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MULTIPERSPECTIVITY

IN

TEACHING AND LEARNING

HISTORY

Presentations from Seminars

and

Workshops Materials

Nicosia, Cyprus, 24 – 27 November 2004

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

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Preface

This publication contains the presentations made by experts in history teaching from Cyprus, Spain and the United Kingdom at the following activities organised by the Council of Europe in co-operation with the Association for Historical Dialogue and Research and the Cyprus Turkish Secondary Education Teachers' Union (K.T.O.E.Ö.S), in November 2004 in Nicosia:

- the Seminar on “Multiperspectivity in history teaching”;
- the Seminar on “History textbooks and teaching materials and their use in a classroom”;
- the Workshops on “New approaches to teaching history: multiperspectivity”.

The Council of Europe began its work on history teaching in Cyprus in July 2003 following the initiative of the Secretary General. The first seminar on “The Council of Europe and history education” was organised in June 2004 in Nicosia in co-operation with the Cyprus Fulbright Commission. It provided an opportunity for 80 participants from both communities to meet and exchange views on teacher training and curriculum development as well as on the preparation of new teaching materials. The Seminar also introduced the experiences of the Council of Europe concerning the development of regional co-operation and the use of multiperspectivity in history teaching.

This co-operation was continued in November 2004 when the activities brought together about 300 educators from the whole of Cyprus including teachers from Armenian schools, reflecting the fact that Cyprus is multicultural. One of the goals of the activities was to supply the participants with practical information which could be used in their everyday class practice.

The discussions were focused on how to use new interactive methods in teaching history based on multiperspectivity and to seek out additional teaching materials for history lessons; how to select historical sources and achieve balance in teaching political, economic, social and cultural history; how to teach history for reconciliation using different sources and to train such pupils' skills as critical thinking and open-mindedness.

One may indeed ask why the Council of Europe is so involved in history teaching.

History teaching has always been one of the pillars of the Council of Europe's education programmes because of the important role it plays in the education of the future citizens of democratic societies. History teaching helps develop the

democratic culture without which democratic institutions and, ultimately, democratic societies cannot function. This culture includes a willingness to be open minded in debate and to respect other people's views. The Council of Europe's programmes started in the 1950s with work on history textbooks and entered a new phase in the early 1990s after the fall of the Berlin Wall when the Council of Europe became a truly pan-European Organisation with its new member States from Central and Eastern Europe. Today the Council of Europe has 46 member States, while 48 States are parties to the European Cultural Convention, which was adopted in 1954. This publication is a fitting illustration, as we celebrate 50 years of cooperation under the European Cultural Convention, of the importance of education and culture in developing and reaffirming basic European values, including that of democratic citizenship.

The challenges facing the Council of Europe in this period provided a renewed impetus for its activities in education. History education took on a considerable importance with the re-discovery by the new member States of their national histories.

Within the Council of Europe, co-operation in history teaching is present at three levels: bilateral, regional and multilateral. Bilateral co-operation gives an opportunity to provide assistance and discuss issues which are of particular interest for the countries concerned; activities at a regional level allow history educators from neighbouring countries to discuss their shared histories; the multilateral level joins the efforts of specialists from all member States and brings them together to look at key issues of common interest, for example, how to teach about the European dimension in history.

In recent years, special emphasis has been placed on the development of regional co-operation. It is interesting to note that several different regions – almost at the same time – expressed an interest in regional co-operation for history education, primarily because they all felt that there was a lack of information and knowledge about their neighbours. Consequently, the Council of Europe became involved in the Baltic History Textbook Project, and undertook programmes of activities such as the Tbilisi Initiative and the Black Sea Initiative on History.

These initiatives were long-term programmes which included different types of activities: seminars on curricula, history textbooks and teacher training; meetings of experts; Ministerial conferences and consultations. They united the efforts of Ministry officials, historians, teacher trainers and practising teachers, and provided an opportunity to apply new approaches, such as multiperspectivity, based on mutual respect and understanding of cultural diversity as an enriching factor in the regional context.

The Council of Europe has always supported the view that diversity and intercultural dialogue are of great importance in building mutual understanding in Greater Europe. These are reflected in the Recommendation on teaching history in twenty-first-century Europe adopted by all the member States of the Council of Europe.¹ The text of this Recommendation also emphasises the idea that in the 21st Century history teaching should encourage peoples to join their efforts rather than strengthen dividing lines between them. Therefore, in the above-mentioned regional initiatives, particular attention was paid to the history of interactions and positive mutual influences between different peoples living in the same area.

As history should be taught in its full complexity, one should not avoid speaking about controversial and sensitive topics. Debates on such issues in history are going on and will still continue, as history, by its nature, is based on different interpretations. Therefore, history teaching should not try to deliver definitive answers, but to provide an understanding of the complicated historical processes. One of the aims of the above-mentioned projects is to make clear that present-day history teaching should reflect the full complexity of this discipline, including controversial and sensitive issues, but, at the same time, avoid creating or reinforcing images of enemies or give pretexts for new confrontations.

The activities of the Council of Europe organised in Cyprus in 2004 created a basis for future co-operation.

Where do we go from here?

Discussions showed that there is a need for continuing this co-operation, in particular as regards teacher training and preparation of new teaching materials.

From our side, we hope that future activities of the Council of Europe will provide an opportunity for history educators from the whole of Cyprus to meet and share their experiences and concerns and that they will help create a solid basis for mutual understanding, confidence and trust.

The Secretariat of the Council of Europe wishes to thank all those who have been involved in the work and, in particular, our partners in Cyprus: the Association for Historical Dialogue and Research and the Cyprus Turkish Secondary Education Teachers' Union (K.T.O.E.Ö.S), for their help and commitment.

Gabriele MAZZA
Director of School, Out-of-School and Higher Education

¹ Recommendation (2001)15 of 31 October 2001.

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We, the editors, wish to thank all those who contributed to the organisation of these activities.

In particular, we thank the organisational committee which consisted of the following members: Mr Tahir Gökçebel, General Secretary of Turkish-Cypriot Secondary School Teachers' Union (KTOEÖS); Mr Marios Epaminondas, Vice-President of the Association for Historical Dialogue and Research (AHDR); Mr Mete Oguz, Secretary of AHDR and member of KTOEOS; Mr Kyriakos Pachoulides, Treasurer of AHDR; Dr Ahmet Cavit, Press Officer of AHDR; Ms Eleni Panagi, Organisational Secretary of ADHR; Mr Charis Psaltis, Research Administrator of AHDR; Mr Constandinos Stylianou, Member of AHDR; Mr Ahmet Billuroğlu, Member of AHDR and KTOEÖS; Ms Rena Hoplarou, member of AHDR; Mr George Stoyias, member of AHDR; Mr Michalis Erotokritou, member of AHDR; Dr Stavroula Philippou, International Relations Administrator of AHDR; Ms Chara Makriyianni, President of AHDR; Mr Güven Uludağ, member of KTOEÖS.

We also thank the authors of this publication for their contributions as well as all the participants for their involvement in the activities.

PART I: PRESENTATIONS

Teaching history without dividing lines: an overview of the Council of Europe's work in history teaching

Ms Tatiana MILKO
Programme Officer
Council of Europe

History teaching has always been an important element of the activities of the Council of Europe as it plays a crucial role in the understanding of democratic values. One of the main documents of the Council of Europe, the European Cultural Convention, highlights this role. During more than 55 years of the existence of the Council of Europe, the organisation has built on the wide experience in history teaching which it has gained from activities organised throughout the whole continent.

Although at times ideas may have changed or been modified, the approach has stayed the same: the main question has always been how the Council of Europe could face such changes and challenges and respond to them, in our case, through the prism of history teaching.

A quick overview of the changes and challenges of the last decade will allow us to understand better the philosophy behind the latest activities. What are these changes and challenges?

On the one hand, we have all been eyewitnesses to the collapse of communism and the inclusion of new countries in the sphere of European democratic values, of the intensification of economic and political contacts and the disappearance of borders, as well as the development of globalisation.

On the other hand, during recent years, we have clearly seen an increasing number of national and ethnic conflicts, an escalation in violence at all levels, including in secondary schools and family life; a rise in military conflicts and, finally, we have come face to face with one of the most threatening phenomenon of all - terrorism.

It is clear that the activities of the Council of Europe in all areas, including education, and in particular, history teaching, should respond to this new situation. The practical question is how? What are the mechanisms through which the Council of Europe could act?

To answer this question from the perspective of history teaching, I would like to discuss this at two levels: legal and pedagogical.

Legal level: During recent years, the Council of Europe has adopted two Recommendations on history teaching which reflect the changes as well as the specific role which history teaching should play in the educational system. The first Recommendation on history teaching was adopted in 1996 by the Parliamentary Assembly of the Council of Europe. The main focus of this document is that:

- history teaching should be free of political and ideological influences;
- politicians have their own interpretation of history and history should not be used as an instrument for political manipulation;
- history is one of several ways of gaining knowledge of one's national identity. It is also a gateway to the experiences and richness of the past of other cultures.

This Recommendation reflected the changes in the late 1990s when many European countries were going through a period of transition. After the fall of the Berlin Wall, the notion of Europe changed, as it marked the starting point for the creation of a so-called Greater Europe. At that time, it became clear that all the countries constituting Europe are different even though they share common democratic values. Therefore, it became paramount to make people understand that diversity is not a danger, but an enriching factor. The new Recommendation on history teaching in twenty-first-century Europe, adopted by the Committee of Ministers in 2001, thus highlight the necessity to:

- understand our differences;
- realise the value of diversity;
- respect others;
- develop intercultural dialogue;
- build relations on the basis of mutual understanding and tolerance.

This document not only determines the main guidelines but also proposes answers to such questions as:

Why should we teach history in present-day schools?

How should we teach it so as to achieve the aims indicated above?

As regards the first question, the Recommendation points out that the main aims of teaching history are to:

- understand the present-day situation and help young people find their place in the changing world;
- help the young generation to develop such skills as critical thinking, open-mindedness, ability to express one's point of view and respect for other perspectives;
- develop a respect of all kinds of differences;
- play a vital role in the promotion of fundamental values such as tolerance, mutual understanding and trust between peoples;
- create responsible and active citizens by developing their ability for independent and critical thinking, open-mindedness and resistance to all kinds of political and ideological manipulation.

How to teach history?

In answer to this question, the Recommendation draws attention to the fact that history teaching in the new millennium should:

- unite people rather than divide them;
- reflect the historical picture in its full complexity, but without creating images of an enemy;
- maintain a balance when presenting political, social, economic, cultural and everyday life history;
- maintain a balance in teaching national and world history;
- present facts in their full complexity, including controversial and sensitive issues;
- use multiperspectivity and present different points of view;
- eliminate prejudices and stereotypes;
- encourage pupils to work with historical sources, including archives and museums visits;

- use innovative methods based on dialogue;
- develop creativity and a positive attitude towards reality.

Pedagogical level

The new challenges– such as the creation of a Greater Europe without dividing lines – provided a new impetus for the activities of the Council of Europe and history education took on an even greater importance due to a renewed interest of the new member States in their national histories. Regional cooperation on history teaching became one of the priorities of the Council of Europe as it gives a rare opportunity to:

- work in teams at an international level;
- develop cooperation on an equal footing;
- know more about neighbours using a multiperspectivity approach;
- express one's point of view while also listening to differing ones;
- share good practices and examples in different areas;
- analyse existing problems from different perspectives in their full complexity;
- understand general trends which are typical of a region as well as national peculiarities;
- identify similar problems and try to find a solution by common action;
- find ways to reach a compromise in areas where consensus cannot be found;
- help prevent conflicts.

Regional co-operation in history teaching

This interest in regional co-operation was reflected in the documents of the Council of Europe and confirmed at the highest political level at the Second Summit of Heads of State and Government in Strasbourg in 1997 where the importance of regional co-operation in strengthening stability and security in Europe was highlighted.

