example, some of the participants were not aware that both Greek Cypriots and Turkish Cypriots joined the army or that they were mercenaries and had started joining the army in 1939. There was factual information in the sources on all these issues, but there were concerns as to whether, for example, we should let pupils know that not all the soldiers’ motives were the ideals of freedom. These discussions indicated that, in the Greek Cypriot community, World War II is mainly taught in schools within the theme on the Greek National Anniversary of the 28 October 1940, which was when Greece joined the war. Consequently, the contribution of Cyprus as such is not highlighted and knowledge about it is limited. As the motives of the Cypriot soldiers for joining the war were discussed, there were further questions as to whether we can decide if each community’s motives were different. Some argued that Greek Cypriots joined the war because Britain was allied with Greece and, therefore, by participating in the war they were fighting for their “motherland”, for “Enosis” (Union with Greece) as well as for their freedom from the British. Some thought, however, that the question remained as to why the Turkish Cypriots joined the war, since their “motherland” was not fighting with the British. Other questions raised were:

- Was the experience of fighting in World War II the same for Greek Cypriots and Turkish Cypriots?
- Was the contribution of the Cypriots great in relation to the population of the island and in comparison with other countries?
- What was the role of the Cyprus Regiment, did they fight, where were they sent?

Another remark was made concerning the sources provided, which were largely drawn from Greek Cypriot and Turkish Cypriot newspapers, and there were some questions as to whether these sources presented similar or different information. The need for primary sources produced during the war (rather than interpretations written in newspapers sixty years later and influenced by subsequent or current ideological or political views) was acknowledged and there was the suggestion that any teaching materials on World War II produced in the future should include both primary and secondary sources.

### Workshop III

The workshop was entitled “**Pedagogical use of historical sites and museums**” and was animated by **Ms Cristina Del Moral from Spain**. The rapporteurs were **Ms Christina Georgiou** and **Ms Samiye Taskin**.

The workshop was structured around the presentation of some materials produced in Spain by Foundation *La Caixa* for the study of historical cities (in particular the city of Granada, a multicultural city like Nicosia) titled *Vivir en las Ciudades Historical (Living in historical cities)* and of art museums. The materials were provided to schools for free upon request and were not mandatory. Ms Del Moral firstly clarified some concepts by contrasting formal to informal teaching, pointing out that the materials she would show during the workshop fitted the “informal teaching model”. Consequently the materials would have extracurricular and open-ended objectives; would emphasise skills and attitudes rather than concepts in terms of content; would aim at open and multiperspective knowledge; would involve a non-linear and changing educational process; would assess its impact in qualitative rather than quantitative ways and with group assessment; would have a non-linear presentation; would incur high motivation and high emotional implication based on curiosity and previous knowledge. Some of the skills and attitudes that can be developed through such materials are observation, respect, sensibility, criticism, change, comparison, empathy and others.

The presentation of the material on the city of Granada started with a short video-clip and then materials were presented, bit by bit. During this process, participants were invited to think of how they could prepare similar materials for the city of Nicosia or Famagusta. The materials comprised different maps, books, slides, images, questions and tasks, as well as a bag with “tools” such as a compass, rulers, lenses, thermometer, measure sheets, etc. that would be used to explore the city and conduct research. Firstly, pupils would study the city in a classroom. The preparation in a classroom can be made with a series of slides or pictures or postcards included in the materials. All the monuments can be put on the map of the city or country. Then, students would go into the city in groups of five and, using the materials, they would reflect about the people, organisation, architecture, environment, transport, communication and flora and fauna of the city.

An important element of the materials was the use of “dilemmas” that challenged students’ critical thinking. For example, one dilemma was how we could help historical cities be practical and habitable for present-day and future citizens without destroying their historical environment, eg. to develop infrastructure such as transport. The following issues were raised:

- Should we transform the old city into a pedestrian site?
- Should we learn about a number of historical cities or only the one we live in?
- How we can continue living in historical cities while maintaining their historical identity?
- What role do rivers or walls play in the development of the city?
- Considering the cost, should we restore all monuments or just a few?
- If we are to restore a monument, how are we to do it and for what purpose?

- Can we restore old and new buildings side by side?
- Should a building in the centre of the city be destroyed to build a parking place?

To discuss all these dilemmas, students are required to consider the different perspectives of different groups of people (for example ecologists, historians, shop owners, the mayor, an architect, newspapers, ordinary people, etc.) and also interview them so as to build their own opinion. After their exploration of the city, students return to the classroom to continue working on it, for example, making comparisons with other historical cities. The materials are designed for 14-16 year old students who have been trained to use the material and have already gained some basic knowledge about the historical development of the city. Permission from parents is also required before they can visit the cities and, in fact, parents are invited to join their children. The key aim of the materials is to make students reflect and discuss and help them realise how we need to know a city's past in order to plan a better future for it and its residents. All this is learnt in an enjoyable way and pupils are challenged to express their feelings, emotions and sensations: children have so much fun, Ms Del Moral noted that they actually continue working on it during weekends on their own.

