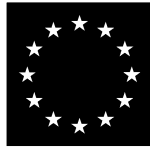


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Joint Programme of co-operation between the European Commission and the Council of Europe to strengthen democratic stability in North Caucasus

Seminar on

“How history teaching can strengthen reconciliation, mutual understanding and tolerance in present-day society”

Nalchik, Republic of Kabardino-Balkarya, Russian Federation,

5 – 6 October 2001

Strasbourg

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Russian Federation,

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Report by

**Mr Benedict WALSH
United Kingdom**

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

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I. OPENING PLENARY SESSION

- (i) *Mr Hauty Sohrokov, Deputy Head of the Government of Kabardino – Balkarya*

Mr Sohrokov opened the seminar by expressing his pleasure and pride that the seminar was taking place in Kabardino-Balkarya. He expressed his belief in the importance of the humanities in education. Humanities subjects were the vehicle by which future generations would develop the best of human qualities and characteristics. Mr Sohrokov stressed the need to teach history in particular, in all its complexity. He argued that there is no correct way to teach history to young people, but versions of history which do not address the complexity of history are failing to address the nature of the subject. Today, young people need to understand history fully, in order to develop tolerance and resist negative trends and attitudes which trouble many parts of the world. History has a powerful role in the development of young people's views, and attempts to denigrate one nation in the teaching of history can have serious repercussions, most notably in the form of violent nationalist movements.

Mr Sokhorov argued that history can be a force to unite people as well as divide them. He expressed his hopes that this seminar would help teachers find ways to achieve this and develop a dialogue which would be vital to the future of the next generation. The terrible events of 11 September in the USA showed more than ever the fragility of peace and the need to develop understanding and tolerance and he wished the delegates every success.

- (ii) *Mr Efim Gelman, Deputy Head of the Department responsible for the restoration of the education system in the Republic of Chechnya, Ministry of Education of the Russian Federatio.*

Mr Gelman began by expressing his appreciation to the authorities in Kabardino-Balkarya for agreeing to host this event. He referred to the various seminars on teaching history which had taken place across the regions which had enriched history teaching and were bearing fruit in new textbooks and other resources.

He emphasised the special significance of history teachers and history teaching in developing toleration and mutual understanding. In the Caucasus, it was especially important to emphasise the situation in Chechnya and the difficult role facing history teachers there. He indicated the desperate need for a quality textbook to support teachers to develop in their pupils a balanced view of the history of the Caucasus. The Russian Ministry of Education would value thoughts and advice on this issue, and Mr Gelman pointed to the progress already being made on a textbook on the history of the Caucasus with the help of the Council of Europe. As well as textbooks, Mr Gelman indicated that

another urgent need is for quality teacher training in teaching methodology and in updating subject knowledge. He hoped that this seminar would be a useful starting point.

(iii) *Alison Cardwell, Administrator, Council of Europe*

Ms Cardwell set out the background to the seminar, looking at the aims and core principles of the Council of Europe and its activities and the ways in which the Council has been involved in trying to maintain and foster democratic stability in the Caucasus. The Council's work in the Russian Federation focused on three main areas: curricula and standards; initial and in service training for history teachers; the preparation and publication of new history textbooks.

Ms Cardwell argued that history teachers face many new challenges and opportunities in the 21st Century. This in turn implies new needs in terms of professional development in areas such as new active approaches to teaching, and new resources such as ICT. The Council has worked with subject associations through Euroclio on resources and training. The Council has worked on other projects designed to foster wider understandings between history teachers and, therefore, between peoples. In recent years, there had been meetings between Russian and Japanese historians comparing their interpretations of their respective histories. In April 2001, the Council helped to host a meeting of experts in the use of ICT in History at the UNESCO IITE in Moscow.

Of greatest immediate relevance was the Council's work in "The Tbilisi Initiative" to produce a joint textbook on the history of the Caucasus. Teams of authors from Azerbaijan, Armenia, Georgia and the Russian Federation have been working with the Council to agree a text which examines their shared histories. The Council has also supported a similar Black Sea Initiative. All of the materials produced have taken great care to remove polemical elements from respective histories and to emphasise the wider picture of social and economic developments as well as politics and conflict.

II. PRESENTATIONS

**Ms Tatiana Milko, Programme Officer, Council of Europe:
Co-operation between the Council of Europe and the Russian Federation
in the reform of history teaching in secondary schools**

Ms Milko began by setting out a context for the Council of Europe's involvement in history teaching in Russia. The end of the Soviet Union left history teachers with a curriculum which effectively became obsolete in a matter of days. There was a pressing need for new materials, new approaches

and a new kind of debate about the teaching of history. She believed that the key contribution which the Council of Europe made is in facilitating the exchange of ideas, allowing Russian and Western experts to exchange ideas and approaches.

The first discussions which took place centred on the reasons why history is taught at all. The conclusions reached suggested that, in order for history to be worthwhile, it must impart both historical knowledge and important information and critical thinking skills. Knowledge alone was simply not enough in the 21st century.

The next stage was to examine the issue of textbooks. What kind of books were needed and what would they cover? Experts from all over Europe shared their experiences of developing textbooks in different layouts and formats and approaches. Teaching approaches were also considered, with events such as the recreation of the Versailles Conference of 1919 by pupils which was held in Cambridge in 1997. Comparisons were made between textbooks from different traditions. This included an analysis of Japanese and Russian textbooks and how they covered each other. Participants in a seminar in Vladivostok were asked to consider how Russians and Japanese would like to be seen in their neighbour's history textbooks. The Japanese wanted Russian pupils to examine Japan's economic achievements. The Russians wanted Japanese pupils to know more about Russian cultural achievements.

