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The Stability Pact for South Eastern Europe was adopted by the Ministers of Foreign Affairs of the European Union in Cologne in June 1999 and subsequently endorsed by 40 partner countries and international organisations. They undertook to strengthen the countries of South Eastern Europe “in their efforts to foster peace, democracy, respect for human rights and economic prosperity in order to achieve stability in the whole region”.

An international Task Force had already been established. In November 1998, whilst Austria held the Presidency of the European Union, an international conference was organised at Graz on Southeast Europe to establish “European Educational Co-operation for Peace, Stability and Democracy”. The work of this Task Force was incorporated into the activities of the Stability Pact under the title “Enhanced Graz Process”.

History education and history teaching were quickly identified as potentially an important area within education, in fostering mutual understanding and reconciliation in the area. In October 1999, under the auspices of the Graz Process, a workshop on *‘History and history teaching in South Eastern Europe’* was held in Graz. This was organised jointly by KulturKontakt, the Council of Europe and the Centre for the Study of Balkan Societies and Cultures (CSBSC) at the University of Graz.

The workshop was reminded of the long record of history used in education to forge a public sense of national identity and loyalty by selective use of the past, with a focus on conflict with others, conveying fear, distrust and hatred of all ‘outsiders’. It was resolved that there was scope for a range of regional educational initiatives within the broad area of history and history education, which were aimed at other objectives:

- encouraging greater mutual understanding;
- providing more knowledge of the history of the region as a whole;
- providing a wider range of perspectives on the history of the region;
- providing academic historians and post-graduate researchers with opportunities to do historical research in other countries within the region and to collaborate with colleagues from other countries in developing joint teaching and research activities;
- encouraging joint bilateral and multilateral co-operation in the development of new teaching materials and resources;
- providing training for history teachers (and those responsible for their professional education) in teaching regional history, teaching history from a comparative perspective, incorporating a multiplicity of historical perspectives on significant events and developments in the region into their teaching, using pedagogical approaches designed to help students to adopt a critical attitude to historical facts and evidence and to apply those thinking processes which are central to historical awareness and interpretation.

The diverse nature of the education systems within the countries of the region was discussed, suggesting that future initiatives would need to be flexible and varied – as were the programmes already existing. The workshop decided upon some General Principles for Future Development and a Framework for Action with short, medium and long-term objectives and a Strategy for implementation, evaluation and dissemination of the work of the different projects. All of these are laid out in the report of the workshop.

There was however a danger of duplication of effort. For this reason one of the immediate objectives was to establish a *Co-ordinating Group* under the auspices of the Task Force with the following functions which were to:

- identify priorities for the development of pilot initiatives within the Framework for Action;
- establish a network of individuals and organisations across the region;
- provide a mechanism for liaison between project teams and supporting intra-governmental institutions, international and regional organisations and NGOs, and potential donor organisations;
- facilitate cross-fertilisation of ideas and the pooling of expertise and experience across the different initiatives and projects;
- ensure each pilot initiative is evaluated;
- facilitate the wider dissemination of information and good practice.

The Council of Europe, with a long tradition of work on history and history teaching, was asked to establish and chair this co-ordinating *Working Group on History and History Teaching in South East Europe* for the Stability Pact within the Enhanced Graz Process.

A Framework for Action was quickly developed by the Working Group and four priority areas were selected for development and support. In summary these were:

1. The Initial and In-Service Training of History Teachers

Essentially the aim here was two-fold – to explore ways of developing and broadening teachers' own knowledge of their subject as it was re-thought and re-written after communism, and especially to find opportunities for them to learn more of the histories of neighbouring countries, the histories of ethnic, cultural and linguistic minorities within their own nations, and about their region as a whole. Secondly to introduce teachers to new thinking in the pedagogy of their subject, how to teach comparatively, to introduce multiple perspectives on an event, how to tackle controversial and sensitive issues, to develop in students active methods of learning about a topic, and how to use varied kinds of historical sources in classrooms.

Training workshops and seminars would seek to attract ‘multipliers’, that is those in positions which would enable them to disseminate what was learnt of the new methods to wider audiences within their societies.

It was also hoped to develop support for History Teachers through the changes by encouraging national associations of history teachers and their links to EUROCLIO, the European Standing Conference of history teachers’ Association. This might include producing Handbooks on methods or periodicals for teachers, and perhaps internet links to access professional information.