This material introduces multiperspectivity in that it draws upon a number of different disciplines for example history, natural sciences, mathematics, etc. In fact, not just one teacher should be with students when they explore the city but, rather, teachers from a number of disciplines. There were some reservations from a few of the participants concerning whether, in the cultural and educational context of Cyprus, teachers from different disciplines could cooperate or that teachers would allow time for such extra-curricular work, since, as a Turkish Cypriot participant noted, each teacher considers their own subject as the most important. However, there were also some examples of such a multidisciplinary project on a school-based level concerning copper in Cyprus (for example the development of writing at the time, the printing of artistic decoration on copper objects, the chemical and physical phenomena occurring when copper is processed, how it is extracted from the earth, etc.), which was mentioned by one participant, a Greek Cypriot secondary school teacher, and a project on the Lebanon. A suggestion concerning multiperspectivity was to study the Buyuk Han in Nicosia from perspectives of different people such as builders, guests, owners, prisoners, visitors, etc. from both communities. This discussion pointed to the need for formal curricula to include such multidisciplinary units, as they are still missing in the curricula used by both communities.

Concerning museum visits, some other material was presented by Ms Del Moral, which came from a number of art museums in Spain (Del Prado and Thysee-Bonemiscza) and was produced by the Pedagogical Departments of the museums. Ms Del Moral pointed out that, during visits, the teaching materials should focus only on a few paintings (6-10) to study, for example, the history of the paintings or the history of painters or the history of art schools and periods or painting techniques. The study of common life during other historical periods, dressing, bourgeoisie, religion are examples of topics students can study in such museums. Formal analysis can be made before and after visits to the museums. The study of art is an example of multiperspectivity itself, since pieces of art can be interpreted differently at different times and by different people. Ms Del Moral stressed that in the study of historical monuments and museums the focus is not to give students answers but challenge them to think about questions and dilemmas. Particularly, in the case of politically sensitive monuments, we should ask questions, not give answers, and avoid leading discussions into one-sided arguments, admitting that we, teachers, do not know some things is also useful in challenging our students to think independently.

During the discussions, some misconceptions concerning Arabs were revealed as Arabs are often negatively stereotyped when teaching history in Cyprus whereas, in Granada or Spain in general, their positive influence is evident. This was a very useful comment since the aim of the workshop was to use multiperspectivity in the study of monuments and museums. Another question concerned how, in Spain, the transition from mosques to cathedrals (like the cathedral in Cordoba) is approached pedagogically. Ms Del Moral replied that we cannot avoid discussing this and that we should focus on why it happened, whilst trying not to impose any fixed ideas against those who did it and not to teach it in terms of “us” and “them” but instead to use a number of perspectives. Indeed, multiperspectivity is useful in studying monuments and cities since monuments change throughout history. For example, Ms Del Moral showed a map of Granada city with layers from different historical periods: Iberic Granada, Islamic Granada, Christian Granada, Renaissance Granada. A suggestion was made by one of the participants that a similar map can be prepared for Nicosia showing its monuments from the early ages up to the Lusignan, Ottoman and British periods.

However, even though the materials shown were excellent and could be used as examples of how another culture had dealt with its monuments pedagogically, teachers felt that the workshop should focus more on how we can produce such materials for the Cypriot context, particularly for monuments interpreted differently by the two communities. Thus, the discussions of the teachers indicated:

- how we require materials such as the ones shown in the workshop on historical monuments and museums in Cyprus;
- the difficulty of choosing which monuments could be the subject of such a project, since some tend to produce very sensitive reactions;
- the difficulty of funding and organising such a project;
- the difficulty in incorporating different perspectives from the two communities in the study of a monument, eg. a Byzantine church turned into a mosque and vice versa, a catholic church turned into a Byzantine one, etc.

The participants also stressed how important it was that, even if or when such materials would be produced in Cyprus, the organisers should seriously consider how to train teachers to use them and how to include them in their teacher-training activities. Issues like whether the whole or part of the historical city should be reflected in the materials, which historical monuments should be included, which dilemmas should be posed, would also need discussions during the development of such materials. The example of Nicosia was particularly mentioned by participants who raised issues such as:

- How can we use the walls of Nicosia since they represent its history at different periods?
- How do we restore the city, eg. “Freedom Square”?
- What can we do with Agios Kassianos (a school deserted in the Buffer Zone): a museum of friendship, a mixed school, a gymnasium?

- How can the old city be used from both sides since it is the same as it unites north and south and is a common element with which we can think of Nicosia as a whole, but is not presently used?
- If we look at the layers of history of Nicosia, what changes and continuities will we find, for example which are the commercial streets, where is the river of Pedaios located?
- How can we use multiperspectivity to examine the case of the mosaics of Panagia Kanakaria, of Bayraktar Mosque, of Agia Sofia Cathedral, of the House of the Dragoman?
- How will we deal with monuments whose interpretations are influenced by political problems, monuments which are currently used in ways different than those intended at the beginning?
- How can we approach monuments in a view of unification: return to their 1960s function or change it altogether?
- What could be done with the Green Line after reunification: a parking place, a flower garden, a children's park?
- How can we deal with non-inhabited parts of a city like Nicosia?

