

Council of Europe
intergovernmental project on

SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES



▶ EVALUATION REPORT
OF THE DISSEMINATION
PHASE OF THE PROJECT 2014-2015

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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Cover design and layout:
Documents and Publications
Production Department (SPDP),
Council of Europe

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Printed at the Council of Europe

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About the project

The Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, launched by the Steering Committee for Educational Policy and Practice (CDPPE) at the conference in the European Wergeland Centre in Norway in 2010, was completed in 2014.

■ The project addressed three main concerns. Firstly, it was necessary to raise awareness of the common historical heritage of the member states. In its texts, and more specifically in Article 1, the European Cultural Convention¹ of 1954 affirms that the signatory states are to promote a shared knowledge of their national history and also to be committed to raising awareness of their common historical heritage. Secondly, there was a need to contribute, through a better understanding of historical interactions and convergences of all kinds, to conflict prevention and support for processes of reconciliation. Thirdly, to put into action the Council of Europe Committee of Ministers' and Parliamentary Assembly's recommendations on history teaching.

■ Taking this into consideration, the following objectives were set for the project: to reveal the chief interactions and convergences which have characterised the development of Europe as a spatial entity and created the conditions for European construction; to produce definite proposals for strategies and methods promoting awareness and knowledge of these dimensions of European history, particularly in the context of history courses; and to define the content and also the skills essential to a sound understanding of common trends in European history within a global context.

■ The project has been implemented by bringing together historians, curriculum designers, authors of teaching materials, history teacher trainers, practising teachers, museum specialists and representatives of non-governmental organisations (NGOs). It did not aim to tackle the subject exhaustively rather, it was limited to a number of well-defined specific themes. Each theme has the potential of being relevant to a maximum number of member states, is already well documented and, clearly, presents opportunities for demonstrating interaction, convergences and common transformations – or shared histories. The chosen themes are: “The impact of the Industrial Revolution”; “The development of education”; “Human rights as reflected in the history of art”; and “Europe and the world”.

■ The main outcome of the project is an interactive e-book aimed at teacher trainers, teachers in training, practising teachers and their pupils. The e-book contains examples of teaching materials relating to significant historical examples of interactions and convergences within Europe, along with strategies, methods and teaching techniques directed towards gaining a fuller awareness of these interactions and convergences. These materials have been developed within the framework of an active methodology and teaching approach, multiperspectivity and a focus on the acquisition of identified key skills.

■ The results of the project were introduced at the Final Conference on *Shared histories for a Europe without dividing lines*, which took place at Vienna University in April 2014, and was organised in the framework of the Austrian chairmanship of the Committee of Ministers of the Council of Europe.

■ The current publication reports on the results of the dissemination phase of the *Shared histories* inter-governmental project, and presents an analysis of the results achieved within the dissemination period, as well as the lessons learned and ways forward.

■ It was compiled by Ms Luisa de Bivar Black, History Education Expert of the Council of Europe.

■ The implementation of the *Shared histories* project, including its main outcomes, an interactive e-book and the dissemination phase, would not have been possible without the generous financial support of the Norwegian Ministry of Education and Research.

1. www.coe.int/en/web/conventions/full-list/-/conventions/treaty/018.

Sharing *Shared histories* for a Europe without dividing lines

Dissemination focus

■ The e-book *Shared histories for a Europe without dividing lines* was launched on the Council of Europe website on 5 May 2014, an important date celebrating Europe Day. The dissemination phase was planned to last for one year, ending in June 2015, with the possibility of being prolonged until the end of 2015.

■ Dissemination was discussed during the final conference of the project held in Vienna in April 2014. Participants in the conference shared ideas and discussed different ways of disseminating the e-book; key targets, partnerships and networking, translations, and qualitative and quantitative assessments² of the dissemination, were the main issues raised in Vienna.

■ The dissemination phase of the project involved ministries of education; ministries of culture co-ordinating the work of museums, archives and other organisations linked to history education; regional educational institutions; initial teacher trainers; in-service trainers; classroom teachers; museum and archive personnel and young people.

■ Participants considered the following aspects of the e-book to be relevant and positive: the focus on multiperspectivity; the amount of visual data; the comparative dimension; the adaptability and flexibility of the content – it can be used in different ways as an open-ended tool and is suitable for university teaching; and the fact that there were no copyright restrictions.

■ The main ideas for dissemination included the electronic availability of *Shared histories*; organisation of regional conferences to share examples of best practice, tasks and time management with teachers; and the use of as many social media as possible to convey messages relating to the new material.

■ The importance of networking was also stressed, and suggestions were made to include associations of history teachers and other history/education networks, such as the European Association of History Educators, EUROCLIO (the e-book could be used as a workshop topic at conferences), the Pestalozzi framework for teacher training, and the International Council of Museums (ICOM) – the world museum community.

Partnerships

■ Following the suggestions made by the Steering Committee for Educational Policy and Practice (CDPPE) as well as in Vienna, regional seminars were arranged through partnerships. The Council of Europe, in partnership with a member state or cultural institution or programme, brought together experts – mainly from the *Shared histories* editorial team – as well as skills and other resources, to focus on specific themes and topics in a way that was beneficial to both parties.

■ The general aims of partnerships were to:

- ▶ enlarge target groups and promote “out-of-the-box” comprehensive learning;
- ▶ enhance teacher education and encourage more involvement and exchanges with actors related to, but outside of, the specific field of history education;
- ▶ debate the main difficulties and challenges faced by history education today;
- ▶ share effective practices: learn from others.

2. Please refer to the section on “Quantitative evaluation” p. 66.

Regional seminars

Co-organised, and in some cases co-financed by partnerships between the History Education Unit of the Council of Europe and different institutions and/or organisations, regional seminars for the dissemination of *Shared histories for a Europe without dividing lines* were held in:

1. **Estonia**, Centre for Innovation in Education, Tallinn University, 6-7 October 2014
Focus – Connecting local, regional and European history using electronic tools in teaching.
2. **Slovenia**, University of Ljubljana, Faculty of Arts, 23-24 October 2014
Focus – Using the e-book in schools: debating and sharing new pedagogical approaches.
3. **Portugal**, National Museum of Archaeology, Lisbon, 25-26 March 2015
Focus – Bridging the gap between formal and non-formal education.
4. **Serbia**, Hotel Park, Belgrade, 3-4 June 2015
Focus – Teaching and learning history for conflict and violence prevention in contemporary diverse European societies.

Dissemination in the framework of the Council of Europe bilateral co-operation programme

The e-book was used actively within the bilateral activities organised by the Council of Europe in the following countries:

1. **Cyprus**, Nicosia, Home for Co-operation:
 - How to teach and learn history appreciating its diversity, October 2013
 - The city as a living museum, November 2014
 - The use of visual sources: arts, films, videos, and cartoons, March 2015.
2. **Serbia**, Belgrade:
 - Seminar on how to deal with stereotypes and prejudices when presenting the image of the other in history teaching, 18-19 June 2014.
3. **Turkey**, Istanbul:
 - Dissemination seminar of the Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, Kemerburgaz University, Istanbul, 19 November 2015.
Focus – (a) how the e-book can help teachers to use multiperspectivity when teaching history; (b) teaching human rights through history; (c) how the e-book can help teachers to teach history in diverse societies; and (d) how the e-book can facilitate presentation of the image of the other when teaching and learning history.

Other seminars and conferences

The e-book was also disseminated through other activities not directly organised by the History Education Unit of the Council of Europe, but where one or more Council of Europe experts made presentations on specific features or topics of the e-book or animated workshops. These activities were thematic and the Council of Europe experts showed the potential of the e-book as an open resource that contains examples adaptable to different topics. Such seminars and/or conferences were held in:

1. **Denmark**, Helsingør, EUROCLIO 22nd Annual Conference, 20-22 April 2015.
Focus – Roads to democracy – can history teaching pave the way?
2. **Estonia**, Tallinn, First Baltic Regional Summer Academy, 21-27 August 2015
Focus – Local partnerships for human rights through history.

3. **Finland, Helsinki**, 2nd Conference of the Council of Europe National Focal Points on Gender Equality, 9-10 October 2014.
Focus – Combating gender stereotypes in and through education
4. **Portugal**, Lisbon, ICOM, The International Council of Museums – Portugal XII Annual Spring Conference, 24 March 2015.
Focus – Education, museums and Europe.
5. **United Kingdom**, London, EUROCLIO International training seminar on how to use digital resources for cross-border history education: new tools and approaches, 12-17 April 2014.
Organised by EUROCLIO, in partnership with the Schools History Project, History Teacher Education Network (UK), Institute of Education (University of London) and Imperial War Museums.
6. **United Kingdom**, London, International Centre for Education and Democratic Citizenship Annual Conference, UCL Institute of Education, 15 June 2015.
Focus – Education in multicultural settings: the struggle for human rights.

Regional seminars

Estonia, Centre for Innovation in Education, Tallinn University, 6-7 October 2014

Focus – Connecting local, regional and European history using electronic tools in teaching

Partners:	The Council of Europe Pestalozzi Programme The Estonian Ministry of Education and Research ³ Estonian History and Civics Teachers Association Tallinn University – Institute of History, Centre of Didactics ⁴
Council of Europe:	Ms Tatiana Minkina-Milko, Head of the History Education Unit Ms Christiane Yiannakis, Co-ordination Officer
SH editorial team:	Mr Brian Carvell, Educational Publishing Consultant Mr John Hamer, Education Consultant Ms Luisa de Bivar Black, Teacher Training Consultant
Participants from:	Belarus, Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Poland, the Russian Federation, and Ukraine.

■ The general aim of the training activities of the Pestalozzi Programme is to train education professionals to become multipliers of Council of Europe standards and values in education.

■ The work is based on three main pillars:

- ▶ Content: standards and principles as well as project results of the Council of Europe;
- ▶ Methodology: learner-centred, peer training, collaborative work on issues of common concern to find appropriate solutions for diverse contexts;
- ▶ Four-fold concept of competence development: developing sensitivity and awareness, knowledge and understanding, individual practice, and societal practice.

■ This was a paperless seminar and all participants and animators used iPads to follow the e-book.

■ Ms Tatiana Minkina-Milko reviewed the project and explained the main pedagogical concept and components (the comparative approach and the notions of convergence, interactions and tensions central to the project); Ms Minkina-Milko also referred the need, expressed by many history educators, for a new educational paradigm for the 21st century based on an understanding of diversity as an enriching factor and valuing complementarity instead of competition.

3. Represented by Katrin Rein, Adviser, EU and International Co-operation Department, National Liaison Officer for the Pestalozzi Programme in Estonia, Ministry of Education and Research.

4. Represented by Mare Oja (Lecturer at the university and EUROCLIO Ambassador).

■ The Council of Europe editorial team introduced the electronic publication, explaining its use, and then led workshop discussions. Choosing any aspect of the e-book, participants came up with examples of how the publication could inspire/be used to connect local, regional and European history.

Key ideas shared in working groups and plenary sessions

1. *Shared histories* was seen as an innovative interactive tool and it took some time for users to familiarise themselves with it (the user needs to invest time in the interactions).
2. It was an open model that could be easily adapted to existing curricula and different types of lessons and creatively developed by history educators.
3. Some of the topics (such as the Industrial Revolution) were taught in most participating countries, and could be a good starting point.
4. The e-book contained good source materials, including pictures, thus enabling users to compare situations in different regions/countries and to illustrate topics with selected pictures.
5. A popular choice was the topic "Access to education", and references were made mostly to pages 230-32 (gender issues) and pages 236-7 (social segregation) of the e-book.
6. Groups linked the ideas in widening access to education with those in the theme on the Industrial Revolution concerning the expanding populations in Europe.
7. The use of IT increased motivation to learn, developed creativity, and supported independent learning and self-organisation.
8. Equipment in schools varied a lot; the same applied to teachers' use of IT.
9. A concern was that while there is currently a lot of free software for educational purposes available, this situation might change in the future.
10. IT raised challenges and threats: students read little, being more focused on social media, and tended to concentrate less in an e-environment; they also faced online-bullying and needed to learn how to use social media in a responsible way.
11. There were many advantages in using IT when teaching and learning: pictures and moving images made sessions livelier; sometimes it was better to say something electronically, in an anonymous manner; it was easier for students with speech impediments, dyslexia, etc. to take part in the lesson while being online.
12. It was important to always have an educational purpose to learning (not just "having fun").
13. The "e-textbook of the future" could take many forms: e-books, online courses, mobile apps, standardised content packages, a collection of web links.
14. Teachers needed training so as to be able to teach innovatively.

■ Examples of the tasks developed and all other seminar materials are available on the seminar webpage at <https://sites.google.com/site/pestalozziseminar/>.

Slovenia, University of Ljubljana, Faculty of Arts, 23-24 October 2014

Focus – Using the e-book in schools: debating and sharing new pedagogical approaches

Partners:	The Council of Europe The International Foundation Forum of Slavic Cultures ⁵ The University of Ljubljana, Faculty of Arts, History Department ⁶
The Council of Europe:	Ms Tatiana Minkina-Milko, Head of History Education Unit Ms Christiane Yiannakis, Co-ordination Officer
SH editorial team:	Mr Brian Carvell, Educational Publishing Consultant Mr John Hamer, Education Consultant Ms Luisa de Bivar Black, Teacher Training Consultant

5. Represented by Mag. Andreja Rihter (Director) and Ms Tina Huremovič (Project Manager). The forum is a non-profit and non-governmental organisation founded in 2004 on the initiative of Slavic cultural circles. Today the forum unites 13 Slavic countries: Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Montenegro, Poland, Serbia, Slovenia, Slovakia, "the former Yugoslav Republic of Macedonia", the Russian Federation and Ukraine.

6. Represented by Dr Danijela Trškan, Ms Frančka Lesjak Čvan, Ms Urška Pečkaj and Mr Jan Peternelj.

Participants from: Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Hungary, Italy, Kosovo, Moldova, Netherlands,⁷ Romania, Serbia, Slovenia (including teachers, teacher trainers and students), “the former Yugoslav Republic of Macedonia” and Ukraine.

■ Participants invited to this seminar were asked to familiarise themselves with the e-book and to answer a set of questions.⁸ This preparatory work enabled the sharing of ideas and practices and led to a more focused debate on the pedagogical potential of the e-book during the workshops,⁹ where participants were able to practise selected teaching and learning units related to the four themes: “The impact of the Industrial Revolution”; “The development of education”; “Human rights as reflected in the history of art; and “Europe and the world”.

Main issues debated during the workshops

■ **Theme: “The impact of the Industrial Revolution”.** Participants were deeply interested in the topic industrial heritage, as the e-book offers a wide selection of content and teaching materials covered in most curricula, which are innovative and usable in a wide spectrum of countries; it is possible to customise the suggestions in the e-book for both primary and secondary schools. However, it was noted that some of the content is of a higher level of difficulty and some adjustments will be needed.

■ **Theme: “The development of education”.** Participants considered the theme to be interesting; however there were some questions raised about the space and time needed to tackle it in depth within existing curricula.

■ The participants considered the theme to be a useful tool, with the potential to be used for pre-university and university studies, including at Masters level, and in teacher training; they also considered the theme to be useful for school children, as an aid in developing empathy skills; and noted the possibility to use this topic in upper secondary education when studying history and pedagogy.

■ Groups also reflected on and debated the different ways that disadvantaged groups were treated in education in the past, compared these with the situation today (differences and similarities) and then discussed the educational concepts behind this.

■ **Theme: “Human rights as reflected in the history of art”.** Participants debated different concepts for creating a 9/11 museum. Debate was triggered by the decision of the Smithsonian National Museum of American History in Washington DC to display more than 50 objects from the World Trade Center, the Pentagon and from Shanksville, Pennsylvania, in an exhibit titled, “September 11: Remembrance and Reflection”, for nine days leading up to the 10th anniversary of the terrorist attacks. The goal was to understand how human rights can be reflected in different settings and in what ways choices regarding what (and how) to exhibit lead the visitor to certain interpretations. Debate was inspired by analysis of the topic on living together in dignity in culturally diverse societies, namely the learning unit: “Whose stories do museums tell?”

■ The key issue to be considered with students is that museums and galleries are not neutral spaces. The objects that are chosen for display, the way they are displayed and what is said about them inevitably reflect – deliberately or unwittingly, openly or covertly – a particular standpoint.

■ **Theme: “Europe and the world”.** Groups in general were interested in debating values (the proposed topic of the workshop), namely, focusing on the different values linked to different generations, and concluding that values are re-interpreted by generations throughout history. Debate was developed around the topic on “The sharing of values” (pages 624-631 of the e-book). The idea that the “action of one” could make a difference (what can be done in your own backyard) was also debated, with some attention given to historical players that have had a recognised influence on changing the way values are perceived. A consensus was reached regarding Kofi Annan’s view that universal values are almost synonymous with human rights; thus, human expectations, values are cross-cutting and without dividing lines.

Key ideas shared in plenary sessions

1. The structure of each task was helpful; it gave the teacher a clear guideline of the aim and process of the task and the issues the given task might raise.
2. The general concern in connection with the exercises was the amount of time they required.

7. Represented by Mr Jonathan Even-Zohar, Director of EUROCLIO – European Association of History Educators.

8. Please refer to the section on “Feedback analysis” p. 24.

9. Animated by Andreja Riher, John Hamer, Brian Carvell, and Luisa de Bivar Black.

3. The e-book was adjusted for use in interdisciplinary, integrative teaching, especially on topics regarding human rights, art, and social phenomena. In that sense, it was quite possible to achieve specific learning outcomes and fulfil those educational standards related to the development of intercultural or civic competences.
4. It was obvious that the e-book could be used in combination with history of art; sociology; philosophy; civic education; and English as a foreign language.
5. The e-book facilitated CLIL (content and language integrated learning).
6. Participants raised the issue of translation of the e-book into their own languages.

■ The project was also commented on by the students from the Faculty of Arts, who published their articles in the professional journal *Prispevki k didaktiki zgodovine*, 2015, year XII, N 1.¹⁰

Portugal, National Museum of Archaeology, Lisbon 25-26 March 2015

Focus – Bridging the gap between formal and non-formal education

Partners:	The Council of Europe The ICOM – International Council of Museums – Portugal ¹¹
The Council of Europe:	Ms Tatiana Minkina-Milko, Head of History Education Unit
SH editorial team:	Mr Brian Carvell, Educational Publishing Consultant Mr John Hamer, Education Consultant Ms Luisa de Bivar Black, Teacher Training Consultant
Participants from:	Cyprus, Estonia, France, Greece, Italy, Malta, Portugal (history teachers and museum mediators), Slovenia and Spain.

■ The partnership between the Council of Europe and the ICOM Portugal was designed to bring together history educators and museum mediators to share experiences and practices and acknowledge the educational complementarity of their functions and the potential for their co-operation.

■ The seminar was held in Lisbon at the National Museum of Archaeology and the participants were both practising history teachers and museum mediators; local speakers were also selected from both fields. Due to this specific focus the seminar concentrated on themes 3 and 4: “Human rights as reflected in the history of art” and “Europe and the world”. All participants invited to this seminar were previously asked to familiarise themselves with the e-book and to answer a set of questions linked to the focus of the seminar: linking the gap between formal and non-formal education.¹²

Key notions from the opening session

1. Ms Tatiana Minkina-Milko drew attention to the conference hall and the area of Lisbon in which the Museum is located,¹³ reminding the audience that in times of economic crisis, such as that currently faced by Europe, education and culture are the first sectors to suffer. Hence the fact that the seminar was organised in Portugal, where the signs of the economic crisis were visible, sent a strong and clear message regarding the important role education and culture had to play and should play collaboratively. The dramatic changes faced by Europe since the signing of the European Cultural Convention (Paris, 1954) had not resulted in questioning or doubting the importance of history education¹⁴ and languages for building common European ground for peace. On the contrary, the focus on history education has become increasingly important in light of the recent events in France, Copenhagen and more recently in Tunisia.

10. Please refer to “Other initiatives” in the section on “Further steps in dissemination” p. 61.

11. ICOM Portugal bulletin, pages 33-34: [www.icom-portugal.org/multimedia/Boletim ICOM Portugal série III No. 3 Maio 2015.pdf](http://www.icom-portugal.org/multimedia/Boletim%20ICOM%20Portugal%20série%20III%20No.%203%20Maio%202015.pdf).

12. Please refer to the section on “Feedback analysis” p. 24.

13. The museum was founded in 1893 by archaeologist José Leite de Vasconcelos, and since 1903 it occupies the west wing of the Jerónimos Monastery, a World Heritage monument in the Belém district.

14. The political framework for history education are recommendations of the Committee of Ministers and the Parliamentary Assembly of the Council of Europe as follows: Recommendation Rec(2001)15 on history teaching in twenty-first-century Europe; Recommendation 1880 (2009) on history teaching in conflict and post-conflict areas; and Recommendation CM/Rec(2011)6 on intercultural dialogue and the image of the other in history teaching. These documents stress the importance of a multiperspective approach, including in post-conflict situations, when history can be a tool for reconciliation and peace building.

2. Mr António Carvalho¹⁵ explained what was crucial to understand about Portuguese history: in 1297 the Treaty of Alcañices established the boundaries between Portugal and Castile, and that since then there had been no changes in the political geography nor in the ethnicities of Continental Portugal; thus the concept of a nation divided among several countries is quite difficult for a Portuguese person to grasp. This seminar raised awareness of the fact that it is not possible to make peace without culture and knowledge, dialogue and communication. Players in both history education and museum mediation needed to grasp these processes and look at museums as places where differences could be bridged.
3. The main findings and challenges that were raised during the dissemination seminars in Tallinn and Ljubljana¹⁶ were shared with participants.

Main issues debated during the workshops

■ **Theme 3: “Human rights as reflected in the history of art”** – This workshop used specific exercises from the e-book and focused on teaching, learning and assessment opportunities. The exercises were linked to: (i) analysis of one picture of the arrival of newcomers at Terezin ghetto, and one drawing of the arrival of children at Terezin ghetto; (ii) construction of a 21st century version of the debate in 1550 between Bartolomé de las Casas and Juan Ginés de Sepúlveda on the issue of Indians’ rights; (iii) creation of a 9/11 museum, selecting objects for display and explaining reasons for the choice.

■ **Theme 4: “Europe and the world”** – This workshop used specific exercises from the e-book with a focus on the topic “The shaping of perceptions about Europe”. Participants were invited to: (i) write down words that came into their minds about Africa and Europe; (ii) then to brainstorm and come up with a common list of stereotypes, misconceptions and misrepresentations; (iii) reflect on the ways their perceptions are influenced by the world around them, i.e. what stories are told in books, movies, pictures, music, the media, or by friends and family; and (iv) to revise the role of teachers in the “formatting” of students’ stereotypes, misconceptions and misrepresentations.

Some examples of effective practice for linking formal and non-formal education

■ The EMEE project¹⁷ (Eurovision – Museums exhibiting Europe) that aims to make museums more accessible through an interdisciplinary approach developed by history didactics: the project re-interprets museum objects and puts them into a broader context of national and transnational history. Using a variety of means, museum visitors were shown objects not only from regional and national perspectives, but could discover transnational and European perspectives.

■ Museums should be “knocking on the door” of heritage and sharing it.¹⁸

■ Defending the idea that museums should become relevant players in the education field, Mr José Gameiro is the Director of the Portimão Museum, which is located in a former fish-canning factory in a predominantly touristic area of the Algarve. The museum showcases the past of the fishing industry in the south of Portugal, an area that is a crossroads between the Mediterranean and the Atlantic. The museum favours a proactive attitude and “knocked on the door of our intangible cultural heritage” to interact with the population and to promote non-formal learning, and where craftsmen sometimes play the role of informal teachers. The celebration of European Heritage Day with the local population was a highlight of the museum’s activity

■ **Network of Archaeology Clubs** – This is a project linking the National Museum of Archaeology to schools with a view to promoting heritage education. This project is based on three pillars: the museum; schools; and an online platform where all stakeholders share the materials produced. Teachers and students freely choose a theme linked to history and heritage that they would like to explore. The motto of the project is “the imagination is the limit”, and the outputs of the project range from theatrical plays, *maquettes*, videos, monument clean-up actions, festivals of folk tales, historical re-creations, conferences, etc. This network began to be established in the school year 2011/2012. It currently has more than 30 groupings of Portuguese schools: over 100 teachers and about 1 000 students are involved. The network is also present in Portuguese schools in Africa (Angola),

15. Director of the National Museum of Archaeology.

16. By Ms Mare Oja (Tallinn) and Mag. Andreja Rihter (Ljubljana).

17. www.museums-exhibiting-europe.de/project/.