Ms Milko then went on to look at the project to create a textbook for the Caucasus. In seminars involving the teams of authors, one major issue was the extent to which controversial issues should come up in schools. Many academic historians were unsure about this, but most teachers were keen for controversial issues to be explored. This was because many pupils developed views on important issues from sources such as home and family, or from media coverage. These views were often one dimensional and there emerged a clear need for pupils to become familiar with approaches which involved a thorough examination of key issues and developing a balanced approach to such issues which acknowledged that most issues have at least two perspectives and often have more. Pupils who study this way are more likely to look for compromise solutions to difficulties rather than resort to aggressive confrontation.

Another issue facing history teaching in Russia was that of qualifications for teachers. This manifested itself in formal ways involving courses, certificates etc. It also manifested itself in the methods and approaches used by different teachers. For example, a seminar in Volgograd (June 2000) raised the question of how history teachers can or should make use of material like oral history or introduce pupils to original primary sources.

The question of tolerance was fundamental to the Council's work in history teaching, but it is a difficult concept to define and teach. At the first seminar on "History teaching in secondary schools: teacher training and history textbooks" in Dombay (April 2001) within the framework of the present Joint Programme, this difficulty was explored. At that event, it was resolved to develop lesson plans and structures among working groups to explore ways in which tolerance might be woven into the fabric of history lessons.

The problems which the Council was helping to tackle in Russia were by no means unique to Russia. Cultural differences within the European Union were abundantly clear despite the fact that the borders no longer existed for EU citizens. European economic policies meant that political unity in Western Europe was very much a long term project, if it is to happen at all. The same kind of segregation was evident in the different education systems of teaching, assessing and certification. There are hopes for a common European curriculum with common teaching standards and certification, but it remains a distant prospect.

**Dr Ludmila Alexashkina, Institute of General and Secondary Education,
Russian Academy of Education, Moscow:**
**New concepts in history education in secondary schools in the Russian
Federation**

Dr Alexashkina began her presentation by emphasising the key position of history in Russian education in terms of its ability to develop human values. History is the means by which young people can understand actions and values and by implication the present day world around them. It provides the opportunities for young people to position themselves in the world and to understand their relationships with other people.

In making this laudable aim possible, the key factor was that pupils should engage in dialogue between past and present events and values and ideas. This implied a conceptual approach to history in which young people compared their own experiences and ideas with those of past societies. In the process, they would understand alien values and ideas and better understand the meaning and importance of their own values. All of this meant challenging new ideas in terms of teaching approaches and resources.

In Russian schools, the best way to achieve this was seen as studying the national history and then branching out into other areas of history, which might be defined by geography or by themes of history studied. Dr Alexashkina pointed out that some good textbooks and other resources were now becoming available to help teachers cope with these new demands. Many of the best materials were produced not at the federal level but at the regional level, with teachers involved in their development and format. Of course, there was more

to teaching approaches than textbooks. In terms of planning, the aim was that pupils should experience history which develops from the primary to the secondary phase, rather than repeating it. This might best be seen in terms of how the same period might be studied differently in different phases. A younger pupil might study one event purely in terms of a clash between two cultures. At a later stage, pupils could be introduced to the more complex reality that cultures commonly clashed and co-operated to different degrees at different times. The ways in which different peoples in the past co-operated is an area which is generally covered less extensively than it should be. It is also an area which provides tremendous opportunities to develop the human values of tolerance and understanding to which we aspire.

Dr Alexashkina felt that there were so many opportunities to study history in this way - a way which emphasises diversity, tolerance and co-operation as much as contest and conflict. One example was the Russian city. Studies of Russian cities could develop young people's understandings of the diversity and toleration which were the bedrock of Russian cities.

Another area which would be profitable for historical study is the history of ideas and beliefs. Clearly, the study of Christianity, Islam, Buddhism or the ideas of the French Revolution could be taught in terms of conflict and destruction. But, it would also be possible to teach pupils about the large amount of common ground which exists between these beliefs and ideas.

Finally, Dr Alexashkina pointed out the central role of the teacher in making sure that the potential for developing tolerance and understanding in history was not lost. It was vital that young people needed to actively engage with the work they were doing in history rather than experiencing the subject as passive recipients. Passive pupils brought their own views into the classroom and took them away unchanged unless they actively challenged their preconceptions. Activities which could achieve this challenging process would include pupils correlating different views, asking about or attempting to explain the differences between views, reaching their own judgment on an event. Dr Alexashkina cited an example in which pupils used several different sources on the Russian Civil War and came up with their own version.

Dr Alexashkina accepted that there were many problems with access to resources, teaching time and many other difficulties. However, the fundamental importance of involving pupils remains. Active, involved pupils will develop the young people of tomorrow who will be able to interact with their peers, and this will be a vital step towards their ability to understand and show tolerance towards other pupils and indeed other peoples.

Dr Alim Tetuev, Deputy Minister of Education and Science of the Republic of Kabardino-Balkarya:

How history teaching in the regional context can help to strengthen reconciliation and promote tolerance in present day society

Dr Tetuev's aim was to focus on the experience of teaching history in Kabardino-Balkarya. He explained that there were many elements in the Republic's education system and that their aim was to provide a multi level system which would guide young people through the early stages of their lives. The government was working at several levels to ensure a system which benefited the people of Kabardino-Balkarya but also would equate with standards and practice in the Russian Federation. It was also central that education in the Republic was designed to develop the human qualities which were enshrined in the federal model as a means to develop tolerance and mutual understanding.

In this context, it was a main aim that educational institutions in Kabardino-Balkarya should embrace and develop regional and cultural identity but place that identity in the context of the Republic's position in the wider world.

Dr Tetuev believed that the history teacher was central to this aim and the government was trying hard to help history teachers. As well as in-service training, there were projects to develop pupil friendly textbooks. There was no doubt that much had to be done. Textbooks still needed improving and there was much work to be done on deciding on the balance between regional, local, federal and international history.

