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## **The Secretary General's New Initiative**

Seminars on

**"The reform of history teaching  
in Ukraine"**

**Report**

Strasbourg



Seminars on

**"The reform of 20th Century history curricula in  
secondary schools with special reference to  
controversial and sensitive subjects and the role of  
famous historical persons"**

Yalta, Ukraine, 12-14 May 1998

**"The preparation and publication of new history  
textbooks in Ukraine"**

Chernigiv, Ukraine, 12 - 14 October 1998

**Report by**

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## I. INTRODUCTION

The Seminars on "The reform of 20<sup>th</sup> Century history curricula in secondary schools with special reference to controversial and sensitive subjects and the role of famous historical persons" (Yalta, 12-14 May 1998) and "The preparation and publication of new history textbooks in Ukraine"(Chernigiv, 12-14 October 1998) are a logical continuation to a number of events organised jointly by the Council of Europe and the Ministry of Education of Ukraine within the framework of the Secretary General's New Initiative.

- 1.1 Active co-operation between Ukraine and the Council of Europe was brought to life through the Initiative of the Secretary General of the Council of Europe in 1996, when the first seminars were held in Ukraine in Dniepropetrovsk and Kyiv.
- 1.2 In the reform of history education, the role of the Seminar on "The initial and in-service training of history teachers in European countries in democratic transition", Lviv, June 1997 and that of the Regional Carpathian Seminar on "Central and Eastern Europe as a historical region: its place and role in teaching the 20th Century history", Chernivtsy, October 1997, were important.
- 1.3 Of all the seminars, the seminar in Yalta proved the most productive. More than 30 researchers and teachers from all the regions of Ukraine took part, as well Ms Alison Cardwell, Administrator of the Directorate of Education, Culture and Sport of the Council of Europe, the experts of the Council of Europe from the United Kingdom, Germany and Spain, Mr Viktor Ognevyuk, Head of the Department of Secondary Education of the Ministry of Education of Ukraine, Mr Ihor Ivanchenko, Deputy Chairman of the Council of Ministers (government) of the Crimean Autonomous Republic and Mr Yury Pidkopayev, Minister of Education of the Crimea.
- 1.4 The aims of the Seminar in Yalta were to tackle the following issues:
  - a) new approaches to teaching controversial and sensitive issues of world and national history in history lessons in secondary schools;
  - b) improve the structure and content of the syllabus of 20th Century history;
  - c) define the most effective techniques and approaches to covering the activities of prominent historical figures in world and national history.
- 1.5 There were three plenary sessions during the Seminar. Presentations were made by the Ukrainian specialists and the experts of the Council of Europe. Lengthy discussions took place in the three working groups.
- 1.6 The Seminar in Chernigiv on "The preparation and publication of new history textbooks in Ukraine" was even more representative. Taking part in it were 35

Ukrainian specialists, Ms Alison Cardwell and Ms Tatiana Milko from the Directorate of Education, Culture and Sport of the Council of Europe, experts of the Council of Europe from the United Kingdom, Austria and the Georg Eckert Institute for International Textbook Research, Braunschweig, Germany. Chairing the Seminar at the opening meeting were Professor Olexandra Savchenko, Deputy Minister of Education of Ukraine and Ms Alison Cardwell, Administrator of the Directorate of Education, Culture and Sport of the Council of Europe.

- 1.7 Professor Olexandra Savchenko stressed that effective co-operation between the Ministry of Education of Ukraine and the Council of Europe had been evaluated positively by the Ukrainian government. In his letter to the Secretary General of the Council of Europe following the Seminar in Yalta, Mr Valery SMOLIY, Vice-Prime Minister of Ukraine, spoke highly of the results of this co-operation and expressed the sincere hope that the Council of Europe will start new projects on history, Ukraine playing a prominent role, after the current programme of "The Secretary General's New Initiative" has been implemented.

The Vice-Prime Minister emphasised that the recommendations of the Yalta Seminar had affected the changes recently introduced into the Basic Curriculum for secondary general schools regarding history education. In August 1998, the Government of Ukraine endorsed it. These recommendations are in line with the fundamental principles of the Law of Ukraine on Secondary Education, which is being jointly developed by the Parliament of Ukraine and the Ministry of Education. Professor Olexandra Savchenko underlined the Council of Europe's outstanding contribution to the reform of teaching history in Ukraine and awarded the Ministry of Education's highest distinction "For Excellence in Teaching" and the Certificate of Merit to Ms Alison Cardwell and Ms Tatiana Milko.

- 1.8 Ms Alison Cardwell evaluated positively the results of cooperation with Ukraine and pointed out the continuity of those efforts. The Seminar in Chernigiv, she said, is the continuation of what we started in Yalta. Ms Alison Cardwell also introduced the experts of the Council of Europe Ms Isabelle de Keghel, Mr Tony McAleavy and Mr Heinz Strotzka.

Speaking about the aims of the Chernigiv seminar, Ms. Alison Cardwell focused the participants' attention on a number of important issues. She said, in part, that

*"the textbooks should be free of political or ideological stereotypes, which could reinforce the political problems of the day, and should contain no information which could be interpreted from a nationalistic or xenophobic point of view.*

*In order to make history textbooks interesting, a balance should be found between: text, maps, photos, extracts from historical documents, tasks and possibly tests for the pupils.*

*There was a popular belief that a textbook should be learnt by heart by the pupils. But this is not really the aim of present day textbooks.*

*The textbook should aim at:*



- a) *interesting pupils in history and encouraging them to look for future information elsewhere;*
- b) *developing their skills in critical thinking;*
- c) *awaking their reasoning skills.*

*The textbooks should ideally not contain only military and political history, but look at cultural, scientific, social, economic and spiritual history."*

In conclusion, Ms Alison Cardwell voiced a hope that co-operation between Ukraine and the Council of Europe will continue within the framework of the "Black Sea Initiative on History after the current programme of "The Secretary General's New Initiative" has been completed.

## **II. DESCRIPTION OF THE DISCUSSIONS DURING THE SEMINARS**

- 2.1 In Yalta, presentations were made by Mr Pavlo Poliansky and Mr Stanislav Koulchitsky (Ukraine), Mr Maitland Stobart (United Kingdom), Mr Peter Karsten (Germany) and Mr Louis Lopes Puerta (Spain).
- 2.2 Discussions on those presentations and the questions for the three working groups allowed the participants to come up with a number of practical recommendations, which are important for the reform of history teaching in Ukraine, concerning the following:
  - a) teaching controversial and sensitive issues of national and world history in Ukrainian schools (presentation by Mr Pavlo Poliansky);
  - b) clarifying the role of prominent personalities in secondary school textbooks (presentation by Mr Stanislav Koulchitsky);
  - c) aims, approaches and results of teaching 20th Century world history in secondary schools (presentation by Mr Maitland Stobart);
  - d) studying the Nazi period in secondary schools (presentation by Mr Peter Karsten);
  - e) studying the civil war period in Spain and the role of General Franco (presentation by Mr Louis Lopes Puerta).