18. The speaker was Mr José Gameiro, member of the Board of ICOM Portugal, Director of the Portimão Museum and President of the Judging Panel of the European Museum Forum. In the latter capacity he informed participants that the Council of Europe Museum Prize for 2015 had been awarded to the Museum of European and Mediterranean Civilisations (MUCEM) in Marseille. MUCEM explores the Mediterranean as the birthplace of civilisations and a crossroads of both European and Arab cultures.

Asia (East Timor) and America (USA and Brazil). In 2012 the project was awarded “Best educational practice in museums” by the International Council of Museums’ Committee of Education and Cultural Action, in the first year this international organisation instituted the award.

Key ideas shared in plenary sessions

1. Museum mediators have enjoyed a period of renovation as concerns their activities in the education field, and this has been positive for history education.
2. The collaboration between formal and non-formal education has added value to the learning process.
3. Museums should become relevant players in the education field; co-operation between mediators and history educators should be encouraged.
4. The learning potential of the “stories” behind the objects (the main pedagogical focus) is relevant for history education.
5. Museums need to develop a proactive attitude and aim to interact with the population and promote non-formal learning.
6. Efforts should be made to evaluate the impact of the museum’s education programmes.
7. History education could be involved in, and benefit from, the feeling of closeness to the community that museums generate; and the role museums play in linking generations was highlighted.
8. The e-book is a “cloud” of materials that are adaptable and easy to access; rather like a museum, it offers history educators a huge variety of teaching and learning opportunities using sources from different countries.

Republic of Serbia, Hotel Park, Belgrade, 3-4 June 2015

Focus – Teaching and learning history for conflict and violence prevention in contemporary diverse European societies

Partners:	The Council of Europe The Ministry of Education, Science and Technological Development of the Republic of Serbia
Council of Europe:	Ms Tatiana Minkina-Milko, Head of the History Education Unit
SH editorial team:	Mr Brian Carvell, Educational Publishing Consultant Mr John Hamer, Education Consultant Ms Luisa de Bivar Black, Teacher Training Consultant
Participants from:	Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Georgia, Greece, Moldova, Romania, Serbia, Spain, “the former Yugoslav Republic of Macedonia”, the Russian Federation, Turkey, Ukraine and the United Kingdom (Northern Ireland).

Key notions from the opening session

■ Ms Tatiana Minkina-Milko stressed the importance of the meeting regarding the sensitivity and significance of the topic of the seminar. It was emphasised that the gathering of so many different representatives from various countries that had experienced conflict could be fruitful for the discussion, especially as regards the implementation of the e-book *Shared histories* in teaching practice or teacher training. The easily accessible online publication, which had resulted from successful collaboration between scholars, experts and history educators, was challenging when dealing with sensitive and controversial issues. However, the topic of this seminar went beyond the ordinary perception of conflicts as wars and combats, as the emphasis was on the prevention of internal conflicts and violence in diverse multicultural European societies. Concrete suggestions on the use of the e-book regarding the overarching topic of the seminar – conflict and violence prevention in diverse European societies – would be a really valuable outcome of the seminar, as European societies were exposed to new challenges (the flux of migrants from the Middle East and North Africa, increasing “home-grown” terrorism threats, and social and cultural diversities among different ethnic or religious communities in Europe).

Important aspects of this seminar

1. To bring together participants from different member states that had experienced conflicts in the recent past in order to share teaching practices and experiences regarding conflict prevention, sensitive and controversial issues.
2. To open the debate and to come up with ideas on how to include the topic of the seminar in history education, initial training at university level and in in-service teacher training.
3. To develop innovative approaches to the topic using the e-book and different sources linked to the material, reflecting upon historical conflicts, and the new challenges European societies are facing today in 21st century.
4. To further the outcomes of the seminar, to create space for developing the teaching units and implementing the e-book within the existing history curricula in different countries (some have already begun to follow this path, with trainees' exercises and/or lesson scenarios as possible models for using the e-book for conflict and violence prevention in history teaching.¹⁹⁾

Some key practices and ideas - conflict and violence prevention

■ **From Bosnia and Herzegovina:** the issue of identities and prejudices was singled out as the inflammable factor resulting from the transition of the Yugoslav state model into separate national states. The situation in Bosnia and Herzegovina is complex and sensitive, since each part of the state and major nationalities are sticking to their historical narratives, firm identities and exclusive national ideologies; the pluralism of ideas is missing; at the level of the University of Sarajevo some progress is visible.

■ **From Bulgaria:** sticking to the old traditions and paradigms can be a hindrance to achieving the desired outcomes in history teaching, especially in diverse multicultural societies in transition; the importance of appropriate methodological paths when dealing with sensitive issues that often reflect internal conflicts; intersection of cultural backgrounds should be stressed; the need to improve and support initial teacher training.

■ **From Cyprus:** the representatives relate the experience of the Home for Cooperation²⁰ (H4C), promoted and founded by the Association for Historical Dialogue & Research²¹ (AHDR), which acts as an inter-communal educational centre in the buffer zone and offers a space where Cypriots from all over the island can meet, communicate and get to know each other. The AHDR and H4C, in co-operation with the Council of Europe, have developed a range of projects and activities, such as teacher training workshops and the creation of supplementary (downloadable) teaching materials; focusing on deconstruction of stereotypes, AHDR and H4C are firm believers that initiatives from civil society are very important for education and the prevention of conflicts.

■ **From Georgia:** history teaching is more focused on narrative than on raising history teachers' awareness about the potential impact of history in modern societies; conversely, the national curriculum framework allows space to develop some critical skills, research and a broader approach to history; what is actually missing is innovative initial and in-service teacher training.

■ **From Greece:** two themes from the *Shared histories* e-book ("Human rights as reflected in the history of art"; "Europe and the world") offer concrete and usable examples related to modern phenomena and the respect for human rights.

■ **From Moldova:** overcoming the generation gap and working on conflict prevention by introducing oral history sources and a culture of remembrance in history education and teacher training; examining and comparing different sources and information including traditions; putting together local archives of memories to widen local heritage and identity; and training programmes on conflict and violence prevention should bring together actors from all sides of the conflict.

■ **From the Russian Federation:** not avoiding sensitive issues and topics in history education is crucial whenever human rights are not respected. Joint projects, like the Russian-German co-operation projects, including the sharing of different standpoints and experiences, constitute a powerful tool to help overcome stereotypes and eschew mental barriers.

19. Please refer to "Other initiatives" in the section on "Further steps in dissemination" p. 61.

20. <http://issuu.com/ahdr/docs/h4c/5?e=0>.

21. www.ahdr.info/home.php.

■ **From Spain:** confronting the pupils with the opposing standpoints on the Spanish civil war by bringing together pupils from families that were on different sides during the war; including into the teaching process personal family archives, memories and experiences passed on by grandparents who were participants in the war so as to convert these memories of earlier conflicts into educational material for new generations.

■ **From the United Kingdom (Northern Ireland):** the different background of pupils in Northern Ireland reflects very sensitive and easily inflammable political and social milieu; the key question faced by the history teacher in Northern Ireland is – do I perpetuate division or foster reconciliation? In that sense, any teaching has to be set in the framework of allowing the students to explore what is shared in history within a shared framework (if it is possible). With so many events that commemorate victims on both sides and with strong division in the community, conflict prevention through history teaching is a bold challenge.

■ **It was stressed by all participants that teachers' initiatives are crucial.**

Main issues debated during the workshops

■ Widespread use of the *Shared histories* e-book throughout Europe faces three main challenges: the absence of IT equipment in some countries/schools and teachers who are unprepared/unskilled in the use of IT learning materials; the language issue; and the compatibility/incompatibility with different national curricula (missing topics, overloaded national curricula, lack of time to expand certain themes/topics, etc.).

Key ideas shared in plenary sessions

1. New generations of students should be involved in this kind of project; their understanding and active participation in the process of education and training is crucial.
2. Expert presentations clearly showed two main approaches to the *Shared histories* teaching tool in conflict and violence prevention:
 - a) One linked to the concrete use of the e-publication via integrated sources and didactical parts, and topics within the four themes as they were structured and provided by the authors.
 - b) The other, a more hidden approach, where the *Shared histories* e-book was recognised as a key methodological and didactical model that created space for additional development and use within history teaching.
3. The essential standpoints of the experts and all participants included keywords/phrases such as: sharing, dividing, critical skills, exchange, empathy, identity, open-mindedness, emotional, not versus but along with, intellectual, active and interactive learning, multicultural social inclusion, permanent teacher training, responsibility, participation, deconstruction of stereotypes, and the liberation from fear.
4. Each contribution and discourse was very useful for creating the bigger picture about our social, political, educational or cultural setting that defines our activities in history teaching and teacher training.
5. In the workshops the most represented themes were “The impact of the Industrial Revolution” and “Europe and the world”.
6. A strong connection between phenomena from the past and current events was present in some presentations. This connection brought us to the issue of human rights that constituted the leitmotif of the *Shared histories* project.
7. History teachers should be aware that they face many responsibilities and expectations.

■ In their closing remarks,²² Ms Tatiana Minkina-Milko and the Council of Europe editorial team referred to the responsibilities and expectations faced by history educators. Although these challenges often exceed professional boundaries they also enable individual creativity, thus allowing teachers to have an essential educational impact on younger generations.

■ ***Shared histories for a Europe without dividing lines* can be used in many different ways in history education and through a multidisciplinary approach it is also usable in other school subjects, namely civics.**

22. The closing session of the seminar was attended by Mr Tim Cartwright, Head of the Council of Europe office in Belgrade.

Dissemination in the framework of the Council of Europe bilateral co-operation programmes

Cyprus

■ The dissemination of the e-book in Cyprus was included in an extended set of activities of the Council of Europe that started in 2004. The main partner was the Association for Historical Dialogue & Research (AHDR),²³ a non-governmental body that contributes to the advancement of historical understanding amongst the public and more specifically amongst children, youth and educators across the divide based on the respect for diversity and the dialogue of ideas.

1. Workshops on how to teach and learn history appreciating its diversity, Home for Cooperation, Nicosia, 11-12 October 2013

Focus – Gender issues in history

■ Mr Brian Carvell²⁴ presented the *Shared histories for a Europe without dividing lines* project to explain how gender issues were explored.

Gender issues in *Shared histories*

■ There was considerable scope in each of the themes for representation of gender issues.

■ **Theme 1: “The impact of the Industrial Revolution”**, topic: “Demographic change”, with a teaching and learning unit on “Women, children and families”. In the teaching unit the reader was alerted to two key issues:

- ▶ What were some of the short and long-term effects of involvement in the industrial workforce for women and children in particular?
- ▶ How did domestic life differ between different classes?

■ **Theme 2: “The development of education”**. In the topic “Access to education”, the gender issue was mainly focused on in the teaching and learning unit “Gender equality” through the following key issues²⁵:

- ▶ What barriers have existed that prevented full and equitable access to education for boys and girls?
- ▶ What does the promotion of gender equality mean?
- ▶ Can education eliminate gender inequality?

23. www.ahdr.info/.

24. Educational Publishing Consultant; former Chair of the European Educational Publishers Group.

25. See e-book Seminar Papers for Elisabeth Lønnå's paper "Access and Equality: The Roots of Norwegian Comprehensive School" pages 364-377 and more specifically p. 368: "Including Girls in Education".

■ This teaching unit provided a lot of background information on the progress of girls' access to education in European societies largely drawing on information from the 19th century, but also referring to education in the Middle Ages.

■ Students were presented with simple questions to focus their research into the development of access to education for girls and women in their own country and to make comparisons with that in other countries. They were also asked to consider whether there was differential access to education for other groups in society and to think about the question of whether it was right for everyone to receive the same education in the same institution. In the themes concerned with human rights and with Europe and the world there were other examples.

■ Discussion of gender is not the prime purpose of the e-book, but gender issues cannot be ignored.

2. Workshops on the city as a living museum, Home for Cooperation, Nicosia, 7-8 November 2014

Focus – How the topic of the workshops is reflected in the interactive e-book

■ Mr Carvell presented specific examples from different parts of the e-book, showed information and pictures in the text, talked about the glossary, and illustrated ways of exploring the e-book. Explaining how different scholars from different countries have provided information, Mr Carvell elaborated on the features of the e-book, focusing on specific topics and examples that could show that history belongs to everyone – it is a tool for understanding each other – and stated that the ways stories are told have always been reinterpreted. Arguing that the e-book encouraged users to relate examples to their own situation, as teaching and learning units were designed to stimulate educators to use more material from their own cultures, Mr Carvell concluded with a quote from the e-book:

■ Theme: "Human rights as reflected in the history of art" – seminar papers, page 546:

” taking a city walk becomes an educational act, which can re-create the Nicosia of many interconnected histories and communities. The example of Nicosia is evidently connected to the contemporary circumstances confronting all cities in Europe, where traditional understandings of urban heritage and the contestation over space, identity and representation raises questions about the limits of "living together" and "belonging". Assuming an open, informed and critical approach towards our past, we can restore the properness of diversity, hybridity and multiple identities. Consequently, we can open up the possibilities for a dignified coexistence of all in our cities. In such a context, citizens can become empowered agents able to learn and make history at the same time.

■ History belongs to everyone – it is a tool for understanding each other – and the ways stories are told have always been reinterpreted

3. Workshops on the use of visual sources: arts, films, videos, and cartoons, Home for Co-operation, Nicosia, 13-14 March 2015

Focus – Training interpretation skills when teaching and learning history

■ Mr Brian Carvell made a presentation on "Using art as historical evidence: an example from the Council of Europe e-book *Shared histories for a Europe without dividing lines*."

Key ideas presented

■ Using any artwork in educational situations presents an array of opportunities and, equally, an array of challenges.

■ An example of how to look at art and use it in teaching and learning was given on page 531 in the section "A picture paints a thousand words", where a step-by-step methodology was developed through a question typology:

- a) Focusing questions: help students to concentrate on particular points in the image and help them observe and detect crucial details.

- b) Analysis and interpretation questions: could be used in combination with other historical sources (even older textbooks from the same country or textbooks from other countries in order to find out how they present or interpret the same historical event or phenomenon).
- c) Questions or activities encouraging and motivating personal expression, imagination and creativity.

■ Some art (but not all art) could be used in school lessons as historical evidence; this statement was further explained in the topic “Individual autonomy and freedom of expression” in the theme on “Human rights as reflected in the history of art”:

- ▶ In the introduction, where Mr Chris Rowe’s paper “When art collides with history: autonomy and freedom of expression in the history of art” (pages 499-502) referred to the different kinds of intersections or “collisions” between art and history: (i) art as historical myth; (ii) art as historical evidence; and (iii) art as a protagonist in history.
- ▶ The paper by Professor Lauri Kemppinen (pages 554-555), where a step-by-step exercise for pupils to analyse paintings was presented and where art as propaganda, as power and as satire were explored.

Republic of Serbia

Seminar on how to deal with stereotypes and prejudices when presenting the image of the other in history teaching, Belgrade, 18-19 June 2014

Partners:	The Council of Europe The Ministry of Education, Science and Technological Development of the Republic of Serbia
The Council of Europe:	Ms Tatiana Minkina-Milko, Head of the History Education Unit
Council of Europe Experts:	Ms Cristina del Moral, Education Consultant, Spain Ms Catherine Thompson, Inspector of History, Department of Education, Northern Ireland, United Kingdom Professor Marko Šuica, Belgrade University, Faculty of Philosophy, History Department
Participants:	Republic of Serbia: teachers, teacher trainers and mentors, advisors and teacher trainees – Master students.

■ An important aim of this seminar was the piloting of the recently launched e-book *Shared histories for a Europe without dividing lines*, in the educational framework of the Republic of Serbia.

■ The piloting was co-ordinated by Professor Marko Šuica. The original idea for this workshop was to try to harmonise the main topic of the seminar with the Serbian curricular framework, including standards, competences and an integrated approach to teaching. The *Shared histories* e-book was used as the main tool, and resource centre for the practical implementation and lesson planning. Party to the workshops were practising teachers and trainees, divided into three different subgroups, with tasks related to lesson planning.

■ Group 1 – aimed to direct pupils to analyse and deconstruct stereotypes using critical thinking, communication and fostering tolerance and respect for different opinions, taking into account the strong Russophile sentiments in Serbian society.

■ Group 2 – tried to deal with a sensitive and controversial topic about the image of the Turks and perception of Serb-Ottoman relations in the past.

■ Group 3 – successfully used *Shared histories* in lesson planning on the topic of stereotypes, respect for human rights and teaching about the Holocaust. *Shared histories* was being used for the first time, and the group had limited time to explore the materials; the most useful e-book theme considering the texts, illustrations and sources relevant to the topic selected was “Human rights as reflected in the history of art”. They focused primarily on visual sources selecting those that depict negative stereotypes about American natives. Trying to create a lesson plan on stereotypes associated with the Holocaust, the group considered the subtopic on “Saracens, demons, Jews” to be very useful, applying the diachronic principle in history teaching and following the phenomena from the medieval period to the modern age. The group concluded that the e-book represents a well-organised and valuable resource for history teaching and one applicable to the Serbian education framework.

■ Materials in the e-book are complementary to cross-curricular competences in education and stimulate an interdisciplinary approach to history teaching.

■ *Shared histories* is a useful resource and teachers need time to interact with the e-book to become familiar with its content, didactic concept and functional elements.

Turkey

Dissemination seminar of the Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, Kemerburgaz University, Istanbul, 19 November 2015

Focus – (a) how the e-book can help teachers to use multiperspectivity when teaching history; (b) teaching human rights through history; (c) how the e-book can help teachers to teach history in diverse societies; and (d) how the e-book can facilitate presentation of the image of the other when teaching and learning history.

■ The seminar brought together 60 history educators from Turkey, among them, ministry officials, teacher trainers, authors of teaching materials and history teachers. It was organised at the request of the Kemerburgaz University in Istanbul and with the support of the Ministry of National Education of the Republic of Turkey.

■ The seminar was opened by Mr Semih Aktekin, General Director, Directorate of Higher and Foreign Education, Ministry of National Education of the Republic of Turkey, and by Professor Dr Çağrı Erhan, President of the Kemerburgaz University. In his speech Mr Aktekin informed the participants on the on-going educational reform. When speaking about history education, he stressed that in the new curriculum the main accent is done on the use of multiperspectivity and on a balance between knowledge and skills. He encouraged the participants to use the interactive e-book in their classroom practice. Professor Dr Erhan drew the attention of the participants to the Council of Europe activities in the field of history education and pointed out the importance of learning about a variety of approaches in teaching history which proved to be efficient in different European countries.

■ During the seminar the participants received a great deal of practical information on pedagogical technics which could be efficiently used for evaluation of different types of sources, for the use of multiperspectivity and for integration of the information on human rights when teaching history. During the workshop sessions they were able to choose those elements of the e-book which could be used in their local context and received an intensive training on the use of this electronic tool. When evaluating the results of this activity all participants stressed the practical focus of the seminar which supplied them with a large quantity of information which could be used in their everyday practice. It also showed the elements which should be included in teaching training courses.

■ The seminar had local media coverage. The articles about this event were published in several newspapers including Istanbul Gazetesi and presented on a number of websites.

Dissemination in the framework of other seminars and conferences

Denmark

22nd EUROCLIO Annual Conference, Helsingør, 20-22 April, 2015²⁶

Focus – Roads to democracy – can history teaching pave the way?

■ This conference brought together 157 participants from over 48 countries to learn from each other and create new contacts and opportunities. The event is the central part of EUROCLIO's international training programme. One of the aims of the conference was to disseminate and explore the implementation of innovative history teaching resources produced by, among others, the Council of Europe, UNESCO and EUROCLIO and by participating organisations and individuals.

■ The e-book was presented in the context of a section dedicated to the "Challenges in making history education beyond borders". Ms Tatiana Minkina-Milko, Head of the History Education Unit of the Council of Europe, explained the concept of this four-year intergovernmental project and the major challenges faced in producing *Shared histories for a Europe without dividing lines*, an interactive e-book with links to external sources, consisting of a set of exemplar teaching and learning materials, suitable for any mode of teacher training (initial, concurrent, in-service and refresher courses) and specially written so that different parts of the e-book can be used with different age groups of pupils.

■ Ms Minkina-Milko showed how to navigate the e-book, pinpointed some of the units related to the main focus of the conference, and answered questions from participants, stressing that the e-book should be considered as an open model, or a "cloud" of adaptable resources and teaching materials that also included all papers produced for the project – the seminar papers – for those wishing to research more deeply into the four themes of the e-book.

■ There were 25 international workshops focusing on a variety of themes and subjects, such as inclusivity, discrimination and democracy. Workshops were rated highly. Two of the workshops were based on the e-book and were animated by Council of Europe experts directly involved in the *Shared histories* project.

■ Mr John Hamer presented the workshop on "Human rights as reflected in the history of art".

■ Mr Hamer presented the key issues that are part of the way in which this theme is addressed in the e-book, saying that the teaching and learning units are variously designed for pupils of different age ranges and for teacher trainers. Participants were asked to choose a particular group of units and, having chosen, to review and respond to them working in groups. Towards the end of the session groups shared their findings. The workshop touched upon several of the aims of the conference: (i) engagement in the debate on the role of history education in the promotion of democratic values and citizenship in both a historical and

26. <http://historielaerer.dk/wp-content/uploads/2014/12/Draft-Programme-Roads-to-Democracy-14.1-2015.pdf>.

a contemporary context; (ii) the implementation of innovative history teaching resources; (iii) engagement with institutes and cultural entrepreneurs active in the cultural heritage for involvement of young people and schoolchildren; and (iv) the development of a common understanding of innovative and responsible history education as a bridge for education for democratic citizenship, peace education, intercultural education and human rights education.

■ Ms Luisa de Bivar Black's workshop theme was "Re-defining the agenda of knowledge – the added value of *Shared histories for a Europe without dividing lines* in the promotion of democratic values". The teaching unit explored was "The shaping of perceptions about Europe" (theme: "Europe and the world"), namely the exercise "The danger of a single story" (pages 648-651). The issues for reflection were: (i) who defines the agenda of knowledge?; (ii) is non-European/Western history a half-history?; (iii) the contrast between the lived history of the parents and the available history of the children; (iv) memories carry emotions (fear, anxiety, pride, hurt) and constitute a very specific construct; and (v) the teacher can be the carrier of a troubled knowledge. The workshop ended with a reference to the importance of including these issues in teacher training. In fact awareness was the first step to changing the Eurocentric perspective of teachers; participants also understood that being Eurocentric could also be understood as being "prisoners" of a specific agenda of knowledge.

Estonia

First Baltic Regional Summer Academy: local partnerships for human rights through history, Tallinn, 21-27 August 2015

Focus – Teaching human rights through the history of art

■ Council of Europe expert Dr Dean Smart,²⁷ party to the *Shared histories* project, was one of the trainers in this Summer Academy, that resulted from a partnership by The European Wergeland Centre, the Estonian Institute of Human Rights, the Estonian Ministry of Education and Research and the Council of Europe. This regional training session for 40 participants from Estonia, Latvia and Lithuania used parts of the Council of Europe's *Shared histories* to promote multiperspectivity in history teaching.

■ *Shared histories* provided the central content for the history workshops at the inaugural Baltic Summer School, and a range of items from the Council of Europe's online history materials were used to model active learning, lively and engaging pedagogic techniques and approaches to multiperspectivity.

■ *Shared histories'* materials, including the debate about "native rights" in 16th century Spain, the narrative and propaganda art of the French Revolution, and the transatlantic slave trade, showed a number of ways in which history education can introduce and tackle development of knowledge of human rights education and education for democratic citizenship, skills enhancement and aptitude and attitude shaping.

Finland

2nd Conference of the Council of Europe National Focal Points on Gender Equality, Helsinki, 9-10 October 2014

Organised by the Council of Europe in partnership with the Ministry of Education and Culture of Finland.

