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Joint Programme of co-operation between the European
Commission and the Council of Europe to strengthen
democratic stability in South Caucasus

Seminar on

“New approaches in teaching history strengthening
reconciliation, mutual understanding and tolerance in
present-day society”

Baku, Azerbaijan,

27 – 29 May 2002

Strasbourg

Seminar on

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in present-day society”**

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Report by

**Ms Maria Luisa de BIVAR BLACK
Portugal**

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

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I. INTRODUCTION

The Baku seminar was organised within the framework of the new Joint Programme between the European Commission and the Council of Europe to strengthen democratic stability in the South Caucasus together with the Ministry of Education of Azerbaijan.

The seminar's rationale was that history teaching plays a role in the strengthening of reconciliation, mutual understanding and tolerance, and its aims were to:

- discuss the use of active learning methods in history lessons in secondary schools;
- work with different sources and teaching materials;
- share information and examples on classroom practices that develop critical thinking.

It was organised in plenary sessions, with presentations from experts followed by open discussion between participants, and group work, where participants worked in two separate groups and had to answer specific questions. In the working groups, there was a rapporteur and a resource person, to give information and examples of different classroom practice and methodological perspectives.

The seminar was held at the Baku Slavic University, in the centre of Baku, where, in a friendly atmosphere, participants (history teachers from Baku and also from different regions, teacher trainers, textbook authors and ministry officials) were able to discuss and share their own experiences.

II. OPENING PLENARY SESSION

Professor Mesir Mardanov, Minister of Education

The seminar was opened by Professor Mesir Mardanov, Minister of Education of Azerbaijan who, on behalf of the Government and himself, stressed the importance of reconciliation, mutual understanding and tolerance in today's and tomorrow's society of Azerbaijan, and welcomed the participants, emphasising the important work that the Council of Europe has developed in the region since 1996. Professor Mardanov then summarised the process of deep reform of the education system started in 1991, after the independence which would be commemorated during this seminar, hopefully serving as a positive inspiration.

In reference to history teaching, Azerbaijan recognises the important role of history in the strengthening of democracy, has introduced new curricula and new textbooks meeting democratic requirements (from year 6 to year 11), and

is currently in the process of testing new teaching methodologies in order to establish a future in-service training.

The main change Azerbaijan's history education faced was related to the fact that curricula and textbooks now actually teach the history of the country and try to balance national and world history. This represents a huge achievement as a lot of work and research had to be carried out. Before independence, curricula and textbooks came directly from Moscow with little reference to Azeri issues.

However, Professor Mardanov regretted that the history of Azerbaijan is very little studied throughout Europe, and hoped that in the future this situation would change. The recent visit of Pope John Paul II to Baku certainly helped put Azerbaijan on the world agenda.

Ms. Tatiana Milko, Programme Officer, Council of Europe

Ms. Milko gave an overview of the co-operation between Azerbaijan and the Council of Europe in history education. In fact, as history develops critical thinking and moral reasoning, it is directly linked with the human rights' concern of the Council of Europe; the Council is, therefore, deeply committed to supporting programmes that enhance history education.

"The Tbilisi Initiative" was then mentioned, a programme started in 1997, aiming to produce a book in English with source material on the Caucasus region, so that Western Europe can become acquainted with Caucasian issues. The book will be published in 2004 and a new programme will be launched for the region to further strengthen history education, this time focusing mainly on teacher training. This programme will start next year and Turkey should become an active partner.

Ms. Milko also explained that, in 2003, the Council of Europe will be starting another new project on the key events of European History. All key events should be studied in a European perspective and it will certainly be an opportunity for Azerbaijan to disseminate its own views.

Following last year's Recommendation of the Committee of Ministers, the Council of Europe will go on paying special attention to history education, and will develop guidelines that stress the importance of history education, as the interpretation of the past leads to understanding the present and allows orientation for the future.

Ms. Milko further stressed the role of the teacher in a classroom, the most important element in raising the standards in history education. History teachers should be aware of their role in helping students develop an understanding of their neighbouring countries and in strengthening

reconciliation, mutual understanding and tolerance.

Professor Kamal Abdulaev, Rector of Baku Slavic University

Professor Abdulaev considered the seminar of great importance to all Azerbaijan society and reflected on the speed of change in society and the difficulty to adapt to change. He further stressed his belief that understanding and knowledge of the world depend on what is learnt in secondary school. It is a fact that the enemies of yesterday become friends today. Nevertheless, claims remain between former enemies and when peace is finally achieved, secondary education has to provide answers for the future, and these might be tolerance through mutual understanding. It is clear that history education has a huge role to play in the future of Azerbaijan.

Professor Yagub Mahmudov, Professor of Baku State University, Dean of History Faculty, Member of Parliament

Professor Mahmudov presented the results achieved in the reform of history teaching in secondary schools in Azerbaijan. Professor Mahmudov outlined the main aspects of the reform of history education in Azerbaijan, stressing the important role played by the co-operation with the Council of Europe. Today, history curricula and textbooks show a balance between national and world history and do not support any kind of discrimination. History curricula emphasise the history of civilization and not political history. He deeply regretted the prevailing central/western European perspective of history textbooks hoping that, in the near future, Azerbaijan issues would be studied in other countries widening the overall perspective of European students.

Mr. Tavakkul Aliyev, Head of Department of the Institute of History under the Azerbaijan National Academy of Sciences.

Mr. Aliyev stressed the unique and specific features of the rich culture of Azerbaijan, a crossroads between the East and the West. He referred to the early establishment of Christianity, the deep rooted religious tolerance, the main stations of the silk route, the capitalist oil exploitation in the Caspian Sea in reference to the existence of the prestigious Oil Academy and the shipbuilding industry.

Furthermore, Mr Aliyev spoke about the new methods and new approaches in teaching history in present-day secondary schools stressing the need to disseminate teacher training. He considered that all teachers were aware of the new methods but needed practical training to be able to implement them in their classrooms. He explained that it was difficult to enhance reconciliation, mutual understanding and tolerance in a country which suffers a lot because of the military conflict.¹

¹ Cf situation in Nagorniy Karabakh

Mr. Nadjas Nadjasov, Head of the Publishing Department of the Ministry of Education.

Mr. Nadjasov explained the main developments in the publishing of new history textbooks and materials – mainly, that now books are being written under the Council of Europe’s recommendations and not merely translated. He also mentioned the positive aspects of being able to share experiences with other European countries, again regretting that so little of Azerbaijan history is known in other countries. He also regretted the sometimes biased attitude towards the Ottoman Empire and Islam in Western textbooks. After the publishing of the textbooks, there is now an effort to develop supplementary materials and the disseminating of interactive methods in the classroom.