- 2.3 The three working groups - Group A, headed by Oleg Kryzhanivsky (Kyiv), rapporteur Andriy Mikheyev (Kherson); Group B, headed by Fedir Tourchenko (Zaporizhia), rapporteur Tatiana Ladychenko (Kyiv); Group C, headed by Valery Yaroviyy (Kyiv), rapporteur Ludmila Kalinina (Lugansk) - focused the discussions on the following main issues:
- a) difficulties in studying controversial and sensitive topics in the 20th Century and ways to overcome them;
  - b) the scope and depth of reflection of these problems in the history syllabus;
  - c) new approaches to teaching the role of prominent personalities in world and national history.
- 2.4 The Seminar in Chernigiv was devoted to the preparation and publication of history textbooks in Ukraine. It was largely based on the decisions of the Seminar in Yalta. Much attention was paid to discussing the extent to which the present day school textbooks on history meet the criteria of teaching history as agreed upon in Yalta:
- a) unbiased approach of textbook writers;
  - b) the coverage of controversial and sensitive issues in history;
  - c) the role and place of prominent personalities in history, as described by Ukrainian textbook writers;
  - d) the extent to which the present day textbooks are conducive to encouraging the student's independent activity to form his/her own opinion on the events of the past;
  - e) the efforts of Ukrainian publishers to improve the quality of textbooks, co-operation between publishers, textbook writers, the Ministry of Education, etc.
- 2.5 Six presentations were made at the plenary sessions in Chernigiv. Ms Isabel de Keghel spoke on "What constitutes a 'good textbook' in present day secondary schools from the point of view of the Georg Eckert Institute for International Textbook Research". She informed the participants of the textbook writing experience of the Georg Eckert Institute, founded in 1951. While analysing history textbooks, she referred to the following two most important criteria:
- a) textbook structure;
  - b) textbook content.

When characterising modern textbooks for their structure, she had this to say:

*"A textbook should in no way include only a descriptive author's text. It should rather be conceived as a workbook that enables pupils to work with it autonomously, without the teacher's help. This structure already makes clear that a textbook should not be a little encyclopaedia, but a working book which gives the pupils the possibility to imitate the work of a "professional historian", to learn the essentials of the professional historian's work.*

*Therefore, it should offer its users a wide variety of written and pictorial sources such as illustrations, photos, caricatures, but also maps and graphics, statistics, sources, exercises, tables. These elements do not just illustrate the text, but contain additional information and perspectives. This function can be intensified by combining them with additional indications as to how to analyse such illustrations and tables critically, and how to use them as a historical source.*

*A good textbook includes an index as well as a glossary of terms, which clarifies the terminology used and a bibliography.*

*This is particularly important in today's information society, because, with the help of these tools, pupils learn to find and select by themselves the information they need. The glossary explains the key words of the book, e.g. monarchy, democracy, absolutism, liberalism, industrialisation etc. Information boxes indicate how to deal with sources of different sorts, e.g. paintings of historical scenes, caricatures, statistics etc. Most of these sources of information pupils will need in their later lives in order to understand what is going on in their country and in the world.*

*The bibliography advises pupils which fiction or non-fiction books they can read if they want to know more about some subject."*

When characterising modern textbooks as regards their content, Ms. Isabelle de Keghel also pointed out the following:

*"Textbook authors should not try to write little encyclopaedias of history. Everyone who has some experience in teaching knows that pupils tend to forget facts very quickly. Furthermore, a mere collection of facts and figures is very boring and has the effect that textbooks become overloaded with information. History teaching should mainly foster certain skills that enable pupils to develop historical consciousness and to act as citizens of a democratic society.*

*The main principle on which a textbook should be based is multiperspectivity. Multiperspectivity means that textbooks should show historical events from different perspectives. There are two different types of multiperspectivity: on the one hand, multiperspectivity of experiences is indispensable for a balanced view of history. Textbooks should present how people experienced history in different ways. Textbooks should show how history affects different countries, but also different social classes, political, national, professional groups, men and women within one country. This can be done by enclosing various sources into the textbooks. On the other hand, multiperspectivity of interpretation has to be taken into account. Different interpretations can be found in extracts from scientific investigations written by authors representing opposite points of view."*

To sum up, she emphasised that:

*"Textbooks should preferably be written by practitioners, for they know best the pedagogical implications of textbooks. History educators do not tend to overload the teaching materials with information and to use complicated language. But, of course, they need regular consultations with scholars in order to avoid mistakes.*

*Financial means are also very important for the production of good new textbooks. Unfortunately, many countries, however, have only a small budget for textbook production. But, even with restricted means, a lot can be achieved, if the money is spent effectively.*

*Textbook authorisation is operating on the edge of the democratic procedures. Therefore, the criteria for the nomination of textbook committee members and for the authorisation of textbooks must be transparent."*

- 2.6 Mr Olexiy Doubas, President of the "Navchalna Knyga" (School Textbook) publishing house, made a presentation on "Achievements and key problems in the preparation and publication of new history textbooks in Ukraine". He noted that, at the time of the break-up of the USSR in 1991, Ukraine was left to its own devices to face the emerging situation. There was no book market in Ukraine at that time. Nor were there any national school textbook writers, because, under the then prevailing totalitarian system, it was only the translated Russian textbooks that were distributed for academic use in Ukraine. The monopoly for creating and issuing textbooks belonged to one publishing house, which was rigidly monitored by state political bodies. Any alternative endeavour would be out of the question.

After proclaiming independence in August 1991, Ukraine was faced with the problem of selecting a textbook to teach history at school, particularly, the history of Ukraine. It was obvious that the break-up of the Soviet Union brought about radical changes both in the economic system and in the people's way of thinking as well as in state priorities and ideological bearings.

Today, Ukraine is the only country on the territory of the former Soviet Union, which proved capable of producing a complete set of secondary school textbooks within such a short time, including history textbooks.

Over seven years of independence, the Ukrainian history textbook has developed from a trial and experimental issue to the one published for nation-wide use. This is our main achievement!

Nowadays, the formation of the book market is going through a final stage. A dozen publishing houses compete to gain the upper hand. The Resolution of the Cabinet of Ministers of Ukraine "About a gradual transition to bought textbooks", which was adopted in July 1998, will refine the publishers' attitudes and thereby provide for higher quality textbooks.

Today, we can see for ourselves that the mechanism of co-ordinating the work of publishers and curriculum planners is becoming more and more complicated, as educational books in general and history textbooks in particular are exposed to the open market competition. This is a natural process. We should hardly indulge in dramatising the situation, but rather concentrate on looking for the way out. It stands

to reason, that specialised publishing houses should develop closer links with the Institute of New Methods and Approaches to Teaching and the Ministry of Education concerning the prospective plans for educational book publishing. We will not face the need to make alterations in the ready-for-print proofs because of a sudden change in the curriculum.

Anyhow, we consider co-operation with the Ministry of Education and the Institute of New Methods and Approaches to Teaching to be essential in improving the history textbook.

Nowadays, any and all publishing houses have found themselves in a catastrophic state. Insufficient legal provisions, financial difficulties, soaring inflation, low purchasing capacity of the population - all of these factors are a reality and put a brake on the creative process.

During his presentation, Mr Doubas showed a few of the best editions, which were printed at the "Navchalna Knyga" Publishing Association, while emphasising that the moral and material support of the Council of Europe are given due attention and respect by the Association members and are very helpful in putting together new history textbooks.

- 2.7 Mr Victor Ognevyuk, Head of the Department of Secondary Education of the Ministry of Education of Ukraine, gave a presentation on "What is understood to be an effective secondary school history textbook in Ukraine today". He said, in part, that the point at issue today is not how to make history textbooks available, but rather how to render them more effective. The latter could acquire various meanings when viewed by different participants in the teaching and learning process: teacher, student, publisher, parent, researcher or methodologist.