Focus – Combating gender stereotypes in and through education

■ The e-book was presented in the context of Session 3 – "Mainstreaming gender in the education system", and the keynote speaker was Ms Elisabeth Lønnå²⁸ (Norway).

■ Mr John Hamer, party to the *Shared histories* editorial team, raised and debated four issues related to the gender imbalance in history education: (i) there are intrinsic gender differences in the interests and aptitudes of boys and girls and therefore they are attracted by and respond differently to different historical topics; (ii)

27. Senior Lecturer in History and Citizenship Education, University of the West of England and the author of "Visual narratives of the transatlantic slave trade: human rights seen 'through a lens darkly' in English history textbooks", seminar papers, theme: "Human rights as reflected in the history of art", pages 590-595 e-book. <http://theewc.org/news/view/first.baltic.academy.graduates.ready.to.strengthen.human.rights.education/>.

28. See e-book seminar papers for Elisabeth Lønnå's paper "Access and equality: the roots of the Norwegian comprehensive school" pages 364-377, and more specifically page 368, "Including girls in education". Elisabeth Lønnå also contributed to the dissemination of the e-book; please refer to the section on "Further steps in dissemination" p. 56.

the role played by women has been largely absent from school history teaching, curricula and textbooks; (iii) women commonly appear only in a tokenistic, symbolic or stereotypical way; and (iv) there have often been insufficient resources and support to enable women to be properly represented in school history teaching.

” Gender stereotyping presents a serious obstacle to the achievement of real gender equality and feeds into gender discrimination. And, gender inequalities are a persistent feature of the education system in Council of Europe member states. At the same time, education has enormous potential to promote gender equality and fight against gender stereotyping – to change mind-sets
*Snežana Samardžić-Marković, Director General of Democracy, Council of Europe*²⁹

■ The e-book contains resources and teaching, learning and assessment opportunities, targeting teacher trainees that tackle all these points and includes seminar papers and links for further reading and research. Further reference was made to previous Council of Europe publications related to women’s history, namely a teaching package designed for use in secondary schools.³⁰

Portugal

ICOM Portugal, XII Annual Spring Conference, Lisbon, 24 March 2015³¹

Focus – Education, museums and Europe

■ To disseminate the e-book in this conference (about 1 200 participants), Ms Luisa de Bivar Black³² made a presentation in Portuguese. Pinpointing the introductory words of Ms Snežana Samardžić-Marković, Director General of Democracy, Council of Europe:

” Teaching and learning history today is a challenging but important task. Ignorance leaves people vulnerable to manipulation, whereas the understanding of history helps us to keep an open mind, to form our own opinions and to exercise our rights and responsibilities as citizens. We need to understand how others view the world and to respect the cultural diversity that marks contemporary societies.³³

■ Ms Luisa de Bivar Black gave an overview of the Council of Europe’s activities regarding history education, and explained the concept and structure of the e-book, showing different examples linked to Portuguese history and museums (e-book, pages 656-659). Everyone working in education should understand that shared stories can be an efficient mechanism for integration, giving people the possibility to balance the value of their own culture with that of others, in a broader context. In this sense museums should also be places where histories are shared without dividing lines.³⁴

■ Everyone working in education should understand that shared stories can be an efficient mechanism for integration, giving people the possibility to balance the value of their own culture with that of others, in a broader context.

United Kingdom

EUROCLIO (European Association of History Educators) International training seminar on how to use digital resources for cross-border history education: new tools and approaches, London, 12-17 April 2014³⁵

■ Brian Carvell, member of the *Shared histories* editorial team had the opportunity to show and explain the concept, themes, topics and teaching and learning units of the project; he also explained how to navigate

29. www.coe.int/t/dghl/standardsetting/equality/05conferences/2014NFPHelsinki/Documents/Report_Conference_Helsinki.pdf

30. Teaching 20th century women’s history: a classroom approach by Ruth Tudor, Council of Europe Press: www.coe.int/t/dg4/education/historyteaching/Source/Projects/DocumentsTwentyCentury/Women_en.pdf.

31. <http://www.icom-portugal.org/destaques,6,480,detalhe.aspx>

32. Council of Europe Education Consultant and the editor of the theme: “Europe and the world”.

33. *Shared histories for a Europe without dividing lines*, Preface, pages 6-7.

34. ICOM Portugal bulletin, pages 30-32: www.icom-portugal.org/multimedia/Boletim_ICOM_Portugal_serie_III_No_3_Maio_2015.pdf.

35. www.euroclio.eu/new/index.php/2014-history-beyond-textbooks-london-united-kingdom.

and interact with the e-book to a group of history educators from Portugal, Spain, Italy, France, Belgium, the Netherlands, Ireland and the United Kingdom, in a seminar aiming to contribute to the development of a common European approach to history teaching methods and challenges. The focus was on learning beyond textbooks using primary sources and resources from museums and archives on the one hand, and using online applications on the other.

■ The ease of navigation was referred to and the choice of the four themes was considered adequate for the concept of *Shared histories*.

United Kingdom

International Centre for Education and Democratic Citizenship Annual Conference, UCL Institute of Education, London, 15 June 2015

Focus – Education in multicultural settings: the struggle for human rights

■ Mr John Hamer, member of the editorial team, presented the *Shared histories* project at this conference, presenting details of its rationale, aims and structure by focusing on the theme of “Human rights as reflected in the history of art”. Mr Hamer explained that choosing to look at human rights through the prism of art – broadly conceived to include, for example, buildings and museum artefacts – was done largely for two reasons: firstly, as a way into developing what it was hoped would be an innovative and appealing approach to teaching the issues involved; and secondly, echoing the words of Amnesty International that “Art is the unbridled ability for expression and free speech ... Its function is to remain forever as a reminder that this inhumanity or injustice occurred”³⁶.

36. Voice our concern (www.amnesty.ie/sites/default/files/resources/2010/04/Chapter_07.pdf).

Feedback analysis

One of the aims of the Ljubljana, Lisbon and Belgrade regional seminars was to discuss how the e-book *Shared histories for a Europe without dividing lines*, might be used in a variety of contexts. During the seminars much of the work was done in small groups, where the e-book was analysed in greater detail, looking at possible ways to adapt it to the participants' curriculum and/or students, testing some of the suggested activities and sharing ideas on its potential use.

■ To obtain relevant inputs, participants were asked to familiarise themselves with the content of the e-book before the start of the seminar and in particular to answer a set of questions linked to the specific focus of the seminar to enhance the debate and group work.

■ The answers were sent to the Council of Europe before the seminars. The edited information they contained can be consulted in the tables pages 29-55. Although the information derived from the questions is consistent it is not homogeneous. Participants interpreted questions differently, and the depth and comprehensiveness of the answers vary.

■ The answers constitute an important insight to what is going on in history classrooms across European countries, what history teachers are teaching, the disparities of curricula contents and the main challenges faced. Current curricula seem to display gaps and differences in relation to the focus given to topics that today constitute areas of major concern, such as common European identity, diverse contemporary world, inclusive society, strengthening social cohesion, and conflict prevention. In fact, in a classroom setting these issues have the potential to motivate students, as they provide an understanding of the challenges Europe and the world currently face. In general terms, history teachers across Europe do not have the opportunity to fully explore such issues in their classes and feel they need support and training to develop quality history teaching in a diverse and rapidly changing world.

■ Because history education is sensitive to political and economic contexts, professionals recognise the pressure from the media and society at large in the shaping of students' historical consciousness. They also understand that curricula should include topics related to situations societies have to face today, and that history education needs updating to be able to play its educational role.

Participant's voices

” The historical education of European countries is challenged to adapt to this liquid social landscape and work effectively towards conflict and violence prevention; our societies are becoming increasingly diverse, incorporating people and groups from the whole planet who are bearers of cultural heritages unknown to us. The ignorance of these people feeds and reinforces xenophobia and racism. This is exactly the point which history teachers and educators have to work on.

■ Some history educators feel themselves in more challenging situations than others; this is most noticeable in countries that have recently gone through conflict or face a more acute economic crisis. In countries where new history curricula are being drafted or have recently been adopted, teachers see more opportunities.

■ Some answers also express that throughout Europe, a significant majority of teachers understand the usefulness of electronic tools in history classes; some countries have already started on this path consistently, while others need a bigger investment in ICT training and ICT equipment.

Participants' voices

” This task will not be easy, because in the majority of our schools there is a lack of teaching aids (computers, projectors, premises – classrooms –and Internet access). Another challenge is the ability of teachers to use the e-book.

Using common learning platforms. Through practical experiences in which students have the opportunity to learn, think and create together; this is the best way to empower students and make them understand the value of individual life – giving students the freedom to share and create synergies and common identities.

All schools need the appropriate technological background, which is yet to become reality in huge parts of the European continent. The use of such e-books should be strongly encouraged. The structure of the e-book gives a lot of opportunities for creative teaching and external links enable its use in out-of-class assignments as well. ... It is user-friendly, so I can imagine giving some parts of it directly to students, though only the teacher should use most of it. The activities it offers are, most of the time engaging, acceptable and it would be possible to use them in teaching situations too.

■ As concerns curriculum design, teachers insist that more time should be allotted to recent history, and often suggest the urgency of including topics related to current issues of concern such as migration and refugees. The question of what kind of pedagogy is needed in this age of globalisation was often raised.

■ When asked about the suitability of the e-book exercises, there is a positive and a less positive attitude: “apart from the language problem the exercises are certainly useable”. In general, teachers understand that the exercises and activities proposed in the e-book should be considered as exemplars and adapted as needed: “if we speak about industrial cities, we must put Torino [Turin] instead of Manchester”.

■ More often than not, history educators acknowledge the importance of the inputs offered by museum mediators in the development of students' historical consciousness. Teachers think that it is positive that young people leave school and visit historical sites, museums or heritage sites; these visits are productive if previously prepared, and there is a potential to further the partnership between educators and mediators. There is widespread agreement that visiting museums, heritage sites and seeing artefacts for educational purposes should be promoted:

Participants' voices

” Museums (environment, original sources) help to develop empathy. But this does not happen without education. Teachers and museum mediators should lead activities to develop attitudes and values.

By studying history of art students will engage with cultural diversity from an historic evolution viewpoint.

Students are unlikely to make sense of museum objects in museum brochures and in catalogues. When examining museum objects with the help of structured learning opportunities, they will be able to make a picture of the past by combining museum objects and other sources.

■ To promote open mindedness, critical thinking and to help raise students' awareness of societies' cultural diversity, the creation of links between art history, society and everyday life is key:

Participants' voices

” Cultural diversity in the Portuguese school is a reality. Art could serve as a means to approach diversity. Portugal receives many immigrants, especially African and Asian. The school has a greater responsibility to create links and a common identity.

History is undoubtedly the best “school” through which to understand that we are currently the result of our ancestors' mistakes and successes. Students will not understand that only by reading history books, seeing documentaries or listening to teachers. They must be put in the same place as our ancestors were when they took their decisions and “suffered” their consequences. Debating historical situations allows students to be halfway to understanding how to dodge humankind's past mistakes and to strengthen its developments. Museums can be the perfect setting in which to recreate such situations, thus enhancing the notion of oneself and promoting autonomy and self-expression.

■ Recognising “the other”, being able to appreciate other cultures, and having the competences needed for living in a diverse inclusive society, should concern all educators, and teachers also need support to acquire such competences. However, many participants consider the existing gap between schools and reality and highlighted the importance of supporting inclusive schools in order to bridge this gap:

Participants’ voices

” In order to recognise the other, one needs some experience of encountering the other. Knowledge it is not enough; there must be education about respecting and valuing cultural diversity and this education begins within the family first of all. Valuing cultural diversity does not concern only the educational system, but everybody.

■ Regarding the development of a “common European identity” through history education, the answers raise doubts and teachers are not very optimistic about the possibilities for history education in that field. National identities seem to be more powerful whenever difficult or conflicting situations arise:

Participants’ voices

” I am not sure that the aim of history teaching is to develop only a common European identity. History teaching has several aims and it is not possible to say that one is more important than the other. When they conflict, usually it is national identities who win the day, as they are much more deeply felt, have a longer historical maturity and rely rather less upon abstraction.

■ Museum mediators have different ideas concerning this question:

Participants’ voices

” There is a long history of common events and cultural connections, which at some point over the centuries have linked each and every area/kingdom/country. In many movies or books produced outside of Europe there are multiple references to “the European way”. While teaching it is important to show students how they were and still are affected by all those connections, so that they see themselves as part of the past and present European process.

■ Regardless of current globalisation, history education still remains Eurocentric, and teachers sometimes feel trapped by their own misconceptions:

Participants’ voices

” It isn’t a very easy task, since most of us have been educated within a Eurocentric approach. It is very difficult: sometimes there is a Eurocentric approach and we are not aware of it because it is completely unconscious.

■ In a world where international influence is accelerating the lifestyle of Europeans, there is a gap in European curricula concerning the world dimension. Other cultures are studied in the context of European history. The majority of curricula cover the “age of discoveries”; in some countries the colonial past is also included and many countries teach national history and world history separately. However, Europe’s connections with other parts of the world always serve as a marginal or peripheral support of the main narrative, and the idea that each continent is diverse within itself does not seem to be explicitly shown. In fact, some countries are registering a trend towards a nationalistic approach towards history education, rather than an inclusion of topics related to the “other”, which furthers the gap between the situations depicted in the media and the insights offered in the classroom to help understand the world young people live in.

■ Some teachers also refer to overloaded curricula that leave no space for teachers’ initiatives. When teachers are given that space in the curriculum, history education can contribute to the inclusiveness of students coming from different parts of the world:

Participants’ voices

” Teachers have played an important role regarding the prevention of conflict and violence because there is an open curriculum that enables them to adapt the contents, to a certain degree, to the needs of the environment in which the school is located. The

teacher often finds students who come from families whose histories are different from the “official one”, or don’t have any [knowledge] of the history of the country where they are living because they have different origins. Therefore, it is important that the teacher can rethink history to get most of his/her students involved in the narrative.

■ Teaching and learning history could help the younger generation develop the skills needed for their active involvement in strengthening conflict and violence prevention processes. To meet this target, curricula should not present conflict as something without any possible solution and teachers should teach in a way that does not cause a confrontation between the peoples living in the same region. Some teachers express the need to reform curricula; others suggest that the teaching methods are key; while others raise the question of teacher training. Some teachers emphasise the importance of breaking the mechanisms of creating prejudice and stereotypes.

Participants’ voices

” It is essential that history teaching uses the approaches recommended to ensure that the student moves beyond “comfortable” and becomes “challenged”. Open-ended questions that require the investigation of multiple perspectives and different possible outcomes allow the students to develop the necessary analytical skills to challenge opposing viewpoints and mindsets. This method is equally applicable to all areas of history.

Develop educational actions which will aim at the study and the elimination of stereotypes and prejudices in their historical context; that is, show when and how they were constructed and why some of them have survived until today; integrate in the teaching of history issues that today influence the whole planet (e.g. the environment, economic globalisation) and analyse them in historical terms.

■ It can be said that the vast majority of history educators involved in the seminars appreciated the e-book. Theme 1 – “The impact of Industrial Revolution” – was considered easily adaptable; theme 2 – “The development of education” – was deemed highly suitable for teacher training; theme 3 – “Human rights as reflected in the history of art” – was viewed as a point of entry for furthering links between history and civics, and key to bridging the gap between formal and non-formal education; and theme 4 – “Europe and the world” – was perceived as thought-provoking and a way to approach and apprehend diversity.

Question for discussion and answers from the participants

Ljubljana – Using the e-book in schools: debating and sharing new pedagogical approaches

1. How does each theme relate to the history curriculum in schools or in teacher education in your country?
2. Can you think of any further themes, which could demonstrate Europe’s shared history?
3. How easy do you think it would be to use the e-book in schools when teaching history as well as other subjects using an interdisciplinary approach?
4. How far are these exercises suitable for pupils and students in your country?
5. Could you suggest additional or alternative exercises for some of the topics?
6. What additional resources can you suggest for each of the topics?

Lisbon – Bridging the gap between formal and non-formal education

1. Does your history curriculum include the history of art and is it linked to visits to museums and galleries? If so, how? (Consider both real and virtual visits).
2. In what ways might art history help to raise students’ awareness of societies’ cultural diversity? Do you tackle issues of cultural diversity in your teaching?
3. “One of the failings of our educational system has been to assume that knowledge of other cultures alone will automatically change attitudes.” Do you agree with this statement and if so what else should educational systems do in order to change attitudes towards other cultures?
4. How might history and museum education contribute to students’ understanding of the concepts of the value of individual human life, autonomy and freedom of expression?

5. What do you understand by “a common European identity”? In what ways can education, both formal and non-formal, enable our students to share that identity?
6. In what ways is a global dimension reflected in your school curriculum, and in particular in the teaching of history and geography?
7. In teaching about the interactions between Europe and other areas of the world how do you avoid adopting an overly Eurocentric approach?

Belgrade – Teaching and learning history for conflict and violence prevention in contemporary diverse European societies

1. What are the main challenges that history education faces regarding strengthening conflict and violence prevention processes in contemporary diverse societies?
2. When teaching about conflicts what is the balance in your curriculum between a conflict narrative and a conflict prevention/resolution narrative?
3. How could teaching and learning history help young generations to develop skills needed for their active involvement in strengthening conflict and violence prevention processes?
4. How is diversity of the contemporary world reflected in your history teaching curricula?
5. What competences do history teachers need to be able to work effectively in multicultural classes?
6. Does initial and in-service training in your country help teachers to acquire competences needed for the work in a diverse context?
7. What does a diverse inclusive society mean for you and what could be the role of history educators in strengthening social cohesion in such types of societies?

1. How does each theme relate to the history curriculum in schools or in teacher education in your country?

	<i>Theme 1</i> <i>The impact of the Industrial Revolution</i>	<i>Theme 2</i> <i>The development of education</i>	<i>Theme 3</i> <i>Human rights as reflected in the history of art</i>	<i>Theme 4</i> <i>Europe and the world</i>
Albania	The Industrial Revolution in lower secondary school is covered in two annual hours in grade 7, students (aged 13-14); in the upper secondary school it is covered in two annual hours in grade 11, (students aged 17-18). The structure is similar, though more comprehensive, in the upper secondary schools.	This theme is integrated into "Society, art and culture", in every history textbook at the end of each chapter on the "The history of world civilisation". Specific questions on the "History of the development of education" are addressed in civic education; "The development of education" is also the focus of training activities of upper secondary schoolteachers, university teachers and education specialists.	The theme of human rights in the upper secondary school history curriculum is not treated as a reflection on the history of art "in itself". Handling of art can be part of a paragraph, or some sentences, but is not defined as a topic. Rather, it is treated in a wider perspective in civics but not "as reflected in the history of art". This theme is also part of extracurricular activities of education institutions.	Total history lessons: 571 lessons per year = 100%. 1. World history: 433 lessons per year = 75.8%; main focus ± 80% – European history 2. National history: 138 lessons per year = 24.2% The main focus of world history is European history; lower secondary: grades 6 to 8; upper secondary: grades 10 and 11. The goal is to educate young people to understand cultural diversity as an enriching and human factor.
Austria	Covered at lower and upper secondary levels, and is often tested in A-level exams. Teachers focus on social aspects; "Industrial heritage" is often ignored. The unit is designed for teacher trainees; students come across this topic not only in history lectures, but also in didactic courses during initial teacher training.	We don't have this stand-alone unit in the curriculum either at school or at university. Parts of this chapter can be easily integrated in several lectures and courses at university level – such as didactics or pedagogy. It is a good source for teacher training. The unit "Length of compulsory schooling and lifelong learning" fits very well into English lessons. There are possibilities to integrate this topic in history classes too, e.g. when dealing with the European Union.	Human rights is a hot topic. It is a general aim of education. In lower secondary school human rights and children's rights in the past and today are covered. It is also integrated into civic education. The deconstruction of images is covered by the Austrian curriculum and the e-book offers interesting material. The theme is covered at university. The unit "What stories do museums tell?" is very helpful for initial teacher-training. Currently we discuss narratives in history and narratives found in locations outside the classroom.	This theme is covered at every stage of Austrian curricula. Intercultural and global learning, multiperspective approaches, the dimension of different spaces and times are very important in schools and in initial teacher training. "Colonial past" is a compulsory topic at lower and upper secondary level. Questions about values are basic and essential; therefore it is very helpful to use the rich material in the e-book. The unit "The shaping of perceptions about Europe", which deals with travelling, is motivating and offers a practical approach. It covers the historical part of the school subject and is a good example for civic education.
Bosnia and Herzegovina	Most of the themes in the book are covered by the history curriculum in Bosnia and Herzegovina, with the exception of the history of art. The topics presented can be used in the teaching of general European history, but in order to apply the lessons to regional and national history, the teachers must be very creative because this part of Europe developed differently to the rest of the continent. Half of the history curriculum in Bosnia and Herzegovina is devoted to national and regional history.			

	Theme 1 <i>The impact of the Industrial Revolution</i>	Theme 2 <i>The development of education</i>	Theme 3 <i>Human rights as reflected in the history of art</i>	Theme 4 <i>Europe and the world</i>
Bulgaria	<p>The main themes bear a close relation to the history curricula at the largest universities that train history teachers in Bulgaria. The territorial scope is mainly on Europe, but the processes in North and South America, Asia and Africa are followed. In this sense, history of modern times is presented in the course of history as a growing and enriching world whose common centre is focused on Europe. The themes also bear a close relation to the Bulgarian history curriculum. School history develops the understanding of change as a key characteristic of the modern era. The proposed e-book is particularly suitable for upper secondary school where a course in world history is studied in grades 9 and 10.</p> <p>“Europe and the world”: topics such as “Generations and values”, and “the 1960s” can be used not only in history lessons but also in the subject “World and personality”.</p> <p>Human rights: according to the opinion of the teachers, when covering the history of 20th century wars and the totalitarian and authoritarian regimes, the theme of art could be very useful. Interesting sources from art can be used in topics related to wars, violence, and religion.</p>			
Croatia	<p>History curriculum in Croatian lower secondary, grade 7:</p> <p>“Shaping modern society – science, technology, Industrial Revolution”;</p> <p>“Society, culture, and changes in daily life in the first half of the 19th century”;</p> <p>“Society, culture, and changes in daily life in the second half of the 19th and beginning of the 20th century”.</p> <p>SH teaching and learning units – lower secondary:</p> <ol style="list-style-type: none"> “Expanding populations”; “Women, children and families”. 	<p>History curriculum in Croatian lower secondary, grade 6:</p> <p>“Rise of medieval Europe”;</p> <p>“Humanism and the Renaissance – the exchange of knowledge, ideas and actors”; (SH, page 270).</p> <p>Civic education curriculum:</p> <p>Example: “Gender differences in the past and today; The exclusion of some social groups of society”;</p> <p>“The difference between village and town in educational opportunities”.</p> <p>Grade 8:</p> <p>“Croatia and the world at the beginning of the third millennium”;</p> <p>“Globalisation – the new age, what are the advantages or goals?”</p>	<p>History curriculum in Croatian lower secondary, grade 6:</p> <p>“The rise of the Croatian state in the early Middle Ages”.</p> <p>Art depicting historical myths (Croatian example: painter Oton Iveković) – useful: how to read a picture, motivational focus questions; analysis and interpretation.</p> <p>“Europe and the Islamic world: contacts and contrasts”.</p> <p>Example: “Liverpool walk”, multicultural guide displays a variety of ethnic and other groups of immigrants who have “enriched” city.</p> <p>Grade 8:</p> <p>“Totalitarian regimes between the wars”;</p> <p>“the Second World War”.</p> <p>SH teaching and learning units – lower secondary:</p> <ol style="list-style-type: none"> “Butterflies do not live here”; “Public representations of national diversity”. 	<p>History curriculum in Croatian lower secondary:</p> <p>Example: “colonisation”.</p> <p>Grade 5:</p> <p>“The rise of ancient Greece; Croatian territory in ancient times”.</p> <p>Grade 6:</p> <p>“Age of discovery”.</p> <p>Grade 7:</p> <p>“The world in the era of European domination in the 19th century”.</p> <p>Example: “policy and social values”;</p> <p>“legacy of the 1960s”.</p> <p>Grade 8:</p> <p>“The World during the Cold War and the collapse of communist societies”.</p> <p>SH teaching and learning units – lower secondary:</p> <ol style="list-style-type: none"> “The Uluburun shipwreck”; “Learning from others and teaching others through travelling”.