Mr. Nadjasov further explained that textbooks will be revised periodically, according to government instructions, informing the participants that all books were translated into Russian, as there are many Russian-speaking schools in the country.

Professor Tofiq Veliyev, of Baku State University, who co-ordinates textbooks’ translations into Russian, explained this process, stating that it is difficult to write without any ideology and asking whether mutual understanding and tolerance could be compared to the soviet concept of internationalism.

A warm discussion followed the presentations, the main issues being the territorial integrity of Azerbaijan, the historical nationalistic perspective, the role of the Council of Europe in supporting throughout the Caucasus the writing of history on the basis of objectivity and the need to share experiences with European experts, namely on teaching sensitive issues.

Dr. Orhan Silier, Secretary General of the History Foundation – Turkey.

Dr. Silier made a presentation reflecting the perspective of one representative of civil society regarding the question of Turkey and history education today, starting with a short reference to the history of his own family.

He talked about his grandfather, a prominent religious figure, who died at an early age, and whose history education went no further than the history of the sultans and the life stories of leading figures in Islam. He then explained he was the youngest of five children. His father, born in 1897, received a memorisation based history education aiming to promote loyalty to the Empire. He became an officer in the army and spent two years as a war prisoner at camps in Egypt, never coming to terms with the fact that the Ottoman Empire was bound to fall apart just like all other empires. Dr. Silier received his history education in mid-‘50s and at the end of ‘60s in Turkey, when pluralist, democratic and

humanist tendencies were on the rise. He learnt history as if it was a series of nice and heroic stories. Only at the university did history gain a special meaning in his life as an intellectual activity, essential for a more democratic, egalitarian, civilised society. Dr. Silier's daughter was born in mid '70s. She was five when, in 1980, the military coup broke out. Every morning before class, his daughter and her colleagues shouted "I am Turkish, I am Righteous, I am Studious". She came to hate her history lessons, because history education in Turkey had shut the world out and had become full of ignorant arrogance, fear and prejudice. Dr. Silier hoped that when he has a grandchild that s/he will receive a history education not just somewhat better than the preceding four generations, but a qualitatively different one.

He believes that in 10-15 years, history education in Turkey will aim at improving the research, discussion, creativity and empathy abilities and talents of the young generation instead of raising submissive and easily manipulated citizens: a multi-dimensional history education, enabling students to identify themselves not just as Turks, but also as Europeans, and Asians.

Dr. Silier gave an overview of the work of the History Foundation, which is a non-governmental organisation that defends the revision of history education in Turkey. It was founded 11 years ago by 264 leading intellectuals, and defines history not as an area of literature or propaganda, but as a field science. The work of the History Foundation is based on objective scholarship completely free of all religious, ethnic, cultural and gender discrimination or chauvinism and is characterised by an approach aiming at establishing mutual understanding and friendship between the peoples of different nations. Ever since its establishment, the History Foundation has published 225 books, two encyclopaedias and four periodicals. It has organised more than 20 exhibitions and 120 technical meetings, conducted history research on 25 institutions and sectors, established a large oral history archive, a comprehensive specialised archive and a library of 25,000 books, coordinated the Istanbul History and Sea Festival, as well as the celebrations for the 75th anniversary of the Turkish Republic and led the foundation of local history working groups in more than 20 Anatolian cities. The Foundation has co-operated in projects with international institutions, such as the Körber Stiftung, the Goethe Institute, Euroclio (The Standing Conference of History Teachers' Associations), UNESCO and the Council of Europe in relation to the project "Learning and Teaching the History of Europe in the 20th Century".

Ms Maria Luisa de Bivar Black, Teacher Trainer from Portugal

Ms. Black made a presentation on new approaches in teaching history: working with different sources in a classroom.

Reflecting on history as a special subject, she explained that it is the type of subject that makes the difference in the teaching methods. In general terms, it is possible to say that the more rules attached to a subject, such as chemistry for example, the more we teach answers. And also that the more interpretation and individual perception in a subject – such as history, or poetry - the more we teach with questions.

Ms. Black focused the specific characteristics of history, and explained the different skills that can be developed through history education (interpretation, fact and objectivity, causes and effects, change and continuity, empathy, perspectivity and position taking) the different teaching methods (the traditional method - a teacher concentrated method, with no real co-operation within the classroom, and active learning methods - a pupil concentrated method, with co-operation between the teacher and the pupil and also between the pupils) and the importance of using different types of sources.

Ms. Black emphasised that, in a classroom, or in a school, the learning is more important than the teaching and that schools/classrooms should shift their priorities from the teaching to the learning.

Modern trends in history education consider that the interpreting of sources - or the processing of information - is of higher educational value, as it is a lifelong useful and transferable acquisition. In fact, almost everything that is memorised is easily forgotten, and, when history relies on memory, it has good short-term results but very doubtful long-term success. Ms. Black explained that the available source material, both primary and secondary, defines our knowledge of the past, that sources come in all shapes and sizes: books, bills, drawings, films, pictures, vases, etc. and that students should develop awareness of the nature, types and restrictions of the available source material.

Ms. Black also explained how sources could be used in a classroom and showed a variety of practical examples. She also reminded the participants that traditional teaching did not need many materials, but modern teaching was very demanding. If teacher training is generalised, and if teachers become familiar with modern teaching methods and pedagogical models, they will tend to develop a creative approach to organising their own lessons, using sources of different kinds. And when teachers learn the new methodology, they can become quite innovative and independent and history learning becomes challenging and relevant for the students.

III. GROUP WORK

Two groups were organised to discuss a list of questions and suggest specific recommendations. The discussions faced some difficulties as the awareness of the issues that were being treated was uneven among the participants and some misunderstandings needed immediate explanations. The participants were also eager to disseminate and discuss their own experiences with different teaching methods and some time had to be allocated to this need.

There was general consensus on the need further to develop and disseminate the new interactive methods through teacher training and also the need to share different experiences within the country, the region and also on a European level with the support of the Council of Europe.