2. The Development of Teaching Resources for History Teachers

New teaching materials, including textbooks were already being developed in many places. They could be improved with advice on for example, how to incorporate sources into a textbook. But it was also hoped to develop resource packs of teaching materials: to introduce new areas of history, for instance the history of everyday life, or of childhood, which were common across communities; or to explore controversial and sensitive issues in a cross-border context, bilateral or multilateral; or to develop teaching materials on major historical events which were common across the area for instance the Balkan wars or the reconstruction of Europe in 1918. Handbooks for teachers could act as exemplars of new methods and approaches.

3. Curriculum Development

A number of countries in South East Europe had begun to re-structure their curricula. The aim was to develop networks for exchange of information and experience of the implementation of curricula changes. It became increasingly apparent in the second phase of projects that changing curricula was a fundamental change, which was difficult, but which under-pinned and was an essential basis for major changes in history teaching. Initiatives on teaching methods could begin to alter attitudes and approaches, but widespread change in approach and in textbooks depended on alterations in the curriculum.

4. To support New Programmes in History Teaching in Higher Education

The aim was to establish regional networks of historians and researchers. In particular to encourage exchange programmes, bi-lateral teaching of some courses, research, and to explore credit-transfer for students across the area. Secondly, new perspectives on the regional history had to be disseminated to wider audiences. In particular, the linkages between academic history and school history, the training of teachers, and the writing of school textbooks could be increased.

There were, already in existence, projects in some of these areas. The job of the Working Group on History and History Teaching in South East Europe was to create networks of communication between all projects concerned with history and history

education. This would not only prevent duplication but create synergies which strengthened each project.

The coordinating committee which came to be called the *Working Group on History and History Teaching in South East Europe* able to find financing to meet annually. This annual meeting has been sustained with some smaller meetings between (Strasbourg, 1999; Blagoevgrad, 2000; Sarajevo, 2001). The last meeting was in Tirana in November 2003.

What have been the outcomes from this Coordinating Committee the - Working Group on History and History Teaching in South East Europe?

The results of the work of all the projects represented in the Working Group on History and History Education in South East Europe are diverse. Issues have been tackled in a number of ways depending, in part, on the expertise of each group. A number of *Quick Start Projects* were organised and funded within the first year, at least one in each of the four priority areas. Funding was obtained from a variety of sources. The majority were planned to be completed within a year, although some were longer, and some eventually obtained further funding to extend the initial project. The Working Group recognised that work over a year was far too short to develop or consolidate educational changes, but at least a start was made. The outcomes will be reviewed here under each of the four priority areas established by the group in their original Action Plan, although some projects achieved results under more than one of these areas.

1. The Initial and In-Service Training of History Teachers.

1.1. A Comparative Study on Structures and Standards in the Initial Training of History Teachers in South East Europe was carried out by Professor Alois Ecker of the Institute for Social and Economic History at the University of Vienna. The results of a questionnaire and survey of provision in the area were presented in seminars, and are in reports, and a publication is in preparation. Practices vary from country to country but there are two common patterns: concurrent training as future teachers pursue historical studies, and consecutive where pedagogical training follows after obtaining a degree in history.

The basic conclusion is that the initial training of history teachers should be updated and re-structured throughout the area. This is chiefly because such training as there is, is highly theoretical. It is carried out in universities in departments of pedagogy, with only about 15% of the time concerned with didactics and practical training. In some countries, there is no pedagogical training at all – graduates with a history degree can become teachers. Development of initial training lags behind that of in-service training where many more organisations and international bodies such as the Council of Europe are involved. Serving teachers may even themselves circulate new ideas or create their own history teachers' associations or 'circles' for sharing new methods, as in Slovenia. Initial training is largely controlled by highly specialised institutions with a residual belief that the 'right' theory leads by itself to good practice. Inspectors too may insist on new teachers rigidly following rituals of 'good' teaching practice established long ago as mechanisms for controlling the activities of teachers and subduing innovative approaches. All those involved may be constrained by

requirements which are no longer helpful or relevant. They remain in force largely because initial training is controlled by Ministries of Education.

Ministries, generally, have not enquired carefully about the training of teachers. All are unwilling to face a problem which was raised in seminar discussions: who will train the trainers? It is a delicate issue for all concerned since the trainers are supposed to be experts, but their expertise was acquired under the previous system. It is simply assumed that trainers will somehow learn about new methods and approaches, but little opportunity is provided for them to do so. Some of them do find their own opportunities, for example by attending Council of Europe In-Service training seminars. But as one exasperated local participant explained at one of these seminars – he knew about new methods of teaching, and had observed them in classrooms in Switzerland and America, but the present system of training allowed him no time to explain these approaches or help beginning teachers to practise them, nor were there the resources in schools to support new methods.