Mr Ognevyuk also analysed Ukrainian history textbooks with regard to their form and content. According to their form, the amount of text is, for instance, the Ukrainian history textbooks more often than not over 300 pages long, thus very similar to German, Italian and Russian textbooks allowing up to 50% of the textbook space for text. It is common knowledge that French textbooks usually have 150 pages, while British ones are even smaller than that. Each of the national models undoubtedly has both advantages and disadvantages. Bigger textbooks can offer more fundamental and detailed explanations, which is of crucial importance for village students, who do not have access to other sources of information, such as the Internet. However, these types of textbooks often overlook the role of authentic documents, sources and illustrations. These structural components would, at best, illustrate the events narrated in the text instead of supplying new information, invite the students to make conclusions. Important as they are, the role of visual materials should not be considered unconditional, because, when inadequately selected, they can do emotional damage to students, for instance, scenes of violence and humiliation etc.

A number of critical comments were addressed to those textbook writers, who tend to indulge in lengthy deliberations and use sophisticated language for the textbook narrative.

Reflecting on the problem of printing quality of Ukrainian textbooks, the speaker stressed the essential progress in this area, which is regrettably held back because of financial restrictions.

Mr. Victor Ognevyuk suggested that publishing houses should think of creating editorial teams from among the prospective authors.

He also scrutinised the content of Ukrainian textbooks and pointed to the most typical mistakes of their writers:

- a) excessive amount of text;
- b) insufficiency of tables, diagrams, timelines and illustrations, which would encourage the students to think creatively, rather than receive information;
- c) too many facts and dates of secondary importance.

The textbook should be of an open-ended nature, stimulate the students to use additional sources of information. Greater attention should be paid to showing the everyday life of ordinary people.

- 2.8 Mr Tony McAleavy gave a presentation on "The use of history textbooks in the classrooms in England with special reference to sensitive and controversial issues". He indicated that in England:

*"Teachers of history should see controversy not as a problem but as an opportunity to show what a valuable contribution history can make to the personal development of young people. In the world, there is much prejudice and misunderstanding, which often leads to conflict. Effective history teaching can help young people to make sense of the modern world in a way that reduces prejudice and misunderstanding. Teachers should not usually seek to impose their own opinions on their students. Instead, they should encourage students to make decisions for themselves based on a good historical method: the rigorous use of evidence. If a teacher is concerned about the level of ignorance or prejudice, students should be challenged on the question of evidence. Lessons must involve not only explanation by the teacher but also opportunities for students to talk to each other about controversial topics."*

Using concrete examples (the "Cold War" between the USSR and the USA, the Arab-Israeli conflicts, the influence of revolutionary and nationalistic propaganda), the speaker revealed some possible ways of clarifying such complex and controversial issues in history textbooks. He stressed the advisability of giving the names of authors of particular quotations, providing documents and illustrations, which would supply information independent of the main text.

He concluded his speech by laying emphasis on the fact that:

*"The 20<sup>th</sup> Century has, in many ways, been a painful episode in the history of Europe. Good teaching and imaginative textbooks can enable young people to think clearly*

*about difficult issues in 20th Century history and help to make them better citizens and better Europeans in the 21st Century."*

- 2.9 Ms Raisa Yevtushenko gave a presentation on "History textbooks in Ukrainian classrooms with reference to controversial and sensitive issues". She dwelled on the medieval period in the history of Ukraine, particularly on Ukraine's relations with its immediate neighbours: Poland, the Moscow State, the Crimean Khanate and the Ottoman Empire.

She stated that quite a few authors mistakenly give the historical leaders of those days attitudes they could not have possessed, for these have distinctly resulted from the 20th Century developments. She also focused on the "black-and-white", uncompromised picture of the past, when any event or leader is presented as positive or negative. The speaker confirmed this by showing how the Lublin Union is described in Ukrainian textbooks.

She also stated that a more systematic coverage should be given to reflecting the historical past of the Crimean tartars, the numerous national minority populations of Ukraine, as well as to the history of Turkey, Ukraine's immediate neighbour.

- 2.10 Mr Heinz Strotzka gave a presentation on "The use of history textbooks in the classroom in Austria and how controversial and sensitive issues are treated in history textbooks". He informed the participants that, supplying students with free textbooks, as was the case in Austria in 1972 on the initiative of the Socialist Party, had not proved worthwhile. Mr Strotzka said that, in his opinion, no one should have the monopoly on how a secondary school textbook is structured. The history textbooks of the past used to contain a lot of text, which can hardly be described as beneficial.

*"These texts were fact-ridden and the books were sparsely illustrated. The pictures used showed mainly 'great men' (rarely women) and monumental buildings. No one expected the pupils to work with these books in the classroom. The new generation of textbooks reduced the authors' text often to a bare minimum and the space thus available was covered by sources, pictures, diagrams and maps. These materials were to have heuristic value, and the pupils could gain information as well as skills by dealing with these materials. The sources selected by the authors should serve the purpose to provide a first-hand knowledge of a past phenomenon. It was not easy to find sources that would suit the pupils. The language used was the most serious problem, and some authors decided in favour of adapting the texts to make them more readable for youngsters. They often abridged them in a way that was criticised by methodologists as being a distortion of the original. There is general agreement that sources can only be understood out of the context. As pupils do not have enough information they take the sources at their face value and that may be misleading. In order to make a critical assessment of the source, one has to know much about the author, and, as this is not always easily available, it is difficult to make full use of this material."*

He also noted that two types of secondary schools exist in Austria: grammar and secondary general. Different history textbooks are used in them, because these

schools have different academic goals and traditions.

*"Teachers in grammar schools are more academically minded and that often means that they aim at supplying the pupils with as much information as possible. It is interesting to observe that many teachers in grammar schools do not regard the textbook as a valuable teaching aid but more as a kind of competitor. Some teachers even want to outdo the information presented in the textbook. One has the impression that the amount of information is the most relevant criterion. The preferred style of teaching is lecturing and the textbook has only an ancillary function. In secondary schools, a different approach can be observed. The textbook has a vital role to play in teaching and the text as well as the materials are widely used in classroom work. There may be various reasons for this different attitude towards textbooks. It is almost impossible to do any lecturing in an average class in a secondary school. Therefore, there is a greater necessity for the use of textbooks. Pupils are accustomed to work with textbooks although in general they dislike this type of work, as empirical studies have shown. Pupils complain that it is boring reading a text and it must be acknowledged that it shows no particular imagination on the part of the teacher, when he or she asks pupils to open their textbooks and read from a given page to another. If a pupil pursues a kind of research on his or her own, then the textbook may be considered a valuable source of information. It is a shame that some of the Austrian textbooks do not contain an index because the authors obviously did not think of the use in the way described above.*

*Those textbooks which can be used for pupils' work often contain tasks which pupils are supposed to carry out. I am of the opinion that these tasks should be set by the teacher and not by the authors. It is too directive if the tasks are in the book. On the other hand these tasks may give useful suggestions for the teacher and the pupil."*

Specific examples were used to illustrate how Austrian textbooks present the materials on the First Republic (1919 -1934), particularly in the book by Karl Kraus "The Last Days of Mankind".



2.11 Important issues were discussed in working groups:

Working Group 1

Chair: Mr Olexander OUDOD, Deputy Director of the Institute of Initial and In-service Teacher Training Institute, Dniepropetrovsk  
Rapporteur: Mr Vitaliy VLASOV, History teacher, Kyiv  
Resource person: Mr Tony McAleavy, United Kingdom.