Other questions focused on the administrative aspects of such a project, ie. who developed the project on Granada and how long did it take. Ms Del Moral replied that in the case of materials presented on Granada, each teacher prepared materials for one monument. Twenty teachers worked on the project in total for 6 months during which they met in Barcelona three times. These questions attempted to draw parallels with the situation in Cyprus to identify the future of developing such materials for the Cypriot context. A first step was to translate the materials provided by Ms Del Moral from Spanish in order to enable participants to study them more deeply and in the future to use similar approaches when preparing teaching materials on Nicosia.

### 3. CLOSING PLENARY SESSION

On 27 November 2004, a plenary session took place at the Cyprus JW Fulbright Centre. The session was chaired by **Ms Tatiana Milko, Programme Officer, Department of Higher Education and History Teaching, Council of Europe** and was attended by the workshop participants, speakers, rapporteurs and general rapporteurs. Ms Milko set out the structure of the session and invited the two general rapporteurs, Dr Ahmet Djavit and Dr Stavroula Philippou, to present the results of discussions in the workshops.

When the presentations were over, Ms Milko invited the rapporteurs of each workshop to comment. A rapporteur suggested that activities in the workshops should allow for more interaction between the participants and should be more focused on the discussion on local topics. A second rapporteur noted how respectful and careful participants were when they were discussing sensitive issues or using "dangerous" words, suggesting that in the future more time should be given to discuss such common problems. A third rapporteur, who also participated in the June seminar, noted that what

he considered as a barrier in both seminars was the way teachers think that there is an “absolute truth” and that we can have the “last word” or “be right” on some “facts”; this will divide teachers until we become aware of our interpretations and how risky it is to determine truths in history. A fourth rapporteur suggested that teaching materials or a set of “rules” should be developed to be used in all schools, so that we know how to teach recent history to pupils. Ms Milko responded saying that teaching about conflicts and how other countries view Cyprus during that conflict could be a topic of future workshops. Concerning materials, these could consist of supplementary teaching materials, sources, recommendations to teachers, tasks and questions for students on extra-curricular topics. A fifth rapporteur stressed that it is the first time in Cypriot education that actions are taking place from the bottom upwards and initiatives to produce common materials, which is a common goal and dream, begins with teachers. She, therefore, urged the audience not to be hasty but to consider, if and when such materials could be produced, how and who would use them because dissemination will be as important as the production of materials.

Then the floor was opened for all the participants for discussion. Some highlights were:

- it was suggested that textbooks currently used in schools should be examined in future workshops to remove topics which incite hatred. The role of history learnt outside a classroom should be acknowledged;
- participants expressed their satisfaction that the workshops provided a rare opportunity to meet the representatives of different communities, an encounter which, for many participants, had not taken place for years;
- a Turkish Cypriot participant referred to the textbook that has recently been published by the Turkish Cypriots and which is under attack by the establishment, noting that, unless Greek Cypriots also participate in the publication, no such textbook will be complete. A Greek Cypriot responded to this comment saying that Greek Cypriot teachers support Turkish Cypriots and that one thing they can do in their classrooms is to avoid fanaticism when teaching any subject or when celebrating national anniversaries;
- a remark made by a Greek Cypriot participant was that, since what we are doing is influencing policy from the bottom upwards, ie. from teachers to policy-makers rather than vice versa, the preparation of teaching materials in future, might also provoke changes in the curriculum. This caused a comment from another Greek Cypriot participant saying that the official curriculum does not cultivate hatred and that, as long as the Cyprus problem exists and the Turkish army is present, it will be difficult to change the official curriculum. A Turkish Cypriot responded that even though she had suffered as well, she teaches her students and children about reconciliation;
- a participant commenting on the duration of the Black Sea Initiative which took five years, pointed out that even though the Cyprus problem exists for 30-40 years, not many steps have been taken to produce common materials. Ms Milko responded that life will show at which speed we can go forward. She noted that the Council of Europe is in permanent contact with the Ministries of Foreign Affairs and the Ministry of Education and Culture of the Republic of Cyprus and that if we start to prepare materials, it will be a transparent process;

- someone commented that if officials are an obstruction, we have to be prepared for that. Another suggestion was to look more critically on how national history is presented in textbooks and curricula. This could be a topic to discuss at teacher training courses;
- an Armenian Cypriot participant pointed out that during the seminar and discussions there was reference only to two communities; however the Armenian and other communities, who have all contributed to Cypriot history, are neglected in history textbooks. Any future publication, therefore, should include information on all communities living in Cyprus.
- participants stressed the issue of teachers' responsibility since they feel that they are sowing seeds into pupils' minds.

Finally, the three animators were invited to share their comments and impressions on the workshops. The animators were all satisfied the workshops and stressed that sharing ideas about how to teach is a way of building friendship, which is essential in these kind of projects. They also reminded the participants that it is not only Cypriot teachers who face such problems and difficulties in teaching history.