Working Group N° 1

New approaches in teaching history in present-day secondary schools

- Chair: Mr Nadjas NADJASOV, Head of the Publishing Department, Ministry of Education of Azerbaijan
- Rapporteur: Mr Tavakkul ALIYEV, Institute of History under the Azerbaijan National Academy of Sciences, Head of Department
- Resource person: Dr Orhan SILIER, Turkey

Questions:

- i. What are the aims of teaching national, regional and world history in secondary schools in the 21st Century?
- ii. How can history teaching strengthen reconciliation and tolerance in present-day society? Please, give concrete examples of themes from regional, national and world history which can be used when teaching history in secondary schools to stress the importance of reconciliation in the society?
- iii. How can multi-perspective and comparative approaches be developed when teaching history in present-day secondary schools?
- iv. How can pupils be helped to develop critical thinking when learning history and the ability to analyse different sources of information such as television and newspapers on their own?
- v. How can the work with historical sources be organised during

history lessons?

Recommendations of Group N° 1

In reference to textbooks:

- History facts should be treated objectively and without bias.
- History textbooks should be free of ideological dogmas and subjective approaches.
- The development of new alternative textbooks could be encouraged containing multi-perspective and comparative approaches, as well as principles of mutual understanding and tolerance.
- In future history textbooks, attention should be paid to increasing the source material and decreasing the narrative.

In reference to teaching methods:

- It seems reasonable to revise the number of hours allocated for teaching history in secondary schools.
- Major themes and principles in the teaching of history in secondary schools should be revised once again.
- It is considered reasonable to request the assistance of the Council of Europe with experts from other countries to share and exchange experiences.
- Complex approaches to historical processes should be developed; these criteria should be applied to all countries of the Caucasian region.
- When working with historical sources, students should be taught to study them objectively and without prejudice.
- The exchange of views and experiences with neighbouring countries should be continued namely on how to teach sensitive (and controversial) issues.
- It is important to provide history teachers of the Republic with useful information related to Council of Europe projects and programmes in the area of history teaching.
- Teaching mutual understanding, reconciliation and tolerance faces difficulties in regions and countries where territorial conflicts are still not resolved and propaganda is a daily issue. It would be interesting to learn about the experience of other countries facing similar problems. The support and recommendations of the Council of Europe in this area are important.
- There is a need to provide further opportunities for history teachers to become acquainted with modern methods of teaching, as well as in developing cooperation with the Council of Europe in this direction.
- The principles of tolerance, reconciliation and mutual understanding should be focused in history lessons since primary school.

Working Group N° 2

New interactive methods in teaching history in present-day secondary schools

- Chair: Mr Arif MURADOV, Head of the Department, Ministry of Education of Azerbaijjan
- Rapporteur: Mr Akbar GODJAYEV, Private secondary school, Baku, history teacher
- Resource person: Ms Luisa de BIVAR BLACK, Portugal

Members of the working group: Vali Vakiyev, Suleyman Mamedov, Zemfira Magomedova, Intigam Jabrailov, Aida Mamedova, Aybeniz Aliyeva, Mehman Amiraslanov, Rauf Melikov, Aygun Azizova, Ilgar Abdullayev, Elkhan Mamedov, Faig Babayev

Questions:

- i. What are the aims of teaching national, regional and world history in secondary schools in the 21st Century?
- ii. How could interactive methods, including oral history, be used in teaching history in present-day secondary schools?
- iii. How can a history lesson be designed in present-day secondary schools? (planning of aims and objectives, developing a system of examples and proofs, teaching of knowledge, skills and attitudes).
- iv. What kind of teaching materials should be used to provide active learning of history and help pupils to develop such skills as critical thinking, ability to achieve compromise, open-mindedness, tolerance, etc.?
- v. What is the pupils' role in the interpretation of facts when learning history and how should three levels of interpretation of facts (authors – teachers – pupils) be coordinated to help pupils to develop such skills as critical thinking, open-mindedness, ability to defend their point of view, etc.?

After several sessions of group work, where participants discussed the questions and shared their own classroom practice, the groups decided on a list of recommendations.

Recommendations of Group N° 2

1. Issues related to teaching of national, regional and world history in secondary schools.

One of the main objectives in teaching history is to bring up responsible and active citizens. Students should be aware of their roots, acquire knowledge about the history of their country, learn about the history and culture of neighbouring peoples and obtain such skills as tolerance. They should also have general knowledge of world history and become acquainted with universal values and be brought up in the spirit of respect to them. National history should be taught accurately, on the basis of objective facts and without falsification. Regional history should be taught using reliable sources and analysed impartially. The history of the peoples of the Caucasus, including the history of Azerbaijan should be taught on the principles of equality with other countries and as a constituent part of world history.

2. Use of interactive methods in history teaching in present-day schools.

Interactive methods should be taken as the basis when teaching history. However, traditional methods which proved their value in practice should not be completely eliminated. It is considered reasonable to use interactive methods taking into account types and themes of lessons.

It is important to find ways of wide scale dissemination of interactive methods. In order to do it, it is important to establish regional centres and conduct seminars on a regular basis. The Baku Pedagogical Institute and the State In-service Teacher Training Institute should be responsible for the organisation of these activities.

At the same time, the assistance of public organisations engaged in working on the development of history teaching, as well as the experience of advanced teachers should be used. In order to implement the above mentioned goals, the establishment of a financial-technical base is important and monitoring the spreading of interactive methods should be made regularly.

Good practice in this area should be analysed and an "information bank" should be established. It is reasonable to use the mass media when disseminating the information.

3. History textbooks for secondary schools (goals and objectives, examples and tasks, knowledge and skills).

Firstly, while planning goals and objectives of a lesson, teachers should identify what knowledge, skills and values students are supposed to acquire. Teaching methods should correspond to themes of lessons.

4. Teaching materials and the development of critical thinking, ability to achieve compromise, tolerance and other skills, as well as active comprehension of the subject.

In order to achieve the above-mentioned goals, it is not sufficient to use textbooks. During lessons, additional materials (literature related to themes of lessons, periodical press, technical means, didactic materials, aids prepared by teacher and students, alternative textbooks) should also be used.

5. Ability to interpret facts, the role of a teacher and students when interpreting facts, three levels of interpretation of facts (author - teacher - student), critical thinking, protection of his/her viewpoint.

In this case, it is important to get students' interest to the subject, plan and conduct lessons correctly, as well as use an approach that respects students' personality and their points of view. The role of students in interpreting facts should increase during the teaching process. The teacher's viewpoint and explanations should not be taken as final interpretation of facts and facts/events should be studied from a critical point of view, but at the same time, in an atmosphere of partnership. Mutual understanding and seeking compromise should be typical features when working within the author-teacher-student triangle. It would be helpful to use textbooks and other sources, as well as have general discussions using the contributions of students.

APPENDIX I

PRESENTATIONS

1. **New approaches in teaching history in present-day secondary schools: working with different sources in a classroom**

Ms Maria Luisa de Bivar Black, Portugal

I would like to start this presentation with a small poem from Rudyard Kipling that has become a cliché - which means that in one way or another it embodies a widely accepted truth. It focuses our attention on the main questions that should be present in historical reasoning.