Working Group 2

Chair: Professor Fedir TOURCHENKO, Dean of the History Faculty, Zaporizhia State University  
Rapporteur: Mr Mykola LYKHOGLIAD, History teacher, Kyiv  
Resource person: Ms Isabelle de KEGHEL, Georg-Eckert Institute, Germany

Working Group 3

Chair: Professor Stanislav KOULCHITSKY, Director of the History Institute, National Academy of Sciences of Ukraine  
Rapporteur: Dr. Kostiantyn BAKHANOV, National State Pedagogical University, Kyiv  
Resource person: Mr. Heinz STROTZKA, Austria

2.12 Discussions centred on the problems, which were broached at the seminar in Yalta in May 1998:

- a) What are the main new developments in history teaching in secondary schools in Ukraine and how should the new textbooks on history reflect these changes?
- b) What is the role of a textbook in the process of learning history in secondary schools and what other sources can be used in learning history (newspapers, museums, television, video etc.)?
- c) What are the links between curricula and textbooks on national and world history in secondary schools and how should the curricula respect the creative work of a teacher in a classroom?
- d) What are the main criteria in the selection of the contents for a textbook for national and world history?
- e) How should a textbook in a present day secondary school respect the creative work of a teacher and a pupil in the process of learning history?

- f) How should a textbook reflect the balance between: the text, photos and maps; questions and tasks; the amount of information and understanding; the knowledge and skills of pupils?
- g) How should a textbook on national and world history reflect multi-perspective views on controversial issues of history and encourage critical thinking in pupils?
- h) Who should be authors of textbooks on national and world history for secondary schools and what role can practising teachers play in the process of the preparation of a textbook?
- i) What is the role of the editor in creating textbooks on national and world history?

2.13 Reports on discussion results were made by the rapporteurs of the working groups, the Council of Europe experts and the general rapporteurs, Mr Tony McAleavy and Mr. Pavlo Poliansky.

2.14 At the close of the Seminar, speeches were made by Ms Alison Cardwell, Administrator of the Directorate of Education, Culture and Sport of the Council of Europe, and Mr Victor Ognevyuk, Head of the Department of the Ministry of Education of Ukraine.

### **III. THE OVERALL CONCLUSIONS AND RECOMMENDATIONS COMING FROM THE DISCUSSIONS IN THE PLENARY AND WORKING GROUP SESSIONS**

3.1 The participants of the seminar in Yalta arrived at the following conclusions and made the following recommendations:

- a) the seminars organised with the Council of Europe have an essential effect on democratising history education in Ukraine;
- b) teaching 20th Century history is one of the priority areas in history teaching in schools;
- c) not only did the seminars facilitate the exchange of views between Ukraine and speakers of the Council of Europe, but they also yielded tangible results, which permit speaking in terms of radical renewal in this area of education;
- d) by giving up the mono-ideological approach, we became more tolerant in teaching history;
- e) we have adopted a completely new problem-centred approach to the restoration of the events of the past;

- f) "openness" in historical analysis is deep-rooted;
- g) the approaches both in understanding the core of history as a school subject and the role of the teacher (subject of the teaching process) and student (object of concentrated pedagogical impact) are democratised;
- h) the propagandist ways of teaching history have been removed;
- i) the Yalta Seminar made it possible to determine clearly:
  - which issues should be treated as controversial;
  - which issues can be regarded as disputable and sensitive;
  - which historic figures can be regarded as outstanding;
- j) in the general discussions held in Yalta, we used substantial arguments to clarify the above definitions to promote the following:
  - the definition of the content, nature and approaches to teaching history in secondary schools;
  - emphasising with the help of the experts of the Council of Europe the problems that needed further efforts to be resolved;
- k) students should become familiar with alternative views on controversial events and historical personalities;
- l) curriculum planners and textbook authors should avoid using biased and categorical statements; the student should enjoy the right to have an independent opinion, which may well differ from that of a teacher, curriculum planner or textbook writer;
- m) priority should be given to the problems of the 20th Century and the historical past of European countries, particularly that of geographical neighbours, the countries of the Black Sea Basin included;
- n) there is an urgent need to create a new generation of textbooks, which would not be overloaded with text and aim at developing critical thinking in students;
- o) in order to implement the Yalta Seminar resolutions, it is necessary to hold another Seminar on history textbooks (October 1998, Chernigiv);
- p) studying the ways of popularising and adapting these approaches to match the national pattern of history education in Ukraine.

### 3.2 It was following the Yalta Seminar that:

- a) the curriculum of teaching history was reconsidered by:

- increasing the amount of tuition time for learning history (from the 5<sup>th</sup> - 11<sup>th</sup> class, the number of hours devoted to learning history was increased by 51 hours) ;
- shifting the emphasis on priorities in sharing the overall amount of time between teaching world and national history;

b) the new curriculum came out, incorporating the results of the Yalta Seminar and, in the long run, gave much more freedom to the creative teacher in his/her classroom.

3.3 After the Seminar in Yalta, the Ministry of Education used the resolutions when making the following decisions:

- a) publishing the new edition of curricula on Ukrainian and world history (August 1998);
- b) delegating to the teacher the right to share tuition time between the topics;
- c) withdraw from curricula the statements, evaluations and conclusions, which are categorical or unethical in respect of other peoples;
- d) emphasise the 20th Century events in the history course for 10th and 11th form students;
- e) prepare the curricula and syllabuses in such a way as to encourage in students the feeling of being a member of the European family of peoples.

3.4 In Yalta, particular attention was paid to the theoretical and methodological principles of teaching history, whereas, in Chernigiv, the object of our discussions was the textbook as an important instrument in implementing those principles, both during class and after-class hours (independent work of students).

3.5 At the Seminar in Yalta, much attention was paid to the methods used by the teacher to cover controversial and sensitive historical issues (interactive methods, dialogue and partnership, independent cognitive work by the student, extensive use of a variety of sources and information), whereas at the Seminar in Chernigiv the participants took important decisions to apply these ways in compiling Ukrainian history textbooks:

- a) it was made clear that the new approaches to teaching history, generated at the Seminar in Yalta, had already made their way into the most recent Ukrainian history textbooks, although it might take a while to have this task completed;

- b) school textbooks remain the chief source of systematic information. In a number of cases, however, while analysing current events, prominence will be given to other sources of information: newspapers, radio, television, video etc. than the textbook;
- c) history textbooks in use in Ukraine today need to be more skilfully combined with alternative sources of information;
- d) according to the results of the Seminar in Yalta, the curricula on national and world history have been correlated in Ukraine, whereas these issues reveal poor co-ordination in the earlier published textbooks;
- e) the participants of the Chernigiv seminar drew up the following main criteria for contents selection of history textbooks:
  - authenticity of facts used;
  - easily understood texts;
  - developmental nature of learning materials;
  - humanistic orientation;
- f) the textbook should not only encourage teachers and students to work creatively, but also put them in a position where creativity becomes the only means of tackling any given assignment;
- g) Ukrainian textbooks need to keep a more careful balance between text, illustrations, maps, questions and assignments. The author's text has so far prevailed over the rest of the materials, which is generally recognised as needing adjustment. After the Seminar in Chernigiv, the main task of the Research and Methodology Committee for Textbooks and Publications is to eliminate this disproportion;
- h) the participants stated that the Ukrainian history textbooks, which were printed after the Seminar in Yalta, give a better representation of controversial issues of the past, while their authors take care to select contents and assignments in order to develop critical thinking in students. This work should be continued;
- i) it was generally agreed that creating teams of authors, including researchers, practising teachers and methodologists, might prove very effective. The teacher's role in such a team will be to adapt the historical contents and text to the level of easy perception of the material by students of a given age group;
- j) the role of editor is significant in creating a modern history textbook. According to the participants of the Seminar, he/she should be a historian and select authors, while keeping in touch with curriculum planners.

#### **IV. FUTURE PROSPECTS**

- 4.1 The participants of the Seminars in Yalta and Chernigiv attached great importance to "The Secretary General's New Initiative" in the reform of history education in Ukraine and expressed a desire that the process which started in Yalta and Chernigiv should be continued in the future.
- 4.2 They showed interest in holding in Ukraine, in 1999, two joint seminars with the Council of Europe devoted to methods of teaching history as well as starting "The Black Sea Initiative on History".