Time was provided at the end for participants to fill in an evaluation form and they were invited to note their criticisms as well as their practical suggestions for the future. Ms Milko then took the floor to say that the seminars and workshops were successful since a lot of people came and they had worked with enthusiasm and it was clear that they would like to do more. She warned that doing more will take time but considered it important that, during the seminars and workshops, a solid basis was created on which we could build. She pointed out that teachers are the key figures in education, that is why it was also important to share experiences between educators from different countries. She encouraged the participants to attend seminars organised by the Council of Europe in other countries in order to witness that Cypriots are not unique in their problems. Ms Milko also suggested that, in the future, pupils could also be involved in activities and discussions. She thanked the participants and organisers and noted that the Council of Europe's future activities will address the multicultural context of Cyprus.

Following closing remarks from the local partners, Mr Marios Epaminondas, representing the Association for Historical Dialogue and Research, and Mr Tahir Gokcebel, representing the Cyprus Turkish Secondary School Teachers' Trade Union, the plenary session and the whole activities described in this report were completed.

## **V. CONCLUSIONS AND RECOMMENDATIONS ON THE SEMINARS AND WORKSHOPS (24 - 27 November)**

The comments, questions and issues raised during the discussions and workshops between the participants, the speakers, the rapporteurs and the organisers indicate that Cypriot educators of various ethnic backgrounds, and people teaching in Cyprus, acknowledge the complexity of teaching history. It is a complexity which they face daily in their classrooms and which they do not feel efficiently equipped to address. Teachers are deeply aware of the great responsibility they are carrying on their shoulders and are looking forward to future steps which should help them in their work. They hope that these successful seminars and workshops (as shown by their evaluations,

summaries of which are provided in Appendix II) was the first of many steps to follow in the future. During these activities, it was made clear that the Council of Europe and its expertise in history teaching are at the disposal of Cyprus.

Given the above-mentioned conclusions, we propose the following actions to be implemented:

- to conduct research involving teachers and students in Cyprus to obtain a baseline of rich data (quantitative and qualitative) on: what teachers and students think about historical issues or topics; which topics would be more open or resistant to intervention; which ones do they consider as most important when organising seminars or producing materials;
- to organise teacher training seminars on the topics, which will arise from such research. The discussions reported in the present document already point towards the direction of follow-up work on Cypriot historical personalities, historical monuments and museums and historical periods when the two communities acted together. Issues of how to teach about personalities, monuments or events for which the various communities of Cyprus have different-opposing interpretations seemed to be of great interest amongst participants;
- to organise workshops on the basis of multicommunal interaction to find ways how to teach about sensitive or controversial issues;
- to organise workshops on methodology and the development of particular historical skills such as: how to question accounts; how to evaluate evidence; how to use multiperspectivity; how to evaluate historical significance; how to construct our own interpretations through disciplined argument and debate. Providing practical ideas was what at least fulfilled participants' expectations during the seminar, at the same time, the participants indicated their desire for more practice-oriented seminars which will allow to discuss concrete teaching practices and pedagogical issues (see Appendix III);
- to organise seminars on the epistemology, philosophy and theory of history addressing questions such as: What is history? Is there an objective "Truth"? How can we deal with such issues in a classroom? Such seminars can be of crucial importance since perceptions or representations of what history is seemed to influence directly teaching practices in history. This could be achieved by inviting experienced teacher-trainers and academics, who master both theory and practice on the teaching and learning of history, as well as on how/why the latter is often associated with issues of identity. Seminars followed by practical workshops could be organised to implement this recommendation;
- to conduct research or seminars to analyse the current textbooks since, if teachers are not aware of their shortcomings, they are not able to use them efficiently in a classroom.
- to produce guidelines or recommendations for teachers on how to teach sensitive issues and conflicts in recent history; how to use multiperspectivity when teaching history; how to enhance and promote the empathetic and critical thinking skills of



students; how to develop their ability to comprehend different perspectives, voices and historical narratives of the history of Cyprus; how to help students (and teachers) understand that interpretations of history based upon such notions as "us" and "them" are incompatible with European values;

- to produce supplementary teaching packs, suitable for use in parallel to official textbooks, that would address local concerns and topics taught in Greek Cypriot and Turkish Cypriot curricula, and would include perspectives from all communities of Cyprus. The participants particularly noted that, in order to use multiperspectivity, one needs access to a number of sources, which are not necessarily available but need to be located in archives, translated and amended to be ready for use in a classroom. This could be one of the aims of a future project on the production of teaching materials. These materials (student worksheets, lesson plans, primary and secondary archives, written and pictorial sources, articles on teaching and learning history, examples of good teaching practice and research studies from colleagues in Cyprus and abroad) could be published in hard copies and on-line;
- to follow up any activity carried out in the future with evaluations which will indicate its impact and provide a “foundation” of information upon which activities can be adjusted and planned so that they are sustainable (*cf.* Appendix II). Through this process perhaps a network of receptive educators could be trained to act as teacher-trainers in their colleagues in the future;
- to establish the following institutions supporting activities recommended above:
  - a museum on multiperspectivity;
  - a multicommunal European school;
  - a history teacher-training centre;
  - a centre developing history materials, putting together sources from archives, creating databases of oral/personal histories, of photographs and other materials which teachers could use in a classroom;
  - a research centre conducting studies on history teaching and learning in classrooms, as well as on the assessment of teachers’ and students’ knowledge, attitudes and skills acquired when teaching and learning history.