It is important to stress that, at almost the same time, different countries initiated the development of two long-term regional projects on history teaching under the auspices of the Council of Europe: the Black Sea Initiative on History and the Tbilisi Initiative.

The Black Sea Initiative on History was initiated by the Romanian Authorities in 1999 and involved seven countries, all bordering the Black Sea: Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine. One of its aims was the preparation of a teaching pack on the history of this region. The Black Sea teaching pack represents supplementary teaching materials for secondary schools and will provide teachers and pupils with more information about the history of the neighbouring countries as well as about the Black Sea region itself.

The Tbilisi Initiative project is connected with the preparation of a textbook on the History of the Caucasian Region for secondary schools and could be used as a supplementary source in teaching history in the countries participating in the Project. The proposal was put forward by the Georgian Authorities at the first Regional Seminar organised by the Council of Europe in the Caucasian Region on “The reform of history teaching in secondary schools” (Tbilisi, September 1997).

This proposal was strongly supported by the Ministers of Education of Armenia, Azerbaijan, Georgia and the Russian Federation and its importance was stressed once more in the Declaration adopted at the Regional Conference of Ministers of Education of the Caucasian countries (Tbilisi, 28-29 March 2000).

The textbook should develop a new approach to the teaching of history in the Caucasian Region. It should reflect the national diversity of the Region and emphasise, at the same time, the common roots and common heritage of this area. Through the balance in presentation of political, economic, and cultural history, the history textbook should promote a positive image of neighbouring countries among young people of the Region.

The Black Sea Teaching Pack was published by the Norwegian publishing house Gyldendal in 2004 and the Caucasian textbook will be published in 2005.

In conclusion, I would like to emphasise once more the importance of regional cooperation. Not knowing who one's neighbours are is dangerous, in particular, because this lack of information can too easily be replaced by incorrect and biased information. Though the history of neighbours can often be disturbing, it is impossible not to talk about it. The goals of the Council of Europe's regional initiatives are thus to:

- teach history in such a way as to bring people together;
- help pupils understand diversity.

Such initiatives are long-term processes that plant the necessary seeds through the creation of textbooks and supplementary teaching materials.

Expectations of the countries involved in regional co-operation in history teaching

The main reasons why many countries almost simultaneously expressed their interest in regional co-operation were:

- a lack of information on the history of neighbouring countries in curricula for secondary and upper-secondary schools;
- the fact that an image of 'others', in particular, neighbours, was mainly presented in 'dark' colours through such political topics as wars, military conflicts, revolutions, etc.
- a lack of information on new interactive methods in teaching history.

Philosophy of long-term regional projects

These projects were not only aimed at the preparation of the supplementary teaching materials. It was a long-term process which included the organisation of seminars, conferences, and meetings of experts, Ministerial conferences on the preparation of new textbooks and teaching materials, curricula and teacher training issues. This provided an opportunity:

- to combine the efforts of Ministry officials responsible for history education, academics, curricula specialists, teacher trainers, publishers and history teachers;
- to agree that present-day history teaching should be aimed at strengthening reconciliation and tolerance, rather than creating dividing lines;

- to reach the conclusion that history teaching should be based on mutual respect and not used to create an image of the enemy, in particular when teaching about neighbours;
- to agree that present-day history teaching should be taught in its full complexity, including controversial and sensitive issues, on the basis of multiperspectivity;
- to agree that history teaching in the 21st Century should help the young generation to become active citizens; it should, therefore, be aimed at the development of such skills as critical thinking, open-mindedness, the ability to reach independent conclusions rather than simply obtaining a certain amount of knowledge;
- to learn more about mechanisms of regional co-operation developed within the Council of Europe based on respect and equal footing for all countries involved, as well as on the principle of transparency in teamwork.

Innovative features of the teaching materials prepared within the projects

The Teaching Pack on the history of the Black Sea and the textbook on the history of the Caucasus both developed new approaches in teaching history based on:

- a balance between political, economic, social and cultural history;
- innovative methods in the presentation of controversial and sensitive issues;
- the use of interactive methods in teaching history.

The experiences gained during the Project could be used in their future work by:

- curricula specialists;
- textbook authors;
- teacher trainers;
- history teachers.

One of the aims of these projects was not only to prepare and publish teaching materials but also to encourage the process of changing attitudes through education on the basis of democratic values.

During the whole period of the development of these projects, the Council of Europe was also fulfilling its commitments in providing:

- continuity in the work;
- equal footing for all participants involved;
- full transparency in co-operation;
- a wide forum for discussion on the basis of multiperspectivity;
- basis for confidence and trust.

Based on the Recommendation and the results of the activities, the Council of Europe asked Dr Robert Stradling from the United Kingdom to prepare a Guide for teachers on the use of Multiperspectivity. One of the main aims of this publication was to look at how the ideas of the recommendations could be implemented in pedagogical practice using examples of the history of the 20th Century. It was published in 2003 and translated into 16 languages.

The successful implementation of the activities within regional co-operation showed that education could play an important role in the reconciliation process. Political difficulties which still exist in the relations between countries did not prevent educators of all levels from joining their efforts and working together to realise their responsibility towards the young generation. The Council of Europe gathered these experiences and is now ready to share them with all partners who may be interested in teaching history without dividing lines so as to achieve mutual understanding, tolerance and peace.

Teaching methods in history school education in Cyprus: present-day situation and future developments

Ms Chara MAKRIYIANNI
Educator
President of The Association
for Historical Dialogue and Research

Introduction

What a broad and challenging topic! Broad, because I have to give an overview of the teaching methods currently practised in history education in Cyprus, with reference to the different perspectives of various actors; and provide sustainable recommendations for possible future developments! Challenging, because I must, in less than 25 minutes, present this to you, an audience of well-informed educators, theorists and practitioners, who, I am sure, are not only familiar with what I will be saying, but most probably have already devised unique, imaginative and creative methods to develop children's historical thinking in your classrooms.

Thus, in order to make things a bit easier for me, I would like to narrow down my topic and focus on history education in the Greek Cypriot primary and secondary state schools of Cyprus. I will draw on my own experience as a teacher and President of the Association for Historical Dialogue and Research as well as on the very few relevant pieces of research that have been conducted in Cyprus. My presentation is also based on information gathered from written interviews and questionnaires with educators from all levels and on the analysis of educational publications.

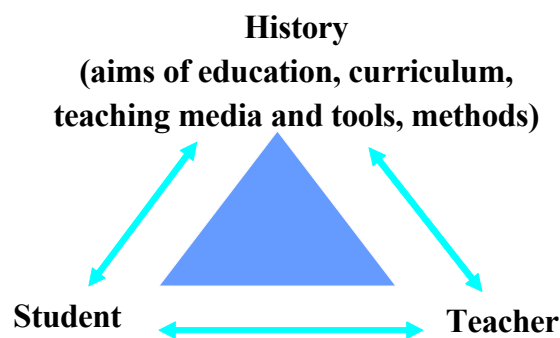
Moreover, in order to give as full a description as possible of the many different perspectives of the current situation, I will firstly deal with “the teaching methods in Greek-Cypriot state schools” as a phenomenon which is, part of a complicated and contested educational practice, through these four levels of analysis:

- the intra-personal level: e.g. a teacher, a student;
- the inter-personal level: e.g. teacher-student;
- positional level: differences that exist in the social position and influence of the particular actor prior to the interactions with other actors, e.g. inspectors;

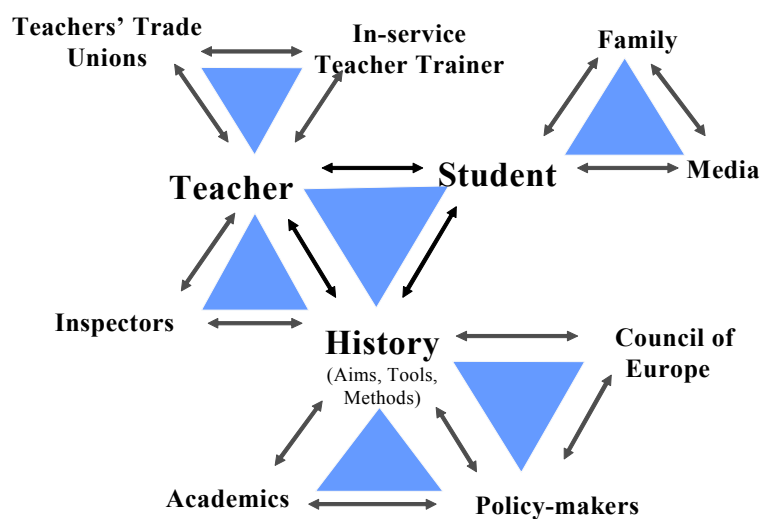
- the representational level: system of beliefs, social representations, values and norms, which validate and maintain social order.

Interactive relations

For some, history teaching and learning are confined to the classroom, where history is communicated to a student via a mediator: the teacher. This interaction, however, is a triangular relationship. The following diagram, which illustrates this triangular relationship, will help me to illustrate the multifaceted nature of the subject of history at other levels too.



During this interaction a teacher sets constraints on a student (use of particular genre in written and oral tasks, behaviour, grades, tests), but the student also sets constraints on teachers like, for example, taking into consideration the child's cognitive and developmental constraints. Likewise, educational aims, history curriculum, teaching media and tools, and methods set constraints on both a teacher and student. Constraints, however, do not determine the learning process and outcome, since students and teachers (and other mediating actors) have, as we will see, relative autonomy. Yet, teachers and students are not alone in the history teaching and learning process, nor is this process confined to the four walls of a classroom. There are also many other actors that play an equally important role in the 'Whos', 'Whats', 'Hows' and 'Whys' of history lessons in Cyprus. Against a backdrop of shared understandings, practices, language and representations, each and every one of these actors interacts from a different stand-point with the other, regarding a particular object: in our case, History Education. Let us see some examples of this networking of interactions:



Council of Europe – History – Policy-Makers

Focusing on the particular interactive relationship between policy makers, the Council of Europe and History Teaching, it is worthwhile mentioning that the Committee of Ministers (of which Cyprus is a member) approved, on 31 October 2001, the “Recommendation Rec (2001)15 of the Committee of Ministers to member states on history teaching in twenty-first century Europe”. The Recommendation includes specific proposals regarding the learning and teaching of history, and also suggestions on how to avoid the misuse of history, such as for example concentrating on a particular event whilst omitting others. It is expected that policy-makers will follow these recommendations and put them into practice.

Policy-Makers – History – Academics

Let us now concentrate on another particular triangular relationship: between academics and policy makers in relation to the history teaching. Currently in Cyprus, there is an underlying tension and debate for the proposed Educational Reform of the Republic of Cyprus. The reason for this being? The very recent Educational Reform Report, which has been prepared by a group of academics at the request of the Government of the Republic of Cyprus. In various discussion panels and articles in the press regarding the Educational Reform Report, two main lines of argument have emerged.

On the one hand, there is the Educational Reform Committee, and those who support it, who argue for an ideological re-orientation and restructuring of the aims of the Cypriot education, maintaining that the general orientation and ideology in Cypriot education remains to a large extent Greek-ethno-centric and traditionally focused on information. The Committee suggests, among other

things, that narrow ethnocentric, mono-cultural elements should be removed from education, that a European dimension and the principles of 'inclusive democracy', which will also embrace the Turkish Cypriot community, should be incorporated. There are also suggestions to restructure and modernise school pedagogy and educational context (school knowledge, national curricula, teaching and learning process); textbooks should be reviewed from an intercultural education point of view. Regarding history textbooks in particular, the Education Reform Committee proposes that they be revised by an impartial, joint committee of Greek-Cypriot and Turkish-Cypriot academics.

On the other hand, there are those who argue that the political orientation and aims of every educational system are intertwined with its particular state of potential relations, both interior and exterior. Thus, no educational reform should be put forward in Cyprus, particularly regarding history teaching, without taking into consideration the current situation and not before a solution for all Cypriots is found; one that will guarantee restoration of human rights and safety issues, such as the withdrawal of Turkish troops and the issue of settlers.