Dr Tetuev then turned to the specifics of history teaching and its aims. On the point of methodology, Dr Tetuev agreed with the views of Dr Alexashkina in stressing that lessons must be interesting, active and engaging. He argued that, while history teaching could imbue young people with the values common to humanity, it must also show how the region or locality helped to create at least part of those values. Thus, the Caucasus could demonstrate its contribution to human values through such features as the strength of family networks, fostering or the tradition of blood brothers. In short, history must examine multiple perspectives, but must do so rigorously. It was not acceptable to study Red and White terror in the Russian Civil War and ask which was worse. The purpose of such an activity is to examine how and why terror on any side is unacceptable.

Thus, while regional history teaching was designed to assert and reinforce local and regional cultural identity, the purpose of this was to give young people a strong sense of self which was positive and not at the expense of any others. With such self-confidence, the young people of the region would be able to embrace diversity, democracy and a position in the wider world without being overwhelmed by the wider world.

Mr Ben Walsh, Head of the Historical Association Secondary Education Committee, United Kingdom

Teaching history in present day secondary schools for reconciliation, mutual understanding and tolerance: the example of the United Kingdom

Mr Walsh began with a brief outline of the challenges facing history teachers in the United Kingdom. The United Kingdom was itself a form of federation, consisting of English, Welsh, Scottish and Irish peoples. All the component parts of the United Kingdom faced the same broad problems, with differing degrees of emphasis between them. Throughout its history, the United Kingdom has been a multicultural entity, whether as a result of ancient or medieval migrations, or the influx of peoples as a result of British imperialism, particularly in the 19th Century. Today, the main immigrant communities are Afro-Caribbean, Chinese, Indian, Pakistani and Bangladeshi, although many more groups are represented, especially in the major cities.

Mr Walsh then went on to outline how history educators have tried to address the issues which multicultural societies faced in the United Kingdom. The approaches and ideas he outlined referred primarily to the curriculum and its implementation in England. However, broadly similar approaches were being used in Scotland, Wales and Northern Ireland.

For the last 25 years, a number of concerns have taxed history educators generally in the United Kingdom. The continuing terrorist conflict in Northern Ireland showed the dangers of a lack of tolerance and mutual understanding. There was evidence that many immigrants and particularly descendants of immigrants felt marginalised in British society. History in schools was only one of many respects in which they felt themselves to be invisible citizens. The entry of Britain into the European Economic Community created a concern in some quarters that Britain's unique identity might somehow be compromised. At the educational level, there was an increasing amount of research into how pupils learnt in all subject areas, including history. Research into pupil attitudes suggested that they quite liked history, but had no idea why it was relevant or important to them. Many expressed a greater interest in modern history than in earlier periods.

In response to these concerns, new resources, new courses and eventually a whole new curriculum should be developed. There were certain fundamental questions and issues which needed addressing.

- What constituted a suitably broad and balanced programme of study for a history curriculum and on what criteria should that decision be based?
- To what extent should history in schools acknowledge the fact that, at the academic level, the study of history is as much a process as it is a body of knowledge? Traditional models of teaching history had always involved

imparting a body of knowledge to pupils. Should pupils now study what the historians say AND also consider how the historians reached those conclusions?

- To what extent could the previous two issues be used to help history teachers to improve mutual respect and understanding within and between different groups, societies and states?

The new curriculum provided teachers with a framework within which they could select the historical topics they would teach, assuming that there was a rationale for this selection and that the rationale was at least partly based on developing tolerance and mutual understanding.

As the curriculum developed, it was clear that the question of mutual understanding and toleration was a major challenge. Research and experience identified a number of factors which affected pupils' views. The key factor was pupils' 'prior knowledge' which was often based on selective, partial views gleaned from the media, or from cultural influences and which were often imbued with stereotypical or prejudiced overtones. Another issue was the fact that the need for greater toleration raised the need to teach areas which were new for many teachers, and they lacked the necessary resources. Teachers also lacked experience in bringing historiographical debate into the classroom for younger pupils.

Mr Walsh believed that the most deadly manifestation of the phenomenon of prior 'knowledge' in the United Kingdom was in Northern Ireland. People from the two traditions, Nationalist/ Catholic and Unionist/ Protestant often claimed a detailed knowledge of their heritage. Each side claims to have possession of 'the true story of the conflict'. In practice, their knowledge is not untrue but it is often a purely selective knowledge – it is incomplete. This selectiveness is devastating. It helps to prolong conflict in that it:

- focuses on victories of one tradition over the other;
- concentrates at the same time on actions by the other tradition in such a way as to claim an exclusive victimhood in the conflict;
- supports a current political position by rooting claims in the distant past thereby making meaningful dialogue even more difficult;
- focuses on conflict whilst ignoring the fact that the vast majority of the history of Northern Ireland consisted of peaceful coexistence and even cooperation;
- discourages any study of the other tradition, which in turn promotes and fosters the growth of pernicious stereotypes;
- is regularly cited by illegal paramilitary activists in both traditions as a prime factor in their decision to join paramilitary organisations.

In terms of responses to such challenges, teachers in the United Kingdom had developed a number of approaches. The first was planning their work based around key questions. This meant that, instead of seeing an historical topic in terms of a body of knowledge to be delivered or learned, historical topics were seen as enquiries or investigations. This encouraged young people to work in a way which focused on evidence, which assessed differing interpretations and which was judgmental in an academic sense rather than a political or polemical sense. Thus, history teachers in the United Kingdom were using questions like 'Why do historians disagree about who caused the Cold War?' rather than 'Who caused the Cold War?' In the latter question, young people inevitably attach blame. In the former question, the onus is on the historical method, and hopefully pupils see that the Cold War is a result of poor communication and suspicion which better mutual understanding might have moderated, if not avoided altogether.