These recommendations were suggested for short-term and long-term programmes. It was also noted that future activities should involve as many history educators from different communities in Cyprus as possible to provide wide dissemination of the results achieved.

## APPENDIX I

<p style="text-align: center;"><b>PROGRAMME OF THE SEMINAR ON</b></p> <p style="text-align: center;"><b>“THE COUNCIL OF EUROPE AND HISTORY EDUCATION”</b></p>
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### **Wednesday 9 June 2004**

Arrival of the participants

### **Thursday 10 June 2004**

09.30 – 11.00      **Plenary Session**

Chair: Ms Alison CARDWELL, Head of the History  
Education Section, Council of Europe

Opening of the Seminar by:

- i.      Mr Gabriele MAZZA, Director of School, Out-of-school and Higher  
Education, Council of Europe
  
- ii.     Mr Craig KUEHL, Chairman of the Cyprus Fulbright Commission

Keynote presentation on “History teaching in the 21<sup>st</sup> Century Europe” by  
Ms Cheryl Stafford, South Eastern Education and Library Board, Northern  
Ireland

Presentations on History Education in Cyprus by:

- i.      Dr Meltem ONURKAN, Turkish Cypriot Academic
  
- ii.     Mr Marios EPAMINONDAS, Secretary of Association for Historical  
Dialogue and Research

Discussion with all the participants

11.00 – 11.30      Break

11.30 – 13.00

**Plenary session**

Chair: Ms Alison CARDWELL, Head of the History Education Section, Council of Europe

Presentation on “New Approaches for History Teaching and Civic Engagement” by Dr Terry TOLLEFSON, Director of Administration for Policy, Planning, and Evaluation, Facing History and Ourselves, Boston, M.A.

Discussion with all the participants

Presentation on “History teaching in a regional context - the Black Sea Initiative and “The Tbilisi Initiative” by Ms Tatiana MILKO, Council of Europe.

13.00 – 14.30

Lunch at Cyprus Fulbright Commission

14.30 – 16.00

**Plenary session**

Chair: Ms Alison CARDWELL, Head of the History Education Section

Presentation on “New approaches to training history teachers from a Euroclio perspective” by Ms Joke van der LEEUW-ROORD, Executive Director of Euroclio.

Discussion with all the participants

Presentation of the aims of the working groups by Dr Juliette DICKSTEIN, Rapporteur

16.00 – 16.30 Break

16.30 – 18.00 Working Groups

18.30 - 20.00 Reception “Wine and Cheese”

**Friday 11 June 2004**

09.30 – 11.00

**Plenary Session**

Chair: Ms Alison CARDWELL, Head of the History Education Section, Council of Europe

Presentation on “Principles and pitfalls in the development of history textbooks” by Professor Wolfgang HÖPKEN, Director of the Georg Eckert Institute for International Textbook Research, Braunschweig

Discussion with all the participants

11.00 - 11.30 Break

11.30 – 13.00 **3 Working groups with discussion topics**

13.00 – 14.30 Lunch

14.30 – 16.00 **3 Working Groups with discussion topics**

16.00-16.30 Break

16.30 – 18.00 **Plenary session**

Chair: Ms Alison CARDWELL, Head of the History Education Section,  
Council of Europe

Presentations of the results of the discussions in the working groups by the  
rapporteurs

Overall conclusions by the Rapporteur, Dr Juliette DICKSTEIN

Comments by the participants

Close of the Seminar

Departure of the participants

**PROGRAMME OF THE SEMINAR ON  
“MULTIPERSPECTIVITY IN HISTORY TEACHING”**

**Wednesday, 24 November 2004**

08h00 – 09h00      Registration of the participants

09h00 – 11h00      **Plenary Session**

Chair: Ms Tatiana MILKO, Council of Europe

Presentation on: “Teaching history without dividing lines: an overview of the Council of Europe’s work on history teaching”, by Ms Tatiana MILKO, Programme Officer, Council of Europe.

Presentation on: “Teaching methods in history school education in Cyprus: present-day situation and future developments”, by Ms Chara MAKRIYIANNI, Educator, President of the Association for Historical Dialogue and Research.

Presentation on “The use of multiperspectivity when teaching history in secondary and upper-secondary schools: an example of the United Kingdom”, by Ms Susan BENNETT, United Kingdom.

Discussion with all the participants.

11h00 – 11h30      Break

11h30 – 14h00      **Plenary session**

Chair: Ms Tatiana MILKO, Council of Europe

Presentation on: “Teaching history through intercultural dialogue to 11-14 year old students: an example of Spain”, by Ms Cristina DEL MORAL, Spain.