1.2. The In-Service Training of Teachers

Much more has been achieved in the in-service training of practising teachers – who already understand pupils, the dynamics of classrooms, and the difficulties of conveying their subject. Those who attend in-service seminars are often actively aware of problems in teaching history and seeking new solutions, moreover they may mostly be those teachers who have confidence to attempt to experiment and put what they learn into practice in their classrooms. These are precisely those who may be the most vital ‘multipliers’ of new approaches – influencing others through what they have learnt. They may be the backbone of the increasing networks of those who understand and support the needed changes.

Projects have developed in a number of ways with funding provided by a variety of donors and with increasing support from national governments.

Indeed the majority of the projects found that an element of teacher-training was essential if either the findings of new historical research, or the development of new teaching resources and textbooks, were to be disseminated widely and reach into the teaching of history in schools.

The Council of Europe in partnership with EUROCLIO found financial support for a series of teacher-training seminars, both national and regional. They were held in Albania, Serbia, “the former Yugoslav Republic of Macedonia”, Slovenia, Hungary, Romania and Bosnia and Herzegovina. These were primarily concerned with methods of teaching, sometimes with a focus on particular historical topics largely from modern, 20th Century history. One seminar for example, compared approaches in countries across the region to ‘Teaching the beginning of World War II’. It was discovered that the teaching of this topic varied from country to country. It took as its starting point the Council of Europe Project on “Teaching and learning about the history of Europe in the 20th Century in secondary schools”. Some seminars also focused on how to teach controversial and sensitive topics and to develop a regional perspective on national history. Participants in seminars came from the locality and from neighbouring countries. A feature of these seminars was to convey a comparative perspective through speakers who came from other European countries. They were invited to share their experience of problems in history education which

have similarities with those in South East Europe. For example, in one seminar, the conceptions of national history in France, Belgium and Switzerland were compared, with presentations showing how they have changed over time, and how they are now presented in school curricula.

Outcomes of such seminars are not easy to specify. Participation in such seminars, and in the practical workshops in some of them, draws increasing numbers of individuals into active participation in the network. Certainly, a greater understanding of what happens in the rest of Europe may have spread, including an understanding of the problems which occur in all countries. New methods and approaches are disseminated and circulate as they are slowly absorbed through the work of the seminars.

The Center for the Study of Balkan History at the University of Graz added to their academic research work and publications not only teaching materials for secondary school teachers but some multi-lateral workshops as well. These were so successful that Ministries of Education initially not enthusiastic were won over to the work of the project on social history with a regional perspective.

The Center for Democracy and Reconciliation in South East Europe similarly organised, in 2001, seven regional workshops on history textbook analysis. These were on the topics of: the Hungarian legacy, teaching about Cyprus, Macedonian identity, Albania and its neighbours, the Ottoman empire, the Former Yugoslavia and Religious education in the Balkans. This was followed by the publication of a report and papers on these topics.

A further seven teacher training workshops were on: the Balkan wars, the first World War and the creation of Yugoslavia, the Second World War, the creation of the Albanian State, the Ottoman empire and the creation of nation states, and Cyprus. These were organised, for both primary and secondary school teachers and were very practical.

This led to plans to develop teaching materials or resource books around these topics which would themselves be evaluated in further regional teacher training workshops. The materials might include some short videos.

2. Producing Textbooks and Resources for Teaching

It can be appreciated from the outcomes of the first project outlined here that many projects combined several of the objectives and priority areas of the Stability Pact work and each one does not need to be repeated.

A EUROCLIO project: *Understanding a Shared Past, Learning for the Future* combined a number of the four priority areas. The project involves representatives from the History Teacher' Associations of Albania, "the former Yugoslav Republic of Macedonia" and Bulgaria, working as a team to produce innovative teaching materials in the form of a teacher resource book for use in each of the three countries. The focus of the Handbook is on the impact of Communism and the period of the 1990s on the everyday life of people, using original source material. The experience of everyday life in all of the three countries, including their minority groups, was explored as an

integral part of each section of the book. Topics had to be found for which there was source material available in each country. This at first seemed formidable but, in the end, they had more material than could be used in a 25-page book and hard decisions had to be made on what to put in. The project included funding for those involved to attend some of the seminars of the Georg Eckert Institute on textbook production. The project is nearing completion after three years and the book will be printed in four languages and will go into every school and all teacher-training institutions. Teacher-training seminars will be arranged in each country in 2003 to help teachers understand how to use the materials. There will be an end-of project seminar and an exhibition of the extra material not used in the book. Ministries of Education are now interested in this project.