## **APPENDIX I**

### **RECOMMENDATIONS OF WORKING GROUP 1**

In the course of the discussions, there have been various ways of clarifying the approaches to teaching history. However, all the participants were unanimous in stating that the undergoing changes in teaching history were caused by the necessity of "humanising" this subject.

Personalised narrative is to be aimed at moulding the personality of a student. It can be made real if the textbook writer reveals his/her individuality. The history textbook should reflect the personalising factor: teacher - textbook writer - student. It is not advisable for authors to hold back their personal views and ideas.

The modern history textbook should provide for a kind of "participation effect": while becoming familiar with the most illustrious figures of the past, making attempts to explain their motives, justifying condemning them, the students are likely to live through the past, and draw from it their most valuable experience. Under such circumstances, they will inevitably give more thought to making their own life meaningful.

We believe that the textbooks should be written with a view to Ukrainian national historiography, while making good use of modern historical achievements and those of foreign historiographic schools. There was a general recognition of the fact that the new textbooks should use the technique of "inter-permeation", i.e. national history should be presented in the context of the history of the whole world.

The members of the working group came to the conclusion, that, in the transition period, the elements of the so-called "system-wise" approach should be retained, while "civilisation" and "culture" approaches should be introduced on a wider scale.

Conclusions were made about the need to bring up students on both positive and negative examples and to avoid picturing historic figures in the geographic way.

The members of the working group conceded that modern history textbooks should be of an "open-ended" nature: they should encourage students to use other sources of information.

Modern historical events are not sufficiently covered in the mass media. There are few television education programmes on historical issues. Therefore, the textbook is considered the main source of information for a school student.

In this connection, it should meet the more stringent demands. The main one is to reflect adequately the syllabus requirements for teaching national and world history. This was a unanimously supported opinion. Some discrepancy may arise, however, because of the changes introduced into the curriculum, of which the textbook can hardly keep abreast. The

question of how to bring the textbook into compliance with the syllabus still remains. The responsibility for making the required adjustments rests with the teacher.

Heated debates took place in respect of the content selection criteria for the national and world history textbooks. The participants in the discussion agreed that history textbooks should be based on historical approaches. The answer to the question of whether historical discussions should be reflected in the school textbooks was not clear.

All the participants acknowledged that Ukrainian history should be taught in a Ukrainian school, while making sure that the students honour it.

If modern textbooks do not represent the Ukrainian statehood approach, the growing generation of young people may view the history of Ukraine with someone else's eyes. At the same time, it is necessary for the textbook writer to make use of the achievements of the world historiographic schools.

The contents selection is strongly affected by certain methodological requirements, namely:

- methodological and pedagogical provisions for bringing the learning materials into compliance with the syllabus;
- as for the scope of coverage, the modern textbook should cover the terms and notions which students should learn and retain;
- avoid the temptation to use complex historical terms;
- not to transfer the approaches of writing historical works or university textbooks to prepare secondary school textbooks, for this leads to overload of materials, makes the book difficult to read and understand, and renders it uninteresting, and therefore ineffective from the pedagogical point of view.

Most authors try to use, in their new textbooks, the latest methodological achievements. In doing so, they use various techniques to realise the problem-solving and discussion approaches to teaching history:

- put problem-setting and questions;
- intersperse the narrative with references to authentic historical documents;
- make use of methodologically useful illustration materials.

The authors should make sure that the student does not just get answers, but is made to live it all through and come to his/her own decision.



Most modern textbooks attempt to keep the balance between text and illustrations, questions and assignments. However, the financial predicament of publishers prevents them from implementing this important principle.

Because of lack of funds, both authors and publishers are obliged to give up the idea of creating well illustrated textbooks. In the present economic conditions, it is realistic to issue two parallel editions: full colour and black-and-white.

The issue of how to maintain the balance between the amount of information and making the textbook easy to understand has been fully decided.

The issue of authorship of history textbooks is very complicated. It might well be a good idea to prepare history textbooks to set up teams (author, historian, teacher, designer).

An idea was put forward to start a Laboratory of Modern Textbooks under the auspices of the Ministry of Education of Ukraine.

## **RECOMMENDATIONS OF WORKING GROUP 2**

The second working group worked intensively and fruitfully. In spite of some differences of opinion about some issues, its members did their best to achieve understanding and work out a common point of view. In some cases, the personal views have been emphasised.

And now I would like to present our concrete conclusions and recommendations. In the first place, the working group considers that the teacher has the right, and must acquaint his/her students with various approaches in evaluating social development processes such as:

- the civilisation approach;
- the culture-based approach;
- the formative approach in all its variants including a theological one.

Secondly, the present-day national history textbooks need to be improved with emphasis laid on the extensive use of interactive methods of teaching.

Thirdly, the authors of textbooks, while dealing with the methodological approaches, should give more preference not just to reproductive assignments, but to stimulating and developing assignments.

The fact that students differ considerably in their ability to understand the programme material makes us think it necessary to create various levels of textbooks, which have not been used in Ukraine until now.

In the course of the general discussions, the working group arrived at a common point of view that textbooks should remain the principal (although not the only) source of knowledge, and a carrier of systematised information.

The analysis of the information drawn from other sources prompts students to select critically various facts and arrange them in a certain way, develops their ability to compare different points of view and approaches.

The working group considers that there exists a certain problem of coordination for the curriculum and textbooks on national and world history. At present, new teaching programmes (curricula), which have been worked out, are being put into practice, but new textbooks have not yet been prepared. Taking this into account, our teachers try to coordinate them in a mechanical way and in their own style. We think it necessary to accelerate the process of writing new textbooks.

We wish to point out that the issue concerning the contents selection criteria of the textbooks in national and world history has been discussed, but we failed to come to a common point of view. It remains open to discussion. In the course of the heated

discussions, we managed to agree on some major criteria applicable to textbooks contents selection. Among them are:

- the historical approach;
- an alternative approach in presenting the material with mainly positive tendencies;
- comprehensiveness and continuity.

In our opinion, we should place ordinary people with their everyday problems at the centre of the textbook contents.

Naturally, the textbook contents should be relevant to the student's age.

The present-day textbooks do not fully encourage the teacher's and students' creative work. Today, a creative teacher and inquisitive student are in great demand. In this respect, we consider it very significant to prepare the textbook in such a way as to stimulate the teacher's creativity.

National history textbooks are not balanced as regards the amount of text, illustrations, maps, etc. It is evident that the text is more substantial than the rest of textbook components. Our group assumes that illustrations, maps should be autonomous and provide important supporting information.

The textbooks in national and world history, to some extent, reflect the existence of disputable issues in history and stimulate students' critical thinking. This problem was more closely dealt with during the Seminar "The reform of 20<sup>th</sup> Century history curricula in secondary schools with special reference to controversial and sensitive subjects and the role of famous historical persons" (Yalta, April 1998).

The best team of textbook authors consist of not less than three persons, who share a common idea, and are compatible. They should combine the efforts of practising teachers, scholars and methodologists. In the working group's opinion a publishing house, with the Ministry of Education exercising its coordinating function, should set up the team of textbook authors. The practising teacher should play a leading role in this team, because he/she knows the pupils best of all, and, at the same time, he/she is the user and the first textbook reviewer.

The working group was unanimous in its conviction that the availability of high quality material constitutes the basis of future textbooks on national and world history, and only in these conditions is the editor able to fulfil his/her functions effectively.