Teachers – History – Students

Coming back to the triangular relationship of teachers – students – history, we will now concentrate on the current educational aims, which, along with the teaching means and methods, set constraints both on teacher and students:

The general aim of Cypriot Education is the spiritual, emotional and psychokinetic development of students, according to the principles of the Orthodox Christian Religion and the Greek Tradition, the right guidance of citizens towards the virtues of freedom, democracy and justice, the strengthening of national identity and fighting moral struggle, and the preparation for all aspects and roles of life. (Primary Education National Curricula, 1994).

Regarding history in particular, the national curriculum for primary education states:

The aim of the subject of history is to help students to become familiar and appreciate the historical life and cultural heritage of Cyprus and Greece and construct a national consciousness as members of the Greek nation and as citizens of a semi-occupied Cyprus. (Primary Education National Curricula, 1994).

The national history curriculum for Secondary Education (in press) states:

The subject of History is mainly a humanitarian subject and its general aim, that is the construction of a historical consciousness and the development of historical thinking, is in absolute harmony with the wider aim of Cypriot education that refers to the preparation of fulfilled/whole and active citizens. (Secondary Education National Curricula, 2004).

These aims are broken down to more specific objectives and activities. Who will strive to meet these aims? The Greek-Cypriot educators. Educators, who are now active European citizens, yet continue to live on a divided island with the unresolved Cyprus Problem which creates insecurities and concerns for the future. Within this context, in order to successfully implement these aims, teachers are free to use a variety of primary sources, but secondary sources are laid down. Allow me to remind you that in both primary and secondary education, the single-textbook policy applies; that is, teachers have to use the specific history textbooks prepared and approved by the Ministry of Education and Culture of Cyprus. The history textbooks, which follow a spiral content structure, are prepared and published in Greece by OEDB (Organisation of Greek Didactic Books, Ministry of Education), and also in Cyprus by the Department for Developing Programmes, Ministry of Education and Culture.

Generally speaking, the Ministry's guidelines emphasise that in order to have the most productive and successful implementation of the aims and objectives of history education, it is vital that the teacher adopts active, cooperative learning methods such as: inquiry-based methods, problem-solving, taking decisions on moral dilemmas, dramas and role plays, debates, as well as the use of various modern teaching tools such as videotapes, educational CD-Roms, etc. It is worth mentioning that, through information technology, there are online databases with lesson plans and materials for inquiry-based approaches for primary school. Secondary education has concentrated more on the production of CDs on the History of Cyprus with encyclopaedic information, activities and visual material on archaeology.

Guidelines in both primary and the secondary history curriculum recommend that, during his/her lesson, a teacher should make good use of school history textbooks and other books, maps and modern visual aids. Lessons need to be organised in a pragmatic way so that a student is given an opportunity to analyse, judge, compare, become aware, discuss and try to find solutions to problems, to promote creative thinking and develop particular skills and abilities. Diathematic and diachronic approach of topics is encouraged whenever the teacher thinks appropriate, as well as visits to museums and archaeological or historical sites, once the teacher feels the pupils are adequately prepared.

The Ministry of Education and Culture has done a great deal of work on visits to archaeological and historical museums and sites. For Secondary Education there is a series of six educational booklets that can be photocopied by teachers and used for work on site. There are also museum packs that can be borrowed and used at school. For Primary Education there are museum educational programmes conducted and organised by teachers on secondment, in Archaeological and Social History Museums and Art Galleries in Larnaka and Non-Occupied Famagusta, Limassol, Paphos and Nicosia. It should also be noted that the participation in educational programmes organised by semi- or non-governmental organisations with museum collections, is also encouraged.



The realities of everyday school life

The existence of such a variety of methods, teaching means and tools is very encouraging. However, there is often a gap between the theory and the practice of everyday school life. This gap is due to the following constraints, which we must acknowledge, in order to overcome them in the future:

- a lack of research regarding history and history teaching in Cyprus;
- a highly centralised and bureaucratic educational system.

In the Greek-Cypriot educational system, which is both highly centralised and bureaucratic, policy makers place rigid constraints (via the National Curriculum and Circular Letters) on Directors of Education, who in turn place constraints on inspectors, and they then place constraints on head teachers and, finally, numerous demands and duties are placed on teachers.

- quantity of the subject-matter.

The quantity of the subject-matter, as determined in the syllabus, is the basic cause for stress and various other problems in secondary and, to a lesser extent, primary school teachers and, of course, secondary school students who have to pass their history exams. The stress and tension reaches its peak in the third year of Lyceum, where the test-based system centres on knowledge and, therefore, creates an imbalance between knowledge and skills. It should be noted that, despite the fact that the history curriculum allocates roughly 20% to the teaching of the history of Cyprus, many educators fail to teach even the most recent events because there is never enough time. Teaching methods and approaches which promote dialogue, enquiry, multiperspectivity are either

avoided, seldom used or inconsistent. We often hear: 'how much can you teach in 40 minutes especially if you are not the regular teacher of the class? By the time pupils enter, sit down, open their books, and can finally begin to concentrate, time is up'.

- A lack of pedagogical training of history teachers.

Teachers are usually neither familiar with, nor trained to, teach history using new technologies or the most updated methods and approaches. As a result, there is no confidence, and instead a justified resistance, feelings of insecurity and even prejudice against the use of such methods in history teaching.

And, finally, something that I consider as the biggest problem, something that is directly related to teachers such as:

- fear, dilemmas, insecurities, lack of trust in the 'Others'.

This concerns the fear of any opening which would allow the voice of the Others to be heard, which could give a forum to other histories, like the histories of the religious minorities or other ethnic groups, and which might damage morale and the national identity of young people.

In my opinion, the problem with history education in Greek-Cypriot schools has as much to do with the teaching methods as with our more general approach to history and our interpretations of history. We have to acknowledge and accept that:

- a history lesson is a place where you learn to tolerate uncertainty;
- history is contentious; there is not just one history, but many and often conflicting accounts;
- as Christine Counsell said in her address to the Association for Historical Dialogue and Research at the February 2004 seminar: 'When we learn history we encounter all the time. We encounter the other, we encounter otherness. We encounter the strange (and we discover it is surprisingly familiar). And we encounter the familiar (and discover how it is strange).'

It might indeed be the case that the Republic of Cyprus' highly centralised system of education reproduces certain rigid constraints on the subject of history. These, in conjunction with the Cyprus problem being still unsolved, create many more dilemmas, tensions and complications. Yet, we are all here today. Why? Because we want to learn more about how to become better

history teachers, because we want to overcome our fears and dilemmas, because we really want our children, our pupils, to learn to think critically and historically through dialogue, as equals.

It is time to end the ‘trend’ which places a teacher at the centre of every negative criticism regarding history education in Cyprus. I believe that after a series of successful events organised by our Association and with a lot of effort, personal sacrifice, steadfastness and confidence in our cause, I can say with certainty today that: with your help and that of our members, in cooperation with various educational authorities and institutions in Cyprus and Europe, such as Euroclio, and with the continuous support of the Ministry of Education and Culture and the Council of Europe, we can and we will play a vital role in the improvement of the quality of history teaching in our island.

Via constructive dialogue and well-planned research of the Cyprus situation, with productive cooperation between history teachers who love history and those with a special interest in the teaching and learning of history, beyond linguistic, religious or ethnic backgrounds, and through well-organised and consistent teacher-training courses, we can pave the way for more creative, responsible and democratic European citizens.

I would like to end my presentation with some questions which can place some constraints on but, at the same time, raise some issues for discussion:

- what do we want to teach?
- do we want our pupils to conform to a particular perspective *OR* to come to grips with multiperspectivity ?
- do we want our pupils to memorise ‘significant’ historical events *OR* to evaluate historical significance?
- do we want a monological *OR* a dialogical approach to teaching the history of Cyprus?
- do we want to promote tolerance, justice, peace, and human rights?

Thank you.

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History textbooks and teaching material for school education: present-day situation and future developments

Mr Güven ULUDAĞ

History textbook Author and History Teacher

I would like to welcome you on behalf of the Cyprus Turkish Secondary Education Teachers' Union (KTOEÖS) and I hope you will all gain from the first part of this seminar entitled "History textbooks and teaching materials: their use in a classroom", which was organised with the help of the Council of Europe.

Teachers are the pioneers of communal development. Everyone who supports these pioneers should be appreciated. Therefore, I would like to thank the representatives of the Council of Europe, the Association for Historical Dialogue and Research as well as the Cyprus Turkish Secondary Education Teachers' Union (K.T.O.E.Ö.S) which organised this seminar.

I am one of the teachers who contributed to the project for the reformation of Cyprus history textbooks and for the re-conceptualisation of history lessons. I will now explain the positive and negative effects and, most importantly, the philosophy of this project.

As we all know, the history textbooks we use in our schools come from the Ministry of Education in Turkey. Teaching history in the National Turkish educational system is based on teaching national history. Therefore, history textbooks are based on national history. In these books, world history is either not mentioned or occasionally referred to when it is linked to Turkish history. Since we use these books from Turkey, teaching history in our schools has been greatly affected by teaching national history. In addition, during our university education as teachers, we were taught to teach within the framework of the national history syllabus. Consequently, it seems difficult to integrate the current syllabus into one that includes, for example, content on environment, culture and history of states independently, as we were not educated in that respect and the content mentioned earlier is absent from the current syllabus.

Although we also used some textbooks that were written in Cyprus, they were not extremely different from those produced in Turkey. Like in Turkey, teaching Cypriot history was based on teaching national history. For example, in spite of the fact that the textbook was entitled 'Cyprus History', the certificates (school-record) given to pupils at the end of each semester refer to the subject as the 'History of Turkish Cypriot National Struggle'.

Before I will move to the new history textbooks that have recently been produced, I would like to indicate that these new textbooks are not perfect, complete textbooks, but that they must be viewed as a preparatory step for future projects. This project is a beginning to change approaches to history teaching, not to change history. In addition, it is important that this project is developed and that new adjustments are made in the future. I am sure that our colleagues, who will be involved in such projects in the future, will turn this project into a larger and more scientific one.

When we started this project, we firstly dealt with the current syllabus. The authors' committee held meetings to determine the topics to be included in the syllabus, as well as to discuss how and why they would be taught. One of the outcomes of these meetings was our decision to integrate social, economic and cultural history besides political and diplomatic history into our textbooks.

During the process of determining these topics, we investigated our pupils' views on them and got some really interesting answers. For example, we asked: 'Do you think you gain enough from your Cyprus history textbooks?'. Interestingly enough, all students replied: 'we do not like that textbook'. In addition, it was interesting to find out that not even one student could say something about the history of a local football team when we asked: 'What do you know about the history of your favourite team?'. Students replied about teams in Turkey instead. Moreover, when the students were asked to write whether there were any remnants from the Cyprus Railway in their area, most of them answered by asking: 'Was there ever a railway in Cyprus?'. All these answers helped us to select the topics and also indicated that we were on the right track.

When we first started, our main aim was not to change history but to change general approaches to history teaching. We also aimed to transform students from passive into independent, active learners who could find the necessary information by themselves and actively participate in lessons. We decided to embellish the textbooks with photographs, drawings and cartoons to help pupils realise that the information they found themselves would be more substantial.

The new textbooks were not written in the way that the traditional ones were. For example, there used to be only one textbook for three years of secondary school which contained about 50 photos and maps, as opposed to the three new ones, each of which contains about 20 maps, 70 photos and 45 drawings. Apart from these visual materials, the new textbooks include documents, summaries of agreements and eyewitnesses accounts. As a result, while pupils are learning history, they also realise that their relatives, families and ordinary people have been involved in recent history. They also understand that history is not a process created only by distinguished people, but also by ordinary people such

as those mentioned above. This approach will increase pupils' motivation to conduct research and learn more.