	Theme 1 <i>The impact of the Industrial Revolution</i>	Theme 2 <i>The development of education</i>	Theme 3 <i>Human rights as reflected in the history of art</i>	Theme 4 <i>Europe and the world</i>
Hungary	The Hungarian history curriculum deals with the reasons, process and impact of the Industrial Revolution in a detailed way. Textbooks' narratives predominantly focus on the economic and social impact of the industrialisation, emphasising those issues the e-book also presents; only the "time and space" topic is not included. Hungary has a nation-focused curriculum; European history occupies a large part of history teaching, so this topic is discussed basically in a European context.	The history of education is presented in a rather simplified way in Hungarian secondary education, but the common European roots (e.g. universities of the Middle Ages) are emphasised here as well. The topic is much more relevant in the case of teacher training just as is assumed in the e-book. However, in teacher training the topic includes only a national point of view with small regard to European issues.	Although we do use different kinds of artefacts in history teaching, these are not aimed at presenting the development of human rights.	Europe's connections with other parts of the world always serve as marginal or peripheral support of the main narrative of Hungarian history teaching. The situation is almost the same as one of the writers states in the e-book that Eurocentrism is so dominant that it does not allow looking at other cultures except in the context of European history.
Italy	Themes have strong relations to the upper and lower secondary school history curriculum. In primary school only ancient history is taught, so units suggested are generally unfit but could play a role in citizenship education and/or be adapted as "local history"; translation needed. So far, organised teacher education does not exist in Italy. University courses that train history teachers could take advantage of the e-book suggestions. Some units suggested for teacher education could also be presented in upper secondary, particularly some of the units of theme 2 – "The development of education". They could be connected with citizenship education or with pedagogy in the social science licei.			
Kosovo³⁷	In Kosovo we are in the process of piloting "Core Curricula". According to this document history together with geography and civic education are integrated into the "society and environment" area. Since we are now creating integrated topics for this area, I think that the topics may be used as additional materials in teaching history with an integrated approach. Our curriculum now has a different approach based on the developing of six competences and on reaching specific results. This approach means also improving the methodology of textbook writing and teachers are free to use additional materials during history teaching.			
Moldova	Most of themes are linked to our curriculum for grade 8 (secondary school) and for grade 11 (high school).			
Romania	The Romanian education system is based on two important documents: the "National Curriculum" and the "School Curriculum". These include educational programmes in which teachers suggest topics for specific curricular areas. Thus, history is included in the area: "Man and society". The four themes of the e-book <i>Shared History for a Europe without dividing lines</i> are found in different proportions in programmes related to secondary education. "The impact of the Industrial Revolution" and "Europe and the world" are the fundamental learning units that a teacher is required to include in the process of teaching. The other two themes, "The development of education" and "Human rights as reflected in the history of art", can be developed within the school curriculum as optional packages.			
Serbia	Some themes are fully covered by the history curriculum, such as the Industrial Revolution, while other themes are partially integrated within other topics such as "Great geographical discoveries and colonisation", "The effects of the Second World War", "Everyday life in the past", "Culture in the past", etc. The themes "Human rights as reflected in the history of art" and "Europe and the world" are not covered specifically by the curricula, but partially presented within the framework of teaching standards, especially in upper secondary education.			

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	Theme 1 <i>The impact of the Industrial Revolution</i>	Theme 2 <i>The development of education</i>	Theme 3 <i>Human rights as reflected in the history of art</i>	Theme 4 <i>Europe and the world</i>
"The former Yugoslav Republic of Macedonia"	This theme does not have great importance because under the Ottomans there was no Industrial Revolution in the southern Balkans. The theme has space in the curriculum because it had a big impact on the development of the bourgeoisie, and the start of the revolutionary movements and development of the national states in Europe.	We do not make connections between the development of education in "the former Yugoslav Republic of Macedonia" and the development of education in Europe and world. The history curriculum is full with so many things that we have no time to teach something more about development of education.	We do not have many lessons covering human rights. Teachers involved in civics at the primary school level, might have more information. I am sure that there are no lessons that make connections between art and human rights.	This is part of all history curricula from grades 1 to 4 in secondary education. Because our country is a candidate for EU membership, Europe is given a lot of space in our history curriculum.
Ukraine	Grade 9: – "Modernisation of economic life in Ukraine 19th-20th centuries"; – "Europe and the USA in 1815-1870. The era of national unification and modernisation of the society"; – "Formation of the industrial society in world leading countries"; – "International relations at the end of the 19th and beginning of the 20th centuries".	Grade 9: – "The culture of world nations in modern times"; – "Ukrainian national revival at the end of the 18th and the first half of the 19th century"; – "Education, science, art and everyday life in Ukraine in the middle of the 19th century until the beginning of the 20th century".	An interdisciplinary approach is needed for introducing this topic. Grade 8: – "Great geographical discoveries: meeting of civilisations". Grade 10 – "Ukraine in First World War. The beginning of the Ukrainian revolution"; – "Ukraine in the years of the Second World War"; – "Ukraine during independence".	Grade 8: – "Great geographical discoveries: meeting of civilisations"; – "Socio-economic development and the lifestyle of Europeans in early Modern Age"; – "New ideas and their influence on the life of Europeans"; – "Modernisation process in the 18th century". Grade 9 – "Europe and the USA in 1815-1870. The era of national unification and modernisation of the society"; – "Formation of industrial society in the world's leading countries"; – "International relations at the end of the 19th century and beginning of the 20th century".

2. Can you think of any further themes, which could demonstrate Europe's shared history?

Albania	<p>1. Migration. This topic has affected the history of all countries in Europe and the world, changing cultural, economic, social and political relations.</p> <p>2. Cultural heritage – comparative studies to help young people recognise the different societal processes and motivations behind different cultural heritages, to reduce prejudices and stereotypes.</p>
Austria	<p>European Middle Ages – the era before the creation of national borders could be interesting for this project in order to show a very early period of a shared European history and the beginning of a common cultural heritage.</p> <p>Migration and refugees – this could be a very broad theme for the e-book, considering that European history is the history of migration from the very beginning up to the present.</p> <p>Europe between war and peace – wars are the dividing lines, contrary to peace and peace concepts, which try to unite Europe.</p>
Bulgaria	Migration at crossroads.
Croatia	<p>Countries and peoples under Habsburg rule; revolutions in the year 1848; prehistory; time without dividing lines; Europe and the Mediterranean after the Great Migration; the old continent versus new worlds; totalitarian regimes – similarities and differences.</p> <p>Mass media and their impact on Europe without borders.</p> <p>Has globalisation affected our curriculum? What kind of pedagogy is needed in this age of globalisation?</p>
Hungary	<p>This might be the most difficult question because of the debatable concept of Europe the e-book uses, as it implicitly states that basically those countries belong to Europe that are members of the Council of Europe. This might be true today but it definitely was not in the past. Still, an <i>Alltagsgeschichte</i> or <i>microstoria</i> kind of approach might fit with the aim of constructing a shared history by taking different kinds of phenomena and then presenting these at the level of “everyday people”.</p>
Italy	<p>Having read the introductory part of the e-book, the first idea I had was “The development of democracy”; but then I reflected that the Council of Europe has already produced very good teaching material on this theme, even if within different frameworks.</p> <p>So, having made up my mind, the theme that I would suggest is “The landscape”. I mean the landscape transformed by men and women over time, humanised; the landscape scarred by wars; the landscape as environment and the impact of pollution on it; the landscape as an economic resource; architecture, heritage and monuments representing memorial themes; countryside versus urban areas; the landscape connected with citizenship. Another suggestion, born from an article I had a glance at just recently, is “Demography” – a usually neglected theme in history textbooks, but of great relevance.</p> <p>Both themes could have many issues in common with <i>Shared histories</i> and generate several units focused on history, but also related to other disciplines. I am aware that the suggested themes are in some way encompassed by certain e-book units, but there is no direct focus on them.</p>
Kosovo³⁸	Since the content of history textbooks in Kosovo is mainly political history, I think that themes that can fulfil and complement the meaning of history are those linked to social and everyday life.
Moldova	<p>Private life. Cultural traditions in various ethnic communities.</p> <p>To enlarge the geographic area of the questions and countries presented.</p>
Romania	<p>Additional themes that could demonstrate Europe's shared history could be:</p> <ul style="list-style-type: none"> – “Formation of the nations – between myth and reality”; – “Balkan identity and consciousness”.
Serbia	Some potential topics could be: “history of human rights”, “urbanisation in the past”, “saving lives in war and peace”, (from medical science to humanitarian work), etc.
“The former Yugoslav Republic of Macedonia”	Themes and topics connected with the economy.
Ukraine	There could be such themes as “cultural heritage”, “cities and villages in Europe”, “civil movements and development of civic society”, “development of intellectual ideas in Europe”.

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3. How easy do you think it would be to use the e-book in schools when teaching history as well as other subjects using an interdisciplinary approach?

Albania	I do not think it will be easy; translation is a problem, so is availability of ICT.
Austria	A big problem will be the language barrier in schools. Even for bilingual classes the language level is quite high for Austrian pupils. Apart from this, the e-book could be a very helpful source for teaching in schools and at university; a lot of material and interesting external links are offered, some approaches are innovative and refreshing. It is an advantage to be able to use the e-book online (directly on laptops and tablets) and offline (to show it via beamer) and that you can print out the pages you need. Regarding the interdisciplinary approach, there are a lot of possibilities: history, civic education, English, French, German, geography, even arts could be integrated.
Bosnia and Herzegovina	The e-book is well structured and provides enough resources and interactive content. Navigating is not an issue. However, in future editions I propose that more attention is placed on the images, which should be much easier to enlarge and focus on. Images are often a good source of inspiration to help explain certain processes, events and individuals. Allowing teachers to concentrate quickly and easily on them would accelerate the teaching process in the classroom.
Bulgaria	I have consulted 45 history teachers from various places in Bulgaria. All of them give positive feedback on the e-book, praising the idea of the project and the selection of the main thematic areas. Highly appreciated are the opportunities for an interdisciplinary approach. In the 11th grade in Bulgarian schools the subject "World and personality" is studied, which is oriented towards civic education, social competence and involvement of young people in public life. It relies entirely on interdisciplinary synthesis and therefore the content of the e-book proves to be very appropriate and relevant.
Croatia	I think the e-book will be extremely useful for new topics or new approaches to existing topics. Unfortunately, the biggest problem I still see is in the insufficiently well-equipped classrooms in Croatian schools. Modern methodology encourages an interdisciplinary approach, so I do not see a problem with younger teachers.
Hungary	All schools need the appropriate technological background, which is yet to become reality in huge parts of the European continent. The use of such e-books should be strongly encouraged. The structure of the e-book is almost perfect for teaching, and external links make it possible the use it in out-of-class assignments as well. It is user-friendly, so I can imagine giving some parts of it directly to students, though only the teacher should use most of it. The activities it offers are, most of the time, engaging, acceptable and it would be possible to use them in teaching situations too.
Italy	I am focusing on the upper secondary school. The e-book could be extremely useful for CLIL (content and language integrated learning) methodology that requires teaching a subject (or rather, part of it) in a foreign language, often English, mainly during the last year (the 5th); this is perhaps the focal point of our attention at the moment. History is a very suitable subject for that, but we need educational material in English and suggestions about how to use it, how to look at multi-perspectivity, and how to raise awareness of a European common heritage. The e-book answers our questions and shows a way not only to teach history, but also to deal with an interdisciplinary approach, that is required in the final exam. The units presented in the e-book offer links with pedagogy, which is taught in the social science licei (theme 2), history of arts and literature (theme 3), and philosophy (theme 4). Provided that it is translated into Italian, theme 1 could be connected with several core disciplines in a number of specialisations in technical and vocational schools (they have different CLIL rules).
Kosovo³⁹	This task will not be easy, because in the majority of our schools there is a lack of teaching aids (computers, projectors, premises – classrooms, and Internet access.). Another challenge is the ability of teachers to use the e-book.
Moldova	The e-book is an easy tool for history classes, but the biggest problem is the language.
Romania	In Romania, this e-book can be easily used in the secondary education and academic system.
Serbia	The e-book is adjusted for the use in interdisciplinary, integrative teaching especially on topics regarding human rights, art, and social phenomena. In that sense, it is quite possible to gain specific learning outcomes and fulfil those educational standards related to development of intercultural or civic competences. It is obvious that the e-book could be used in a combination of history with history of art; sociology; philosophy; civic education; and English as a foreign language.

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"The former Yugoslav Republic of Macedonia"	There will be no ICT problems in using the e-book and in getting teachers and students to work together.
Ukraine	Using the e-book is a wonderful methodological means for introducing the interdisciplinary approach in teaching and learning. It could be used not only for history, but also for lessons of ICT, geography, art, social studies, and English Language. A team of teachers from different subjects working together would be the most effective way to use the materials in the book. Ideally, the material could be used by teachers of history, foreign languages, geography, and art and also museum mediators. The main obstacles would be the different levels of teachers' ability to communicate in English and to use IT, and access to computers/the Internet in schools.

4. How far are these exercises suitable for pupils and students in your country?

Albania	Exercises, activities, studies, and articles are written by recognised experts in the field. They have presented them to correspond with the age level of the students and they are a great help for teachers, trainers, lecturers, etc. They provide users with practical and academic competence.
Austria	Apart from the language problem the exercises are certainly useable in Austria. The didactic approach relates very well to school and to university because the questions try to open the mind and they invite critical thinking. The idea of further research and of using external links (web quests) is a popular method in Austria. A lot of exercises are based on questions. Maybe some of them could be opened to a more process-orientated methodology. Very good examples of this are "Dividing lines and borders" (p. 654), "Creating a colony" (p. 611) or "Mr Watson come here I want you" (p. 138) and the spread of railway network (p. 140). Sometimes it would be helpful if there were real worksheets for the pupils.
Bosnia and Herzegovina	An approach to certain topics in this textbook, although valuable, would be challenging to most students, but also to teachers. Most of them could not relate to some of the topics covered and would not be motivated to teach or learn about them. The other existing problem is the marginal role to which history as a school subject has been reduced to in Bosnia and Herzegovina. The teachers could find the space and time to include only some chapters, or only the most important ones, from the e-book because of the reduced number of lessons allotted to history.
Bulgaria	I will also refer to the opinion of teachers. In 2000 a new curriculum was adopted. The subject is now "History and civilisation" and new methods and terms, such as multiperspectivity, multiculturalism and pluralism were introduced and the main text in textbooks was reduced to give space to a much greater presence of different types of sources. Thus teachers considered the exercises to be very suitable. They give students the opportunity to use various sources and methods to develop their critical thinking. However, the teachers interviewed expressed hope that this valuable tool will be translated into Bulgarian.
Croatia	Tasks designed for lower secondary pupils are appropriate and applicable. There are tasks that are designed for older students, but that can also be used with younger students, with some simplification and explanation. Certain tasks can be performed with the project tasks that can last throughout the school year. There are many tasks that emphasise the correlation between multiple subjects.
Hungary	Really helpful is the structure of each task that gives the teacher clear guidelines about the aim and process and the issues it might raise. The only concern is the amount of time required. In Hungary the number of history lessons has been decreasing for a few years now. The ones I have not found suitable are the exercises designed for teacher trainees. The Hungarian teacher training system does not allow such kinds of exercises.
Italy	In general, the exercises are suitable for Italian students. Translation is needed or the case studies should be adapted to the Italian context (e.g. if we speak about industrial cities, we must put Torino [Turin] instead of Manchester).
Kosovo⁴⁰	I think that they are suitable if we, the teachers, are able to use this material in classrooms, with the aim of achieving results and developing the areas covered in the core curricula.
Moldova	This depends on the educational level (secondary or high school), but all of them could be adapted to each case.

40. All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

Romania	Theoretically, the types of exercises suggested at the end of each e-book topic are suitable for Romanian students. Basically, their effectiveness depends on how the teacher will be able to find an optimal way of organising the process.
Serbia	Some are quite suitable for students, while some must be adjusted for the use in the classroom (some examples are not familiar to students in our country).
“The former Yugoslav Republic of Macedonia”	I work in the secondary education and I think the exercises are suitable for students aged 16 to 18.
Ukraine	Exercises proposed in the e-book in general could be very interesting and useful for students in Ukraine in terms of improving competences in teaching/learning processes. However, the success of applying the exercises requires the following conditions: teachers’ preparation to work with such kinds of methodological resources; computer equipment/electronic devices; Internet access in schools; a good level of English, etc.

5. Could you suggest additional or alternative exercises for some of the topics?

Bosnia and Herzegovina	The exercises included in the e-book are of sufficient quality and diverse enough. Therefore, I have no additional or alternative exercises to suggest.
Hungary	Industrial Revolution – tasks to demonstrate the different aspects of the transition from the pre-industrial societies to the modern industrial societies. This conflict between “old and new” might give students the opportunity to face the same issues in different contexts, thus generating the idea of a Europe that faces the same problems and challenges but gives different answers, an idea which is parallel to “unity in diversity”. The very same approach might work with the topic of education, but here the conflict could be between earlier communities and their “struggle” for education, and the modern state. By analogy, this idea could be used in teacher training but using the different aspects of “traditional and reformed pedagogy”.
Italy	Theme 4: “Europe and the world” could be developed not only focusing on values and generations, but also on economics, referring to the work of Fernand Braudel. Speaking about values and generations, I would prefer to deal with a slightly different topic: the values young people share as historical subjects, in different periods. Did young people act as leading characters? It would be interesting to compare when and how the youngsters played a central role in different countries.
Moldova	The exercises have to be adapted to each grade and to teachers’ know-how; it is important to know which exercises work better for different classes.
Romania	Theme 2: a debate – showing the pros and cons – on the quotation by philosopher Confucius: “By nature men are nearly alike; by education, they get to be wide apart”. Students form pairs to discuss the issue, then pairs discuss with pairs, and then the whole class discusses the issue. Theme 3: students prepare a three-column table (specifying human rights/ historical context / respected or violated) containing information on a historical event and context in which human rights were respected or violated; the teacher then leads the class to learn about citizenship, constitution, etc.

6. What additional resources can you suggest for each of the topics?

Hungary	I see the possibility of broadening the resources in the “Europe and the world” chapter. Since today we need to teach a kind of “global history” we should show the students the cross-cultural meeting points where Europe and other parts of the world have converged during the last centuries. This approach might work well with the help of art (the same approach as is present in the e-book) where the teachers could demonstrate how different civilisations have affected each other. Another possible idea would be to show the pupils how each continent has had diversity in the form of different nations, religions and cultural groups, since the average European student tends to have the idea that, for example, “all Asians are the same”. I would like to point out again the potential benefit of micro-history in this area, so I suggest that the education chapter should include diaries, letters or any other kind of personal source materials from students in the past in order to demonstrate how they lived, thought and learnt so as to show our students that being young has always been an interesting adventure.
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Italy	<p>I would suggest adding some information on Italian migration (theme 1), a topic extremely under-represented in the e-book (probably because it involves mainly non-European countries). Below are some links that I can share with you:</p> <p>www.italianlegacy.com/italian-immigration.html.</p> <p>This one is probably too large and detailed: www.nber.org/chapters/c5116.pdf.</p> <p>Again on theme 1, the following website contains some information about Torino [Turin] as a possible case study (it is very good and suitable, but is in Italian):</p> <p>https://www.fondazione scuola.it/sites/default/files/allegati_iniziative/laygt_torinofabbriche_03.pdf</p>
Romania	As additional resources I recommend using, where appropriate, press articles, postcards, stamps, cartoons, etc.
Serbia	<p>I would suggest more visual resources especially in the theme "Human rights as reflected in the history of art". Here are some websites I would recommend:</p> <p>www.centropa.org/ – Where Jewish history has a name, a face, a story;</p> <p>www.dadalos.org/ – International UNESCO Education Server for Democracy, Peace and Human Rights Education;</p> <p>www.coe.int/en/web/edc – Education for Democratic Citizenship and Human Rights.</p>
Ukraine	Among additional sources I would suggest are visual sources (maps, cartoon, pictures, posters, photos, etc.). Each of the topics could be additionally supported with historical sources related to national, regional and local content or involve illustrations of Ukraine in European processes. For instance, using sources of local history promote a better understanding of educational materials by students.

Lisbon – Questions and answers

1. Does your history curriculum include the history of art and is it linked to visits to museums and galleries? If so, how? (Consider both real and virtual visits)

Cyprus	<p>The current history curriculum does include the history of art as substantial knowledge. Some linkage to museum, antiquity and historical site visits is evident in the textbooks. Frequent visits to museums are scheduled by individual teachers within the context of school trips; these visits are carried out to promote, in the first place, national ideology, and expressions such as "our country", "our culture" or "our art" are usually used during presentations.</p> <p>Time is allocated per semester for educational visits to museums and galleries. Teachers (a) tend to schedule visits to specific places, those being museums with an ethnocentric, one-way approach to the past; and (b) the majority of teachers omit to prepare and carry out learning activities before, during and after the planned educational visit. Actually, more often than not, teachers take on the passive role of a guest while a museum mediator guides the children through the museum and describes the artefacts.</p>
Estonia	Yes, we have topics of art and the history of art in the national curriculum. The general part of the national curriculum declares that teaching is accepted in other environments as well, not only in school buildings. Schools and teachers can decide if they would like to go to museum or undertake a study visit. However, the state does not give additional money for museum visits. It is up to the school to find support.
France	I need to link the lesson contents with resources available, so I always use an interactive board to show my own documents and websites (museums, videos, etc.). I also have to propose some visits to museums. I organise visits to museums of technology, museums of modern art, galleries and street art. We propose our pupils to provide a search option concerning partnership with museums.
Greece	Students in Greece often visit museums as part of their courses, including art, history, environmental studies, etc. The use of digital boards has also helped in bringing such images into the classroom. On the other hand, school programmes and books are rarely adapted, or they place emphasis on the quantity and not the quality/critical evaluation of knowledge. In the museum where I work, one of our main target groups of visitors are school groups, especially those grades where modern history is taught. We try to have a variety of educational programmes available, and we are currently working upon creating a new online hub of our activities, centred upon a new Internet site. Our usual approach though is not centred upon art history – art is collected and displayed for its link with historical issues, not for its artistic merit.

<p>Portugal – museum mediators</p>	<ul style="list-style-type: none"> • Art history is of major importance to help develop students’ awareness of societies’ cultural diversity, because art is precisely one of the mirrors of culture. By exploring the works of art (from diverse times and places), a museum mediator has excellent means of diving into other cultural environments and taking along his/her audience. In the course of my work I have plenty of opportunities for tackling these issues, since there are always multiple directions to explore, which are enriched by each visiting group (composed by different people with different experiences). • My practice includes teaching and working in museums and heritage sites, planning, organising visits and training professionals. • Some curricula include history of art but it is not linked to museum and gallery visits. Teachers ask for museum visits if they want to; it is not compulsory. Sometimes it is the only way students get to visit museums and galleries.
<p>Portugal – history teachers</p>	<ul style="list-style-type: none"> • The history curriculum includes several art history themes, for example, those connected to the Greek, Roman, Romantic, Gothic, Renaissance, and Baroque periods and the art of the 19th and 20th centuries. To contribute to a better understanding of these themes it is useful to include study visits/school trips to museums, heritage sites and art galleries related to the period being studied. • When available, the Internet is used to open new horizons and show what otherwise would never be seen. • History through art is taught from prehistory to modern times. The teachers’ manual suggests not only visits to museums and art galleries, but also interdisciplinary projects, and promotion of strategic partnerships that enhance students’ knowledge. New technologies play a key role in the learning of today’s students.
<p>Spain</p>	<p>As a high school student I only had a course on art history, and my class never went to a museum to appreciate art. As a university history student, I only had a course related to art history; the angle was religious art and again I did not visit any museums.</p>

2. In what ways might art history help to raise students’ awareness of societies’ cultural diversity? Do you tackle issues of cultural diversity in your teaching?