This project combines producing resource materials for teaching in a cross-border perspective with teacher-training seminars.

A Project for the Coordination of Textbook Research, Development and Textbook Comparison in South-East Europe has been developed by the Georg Eckert Institute for International Textbook Research based at Braunschweig in Germany. This is a major project which has developed in several phases and will continue into 2004. It was recognised from the outset that educational reform is a long-term process. The core of the current work is on the development of both teaching materials and the curriculum. The key countries with which the project is working are: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, “the former Yugoslav Republic of Macedonia”, Romania, Serbia and Montenegro and Kosovo.

This project has a number of initiatives intended to establish communication links between all of those involved in new textbook production in the region in both history and civics. The project works with policy makers, researchers, textbook authors, publishers and curriculum developers across the national borders of the region and is linked to similar initiatives of the Council of Europe. The purpose is to disseminate new approaches and shared information. To this end the project has organised:

A seminar on: *History Curricula and Textbooks in Bosnia and Herzegovina*, in Sarajevo, April 2001. This seminar was organised with UNESCO under the Stability Pact.

- An International Summer School on *The Balkans in Europe*, in September 2001
- A workshop on *Minorities in the Educational Systems in South Eastern Europe*
- An Internet Forum in conjunction with the Department of Philosophy at Zagreb University in Croatia and UNESCO which provides up-to-date information and acts as a forum for discussion of issues involved in textbook production;
- Scholarships for individual authors to spend time working at the Georg Eckert Institute.

Three further workshops are planned to be held at the Georg Eckert Institute in 2003-4 with participants from all countries in the region.

There are a number of outcomes from this project. Some publications have already resulted from the project and more are planned. An issue of the Institute's journal on International Textbook Research was on: '*Minorities in Textbooks – South-eastern Europe*'. Publications by individuals can be found through the Georg Eckert Institute's web-site: <http://www.gei.de> – in several languages.

As the project has been going for some time, it has established relationships with local national coordinators, all of whom are textbook authors or curriculum planners, or both. There are successful on-going partnerships with the dean of the University of Zagreb and at the Medieval History Institute of the University of Belgrade. The scholarship scheme for individuals will continue, and there is now an established network of those from the region who have been in workshops or spent time at the Georg Eckert Institute. The Internet link is a fundamental source for all those involved in the project or interested in the area.

The results of this project have also been disseminated through many of the teacher-training seminars, especially those of the Council of Europe.

An important outcome has been widespread agreement and clarity on the reforms needed in textbooks both in methods and presentation, and in the content of the history. These were summarised in one report as:

- New textbooks and teaching resources are urgently needed if history teaching is to be improved.
- Textbooks should include suitable extracts from sources. Teachers cannot use methods which teach pupils the skills of historical analysis without a variety of sources from which to work.
- Continuous text is unhelpful for young learners. Textbooks should include questions and exercises for pupils from the material presented to them.
- A variety of material is needed, especially much more visual presentation.
- Textbooks take little account of child development and are not adapted for the age and abilities of pupils. The same material, concepts and language may be used for all ages. The actual language of the text may be unintelligible to younger pupils.
- Teachers should be involved in the development of textbooks – a team of different experts is needed rather than just one author: teachers, historians, publishers, visual researchers.
- A textbook should not be regarded as the sole learning aid – modern technology makes it possible to use a range of other resources, including visual material which might be produced separately. Teachers should be

encouraged to use material from the Internet and elsewhere including film and CD-Roms.

On the content of the history in textbooks:

- Textbooks are overloaded with political history and the history of wars. There has been a general movement in Europe away from thinking of history only in political terms and towards teaching much more social and economic history, and the history of everyday life, both amongst historians and in classrooms. Many social and cultural changes have occurred over wide areas so that national history can be seen in a context of common movements of cultural, social or religious change within a region and across Europe.
- The perspective on national history in textbooks can relate to regional or European history. There is a tendency to project the modern concept of the nation state back on to all periods of history, especially anachronistic in the ancient and medieval periods.
- A narrow national view means that the periods of common history are distorted or ignored: the Ottoman empire for example, and the shared experience of the first Yugoslavia and the second Yugoslavia.