I keep six honest serving-men
(They taught me all I know)
Their names are what and why and when
And how and where and who.
Rudyard Kipling, Just-So Stories

Indeed, teaching history involves all six wise men.

The curriculum tells us what we should be teaching and to whom, and why they need to learn it (objectives). The right time and place – when and where – does not guarantee success, but getting them wrong makes failure more likely. How takes up an important role in the process, but we must bear in mind that we should not underestimate the importance of deciding on the source material, according to the audience and the teaching environment.

Our subject today is working with different sources in a classroom, and our aim is to show some of the active and creative ways we can deal with a variety of source material in the classroom.

First, I would like to take a few minutes to reflect on what we are teaching when we are teaching history.

History is a special subject. This is a condition that we, history teachers, are quite aware of; therefore, I will not deal with its uniqueness in depth. I just want to share my perspective with you.

Let us concentrate our attention on history:

It is, of course, very different from mathematics and geometry, where there is no argument over the length of the hypotenuse in a given right-angled triangle, and it has common aspects with, for example, literature, where there is no

formal proof that Shakespeare was a better playwright than one of his contemporary authors – the only certainty we have on the genius of Shakespeare was given to us through the test of time.

We all know that teachers who teach different subjects do it in different ways, because it is the type of subject that makes the difference in the teaching methods.

And it is also possible to say, in general terms, that the more rules attached to a subject, such as chemistry for example, the more we teach answers. And also that the more interpretation and individual perception in a subject – such as history, or poetry - the more we teach with questions.

To make things easier, I will use the terms hard subjects² – codified, rigorous and scientific - and soft subjects – subjective, analytical and intuitive - to refer to this difference. I would also like to remind you that, to many subjects, there is a mixture of hard and soft teaching and learning, and history is not an exception.

Hard Subjects → rules	mathematics
Codified, rigorous, scientific	
WHAT to think	

Soft Subjects → interpretation	philosophy
Subjective, analytical, intuitive	
HOW to think	

History is hard when we deal with the facts and it becomes increasingly soft as you progress into interpretation.

Let us – again, concentrate our attention on history.

What makes history a different subject? What makes history a soft subject?

1. History teaching deals with different types of skills. These are:

Interpretation - explaining and accounting for something

Fact and objectivity - discriminating between fact and opinion, objectivity and subjectivity

Causes and effects - distinctions between important and less important causes, short-term and long-term and intended and unintended effects, as well as between cause and indirect cause (or immediate cause)

Change and continuity - activities of past peoples have influenced the time we are living in. Similarly, our present activities will affect the future

² Colin Corder, *Teaching Hard Teaching Soft*. The Gower Group, both in the USA and in England, published the book

Empathy - ability to enter into the way of thinking of people who lived in the past

Perspectivity - the various factors influencing the cultivation of (groups of) people.

Position taking - making a well-argued personal choice in a clearly defined problem

2. History teaching deals with different methods.

When we use the traditional method - a teacher concentrated method there is no real co-operation within the classroom. But, if we use an active learning method - a pupil concentrated method – we obtain co-operation between the teacher and the pupil and also between the pupils.

This does not mean that we have to forget all the traditional methods teachers have used before. But, teachers should be aware of the possibilities of the different methods.

Language teachers widely use the pyramid of Average Retention Rate to show what kind of methods are the most effective.

Average Retention Rate³

Lecture 5%

Reading 10%

Audio Visual 20%

Demonstration 30%

Discussion Group 50%

Practice by Doing 75%

Teach Others / Immediate Use of Learning 90%

Presumably, effectiveness of these methods and activities is similar in history teaching. It is clear that it cannot achieve its aims and objectives without active participation by the pupils.

3. History teaching deals with different types of sources.

Modern trends in history education show that the interpreting of sources - or the processing of information - is of higher educational value, as it is a lifelong useful and transferable acquisition. In fact, almost everything that is memorised is easily forgotten, and when history relies on memory it has good short-term results but very doubtful long-term success.

³ Source: National Training Laboratories, Bethel, Maine: <http://eleaston.com/pyramid.html>

Sources take an important position in history education. The source material, both primary and secondary, that is available, defines our knowledge of the past. Sources come in all shapes and sizes: books, bills, drawings, films, pictures, vases, etc.

Students have to develop awareness of the nature, types and restrictions of the available source material. Sources used in a classroom (in a textbook or in a test) should be accessible and applicable, not merely illustrative. Students have to analyse sources to answer different questions.

Sources should be carefully selected. Selection criteria concern the sources' reliability (how reliable is the source when you think of the person who made it), representativeness (does it represent the thoughts of just one person or a group) and usefulness (how useful is a source for clarifying or introducing an issue).

Not all sources are suitable straightaway. They may be too long, contain complex words or sentence structures, may be in a foreign language, include vague pictures, etc.

Editing sources, with due consideration for their purport, takes a lot of time, but is often necessary with a view to the students' understanding level. Editing of sources involves the following: explanation, shortening, translation and paraphrasing. A mixture of as many original sources as possible, both written and non-written, is to be recommended

Within a classroom, the learning rhythms of the students are different. Interpretation of sources is as varied as is the perception of reality. Teachers have to be able to deal with this diversity and teacher training should be relevant and useful to teachers' everyday work.

The major aims of using sources in a history lesson are to:

- obtain knowledge about the past;
- evaluate the historical usefulness of sources;
- interpret sources.

The use of different sources in a classroom has an enormous learning potential, because it:

- Helps motivation;
- Develops empathy;
- Supports historical reasoning (change, cause and consequence);
- Supports moral reasoning;
- Develops critical thinking;
- Enables/enhances active learning strategies.

In order to interpret sources, teachers and students should be able to assess the value of the different source material in reference to the specific topic they are covering. Some questions are very useful when analysing the sources:

1. What kind of source is it (a written document, a graph, a diagram, a picture, a photograph, a map, an object or artefact)?
2. Is it a primary or secondary source?
3. Who produced it and why?
4. What was the aim or purpose of it?
5. In what historical context was the source produced?
6. What information does it contain?
7. What historical questions might it help me to answer?
8. What can the source not tell me?
9. Are there any other supporting sources I would need to study to make sense of the source?
10. Is the source biased or objective?
11. What emotions or feelings does it show?
12. How reliable is the source?
13. How useful is the source for the historian?