<p>Cyprus</p>	<p>Appreciation and respect for diversity gained through the study of art history is a skill transferable to the present day. Although cultural diversity exists in Europe itself, Europe also hosts cultures of other societies due to mobility within Europe, immigration and globalisation. Therefore, it is important to create curiosity, participation and a feeling of togetherness leading to respect for human rights. (<i>Shared histories</i>, pp. 586-590).</p> <p>I personally tackle issues of cultural diversity and my observation is that although the curriculum does not allow engaging students in activities which would lead them to explore how other cultures think and feel, the majority of students are open and positive to members of social groups other than own due to their intensive engagement in using the Internet.</p> <p>Art history can play an important role in making students further aware of the multicultural society they live in. In my view, an artefact can give valuable information to students regarding the ethnic, religious and social background of the creator and the socio-geographical setting in which the artefact was produced. Having this in mind, I have been using, as part of my teaching practice, pictures and slides showing artefacts produced in Cyprus. Students tend to show great interest in “decoding” artefacts produced and used in antiquity, which show for example, that the local production of art was largely influenced by Egyptians, Greeks, Assyrians and Phoenicians. However, they are not willing to discuss artefacts created in the 1960s and later that are related to events of the current history of the island.</p>
<p>Estonia</p>	<p>Upper secondary school graduates will be able to: (i) understand the processes of social change in the history of humankind and in modern-day society and the causes and effects of the most important events; (ii) respect democracy and human rights, follow generally accepted etiquette and the law, know about civil rights and duties and take civic responsibility; (iii) have acquired a vision for their own future, make plans and act in accordance with fulfilling these plans; (iv) take an interest in their own development, their nation, community and the world, shape their own opinions and conduct themselves as active and responsible citizens; (v) understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life; and, (vi) know about the cultures of different nations and their specificities and be respectful towards individual and cultural differences as well as differences in world views, unless these views constitute crimes against humanity; and will have acquired: practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts, knowledge and skills that support the development of a complete and autonomous human being who values a positive attitude towards themselves and others.</p> <p>Teachers use different methods in their teaching. The national curriculum does not say what means should be used to achieve results.</p>

France	I implement two approaches. The first one consists of showing contemporary or modern artists interested in different artistic styles. I have in mind Gauguin, Matisse, Braque, Picasso, Breton, etc. and all the artists connected with primitivism. They showed us how cultural diversity is a cultural asset for everyone. The second approach consists of implementing art projects that take cultural diversity into account, because we have many children with migrant backgrounds in our schools.
Greece	The study of cultural diversity, whether synchronous (i.e. of today), or as a historical observation, is crucial in order to make students sensitive to the importance of remaining open to new challenges. The nation-state has had the tendency to unidirectional readings of the world and of its history in order to promote uniformity of its citizens. Today, this attitude often leads to entrenched views that are incompatible with everyday observation, and so is liable to promote a lack of understanding, conflict, isolation and even violence towards other individuals or groups with different outlooks. The study of art history is not sufficient as such to raise similar obstacles. The crucial factor is creating links between art history and society and everyday life: helping the student understand his own experience and his own deeper values as one of a multitude of available cultural paradigms.
Portugal – museum mediators	<ul style="list-style-type: none"> • History is like an open book which provides an excellent opportunity to think and work in the field of recognition of cultural diversity promoting social inclusion and peace. The recognition of the other is the touchstone of my teaching. • Art museums can be “mirrors” of cultural diversity and can organise projects, programmes and all sorts of activities to develop the awareness of cultural diversity. Portugal has a lot of immigrants and cultural diversity is a daily experience and reality. • Cultural diversity in the Portuguese school is a reality. Art could serve as a means through which to approach diversity. Portugal receives many immigrants, especially African and Asian. The school has a greater responsibility to create links and a common identity.
Portugal – history teachers	Art is the reflection of cultural diversity. Each group sees reality in accordance with its own specific culture and expresses this through art. This artistic expression evolves through time. Therefore, by studying history of art students will engage with cultural diversity from the viewpoint of historic evolution.
Spain	We should not focus solely on innumerable pieces of artwork; we have to think and to see beyond that. The works are the result of the creative process and express the historical context of the artist at the moment of creation. We can therefore never erase the subject of art history from school curricula and education of young people because art is linked to mankind’s past and provides a means to help understand the world.

3. “One of the failings of our educational system has been to assume that knowledge of other cultures alone will automatically change attitudes.” Do you agree with this statement and if so what else should educational systems do in order to change attitudes towards other cultures?

Cyprus	<p>Gaining knowledge about other cultures is not sufficient to change attitudes. Students should have learning opportunities to raise their awareness of other cultures, and then develop an understanding of the other cultures; this is then followed by tolerance and acceptance and finally appreciation. Leading students through factual rather than imaginary situations will help them to develop their critical thinking skills. These activities may be real-life situations demonstrating what is meant by “appreciation” of other cultures. This will not only help them to appreciate other cultures but also other individuals as well.</p> <p>Knowledge of other cultures and how this knowledge relates to daily issues might be the first step in fostering respect and feelings of equality among students towards other cultures. Acquiring knowledge about facts, events and people can only be the beginning of the quest of learning about other cultures. Students need to have access to many sources and various perspectives in order to understand, compare, evaluate and challenge other cultures and re-approach their own. By promoting learning skills such as empathy and critical thinking, attitudes can change. This learning process cannot be restricted to the use of the textbook or the context of the classroom but needs to flourish in a positive social setting having the support of political, social and religious agents and in various places such as libraries, museums and galleries.</p>
Estonia	Knowledge is the first step, but attitudes will not change automatically.
France	I agree with this statement. I think we need to implement teaching situations with real problems to solve. I have in mind some tools developed by Freinet’s pedagogy, for example: a co-operative approach in the classroom and in the school. The main idea is to allow pupils to learn how to solve social and cultural problems.

Greece	<p>The argument proposed under question 2.) is equally valid here.</p> <p>We may add that a certain shift of history museum interests towards social subjects will have a certain effect. Social history provides more accessible links with the visitor's pre-existing experience. The traditional political or military accent on the presentation of historical events in museums has to be complemented, so as to increase the number of visitors who may feel concerned, involved and interested.</p>
Portugal – museum mediators	<ul style="list-style-type: none"> • I agree with the statement, mostly because to know something is not the same as feeling or experiencing that same thing. There are no perfect solutions that can be implemented in the educational systems that can change things quickly. Maybe creating a specific subject in the school curricula, where all these issues can be explored and debated by the students and/or by creating platforms where students from all over the world can exchange their experiences, could be partial solutions to help solving this problem. It would also help to bring history into the common language of those students who aren't interested in abstract and conceptual history. They will definitely prefer practical history. • The knowledge of other cultures is essential to perceiving difference(s); it favours changing of attitudes. But in order to recognise the other, one needs some experience of encountering the other. • Knowledge is not enough; there must be education about respecting and valuing cultural diversity and this education begins within the family first of all. Valuing cultural diversity does not concern only the educational system, but everybody.
Portugal – history teachers	<p>The history curriculum only tackles cultural diversity when addressing the “discoveries” (in the 15th century) when the Europeans first encountered different peoples and cultures. Cultural diversity is only approached from a historical angle.</p> <p>“Alone we walk faster but together we go further”: it is imperative to bring the culture and heritage of the different peoples of the world to our students so that they look upon and respect these cultures as their own. Everyone has a story. Immigrants refer to their homelands through symbols, monuments, stories, traditions, and food. It is precisely the sharing of these ideas that enables the valuing of otherness.</p>
Spain	<p>Man is a social being. Studying other cultures, their customs, thinking, lifestyle, gods, artworks, etc. opens our minds and our way of thinking and allows us to understand people regardless of their ethnicity or religion.</p>

4. How might history and museum education contribute to students' understanding of the concepts of the value of individual human life, autonomy and freedom of expression?

Cyprus	<p>Through museum education students will be given the opportunity to formulate their own theories and engage in critical and historical thinking. Students are unlikely to make sense of museum objects in museum brochures and in catalogues. When examining museum objects with the help of structured learning opportunities, they will be able to make a picture of the past by combining museum objects and other sources. They will also be able to distinguish falsity by testing evidence, not information. Their interpretation of making distinctions between valid and invalid inferences will develop. By doing this they will learn to respect individual human life in the past and will be likely to develop skills to relate the past and the present.</p> <p>Art is about freedom of thought and largely relies on the artist's ability to express his/her feelings and attitudes about an event or a situation. Therefore, by seeing the artistic product of this combination, whether on display in a museum or through being shown in a picture in the classroom, students may assimilate ideas related to the individual artist more quickly; the attitude and scope of the creator and the social restrictions and any other factors affecting the artist and his/her work. This process may set their imagination and critical thinking in motion in order to find answers about the individual who created the artefact.</p> <p>The artefact might be an item but it represents the creator's effort to form an understanding of the world he/she lived in. This being said, the artefact is a “civic” instrument unlocking the human society the creator was a member of. Art can speak any language and can create feelings and thoughts in anyone, irrespective of cultural and educational background. In addition to this, history and museum education possess an important role in further developing students' learning skills so they can “interpret” an artefact and form their conclusions.</p>
Estonia	<p>Museums (environment, original sources) help to develop empathy. But this does not happen without education. Teachers and museum pedagogues should encourage activities to develop attitudes and values.</p>

France	<p>Within the context of these pedagogical approaches (for example, Freinet, Montessori, Decroly, etc.), pupils have some free time to develop their own research projects. So they often need historical and museum resources (books, websites, visits); of course, these resources should be adapted to the specific needs of each age.</p> <p>I help my students to that effect. We look for resources, we develop projects and then try to implement them.</p>
Greece	<p>The argument proposed under 2. is equally valid here.</p> <p>We may add that a certain shift of museum interests towards social subjects will have a certain effect. Social history provides more accessible links with the visitor's pre-existing experience. The traditional political or military accent on the presentation of historical events in museums has to be complemented, so as to increase the number of visitors who may feel concerned, involved and interested.</p>
Portugal – museum mediators	<ul style="list-style-type: none"> • History is undoubtedly the best “school” through which to understand that we are currently the result of our ancestors’ mistakes and successes. Students would not understand that only by reading history books, seeing documentaries or listening to teachers. They must be put in the same place as our ancestors were, when they took their decisions and “suffered” their consequences. Debating historical situations allows students to be halfway to understanding how to dodge humankind's past mistakes and to strengthen its developments. Museums can be the perfect setting in which to recreate such situations, thus enhancing the notion of oneself and promoting autonomy and self-expression. • Giving specific examples of the past that museums can show evidence of through their collections.
Portugal – history teachers	<ul style="list-style-type: none"> • A picture is worth a thousand words. Enabling contact with real examples, by visiting monuments, museums or art galleries, will ensure that students have a unique experience that will allow them to feel and understand “the other” in their experiences, feelings and ways of thinking. • Using common learning platforms. Through practical experiences in which students have the opportunity to learn, think and create together. This is the best way to empower students and make them understand the value of individual life; giving students the freedom to share and create synergies and common identities.
Spain	<p>When people go to museums, they try to understand the different forms of life and cultures exhibited. Studying history in secondary school and at university contributes to the understanding of human actions currently taking place. Learning history is the answer to avoid making similar mistakes that in the past have generated wars.</p> <p>Both history and art history enable us to recognise, preserve and protect heritage for the coming generations.</p>

5. What do you understand by “a common European identity”? In what ways can education, both formal and non-formal, enable our students to share that identity?

Cyprus	<p>Both formal and non-formal education should enable young people to be active, responsible and autonomous citizens who have the right of freedom of expression. The language used in education should be non-violent, and the approaches and attitudes of teachers should be just and respectful to cultural diversity. The curricula should provide equal learning opportunities for children and young people developing their critical thinking abilities, without any biased narratives, and allow for multiple perspectives which will lead students to draw their own conclusions. To my understanding, a common European identity relates to a type of cultural identity. This sense of identity encapsulates the notion of appreciation and acceptance of the rich European culture. It is an identity that does not surpass the notion of local identity and heritage. It is actually a sense of identity created after a process of understanding the common beliefs and aims, and of evaluating the controversies among the people of Europe. To further develop this “common European identity” formal and non-formal education needs to show strong links between the local and the European contexts.</p>
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Estonia	I am not sure that the aim of history teaching is to develop only common European identity. History teaching has several aims and it is not possible to say that one is more important of the other. The aim of upper secondary school history studies is to guide students to: (a) have an interest in history, acknowledge their potential as researchers of the past and participants in history and define themselves as members of their nation and as European and world citizens; (b) apprehend history through the events, processes, spirit and people characteristic of an era; (c) understand the nature of cause and effect, similarity and difference, continuity of historical events and processes and reasons for different interpretations, taking into account the context of an era when shaping their own viewpoints; (d) value cultural diversity, understand it as the precondition for the richness and development of a society and acknowledge their potential as preservers and carriers of cultural inheritance; (e) find and critically analyse information containing historical data, assess the trustworthiness of the source and use different sources of information in a purposeful way; (f) understand and acknowledge the differences between people, viewpoints and situations, form and give reasons for their own points of view, analyse and assess their own actions and see and correct their mistakes; (g) know about and use the principal concepts of history in context and distinguish between the interpretation of historical fact and opinion; and (h) be familiar with and use various study techniques, types of texts, information channels and information and communication technologies, express their knowledge and skills in spoken and written forms and defend their viewpoints in a well-argued way.
France	Our idea is to choose, in the teaching programmes, some topics and contents that give us the possibility to think about this question with our students. For example, history of inventions or sciences, history of arts.
Greece	European identity is a vague notion, with elements of generalisation and selectivity – as indeed is any identity – but at a broader level. The problem with European identity is that trying to propose it as a superimposition upon national identities only works as long as the two are in agreement. When they conflict, it is usually national identities who win the day, as they are much more deeply felt, have a longer historical maturity and rely rather less upon abstraction. Examples of this problem arise acutely today due to the “European debt crisis” and the conflicting national interests, which arise within Europe. European identity is stronger when facing issues with other continents, but much less so when dealing with intra-European matters.
Portugal – museum mediators	<ul style="list-style-type: none"> • In my opinion, “a common European identity” is the set of all the common points shared by all European citizens. Although there are lots of specific differences among all the European members, there is a long history of common events and cultural connections, which at some point along the centuries have linked each and every area/kingdom/country. In many movies or books produced outside of Europe, there are multiple references to “the European way”. Teaching is important to show students how they were and are still affected by all those connections, so that they see themselves as part of the past and present European process. • Common European identity is a sharing of values and forms of social organisation that we have inherited and which we use to create commitment in the construction of a common destiny. • It is very hard for me to define a European identity because Europe has become a melting pot.
Portugal – history teachers	<p>• A common European identity is not a theme discussed in Portugal during history classes. At most we may touch on it lightly in the sense that by addressing “classical Greece”, “the Roman Empire” or “a new religion: Christianity”, we will be touching the roots of what would become present day Europe.</p> <p>A European identity relates to values, symbols and common practices among European citizens. A Europe where freedom of expression, equal opportunities and a coherent justice system are functioning. The projects of European schools favour the sharing of knowledge that results in the understanding of differences and similarities – this is a positive path on which to build a common European identity.</p>
Spain	<p>For the first time, Europeans live in a community on the basis of geographical closeness and the sharing of a common past, regardless of nationality, religion, or history. To strengthen this, the study of history is a key and the artefacts and narratives of museums are crucial in order to strengthen what is common and understand what is not.</p> <p>Language barriers need to be broken.</p>

6. In what ways is a global dimension reflected in your school curriculum, and in particular in the teaching of history and geography?

Cyprus	Students have a better glimpse of their own history if their histories are related to the history of Europe and of the world. A global perspective is only evident if the culture/society discussed is directly related to Cyprus. Otherwise, global awareness is not inherent in reconstructing the past. The teaching of history and geography in Cyprus is focused on the transmission of factual knowledge. History education is focused on major social events that occurred in the world and on informing students about actions taken by specific people. The teaching of geography happens in a mechanical way; cities and countries are approached in a static way and not as places of human interaction, defined by customs and traditions.
Estonia	We are teaching history of the world. The history of Estonia is put into the wider context. In civics lessons, globalisation, so-called world education is discussed.
Portugal – museum mediators	<ul style="list-style-type: none"> • In my case, the teaching is mostly provided in the museum where I work. In Portugal, school years from grades 7 to 9 have a lot of world history in their curricula. I always try to check for specific interests in each group. For instance, if some students have to work on projects about non-European regions/countries, I always try to fit my speech to their interests so that they will profit more from that particular guided tour/activity. • The global dimension has standardised approaches. Through the exchange of ideas and objects we should think about the best solutions for our community. • As a museum educator, I sometimes feel that students have more access to a global dimension through social media than through the school curriculum.
Portugal – history teachers	<ul style="list-style-type: none"> • This does not apply to the history curriculum in Portugal (globalisation). • The students I teach are too young to approach these issues. • Across the sea, the territory that is now Portugal was inhabited by different peoples and the Portuguese sailed the ocean in search of other geographical regions – in this sense the history of Portugal reflects a dimension that goes greatly beyond Europe.
Spain	Not only in history curricula but also in the study of other subjects related to the learning of different languages. The teaching of history should consider other cultures without discriminating against any of them.

7. In teaching about the interactions between Europe and other areas of the world how do you avoid adopting an overly Eurocentric approach?

Cyprus	<p>I would contextualise the European way of thinking and being part of the world framework by also focusing on Asian, African and American cultures.</p> <p>The students should be given the opportunity to see the “bigger picture”. Another point worth mentioning is that the emphasis on Eurocentrism may create an image that “West is the best but the rest of the world is not good enough” in the minds of the students and this may lead to a feeling of exclusion among those of African, Muslim and other ethnic backgrounds living in Europe and thus lead to acts of violence at different levels.</p> <p>It is important for students to learn about and appreciate the rich culture of Europe and at the same time to develop a sound basis of knowledge about the history of other parts of the world. It is vital for students to understand that Europe is only one continent on our planet. More importantly, and in order to avoid the development of the Eurocentric approach, interactions between Europe and other areas of the world need to be approached in a more consistent way, thus enabling students to challenge and compare perspectives of people in various geographical and social contexts, on certain issues.</p>
Estonia	I think that it is a question of the style of teaching, the textbooks, etc. To balance attention between different approaches.
France	In our classrooms we can find many pupils with migrant backgrounds (from Europe, Maghreb, Africa, Asia, Turkey, etc.). On one hand we have to develop a shared culture with French and European points of reference, and, on the other hand, we try to implement debates and dialogues about cultural diversity. That is how we attempt to familiarise our students with these topics.
Greece	I do not believe in trying to smooth out the differences between Europe and other areas of the world. Whether we like it or not, we are always conditioned by our civilisation background. The main need is to try and dismantle the perception that differences are by definition negative. As in the first question, the main issue is to help students remain open to different interpretations at all levels of social and historical experience. Once this is achieved, the rest of the issues do not pose a problem. In this sense, you cannot avoid being in some measure “Eurocentric”. The main challenge is to promote inclusive European identities and not exclusive ones.

<p>Portugal – museum mediators</p>	<ul style="list-style-type: none"> • It is not a very easy task, since most of us have been educated within a Eurocentric approach. Reading and learning about history from books written by specialists from both within and outside of Europe can be a good way of thinking “out of the box” without leaving it. By promoting critical thinking, inviting people who have lived or experienced life outside of Europe and by choosing documents produced across borders it will be easier to create a more common way of communicating, although we must always accept our limitations and try to avoid the overly Eurocentric approach. This is the best way to show the students that the vision we are trying to transmit them is always “contaminated” by our own cultural education. • In my lessons I try to use active methodology to find out about the diversity of the world’s knowledge; by trying to lead the group to identify social relevance and working with the group through the production of narratives based on the interaction of the self and the other. In the evaluation process I seek the recognition of change. • It is very difficult: sometimes there is the Eurocentric approach and we are not aware of it because it is completely unconscious.
<p>Portugal – history teachers</p>	<ul style="list-style-type: none"> • We try to provide students with historical facts in a continuous timeline from the origins of mankind to our present day. Europe’s interactions with the rest of the world are only addressed when they connect with the history of Portugal. We aim to convey historical facts in an objective manner rather than in an emotional or nationalistic fashion. • Portuguese history curricula offer universal content and only sporadically deal specifically with Portuguese national history. There is a universal perspective, in particular related to the Portuguese expansion and its contribution to the creation of a world economy and multicultural exchanges even to the present day. Our students are taught to value the Arab heritage, and civic and human values that result from the Portuguese world miscegenation. In fact, the curriculum is often criticised for focusing too much on universal aspects and too little in terms of national history.

Belgrade – Questions and answers

1. What are the main challenges that history education faces regarding strengthening conflict and violence prevention processes in contemporary diverse societies?

<p>Albania</p>	<p>Students need to be orientated by the following hierarchy of developing cultural abilities: awareness; understanding/knowledge; tolerance/acceptance; appreciation.</p>
<p>Armenia</p>	<p>As a representative of a country with a nearly homogeneous population, it could be considered too hard for me to understand the main challenges that history education faces regarding strengthening conflict and violence prevention processes in contemporary diverse societies. However, it is clear that history education should be balanced, and our educational system tries to integrate into the European educational community.</p>
<p>Azerbaijan</p>	<p>South Caucasus is going through a difficult phase, rejecting the Soviet model of development; countries in the region are on the search for alternative paths. Today, the issues of citizenship, civil society, historical heritage, and legal education have acquired particular urgency. The worsening of the geopolitical situation around the South Caucasus and a paradigm shift of social development in the region have increased public interest in its historical roots; it has increased the role of historical consciousness.</p>
<p>Bosnia and Herzegovina</p>	<p>History education is primarily defined and perceived as a national subject and has been used as a means of transmission of the national ideologies; such history education is additionally supported by the territorial (administrative, consequently political) structure of the country within which operate 13 institutions responsible for education without general co-ordination; and such history education nurtures cultures of remembrance that are in conflict with each other and that create, in the sphere of ideas, societies within the society – with a further tendency to dissolution, not integration. The problem also lies in the conservative approach and the concept of history teaching, based on the presentation of the facts, without deeper explanation, without opening broader perspectives</p>
<p>Bulgaria</p>	<p>Challenges regarding strengthening conflict and violence prevention processes are related to a very heavy historical heritage of different regions, in Europe or in other parts of the world. Usually the main issues in history education concern what to develop – national or European identity – and how to do this in a real classroom. One possible solution is to learn national history from a European dimension or European perspective. To learn more about the background to present conflicts. To deal not only with knowledge and skills but also with values and attitudes.</p>

Croatia	The main challenge is the use and instrumentalisation of violent events from modern and contemporary history in the daily political and social topics. The overwhelming amount of misinformation students can receive about conflicts related to these issues exceeds the amount of time that can be dedicated to these topics in schools. Another problem is the unwillingness of some teachers to deal with these topics, preferring instead to perpetuate the same discourses of violence, intolerance and exclusion.
Cyprus	Resistance from conservative circles and educational stakeholders in regard to revising current history curricula and including the aspect of "history as a vehicle for reconciliation" in current educational practices. The fact that decision making as regards what is going to be included in curricula or taught in classrooms is not democratic or participatory.
"The former Yugoslav Republic of Macedonia"	The main challenges for history education in the regions where there was violence or conflicts are to talk openly about the reasons for the conflict, to present different views and opinions and emphasise the need for mutual respect and reconciliation.
Georgia	The main goal in history education is still to teach more and to teach "what" and not to teach "how". Conflict narratives are still the main topic in Georgian national curricula and there is very little regarding conflict prevention/resolution. Learning history is boring for majority of students. The teaching and learning process is memory based.
Greece	European peoples are at a much more critical crossroads today. The blurred landscape of modern Europe is shaped today by many factors; historical education in European countries is challenged to adapt to this flexible social landscape, and to work effectively towards conflict and violence prevention. Our societies are becoming increasingly diverse, incorporating people and groups from the whole planet who are bearers of cultural heritages unknown to us. The ignorance of these people feeds and reinforces xenophobia and racism. This is exactly the point that history teachers and educators have to work on.
Moldova	History education, according to the 2010 curriculum, is based on critical and tolerant approaches. In order to prevent violence, topics concerning wars and conflicts have a balanced presentation. Teachers are encouraged to place more emphasis on daily life, culture, etc.
Romania	Having and respecting common values means that we are a true multicultural nation, because in my opinion history education has to erase the mental borders between the majority and the minorities. So history teaching has to underline the fact that common values are more important than diversity; and that, due to its value-laden approach to the past, has to be one of the core elements of teaching history to future generations.
Russian Federation	The institutional reform was a challenge for all levels of education and science insofar as it has considerably curtailed not only the academic freedom of universities, but also a certain freedom of movement of school administrations. Over the past three years, Russia has declassified numerous archival fonds and private collections of Soviet leaders, such as Brezhnev, Andropov, Suslov and others. It led to a significant renewal of historical narratives and opened up considerable possibilities for transnational projects. On the other hand, it is highly alarming that media tend to "claim ownership" of history and take liberties with historical interpretations. There is a big gap between the images of the past created by professional historians and their media interpretations, often dependent on current ideological targets. Computer games featuring wars and violence, destined for the young generation, raise particular concerns; games based on historical wars, cultivating violence, have gained wide popularity.
Serbia	History education faces so many challenges. We can often compare past and present daily events. But in preventing violence and division we can always use good examples, examples of tolerance; we can help each other to understand differences and similarities and to respect them. The huge and overloaded curriculum; students' and teachers' family history linked to casualties that happened during the 20th century; and many years of an unsettled political situation, economic crisis, the media – all of that affecting the families of students, including students' own opinions.
Spain	The main challenge is the current general tendency to impose a central curriculum more related to a nationalistic approach that presents history in a teleological way, than to show the richness and diversity of contemporary world. I regret that we are returning to narratives in teaching. In teaching practice, the balance between a conflict narrative and a conflict prevention/resolution narrative are based on the skills of the teacher to confront students with a realistic, balanced approach.