Another approach being used widely was the study of key individuals who are icon figures in British or world history. The aim here was not to discredit heroes and heroines in pupils' minds. The aim was to encourage pupils to see a more complete view of history. For instance, British pupils often study Winston Churchill and see his warmth and humanity, the love his people had for him but also his ability to take ruthless and brutal decisions. The key outcome here was young people's understanding of the complexities of the role of leader. Other approaches which had borne fruit were studies of individuals not generally thought of as key individuals. Examples would include pioneering doctors or scientists such as Marie Curie.

This approach connects to a third strategy which has proved successful and popular in British schools, the study of ordinary people. At the university level, experts were generally adopting a more holistic approach to history, and teachers in schools were trying to follow suit. Studying the lives, working conditions, living conditions, beliefs, pastimes and experiences of ordinary people was also an excellent way to help pupils develop an empathy with other humans. Such studies demonstrated that, for all the wars and conflicts between nations or groups, co-operation in the form of trade was almost always a more consistent and important factor in the lives of the majority.

Mr Walsh concluded with a number of activities using visual images which demonstrated the need to encourage pupils to see the full complexity of the historical record rather than a partial view which could foster negative stereotypes based on selective uses of factual evidence. He concluded that there was some way to go for United Kingdom teachers, but they were working to ensure that history teaching should be part of the solution rather than part of the problem.

**Ms Cristina Del Moral, Cervantes Institute, Spain:
Teaching history in present day secondary schools for reconciliation,
mutual understanding and tolerance: the example of Spain**

Ms Del Moral began by pointing out that the transition from dictatorship to democracy in Spain affected the ways in which the history of the country was taught. The main areas of controversy represent the directions which Spain itself has moved in. Traditional views of history reflected the insular, Catholic and authoritarian tradition. Today, there is a move towards interpretations which stress a democratic, outward looking approach which stresses the role in Spain's history of its regions as much as the central authority.

Ms Del Moral then pointed out that a number of core historical issues still remain as controversial subjects in the country. These are:

- The relative contribution to the development of Spanish culture and identity of different peoples from cultures and backgrounds other than the Castillian 'central' authority;
- The integration of local histories in the common history of Spain;
- The Spanish Civil War;
- The position of Spain as a part of the European Union.

Ms Del Moral then went on to describe how new curriculum regulations were implemented by Spain's Ministry of Education in 1991. She paid particular attention to the ways in which the curriculum emphasised how history could develop tolerance, democracy, respect for diversity, multiculturalism, equality of opportunities between people of different sex and race.

The curriculum went through many revisions and changes in design and structure. This was partly in order to make the best use of developing understandings of the ways in which history complemented and was complemented by other subject areas. Art history was one such subject, but the most significant area was the relationship between history and the social sciences and geography. This was because a chronological study of historical facts in which only the history of great characters, facts, treaties and battles would be included was inadequate. There needed to be study of the history of the change of mentalities, of people, of women, of minorities and of ordinary life.

Ms Del Moral then went on to examine the teaching methods used in the Spanish history curriculum. She described a number of core principles which underpin the teaching of history. She defined these as:

- Participating teaching: without avoiding the traditional history, Spanish teachers try to find ways that capture the imagination of students using historical biography, colourful historical narrative and participation in class such as: discussion, working groups, analysis of maps, data collection of oral history, viewing and commentary of slides and short trips to places of artistic interest and historical signification, all these actions make History come out of books and out of narration and they become part of an alive reality which the pupils are making along with their participation and their ideas.
- Meaningful teaching: teachers try to relate their lessons to the surroundings and the previous ideas of the pupils. We live immersed in day by day history, history which comes up in the papers, it is shown on buildings and streets of our cities and in the organisation of our countryside and fields and it is well preserved in our family memories which live with our students. The history teachers try to include this reality in their teaching and take the history to the student's life, and even more to make this life enter the four walls of the classroom.
- Inter-disciplinary teaching: everyday, the subjects, which traditionally belonged to sciences and letters, are more and more erasing their borders and they interact between themselves. History teachers cannot conceive history lessons without taking into account statistics; art mixes itself with urbanism and the latter with geometry. From the lowest to the higher levels, the union of subjects makes the teaching of all of them more interesting and, besides, easier for the students.

Such approaches can bring pupils into using a wide range of source material in sophisticated ways. Examples of some source material include:

- The narration of every day life; for this purpose, pictures and photographs are used as resources in many secondary schools;
- The use of oral sources;
- The history of those people who have been until now "the silent protagonist of History": women, workers and peasants;
- People who disappeared from Official Spain during many years, the ones who chose exile more than living under totalitarian regimes and the Franco dictatorship, are also considered when the contribution of intellectuals and artists to these periods of Spanish history is reported;

- All Spanish historical periods are illustrated with the monuments and the iconography of their time. Pupils can be aware of the changes produced during the different periods looking at the different monuments from the times and comparing them with the way of life and the ideology of the different moments.

Teachers also use a range of methods in terms of the positioning of events in Spain in relation to world events. Many teachers use synchronic approaches, to help explain to pupils that developments such as Franco's dictatorship ran synchronically with other Fascist movements. They also teach controversial issues like Franco and the Civil War. This approach sees pupils examining developments unfolding through documents which provide different perspectives of the same events.

Ms Del Moral believed that these approaches have helped to make history a vibrant and dynamic subject, with some evidence that Spanish pupils are more motivated by history than elsewhere in Europe. Nevertheless, there have undoubtedly been some problems. There has been a rising complaint that young people in Spain are losing a sense of identity because of the way history is taught in schools. Some regional histories have been especially heavily criticised for this alleged decline. The freedom of teachers to choose the history they teach is seen by some critics as too great. Another concern is that the selection of the history studied is driven by the commercial requirements of publishers rather than the educational aims of teachers. In short, publishers are seen as having too much power and influence.