From the material *Working with Sources in History Classroom* compiled by Ian McKellar, October, 1998

In order to interpret sources, teachers develop different activities in the classroom and students are asked to:

- answer the questions to sources;
- put themselves questions about sources;
- group sources according to certain criteria;
- find out criteria for grouping sources themselves;
- use sources making timelines.

A lot of active learning methods are based on using sources

4. Working with different sources in a classroom

Let us focus our attention now on some practical examples on different possibilities of work in the classroom using different sources.

Museums all over the world have very interesting materials for history teaching. Most history teachers are familiar with taking their classes to the museums to deepen some aspects that were studied in the classroom or the initial future teaching.

Nevertheless, I will give you an example related to a question that is not covered in most European schools, but is a great motivator for further studies: the eating habits of the population and the quality of food.

The pictures I am showing you are from a very famous Dutch museum, the Rijksmuseum in Amsterdam, and show to us the sort of food the bourgeois families of Amsterdam merchants ate. Students are usually impressed with the fact that bread and cheese looked exactly the same as today. Further study on the subject may interest the students on the export of Dutch cheese in European countries.

Spices constitute a major issue in Portuguese history and it is easy to motivate students using everyday life methods.

We usually begin by asking the students what spices they have at home, the price they still pay for pepper today, how the taste of food changes by using them, etc. Sometimes a group of students even bring a cinnamon cake to the class (or any other sort of cake).

After identifying the spices, students learn about their price (pepper still is expensive, and this is a huge surprise for the students) and they research where spices are produced and how the spice trade is still organised today.

Students are quite unaware of these realities and very quickly grasp the importance of such merchandise in earlier days, and, in consequence, the shift of the economy from the Mediterranean towards the Atlantic and the strategic location of Lisbon in the spice trade become clear and logical. The world economic perspective, a concept very difficult to teach to 14 year olds, is easily understood. And, last but not least: they enjoy discovering all these facts.

I would now like to call your attention to the use of films in the classroom. I know that it is becoming very popular to show complete movies, using the VCR, to introduce specific periods before actually teaching them in the classroom. Teachers who use this method claim that it motivates the class giving a sense of the period before studying it.

I am not referring to this kind of use. I would like to point out that many commercial movies, and I mean many, are high quality and can be used in the classroom. If you use the VCR without the sound, and use your own voice (or the students', if that is the strategy you are using) to comment and stress some of the aspects of the period you are studying (the furniture, the clothes, the hairstyles, the different behaviour of social classes, the technological development – automobiles, trains, etc) there is an inexhaustible quantity of materials that can be used to teach the history of everyday life, and – what is quite important – motivating. This strategy can be used not only to introduce the subject, but also to consolidate what has been studied and if the movie is

poor quality and/or if a certain period is not correctly portrayed, critical skills can also be worked on in the classroom.

Television series and documentaries, namely the ones produced by the BBC – and I am thinking of the People’s Century – can be used in the same way.

I would also like to remind you that the description of a painting, a picture, a sculpture, an advertisement, etc., by a student (or by a group of students) is a precious way of developing observation skills and increasing verbal fluency. I usually tell the students: I am sorry, but I am blind and you must tell me exactly what you see...

Being able to describe accurately is an important skill which can be developed by history teaching. Indeed, when a student is capable of accurate description, when a student understands that interpretation and description are two very different aspects, he/she will be able transfer that understanding into analysing other information received from different environments and media

Accurate description involves development of observation skills, which is also transferable to very different areas/aspects of life.

As a matter of a fact, when students become used to accuracy in description they usually understand its importance and their own standards become more demanding.

Before I finish, I would like to remind you that traditional teaching does not need many materials, but modern teaching is demanding. If teacher training is generalised, and if teachers become familiar with modern teaching methods and pedagogical models, they will tend to develop a creative approach to organising their own lessons, using sources of different kinds. And when teachers learn the new methodology, they can become quite innovative and independent and history learning becomes challenging and relevant for the students.

2. Today's world, Turkey and history education through the eyes of a representative of civil society

Dr Orhan Yalmaz SILIER, Turkey

Short adventure of history education in Turkey conveyed through a family history

I know very little about my grandfather except that he was a prominent religious figure in Malatya, a city in Central-Eastern Anatolia, and that he died at an early age. If my grandfather ever received a systematic history education, I suspect it went no further than the history of the sultans and the life stories of leading figures in Islam. As you may know, the loyalty of the “humble servants” to the sultans, is achieved through not very complicated mechanisms. Before the age of modernity, history was merely a compilation of sample life stories sadly lacking in time dimension. Education, for the major part, was based on religious principles and oral narratives.

I am the youngest of five children. Thus, my father was very old when I was born. My father was born in 1897 and I am not certain how much of an impact the Ottomanist politics of Abdülhamit rule and the nationalist politics of the Union and Progress Party had on him with regard to history. He completed his education just like his own father, most probably among cries of “long live the Sultan!”--an education whose memorisation-based methods aimed to promote loyalty to the Empire probably using the first history textbooks of the Ottoman period. However, immediately after he finished his education, he became a reserve officer in the army; he spent two years as a war prisoner at camps in Egypt and actively fought at various fronts for another six years. I personally witnessed that this experience led to a specific identity conception that had a significant lifelong impact on him. My father never came to terms with the fact that the Ottoman Empire was bound to fall apart just like all other empires. He always considered the Arabs as “treacherous.” He believed that the British were behind all evil in the world and that the Armenians were their greatest supporters. He complained whenever his daughters wore blue, because blue was the main colour of the Greek flag. Although he was a very gentle man, my father's world remained full of religious and ethnic animosities.

I received my history education in mid-'50s and at the end of '60s in Turkey, when pluralist, democratic and humanist tendencies were on the rise.

When I was in elementary and junior-high school, although history education was geared towards raising prototype civilians loyal to the nation-state, world and European history were emphasised. Among my teachers, well known teachers such as Enver Behnan Sapolyo, who taught history as if it was a series of nice and heroic stories, were in the majority. The unbearable need to memorise everything which was expected of me during elementary and junior

high school years caused a rift between history and me that could only be closed during my years at the university. Just like most members of the 1968 generation, history gained a special meaning in my life as an intellectual activity, essential for a more democratic, egalitarian, civilised society and world.