Turkey	The continuation of school history tradition in accordance with the 19th century nation-state historiography and pedagogy; reduction of hours allocated for history teaching; not giving the new young generation the idea that diversity is enriching; a lack of mixed schools with students from different social strata; the political turmoil in the Middle East that has resulted in the migration of people to other countries in search of security, causing a rapid increase in the Muslim population that does not speak the language of the county in which they want to live; and new Council of Europe and UNESCO publications that are not translated, so that these are not accessible to teachers and students without translation (the History Foundation in Turkey has translated some books published by the Council of Europe into Turkish).
Ukraine	I think the main problem is that the formation of historical thought is strongly influenced by the bias of a political system. For example, during the Soviet era, the history of Ukraine was represented so that the Ukrainian national movement was seen a group of bandits. The purpose of the Ukrainian national movement was not emphasised (or hidden), and the reasons for its appearance were not mentioned.
UK – Northern Ireland	In Northern Ireland, there are significant challenges. The vast majority of schools in Northern Ireland are “predominantly Catholic” or “predominantly Protestant.”The other, smaller, school sector represents those parents who wish to send their children to an integrated setting.

2. When teaching about conflicts what is the balance in your curriculum between a conflict narrative and a conflict prevention/ resolution narrative?

Albania	A profound and deep concept of history enriches the personal experience of students and helps them to develop their sense of humanity. It teaches them to act, both in their own lives and in society, as importers of values from a democratic society, as inheritors of different cultures and members of an interdependent world, who should live in harmony, by respecting one another’s identity.
Armenia	There are some topics related to conflicts in our regional school programmes. As the specific topics are included in history books, there are some jurisprudential and historical statements that can help to solve the conflicts that are discussed. However, following the written material, there are some questions set to enable an open discussion about possible solutions. Furthermore, a teacher is free to organise debates or discussions within the teaching process.
Bosnia and Herzegovina	It is impossible to write about the balance between the conflict narrative and the conflict prevention narrative when the latter does not exist in the concept of history education as such. Indirectly, the negative consequences of the conflict in society can be seen and understood through the facts: the large number of casualties, destruction, stopping the general progress of society, society’s impoverishment, and occasionally descriptions of the painful process of rebuilding following conflicts. However, there is no special emphasis on the aforementioned outcomes of conflicts or narratives that are specifically devoted to it.
Bulgaria	History standards emphasise the 20th century, while the other area of history education – exploring the past for a better understanding of the present (in which the most important things are the foundations of the modern world, such as the evolution of political systems, civil rights, the foundations and substance of democracy, as well as consequent transformations in everyday life and cultural values) – concentrates on the role of a human being in historical processes: potentialities and responsibilities in taking part in historical changes.
Croatia	The prevalence of the conflict narrative is predominant. This goes especially for the topics from the 1990s, where almost all the textbooks reproduce the “official state” narrative concerning the war and its aftermath, while only sporadically referring to events/topics outside of the official narrative. The presence of conflict prevention/resolution narrative/content is minimal.
Cyprus	The largest amount of narrative is about wars, conflicts and heroic acts related to them. Information about the consequences of wars and presentation of deeds related to non-violent human activities also exists, but needs to be further emphasised.
“The former Yugoslav Republic of Macedonia”	In our curriculum we teach mainly about conflicts, their causes and their consequences, but little on how to avoid or resolve conflicts.
Georgia	The main goal in history education is still to teach more and to teach “what” and not to teach “how”. Conflict narrative is still the main topic in Georgian national curricula and there is very little regarding conflict prevention/resolution. The focus is still political, mostly military, history, and is chronologically organised.

Greece	The use of the one and only school textbook on the subject published by the state (ethnocentricity, stress upon political and military matters, downgrading of modern history in comparison to ancient and medieval history, a one-dimensional narrative demonstrating the "only truth", teaching through lectures and knowing by heart, content-knowledge exams, silent omissions and distortions). Greek school history education displays features and sets objectives opposing what should be used in diverse and multicultural classes. The long master narrative, framed by corroborative historical evidence, creates a sense of the inevitable and therefore it is pointless to argue about past issues and look for alternative resolutions.
Moldova	During the last decade teaching history in Moldova has become more balanced and teachers are encouraged to pay more attention to peaceful events, cultural aspects, etc.
Romania	The conflicts are more narrative, but a teacher can add additional data and alternative topics. The teacher has to give students the idea that, while we want to build the future, we have to look very carefully at the conflicts from the past. Perhaps the historical background influences the building of the future, but we do not have to be prisoners of past conflicts.
Russian Federation	More often than not, history textbooks use a structured approach to explain conflicts (political, social, economic reasons; geopolitical rivalries and the struggle for spheres of influence). But prevention strategies remain largely ignored.
Serbia	In teaching practice, the balance between a conflict narrative and a conflict prevention/resolution narrative is based on the skills of the teacher to confront students with a realistic, balanced approach.
Spain	Schools in Madrid (and I speak on behalf only of the autonomous community of Madrid) have played an important role regarding the prevention of conflict and violence because there is an open curriculum that enables the contents to be adapted, to a certain degree, to the needs of the environment in which the school is located. The teacher often finds students who come from families whose histories are different from the "official one", or do not have any (knowledge) of the history of the country they are living in because they have different origins. Therefore it is important that the teacher can rethink history to get most out of his/her students involved in the narrative.
Turkey	In 2005, the new Turkish history curricula and history textbooks were written using many primary and secondary sources related to historical events, e.g. in History 9, there are pages showing both the Christian and Muslim perspectives of the Crusades. In the Turkish national history curriculum and textbooks, the basic motto is to evaluate historical events in their own context, and there are many tasks promoting students' critical thinking and skills.
Ukraine	Take into account both sides of that conflict, to properly analyse the consequences of the conflict and to draw the proper conclusions that would contribute to reconciliation. Thus, historians have to be diplomatic. For example, today there is a conflict in Ukraine. There are allegations that a part of the population of eastern Ukraine wishes to create a separate state. However, the self-proclaimed heads of the DNR and the LNR do not compromise, do not take into account the views of most of the population of Ukraine, use force, violence, and intimidation for the approval of their views, and that is why the conflict has not yet been solved.
UK – Northern Ireland	When looking at the Northern Ireland conflict – the "Troubles" – it is absolutely clear that there is a very clear focus on conflict prevention and resolution. Any attempt to teach the mechanisms of conflict and violence prevention must find a way to engage students from all school sectors, working, for example, online and collaboratively, on a shared theme. While good practice can continue in the teaching of history in individual classrooms, a shared and collaborative approach to teaching history across the community divide would create a real understanding of "our history", rather than "my history". Any teaching of history that does not reach out to other interpretations that have contributed to a different sense of identity runs the risk of perpetuating a divisive narrative. The very minimum need in teaching history in Northern Ireland is to continue to find ways to allow students from the different sectors to collaborate and discuss the underpinnings of historical understanding.

3. How could teaching and learning history help young generations to develop skills needed for their active involvement in strengthening conflict and violence prevention processes?

Armenia	Historical evidence can help young generations to be aware of their historical heritage. Organising education with "international mindedness" will help them find ways to be involved in strengthening conflict and violence prevention processes. Thus, conflicts should not be presented in curricula as something without any possible solution.
Azerbaijan	The teacher must teach in such a way that no confrontation is caused between the peoples living in the same region.

Bosnia and Herzegovina	It is important to develop awareness in the younger generation that the past is much more complex than simply a narrative about it, and that interpretations of the past were limited by certain ideological trends, etc. History teaching can be employed to destroy social entities, but can also serve to foster healthy social cohesion. In this sense, history teaching should emphasise the universality of human values of all individuals rather than giving prominence to an ethnic group, encourage exploring and understanding diverse cultural characteristics – shaped due to specific historical circumstances – and the mechanisms of prejudice (stereotype) creation and their specific political, ideological functions, and should emphasise the devastating effects of conflicts on the mental and physical health of the individual and on society as a whole.
Bulgaria	History education helps young people to understand the foundation of contemporary society, to see the ways in which democracy can be established, to make them familiar with very important institutions (national, European or other) and how they function. Dealing with different sources and looking from diverse points of view give students an opportunity to develop their critical thinking and take an active position not only in area of history but in respect of current problems. In general, teaching and learning history develop students' key competences (with a focus on social and civic competences).
Croatia	Through the teaching and learning of history students should be informed about past violent events and their consequences. When talking about the Second World War period they should be informed about the influence the minorities persecuted during the war had on their societies (i.e. Jews, Serbs, Roma, etc.) and the persecution these minorities faced during the 20th century. It should also give them the knowledge and skills necessary to critically evaluate and judge historical sources and uses and misuses of history for present day political and social purposes.
Cyprus	Teaching and learning history should shift from understanding the world through teaching, to how to study the past and think historically, e.g. Cypriots, across the divide, who were taught through the promotion of official narratives that their own group was always the victim and the "others" were the cause of their problems, who today feel discomfort in communicating with and discovering these "others" and have difficulties in accepting ideas of reconciliation and co-operation. In other words, by learning to think historically, we also learn to understand one another, to accept and co-operate with each other.
"The former Yugoslav Republic of Macedonia"	If students know each other better, if we perceive the causes and consequences of conflicts, they can break stereotypes and prejudices much more easily.
Georgia	This is based only on the enthusiasm of the teachers. Some good (or strong) teachers are active and they are encouraging students to be active. There are conflict zones in Georgia; occupation is factually taking place (the "demarcation line" is being changed often by Russia). Conflicts occur in our neighbourhood. And for of this reason another problem arises – teachers and students often have exaggerated national feelings and sometimes xenophobia is something "normal" during the lessons.
Greece	Incorporate topics in the curricula concerning the multicultural societies of the past and mainly the local societies before the development of nationalism, which led to their dissolution. This would stimulate children and encourage them to understand that the form presented by the "pure" national societies did not constitute a permanent feature of the historical past and that the coexistence of different racial, religious or cultural groups seemed to be perfectly normal ; develop educational actions that will aim at the study and the elimination of stereotypes and prejudices in their historical context; that is, show when and how they were constructed and why some of them have survived until today; integrate into the teaching of history issues that today influence the whole planet (e.g. the environment, economic globalisation) and analyse them in historical terms.
Moldova	A critical and tolerant approach should be the criterion for such topics. At the same time, history educators have to support the idea that we have a common history, and controversial topics should not create dividing lines.
Romania	Possible ways include: by improving the behavioural communication between different communities and avoiding an increase in cultural differences by providing insights into past decision making that resulted in conflict; through an analysis of the causes of such decisions, and their impact on the lives of people, as well as exploring ways in which conflicts could have been avoided.
Russian Federation	Only multinational classes can teach the young generation the codes of tolerant attitudes towards "the other". There has to be a vocabulary of specific terms and notions that the teacher should constantly use in class (mutual understanding, reconciliation, common interests, good-neighbourly relations, overcoming violence, etc.). Active discursive practices for a culture of mutual understanding considerably reduce the stress levels of various sources including media.

Serbia	<p>Teaching some sensitive topics (e.g. the Kragujevac massacre) gives me many opportunities to develop high-quality dialogue between students about problems of violence in the past and to compare them with current similar problems (segregation, gangs, different sport team supporters, etc.). The focus should be on critical thinking and tolerance.</p> <p>The student must become an active participant in the learning process. Introducing different perspectives in textbooks or supplementary materials for students and teachers with tasks that require more levels of thinking: analysis, comparison, and synthesis. We should give more comparative historical sources. Developing critical thinking skills, assessment perspectives, separating facts from interpretations. Using different techniques in teaching, such as schemes, charts, maps, and comparative tables. Students working on projects to develop their ability to reconstruct events from different sources and learn how to obtain information. Helping students to develop decentring and empathy skills through positive examples in history or using the anniversaries and jubilees of particular events.</p>
Spain	I am not sure teachers have the skills/competences to help young generations to develop skills needed for their active involvement in strengthening conflict and violence prevention processes.
Turkey	We should prepare good educational material reflecting the zeitgeist of the period studied. We need more history textbooks, e-books or workbooks including counter-narratives reflecting multiperspectivity here should be discussion platforms online where students could evaluate major historical events by working together on common history projects.
Ukraine	I think that inducing the younger generation to avoid or to prevent conflicts in future and not only covering conflicts objectively is necessary, but pupils should also be encouraged to find ways to avoid these conflicts. We must focus on diplomatic resolution of conflict issues.
UK – Northern Ireland	It is essential that history teaching uses the approaches recommended to ensure the student moves beyond “comfortable” and becomes “challenged”. Open-ended questions that require the investigation of multiple perspectives and different possible outcomes allow the students to develop the necessary analytical skills to challenge opposing viewpoints and mindsets. This method is equally applicable to all areas of history and is a key element in the Northern Ireland curriculum.

4. How is diversity of the contemporary world reflected in your history teaching curricula?

Armenia	Diversity of the contemporary world is reflected in history teaching curricula in various topics. There are special topics devoted to the ethnic and religious minorities in the school textbooks on Armenian history, history of the Armenian church, geography of Armenia, and sociology. Students get a wider knowledge about their neighbours and other cultures from world history and history of art. These topics help students understand not only the population of their own country, but also that of their neighbours; in this way they begin to realise they are a part of a region where different cultures are represented.
Bosnia and Herzegovina	The diversity of the modern world in its complexity is not adequately represented in the history teaching curricula in Bosnia and Herzegovina. At the level of local history, so to speak, there is an ethnocentric approach, and in the presentation of world history the perspective is Eurocentric.
Bulgaria	Grade 10 upper secondary school: “History of the contemporary world” – synchronising world and Bulgarian history. Grade 12: “History and its uses: nations and nation-state in the Balkans during modern and contemporary times” (only for specialised classes together with history).
Croatia	Almost exclusively topics from European and more specifically central European history and geography, with very little or none dedicated to topics from the rest of the world. The content is very Eurocentric and ethnocentric.
Cyprus	Diversity as a value and a way of living is under-represented since throughout the learning and teaching of history, other civilisations or people from other socio-cultural backgrounds are mainly presented as invaders, and enemies and any reference to them would focus on the differences rather than the similarities. Therefore, Cypriot children view the world in a monolithic way, which makes them entrenched in their own identity.
“The former Yugoslav Republic of Macedonia”	Very little, our curriculum is about world, regional and national history until the 1990s.

Greece	There has been one state-approved school textbook (since 1937): in 2002 and in 2007 two textbooks on modern and contemporary history were withdrawn as a result of political decisions. It is only natural that these practices mean that new history textbooks are produced in a hesitant and difficult fashion. I will only mention that the textbook on recent and contemporary history that has been used the longest was applied from 1985 to 2007, which means that for 17 years after the collapse of the communist regimes in Europe students were not taught about the end of political bipolarity on the planet.
Moldova	The contemporary world is taught in the 9th grade (age 16) in secondary school, and in the 12th grade (age 19) in upper secondary school; it is taught mainly in chronological order and is based on a problematic approach. The school curricula and textbooks treat most of the important problems of the contemporary world (20th century–beginning of 21st century).
Romania	The diversity of the contemporary world is not very well reflected in our history curricula, although new content has been asked for relating to: mentalities, the changing role of culture and the status of women, urbanisation, globalisation, de-colonisation, and oral histories, shifting the focus from political to social, cultural or economic issues. There needs to be time in the curriculum to also reflect on some of the key themes that help the student to understand what was happening in the 20th century. We as teachers have to put some pressure on the educational authorities in order to increase diversity in actual teaching practice, but it is not really a domestic problem, but a European one.
Russian Federation	Russian State Humanities University widely participates in transnational scientific projects, the results of which are later used to prepare recommendations for schoolteachers and methodologists. In 2015, the Russian-German Commission prepared a unique publication – a school textbook on general topics concerning Russian-German relations. Together with Polish historians from five leading universities, we have prepared a joint publication <i>Russia and Poland</i> . Common and divided history, featuring Polish and Russian approaches to understanding some of the tragic moments in bilateral relations; to carry out such projects, one has to maintain a balance between interdependence and independence, self-respect and respect of others, mutual respect and understanding.
Serbia	Very little or not at all. Due to the overloaded curriculum, textbooks give the finished “factographic” construction of events, with rare photos and a short historical text source. It depends on the teachers’ skills and knowledge whether resources and sources are used in their work with students.
Spain	Contemporary history is broadly presented in history teaching: in Spain teachers are given a large amount of freedom to organise the way in which they teach in their classes but usually they follow textbooks, which are written by teams of teachers and history professors following the recommendations of the Council of Europe; a multicultural approach is presented in the subjects related to controversial issues. Critical thinking is encouraged by presenting texts and defending different viewpoints in many subjects. The contents are more related to contemporary history and to European history. Only at the age of 17 do students study Spanish history as such. But this broader approach to history is changing. A new law, which is now being discussed by the local authorities and should be implemented in 2016, pays more attention to a nationalistic approach to history teaching.
Turkey	In grades 1, 2 and 3 of primary school, the course “Life study” includes historical topics. Between grades 4 and 7 there is a social studies course including history, geography and citizenship. There are some units in which students learn about the lives of their peers in other countries: “My distant neighbours” in grade 4; “Our world” in grade 5; “Life on the earth and our country and the world” in grade 6; “The bridges between the countries” in grade 7. In history 12, there is an optional course on “Contemporary Turkish and world history from 1914 to 2010” for social science students at upper secondary schools. In this course, the diplomatic, political, cultural, economic, and aesthetic aspects of the contemporary world are taken into account, including a unit on “Globalised world”.
Ukraine	Ukrainian pupils study a “Contemporary history” course. They learn about the diversity of the modern world. But in institutes and universities they focus on the study of the history of Ukraine. This is due to the fact that for many years (during the totalitarian regime) local history was not studied at all. But the history of Ukraine is closely connected with world history. This is considered when putting together the curriculum.

<p>UK – Northern Ireland</p>	<p>The contemporary world and the diversity contained within it is dealt with quite extensively. At year 8 level (11-12 year olds), there is a big focus on identity and what influences it. This leads on to looking at the various migratory movements that have shaped Northern Ireland's identity. This is backed up in "Global and Local Citizenship" by looking at expressions of identity and looking at how ethnically diverse Northern Ireland is as a society, while also noting the immense diversity that exists within the global population. Another year 8 module looks at the African-American story from slavery to the modern day. The year 10 curriculum (13-14 year olds) deals extensively with the 20th century world, an overview of the significant events and the question – did life get better in the 20th century? In conjunction with the 20th century history, students look at the importance of democracy in the modern day world and how they can transform that society through positive social action ... GCSE options (15-16 years old) include modern European history, the history of Germany and the Cold War, with a key emphasis on events in eastern Europe, as well as the big flashpoints in the wider world, such as Korea, Cuba and Vietnam. Students at A-Level (17-18 years old) have many options, but it remains compulsory to have the "Partition of Ireland" as an important document study.</p>
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5. What competences do history teachers need to be able to work effectively in multicultural classes?

<p>Albania</p>	<p>Academic competences (based on academic content of curricula); didactic and pedagogical competences (focused on new pedagogical methods, especially those placing the pupil/student in the centre, by stimulating critical thinking); multicultural class management competences; ICT competences. The teacher should be more a partner and a diversity manager than a supervisor.</p>
<p>Armenia</p>	<p>Teachers should be open-minded, knowledgeable, balanced, and their teaching approach should be student-centred. Teachers must have sufficient knowledge of multiculturalism so as to avoid any misunderstanding in multicultural classes. Even when a teacher teaches national history, adequate information on minorities should always be presented.</p>
<p>Azerbaijan</p>	<p>Education for democratic citizenship and human rights (EDC/HRE) as a model.</p>
<p>Bosnia and Herzegovina</p>	<p>History teachers should have a good education, intellectual credibility, high moral standards and strong professional ethics in order not to spread the language of hate and xenophobia but the language of mutual understanding and tolerance.</p>
<p>Bulgaria</p>	<p>History teachers have to develop several competences to work effectively in a multicultural environment, such as socio-cultural competence, communicative competence, etc. They should know about different ethno-pedagogical models for education in a multicultural environment. They have to be able to deal with important forms of interaction with students in multicultural classes.</p>
<p>Croatia</p>	<p>Knowledge of at least one foreign language, openness to learning and acquiring knowledge on different topics from their own and other contexts, and be ready to listen and discuss different opinions.</p>
<p>Cyprus</p>	<p>The ability to work with conflicting historical sources, view history through a lens of multiperspectivity and accept the fact that the enrichment of the history class using different source materials brought by the students themselves can lead to an appreciation of local history and histories other than the "traditional" ones (e.g. women's history, children's history, history of sports, etc.).</p>
<p>"The former Yugoslav Republic of Macedonia"</p>	<p>A history teacher should respect the opinions of the students, speak about historical narratives and myths, give freedom to students to actively participate in the class, and encourage debate.</p>
<p>Georgia</p>	<p>To encourage students to discuss, to debate, to offer their own interpretations, to identify bias and stereotypes through analysing a realistic situation; have the ability enable students to see the perspective of historical persons or situations; to develop the students' historical analysis, decision making, and problem solving strategies; to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past. To encourage students to respect diversity and cultural differences.</p>
<p>Greece</p>	<p>The rapidly changing human geography of the European school classes inevitably needs teachers with a broader perspective of the world, with knowledge not only about their national history or European history in its conventional narrative. However, the most important field in teacher training concerns teaching skills. Teachers should be able to: develop multiperspective approaches in order to promote many views and interpretations of history and also to assist and encourage students to respect diversity and cultural difference; use interactive teaching methods such as project-based research and work, class debates, visits to museums, greater utilisation of primary sources, etc.; introduce into the classroom more positive and inclusive topics that exceed national boundaries and focus on minorities and social groups that have been excluded until now.</p>

Moldova	For effective work in multicultural classes, history teachers need to be open minded, have a critical approach to all types of sources, have a balanced discourse, and to follow principles of academic and tolerant treatment of all historical events, facts, phenomena, cultural, political and confessional groups, etc.
Romania	History teachers need to become effective cross-cultural communicators. Effective cross-cultural communication skills help teachers create a classroom environment that encourages good interpersonal relationships. This important interpersonal skill requires an understanding of the interrelationship between language and cultural meaning. The teacher must understand how individuals that are members of different minorities think and act in order to really understand cultural diversity.
Russian Federation	Good knowledge of history (European and world); tolerance and experience in communication in a transnational environment; communication skills with experience in psychological communication under pressure; the capacity to create a space for dialogue; personal motivation and commitment to the culture of mutual understanding; and the ability to think in creative and global terms.
Serbia	Teachers should use methods that promote responsible learning. They have to understand students' needs and lead the learning process towards mutual exchange of knowledge and culture; use of demonstration and examples. Teachers need to promote active learning and respect diversity. Expertise – historical knowledge and methodological knowledge; knowledge of English; digital competence; learning styles and strategies; be able to identify, mobilise and encourage the development of the capacities of all students while respecting their individuality.
Spain	Teachers should know their own history in depth and be aware of their identity; they should be curious and willing to rethink history, striving for intellectually honest representations of the contribution of different religions and cultures to civilisation; and they should be able to perceive the image of the other as a shared issue in teaching history in a multicultural environment.
Turkey	The history teacher should have empathic skills, social intelligence and basic knowledge of other cultures, languages and religions. He/she should know how to manage multi-ethnic/multicultural classrooms.
Ukraine	In a multicultural class the teacher should try to overcome ethno-cultural stereotypes and prejudices, and should teach students to integrate the idea of multiculturalism in the content of his/her subjects. In such a community the teacher should simultaneously build tolerant relations with students and enable them all to understand their own identity. The content of history education in a multicultural class can also be built based on examples of elements of different cultures. Forming a multicultural world means learning to think more broadly, to be more open, to think about what was learned, and to apply knowledge in practice. Multicultural education encourages students and teachers to apply their knowledge in practice, to act, and to discuss any issues that may be useful. Students feel individual and collective strength that can change their lives.
UK – Northern Ireland	The teacher must have: <ul style="list-style-type: none"> – An honest self-awareness of personal dispositions; – An ability to plan effectively for a series of lessons with multiple perspectives; – An understanding of the backgrounds of those in the classroom forum; – Training and the confidence to teach in multicultural environments; – Practice in the role of a facilitator of discussion and enquiry; – Education in dealing with controversial issues in multicultural classes; – The time for personal research to prepare and enhance lessons.