Presentation on: “The use of history textbooks and other teaching materials when teaching history in present-day schools”, by Mr Brain CARVELL United Kingdom.

Discussion with all the participants.

**PROGRAMME OF THE SEMINAR ON**  
**“HISTORY TEXTBOOKS AND TEACHING MATERIALS**  
**AND THEIR USE IN A CLASSROOM”**

**Thursday, 25 November 2004**

08h00 – 09h00            Registration of the participants

09h00 – 11h00            **Plenary Session**

Chair: Ms Tatiana MILKO, Council of Europe

Presentation on: “Teaching history without dividing lines: an overview of the Council of Europe’s work in history teaching”, by Ms Tatiana MILKO, Programme Officer, Council of Europe.

Presentation on: “History textbooks and teaching material for school education: present-day situation and future developments”, by Mr Guven ULUDAG, History Textbook Author, History Teacher.

Presentation on: “New approaches in the preparation of history textbooks and teaching materials for secondary and upper-secondary schools”, by Mr Brian CARVELL, United Kingdom.

Discussion with all the participants.

11h00 – 11h30            Break

11h30 – 14h00            **Plenary session**

Chair: Ms Tatiana MILKO, Council of Europe

Presentation on: “The use of history textbooks and teaching materials when teaching history through intercultural dialogue to 11-14 year old students: an example of Spain”, by Ms Cristina DEL MORAL, Spain.

Presentation on: “The use of different teaching materials when teaching history interactively on the basis of multiperspectivity to 11-14 year old students: an example of the United Kingdom”, Ms Susan BENNETT, United Kingdom.

Discussion with all the participants.

**PROGRAMME OF THE WORKSHOPS ON  
“NEW APPROACHES TO TEACHING HISTORY: MULTIPERSPECTIVITY”**

**Friday, 26 November 2004**

08h30 - 09h00 Registration of the participants

09h00 - 10h00 **Plenary Session**

Chair: Ms Tatiana MILKO, Council of Europe

- i. Mr Gabriele MAZZA, Director of School, Out-of-School and Higher Education, Council of Europe;
- ii. Mr Marios EPAMINONDAS, Vice-President, the Association for Historical Dialogue and Research;
- iii. Mr Tahir GÖKÇEBEL, General Secretary, Cyprus Turkish Secondary Education Teachers' Union (K.T.O.E.Ö.S).

10h00 - 10h30 Break

10h30 - 12h30 **Three parallel Workshops:**

**Workshop on “Teaching about historical personalities on the basis of multiperspectivity”**

**Animator:** Ms Susan BENNETT

**Rapporteurs:** Mr Marios EPAMINONDAS  
Mr Tahir GOKCEBEL

The discussions will be based on the analysis of source materials on the following historical personalities:

- Richard the Lionheart;
- Bekir Pasha;
- Hadjigeorghakis Kornesios, the Dragoman.

**Workshop on “Teaching history for reconciliation using examples from the history of the World War II”**

**Animator:** Mr Brian CARVELL

**Rapporteurs:** Mr George STOGIAS  
Mr Yilmaz AKGÜNLÜ

Participants are asked to bring with them different examples of source materials on everyday and family history.

**Workshop on “Pedagogical use of historical sites and museums”**

**Animator:** Ms Cristina DEL MORAL, Spain

**Rapporteurs:** Ms Christina GEORGIU  
Ms Samiye TASKIN

The discussions will be based on the analysis of source materials on the following sites and museums:

- Buyuk Han;
- the house of Hadligeorgakis Kornesios;
- the Venetian Walls.

12h30 – 14h00 Lunch

14h00 – 16h.30 **Continuation of the Workshops session**

**Saturday, 27 November 2004**

09h00 – 11h00 **Continuation of the Workshops session**

11h00 – 11h30 Break

11h30 – 13h00 **Plenary Session**

Chair: Ms Tatiana MILKO, Council of Europe

Discussion with all the participants on the Workshop sessions.

13h00 – 14h30 Lunch

14h30 – 16h00 **Plenary Session**

Chair: Ms Tatiana MILKO, Council of Europe

Summing up of the results of the workshop discussions by the general rapporteurs.

Closing of the workshops.



## APPENDIX II

### EVALUATIONS OF THE ACTIVITIES

#### SUMMARY OF THE EVALUATION OF THE SEMINAR ON “MULTIPERSPECTIVITY IN HISTORY TEACHING”

(based on the analysis of evaluation forms completed by participants)

Cyprus International Conference Centre, Nicosia  
Wednesday 24 November 2004

Prepared by  
**Ms Chara Makriyianni and Mr Kyriakos Pachoulides**  
Association for Historical Dialogue and Research.

At the end of the Seminar<sup>3</sup>, participants were asked to evaluate the event: “We would be grateful if you could share your views about the planning and content of the seminar, in order to evaluate the present seminar as well as to schedule future events.” 49 Greek Cypriot, Armenian Cypriot, Maronite Cypriot educators and Cypriots of other ethnic backgrounds who teach in Cyprus with a special interest in history teaching from both public and private education and from a range of sectors (primary, secondary, tertiary) and institutions completed and returned the evaluation form.