These concerns have resulted in changes to the Spanish history curriculum:

- The curriculum will be more closed;
- More hours of History teaching in secondary school will be introduced;
- Teachers will be encouraged to insist more on the chronological view of history;
- Certain issues will be compulsory in all the regions;
- More importance will be given to a general history and less to contemporary history;
- The chronological approach will be reinforced.

Ms Del Moral concluded by referring to the tragic events in the USA on 11 September 2001. She argued that, as a result of it, we, history teachers, must all be more and more involved in giving a view of the past and a hope for the future in a world where:

- The difference between war and peace has disappeared;
- The difference between civil and military is hard to find;
- The hopes of endless progress, which have maintained our civilisation since the 18th Century, is no longer right;
- The effect of propaganda is determinant;
- And even the difference between what is good and what is bad is often mixed;
- In the light of the big shock we have lived, the study of societies in the past becomes more and more important.

She argued that we must reorder the reality of our curriculum around a core of history and geography with history providing the perspective for considered judgment and geography confronting students with the hard realities that shape so many political, economical and social decisions. Around this core of history and geography, students should be introduced to the added perspectives offered by economics, psychology, sociology, anthropology and political science.

Ms Del Moral also called for us to pay attention to world studies, especially to the realistic and unsentimental study of other nations.

History studied in this way should contribute to human development in the following three ways.

- The cognitive aspect: Learning about the variety and the complexity of human history has a great potential for taking young people beyond dogmatism and absolutism. Knowing about others, their ways of life and the solutions they gave to the same problems help pupils to get away from fanaticism and prejudice;
- The ethical-social aspect: The consciousness of belonging to a common humanity, to the same planet, implies individual and collective responsibilities of which young people must be aware;
- The operational aspect: History has to teach young people to avoid two opposite extremes. Under-estimating their strengths and possibilities and, therefore, being led to pessimism, apathy and passivity and to renouncing

any form of action and over-estimating their strengths by which, in their ignorance of the principal and physical reality or economic conditions and the conditions of the social and political environment, they have attempted to escape into an unproductive and sterile utopia, into vague impulses and even recourse to violence and revolution.

Every attitude of rivalry and war must be substituted for an attitude of peace because, only by gathering together resources and spiritual and material riches, will humanity be able to solve current problems that require a common effort.

III. WORKING GROUP SESSIONS

After the plenary session and presentations, the seminar divided into working groups. There were two working groups which met in the afternoon of Friday 5 October and the morning of Saturday 6 October. The working groups both considered the following questions.

- 1) What are the aims of teaching history in secondary schools in the 21st Century?
- 2) What human values should be taught through history teaching in present day secondary schools?
- 3) How can history teaching strengthen reconciliation in present day society?
Please, give concrete examples of themes from regional, national and world history which can be used while teaching history in secondary schools to stress the importance of reconciliation in the society.
- 4) How can tolerance be taught through history in present day secondary schools? Please, prepare a plan of a lesson on tolerance with examples from regional, national or world history.
- 5) What themes from the history of the North Caucasus can be used as examples of mutual understanding and co-operation among peoples of this region?

Both groups spent considerable time discussing all of the questions and many views were considered. On the afternoon of Saturday 6 October, the conclusions of each group were presented in a final plenary session. The findings and conclusions of the groups emerged as follows.

Question 1: What are the aims of teaching history in secondary schools in the 21st century?

There was a good deal of agreement that one of the main aims of teaching history in secondary school should be to develop human values, specifically mutual understanding and tolerance. This implied some rethinking in terms of how courses were constructed and taught. The old aims of accumulating knowledge which was to be tested would not help develop the values aspired to. Young people had to see themselves not just as citizens of the Russian Federation but as citizens of the world. At the same time, history could play a much needed role in the preservation of local traditions and regional identities against the onrush of external cultural, economic and political influence. Examples of the histories to be taught needed to draw on a range of modern and ancient history in order to preserve traditions without being enslaved by them. History teaching should also emphasise the best of the values and experiences associated with the main religions of the region and their respective interactions. All participants agreed that there was a pressing need for good textbooks and resources to help them achieve their aims. They hoped that the Council of Europe might be able to help with the development of such resources. They also felt that an association of history teachers similar to those in Spain and the United Kingdom could be of great value in developing resources and spreading good practice and ideas.

Question 2: What human values should be taught through history teaching in present day secondary schools?

In many respects, both groups found that they addressed many of the issues relating to this question in question 1. When trying to pin down their statements in terms of values, there seemed to be values which could be defined at two levels. At one level, all participants subscribed to the notion that history should help to preserve national values and characteristics. These values should be set within the wider framework of values espoused by the United Nations Declaration on Human Rights. At the educational level, this meant educating pupils in such a way as to develop tolerance at the level of the individual and at the corporate level, whether that be between families, cities, religious groups, nations etc.

Question 3: How can history teaching strengthen reconciliation in present day society?

Many participants saw the possibilities in terms of how Spain's experience in teaching about the Civil War could be used to develop tolerance and mutual understanding in pupils. In a similar vein, the notion of taking on board the complexity of history so that pupils do not look for simplistic answers was also seen as a viable option. One group suggested ways in which the folklore of different regions could be compared to seek out both similarities and

differences between peoples. Some other examples were suggested as core themes which could be used to develop an understanding of the history of the region which would promote understanding and tolerance. These suggestions included: the region in World War 1 and/or 2; the Caucasian War (looking at the complete story of migration, settlement, cultural and economic interchange as well as conflict); cultural history, including such topics as the culture of local Jews; the history of the Kazhaks; pupils studying their own family history.

Question 4: How can tolerance be taught through history in present day secondary schools?