6. Does initial and in-service training in your country help teachers to acquire competences needed for the work in a diverse context?

Armenia	As Armenia has a nearly homogenous population, there is no special common initial training programme to help teachers work in multicultural classes. There are initial and in-service training courses for International Baccalaureate (IB) schools and for the schools where minorities are represented. As there are some settlements with a large number of representatives of ethnic minorities, teachers are usually trained to organise their teaching hours in a diverse context; a teacher can say the name of the same king in Armenian, Russian and English if there are a few students who are Russian or English speakers.
Azerbaijan	Yes, in Azerbaijan initial and in-service training helps teachers to acquire competences needed for the work in a diverse context.

Bosnia and Herzegovina	The contribution of the seminars organised by the Council of Europe, OSCE, EUROCLIO, Soros Open Society, Georg Eckert Institute, etc. is significant and crucial in creating a space for a history teaching discourse. Implementation of the accumulated knowledge still remains a problem. The committee for reform of history teaching, with the support of the OSCE, has achieved a certain success in defining outcomes of and standards for learning history.
Bulgaria	Yes, in last five years there have been systematic efforts to train teachers in this direction at national level (in-service teacher training). Each university provides for it in their initial pedagogical preparation.
Croatia	The initial training for teachers does not provide the knowledge and competences needed to work effectively in a diverse context or a multicultural class.
Cyprus	In order to be able to apply and implement teachers' competences the curricula should change too, as the current curricula views history as one-sided interpretations of events and it serves the needs of ethnocentric identities.
"The former Yugoslav Republic of Macedonia"	In my country there are very few seminars and training courses for history teachers; I do not have enough information about in-service training but I think that the preparation of students to become history teachers is still very old-fashioned.
Georgia	Despite the fact that there were several teacher training courses in civic education, inclusive education and in other programmes, there were no training courses for history teachers at all. The main reason for this was the deficit in the country's budget, however, this attitude clearly emphasises that history education is still not a priority in Georgia.
Greece	Concerning the adequacy of the teacher training programmes in Greece the answer is definitely no. In primary schools in Greece, teachers with general studies who teach the full curriculum also teach history. In secondary school classes, teachers who are generally termed philologists teach history. These are not only graduates of history departments but also of Greek language, literature, pedagogy and philosophy departments. The prevailing view of history among older professors is that "if one knows history, one can also teach it". In-service training is, in fact, non-existent. Over the past ten years the Greek Ministry of Education has granted the right to teach history to teachers of other fields, such as theology and foreign languages, without demanding any certification that they possess knowledge of history. Indeed, because of the economic crisis, there has been no recruitment of new teachers from candidates who have passed the state exam.
Moldova	Yes, we have initial and in-service training for teachers in order to help them acquire competences needed for work in a diverse context.
Romania	In general no, but there are differences in the curricula of initial teacher training and that of in-service training; the local school authorities provide courses on multiculturalism. These courses try to develop different skills: there are courses for foreign languages, (including languages of minorities), or courses focused on controversial and sensitive issues.
Russian Federation	The level of teacher training programmes is inadequate. The primary focus in Russia is on the content. But meetings with a large number of teachers show that they lack the professional skills and pedagogical tools to build a culture of dialogue. A demand exists for the development teaching materials for various levels of readership and for multimedia software.
Serbia	Training courses are a precondition for good practice, but are not effective enough. I suggest that the Serbian Ministry of Education gives recommendations to schools regarding the use of certain materials. Horizontal evaluation – teachers need to observe interesting classes/methods and analyse them. A base of good practice needs to be created.
Spain	The economic crisis has caused great damage to education in Spain, not only as regards economic issues, but also related to the quality of education. The number of teachers has been reduced and the ratio of students per classroom has been increased; tutoring for children of immigrants and children with special needs has been omitted, among other restrictive measures. The financial cuts have also affected in-service teacher training; teachers attend courses at universities or other institutions that are more related to the updating of knowledge and that focus less on skills and competences.
Turkey	There are more than 100 history departments that train historians and history teachers in the 108 state universities and 69 special universities established by different foundations. Pedagogical training for history graduates is compulsory before taking the Public Personnel Examination.
Ukraine	Teacher training contributes to gaining the competences required for teaching different communities. History teachers should know about the features of history and the peculiarities of character of various communities. This knowledge will help the teacher to properly explain and analyse different historical events.

UK – Northern Ireland	Broadly speaking, “A Shared Future – Policy and Strategic Framework for Good Relations in Northern Ireland” as a concept implies that all teachers of history/citizenship are in some way involved in contributing to the development of student dispositions and attitudes that move beyond sectarianism and divisiveness in Ireland as an important document study. There have been a number of “Community Relations, Equality and Diversity” (CRED) courses for teachers in-service. These courses have chiefly dealt with how to teach in an increasingly diverse context and the types of lessons that would be appropriate in this environment. The aims of CRED in Northern Ireland are significant, in that they outline exactly the outcomes expected at the end of the formal education of today’s students. What is less clear is the focus of future planning to ensure that those within “segregated” schools encounter those from different cultures, participate constructively in sensitive conversations and learn to trust each other as members of a shared society. Nonetheless, these ideals should remain at the forefront of teaching in every school, so that all students are prepared for a changing and diverse society.
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7. What does a diverse inclusive society mean for you and what could be the role of history educators in strengthening social cohesion in such types of societies?

Albania	Inclusive society means “a society for all”. We should ensure equal opportunities for all students, regardless of their background, so that they can achieve their full potential in life.
Armenia	History educators can carefully organise education for the civic and future political participation of their students in a diverse inclusive society as they understand the diversity of their society. They give students the opportunity (including knowledge, abilities, skills) to express their ideas in a classroom, and this presentation can be organised using various methods. History teachers should provide equal opportunities to express opinions, and students should understand that others can also be right.
Azerbaijan	“An inclusive society is a society that overrides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction.” (United Nations, Department of Economic and Social Affairs, Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008).
Bosnia and Herzegovina	As I see it, a diverse inclusive society is a society without prejudices or stigma towards the individual as a member of a community belonging to a particular civilisation, religion, or culture; a society that does not glorify the dominant identity, as defined through institutional social mechanisms, over the other(s); a society in which everyone has the same opportunities and access to education, employment, etc., regardless of origin. The role of history in such a society would be to enable insights into different cultures and explain their values, features and historical conditioning.
Bulgaria	“An inclusive society is a society that overrides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction.” (United Nations, Department of Economic and Social Affairs, Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008). John Lennon wrote a song <i>Imagine</i> that was released in 1971. This song was about visualising the future and the implications of that future. So I like and prefer his way of dreaming about this diverse inclusive society because the world will continue to evolve and life in the 21st century will change for good.
Croatia	A society which respects all of its members equally, regardless of their ethnic, religious, social, sexual or any other background, and ensures that all of them have equal rights and equal opportunities.
Cyprus	A diverse inclusive society would mean a place where everybody, irrespective of gender, ethnic and socio-cultural background, can enjoy their rights to the fullest and develop all aspects of their personality freely in a holistic and healthy way.
“The former Yugoslav Republic of Macedonia”	The role of the history teacher can be seen through the study of local history, highlighting the shared past, respecting the culture and traditions of all ethnic, social and national groups.
Greece	The most important task is to help students (all students without exclusion) understand that modern history education can help them form their consciousness and identity as they wish and also that they have the right to believe whatever they want. Nevertheless, in order to maintain this right, they have to accept a single condition: to respect and actively protect the principles of democracy, humanity and human rights. Concurrently, they will have the opportunity to comprehend that democracy is not to be taken for granted but constitutes the key political request in our societies and that it depends on the new generation to improve it; the role of education is to cause individuals to develop from being persons centred only upon themselves and their personal concerns to being functioning cells within their society, that is, politai or “citizens”.

Moldova	History as a subject and history educators play an important role in strengthening social cohesion in divided societies like Moldova.
Romania	Diversity is the main cultural resource of a nation; it is really a heritage that enriches the present rhythms of a nation. If we consider that we can speak about it as a real weapon in order to win the battle against discrimination, it is clear that we can understand and resolve contemporary problems. An inclusive society is based on the fundamental values of human rights, that is, "all human beings are born free and equal in dignity and rights". It is a society in which all members, regardless of their backgrounds, are motivated to participate in civic, social, economic and political activities. For this to happen, it is necessary to promote just and inclusive processes in all areas of implementation.
Russian Federation	It means a special arrangement of social and transnational space; a unity in diversity based on the culture of mutual understanding and harmonisation of internal and external development factors. The role of history education is crucial, but at the same time it is also imperative to develop both media strategies of dialogue and the content of computer games. The e-book presented as a result of the project is, in my opinion, particularly valuable, both in terms of content and methods. This is the first summarised vision of what brings us together. For me, the importance of this e-book lies in its explanatory constructs, its humanist rhetoric and a horizon drawn by the historical discourses of the selected topics.
Serbia	I am looking on it as a goal to which we all have to aspire. In history education there are so many topics in which we can see the benefits of cohesion and inclusive progress. If we want to be responsible teachers and citizens this must be incorporated in our teaching, in our way of thinking and living. For me, a diverse inclusive society means recognising and promoting the dignity, value and importance of each person, his or her ethnicity, culture, language and other characteristics. A society for all, in which all have rights and responsibilities and an active role to play. Promoting gender equality and respect for all, through instructive examples from history, through personal example (the teacher as a role model), work on sources, role playing, debate, involvement in the activities of classes, schools, local communities ... Emphasising common values and the adoption of moral norms through teaching history.
Spain	An inclusive society is one in which groups of people with different ideologies, religions and often different histories can live peacefully and can express their views and ideas by accepting a common legal framework, patterns of behaviour and an education system where the state decides democratically on how best to educate the young, active citizens of the future.
Turkey	For me, a diverse inclusive society is an open society in which each and every ethnic religious group can openly participate in politics. The globalisation of the world has meant that the ethnic religious groups in the nation-states have rediscovered their identities and their relatives beyond national boundaries. Moreover, the political instabilities in Africa, the Middle East and Asia have forced migrants to look for safety for their families in Europe and Turkey. I think that the role of history educators in Turkey is to show how various ethnic and religious groups lived together in the Ottoman Empire for nearly 600 years during the Pax Ottomana and what historical lessons can be drawn for the present times.
Ukraine	The dialogue in the diverse/inclusive society is the dialogue between those who accept and those who produce ideas. When presenting historical material, the involvement of pupils and students from different cultures in discussion and analysis of the past will contribute to social cohesion, as talk about human errors, and the cruel and inhumane acts of "ordinary people" requires an atmosphere in which students can speak freely, express their emotions, and conduct controversial debates. In inclusive classrooms the interaction between students facilitates friendly relations between them and teaches tolerance of human differences.
UK – Northern Ireland	The nature of a diverse inclusive society is specifically defined in terms of the goals for teachers in Northern Ireland; it is one where students understand and respect the rights, equality and diversity of all, engage confidently and sensitively with those from other backgrounds and learn in a shared society. History educators can only form one part of a multifaceted approach to "social cohesion". Should our education system remain divided, yet inclusive, separate, but cohesive, diverse and apart? This will be the key question for the next ten years.

Further steps in dissemination

■ The Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, brought together historians, curriculum designers, authors of teaching materials, history teacher trainers, practising teachers, museum specialists and representatives of NGOs. The project raised awareness of the common historical heritage of the member states and contributed, through a better understanding of historical interactions and convergences of all kinds, to conflict prevention and support for processes of reconciliation.

■ The organisation of regional seminars, targeting mainly practising teachers and teacher trainers to act as multipliers and cascade information, and the gathering and analysis of the information from the feedback and inputs from participants, were detailed in the previous sections.

■ Many of the actors involved in the project also took initiatives within their professional context to disseminate the project. This section is the account of the reported dissemination activities.

From Bulgaria

■ The Bulgarian History Teachers' Association hosted a conference for about 70-75 participants on Dialogue in History on 11-13 September 2015. The *Shared histories* flyer has been translated to Bulgarian⁴¹ and was distributed to all participants. Furthermore, some parts of *Shared histories* are being translated for the next issue of the Bulgarian History Teachers' Association magazine.

From the Czech Republic

■ Ms Marie Homerova, who has acted as Council of Europe expert several times, was inspired by *Shared histories* and wrote chapters on "European history after the Second World War: an overview" in Czech, (203 pages), for students and teachers; it will be published at the beginning of next year. In agreement and together with the Czech Ministry of Education seminars are being planned for social science teachers, initial teacher training students included, mostly in collaboration with the Czech educational institutions.

From Germany ... and Shanghai

■ Professor Susanne Popp, party to the *Shared histories* project⁴² and Professor of History Didactics at the University of Augsburg, invited Professor Zhongjie Meng, Professor from East China Normal University in Shanghai, who was then a visiting professor at Augsburg University, to make a presentation during the project's seminar on Europe and the world.⁴³ Currently Professor Zhongjie Meng is Vice Dean in the Faculty of History, and has disseminated the project through a history teachers' association in Shanghai. The e-book link was disclosed in history teachers' blogs via Sina Weibo.⁴⁴ Furthermore, Professor Popp together with Professor Zhongjie Meng organised a summer school for history didactics in July 2015 in Augsburg, with 21 researchers, teachers and student teachers from Shanghai. Professor Popp presented the *Shared histories* concept and e-book, focusing on "The impact of the Industrial Revolution" as an exemplary topic.

41. Through the efforts of Ms Bistra Stoimenova, Teacher Trainer at Sofia University St Kliment Ohridski.

42. Author of "Teaching about global history: an approach to basic strategies in the classroom", seminar papers, theme: "Europe and the world", pages 808-813.

43. Author of "Perception of Europe in China: an outline", seminar papers, theme: "Europe and the world", pages 774-789.

44. A Chinese micro-blogging (Weibo) website. Akin to a hybrid of Twitter and Facebook, it is one of the most popular sites in China, in use by well over 30% of Internet users, with a market penetration similar to the United States' Twitter.

From Italy

■ Dr Luigi Cajani⁴⁵ professor at University La Sapienza, Rome, disseminated the e-book on the website of IRAHSSE,⁴⁶ (the International Research Association for History and Social Sciences Education), among colleagues involved in teacher training, and presented it to the 152 teacher trainees from his course. The e-book was discussed and trainees included some of its parts into their lesson plans.

■ The feedback was positive regarding the content but more importantly because of the language. In fact, in Italy there is an increasing development of CLIL⁴⁷ (content and language integrated learning) courses, meaning that one or more subjects are taught only in English in secondary school, and history is one of the favourite ones (some Italian history textbooks have an English version available online). The technical structure and the layout of the e-book were very much appreciated, also in terms of user-friendliness. Concerning the contents, the most appreciated themes were “The impact of the Industrial Revolution” and “Europe and the world”, both being part of the curriculum and closer to the Italian teaching tradition. No particular pitfalls have been observed.

■ The themes on “The impact of the Industrial Revolution” and “Europe and the world” were students’ favourites and Professor Yosanne Vella’s paper “Is it possible to change students’ attitudes towards ‘the other’ through history teaching? a case study in a Maltese school”⁴⁸, was considered useful for its potential for learning.

■ Interestingly, Ms Maria Laura Marrescalchi, History and Philosophy Teacher at Liceo Scientifico A. Tassoni, Modena, suggested the e-book to her high-school colleagues involved with CLIL, who considered the e-book to be perfectly suitable for many history teachers’ needs. Furthermore, she recommended the e-book to one of the trainers of the CLIL teaching course, and is confident it will be further disseminated. Maria Laura Marrescalchi used the e-book in her CLIL classes, where she taught history in English. Using just one unit (page 506), and keeping it exactly as suggested in the e-book,⁴⁹ she introduced the unit through a short video presented in [khanacademy.org](https://www.khanacademy.org).

” It was successful! The video gave the context and the sources presented in the unit were suitable for students. In my classes interesting discussion[s arose]. Moreover, I was able to co-operate with my colleague in Arts. Here is the way I inserted totalitarianism in my plan (Units 1 and 2 were in Italian):

UNIT 3 – CLIL “Freedom of artistic expression – not always!” (Page 506 – 4 Hours)

Understanding the reasons why, and the basis on which, totalitarian and authoritarian regimes have sought to limit freedom of expression in the visual arts. Examples of “degenerate art” and of “great German art”: a reflection on the relation between art and power under the dictatorship during the 1930s.

Materials from: *Shared histories for a Europe without dividing lines*, Council of Europe, pp. 506-515.

Lesson 1 (2 hours): Art under Nazism

Lesson 2 (1 hour): Comparison with Fascism. (1 hour): art in the USSR.

Students were requested to go through the e-book. I think I will keep this unit in my planning for next year and maybe I will insert one more of them. Actually, this one was the most suitable for me, but I am sure that in different kinds of schools some other units can be used entirely.

From Moldova

■ Dr Sergiu Musteata, from the History Department, “Ion Creanga” State University, together with department colleagues, are organising three regional seminars in Moldova in autumn 2015, especially dedicated to disseminating *Shared histories* project and e-book. They expect 50 participants per seminar. They are also planning to organise a seminar with Russian speaking teachers in the future.

45. Dr L. Cajani is the author of “The history taught in schools: from national biography to a history of humanity”, *Shared histories for a Europe without dividing lines*, seminar papers, theme: “Europe and the world”, pages 686-705.

46. <http://irahsse.org/home.html>.

47. Content and Language Integrated Learning: https://en.wikipedia.org/wiki/Content_and_language_integrated_learning.

48. E-book Seminar papers, pages 847-867.

49. Page 511.

From Norway

■ Ms Elisabeth Lønnå⁵⁰ disseminated *Shared histories* in social media, namely Facebook, and held a course for history teachers, with a plan that can be adapted by other teachers.

■ The librarian at my former school, St Olav Upper Secondary School in Østfold County, got interested in the intro I put out on Facebook. So did the leader of the history section. We agreed to have the link and introduction sent out to the teachers at St Olav, and to the history section leaders in other schools in Østfold.

■ Teachers appreciated the motivation behind making the book. They also agreed that all four themes were easily within the range of the history curriculum in upper secondary school. They liked the way the topics within each theme are organised, and they were impressed with the amount of useful resources.

A plan to present the project and e-book⁵¹

■ Ms Elisabeth Lønnå is the author of this plan, and used it in St Olav Upper Secondary School, Østfold.

” Point 1: find an easy way into the e-book by showing how to navigate with the toolbar and menu.

Point 2: select some themes and/or topics linked to your own curriculum, thus presenting something new, extra and interesting compared with own textbooks; there is not enough time to cover the four themes; e.g. this plan does not include theme 2.

Point 3: send Internet address to participants by e-mail before starting. Teachers to open the e-book on their laptops, and via projector follow what you will be doing on yours.

Plan for a 90-minute course for history teachers:

1. Basic facts about the Council of Europe, its motivations for making this e-book and the collective, international work behind it.
2. Presentation of the toolbar and clicking system: full screen off/on; zooming in and out with cursor; turning pages by clicking on corners or page control in toolbar.
3. Drag cursor over icons; use the “help” icon to show use; use “go to” in order to get to p. 745 (usually a favourite); use search to get to something you are curious about (propaganda? trains?); bookmarking; sharing; browsing by clicking on corner or page numbers in toolbar.
4. Use corner clicking to go to contents. Click on “The impact of the Industrial Revolution”; note upper left corner with “Contents and User Guide” always available.

Theme: “The impact of the Industrial Revolution”

1. Show top menu with theme, topics, resources (sources, key issues, exercises, etc.). Browse from “Introduction” throughout themes to get an impression of the broad selection of materials.
2. Use top menu to get to topics: “Demographic and social change” and “Our industrial heritage”; look at key issues, background, teaching/learning assessment, resources and so forth in each topic. Take time to discuss, answer questions. Teachers will get used to the way resources are presented; talk about which materials can be used in class and how. Discuss own industrial heritage with a view of own region.

Theme: “Human rights as reflected in the history of art”

■ Topics: “Valuing individual human life” and “Individual autonomy and freedom of expression”

1. Read: “A picture paints a thousand words” (page 530-531).
2. Go through most of the materials page by page: this is very useful and easily accessible information on the use of images in history. (Take care to include pages 500-508).
3. Discuss teaching units – “Only if you are human”, “Do we not bleed?” and “Butterflies do not live here” and “Freedom of artistic expression – not always!” (We agreed that the pages on Jewish history are

50. Ms Elisabeth Lønnå is the author of “Access and equality: The roots of the Norwegian comprehensive school”, *Shared histories for a Europe without dividing lines*, seminar papers, theme: “The development of education”, pages 364-377.

51. The plan was edited to be adaptable to other regions.

particularly important, as anti-Semitism is showing up again. (Pages on “degenerate art” contra “great German art” and the one on Stalinist images are very good, and give an excellent basis for discussion in class. Page 504 on “Individual autonomy and freedom of expression” is a good point of departure for bringing topical interest to historical and recent problems (actualisation). Go quickly through the images from the Enlightenment; it might be useful material when teaching that period. Interesting detail: Poland had a constitution before France.)

Theme: “Europe and the world”

■ Topics: “Encounters between Europe and the world”, “The sharing of values” and “The shaping of perceptions about Europe”.

1. In “Encounters”, show “The Uluburun shipwreck”, in order to have something representing the antique, and because there are some nice Internet pages here.
 2. Go to “The sharing of values”. The teaching unit “Generations and values” in this topic has some important, topical issues, for instance on pages 622 and 623.
 3. In “The shaping of perceptions about Europe”, discuss the teaching units “Avoiding stereotypes: an African perspective” and “Dividing lines and borders”.
 4. Use “go to” in order to get to page 651 in “The shaping of perceptions”. This shows the results of learners’ brainstorming on Africa and Europe. It is possible to use the same brainstorming exercise, and discuss results.
 5. Go to “Dividing lines and borders”, browse through. Use a bookmark on page 655, then use “go to” to get to page 669 (on passports). Inform about seminar papers. Go to page 705 to show a nice periodisation of world history while at the same time looking at one more seminar paper. Then go back to page 655 via bookmark.
- ▶ *Don’t forget:* (i) the use of “download” and “print” and draw attention to the fact that “print” cannot be used unless teachers wish to print out the complete book; (ii) how to make a small booklet by using “page download”; and (iii) warn against using “share”, unless teachers wish to share the complete book, and not just the selected pages, though it is possible to share the Internet link.