3. Outcomes on Curriculum Development

Once again the summary above of the project from the Georg Eckert Institute illustrates that many of the projects relate to multiple objectives. It is impossible to consider new textbooks and teaching resources without considering also reform of the school curriculum. The first seminar in April 2001, under the aegis of UNESCO and the Georg Eckert Institute, attempted to consider reform of textbooks and the curriculum together. In practice, they are linked but with different concerns, and both relate also to the development of new more active learning. The production of new teaching resources and the development of new teaching methods cannot be fully implemented without curriculum change.

Curriculum change is in some ways the most fundamental reform for schools. It is a large-scale enterprise which will always involve Ministries of Education, needs careful management and may well cause public controversy. Spreading new ideas on ways of teaching and reforming textbooks or other resources is a useful start. Generally, the traditional curricula in the region are too academic for young pupils, over-loaded with content, and too precisely specified to allow teachers some freedom to try out new methods. As new conceptions circulate, the need for curriculum change becomes more evident. It takes time for new ideas and conceptions of history to be absorbed

The Council of Europe seminars began by tackling teacher training issues and have moved towards consideration of curriculum change. The working group as a whole decided to give more emphasis to curriculum development in phase two of the project. Perhaps the major outcome of the work under the Stability Pact has been in preparing the ground for curriculum change which has to be understood as a process which does not happen once, but may require revision and further change. Indeed, in some

countries, the process has already begun, there have been controversies, and changes are sometimes disappointing in practice, so further changes must be considered.

On several occasions, it has been emphasised that fundamental educational changes do not happen quickly. As was put in one report:

“Typically, new ideas about pedagogy are taken up by a relatively small vanguard of teachers, but then there is a long delay before the majority of teachers change their practice. We are talking 15 - 20 years here at least. This can lead to a certain amount of frustration and pessimism. ...This is a fairly normal state of affairs. Most of the education systems of Western Europe introduced major curriculum reforms in the 1980s but they are still introducing significant revisions to their curricula and to the training of teachers in the 1990s.

It is important to adopt a realistic timescale for change, but it is equally important to identify appropriate targets within that timescale that represent real achievements which will sustain the commitment of those involved, motivate others to join in and mobilise educational administrations to incorporate these ideas and projects into their planning.”

A greater understanding of this process of educational change may be one of the outcomes from the History Working Group. Discussion there suggests however, that this is not always understood by donors. Nonetheless, it is an important feature of this kind of enterprise that educational change needs support over the long term.

4. Outcomes from History Teaching in Higher Education.

The relationship between the writings of historians and conceptions of the past conveyed in schools receives only occasional comment. They tend to be separate ‘worlds’. Yet fertilisation and influence between these two worlds is vital. Otherwise, school history easily becomes locked into the concerns of pedagogy with little interest in content. And scholarly history loses an audience without contact with the mass education system.

It is to the credit of the Working Group on History and History Teaching that the aim of sustaining this mutual contact was one of their priorities.

The major outcomes of this contact are scholarly inter-change and contact across the region, publications, and contact with school teachers and trainers.

1. *The South East European Joint History Project* implemented by the Center for Democracy and Reconciliation in Thessaloniki has been one of the major projects focusing on this aim. The inter-change of scholars from across the region, especially young researchers, has developed.

A Board of Eminent Scholars who specialise in the history of South East Europe has been established. It organises conferences and workshops on topics such as: the

Enlightenment and its heritage, Constitutionalism and Parliamentarianism, and the Traditions of Liberty in South East Europe.

The U.S. State Department is funding the junior workshops on an annual basis.

There are subsequent publications from these conferences and the on-going historical research.

As was shown above, the work has extended into seminars for teachers on topics in history which are useful in schools.

2. The Centre for the Study of Balkan Society and Culture has also had an on-going programme of cooperative historical research and publications under its project on: *Creating Additional Materials for Teaching SEE History*.

This project develops materials for secondary school teachers and for university lecturers and their students on cultural and historical themes common to all the countries of South East Europe. These include topics such as: the history of childhood, gender, old age, work and migration.

The project gathers research on these topics, which is then published in English and all the languages of the area. The first volume on *Childhood* was published in April 2001 and other volumes will follow. There is an academic publishing scheme, the Teaching Materials programme.

Follow-up teacher-training seminars and ones for university lecturers are held each year.

This project, like the one above, achieves an inter-action between scholarly historical work and teachers in schools.