It was agreed generally that, in some ways, tolerance was a value which could only be learnt rather than taught. This meant that pupils, if they were to learn tolerance, would have to be active and engaged in their history studies. A number of imaginative studies and approaches were suggested. One leading suggestion was a study marking the 80th anniversary of the Republic of Kabardino-Balkarya, with an emphasis on its achievement of the peaceful co-existence of over 100 nations. There was no shortage of other ideas. These included: studies of the roots of present day situations; depth studies of particular localities; pupils accessing original archive sources and artefacts and examining how experts draw inferences and conclusions from them; analysing the appearance, construction, history and intent of monuments; studies of democratic movements at various times. Despite the range of excellent ideas, one concern remained for all the participants. They felt that time being allocated to history in the curriculum was being squeezed at the expense of other areas, particularly science and technology.

Question 5: What themes from the history of the North Caucasus can be used as examples of mutual understanding and co-operation among peoples of this region?

This question generated a similar list of ideas to those in the previous question and there was clearly the potential for a lot of overlap in these historical studies. Possible topics from the North Caucasus for study included: democratic relationships in the North Caucasus; Pushkin and Tolstoy on the north Caucasus; local studies of experiences during the world wars; the etiquette of the highland areas; family connections between Caucasian peoples; common Caucasian values. It was agreed that there were many other topics and themes which could be explored with more time.

IV. CONCLUDING COMMENTS

After the presentation of the findings of the working groups the representatives of the Government of Kabardino-Balkarya and the representatives of the Council of Europe made their concluding remarks. Overall, they agreed that the seminar had been a stimulating and worthwhile event. They also agreed that two major areas were ready for development. The possibility of developing suitable resources for the region was something which the Council of Europe would examine in due course. The other area was the tremendous benefits which had come from teachers gathering and sharing ideas and resources. This was clearly something which would be beneficial if it could be more regular and structured. The Council of Europe would look into this possibility as well, while the teachers of the region would look at the possibilities of a history teachers' association to continue the development of ideas and resources to promote mutual understanding and tolerance through history teaching.

APPENDIX I

PROGRAMME OF THE SEMINAR

Thursday 4 October 2001

Arrival of the participants

Friday 5 October 2001

09.30 - 11.00 **Plenary Session**

Chair: Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya

Opening of the Seminar by:

- i. Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya;
- ii. Mr Efim GELMAN, Deputy Head of the Department responsible for the restoration of the education system in the Republic of Chechnya in the Ministry of Education of the Russian Federation;
- iii. Ms Alison CARDWELL, Administrator, Council of Europe;
- iv. Mr Mikhail BALKIZOV, Minister of Education and Science of the Republic of Kabardino-Balkarya.

Presentation on "Co-operation between the Council of Europe and the Russian Federation in the reform of history teaching in secondary schools" by Ms Tatiana MILKO, Programme Officer, Council of Europe.

11.00 - 11.30 Break

11.30 - 13.00

Plenary Session

Chair: Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya

Presentation on “New concepts in history education in secondary schools in the Russian Federation”, Dr Ludmila ALEXASHKINA, Institute of General and Secondary Education, Russian Academy of Education, Moscow.

Presentation on “How history teaching in the regional context can help to strengthen reconciliation and promote tolerance in present-day society”, Dr Alim TETUEV, Deputy Minister of Education and Science, the Republic of Kabardino-Balkarya.

13.00 - 14.30

Lunch

14.30 - 16.00

Plenary Session

Chair: Dr Alim TETUEV, Deputy Minister of Education and Science, the Republic of Kabardino-Balkarya.

Presentation on “Teaching history in present-day secondary schools for reconciliation, mutual understanding and tolerance: the example of the United Kingdom”, Mr Benedict WALSH, Head of the Historical Association Education Committee, United Kingdom.

Presentation on “How history teaching can help to strengthen reconciliation and to promote tolerance in present-day society: the example of Spain”, by Ms Cristina DEL MORAL, Cervantes Institute, Spain.

Discussions with all the participants.

16.00 – 16.30

Break

16.30 – 18.00

Working group Session

Working group N°1

Chair: Dr Alim TETUEV, Deputy Minister of Education and Science, the Republic of Kabardino-Balkarya

Rapporteur: Dr Valeiy PSHEMURZOV, the State University of Kabardino-Balkarya, Nalchik

Resource person: Mr Benedict WALSH, United Kingdom

Working group N°2

Chair: Professor Khazbulat DZAMIKHOV, the State University of Kabardino-Balkarya, Nalchik

Rapporteur: Dr Sufian GEMUHOV, Director of the Institute of Initial and In-service Teacher Training, Nalchik

Resource person: Ms Cristina DEL MORAL, Spain

20.00

Official dinner

Saturday 6 October 2001

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

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.

17.00 – 18.30

Plenary Session

Chair: Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya

- 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. Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya;
- ii. Ms Alison CARDWELL, Administrator, Council of Europe;
- iii. Mr Efim GELMAN, Deputy Head of the Department responsible for the restoration of the education system in the Republic of Chechnya in the Ministry of Education of the Russian Federation;
- iv. Dr Alim TETUEV, Deputy Minister of Education and Science of the Republic of Kabardino-Balkarya.