My daughter was born in the mid 1970s. The 1980 military coup, that broke out when she was just five years old, sharpened the Turk-Islam history approach, which was previously introduced to schools and espoused by the Nationalist Front Coalition Government. Every morning before class, my daughter shouted “I am Turkish, I am Righteous, I am Studious” together with her friends. My daughter just like any of her friends came to hate her history lessons, because history education in Turkey had shut the world out and had become full of ignorant arrogance, fear and prejudice. She considered her history textbooks to be far-fetched texts of rote memorisation that fulfilled neither her curiosity nor her interest in research. The fact that, for many years, social sciences and history education in Turkey - with the exception of some elite institutions - possessed features that can be considered as insulting to the bright minds of the able young generation played a major role in my daughter’s decision to pursue her studies in maths and philosophy.

I do not know when I will have a grandchild, however, I hope that s/he will receive a history education not just somewhat better than the preceding four generations, but a qualitatively different one. I am certain that in 10-15 years, history education in Turkey will aim at improving research, discussion, creativity and empathy abilities and talents of the young generation instead of raising submissive and easily manipulated citizens. My grandchild will receive a multi-dimensional history education, identify him/herself as not just a Turk, but also a European, an Asian, a world citizen and a native of Istanbul. S/he will consider the religious, ethnic and cultural diversity in his/her surroundings as enriching and the education that s/he will receive should enable him/her to cope better with the differences around him/her and encourage him/her to be a responsible and active citizen. The education, that will teach her/him the histories of the previous generations, will be a pleasing one, while satisfying, enriching and deepening her/his curiosity.

This short family history that I presented above is naturally far from satisfactory to demonstrate the function of historiography and in particular history education in Turkey. Such a short exercise fails sufficiently to explain the nature of changes with all its ups and downs in various periods, either in an empire or in the emergence and establishment of the nation-state and losing the importance of the nation states in a globalising world. Nevertheless, this summary may give an idea of the extent to which history education has been manipulated in Turkey, during a period of rapid transformation, even though the country has not experienced any war for the past 80 years.

THE HISTORY FOUNDATION OF TURKEY

I am a member of the History Foundation, which is a non-governmental organisation that defends the revision of the existing approach to history and history education in Turkey. The History Foundation, which was founded 11 years ago by 264 leading intellectuals, defines history not as an area of literature or propaganda, but as a field of science. It stands against an understanding of history that creates “others” and nurtures animosity. The work of the History Foundation is based on objective scholarship completely free of all religious, ethnic, cultural and gender discrimination or chauvinism and is characterised by an approach aiming at establishing mutual understanding and friendship between the peoples of different nations.

The History Foundation views history consciousness as one organic whole composed of perceptions of the present, interpretation of the past and predictions for the future, and regards the deepening and widening of history consciousness as an important factor in increasing the problem solving capacity of a society. We believe that such an approach to history will greatly contribute to the development of a participatory democracy in Turkey and will enable a modern and strong sense of solidarity among our citizens.

These views of ours significantly differ from the visions that are dominant in the official circles and from the Turkish History Institution (Türk Tarih Kurumu), initially founded by Atatürk in 1930 as an association and later turned into an official organisation after the 1980 military coup. In spite of this, just as we cooperate with some private corporations, international organisations and municipalities on projects, we also work together with a number of ministries and governmental institutions in various specific projects. However, we exist as a non-governmental organisation and an initiative of progressive intellectuals, established and administered entirely by a group of citizens, independent of the state in both our management and line of work. As a result, we fulfil our duty to warn and criticise the official policies whenever necessary, but also, express our viewpoint to society in the form of hundreds of cultural products.

Eleven years ago, we, the founders of the History Foundation, after contributing 100-120 dollars each, started work in great poverty in a two-room small communication office with second-hand furniture and a few computers. Today, we are still facing financial problems in every area. Nevertheless, the History Foundation has emerged as one of the most important four or five NGOs of the country.

Ever since its establishment, the History Foundation has published 225 books, two encyclopaedias and four periodicals. It has organised more than 20 exhibitions and 120 technical meetings, conducted history research on 25 institutions and sectors, established a large oral history archive, a

comprehensive specialised archive and a library of 25,000 books, coordinated the Istanbul History and Sea Festival, as well as the celebrations for the 75th Anniversary of the Turkish Republic and led the foundation of local history working groups in more than 20 Anatolian cities. We had the responsibility for many activities on civil society organisations in Turkey, including 10 big NGO - symposia. We brought a new voice to museology in Turkey through Istanbul City Museum Project and Virtual Istanbul Museum Project. The History Foundation is an organisation which employs 50 full-time staff in addition to project staff. Additionally, we created a broad circle of a few thousand members, “friends of history” and supporters.

In all its activities, the History Foundation gets its strength from progressive and democratic intellectuals. It manages its various projects by balancing different resources and avoiding any political prerequisites or interferences for support. Although Turkey has achieved significant progress within the last 10 years, it is no doubt still not used to such large scale activities in the non-governmental sector. Consequently, we face many problems in different fields and consider them as steps of a mutual learning process.

THE HISTORY FOUNDATION AND HISTORY EDUCATION

At a time when we, as the founders, did not yet have the topic in our agenda, shortly after the establishment of History Foundation, we came under great pressure from the community: "Now that you have founded a non-governmental organisation related to history, your priority should lie in working on the improvement of history education and textbooks in elementary, and in particular, in secondary school levels".

This demand illustrated that the biggest problem, the major area of complaint of a large number of parents about history was about the materials and the quality of history education their children were receiving. In fact, our observation was later proven to be correct once we, as the History Foundation, started running the “Youth and History” research project in Turkey in coordination with the German Körber Foundation – a project which targeted high school students aged 15 years in 26 European countries. According to the results of a comprehensive survey conducted with 1,250 students in 15 different cities at 35 schools of widely varying qualifications, our students are among the group across Europe who are most interested in history but they have radical criticisms against history education. The results of this survey were published as a book entitled “History Consciousness and Youth” after they had been investigated by the President of our Foundation, Professor İlhan Tekeli. To my friends who are further interested in the subject and are trying to gather information on the differences in history education across European countries, I recommend that they refer to “Youth and History,” a book published in English by the Körber Foundation in two volumes.

As the first notable activity of the History Foundation history education, we organised a national meeting entitled “History Teaching and Textbooks” in 1994 in Izmir together with a local university with the participation of nearly 300 teachers, professors and historians in addition to some members of the Programming Board of the Ministry of Education and then published the proceedings in book form. As a follow-up, we organised in 1995 in Istanbul together with the Bosphorus University, the “International History Education and The Problem of ‘Others’ in History Congress” with 22 foreign participants from eight different countries. The papers submitted to this congress were also published as a book. At the end of the same year, we brought together this time German and Turkish historians and history teachers. We organised the “Between German and Turkish Relations through Textbooks Symposium” in cooperation with the Georg Eckert Institute for International Textbook Research and the Goethe Institute that both have headquarters in Germany.