3. A more recent project has been developed by Professor Kemal Cicek from the University of Ankara on the *Ottoman Administration* across the Balkans. Six countries were now actively involved: Turkey, Moldova, Romania, Albania, “the former Yugoslav Republic of Macedonia” and Bulgaria. Contact was made at an early stage with embassies and Ministries of Education. All have expressed interest with promises to implement and use the results of the project. The project is supported by the Turkish Historical Society and partly financed by the Turkish Ministry of Foreign Affairs but is seeking further finances.

The objectives are to look at Ottoman history from a shared perspective and to develop a broad understanding of a common inheritance. Textbooks in most countries do not deal fully with the Ottoman period selecting only political but not cultural and social history. Current textbooks tend to be very conservative and nationalist. When dealing with the Ottoman period of history only oppression, resistance and national liberation are stressed. But there were many common inheritances from the period: in language, social habits, food – students should be made more aware of them. The project includes Ministries as well as NGOs, historians and school textbook writers, inspectors and historical societies. The hope was to share information and contemporary perceptions of the period. The objective is to spread a more balanced

view emphasising shared experience as a ground for improving regional relations: to influence the future by shedding new light on the past.

One conference has already taken place and another is planned in 2003. The ultimate aims are to share information and to study current textbooks. From this it is hoped to produce a *Guide for Textbook Authors*, and a *Handbook on How to Teach Ottoman History*, and perhaps to produce supplementary textbooks in some countries.

At the most recent meeting of the Working Group on History and History Teaching in November 2002, other members were very interested in this project. It was felt to be a timely project. Wider knowledge of the Ottoman empire was needed for the region as a whole, but had perhaps a wider significance since 11 September and talk of the 'clash of civilisations'. Representatives from the countries and history departments involved clearly valued contacts through the project with colleagues from across the region.

The Added Value to the Council of Europe through coordinating the Working Group on History and History Teaching

1. Presenting a Regional Perspective?

There were requirements in the original aims for the Task Force which have influenced the approach to developing history teaching in South East Europe. The criteria for Stability Pact projects insisted upon bi-lateral and multi-lateral cross-border projects, where teams from different nations cooperated together in projects. For history, this leads to an approach which is intended to build understanding of a common, regional history. This was not a new idea, it has quite a long history in Council of Europe thinking and has been used recently elsewhere as in the Black Sea Initiative on History and "the Tbilisi Initiative". However, it seems to have become embedded as a 'norm' rather than an exceptional or experimental feature in the actual activities of projects within the Stability Pact.

There have been a number of regional conferences and most projects, from the outset, have had a regional perspective. This broad regional perspective is not so common in the rest of Europe, with the major exception of the Baltic States.

In relation to the history of this area of Europe, a regional perspective makes a great deal of sense. Despite the wars, there are nevertheless quite strong common cultural bonds, as there have been long periods of a shared history. Many of the nations are small and relatively insecure. Cooperating across national boundaries, and within the region, gives a wider horizon which may be welcomed by some historians and educationalists, and is more possible within the parameters of a context set by the international community. Connections through the coordinating committee have encouraged all the individuals and institutions involved into a more regional rather than a national perspective on history. It is equally clear that the methodological issues in teaching a more critical approach to history, and in producing textbooks and resources for this approach, are challenges common to all the nations of the region.

A regional perspective on the history and the shared problems of developing new ways of teaching seem to have become the basic way of tackling issues in the work of the Council of Europe under the Stability Pact criteria. Creating a wider outlook of this kind has long been an aim of the Council of Europe. Such a view was also officially encouraged in the former Yugoslavia. It may have dropped out of current thinking, but a residue remains still within the experience of many who remember earlier days when they were citizens of a bigger regional area. It is clearly demonstrated in the work of the Working Group which provides for all those locally involved at least an alternative, and perhaps welcome, view to the confining nationalist assumptions which have recently prevailed in each country.

2. Strengthening and developing ties between the Council of Europe and other organisations and institutions working in the area of history education

The Council of Europe already worked with several of the organisations and individuals involved in projects in South East Europe. This was especially true of connections with the *Georg Eckert Institute for International Textbook Research* and close cooperation with them was re-affirmed through work on textbooks in South East Europe and individuals from the Georg Eckert Institute presented their work at several Council of Europe seminars. The influence was reciprocal.

With some other organisations a closer cooperation was perhaps forged than had existed before the projects in South East Europe. In the workshops on teacher-training for example, the Council of Europe has worked very closely with EUROCLIO. A number of individuals from EUROCLIO presented their experiences at Council of Europe seminars and some of the practical methods of teaching developed with teachers were shared in both Organisations. On the same theme, of improving the training of teachers, cooperation also developed with the *Institute for Social and Economic History* at the University of Vienna, through the Comparative Study on “the initial training of history teachers and the contributions of Professor Alois Ecker to several of the teacher training seminars organised by the Council of Europe.