#### GENERAL COMMENTS

As Table 1 reveals, the majority of the participants were very satisfied with the general coordination, ie. the location in which it took place and the social aspects of the event.<sup>4</sup> Regarding the content of the speaker’s presentations, time management, the quality of discussion and the materials provided, the majority of the participants reported that they were fairly satisfied.

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<sup>3</sup> Evaluation sheets for both 24-25 November seminars and 26-27 workshops were prepared and photocopied for all participants, in all three languages: Turkish, English and Greek. However, for administrative and time-management reasons that were beyond the Association's control, it was not possible for the participants of the 25 November Seminar to complete the evaluation sheet in Turkish.

<sup>4</sup> The evaluation was based on a 1-5 Likert scale, where five is the highest possible score (“very satisfied” and one is the lowest (“not at all satisfied”).

Table 1: Descriptive Statistics of the Seminar’s Evaluation – General Comments

To which degree were you satisfied with:	N	Min.	Max.	Mean	SD
General Coordination	49	1	5	4.65	0.751
Location	49	1	5	4.63	0.727
Social Aspects (friendliness, atmosphere etc.)	49	1	5	4.51	0.868
Content of Speakers’ Papers	48	2	5	4.33	0.780
Time management	49	2	5	4.32	0.774
Quality of discussion	49	1	5	4.30	0.769
Materials provided	49	1	5	4.18	0.993
Valid N (list wise)	48				

### SPECIFIC COMMENTS

The majority of the participants who completed the evaluation form reported that the seminar had succeeded fairly well in meeting their expectations, enriching their knowledge, responding to their professional needs and introducing them to new teaching methods (Table 2). The lowest score was attributed to the item concerning practical ideas (m=3.36).

Table 2: Descriptive Statistics of the Seminar’s Evaluation – Specific Comments

To which degree did the seminar:	N	Min.	Max.	Mean	SD
Meet your expectations	48	2	5	4.02	0.729
Enrich your knowledge	49	1	5	3.89	0.984
Respond to your professional needs	48	2	5	3.60	0.868
Introduce you to new teaching methods	48	1	5	3.50	0.967
Provide practical ideas	47	1	5	3.36	0.965
Valid N (list wise)	44				

Overall, it can be argued that the majority of the participants evaluated the Seminar in a very positive way and were fairly satisfied with it.

**SUMMARY OF THE EVALUATION OF THE WORKSHOPS ON “NEW APPROACHES TO TEACHING HISTORY: MULTIPERSPECTIVITY”**

**(based on the analysis of evaluation sheets completed by participants)**

JW Fulbright Centre and Ledra Palace, Nicosia,  
Friday 26 – Saturday 27 November 2004

Prepared by  
**Ms Chara Makriyianni**  
President of the Association for Historical Dialogue and Research.

At the end of the second day of the workshops, the participants were asked to evaluate the activities. 38 participants completed the same evaluation questionnaires either in Greek or in Turkish: 15 Turkish Cypriots completed the evaluation form in Turkish and 21 Greek Cypriots, 1 Armenian Cypriot, 1 German Cypriot and 1 Irish educator completed the evaluation form in Greek.<sup>5</sup>

**GENERAL COMMENTS**

As Table 1 below reveals, the majority of the participants would very much like to attend a follow-up of the workshops and they would recommend similar events through the Association for Historical Dialogue and Research to their colleagues. Also, the majority of the participants were, generally, quite satisfied with all three workshops.

Table 1: Descriptive Statistics of the Workshops' Evaluation – General Comments

	N	Min.	Max.	Mean	SD
1. Useful to attend a follow-up of the workshop	38	3	5 <sup>6</sup>	4.76	0.490
2. Recommend similar events through the A.H.D.R. to your colleagues	38	3	5	4.68	0.574
3. Satisfied by all three workshops	38	3	5	4.26	0.685
Valid N (listwise)	38				

*Would it be useful to attend a follow-up of the workshop?*

Overall, the participants, who completed and returned the evaluation questionnaires (30 out of 38), suggested that it would be very useful to them if they attended a follow-up of the workshops; seven participants noted that it would be quite useful and for one participant simply useful. The very high mean for all participants reveal the great demand for follow-up activities. Nevertheless, a comparison between the answers of those participants who completed the evaluation form in Greek

<sup>5</sup> It should be noted that comparisons made between the Greek and Turkish language questionnaires should be read with caution due to the intervening translation process.

<sup>6</sup> The evaluation was based on a 1-5 Likert scale, where five is the highest possible score and one is the lowest.

and those participants who completed it in Turkish showed that the second group attributed a greater importance to attending a follow-up ( $Z = -2.529, p = 0.011$ ).

*Would you recommend similar events through the Association to your colleagues?*

The majority of the participants who completed the questionnaires (28 out of 38) said they would recommend future events to their colleagues to a great extent; 8 that they would recommend them to quite a large extent and 2 to an average extent. A comparison between the answers of those participants who completed the evaluation form in Greek and those participants who completed it in Turkish showed that the second group was significantly more willing to recommend similar events by the Association to their colleagues ( $Z = -2.215, p = 0.027$ ).