While we were putting the topics in chronological order, we realised that the most difficult periods were in the youngest pupils' textbook. However, this was a difficulty we could do nothing about. Also, we did not have the opportunity to access scientific support in order to reorganise the chronological order of events or to explore the positive and negative effects of teaching recent history topics to the youngest pupils. I believe that we can get sufficient support here today. Since I have mentioned support, I would like to bring up another issue. For example, in the new textbooks there is a dialogue between two people in the Turkish Cypriot dialect; this has been criticised by experts who are interested in history from a scientific point of view. In addition to what was mentioned earlier, I hope that we will also discuss today whether or not it is appropriate to use such dialogues as teaching materials.

Another problem we faced while writing the textbooks was the 'ugly' events, which involved neighbouring countries. It was important to know how to reflect these in the textbooks, as our community remains sensitive about them. It was inevitable to cause some inconvenience to some people, even if we had presented the events from their point of view. Therefore, we observed this inconvenience being expressed soon after the textbooks had been published.

Anger towards our work was spelt out frankly. All authors have faced the criticisms that arise in places where history textbooks are reformed and we still do. However, I would like to mention that there were more positive comments than negative ones. The most important opinions were those of the pupils and I can proudly say that they really appreciated the new textbooks.

If I were asked whether we have been objective while writing the textbooks, I can simply say that as long as the two communities on this island do not agree on taking steps to confront the past, writing objective history books is impossible. However, I believe that, looking at the past of our country, this first step taken by Turkish Cypriots deserves respect, as it is very important. It also shows that the objective values of the community have increased dramatically.

I cannot evaluate the financial expenses of our textbooks, as I have no idea about the average expenses of such work elsewhere in the world. I assume that the cost of each book is about 5 euros. It is very important for me to say that our authorities never interfered while we were writing the books, although it was official history. They only put a written document on our study table reminding us of the expected general aims of history lessons. Some of the general aims were as follows:

To help the pupils to:

- become aware of the place of Cyprus in world history, and the role and importance of Cyprus in the development of civilisation;
- develop love for their country, nation, humanity and community;
- become aware of basic values such as international peace, human rights and democracy;
- become aware of historical relations to local, regional, national and international levels;
- grow into active and responsive citizens who can think and judge independently.

To be honest, I am not sure if we were able to achieve these aims in the new textbooks. On the other hand, I have doubts as to whether these aims are easy to achieve altogether.

We all know that the content taught during history lessons is completely or partially forgotten after a short period of time. We also know that people can gain any information they require very easily. Therefore, I cannot stop thinking that perhaps we would be more successful if we started off with aims which refer to the general idea of the historical period taught and to various factors which affect students' own lives, rather than aims that cannot be reached.

Another problem was that when we were interviewing people about the recent history, some people did not want to talk about sensitive events. Also, some people did not want these events to be discussed at all; they believed that they should be kept secret.

Cypriots experienced pain and happiness together until the 50s. The generations who lived between 1950-1970 fought against each other. The generations who

lived between 1970-1990, however, have grown up without knowing anything about each other and are drifting apart day by day. The generations of the new millennium want something different. They believe that conflicts can be resolved through mutual dialogue instead of battle. They would like to learn about each other and they really need this. We, as history teachers, can undertake constructive tasks in order to help the new generation fulfil their demands. We should not forget that we owe this to our country.

Finally, I would like to thank everyone who participated and contributed to this project.

The use of multiperspectivity when teaching history in secondary and upper secondary schools: an example of the United Kingdom

Ms Sue Bennett
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It is a great pleasure and honour to be here. My background is that of a history teacher. I have taught history in secondary schools, developed materials to support history teachers and worked on the development and implementation of the English national curriculum for history. Now I partly work for an organisation called the Specialist Schools Trust and also as a freelance consultant. I have worked for ten years as a consultant in many of the ex-Soviet block states in Central and Eastern Europe both for the Council of Europe and for EUROCLIO.

I have been asked to talk about what we in the United Kingdom have learnt about multiperspectivity. As you may know, the United Kingdom is not that united. To meet the new decentralisation of government and the different cultural and historical traditions, the component parts of the kingdom have history curricula that suit their own needs and challenges. There is a broad similarity in the aims and purposes of the different curricula and a consensus about the skills that pupils need to acquire. However, each country lists different content through which the skills should be developed. For a variety of reasons, I want to draw on experiences in England, Wales and Northern Ireland.

I want to start in Northern Ireland. If you travel to parts of Belfast, the capital of Northern Ireland, you will see images painted on the end walls of houses - images of heroes and scenes from Irish history: heraldic shields, mottoes, symbols and scenes from recent history. These images show how history is alive in that community and is not just a dead past, safely locked away in documents and museums. It is alive and on the walls and influences both present and future. Its tentacles reach out, wrapping whole communities in its power, and it is the power not just of the intellect, but also the power of the emotion.

What do these images do? Well, they represent a form of the past – not necessarily what happened but how people today see and use the past. This is because Northern Ireland is still a country divided by religious lines between Catholic and Protestant and their religious affiliation affects where many people live and where their children go to school. (Most of the education is segregated by religious lines but pupils are also divided by gender – there are boys' and girls' schools and at the moment children are segregated by ability).

I want to tell you about some of the images. One image on a wall in a Catholic area shows Ireland as a chained hand, clasping a lily, the symbol of Ireland. Around the edges are symbols of parts of Ireland, including the red hand of Ulster. At the top is a picture of the Post Office in Dublin burnt during the 'Easter rising' by Republicans in 1916 in their struggle to be independent from England. Rising from the flames is a phoenix, the mythical bird reborn from the ashes. I leave the interpretation to you.

A wall in a Protestant area shows William of Orange, the great hero of the Protestant community. William deposed James II, the Catholic king of England, in 1685. James II, with a largely French army, invaded Ireland and was defeated at the Battle of the Boyne on 11 July 1690. (Interestingly, William was in alliance with the Pope in Rome.) The Protestant Orange Order still marches on 11 July to celebrate this victory. Another Protestant image shows the massacre of Protestants by Catholics in 1641.

The final image is more recent. It is from a Catholic area and refers to the Hunger Strikers who protested in the early 1980s against their imprisonment as ordinary, rather than political prisoners. The striker is depicted as if he was being crucified on an 'H' that represents the H-shaped prison block. The pose resonates with traditional images of the crucifixion of Christ. You can, no doubt, decode how this image is pulling at the emotions.

Young people who grow up in these communities see this kind of history on the walls around them and they absorb it from their families and communities. What kind of history is it? Well, I am sure that you can perceive what it is. It is a history that appeals to the emotions and uses myths deeply embedded in the human psyche. This is a past based on stereotyping the 'other' and centred on creating myths of identity – myths that perpetuate divisions rather than healing them and building towards a positive and tolerant future. History teachers in Northern Ireland have tried to tackle some of these issues and made some progress, but I have to say that recent research suggests that some young people now have two histories: the history they are taught in school and the history absorbed through their families and communities.

The past does not have such a powerful presence in the rest of the United Kingdom but it does influence young people. Films such as 'Braveheart', which portrays William Wallace, a Scot, in a heroic struggle against the English, influence young people's vision of the past and their concept of identity. It is left to the teacher to help pupils analyse how the film mixes historical fact and imagination to achieve its effect.

In England the curriculum probably has an over emphasis on the Second World War (largely driven by pupils' interest in the topic.) Recently the German Ambassador to the United Kingdom complained to the Qualifications and Curriculum Authority of England (the organisation that is responsible for the national curriculum) that this was creating a negative image of Germany because pupils knew very little about post-war Germany.

We also face the challenge in the United Kingdom of making history relevant to the needs of young people who live in an ethnically diverse country. We need, therefore, to teach something about the history and cultures of the communities from which those people came to Britain and about the long history of black peoples' contribution to Britain. We need to do this in ways that create positive images. This requires great sensitivity as our choices may have unintended outcomes, as in the case of the teaching of Hitler's Germany. Teachers wanted to help pupils understand how and why Hitler came to power in order to prevent a similar dictatorship emerging in Europe. The outcome of this emphasis was the unintended outcome of negative stereotyping of Germans.

As teachers, we can choose to teach history in ways that will help to create societies that are based on tolerance and mutual respect, or we can decide consciously or unconsciously to continue the cycle of hatred and intolerance. In some countries, the media, the curricula and textbooks all help to lock people into a cycle of pride or pain. In these places history is taught to reinforce 'our greatest moments' and/or how 'we suffered the most'. This is not to say that we should not help our young people understand their traditions and feel a commitment to their countries, only that if they are to live in harmonious communities it matters very much how and what we teach them about their histories.

So there are barriers that we have to overcome. They include the fact that:

- the emotional can block out the rational;
- myths of national identity are difficult to dislodge even if we prove they are not based on evidence;
- the history learnt in the home is stronger than the history taught in school;
- symbolic events and people are very dominant and can be used to reinforce stereotypes.

So, how has multiperspectivity helped us in the United Kingdom? I have to say that the term 'multiperspectivity' is not commonly used in the United Kingdom,

although the curricula and teaching methods aim towards it. I should also say that I want to talk about approaches we find helpful, but I do not want to suggest that we have got it right, only to offer ideas.

Robert Stradling, who has written an excellent booklet for the Council of Europe on the subject, defines multiperspectivity as:

‘A way of viewing and a predisposition to view, historical events, personalities, developments, cultures and societies through drawing on procedures and processes which are fundamental to history as a discipline.’

But Robert Stradling thinks using multiperspectivity means more than just using the procedures and processes of history. He thinks that we must consciously look at the past from different perspectives. This means trying to understand the standpoints of the producers of the source materials, the perspectives of those involved in events and those who interpreted them at the time as well as those who wrote about them later.

How is this approach realised in United Kingdom? The curricula of the United Kingdom require or advise teachers to teach about the diversity of the past by looking at the lives of different groups in society, for example the lives of men and women. Teachers in England are required to teach about the social, cultural, religious and ethnic diversity of societies both in Britain and the wider world and to teach history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific. All of the curricula require or advise teachers to use a range of source materials and to help their pupils realise that there is more than one interpretation of the past.

These requirements mean that teachers need time to tackle some issues in depth. If they have to teach too much content, they will not have enough time to help pupils engage with the more complex issues and to develop skills of analysis. This is one reason why all four curricula in the United Kingdom do not prescribe content in detail and leave teachers free to choose what to teach in relation to broad guidelines.

Teachers, thus, have time to tackle the complexity of history. What does this mean? Well, let me give you an example. This is an extract from an essay by Dan:

‘The story of medieval towns is the story people becoming free. Or is it? In this essay I will explain why some people wanted to be free but I will also explain why it is not so simple. We might think that being ‘free’ was a good thing. But medieval people meant special things by

being free – and it did not mean that you were really free. Besides there were lots of other things to worry about. A town could help you become a ‘freeman’ but no one could do exactly as they liked. Towns were full of strange rules and they kept some people freer than others.’²

Dan was a low ability twelve year old studying medieval towns. His teacher Christine Counsell, who some of you may have heard speak last year, designed an investigative question to structure pupils’ learning – ‘Did towns make people free?’. What she wanted to do was to help her pupils see that the word ‘free’ was complex and slippery and that it meant something different in medieval England to what it means today. So she constructed a learning journey that enabled her pupils to find out about life in towns and what freedom meant. Her pupils looked at town rules and at whether they were about freedom or control. The exercise concluded with pupils writing an essay – Dan wrote about 5 pages and stayed in voluntarily through his break to finish it. As Christine would say, ‘it does not get much better than that’.

So we need to treat the complexity of the past with respect. Words are complex; pupils need time to absorb them.

Christine also constructed a learning journey. This is an important part of helping pupils understand the complexity of the past. Normally, this learning journey involves developing a key question and designing activities that involve pupils processing knowledge through sorting, classifying and structuring information. This leads to a culminating activity, sometimes an essay and sometimes a presentation.

I want to say at this point that what this example shows is that the most important resource in the classroom is the teacher. It is the teacher who inspires the pupils, who devises the learning journey and helps the pupils become independent learners. No resource can replace a good teacher. She or he tells stories to intrigue the pupils, builds knowledge through reinforcing prior learning, listens and responds to pupils, models the questioning and communication styles that the pupils need to learn. Nothing can replace a good teacher. To teach well teachers need good in-service training and time to think about what they are doing. They also need other ways to learn about good ideas. This includes case studies of good lessons, lesson plans and teaching activities on the Internet.