Later on, we contacted Euroclio (The Standing Conference of History Teachers’ Associations) and took into our agenda the project of forming history teachers working-groups in the three major cities of Turkey and organising local history competitions oriented towards high schools students. In 1998, during the 75th Anniversary Celebrations of the Turkish Republic, even though as a one-time project, we developed this project with the support of the National Lottery Administration under the patronage of President Demirel. By way of a 6- issue periodical and radio and TV announcements, we encouraged hundreds of thousands of high school students to work on the history of their districts, villages, a local family, building, club or a grocery shop. Thousands of young people applied; very good quality research, video or CDs came from hundreds of them. We published the best among them in a book. The prizes of the winners were presented to them at the Presidential Palace.

In 2000, we organised a workshop in cooperation with the history and education departments of the Middle East Technical University in Ankara entitled “The Restructuring of History Education in Turkey”. The President of the Programming Board of the Ministry of Education, as well as many of its members, actively participated and the meeting was very successful. The papers and discussions were later published as a book.

In 2001, with the support of UNESCO, we brought together a group of history teachers and professors from six different countries within the framework of the “Improvement of the Balkan History Textbooks Pilot Project”. At the end of this project, the web site www.historytextbook.org was designed. In two-to-three months, we plan to publish the country reports as a book in English.

The local workshop organisations entitled “The Meeting of the European and the Turkish History Educators” is yet another activity that we started in 2001. In the first Marmara regional workshop, four European and 30 Turkish experts met and shared their experiences. This year, we are planning to conduct similar meetings in three different regions.

Meanwhile, we plan to publish in Turkish some of the reference books related to the Council of Europe project titled “Learning and Teaching the History of Europe in the 20th Century”. We have already translated the first of the series. We are hoping to translate, publish and distribute the rest to our teachers in the coming year.

We will manage another project that we started this year in partnership with the Turkish Academy of Sciences. This project involves the improvement not only of history textbooks but all textbooks in their approach to human rights. Naturally, this project is not an easy one; however we are aiming at systematically recognising the difficulties, training textbook authors and teachers and making suggestions to the government. We hope that this project (80% of its budget is financed by the European Commission) will bring important lessons with it.

The people who are working on the projects whom I briefly mentioned above know the work and difficulties involved. Figuratively speaking, we have to cross-mountains and oceans in order to raise funds and overcome technical problems in these projects. Still, we are able to accomplish a lot of things gradually. But, as I told you before, among us, there are many friends who believe that their children and grandchildren deserve a better history education!

WILL REFORM IN HISTORY EDUCATION LEAVE SOCIETY WITHOUT SOLIDARITY?

As the History Foundation, we suggest that the history education should be carried out in the following manner:

- * student oriented;
- * improving the capacity of students to carry out independent research;
- * enabling students to evaluate in a multiperspective way;
- * giving sufficient emphasis to European and world history in addition to national and local history;
- * with emphasis on cultural history;
- * with programmes taking into consideration the pedagogical specificities of the related age group;
- * with diversified educational materials;
- * enriched with field trips, extra-curricular activities, role sharing and critical readings;

- * providing a wide range of opportunities to the principals and teachers of individual schools in concert with general and flexible guidance provided by the central authorities.

We believe that, above all, history education is a problem of raising able, creative, responsible and active citizens.

Our suggestions do not receive much sympathy from the conservative and chauvinist and nationalist circles in Turkey. They argue that such contemporary history education will leave no room for solidarity especially in the sensitive geographic region in which we are located.

We do not agree with this argument. Firstly, we believe that the current education fails to achieve its declared objectives. Recent research shows that more than half of the young people in Turkey view the world with immense pessimism and that suicide crosses the minds of one quarter as a general idea and one-eighth as a concrete plan. Already, in the last year, the number of applicants for citizenship, permanent residency and working permits in the United States reached 900,000. The greatest dream of millions of people is to settle in a foreign country. A primitive McDonalds' culture is rising rapidly - a culture indifferent to our historical traditions and heritage, such as architecture, dance, music and rituals, that are in harmony with contemporary life. In short, the argument that chauvinism encourages large populations to protect the national interests and culture holds no validity. Chauvinism only works towards raising intolerant and violent militants for certain political extremes, which tends to result in the development of a monopoly over intellectual and political life.

As you well know, to have a historic-consciousness is not the same as knowing a lot of information about the past or having a lot of nostalgic perceptions. Historical consciousness is a whole consisting of interpretation of the past, comprehension of the present and expectations of the future. Without protecting a project that aims at creating a democratic, culturally active and rich society, which will have an honourable position in tomorrow's world, it is possible neither to be history-conscious, nor to provide a contemporary history education.

Therefore, the acknowledgment of such a future project by society as a whole, or at least by a major part of it, is complementary to the improvement of history education in a country. There is a close link between the demands of modern pedagogy and the type of citizen on which modern democracy could be built on.

It is normal that every child or young person has special emotional bonds with their country. However, the mere fact that our children learn about their surroundings, safeguard others' rights and become acquainted with the region

and the world within a scientific framework, does not necessarily imply that they will lose the sense of belonging. Contemporary history education aims not at destroying the sense of national belonging, but to enrich it, deepen it and bring it in harmony with other identities.

CONCLUSION

So far with you, my Azerbaijani friends, I have tried to share our problems regarding history education in Turkey. I also tried to convey briefly the kinds of activities undertaken by non-governmental organisations in Turkey, a rapidly developing sector of which the organisation I represent, the History Foundation, is part.

I am not certain how interesting my story was to you in a country where a large part of the land is under occupation and a country with a relatively short history of a nation-state formation. Nevertheless, I believe that the basic quests and problems in the world are the same everywhere no matter how different the countries are from each other.

Therefore, for the sake of a more democratic, egalitarian and peaceful world, as well as a future where responsible and active citizens assume bigger roles, I hope that the experience that I summarised here, even by a small part, will be of interest to you.

APPENDIX II

PROGRAMME OF THE SEMINAR

Sunday 26 May 2002

Arrival of the participants

Monday 27 May 2002

9.30 - 11.00 **Plenary Session**

Chair: Professor Mesir MARDANOV, Minister of Education of Azerbaijan

Opening of the Seminar by:

- i. Professor Mesir MARDANOV, Minister of Education of Azerbaijan;
- ii. Ms Tatiana MILKO, Programme Officer, Council of Europe;
- iii. Professor Kamal ABDULAEV, Rector of Baku Slavic University.