### **RECOMMENDATIONS OF WORKING GROUP 3**

As a result of the lively discussions, our group came to the conclusion that the process of teaching history at a secondary school is characterised by the implementation of new approaches towards history and the way in which it is taught. Among the new approaches in teaching history, there are:

- the refusal to perceive history as a fixed amount of facts, and consequently seeing it as a complex process;
- the rejection of the formation approach as the only true approach, and the spread of the multi-perspective view of the historical process;
- the re-orientation of the goals of teaching history, and directing them primarily towards transmitting knowledge to the pupils as well as developing their historical thinking.

Thus, when speaking of the methods of teaching history, we can mark the transition from dogmatic teaching to problem-solving teaching and the attempts to make a pupil a subject rather than an object of the learning process, and encouraging pupils to undertake some research work on their own.

At the present time, a system of history textbooks, that would present the material in logical continuity within the framework of a particular concept and taking into consideration new approaches to teaching history, is non-existent in Ukraine. Yet, we can say that the new approaches have already appeared through:

- widening the circle of areas of history taught at school, and moving beyond the limits of political and economical history;
- the availability of alternative textbooks which can supplement the others;
- the creation of a system of additional pedagogical aids (special pedagogical materials, work books etc. ).

Our group agreed that the modern history textbook should be:

- a basis for a model of teaching and learning;
- lively enough to arouse pupils' interest;
- an impulse towards the further search of information;
- usable by different categories of pupils;

- a condensed amount of information drawn, incorporated and synthesised from different sources.

We also consider that these remarks do not exclude the creation of television, video and computer versions of a textbook. We treat a textbook as an open system which should be complementary and draw on other sources.

In Ukraine, teaching national history prevails over teaching world history. The correlation between the two is approximately 58 to 42%, which we think is acceptable for a State that won its independence only seven years ago. But, in future, this correlation should change. An alternative or incorporated course on national history is also considered as a possibility.

The criteria for selecting the contents of the textbook are:

a) from the academic point of view:

- the coordination of the textbook's contents and the modern interpretation of history;
- the reflection of the overall, yet contradictory, character of history;
- humanism;
- the provision of the minimum amount of facts sufficient for understanding historical developments;

b) from the pedagogical and methodological perspectives:

- the stimulation of the development of the pupils' personalities;
- the realisation of the national curriculum and fulfilment of the national educational standards in history;
- the continuity of the materials and the possibility of using the knowledge and skills for obtaining further information;
- conceptuality; orientation to developing the skills of critical thinking;
- the stimulation of interest towards learning;
- the possibility of varying the working methods;

c) from the psychological point of view:

- appropriate levels for pupils of a given age;
- the use of visual aids.

Some modern history textbooks in Ukraine stimulate the creative activity of pupils through:

- reflecting controversial issues;
- improving the methodological side of a textbook.

But, generally, the books are far from perfect.

In the history textbooks, the text prevails, which can be explained by the present day problems in historical research and education in Ukraine. We can also point out the flaws in these books:

- their size;
- the complexity of the way in which the material is presented;
- the absence of sufficient visual support;
- the one-sided character of the tasks;
- the lack of any explicit orientation towards the development of critical thinking.

Yet, we are able to trace positive changes, such as:

- an increase in the use of visual aids;
- attempts to supply additional pedagogical aids (atlases, reading books, etc).

The modern history textbooks attempt to reflect controversial and sensitive issues by means of:

- addressing them in the text;
- setting problems in the chapters' titles;
- setting-up tasks directed towards the development of critical thinking;

- creating certain controversies and discrepancies between the author's text and the cited documents;
- using different sources.

A textbook should be created by:

- a team of teachers-methodologists and scientists;
- a teacher-methodologist under the guidance of a historian.

It is important that an author should:

- be good at history;
- have a command of the methods of teaching history;
- have some knowledge of age psychology, and be conscious of the age of the pupils for whom the book is being created;
- have a firm grasp of methods of creating textbooks, their use and evaluation;
- have teaching experience;
- be able to provide the necessary argumentation to support his/her concept.

An editor's role is, beyond any doubt, very important. Sometimes he/she is the co-author of a textbook.

### **General recommendations**

In order to improve the technique of preparing and creating history textbooks, we suggest that the Ministry of Education, together with the Council of Europe should set up a part-time and constantly operating seminar devoted to the problems of school textbooks.

## **APPENDIX II**

### **FINAL SPEECH BY PAVLO POLIANSKY**

Ladies and Gentlemen,

The current seminar is a logical conclusion to a number of steps in the comprehensive programme entitled "the Secretary General's New Initiative". The following seminars were organised jointly by the Directorate of Education, Culture and Sport of the Council of Europe and the Ministry of Education of Ukraine: Kyiv and Dniepropetrovsk (1996), Lviv and Chernivtsy (1997), as well as Yalta and Chernigiv (1998). They have had a significant influence on the reform of teaching history in secondary schools in this country. Not only did they facilitate the exchange of opinions between Ukraine and other member States of the Council of Europe, but they yielded tangible results, which allow us to speak in terms of radical renewals in this area of education:

- by giving up the mono-ideological approach, we became more tolerant in teaching history;
- we have adopted a completely new problem-centred approach to the restoration of the events of the past;
- an "openness" in historical analysis is deep-rooted;
- the approaches both in understanding the core of history as a school subject and the role of the teacher (subject of the teaching process) and student (object of concentrated pedagogical impact) have become more democratic;
- the propagandist ways of teaching history have been removed.

The current Seminar is a natural continuation of the Seminar on "The reform of 20<sup>th</sup> Century history curricula in secondary schools with special reference to controversial and sensitive subjects and the role of famous historical persons" (Yalta, May 1998). In effect, it is the second stage of that Seminar. It can be traced in the following:

- a) the nature of the problems;
- b) the subjects at which the results of both seminars were aimed;
- c) the specific interconnected changes in the system of history education in Ukraine.



In particular:

- The Yalta Seminar on "The reform of 20<sup>th</sup> Century history curricula in secondary schools with special reference to controversial and sensitive subjects and the role of famous historical persons" made it possible clearly to determine:
  1. which issues should be treated as controversial;
  2. which issues can be regarded as controversial and sensitive;
  3. who among historic figures can be regarded as outstanding.
- In the general discussions held in rain-blessed Yalta, we used substantial arguments to clarify the above definitions to:
  1. define the content, nature and approaches to teaching history in secondary schools;
  2. emphasise, with the help of the experts of the Council of Europe, the problems that needed further efforts in order to be resolved;
  3. study the ways of popularising and adapting these approaches to match the national pattern of history education in Ukraine.

It was following the Yalta Seminar that:

1. the schedule of teaching history was reconsidered to the advantage of:
    - a) increasing the amount time devoted to for learning history (by 1.5 hours = 51 hours);
    - b) shifting the emphasis on priorities in sharing the overall amount of time between teaching world and national history for the sake of the latter (48% and 52% respectively);
  2. the new syllabus appeared, incorporating the results of the Yalta Seminar, and, in the long run, gave much more freedom to the creative teacher in his/her classroom;
- here, in Chernigiv, we have taken another step forward: we have been able to trace how the problems, which we discussed in Yalta as well as at other joint seminars, are reflected in our textbooks (the ratio of text, diagrams, illustrations etc.);
  - in Yalta, particular attention was paid to theory and methodology in teaching history, whereas, in Chernigiv, the object of our discussions was the textbook as an important instrument in implementing theory and methodology, both in class and in after-class hours (independent work of the student).

This proves again that there is a well-composed system to what we are doing:

- in Lviv, we tackled the issues of teacher training;
- in Chernivtsy, we discussed the activities of a history teacher with respect to such factors as national minorities and inter-regional relationships;
- in Yalta, we looked at the way teachers respond to sensitive and controversial issues in history;
- in Chernigiv, we discussed the place and significance of the above issues in the textbook.