Part of a pupil’s learning journey can include the use of sources. There is a long tradition of source-based work in the United Kingdom and it forms an important part of our examination system for pupils aged 16 and 18. Pupils start using

² The extract replicates Dan’s ‘mistakes’.

sources at a young age and all primary school children will have worked with artefacts, pictorial and written sources when they transfer to secondary school at 11. In secondary school they continue to handle a range of different sources, learning to extract information, make inferences and deductions, to compare and contrast sources and to look at the perspectives of the writer and at whether the sources are reliable and useful for a particular enquiry.

We have learnt a lot about using sources over the last twenty years. First, source work is best built into an enquiry or investigation about the past rather than being a discrete activity on its own. This helps pupils make links with other knowledge and set the source work in context. Second, pupils need an opportunity to look at longer sources as well as shorter ones that are found in our textbooks. Third, they need to be helped to make inferences and deductions and to compare sources. They also need to understand that a source may still be valid even if it is biased or conflicts with another source. Too often pupils reject sources because they assume that the writer was biased or not a first-hand witness. At its best, pupils can be helped to understand how to extract evidence from the source and to use it to construct an interpretation of the past.

This approach is encapsulated in some textbooks, for example one textbook is entirely constructed around a study of King John and whether he was a bad king (see Banham, D. and Dawson, I. 2000). Students look at evidence for John's career and assess how he has been interpreted. They consider some of the evidence from monastic chroniclers that presents a negative image of John because of his quarrel with the Church. From that they move to look at later interpretations of John from the Victorian period to the present day and consider how and why historians have interpreted him differently. So they are moving from source-based work to looking at interpretations. The approach is one that makes history relevant, motivating and exciting.

Work on interpretations is a fairly new aspect of the teaching and learning of history. It is about helping pupils understand that the history we read in books; see at historic sites or museums, on television or film is an interpretation of the past, hopefully based on evidence. We want our pupils to understand that there are different types of interpretation:

- Academic, such as books and journals by professional historians;
- Educational, such as textbooks, museums, TV documentaries;
- Fictional, such as novels, feature films, drama, plays;
- Popular, such as folk history, advertising;

- Personal, such as oral history.

We do not ask younger pupils to work out which interpretation is correct because at this age they will not have the skills to do this (although 16-18 year-olds are asked to evaluate interpretations). But we ask them to work out:

- Which parts of the interpretation are factual and which are points of view or imagination?
- How believable is the interpretation?
- How far are the views supported by evidence?
- What was the purpose of the interpretation?

Pupils need to be supported in their analysis of interpretations. The study of John I told you about looks at how and why interpretations of John have changed over time. At the end having built up their knowledge and summarised the evidence and what they know about John, they give their own opinion.

Multiperspectivity then, means:

- Teachers with a commitment to teaching well and respecting diversity.
- Structuring learning to build up pupils' knowledge of the complex past.
- Building a learning journey based on an enquiry.
- Helping pupils realise that our understanding of the past is based on evidence derived from sources – sources that need to be evaluated and not taken at face value.
- Helping pupils realise that what we see presented to us in film or on TV and in their textbook is an interpretation, which needs to be tested and evaluated against the available evidence.

So, just as parents know that they have succeeded when their children become mature, independent adults, so a history teacher should be waiting for the moment when their pupil says: 'Miss, Miss, I think you are wrong. I think this because the evidence suggests that ...'.

This is the buzz moment, the transformative moment when we have helped a young person become a citizen of democratic Europe for they have seen the past

through their own eyes and applied their own judgement to the evidence available.

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Teaching history through intercultural dialogue to 11 – 14 year old students: an example of Spain

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Of all subjects, history is the best adapted for transmitting values and positive attitudes to students during a period of their lives, which is essential for their formation as citizens and persons. But history can easily turn into being a vehicle for transmitting prejudices and stereotypes as well. Notably, history is the channel through which the concept of nation state is presented to those students that one day will become theoretically empowered citizens of the state.

To such an extent political changes can affect the way history is taught that some even put in question the veracity of historical facts and ask themselves whether there is any real historic truth after all, or if history is just but a menu of different interpretations of facts from which one can pick up one or other according to the specific trend in vogue in an ever changing society. Although this view can seem to be somehow exaggerated, there is, however, an inherent truth in the idea that historic facts are interpreted according to some goals or others in order to be transmitted to the new generations.

The Spanish case is a clear example of how the way history is taught has greatly changed in a very short period of time. History teachers have been formed according to some specific methodology and, even more importantly, in the light of a determined approach to Spanish history that is reflected in our curriculum design and in our textbooks. Have we re-written the history of Spain or have we re-interpreted it?

My view is that we have rescued it from the line of thought upon which Franco's State doctrine was construed, which constituted a very narrow framework for the whole reality of Spain's history. The history of the Spanish nation (one of the oldest nations of the world, as its origins are commonly traced back to the 15th century, at the time of the union of the Catholic Kings Ferdinand of Aragon and Isabela of Castile, and also the nation possessing the oldest frontier, the one that separates it from Portugal) was previously presented in a theological manner. In other words, it was a history conceived as a means for achieving a goal: the success of the Catholic faith all over the world.

In order to make that possible, the Spanish nation was presented as an underlying perennial reality through different historic ages - from the Hispania of the Romans through the Barbarian invasions: Swabian, Vandals, Alans, and Visigoths - until it eventually forged its real personality through seven centuries of fighting against the Muslims. When the nation saw itself free from the invaders, it extended the Catholic faith to Europe, fighting against the Protestants, and converted 'Indians'/Native Americans in America.

The Spanish Empire (the most extensive in world history, running from Chile to the Philippines in the 16th and 17th century) was justified on that religious ground. The next two centuries which saw the progressive loss of our colonies and the disintegration of Spanish power were generally viewed as a preparation for General Franco's dictatorship who again made Spain accomplish its eternal destiny through the sacred duty of being the western beacon on the way to Catholic orthodoxy, of course.

In this particular approach to our history, our friends were the Catholic nations and our enemies were the Muslims, the Jews and all those that could be qualified as heterodox. Some European countries like England (which was named in textbooks 'the perfidious Albion') were seen as historic enemies while the Spanish colonies were close friends with which Spain maintained a mother country-like relationship. As far as the different Spanish regions are concerned, Castile among the others was considered to be the one that had always accomplished its mission, having fought until the end against the Muslim kingdom and having conquered Granada and America. Accordingly, history was studied from a regional point of view in which Castile was the centre and the rest of the regions were subordinated.

After the death of General Franco (1975) and the arrival of democracy which was confirmed by the signature of the Spanish constitution (1978) Spain went through a series of political, social and economic changes which altered profoundly life in our country and were reflected in the way history was taught. A new curriculum was written, new textbooks were published and the way history was taught in school was modified.

The most outstanding changes as far as the teaching of history in Spain is concerned are:

- History taught at the secondary level is basically that of Western culture. Spanish history itself is taught during the last year of the secondary education when students are 17-18 years old.

- The integration of Spain in the Council of Europe and in the European Union has determined that the history of the continent and Spanish history are seen as running parallel to each other.
- From a centralist history we have passed to a decentralised view of history. Nowadays, not only the different specific aspects of each region are highlighted as positive, but the educational authorities of each region can choose 30% of the subject contents.

Nevertheless, the most important new feature is that historic questions are analysed using a multi-faceted approach. This is evident when we look at the following aspects:

- The acceptance of different contributions to the History of Spain by Jews, Muslims and Christians as contributing to the cultural richness and interchange of different ways of living and not as mere confrontation.
- Special attention is paid to the different ways of life of both communities in Spain in the Middle Ages. The Muslim part of Spain is more focused on trade and urban life while the Christian part is more focused on rural life and agriculture. Both cultures are presented as an enrichment of Spanish culture as a whole.
- The presentation of art as representations of the different spiritual and religious life of the different communities. As Spain is one of the richest countries in the world in terms of historical heritage, organising visits to monuments of diverse cultural origins is not a difficult task for history teachers.
- The analysis of different ideological sources regarding problems and questions, which imply civil wars, fighting, political crisis or social confrontations.
- The study of the different peoples from various continents that once upon a time constituted the Spanish Empire which are presented as important cultural units and not as savages who only received advantages from Western colonization; insisting that their contributions enriched Western culture.
- An interesting attempt is the comic in four books from the Peruvian historical cartooner Juan Azevedo (See Appendix 1 to this paper). He recounts South American history from the children's point of view while maintaining a great deal of respect for the most modern historiography and much more exact illustrations of the passages and monuments where

it takes place. Introduction of the point of view of women, children and less-advantaged social classes that were more than mere passive subjects of the actions of politicians, warriors and the military. In other words, the introduction of a history of everyday life (what the Spanish philosopher Miguel de Unamuno used to call the '*intrahistoria*') together with the military and political history which was previously the unique point of view.

- The labelling as fundamental of the 'procedural contents' fundamental that can be defined as the student's training in the acquisition of those procedures and skills specific to the subject in question (see Appendix 2 to this paper). This non-traditional school practice is aimed to equip students with the tools they would need to be able to learn progressively and autonomously. In contrast with the traditional approach, which renders them in the position of mere recipients of knowledge delivered in such a way that they are simply expected to memorize it by heart, the new didactic goal is to help them 'learn how to learn'.

The Spanish Curriculum for Secondary Education also includes cross-curricular topics that have to be studied from all aspects, such as Peace Education, Health Education and European Dimension Education. In fact, these cross-curricular topics are included usually in Social Sciences and are aimed to increase values and positive attitudes among students to different cultures and religions (see Appendix 3 to this paper). This is especially important nowadays in Spanish schools because, due to the increasing flow of migration into Spain over the past 10 years, sometimes 25% of the students in the Spanish schools come from South American or North African countries. Teachers' and parents' associations organise discussions and exchange of experiences among teachers (like the Comenius program) as well as festivals and parties in which young people share songs and food.

APPENDIX 1

Example of a history publication



“Historia de Iberoamérica desde los niños”, a comic written by Juan Azevedo, and published by the Secretaria de Cooperación Iberoamericana and the Organización de Estados Iberoamericanos, Volume 3, p. 235, Madrid 2000. The aim of this publication (in 4 volumes) is to present young people with the common Spanish and South America History.

APPENDIX 2

Example of teaching material prepared by teachers

SE HA CONVERTIDO EN UN
HEROJE ANTE MI OJOS Y
ELLOS LE RESONAN...
LAS AMBICIONES DE GARL
SERÁN APLASTADAS SI
SE
CASARA
CONMIGO, FLASH!

CONSIDERE MI OFERTA,
FLASH... TAMPOCO
UNIDOS, PODRÍAMOS
GOBERNAR EL
SENDO DE LOS HIELOS
EN BALE.

Y DALE
DEGRABARÍA
A SALVO A LA
TIERRA.

SE HA TRANSFORMADO EN
UN HEROJE Y MI PUEBLO LO
RECONOCERÁ. LO VEN EN EL CIRCULO
LAS AMBICIONES DE GARL
JUEGAN A APLASTADAS
SI ACEPTASE SER
MI PRIMER MINIS-
TRO, FLASH!

CONSIDERE MI OFERTA,
FLASH. CON LISTED COMO
MI PRIMER MINISTRO
PODRÍAMOS GOBER-
NAR EN PAZ.

Y DALE VOL-
VERÁ A SAL-
VO LA
TIERRA.

usaban sombrero

RAVE
MONTERA 6

ESPAÑA 1952

Se acabó el grito esquinado de "¡Barras, tengo barras!"

Había depósitos clandestinos de harina, y ellos man-
daban por poco tiempo la venta callejera.

Los panaderos quieren vender el pan libre incluyan a
las personas que no tienen ingresos son cartillas en el
establecimiento.