*How satisfied are you with the workshops?*

Overall, participants were quite satisfied with all three workshops: 15 participants noted that they were very satisfied with the workshops, 18 quite satisfied and 5 simply satisfied.

### **SPECIFIC COMMENTS**

As Table 2 indicates, overall participants, who completed the evaluation questionnaire, were quite satisfied with the workshops with a mean ranging around 4 on a 1-5 Likert scale.

Table 2: Descriptive Statistics of the Workshops' Evaluation – Specific Comments

<b>To which degree are you satisfied with:</b>	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>SD</b>
1. The way the workshops were organised	38	3	5	4.45	0.686
2. The teaching materials used	38	2	5	4.42	0.758
3. The teaching approach of the animators	38	2	5	4.32	0.739
4. The clarity of the workshops' goals	38	2	5	4.16	0.916
5. The interaction in the classroom	38	2	5	4.16	0.823
6. The practical ideas provided	38	2	5	4.13	0.777
7. The structure of the content presented	38	2	5	4.08	0.882
8. The content of the workshops	38	2	5	3.92	0.969
Valid N (listwise)	38				

The way the workshops were organised received the highest scores: 21 wrote that they were very satisfied; 13 quite satisfied and 4 simply satisfied. Participants seemed to have appreciated having the opportunity to rotate and thus participate in all three workshops.

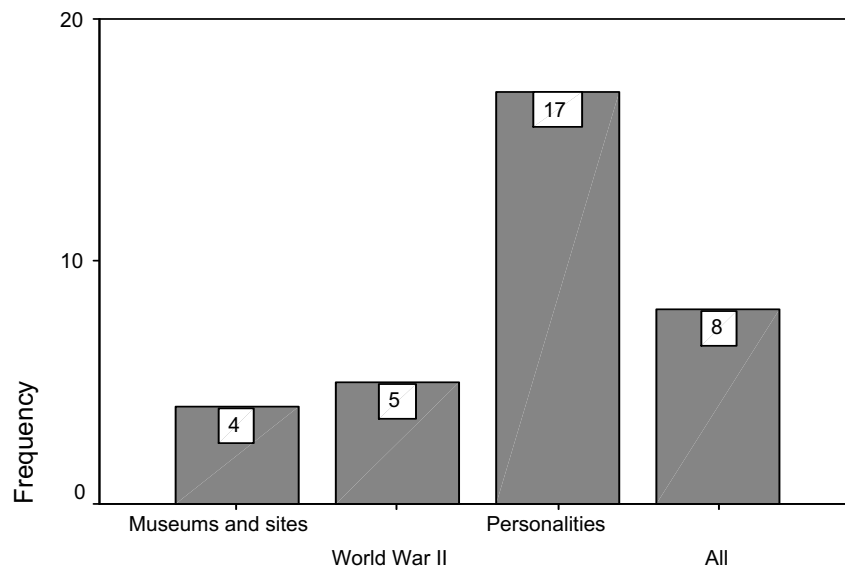
A comparison between the answers of those participants who completed the evaluation form in Greek and those participants who completed it in Turkish showed that the second group evaluated the teaching approach of the animators in a significantly more positive way ( $Z = -2.390, p = 0.017$ ).

The content of the seminars received the least positive evaluation. 14 noted that they were very satisfied; 9 that they were quite satisfied; 13 simply satisfied and 2 participants only a bit satisfied. Personal communication revealed that they were dissatisfied with the fact that the content of the workshops did not correspond to that indicated in the programme, ie. there were neither references to Cyprus' personalities, museums and sites, nor examples from the history of World War II on how to teach history for reconciliation.

*Which of the workshops met your expectations the most?*

As Figure 1 suggests, the majority of the participants reported that the workshop, which met their expectations the most, was the one regarding Historical Personalities animated by Ms Susan Bennett.

Figure 1



Which of the three workshops satisfied you the most?

Comparison between the preferences of the participants who completed the evaluation form in Greek and those who completed it in Turkish revealed that the majority of the participants in the first group (16) considered the workshops on Historical Personalities animated by Ms Susan Bennett as the best. According to the participants, it combined practice with theory, and was well organised.

Two participants who completed the evaluation form in Greek showed a preference for the workshop on World War II and one participant for the workshop on Museum and Archaeological/Historical Museums and Sites. Two participants commented that all workshops met their expectation because they supplied them with ideas and gave them opportunities for interaction with educators from the other communities.

The majority of the participants who completed the evaluation form in Turkish reported that workshops met their expectations to a great extent: they were interactive, provided them with a lot of ideas and teaching materials and gave them an opportunity to come together, discuss and work with educators from the other communities.

Three participants reported their preference for the workshop on Museums and Historical/Archaeological Sites animated by Ms Christina Del Moral, three participants for the workshop regarding Cyprus during World War II animated by Mr Brian Carvell and two for the workshop on Historical Personalities animated by Ms Susan Bennett.