Presentation on “The results in the reform of history teaching in secondary schools in Azerbaijan since 2000”, by Professor Yagub MAHMUDOV, Baku State University, Dean of the History Faculty.

11.00 - 11.30 Break

11.30 - 13.00 **Plenary session**

Chair: Mr Iskender ISKENDEROV, Deputy Minister of Education of Azerbaijan

Presentation on “New methods in teaching history in present-day secondary schools in Azerbaijan”, Mr Tavakkul ALIYEV, Head of the Department, Institute of History under the National Academy of Sciences.

Presentation on “Preparation of new history textbooks and teaching materials in Azerbaijan: main developments and the most urgent needs”, by Mr Nadjas NADJASOV, Head of the Publishing Department, Ministry of Education of Azerbaijan.

Discussion with all the participants.

13.00 - 14.30

Lunch

14.30 - 16.00

Plenary Session

Chair: Mr Elman GASYMOV, Deputy Minister of Education of Azerbaijan.

Presentation on “New approaches in teaching history in present-day secondary schools: working with sources in a classroom”, Ms Luisa de BIVAR BLACK, Portugal.

Presentation on “Teaching history for strengthening reconciliation, mutual understanding and tolerance in present-day society: overview of a representative of a non-governmental organisation”, by Dr Orhan SILIER, Secretary General, History Foundation, Turkey.

Discussions with all the participants.

16.00 – 16.30

Break

16.30 – 18.00

Working group Session

Working group N° 1

“New approaches in teaching history in present-day secondary schools”

Chair: Mr Nadjas NADJASOV, Head of the Publishing Department, Ministry of Education of Azerbaijan

Rapporteur: Mr Tavakkul ALIYEV, Institute of History under Azerbaijan National Academy of Sciences, Head of Department

Resource person: Dr Orhan SILIER, Turkey

Working group N° 2

“New interactive methods in teaching history in present-day secondary schools”

Chair: Mr Arif MURADOV, Head of Department, Ministry of Education of Azerbaijan

Rapporteur: Mr Akbar GODJAYEV, history teacher, Private secondary school, Baku

Resource person: Ms Luisa de BIVAR BLACK, Portugal

19.30 Official dinner

Tuesday 28 May 2002

09.30 – 11.00	Working group Session
11.00 – 11.30	Break
11.30 – 13.00	Continuation of the Working Group Session
13.00 - 14.30	Lunch
14.30 - 15.30	Continuation of the Working Group Session
15.30 - 16.00	Break
16.00 – 17.00	Continuation of the Working Group Session

17.00 – 18.30 The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of the round tables. They should all prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the report of the Seminar.

Wednesday 29 May 2002

9.30 – 11.00 The rapporteurs should discuss their reports in the working groups.

11.00 – 11.30 Break

11.30 – 1300 **Plenary Session**

Chair: Professor Mesir MARDANOV, Minister of Education of Azerbaijan

- i. Presentation of the conclusions and recommendations by the rapporteurs of the working groups;
- ii. Presentation of the overall conclusions and recommendations of the Seminar by the General Rapporteur.

Comments by the participants.

Closing speeches :

- i. Professor Mesir MARDANOV, Minister of Education of Azerbaijan;
- ii. Ms Tatiana MILKO, Programme Officer, Council of Europe;
- iii. Professor Kamal ABDULAEV, Rector of Baku Slavic University

Departure of the participants

APPENDIX III

LIST OF PARTICIPANTS

RAPPORTEUR

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Mr Nadjas NADJASOV, Head of the Publishing Department, Ministry of
Education of Azerbaijan

PARTICIPANTS FROM AZERBAIJAN

1. Professor Yagub Mahmudov, Baku State University, Dean of the History Faculty.
2. Professor Isag Mamedov, Azerbaijan State Oil Academy, Head of Department.
3. Professor Suleiman Mamedov, Azerbaijan State Pedagogical University.
4. Professor Tofiq Veliyev, Baku State University.
5. Mr Aydin Aslanov, Baku In-service Teacher Training Institute, Head of Department.

6. Mr Tavakkul Aliyev, Institute of History under Azerbaijan National Academy of Sciences, Head of Department.
7. Mr Intigam Djabrailov, Azerbaijan Pedagogical Institute.
8. Professor Ilyas Babayev, "Azerbaijan" University.
9. Professor Vali Aliyev, Azerbaijan State Pedagogical University.
10. Mr Aydin Allahverdiyev, History teacher, Secondary school No.72, Baku.
11. Ms Zemfira Mamedova, History teacher, Secondary school No. 189, Baku.
12. Ms Aybeniz Aliyeva, History teacher, Secondary school No. 240, Baku.
13. Mr Vahid Khalilov, Director, Secondary school No.35, Agsu region.
14. Ms Zarifa Rahmanova, History teacher, Secondary school No.190, Baku.
15. Ms Agasi Huseinov, History teacher, Secondary school No. 279, Baku.
16. Ms Aygun Azizova, History teacher, Secondary school 27, Baku.
17. Mr Murad Veliyev, History teacher, Secondary school No.83, Baku.
18. Mr Akbar Godjayevev, History teacher, Private secondary school, Baku.
19. Ms Sevindj Safaraliyeva, History teacher, Secondary school No.34, Baku.
20. Mr Babek Khubuyarov, History teacher, Secondary school No.158, Baku.
21. Ms Ramiz Huseinov, Expert, Azerbaijan Pedagogical Institute, Baku.
22. Mr Mehman Amiraslanov, History teacher, Secondary school of Hadjigabul region.
23. Mr Faig Babayev, History teacher, European lyceum, Baku.
24. Mr Zulfiya Veliyeva, Researcher, Azerbaijan In-service Teacher Training Institute, Baku.

25. Mr Ilgar Abdullayev, History teacher, Secondary school No.3, Salyan region.
26. Mr Khanim Rashidova, History teacher, , School No.1, Absheron region.
27. Mr Elkhan Mamedov, History teacher, , Technical lyceum, Guba region.
28. Mr Khalid Baklakishiyev, History teacher, Gismeydan village, Shamakhi region.
30. Ms Aida Mamedova, History teacher, , School No.31, Yasamal region.
31. Mr Nadjas Nadjasov, Head of the Publishing Department, Ministry of Education of Azerbaijan.

NON-GOVERNMENTAL ORGANISATIONS

Mr Tavakkul ALIYEV, Institute of History under Azerbaijan National Academy of Sciences, Head of Department, Head of the History Teachers' Association of Azerbaijan (HTA).

Ms Elmina KAZIMZADE, Education Director, Open Society Institute in Azerbaijan.

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