Una era de prosperidad, la venta libre del pan ha sido siempre por los
carros de pan que salen desde las panaderías.

1946 - PANORAMA DE EUROPA EN 1946:

POLONIA, ITALIA Y GRCIA: Asumen la guerra. Guerra de independencia de estos tres países.

FRANCIA: Otro vez para paz y mayor prosperidad y cultura.

GRAN BRETAÑA: Continúa su papel de potencia mundial.

RUSSIA: Sigue su camino de poder y su influencia en Europa.

CHECOSLOVAKIA: Ha sido repartido por los franceses, los británicos y los rusos.

YUGOSLAVIA: Sigue su camino de independencia.

ESPAÑA: ABUNDANCIA, PAZ

ESTUDIOS DE ARANJUEZ (S. A.)

La única factoría CINEMATOGRAFICA
que no ha producido ni una pulgada
de celuloide para los ojos, saluda
con emoción a la nueva España.

¡VIVA ESPAÑA!
MADRID, ABRIL DEL 1939
AÑO DE LA VICTORIA

Memoria de España

RITO PERMANENTE DE RECUERDO
PARA LOS CAIDOS

Todas las noches, a las once, los españoles escucharán,
brazo en alto, la consigna, la voz de mando y el
himno nacional

ESPARTELES, dijo el conde
de Haro a nuestro Cenar
que "la memoria debe ser
la primera de las virtudes imper-
iales". Queremos una España
que no vuelva jamás a languide-
cer en el olvido. Imperar con-
siste ante todo en no languide-
cer. Esta hora del parte de
guerra ha sido la hora española
de emoción más profunda y de
más elevado estilo, porque en
ella, el pueblo de España se hacia

presentes, pu-
desmayo. Era
Todo los días
punto de la n-
España hacia a
nal y unas br-
alerta y de re-
ñoles, para qu-
en que allá d-
testimonio de
se muestran di-
inexorablemen-
con el alma y l-
nuestro cauc-
necesario que
sigan arriba, la
Historia, y
espitan todos.

de la noche española, para
honor y memoria de nuestros
muertos, para alerta de vivos y

EL SALUDO NACIO

Se ha decretado:
"Artículo 1.º Se establece como saludo nacional el
brazo en alto, con la mano abierta y extendida y forma
del cuerpo un ángulo de 45 grados.
Art. 2.º Al paso de la enseña de la Patria y al ent-

a) Diferencia y contrasta dos etapas (1939-1944 y 1945-1952) en los siguientes aspectos:

1. Política internacional (relaciones con los diferentes estados).
2. Situación económica.
3. Ideología del régimen (simbología fascista, enemigos, religiosidad...).
4. Exaltación del régimen (presión sobre los perdedores, justificaciones, control de la prensa...).

b) A continuación, extrae unas conclusiones finales, analizando los cambios y las continuidades de la sociedad española de 1939 a 1952.

PARA SABER MÁS

UNA PELÍCULA: BIENVENIDO, MISTER MARSHALL

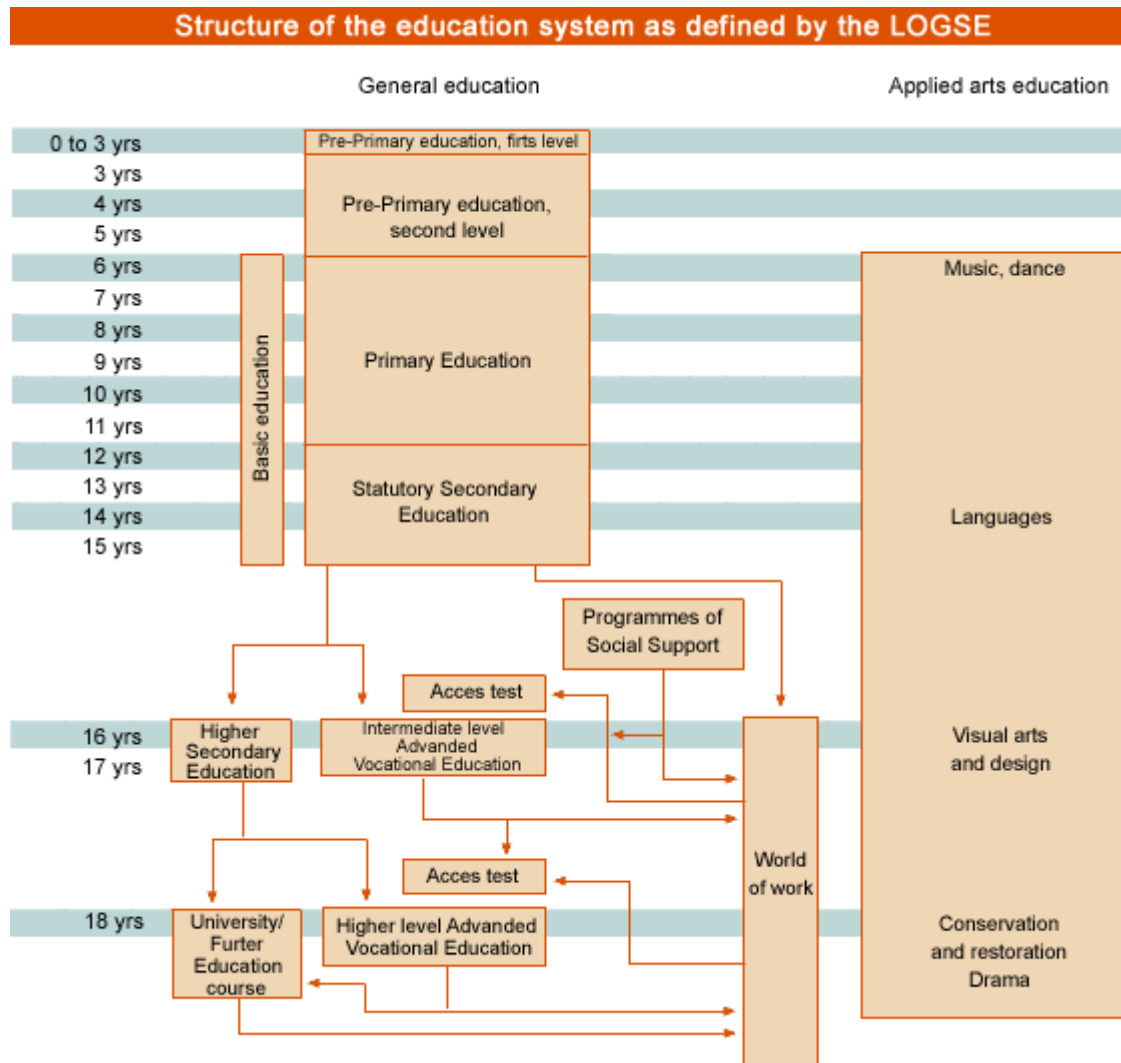
Ficha técnica: Director: Luis García Berlanga. Guión: Juan Antonio Bardem. Año: 1952.
La presunta llegada de los norteamericanos a un pequeño pueblo provoca un enorme revuelo. Desde el propio ayuntamiento se prepara el recibimiento. Todo debe cambiar: las fachadas de las casas, el vestuario, los oficios de los lugareños, el ambiente de las calles..., para transformarse en un típico y folclórico pueblo andaluz. Sin embargo, las intenciones de los norteamericanos difieren notablemente de las expectativas de los españoles.

The material of the teaching pack, prepared by teachers of the Spanish Teacher Association to teach the Franco time in Spain, were presented in a meeting held in Segovia 1998.

APPENDIX 3

The education system in Spain

The current education system is the one established by the Constitutional Act 1/1990, of 3 October on the General Guidelines for the Education System (LOGSE) and its subsequent legislative arrangement. This is configured in the following manner:



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Available at http://w3.bcn.es/V13/Home/V13HomeLinkPI/0,2750,389431_514127_3,00.html

Law for the General Regulation of the Education System

A significant educational reform process was initiated in Spain in October 1990 by the Law for the General Regulation of the Education System or LOGSE (*Ley Orgánica de Ordenación General del Sistema Educativo*). This educational reform involves a commitment of Spanish society to attain better teaching quality in all its forms and methods.

New approaches in the preparation of history textbooks and teaching materials for secondary and upper-secondary schools

Mr Brian Carvell
Publishing Consultant
United Kingdom

I wish to offer a third perspective for this seminar on history teaching in Cyprus — that of a publisher. I believe this will complement the perspectives we have heard thus far, from a curriculum maker and from a teacher.

School publishing must aim to reflect the general purposes of education, and in simple terms, help deliver the curriculum agreed by educators and education departments of governments. Authors of textbooks, often teachers, should bear in mind that their books should:

- Stimulate interest in the subject;
- Increase pupils' knowledge and understanding;
- Deepen pupils' application of skills;
- Encourage active learning;
- Challenge pupils of all abilities;
- Get pupils to think and not just learn facts;
- Challenge pupils to use evidence and develop positive attitudes and respect for different viewpoints.

Also, it may be noted that enquiry-based and issue-based learning should be apparent in textbooks and that writers must encourage the acquisition and development of skills. The range of skills in each subject may be different. School textbooks also need to take into account the different purposes of the subject. For history these include:

- How to prepare pupils to evaluate evidence;
- How to present a variety of viewpoints, alternative interpretations or conflicting truths;
- How to convey sensitive issues to the next generation;

- How to provide young people with a keen historical interest and curiosity;
- How to help young people understand the world they live in and which forces and events shaped their world.

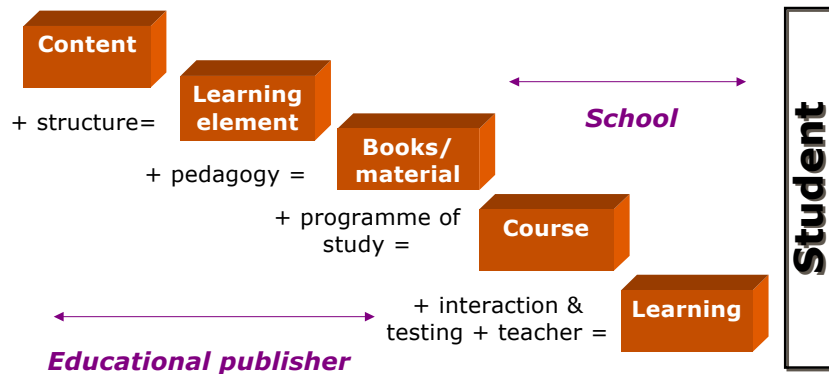
History textbooks need to represent two major dimensions, that of existence and that of identity. The dimension of existence covers socio-economic, political, constitutional and cultural history. The dimension of identity covers aspects such as gender, ethnicity, age and origin. An educational publisher can assist in the process of teaching and learning. I will consider how modern educational publishing has evolved in the United Kingdom.

Educational publishing is distinct from learned or academic publishing. It has developed and grown over the last 200 years alongside the growth in institutionalised schooling. Philanthropic interests and commercial instincts co-existed for some time. A successful model emerged based on the subject-based textbook, conveying knowledge in a simplified way. Didactics, pedagogy, teaching methods and ideas from child psychology were grafted on during the twentieth century, and have now become intrinsic to textbook writing. In the last 40 years or so the textbook and supporting resources have become more sophisticated and more learner-centred.

Publishers have become recognised partners in education helping teachers and learners achieve their stated aims. In the United States of America and much of Europe the industry has consolidated and become very competitive. This market competition has driven publishers to higher standards and greater responsiveness to their customers, the teachers. At the same time governments have taken an increasing interest in what is taught in schools and indeed how it is taught. This has led to the emergence of statutory national curricula in most European countries. Authors and their publishers must interpret the curricula and help the teacher. Introduction of national curricula has shifted the balance from authors' personal standpoints to publishing accepted materials for study.

Technology has led to further recent improvements. On-screen editing, computer to plate print technologies, integrated page design, digital archiving all contribute to faster product development cycles, increased product quality. A greater range of product types is possible now, including electronic products. Technology has also helped publishers get closer to their customers which means materials can be constantly improved as a result of research into classroom use.