So, we have given attention both to the subject and the content of history education in Ukraine against the background of onward pan-European movement.

- echoes of Yalta in Chernigiv can be "heard" in adopting the new techniques in teaching history, which were clearly defined in May, for example:
  - interactive methods of working with students;
  - dialogue and partnership between teacher and student;
  - emphasis on independent cognitive activities of the student;
  - extensive use of a wide variety of historical facts and sources.

In Yalta, we carefully studied various approaches and ideas and finally made at least two important conclusions:

1. we acknowledged that these problems were worth giving attention;
2. we made a list of these problems and defined the ways to tackle them.

In Chernigiv, we transposed these problems onto the current Ukrainian textbooks; this was shown both in the presentations at the plenary sessions and in the heated debates in the working groups, which in a concentrated form was reported by the rapporteurs of the groups.

The views of participants of the Seminar were not always unanimous; far from all the questions posed by Life for the School to tackle have been given exhaustive answers. It's only natural. Hopeful of further cooperation with the Council of Europe, particularly in the realm of methods of teaching history, the Ukrainian educationalists are capable of making further advances for the sake of the common goal, while enjoying the support of the experts of the Council of Europe.

Thank you for your tolerance and attention!

## **APPENDIX III**

### **LIST OF PARTICIPANTS**

#### **YALTA**

1. Viktor OGNEVYUK, Head of the Department of the Secondary Education, Ministry of Education of Ukraine, KYIV.
2. Oleksandr BANDROVSKIY, Associate professor, Department of World History, Lviv State University, LVIV.
3. Konstantin POHANOV, Associate professor, Department of New Methods in Teaching History, Berdiansk State Pedagogical University, BERDIANSK.
4. Oleksandr BELOUSKO, History teacher, POLTAVA.
5. Igor GIRICH, Institute of Archaeology, Ukrainian Academy of Sciences, KYIV.
6. Iran GEIKO, History teacher, VASILKOV, Kyiv Region.
7. Raisa EVTOUCHENKO, Curriculum specialist, Institute of New Methods of Teaching, KYIV.
8. Ludmila KALININA, Head of the Department, Luogansk Pedagogical Institute, LUOGANSK.
9. Oksana KOVLIN, Associate professor, Department of World History, Volinsk State University, VOLINSK.
10. Nikolay LOBRENKO, Curriculum specialist, Cherkaskiy State Pedagogical Institute, CHERKASKIY.
11. Oleg KRIJANSKIY, Head of the History Department, Kyiv State University, KYIV.
12. Stanislav KOULCHITSKIY, Deputy Director of the Institute of History, Ukrainian Academy of Sciences, KYIV.
13. Tatiana LADYCHENKO, Head of the Department of New Methods of Teaching, State Pedagogical University, KYIV.
14. Feliks LEVITAS, Head of the History Department, Institute of Initial and In-service Teacher Training, KYIV.

15. Andrey MIHEEV, Curricula specialist, Herson State Pedagogical Institute, HERSON.
16. Raisa IVANCHENKO, Head of the Department of Social Sciences, State Legal Institute, KYIV.
17. Pavlo POLIANSKIY, Leading specialist, Department of Secondary Education, Ministry of Education of Ukraine, KYIV.
18. Elena POMIATOUN, Associate professor, Department of New Methods of Teaching, Lougansk State Pedagogical Institute, LOUGANSK.
19. Nina SERIK, Head of the History Laboratory, Jitomir State Institute on the Initial and In-service Teachers Training, JITOMIR.
20. Anatoliy CHAIKOVSKIY, Head of the History Department, National Academy of Ukraine, KYIV.
21. Oleksandr OUDOD, Deputy Director, State Pedagogical Institute, KYIV.
22. Yuriy TEMIROV, Associate professor, Department of World history, Donetsk State University, DONETSK.
23. Fiodor TOURCHENKO, Dean of the History Faculty, Zaporojie State University, ZAPOROJIE.
24. Rafael SHALOMASHVILLY, Deputy Director, Institute of New Methods of Teaching, KYIV.
25. Elena HIRNAYA, History teacher, KYIV.
26. Oleg FIDR, History teacher, ROVNO.
27. Tatiana IAKOVLEVA, Head of the Education Department, Republic of Crimea.
28. Valeriy IAROVOY, Vice-Rector, State University, KYIV.
29. Peter KARSTEN, Dopheide, Germany.
30. Maitland STOBART, Consultant, Chester, United Kingdom.
31. Luis LOPEZ PUERTA, Instituto de Enseñanza Secundaria “La Serna”, Fuenlabrada, Spain.

32. Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe.
33. Tatiana MINKINA-MILKO, Administrative Assistant, Directorate of Education, Culture and Sport, Council of Europe.

**CHERNIGIV**

1. Olexandra SAVCHENKO, Deputy Minister of Education of Ukraine, KYIV.
2. Victor OGNEVYUK, Head of the Department of Secondary Education, Ministry of Education of Ukraine, KYIV.
3. Pavel POLIANSKIY, Leading Specialist of the Department of Secondary Education, Ministry of Education of Ukraine, KYIV.
4. Vitaliy VLASOV, History teacher, schools N 167, Kyiv, author of a textbook, KYIV.
5. Irina GEYLO, History teacher, school N 6, Kyiv Region, KYIV.
6. Yakov GOLDENBERG, History teacher, Ukrainian National Lyceum, KYIV.
7. Olga GOROVSKAYA, History teacher, school N 84, KYIV.
8. Valeriy DONIYV, Director of the Institute of the new methods of teaching, KYIV.
9. Raisa EVTOUCHENKO, Methodologist, the Institute of the new methods of teaching, KYIV.
10. Alexei DOUBAS, President of the Association « School textbooks », KYIV.
11. Yuriy KOMAROV, History teacher, Lyceum "Leader", KYIV.
12. Oleg KHRGANOVSKIY, Head of the Department of History of Middle Ages, Shevchenko National University, KYIV.
13. Yuriy KOUZNETSOV, Director of the publishing House « Pedagogical Literature », KYIV.
14. Stanislav KOULCHITSKIY, Deputy Director of the Institute of History, National Academy of Sciences, KYIV.
15. Tatiana LADYCHENKO, Head of the Department of New Methods in Teaching History, State Pedagogical University named after M.Dragomanov, KYIV.
16. Victor MISAN, History teacher, textbook author, KYIV.
17. Elena POMIATOUN, Professor of the Department of Social Sciences, Institute of Internal Affairs, KYIV.
18. Mihail SAVCHENKO, Deputy Director of gymnasium, KYIV.

19. Elena HIRMAIA, History teacher, school N 25, KYIV.
20. Rafael SHALAMASHVILI, Deputy Director, State Institute of new methods in teaching, KYIV.
21. Yuriy SHAPOVAL, Leading Specialist, Institute of Political Sciences, KYIV.
22. Nikolay LIHOGLIAD, Associate Professor, State Pedagogical Institute, VINNITSA.
23. Konstantin BAHANOV, Associate Professor, Berdiansk State Pedagogical Institute, textbook author, BERDIANSK.
24. Ludmila JAROVA, History teacher, school N° 3, HERSON.
25. Andrey MIHEEV, Methodologist, State Pedagogical Institute, textbook author, HERSON.
26. Vera KOLESNIKOVA, History teacher, school N° 12, KERCH.
27. Fiodor TOURCHENKO, Dean of the History Faculty ZAPOROJIE, State University, ZAPOROJIE.
28. Olexandr UODOD, Deputy Director, State Pedagogical Institute, DNEPROPETROVSK.
29. Isabelle de KEGHEL, Berlin, Germany.
30. Heinz STROTZKA, Pädagogische Akademie Salzburg, Austria.
31. Tony McLEAVY, Wiltshire, United Kingdom.
32. Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe.
33. Tatiana MINKINA-MILKO, Administrative Assistant, Directorate of Education, Culture and Sport, Council of Europe.