From Poland

■ Through the efforts of Dr Piotr Podemski,⁵² the e-book was reviewed by history experts from:

- ▶ The Educational Research Institute (Instytut Badań Edukacyjnych, IBE) of the Polish Ministry of Education.
- ▶ The Central Examination Board (Centralna Komisja Egzaminacyjna, CKE) of the Polish Ministry of Education.
- ▶ The Centre for Education Development (Ośrodek Rozwoju Edukacji, ORE) of the Polish Ministry of Education, which has distributed the e-book for consultation among its teacher-training centres throughout the country.
- ▶ The Cracow Regional Centre for Teacher Development (Małopolskie Centrum Doskonalenia Nauczycieli, MCDN) in Poland’s second most important city and academic centre.

■ The e-book was also distributed among a group of innovative history teachers from around the country associated with the Professor Bronislaw Geremek Centre Foundation (Fundacja Centrum im. Profesora Bronisława Geremka) in Warsaw.

■ Dr Olga Pavlenko⁵³ considers that the importance of this e-book lies in its explanatory constructs, its humanist rhetoric and a horizon drawn by the historical discourses of the selected topics. She presented its content to a team of authors led by Professor A. Bezborodov for a review and a deeper analysis of the topic “Russia and Europe”, or better yet “Russia in Europe”. It is planned to use this content to prepare recommendations for schoolteachers and authors of history teaching guides.

52. Dr Piotr Podemski from the University of Warsaw is the author of “Exchange of knowledge, ideas and actors: the Polish example”, *Shared histories for a Europe without dividing lines*, seminar papers, theme: “The development of education”, pages 392-397.

53. Dr Olga Pavlenko from the Russian State University for Humanities, Moscow, is the author of “Russian Federation textbooks: the actualisation of historical experience 1990s to 2000s”, *Shared histories for a Europe without dividing lines*, seminar papers, theme: “The development of education”, pages 378-391.

■ Dr Vera Zobotkina,⁵⁴ considered all the themes of the e-book to be “very relevant to what we are doing at BA, MA and PhD levels at our university”.

From Ukraine

■ Professor Polina Verbytska, from Novadoba History Teachers’ Association, reported that the association’s website had information about the e-book. Furthermore, the association has been involved in seminars across the country to disseminate the project. In November 2014, Ivan Khoma conducted a seminar for the teaching staff of the Chair of History of Ukraine at the National University Lviv Politechnic; in February 2015 *Shared histories for a Europe without dividing lines* was disseminated in the in-service teacher-training institutes of Poltava, Kharkiv and Kiev; Diana Tereshuk later held a seminar at Ternopil Pedagogical University for students and teachers from the Chair of Foreign languages; in April 2015, information about the e-book was given to participants of the international conference Historical and Cultural Heritage in Democratic Society; and in September, Serhiy Konyukhov conducts the seminar for students and representatives from the Chair of Foreign Languages and Computer Studies.

From the United Kingdom

■ Professor Penelope Harnett⁵⁵ was engaged in the dissemination in many different ways; through putting up a poster about the project at the Historical Association conference in Stratford, UK, in May 2014; sharing the project with colleagues at the Children’s Identity and Citizenship in Europe conference in Poland, in June 2014; taking a poster to an International Symposium on History Education at Sakarya University, Turkey, where the web link to the project was noted, to be included on University website; presenting the project at a conference in Fribourg, Switzerland, at the International Research Association for History and Social Sciences Education and sharing details of the project with colleagues, including some from South Africa, in September 2014; and making a presentation at the History Educators International Research Network conference in Ljubljana in September 2014.

Translations

■ As regards the understanding and dissemination of the *Shared histories* project and the e-book, some participants considered it limiting that the e-book was in English only. Many history educators across member states do not have a command of English that allows them to fully understand and/or use the e-book. The same considerations apply to ICT: teachers do not always fully master new technologies and the existence of computers and ICT in schools registers wide disparities. Further remarks can be found in the section “Feedback analysis” above, where feedback from participants is analysed in greater detail.

■ Some local efforts to translate either the four themes or parts of them (not the seminar papers) were undertaken. To assist this process, the History Teaching Unit of the Council of Europe has a template for translators. The translated version will have the same interactivity and hyperlinks offered by original English version; the e-book potential as a teaching and learning tool remains intact. The Council of Europe can provide the template for the translation and the subsequent publication to interested parties. In Estonia a decision was made to translate the book to enable a homogeneous use by all teachers, and some other members are considering the possibility of translation. In other countries processes to the same end are still under discussion. In 2016, the French translation of the e-book will be provided by the Council of Europe.

■ Meanwhile, in one of the early seminars, participants suggested translation of the project’s flyer. In local languages the flyers could be distributed by history teacher associations or during seminars, if appropriate. The suggestion was welcomed and the Council of Europe is providing a template for the translation and the subsequent printing of the flyer. Besides the original English and French versions, the flyer is now printed in Albanian, Bosnian, Bulgarian, Czech, German, Greek, Italian, Portuguese, Romanian, Russian, Serbian, Spanish, Turkish and Ukrainian.

■ **Local language flyers about *Shared histories* were distributed in the various seminars and within the context of the activities of local history teacher associations.**

54. Vice-Rector for International Innovative projects, Director, Centre for Cognitive Programs and Technologies, Russian State University for the Humanities.

55. Principal Lecturer in Primary Education at the Faculty of Education, University of the West of England; author of the introduction to the topic “The reform of pedagogy”, *Shared histories for a Europe without dividing lines*, pages 242-245; and the General Rapporteur of the Shared histories project at the final conference in Vienna, 9-10 April 2014.

Other initiatives

Some of the seminars motivated participants to continue exploring the concept of the *Shared histories* project. This was the case at the seminars in Ljubljana and Belgrade, and the reason behind this might be the fact that these were attended by many student teachers. In both cases, groups of these students, together with their teacher or mentor, came up with plans for workshops that followed the methodology of the project and had a direct link with one of the three main concerns of the project: (i) raising awareness of common historical heritage within and beyond the region; (ii) contributing to conflict prevention and reconciliation processes through better knowledge of historical interactions and convergences; and (iii) focusing on the Council of Europe recommendations on history teaching, namely intercultural dialogue.

Several students from the Faculty of Arts in Ljubljana actively participated in the dissemination seminar (October 2014, see the section on “Regional seminars”). Since the main purpose of the seminar was the presentation of the e-book *Shared histories for a Europe without dividing lines* and the possibilities of using this tool, students of “History teaching methodology II” wrote an article on how the material from the e-book could be used in history lessons both in primary and secondary schools.

The use of the *Shared histories* e-publication within history teaching opens the space for deconstruction of stereotypes, myths of identity and negative visions of the other, and can thus lead to an intercultural dialogue and to conflict and violence prevention. *Shared histories* lays the emphasis on shared experiences of people from different countries, often those who confronted each other in the past, in the whole spectrum of historical events, situations and processes.

Bringing practical suggestions on how to use the concept of *Shared histories* for the purpose of reconciliation in the South Eastern Europe, MA history teacher trainees from the History Department, Faculty of Philosophy at the University of Belgrade designed the following three workshops:

- (i) Sacred architecture in a multi-confessional society, based on theme 3: “Human rights as reflected in the history of art”; topic: “Living together in dignity in culturally diverse societies”, teaching and learning unit: “How can architecture contribute to a strategy of opposing exclusion and discrimination?”
- (ii) Exhibition on daily life and popular culture in socialist Yugoslavia, based on theme 4: “Europe and the world”; topic: “The sharing of values”; teaching and learning unit: “What survives from the 1960s?”
- (iii) Breakup of Yugoslavia and daily life in war, where a set of tasks given to students make use of the theme 3 teaching unit: “Whose stories do museums tell?”

After regional seminars, participants seemed motivated to further develop the concept and to use some of the suggestions in the e-book whenever there was a link to the curriculum they had to teach. There was also a strong consensus among teacher trainers and student teachers attending seminars that the content of theme 2: “The development of education”, was relevant and suitable for the training of future teachers.

Internet and social media

As the end product of the *Shared histories* project – a collective work of European history educators – is an interactive e-publication with links to external sources, the logical consequence is to use Internet platforms to disseminate it.

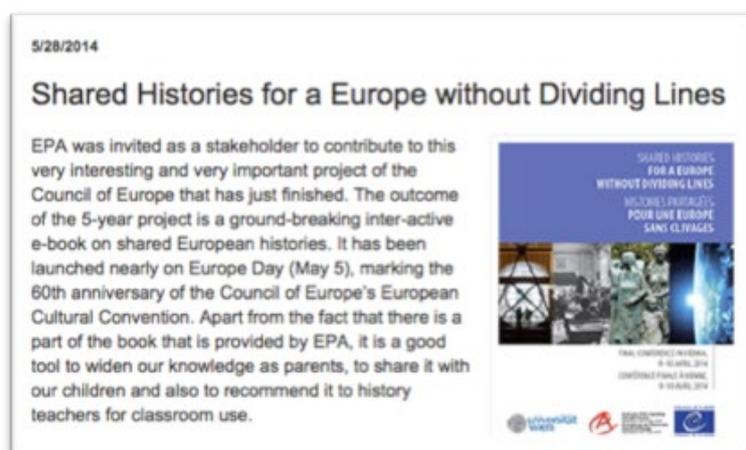
Sharing of information on the project through different Internet platforms started early on in the project, as participants involved in the different seminars and conferences posted information about on-going activities in own blogs, own Facebook pages or in pages of groups they are members of, and through Twitter. This posting in social networks is open to further sharing and commenting. Such activities are important motivators and go a long way; in fact they are still on-going. The way the dissemination replicates online has its own logic and longevity, and the brief references below only disclose, through their well-known logos, the institutions and online platforms where initially the *Shared histories* project was disseminated.

Online dissemination

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Other media

Local media covered all seminars in different ways; some were more prominent than others, but throughout this year radio has made references to the seminars or asked to have interviews for radio programmes of a more cultural nature. Again, some newspaper clippings were sent to the Council of Europe. The interest revealed by the media started in Vienna, during the final conference, and the project continued to raise media interest throughout the dissemination phase.⁵⁶

For example, the Lisbon seminar used all platforms that were linked to the National Museum of Archaeology to stream and publicise the event:

Official website of the ICOM Portugal:

- ▶ <http://www.icom-portugal.org/default.aspx>

Official website of the National Museum of Archaeology:

- ▶ www.museuarqueologia.pt/
- ▶ <http://museunacionaldearqueologia-educativo.blogspot.pt/>

Official Facebook of ICOM Portugal:

- ▶ www.facebook.com/icomportugal?fref=ts

⁵⁶ . Some examples of the Serbian media:

www.blic.rs/Vesti/Drustvo/562967/Buduci-srpski-djaci-kroz-ucenje-istorije-ce-se-miriti-sa-susedima.

www.rtv.rs/sr_lat/mladi/aktuelno/zajednicka-istorija-kao-nadgradnja-etnocentricnog-identiteta_606577.html.

www.rtv.rs/sr_lat/mladi/aktuelno/seminar-o-ulozu-nastave-istorije-u-procesu-pomirenja_604868.html.

■ Official Facebook of ICOM CECA Portugal:

▶ www.facebook.com/icomceca.portugal?fref=ts

■ Official Facebook of the National Museum of Archaeology:

▶ www.facebook.com/pages/Museu-Nacional-de-Arqueologia/308510899048?fref=ts

■ Official Facebook of the EMEE-Project-Eurovision-Museums-Exhibiting-Europe:

▶ www.facebook.com/pages/EMEE-Project-Eurovision-Museums-Exhibiting-Europe-112012-102016/377420909007652?fref=ts

■ Official Twitter of the EMEE-Project-Eurovision-Museums-Exhibiting-Europe:

▶ <https://twitter.com/emeeurovision>

■ Official Twitter of the National Museum of Archaeology:

▶ <https://twitter.com/MNArqueologia>

■ Official Twitter of the ICOM Portugal:

▶ https://twitter.com/icom_portugal

■ Live-streaming was provided during the plenary sessions:

▶ www.ustream.tv/channel/canal-eme

■ Although the interest in such exposure is undeniable, in particular so as to sensitise readers about the relevance of history education today, the dissemination of the e-book is very specific, and the project needs equipment, face-to-face contact, hands-on experience, sharing and learning with others, debate, etc.

■ Dissemination takes preparation time, motivated facilitators and participants, well-designed workshops, and motivated participants who can be the multipliers of information. Dissemination is a time-consuming process based on people who want to actively invest in the interactivity the e-book provides.

Conclusions

■ The current report is aimed at collecting feedback on the use of the e-book from the member states. The editorial team, experts, and participants of the *Shared histories* project felt the need to have an account of the proceedings, including a coherent overview of the dissemination activities and an analysis of the feedback obtained.

■ Despite the existence of an on-going online quantitative assessment, the Council of Europe had gathered, from all stakeholders, much information relevant to future dissemination processes, in order to have an overall understanding of lessons learned and ways forward. This reporting exercise has been a learning process in itself.

■ Some remarks came up frequently during the dissemination process, the main ones being: the e-book is only in English, which hinders understanding; optimal navigation requires computer skills; and the e-book is heavy (900 pages). Surely, a better understanding of the e-book contents could help further dissemination and adoption of teaching and learning units in history lessons across Europe. However, underlying these observations are some facts worth scrutiny: (i) the fact that more than 50% of secondary teachers in Europe will retire⁵⁷ in the next 10-12 years. Thus, it is expected that the teachers replacing them will have the necessary competences for online interaction in English; (ii) the e-book contains four themes divided into topics, which contain teaching and learning units, together totalling around 300 pages; the teaching and learning units are easy to follow and adapt, whilst seminar papers (600 pages) were included for further reading and research, their consultation being optional; (iii) the Council of Europe supports e-book translation through specific tools that can be used to edit and create an equally interactive e-book, although translation should be provided and funded locally.

■ In order to navigate through the e-book and use all its potential some investments of time and effort need to be made. The first is reading “About this publication” (pages 18-27 in English and 28-37 in French); the second is understanding and practising all the functionalities of the e-book in the “User guide” (pages 889-901). The publication has a colour code for each theme, which simplifies moving around. Navigation through the e-book is comfortable when all the tools are used.

■ The answers given by participants are instructive regarding the opportunities of the *Shared histories* project and the need to look more closely at what teachers repeatedly refer to – the need to support teachers across Europe, through well-targeted and designed training and curricula, with space for active learning. Teachers want to teach history in a meaningful way; that is, to help students understand the world they live in by developing critical thinking and viewing history through the lens of multiperspectivity (see the section on “Feedback analysis” p. 24).

■ The dissemination process clearly shows that investment in dissemination is rewarding. Some participants in the different conferences, seminars and workshops became enthusiastic multipliers of the main ideas, and there was a clear message about the usefulness of the e-book, which should be considered as an open model that can be easily adapted.

Participants' voices

” There are many elements within the resource that I can utilise immediately in my teaching, such as the very obvious Industrial Revolution example noted at the seminar, but I also want to make it clear that the human rights and the history of art section includes material that I believe will really enhance my teaching next year. The material on Terezin is very poignant. We took a group of eighteen year olds to Auschwitz this year and one of their latest displays details the art of children. I really like the way that the resource includes the seminar papers relating to aspects of the topic. I found this section extremely impressive.

57. Civic and History Education in Europe, a survey carried out by the University of Vienna in co-operation with the European Commission and the Council of Europe (2010-2012).

Materials in the e-book are complementary to the cross-curricular competences in education and stimulate an interdisciplinary approach to history teaching. The *Shared histories* resources showcase a number of ways in which history education can introduce and tackle human rights education and education for democratic citizenship. These online resources constitute a “cloud” for educators to “pick and choose” elements for a wide range of educational purposes.

Another inference suggested by the process is that partnerships with institutions at country level are crucial for effective and efficient dissemination. Still, it is possible to improve and facilitate the data collection through questionnaires prior to the seminars, a method that was used but revealed room for improvement.

The dissemination process was designed based on clear strategies and targets; these included the development of mutually beneficial partnerships. This strategy enabled the achievement of results. The dissemination displayed innovative teaching and learning units regarding not only teaching methods, but also skills and content. Their use enables the opening of new avenues for developing critical thinking and the competences and skills necessary for an active, responsible and inclusive citizenship.

Other conclusions are pertinently cross-cutting – the widespread use of the *Shared histories* e-book across Europe faces three main challenges: (i) the absence of IT equipment in some countries/schools and teachers unprepared for or unskilled in the use of IT learning materials; (ii) the language issue; and (iii) the incompatibility/compatibility with different curricula, (some topics are missing, the overload of national curricula, the lack of time to expand certain themes/topics, etc.).

There is also some scepticism in teachers’ answers regarding questions asked and feedback given concerning the *Shared histories* project. Current curricula seem to display gaps and differences in relation to the focus given to topics that today constitute areas of major concern, such as a common European identity, diverse contemporary world, inclusive society, strengthening social cohesion, and conflict prevention. In fact, in a classroom setting these issues have the potential to motivate students as they provide an understanding of the challenges Europe and the world currently face. In general terms, history teachers across Europe do not have the opportunity to explore such issues in their classes and feel they need support and training to develop quality history teaching in a diverse and rapidly changing world.

Teachers understand that history education needs updating to be able to play its educational role and a question often raised was: what kind of pedagogy is needed in this age of globalisation?

Finally, it should be mentioned that, regardless of the current globalisation, history education still remains Eurocentric, and teachers sometimes feel trapped by their own misconceptions. Teachers know that “sometimes there is a Eurocentric approach and we are not aware of it because it is completely unconscious” and “it isn’t a very easy task, since most of us have been educated within a Eurocentric approach”.

Quantitative evaluation

Though it is difficult to know what to measure before starting a dissemination process, a quantitative online evaluation tool was set up concurrently with the launching of the e-book. It gives information regarding: (i) total number of visits; (ii) average number of page views per visit; (iii) total time spent on the publication; and (iv) average time spent on the publication. The analysis of such information enables monitoring of the progress of dissemination and discussion about what is most explored online.

This information is valuable and constitutes an indicator of the steady on-going progress of online consultation. It clearly shows what has been popular and less popular so far, and how consultation of the e-book increases after each seminar. It also shows the direct increase in the consultations of whatever teaching and learning units were presented in the workshops. Numbers confirm that this targeted dissemination is a successful mechanism.

However, this quantitative approach needs to be balanced with other realities that are equally important. Some teachers revealed they downloaded the entire book and use it on a USB stick, which has also been copied by others (colleagues and/or students). This happens for a number of reasons, namely poor training in ICT and poor Internet quality in some regions and/or countries. In theory, all first downloads are registered and can thus be included in the total number of visits registered, but it is not possible to know what happens after that. Some teachers have also reported that it is easier to send some pages to colleagues by selecting the thumbnails, downloading them and sending them via e-mail or using a USB stick. It is clear that the e-book also takes on a life of its own when downloaded onto a USB stick.

■ Despite this, indicators give a privileged insight into what is consulted. There are differences in terms of what has been more popular. The pages that have registered most views are those related to themes 3 and 4, “Human rights as reflected in the history of art”, and “Europe and the world”.

■ The table below shows what, so far, seems to be most popular. As this report is being written there is a new school year beginning in Europe and the scene the table depicts might register some changes as the school year progresses. The Council of Europe is attentive to such changes, and concludes that after this period of dissemination the e-book will continue to be shared online.

Most consulted	Topic	Seminar papers
	Teaching and learning Units	
The impact of the Industrial Revolution	Time and space	Social affairs, proletarianisation and the labour movement
	Telecommunication	
The development of education	Access to education	Access and equality: the roots of the Norwegian comprehensive school
	Gender equality	
Human rights as reflected in the history of art	Individual autonomy and freedom of expression	Images as historical evidence: personifications of nation
	Freedom of artistic expression – not always!	
Europe and the world	The sharing of values	Teaching about global history: an approach to basic strategies in the classroom
	Look at generation dynamics	
Very popular pages	The concept of <i>Shared histories</i> (Introduction)	
	Table of contents of “Europe and the world” seminar papers	

Collection of photos

Regional Seminar – Connecting local, regional and European history using electronic tools in teaching, 6-7 October 2014, Tallinn University, Estonia



**Regional Seminar – Using the e-book in schools:
debating and sharing new pedagogical approaches,
23-24 October 2014, University of Ljubljana, Slovenia**



Regional Seminar – Bridging the gap between formal and non-formal education, 25 -26 March 2015, National Museum of Archaeology, Lisbon, Portugal





Regional Seminar – Teaching and learning history for conflict and violence prevention in contemporary diverse European societies, 3-4 June 2015, Belgrade, Republic of Serbia



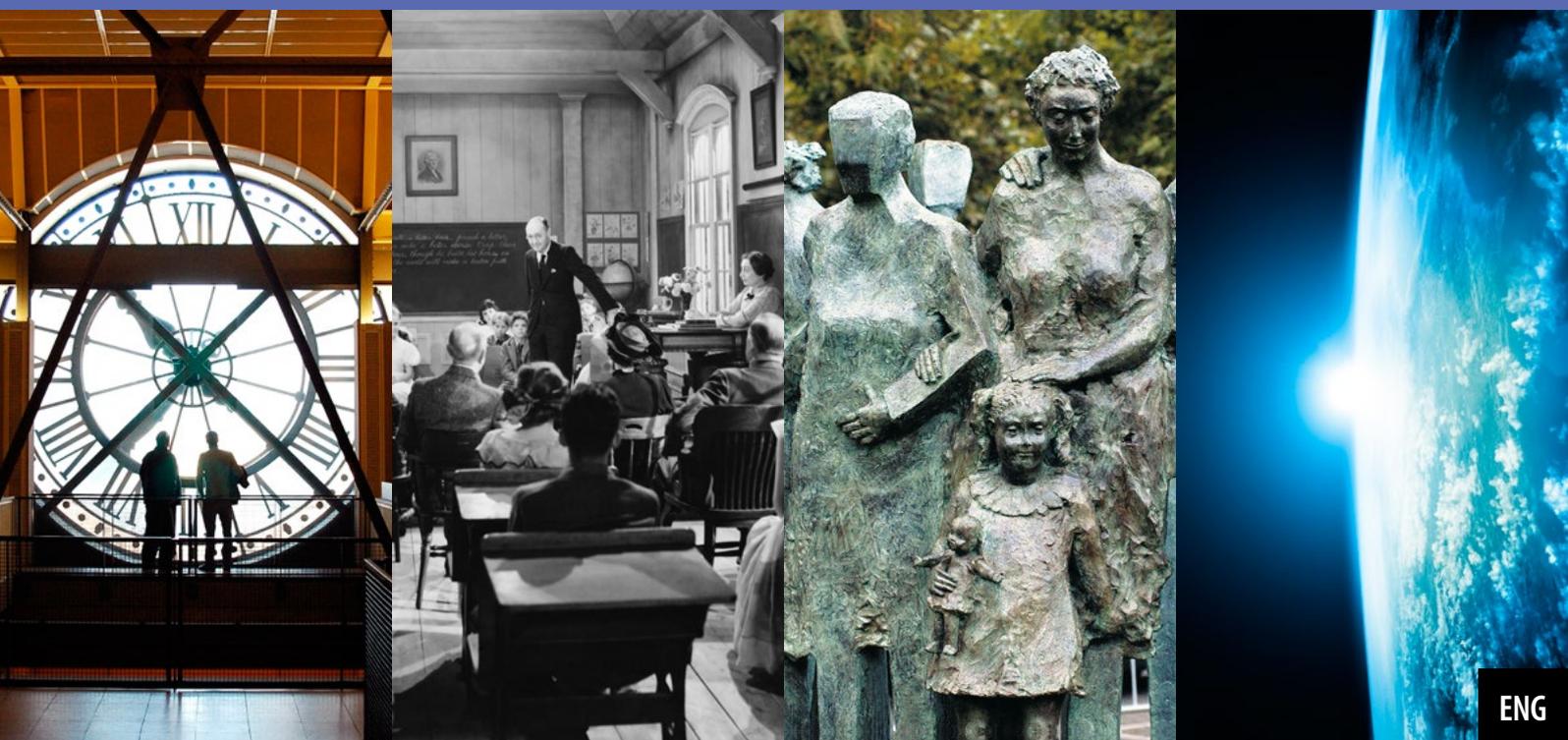


**22nd EUROCLIO Annual Conference, Helsingør, 20-25 April, 2015
Focus – Roads to Democracy - Can history teaching pave the way?**



Dissemination seminar of the Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, 19 November 2015, Kemerburgaz University, Istanbul, Turkey.





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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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