Publishers' role in the value chain



Publishers have an important role in the value chain of education. The diagram attempts to summarise the role of the modern publisher in the delivery of the curriculum. Appropriate content is structured so that learners and teachers have a clear pathway through knowledge. Method and pedagogy are integrated with each learning element and the elements are mapped to the programme of study of the curriculum producing now a full course (textbook, teachers files, homework books, question banks...); the educational publisher undertakes all this. The teacher now takes over the delivery of the course by mediating, monitoring progress, and interacting with pupils so that appropriate learning takes place.

So we see that school history publishing in the United Kingdom today is not simply one textbook. It is multi-component, most likely comprising: student resource books; teacher files containing worksheets, additional material for children of differing abilities; notes for the teacher on lesson planning; copies of source material; interactive CD-ROMs for pupil or classroom use on an electronic whiteboard; and links to suitable web sites, with notes on these sites. The increasing use of digital material in the classroom along with textbooks and other print material is becoming known as 'blended' learning and teaching. The best of 'blended' teaching and learning uses the appropriate medium for selected material, but also powerfully combines the private use of a textbook with the classroom use of projected digital material. The digital material is linked to the textbook, sometimes via a replica of the page from which the teacher can drill through to the Internet or a digital library.

More importantly within the student resources there is a variety of material including displays of original source material, maps, pictures, newspaper reports, and plenty of opportunity for students to interact with the material in

discussion and written work. The student material usually maintains a narrative approach and always caters for children of different abilities. Within the structured text there will be sections helping the teacher with formative assessment of their pupils and stimulus material enabling pupils to carry out investigations. The content will be the content required of the curriculum and the elements, chapters or sections will reflect the programme of study suggested by the relevant curriculum authority.

At this stage I thought it would be useful to look at just one section of one of the modern publications in the United Kingdom. The course is entitled “Empires and Citizens” (Nelson Thornes, UK, 2003). The title already implies more than one perspective in the writing. The section I have chosen deals with industrialisation and the unit heading asks the pupils to think (even before they have read anything) whether certain aspects of the industrial revolution in Britain were a blessing or a curse. This is the enquiry question that starts the learning journey. The section is ten pages long and about seven of these pages are taken up with source material. Nine of the sources are pictorial and one is a graph. The written sources are from newspapers, government reports, books (including novels), university lectures, public health and housing reports.

In the teachers’ support materials there is a CD-ROM, which contains the sources again, so that teachers can project these onto a whiteboard for classroom discussion. In addition there are further sources for extension work for the quicker and more able pupils, and templates, or writing frames, which the teacher can print out for pupils to record ideas in response to the sources before they tackle the range of questions and activities.

One of the first questions asks pupils to look at a range of sources and list positive aspects of life in Britain. Then a more complex activity asks the pupils to adopt a viewpoint of a reporter examining all the sources available and write an article on ‘what makes Great Britain great’. Different questions ask pupils to examine certain sources about factory life and write down some of the less desirable consequences of industrialisation. All the questions and activities in the textbook force pupils to interrogate the sources. Since different perspectives are given in the range of source material the pupils are able to compare sources and work out their own perspective on certain historical events. As there is little text between the presentation of sources the pupil is not drawn into writing down what the textbook author thinks about each question. Finally, as an extension to the work in this unit it is suggested that pupils look at today’s newspapers and find the same story covered in different ways.

I now want to move on to the question of quality of educational resources. The European Union through its quality team has developed a set of quality principles through which teaching materials can be judged. There is nothing

statutory about these principles. National Governments will also have their own criteria for judging good textbooks. These will be more specific to the culture of education in the country in question. The EU principles are derived from general principles of quality and their relationship to the learning and teaching process. Each principle is divided into sub-principles that directly reflect different dimensions of teaching and learning. A simplified guide is available for use by publishing houses and is quoted as an appendix to this paper, with the permission of the author team. This guide enables evaluation of educational materials regardless of the curriculum covered by the materials. Hence it is an important adjunct for the editor in a publishing house.

As educators you will all have sound ideas of the elements of a good textbook. I have suggested some key features concerned with supporting components; I have referred briefly to the relationship between the text and the curriculum; and I have mentioned some general principles of quality.

I now want to move on to one of the crucial issues in presenting history for the young learner, that of dealing with controversial issues. We accept that controversy exists in the interpretation of events because historians adopt differing perspectives. Conflicting truths co-exist. In the history of all countries there are many different themes and viewpoints. The educator should try to acknowledge the contribution to national identity of a wide range of groups and a variety of perspectives. The effect of events on citizens as well as leaders must be considered.

All textbooks acknowledge invasions, repulsions and wars, decisions of kings, princes and parliaments, and deal with the effect of these and other historical events on society, national, multinational and international. The way such events are interpreted may be left to the teacher. However, as I have already said, modern publishing seeks to be part of the value chain of education in an active way. When writing material for children therefore the way controversial issues are presented is important. Are several perspectives offered? Or is the writer clearly biased? Even if several perspectives are shown in the text, does the author declare an interest, preferring one viewpoint or remain neutral leaving the pupils to react? Are the viewpoints simply explained in an objective or academic way, or is a conclusion drawn after considering all viewpoints: the writer acting as an advocate.

I would now like to wish the participants every success in fulfilling their objectives in this project with the Council of Europe. Thank you for giving me the opportunity to address you and I look forward to an interesting few days. I conclude by reminding us of some of the reasons that history publishing is of vital importance:

- it helps develop research skills;
- it supports the development of reading for understanding and critical thinking skills;
- it prepares for democratic citizenship;
- it deals with spiritual, moral, social and cultural issues;
- it helps pupils develop skills of enquiry, communication, participation and responsible action;
- it strengthens trusting and tolerant relations within and between states.

I would like to emphasise the last point and hope that our work will indeed strengthen trusting and tolerant relations between all the various Cypriot communities.

Appendix

European Quality Team: Quality principles for Educational Publishers

Compiled by the members of the European Quality Team
Preben Spaeth (Århus), Carlo Serra Bornito (Rome),
Brian North (Zürich), Jean Claude Lasnier (Paris), Petra Morfeld (Frankfurt).

The theoretical concept of the guide is based upon nine general principles of quality and their relationship to the learning and teaching process. The principles are broad super-ordinate notions, which have been developed by relating widely used concepts of quality to current learning and teaching theories and adjusting them for our purposes. Each principle is divided into several sub-principles, which represent its different dimensions. The evaluation of the books/materials will be carried out on the basis of the following principles and sub-principles:

1. Relevance

Relevance refers to the appropriateness of an issue in terms of its accordance with the needs, objectives and purposes of the users (learners, teachers etc.). Relevance can apply to content as well as methodology. The principle of relevance comprises the following sub-principles:

- *Learner Centredness*

Programmes and materials take account of the personal characteristics of the learners (referring to: content, situations, skills). This requires a good knowledge of the learners and of their needs and differentiation in the selection and organisation of programmes and materials to meet them.

- *Appropriateness*

Programmes and materials suit the learning/teaching context. Approaches, materials, examples and activities take into account the social, cultural and educational characteristics of the learner.

2. Transparency

Transparency, as applied to programmes and materials, describes those features which (cognitively) contribute to facilitating access and use. The principle of transparency comprises the following sub-principles:

- *Clarity of aims*

Programmes and materials clearly indicate the learning objectives. In other words, the user is given the opportunity to determine whether the material or programme or learning environment actually suits his or her needs. Furthermore, the skills taught and the target level should be clearly specified.

- *Clarity about achievement*

Programmes and materials help learners become conscious of areas of success and of weakness and inform them about progress made in relation to the learning objectives.

- *Clarity of presentation*

Programmes and materials present a clear and logical structure with appropriate, comprehensible instructions and layout.

- *Clarity of rationale*

Programmes and materials provide the teacher with a methodological rationale, explaining the learning approach(es) used. For teachers it is important that the assumptions and aims of the methodology are clearly explained.

3. Reliability

Reliability refers to the internal consistency of programmes and materials and the dependability of contents and methods, thereby facilitating the implementation of the teaching/learning process. The principle of reliability comprises the following sub-principles:

- *Internal coherence*

Programmes and materials are well constructed with a consistent inter-relationship between their parts. Presentation, explanation, practice, exercise, feedback, etc. should be coherently inter-related.

- *Methodological integrity*

Programmes and materials reflect validated methodological premises in the selection of activities, exercises, etc.

- *Textual integrity*

Programmes and materials respect the integrity and authenticity of the relevant genre in the creation, adoption, and adaptation of texts.

- *Factual integrity*

Programmes and materials present accurate information, examples and statements and authentic social behaviour.

- *Practicality*

Exercises included in programmes and materials can be successfully completed by the learners concerned. One has to be sure that the exercises actually work, and that their degree of difficulty corresponds to the level of the learners concerned.

4. Attractiveness

The principle of attractiveness summarises all the features of programmes and materials that are appealing to the user and therefore contribute to enhance his/her motivation. The principle of attractiveness comprises the following sub-principles:

- *User friendliness*

Programmes and materials are easy to use (easily accessible, with a user-friendly interface and appropriate illustrations). This issue is particularly relevant to multimedia programmes and for autonomous learning.

- *Interactivity*

Programmes and materials create a dialogue with the learner, in that they offer facilities and feedback, stimulate curiosity and generate an atmosphere of play.

- *Variety*

Programmes and materials are characterised by a range of activities, types of interaction and working rhythms. Motivation in learning is enhanced by switches of emphasis.

- *Sensitivity*

Programmes and materials take the affective dimension into consideration, creating an attractive environment and motivating activities to help create a relaxing atmosphere. Furthermore, it is important for any learning environment that the learners' progress is encouraged, that correction does not stultify the desire to learn and that there is attention and patience for weaker learners.

5. Flexibility

Flexibility accounts for the individual modes (both cognitive and affective) in approaching the teaching/learning process. It refers to features of programmes and materials that are sensitive towards the individual specificity of the user, including group differentiation in classroom environments. The principle of flexibility comprises the following sub-principles:

- *Individualisation*

Programmes and materials take account of learner characteristics like former learning experience, learning styles, disposition for autonomous learning, etc.

The material or programme should allow different types of learners to use different activities or techniques to approach a topic or problem.

- *Adaptability*

Programmes and materials allow for expansion, reduction, easier and more challenging adaptation and exploitation for different learning purposes. The material or programme should be open and flexible enough to allow the individual learners to work more in depth with particular items.

6. Generativeness

Generativeness accounts for the open-ended character of programmes and materials, which facilitate cognitive development, and the transfer of what has been learnt in one context to more general tasks and/or other contexts. The principle of generativeness comprises the following sub-principles:

- *Transferability*

Programmes and materials encourage the transferability from controlled through guided to free activities and the transferability of strategies, skills and contents to different contexts in and outside the learning environment.

- *Integration*

Programmes and materials build on previous knowledge (progression) and help learners to relate concepts.

- *Cognitive development*

Programmes and materials provide opportunity for learning to learn (problem solving, strategy training, etc.) and promote the awareness of these aspects in the learners.

7. Participation

Participation is concerned with opportunities to make choices and to share responsibility in the process of teaching/learning. The principle of participation comprises the following sub-principles:

- *Involvement*

Programmes and materials allow learners to be fully and actively involved in the learning process. This requires that the activities - both in the cognitive and affective dimension - are designed in such a way that the learner at any time has the knowledge and skills required for taking part in the learning process.

- *Personal interest*

Programmes and materials allow learners to bring their interests, opinions and experiences to the learning process, thereby making it personally meaningful.

The materials and programmes may achieve this by challenging, provoking, reassuring and confirming attitudes of the learners.

- *Partnership*

Programmes and materials encourage learners to make choices, contribute to decisions, and share responsibility for their learning.