Finally, some new working contacts were developed. Some of the most important of these were with individuals from institutions of higher education within the recipient countries of the Stability Pact. For example representatives from the Faculty of Philosophy in Belgrade, the Faculty of Philosophy in Zagreb, the Historical Institute in Podgorica, the Department of History in Skopje, the Department of History in Tirana, the Departments of History in Istanbul and Ankara, all regularly attended and contributed to the discussions of the Working Group. Such contacts are invaluable, the Council of Europe is aware of new scholarly thinking and research in history, participants bring information about actual conditions in their countries and they will disseminate at home some understanding of the work of the Council of Europe and the work of the various projects developed under the Stability Pact.

Considerable contacts were established with representatives from Turkey, who are actively involved with projects which include Turkey. Members of the Working Group several times pointed out that countries such as Turkey, Greece, Hungary and Slovenia are not beneficiaries under the Stability Pact. For dealing with history, this creates impossible anomalies – these ‘outside’ countries were nevertheless hugely

important at various times in the Balkans – there is a large amount of ‘shared’ and common history and they participated widely in the work¹.

New contacts were made with other institutions in the region concerned with Higher Education. For example the *Center for Democracy and Reconciliation in South East Europe* based in Thessaloniki is essentially concerned with fostering new research in history and exchanges and cooperation between researchers in higher education from different countries in the area of South East Europe. Similarly, there was contact through the Working Group with the *Centre for the Study of Balkan Society* at the University of Graz in Austria. Emphasis on cross-fertilisation led to both of these higher education projects also organising seminars and workshops for teachers so that the new historical approaches might be more widely disseminated.

Unesco was another major organisation which was increasingly drawn into much closer cooperation with the work of the Council of Europe on history and history teaching. Indeed, at the meeting of the Working Group in November 2002, the representative from Unesco specifically said that he had found the meeting of this group very valuable as a way of connecting to all that was going on in relation to history and that Unesco would want to remain involved.

3. The reciprocal value of liaison with other institutions and organisations

There are mutual benefits and synergies in cooperation with organisations whose primary interests are somewhat different from those of the Council of Europe’s concern with history and history teaching. On the one hand, the work of the Council gains additional expertise whilst reciprocally other institutions become more aware of the concerns of the Council of Europe. EUROCLIO brings to projects a close working relationship with teachers and their associations in the different countries. The Council of Europe brings a clearer connection with the governments and Ministries of Education and individuals within them. There have been several discussions within the Working Group on the need for government support and backing for activities as well as ‘grassroots’ contact with teachers and classrooms. There is not infrequently a gap in discourse between the two levels. Those concerned with history teaching in the Council of Europe have worried that good practical ideas for history teaching do not easily penetrate to the grassroots. For EUROCLIO, connection with the Council of Europe brings their work more closely to the attention of Ministries of Education.

Similarly, work with Institutions of Higher Education informs the Council of new historical research which is useful for schools, such as the book on ‘*Childhood*’ produced by one of the Quick Start Projects. At the same time, those in higher education have perhaps become more aware of the need to disseminate their work to school teachers and those concerned with their training. Certainly each of the projects based on research work in higher education developed workshops and seminars for teachers and trainers.

Unesco already had some interest in school history teaching but saw, for the first time, the range of activities in this area through the reports at the Working Group meetings. At the same time, the range of these activities would be reported back to Unesco and

¹ Hungary, Greece and Slovenia hosted three major regional seminars.

the importance of history education emphasised in this broader forum. The contribution of work in history education was made more manifest in the context of nourishing democratic and cultural structures as well as wider issues in education such as civic education.

4. Dissemination

The reciprocal value of coordinating the work of all the projects involved in history and history education in the region is concretely demonstrated in the dissemination of publications produced by the Council of Europe.