19.30

Dinner

Sunday 7 October 2001

Departure of the participants

APPENDIX II

LIST OF PARTICIPANTS

GENERAL RAPPORTEUR

Mr Benedict WALSH, Head of the Historical Association Education Committee, 16 Osborne Crescent, GB – STAFFORD ST17 0AD

Tel: + 44 1785 257 950

E-mail: bwalsh@ms.webfactory.co.uk

SPEAKERS

Dr Ludmila ALEXASHKINA, Head of the Laboratory of History, Institute of General and Secondary Education, Russian Academy of Education, 8, Pogodinskaya pl., 199005 MOSCOW, Russian Federation

Fax: + 7 095 246 21 11

Dr Alim TETUEV, First Deputy Minister of Education and Science of Kabardino-Balkaria, 27, Lenin pr. 360028 NALCHIK, Russian Federation

Tel: + 7 866 22 7 23 72

Fax: + 7 866 22 7 23 46

Ms Cristina DEL MORAL, Cervantes Institute, Palacio de la Trinidad, C) Francisco Silvela 82 E - 28028 MADRID, Spain

Tel: + 3491 436 76 71

Fax: + 3491 355 47 21

E-mail: cdmoral@cervantes.es

MOSCOW

Mr Efim GELMAN, Deputy Head of the Department responsible for the restoration of the education system in the Republic of Chechnya in the Ministry of Education of the Russian Federation

THE REPUBLIC OF ADIGEYA

Mr Kzbek HALASHTTE, the State Institute of In-service Teacher Training

Mr Ruslan HANAHU, History teacher, School N° 5, Maikop

THE REPUBLIC OF DAGESTAN

Ms Veronika EROKHINA, Leading Specialist, Ministry of Education of the Republic of Dagestan

Mr Nikolay AGAFONCHKIN, History teacher, Pilot school in Kyzliar

THE REPUBLIC OF KALMYKIYA

Ms Nina BADMINOVA, Head of the Department of the General Education,
Ministry of Education

Ms Svetlana OKUEVA, History teacher School N° 2, Yashkul region

THE REPUBLIC OF CHECHNYA

Ms Galina SERDUKOVA, History teacher, School N° 1, Naurskaya

Ms Raisa KANTAEVA, History teacher School N° 6, Achkhoy-Martan

THE REPUBLIC OF INGOUSHETIYA

Mr Sultan SHADIEV, History teacher, School N° 10, Nazran

Ms Roza BATALOVA, History teacher

KRASNODAR REGION

Ms Alla GALKYNA, Leading Specialist, Education Department,
Administration of Krasnodar Region

Ms Larisa LATKYNA, Deputy Director, Gymnasium N° 88, Krasnodar

ROSTOV ON DON REGION

Ms Olga VERYASKINA, Professor, the State Institute of In-service Teacher
Training

Ms Valentina GUGUEVA, Deputy Head, Education Department, Kamensk-
Shahtinsk

STAVROPOUL REGION

Mr Vladimir POKASOV, Head of the Chair, the State Institute of In-service
Teacher Training

Ms Ludmila GOROVENKO, History teacher, Lyceum “Ecos”,
Novoalexandrovsk

Dr Alexei KRUGOV, Head of the International Department, the State
Stavropol University

THE REPUBLIC OF KARACHAEVO CHERKESSIYA

Ms Galina CHASHEVA, History teacher School N° 2, Cherkessk

Mr Ruslan BAIRAMUKOV, Head master, Evening school, Malokarachaeovsky region

THE REPUBLIK OF NORTH OSETIYA-ALANYIA

Mr Ruslan BZAROV, the North Osetiya-Alanyia State University

Mr Igor KATSYEV, the State Institute of In-service Teacher Training

THE REPUBLIC OF KABARDINO – BALKARIYA

Mr Hauty SOHROKOV, Deputy Head of the Government of the Republic of Kabardino-Balkarya

Mr Mikhail BALKIZOV, Minister of Education and Science of the Republic of Kabardino-Balkarya

NALCHIK

Dr Sufian GEMUHOV, Director of the Institute of Initial and In-service Teacher Training, Nalchik

Professor Khazbulat DZAMIKHOV, the State University of Kabardino-Balkarya, Nalchik

Ms Natalia CHEPRAKOVA, the State University of Kabardino-Balkarya, Nalchik

Dr Marina TEKUEVA, the State University of Kabardino-Balkarya, Nalchik

Mr V.M. ATALIKOV, Head of the Chair, the State Institute of In-service Teacher Training

Ms M.M. KARDANOVA, Head of the Chair, the State Institute of In-service Teacher Training