## APPENDIX IV

### PROGRAMMES OF THE SEMINARS

#### YALTA

##### Monday 11 May

Arrival of the participants in Yalta

##### Tuesday 12 May

Breakfast at the Youth Centre

09.30 - 11.00

#### **Plenary Session**

Opening of the Seminar by:

- i. Mr Victor OGNEVYUK, Head of the Department of Secondary Education, Ministry of Education of Ukraine;
- ii. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- iii. A representative of the Committee of Ministers of Crimea.

Presentation on "Teaching about world history in the 20<sup>th</sup> Century in secondary schools: aims, approaches and challenges" by Mr Maitland STOBART, Consultant, United Kingdom.

11.00 - 11.30

Break

11.30 - 13.30

#### **Plenary Session**

Presentation on "How controversial and sensitive issues in national and world history are taught in secondary schools in Ukraine" by Dr Pavlo POLIANSKIY, Leading specialist, Department of Secondary Education, Ministry of Education of Ukraine;

Presentation on "The way in which the Spanish Civil War is taught in secondary schools in Spain and the role of General Franco" by Mr Luis LOPEZ PUERTA, Spain;



Presentation on "Teaching about the Nazi period and Hitler in secondary schools in Germany and teaching about political figures in Germany since 1900" by Mr Peter KARSTEN, Germany.

Discussion with all the participants

13.30 - 14.30 Lunch

14.30 - 19.00 **Cultural Programme**

20.00 Official Dinner

### **Wednesday 13 May**

Breakfast at the Youth Centre

09.30 - 11.00 **Plenary Session**

Presentation on "How to teach about the role, positive and negative, of famous historical persons in 20<sup>th</sup> Century national and world history in secondary schools in Ukraine" by Professor Stanislav KOULCHITSKIY, Deputy Director, Institute of History of Ukraine, National Academy of Sciences of Ukraine.

Discussion with all the participants

11.00 - 11.30 Break

11.30 - 13.00 **Working Groups**

Three working groups discussed:

- i. the progress achieved in teaching controversial and sensitive subjects in 20<sup>th</sup> Century national and world history in secondary schools in Ukraine and difficulties encountered;
- ii. how the curricula should reflect controversial and sensitive subjects in teaching 20<sup>th</sup> Century national and world history in secondary schools in Ukraine;

- iii. the way in which the experience of famous historical persons of the 20<sup>th</sup> Century, both positive and negative, should be presented in the curricula for secondary schools and taught in a classroom in Ukraine ;
- iv. the new methods and approaches which should be used in teaching controversial and sensitive subjects of 20<sup>th</sup> Century national and world history in present day secondary schools in Ukraine.

13.00 - 14.30 Lunch

14.30 - 16.00 **Working Groups**

16.00 - 16.30 Break

16.30 - 18.30 Preparation of the reports by the three rapporteurs of the working groups.

20.00 Dinner

#### **Thursday 14 May**

Breakfast at the Youth Centre

09.00 - 10.00 **Plenary Session**

Presentations by the Rapporteurs of the recommendations and conclusions of the working groups

Discussion with all the participants

Summing up by the Rapporteur, Dr Elena POMIATOUN

10.00 - 10.30 Break

10.30 - 11.30 **Plenary Session**

Comments by the three Council of Europe experts on the conclusions and recommendations of the Seminar

Closing speeches by:

- i. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;

- ii. Mr Victor OGNEVYUK, Head of the Department of Secondary Education, Ministry of Education of Ukraine;

12.00 - 13.00

Lunch

13.30

Departure of the participants

## **CHERNIGIV**

### **Monday 12 October**

11.00                      Arrival and registration of the participants.

12.00 – 13.00            Excursion around Chernigov

13.00 – 14.00            Lunch

14.00 – 15.30            **Plenary Session**

Opening of the Seminar by:

- i.      Professor Olexandra SAVCHENKO, Deputy Minister of Education of Ukraine;
- ii.     Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- iii.    a representative on the Administration of Chernigov.

Presentation on: “What constitutes a ‘good’ history textbook in present - day secondary schools from the point of view of the Georg Eckert Institute for International Textbooks Research” by Ms Isabelle de KEGHEL, Germany.

Discussion with all the participants

15.30 - 16.00            Break

16.00 - 17.00            **Plenary Session**

Presentation on: “The progress achieved and main difficulties which exist in the preparation and publication of new history textbooks in Ukraine” by Mr Olexei DOUBAS, President of the Association of Publishers “School Textbook”, Ukraine

Presentation on: “What constitutes a ‘good’ history textbook for present-day secondary schools from the point of view of Ukrainian specialists”, by Mr Viktor OGNEVYUK, Head of the Department of Secondary Education, Ministry of Education of Ukraine

17.00 – 17.30            Break

17.30 – 19.00

**Three parallel working groups**

**Working group 1**

**Chair:** Mr Olexandr UODOD, Deputy Director of the Institute of Initial and In-service Teacher Training, Dniepropetrovsk

**Rapporteur:** Mr Vitaliy VLASOV, History teacher, Kyiv

**Resource person:** Mr Tony McAleavy, United Kingdom.

**Working group 2**

**Chair:** Professor Fiodor TOURCHENKO, Dean of the History Faculty, Zaporogie State University

**Rapporteur:** Mr Victor MISAN, History teacher, Kyiv

**Resource person:** Ms Isabelle de KEGHEL, Germany.

**Working Group 3**

**Chair:** Professor Stanislav KOULCHITSKIY, Director of the History Institute, National Academy of Sciences of Ukraine

**Rapporteur:** Dr Konstantin BAHANOV, National State Pedagogical University, Kyiv

**Resource person:** Mr Heinz STROTZKA, Austria.

Discussion with all the participants.

20.00

Official dinner

## **Tuesday 13 October**

### **9.30 – 11.30 Plenary Session**

Presentation on: “The use of history textbooks in the classroom in England with special reference to sensitive and controversial issues” by Mr Tony McAleavy, United Kingdom.

Presentation on: “The use of history textbooks in the classroom in Ukraine and how controversial and sensitive issues are treated in history textbooks” by Ms Raisa EVTOUSHENKO, Institute of new methods and approaches of teaching in secondary schools, Ukraine

Presentation on “The use of history textbooks in the classroom in Austria and how controversial and sensitive issues are treated in history textbooks” by Mr Heinz STROTZKA, Austria.

Discussion with all the participants

11.30 – 12.00 Break

12.00 – 13.00 **Three parallel working groups**

13.00 – 14.30 Lunch

14.30 – 16.30 **Three parallel working groups**

16.30 – 17.00 Break

17.00 – 19.00 Cultural programme

20.00 Dinner

## **Wednesday 14 October**

9.30 - 11.00 **Preparation of the reports by the three rapporteurs of the working groups**

11.00 – 13.00 **Plenary Session**

Presentations by the Rapporteurs of the conclusions and recommendations of the working groups.

Comments by the participants.

Comments by the Council of Europe speakers on the conclusions and recommendations of the Seminar.

Summing up by the Rapporteur, Mr Tony McALEAVY, United Kingdom.

Closing speeches by:

- i. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- ii Dr Viktor OGNEVYUK, Head of the Department of Secondary Education, Ministry of Education of Ukraine

13.00 – 14.30

Lunch

15.00

Departure of the participants