a) Publications which came from a recent project of the Council of Europe – that on *‘Learning and Teaching about the History of Europe in the 20th Century’* have been widely used in the work in South East Europe. The Handbook for teachers by Robert Stradling on *‘Teaching 20th-century European History’* which contains sections on ‘Methods and Approaches’ and on ‘Sources and Resources’, has frequently been referred to during the work within the Balkans and has been translated into several languages in the region. Members of the seminar where the translated version was first disseminated were very pleased to have it in a language which meant it could be much more widely read. Other productions from that project have similarly been disseminated in the area: the analysis of European textbooks by Falk Pingel *‘The European Home: Representations of 20th-Century Europe in History Textbooks’* has become known through the seminars on textbooks. A number of the teaching packs produced by the project on topics such as: including women’s history, the use of IT, migration as a historical phenomenon, nationalism, teaching about the Holocaust, have also become more widely known. These teaching packs are intended as supplementary material to open up new approaches which can be used by teachers and adapted to their own situation. Some contain bibliographies, and references to other sources such as documents, film and internet sites.

b) The two main publications coming directly from work under the Stability Pact’s Task Force programme which are in preparation are:

- a Comparative Study on the initial training of history teachers, edited by Professor Alois Ecker, Institute for Social and Economic History at Vienna University. This was one of the Quick Start Projects and is a comparative survey of provision;
- a Handbook on the concept of Multiperspectivity is being prepared by Dr Robert Stradling of Edinburgh University. Dr Stradling contributed to a number of the teacher-training seminars organised by the Council of Europe where teachers, trainers and others were introduced to this approach. The book will support and help to disseminate understanding of the concept and give practical examples of how it can be used in classrooms.

As with the already available publications, these new ones will similarly be disseminated through the networks established in the region and translated into the languages of the region. They gain a wider audience because of the coordinated work under the Stability Pact.

5. Direct contact and discussion with individuals

The Working Group on History and History Teaching in South East Europe was in fact started before the implementation of the Stability Pact Initiatives. It was already clear that cooperation between all of those involved would prevent duplicated effort and could provide mutual support. Both of these aims have been fulfilled.

In a world of large bureaucracies, direct contact with particular individuals tends to be under-valued. Yet it produces tangible benefits. Over a number of meetings, people become known to each other and increasingly build confidence to discuss common issues fully and frankly. Discussion deepens. From such discussion, much more is reciprocally learnt and understood than ever appears in reports. Different perspectives and concerns become mutually intelligible. Problems can be aired, difficulties and mistakes shared and analysed. All learn something about their own assumptions, as well as those of others. Such contact between the international bodies and individuals from the area is intangible but vital. The concerns of the Council of Europe can be explained to others who may otherwise have little contact with the institution. Beyond the actual meetings, it can be useful to know and be able to telephone a particular individual. Possibilities for new projects emerge, valuable expertise and experience may be exchanged.

Such direct contact, maintained through an annual meeting, remains worthwhile for as long as it is seen to be so by participants. The future of the group seemed uncertain at the last meeting – but there was a desire to maintain this contact.

APPENDIX I

LIST OF SEMINARS AND MEETINGS

Comparative Study

- Two Meetings of Experts on “The preparation of a comparative study on the initial training of history teachers in South East Europe”
 - Veliky Tarnovo, Bulgaria, 18 – 19 May 2001
 - Podgorica, Montenegro, 28 – 29 September 2001

National Seminars

- Seminars on “Active learning methods and enquiry-based learning for history educators”
 - Tirana, Albania, 23 – 24 February 2001
 - Belgrade, Federal Republic of Yugoslavia, 5 – 7 March 2001
- Seminar on “New approaches in teaching history in secondary schools”
Iasi, Romania, 12 – 14 November 2001
- Seminar on “New approaches in teaching history in secondary schools”
Sarajevo, Bosnia and Herzegovina, 14 – 15 December 2001

Regional Seminars

- Conference on “The initial and in-service training of history teachers in South East Europe”
Athens, Greece, 28 – 30 September 2000
- Seminar on “Teaching materials: controversial and sensitive issues, multiperspectivity”
Ohrid, “the former Yugoslav Republic of Macedonia”, 6 – 8 May 2001
- Seminar on “Teaching the beginning of World War II”
Bled, Slovenia, 18 – 20 October 2001
- Seminar on “The challenges facing history teachers in the 21st Century in a regional context”
Budapest, Hungary, 8 – 10 November 2001
- Conference on “History textbooks and teaching resources in South East Europe: a future?”
Sinaia, Romania, 6 – 8 June 2002

- Seminar on “The teaching of national history in secondary schools in South East Europe”
Sarajevo, Bosnia and Herzegovina, 13 – 15 June 2002

Meetings of the Working Groups on “History and History Teaching in South East Europe”

- Blagoevgrad, Bulgaria, 14 – 15 December 2000
- Sarajevo, Bosnia and Herzegovina, 16 – 17 December 2001
- Tirana, Albania, 21 – 22 November 2002