Ms A.A. MARUSHEVA, the State Institute of In-service Teacher Training

Mr V.V. VLASENKO, the State Institute of In-service Teacher Training

Mr B.H. BGAJNOKOV, the State Institute of In-service Teacher Training

Ms E.G. BITOVA, the State Institute of In-service Teacher Training

Ms Z.J. EMYSHEVA, History teacher, School N° 1

Ms F.H. KARAMYSHEVA, History teacher, School N° 1

Mr N.A. KIM, History teacher, School N° 2

Ms M.Z. LYHOVA, History teacher, School N° 2

Mr A.A. KOLCHIN, History teacher, School N° 2

Ms B.K. SADYKOVA, History teacher, School N° 2

Ms L.A. PLUJNYKOVA, History teacher, School N° 3

Ms L.I. RUDENKO, History teacher, School N° 3

Ms M.I. KARDANOVA, History teacher, School N° 4

Mr N.N. BELOUSOV, History teacher, School N° 5

Ms B.V. RAZDAIBEDA, History teacher, School N° 5

Mr V.N. TARASOV, History teacher, School N° 5

Ms R.V. POLOVYNKINA, History teacher, School N° 6

Mr A.M. TETUEV, History teacher, School N° 6

L.N. DYMITROVA, History teacher, School N° 7

Ms N.N. CHEPRAKOVA, History teacher, School N° 9

Mr V.H. DYKUN, History teacher, School N° 9

Ms D.M. APAJEVA, History teacher, School N° 9

Ms A.I. SEMYNA, History teacher, School N° 11

Ms G.A. BAZYEVA, History teacher, School N° 12

Ms R.A. NASTUEVA, History teacher, School N° 12

Ms R.N. SHORTANOVA, History teacher, School N° 14

Ms R.B. IONOVA, History teacher, School N° 15

Ms M.M. ALAKAEVA, History teacher, School N° 17

Mr A.A. TEKUEV, History teacher, School N° 18

Ms R.N. ATTAEVA, History teacher, School N° 19

Ms J. A. DYSHEKOVA, History teacher, School N° 20

Ms E.A. SHOGENOVA, History teacher, School N° 20

Mr L.I.KYM, History teacher, School N° 21

Ms F.I. ATABYEVA, History teacher, School N° 22

Mr A.S. BAKYEV, History teacher, School N° 23

Ms E.S. ORKVASOVA, History teacher, School N° 24

Ms T.N. NOJEVA, History teacher, School N° 25

Ms A.E. SHAVAEVA, History teacher, School N° 26

Ms E.A. SHABAEVA, History teacher, School N° 27

Ms S.A. ASHYNOVA, History teacher, School N° 27

Ms F.M. SHAGAPSOEVA, History teacher, School N° 29

Ms E.P. SVYRIDENKO, History teacher, School N° 29

Mr M.J. KUOMYSHOV, History teacher, Transport Lyceum

Mr Z.S. SUONSHEV, Director, Vocational school N° 4

BAKSAN REGION

Ms O.U. APSHEVA, Regional Education department

Ms E.G. LYSENKO, History teacher, School N° 3

Ms G.I. MASLOVA, History teacher, School N° 4

Ms A.H. DUGULUBOVA, History teacher, School N° 5

Ms Z.I. MARSHENKULOVA, History teacher, School N° 6

Mr A.V. AFAUNOV, Head Master, School N° 4

Ms S.D. BERBEKOVA, History teacher, School N° 1

UORVANSKYI REGION

Ms H.H. SHEBZUKHOVA, History teacher, School N° 2, Nartkala

Ms D.J. SHYDOVA, History teacher, School N° 2, Nartkala

Mr Z.T. MYSOSTISHKOV, History teacher, School N° 5, Nartkala

Mr V.H. NAGOEV, History teacher, Uorvan

Ms L.O. GOOVA, History teacher, School N° 3, Argudan

Ms A.D. BAKSANOKOVA, History teacher, School N° 1, Argudan

Ms D.J. OHOVA, History teacher, Nyjnyi Cherek

ZOLSKYI REGION

Ms T.I. MAHOSHEVA, Inspector, Regional Education Department

Ms F.T. MYDOVA, History teacher, School N° 2, Malka

Mr A.A. VOROKOV, History teacher, School N° 3, Malka

Ms I.T. SHANUKOVA, History teacher, School N° 1, Malka

Mr H.H. BAGOV, History teacher, School N° 1, Kamennomost

Ms T.I. KASHEJEVA, History teacher, School N° 3, Sarmakovo

Ms F.A. MAHOVA, History teacher, School N° 1, Sarmakovo

Mr M.I. KOTSEV, History teacher, School N° 1, Sarmakovo

CHEREK REGION

Mr R.H. BOZYEV, Inspector, Regional Education Department

Ms N.L. TEMYRKANOVA, History teacher, Zaragyj

Ms M.L. KARDANOVA, History teacher, Aushyger

Mr R.N. ASANOV, History teacher, School N° 1, Balkaryia

Ms H.H. Zammoeva, History teacher, School N° 1, Kashkatau

Mr A.K. MAGREPOV, History teacher, School N° 1, Kashkatau

Ms E.I. HULAMHANOVA, History teacher, School N° 1, Kashkatau

TERSKYI REGION

Ms S.S. UVYJEVA, History teacher, Aryk

Ms Z.A. HAMKOGOVA, History teacher, School N° 1, Terek

Mr G.I. FOMYN, History teacher, Deiskoe

Ms S.H. AGYROVA, History teacher, School N° 2

Mr A.R. GOUCHKOV, History teacher, Terekskoe

PROHLADNYI REGION

Ms L.I. SUONSHEVA, Inspector, Regional Education Department

Ms L.I. KONOSHENKOVA, Inspector, Regional Education Department

Ms A.A. ROMANENKO, History teacher, Proletarskoe

Mr M.D. EMYSHEV, History teacher, Karagach

Ms E.R. ERMANGOUK, History teacher, School N° 2

Ms Z.I. ROULEVA, History teacher, Yantarnoe

MAYSKYI REGION

Ms L.R. BUJINA, History teacher, Kotliarevskaya

Ms R.O. IVANOVA, History teacher, School N° 3, Mayskyi

CHEGEMSKYI REGION

Ms I.H. SHORTAEVA, Inspector, Regional Education Department

Ms Z.A. SOBLYROVA, History teacher, School N° 1, Shalushka

Ms M.D. SABLYROVA, History teacher, School N° 2, Shalushka

Ms Z.I. TEMMOEVA, History teacher, Yanikoi

Ms Z.A. TASHUEVA, History teacher, School N° 4, Chegem

Mr A.I. GUOKEPSHOKOV, History teacher, School N° 1, Chegem

Ms F.I. DASHYKOVA, Vocational school N° 4, Chegem

ELBROUS REGION

Ms F.M. CHEBELOVA, Inspector, Regional Education Department

Ms L.S. HOUTUEVA, History teacher, School N° 3, Tyrniauz

Ms F.I. GEKYEVA, History teacher, School N° 5, Tyrniauz

Ms I.T. BARAGOUNOVA, History teacher, School N° 3, Tyrniauz

Ms EFENDYEVA, History teacher, Kendelen

COUNCIL OF EUROPE

Ms Alison CARDWELL

Administrator

Education Policies and European Dimension Division

Directorate IV, Education, Culture and Heritage, Youth and Sport

Tel: + 333 88 41 26 17

Fax: + 333 88 41 27 50/56

Ms Tatiana MILKO

Programme Officer

Education Policies and European Dimension Division

Directorate IV, Education, Culture and Heritage, Youth and Sport

Tel: + 333 88 41 36 97

Fax: +333 88 41 27 50/56