8. Socialisation

Socialisation concerns ‘added value’ to a programme that pursues the development of additional skills beyond the actual competencies taught. The principle of socialisation is fulfilled if programmes and materials *also* pursue:

- *Social skills*

Programmes and materials aim at promoting the social skills of the learners such as the ability to co-operate with others or to develop empathy. In addition to that, the learners are encouraged to develop new concepts and to look at things from a different perspective.

- *Intercultural awareness*

Programmes and materials ask learners to reflect upon the knowledge and understanding of their own culture as well as the cultures of other countries and their personal attitude towards them.

For further information visit www.quiltnetwork.org

PART II: WORKSHOP MATERIAL

Report of the 26 -27 November 2004 Workshops

Dr Stavroula Philippou
and Dr Ahmet Cavit
Cyprus

INTRODUCTION

On 26 and 27 November 2004, about 80 participants (40 from each of the larger communities of Cyprus, as well as from other communities) worked in three rotating parallel workshops, on the topic of **“New approaches to teaching history: multiperspectivity”**. Two of the workshops took place at Ledra Palace and one at the Cyprus JW Fulbright Centre. The working languages of the workshops were English, Greek and Turkish.

The aims of the workshops were:

- to analyse different examples of source materials on the topics indicated in the Programme;
- to look at how different historical sources could be used in a classroom when teaching history interactively on the basis of multiperspectivity;
- to discuss new approaches which could help pupils to develop such skills as critical thinking, ability to reach independent conclusions and open-mindedness.

There were three parallel Workshops:

I. Workshop on “Teaching about historical personalities on the basis of multiperspectivity”

Animator: Ms Sue Bennett
Rapporteurs: Mr Marios Epaminondas
Mr Tahir Gökçebel

II. Workshop on “Teaching history for reconciliation using examples from the history of the World War II”

Animator: Mr Brian Carvell
Rapporteurs: Mr George Stogias
Mr Yılmaz Akgünlü

III. Workshop on “Pedagogical use of historical sites and museums”

Animator: Ms Cristina Del Moral
Rapporteurs: Ms Christina Georgiou
Ms Samiye Taşkin

The workshops were preceded by a brief plenary session at the Cyprus JW Fulbright Centre chaired by Ms Tatiana Milko, who opened the session by explaining how the workshops provided continuation of the seminars. She stressed that the workshops would attempt to provide practical suggestions and materials as well as to discuss issues raised by both Greek Cypriot and Turkish Cypriot teachers during the seminars.

Mr Gabriele Mazza, Director of School, Out-of-School and Higher Education, Council of Europe, summarised the development of the Council of Europe’s work in education. He analysed the values and attitudes which education could help to develop to create a peaceful future. Democratic changes in Europe put forward a set of challenges for the organisation and the Council of Europe tries to respond to them. He pointed out that the Council of Europe, based on the ideas of European humanism, is open to the Mediterranean, the Arab world and to the other continents in its attempt to develop intercultural dialogue. Within this context, Mr Mazza stressed that Cyprus is currently one of the political priorities of the Council of Europe, as shown by the seminar organised in June 2004 and the current ones, and assured the participants that the Council of Europe will continue its activities in Cyprus. The speaker made clear that future cooperation would depend on the participants and the results of the current activities which will constitute the main guidelines for the Council of Europe’s future actions.

Mr Marios Epaminondas, Vice-President of the Association for Historical Dialogue and Research, noted the enthusiastic response of teachers to participate in the seminars and workshops which was most encouraging and stressed the importance of local initiatives, like those of the Association, in contributing to better teacher training, dialogue and research in history learning and teaching. He also pointed out that local initiatives are essential and cooperation with international institutions like the Council of Europe is necessary, particularly since the Council of Europe can help teachers fulfil aims they will set themselves through its concentration on the principles of democracy and human rights and through its vast experiences in producing supplementary teaching materials commonly accepted by a number of countries, for example in the Black Sea and the Caucasian Regions. He underlined that producing materials is not the final aim and that, most importantly, teachers should be trained to be able to use new teaching materials, which is what he hoped to start doing during the workshops.

Mr Tahir Gökçebel, Secretary-General of the Cyprus Turkish Secondary Teachers' Trade Union, also thanked the Council of Europe for the organisation of these activities. He pointed out how difficult and sensitive the subject of history is. New history textbooks, for example, are currently under attack by some Turkish Cypriot political parties. However, it is perhaps encouraging that the Council of Europe managed to produce materials within the Black Sea project, despite the fact that history was a taboo subject at one time. He pointed out that he had taken part in the previous two seminars and observed how teachers from the two communities worked together. His conviction is that these activities will eventually help bring a solution to the Cyprus problem because he believes teachers are the most dynamic leaders who can teach children to cooperate.

Ms Tatiana Milko concluded the session by commenting on the importance of civil society for change, which is why the Council of Europe attributes great importance to local partners. She drew everybody's attention to the fact that, during the preparation of these activities, a solid basis for future cooperation was constructed, namely, trust between the two communities.

SUMMARY OF WORKSHOPS

The summaries of these workshops were written jointly by both general rapporteurs with the help of notes that the rapporteurs took during the workshops. In summarising the work carried out during the workshops, we have tried to balance two questions: firstly, how the report can be useful for teachers (ie. to what extent will it reproduce what was done so that teachers can use it later in their own teaching practices); and, secondly, how the report can be useful to the Council of Europe and include the discussions and suggestions anticipated. Eventually, we focused on both, something which derived from the nature of the workshops itself, since the comments and discussions arose during the context of different activities, the sequence of which is, therefore, also briefly described.

Workshop I

One workshop was on the subject of **“Teaching about historical personalities on the basis of multiperspectivity”**, animated by **Ms Sue Bennett** from the **United Kingdom**. The two rapporteurs, one from each community, were **Mr Mete Oğuz** and **Ms Rena Hoplarou**. Ms Bennett explained that during the workshop she would provide some suggestions for teaching tools with which the role of individuals in history can be studied in a classroom. She used the example of Richard the Lionheart, a controversial personality who is much studied in the United Kingdom.

Ms Bennett first asked the participants to choose a historical personality and for each of them to write the following on a piece of paper folded in four parts:

- on the first part, three facts taught about that person's life;
- on the second part, any interpretations we have for that person, e.g. if they are considered heroes, traitors, etc.;
- on the third part, some activities we could do in teaching about that person;
- on the fourth part, the resources we would use in the classroom.

Participants had to choose a person they did not know before to share this work with him/her. During the group discussions, some comments, issues and concerns arose from the participants, for example:

- they thought it was easier to choose a personality from distant rather than from recent history as this would be less likely to provoke strong emotions in a classroom;
- the rapporteurs and general rapporteurs observed some difficulty regarding choosing a historical personality and actually deciding who was a historical personality and who was not. For example, who can be considered a historical personality, what 'criteria' should be used to select, are 'saints' and 'heroes' facts or interpretations, what is an 'opinion' and what is a 'fact'?
- the range of personalities chosen was drawn from European, Greek, Turkish or Cypriot history and were, for the most part, men, which reflects, as one rapporteur mentioned, 'the way we have been taught history at school';
- some of the personalities chosen, for example Atatürk, are people of whom Greek Cypriots and Turkish Cypriots have totally different interpretations;
- the personalities chosen tended to be similar in that they were considered important (by their own people mostly rather than internationally), intense personalities and that they had changed somehow the course of history;
- for most of the personalities Greek Cypriots chose, Turkish Cypriots knew almost nothing and vice versa.

The second activity involved the study of portraits, a useful tool used in the United Kingdom as we can learn a lot about historical personalities from them. Ms Bennett distributed two portraits of Richard and Saladin (his main military opponent, even though they were friends, to introduce an element of multiperspectivity regarding how two different cultures portrayed power and authority) and asked participants to discuss the pictures with four questions in mind:

- What does the source (picture) tell me?
- What deductions can I make? What can I infer from this?
- What does this source not tell me?
- What other questions should I ask?

Ms Bennett pointed out that this activity can be used for any age group but that the results would of course differ accordingly.

The third activity focused on facts from Richard's life and, as pointed out, is an activity we can use with any personality. These facts were written on cards in three languages (Turkish, Greek and English) and put in envelopes which were distributed in the groups. Participants were asked to write the facts horizontally and in chronological order and to insert positive and negative facts about Richard above or below the line respectively. Discussions arose amongst teachers regarding the relativity of the distinction between 'positive' and 'negative' (e.g. capturing Cyprus was positive for his career but not for Cypriots!) and Ms Bennett pointed out how this change of perspective could actually be a teaching tool e.g. from the point of view of Cyprus, France or Saladin. Other versions of this activity would include tasks like 'Find the card which has to do with Cyprus, or France, or the Crusades' etc.

Later, Ms Bennett explained how, in the United Kingdom, key questions are used to structure a whole piece or part of the work. She distributed a set of questions and pointed out that one of them could be chosen to study Richard. She asked the groups to discuss whether each question focused on: whether Richard was important (historical significance); how Richard was interpreted (interpretation); or evidence about Richard. She warned against some questions which sought moral rather than historical judgment and emphasised how the questions we ask structure our activities in a classroom and whether we should focus on interpretation or why the personality is remembered or whether we study sources.

The fifth activity started with the distribution of a second set of two envelopes; the first envelope contained cards-sources with interpretations of Richard and aimed at pointing out how differently Richard has been interpreted by historians. Participants were asked to rank the cards from the most positive to the most negative views and identify any patterns regarding how Richard was seen according to different sources (English, French, Arab historians) and different periods (medieval or recent time). The second envelope during this activity contained cards detailing events and participants were asked to find out whether any of these events supported any of the interpretations and match the two. In the United Kingdom, students would spend a lot of time classifying sources and interpretations and writing dissertations on Richard; a writing frame was distributed which is designed to help students structure such an essay and which showed how history teaching focused on illustrating both his positive and negative sides.

Teachers generally liked this way of working and pointed out how interesting it would be for their students as it would make them participate more and started suggesting personalities as well as controversial events which could be approached in the same way, for example, the Ethnosynelefsis of the Greeks at the beginning of the Greek Revolution, where a lot of disagreements occurred, or the Icon Dispute in the Byzantine era. At the same time, teachers pointed out that this kind of work needs a lot of preparation on their behalf and a lot of research to find the appropriate sources and interpretations, which is quite difficult to achieve. They, therefore, suggested to start the preparation of such materials which they could use. A criticism which occurred was that there was no time to carry out activities like the ones used to study Richard the Lionheart with personalities included in local curricula such as Bekir Pasha and Hadjigeorghakis Kornesios and that, in the future, more work would be needed on personalities from the Cypriot context.

Workshop II

The other workshop focused on World War II and was entitled **“Teaching history for reconciliation using examples from the history of the World War II”** and was animated by **Mr Brian Carvell** from the **United Kingdom**. The rapporteurs were **Mr George Stogias** and **Mr Yılmaz Akgünlü**.

Mr Carvell explained the structure of the workshop and split the participants into three bi-communal groups. Each group was provided with source materials concerning the participation of Cyprus in World War II coming mainly from current newspapers and archives. The aim of the workshop was for each group to produce a lesson plan for use in a classroom with 11-14 year pupils from both communities. Mr Carvell explained that this topic was chosen because source material is available, Cyprus was then under one administration. It offered an

opportunity to use multiperspectivity and the topic had a wider context as well as local and regional significance. In order to produce a lesson plan, each group had to choose a topic (in this case this was given as the role of Cyprus in World War II); a key question (an enquiry question that would start and structure the whole learning journey); sources (those that would answer the key question); and questions and activities for students to assess what they learnt from the sources available. Examples of some enquiry questions were provided such as:

- Why did Cypriots fight in World War II?
- What was the effect of the war on Cypriots at home?
- What special contribution did Cypriots make?

It was also clarified that one of the aims should be to find out how both Greek Cypriots and Turkish Cypriots came together to fight in the war and find evidence of that in the source materials provided.

The groups then worked for approximately an hour going through the resources and structuring lesson plans. At the beginning, the groups focused on choosing the key question as this question would then structure their subsequent work. They then proceeded in setting out the rest of lesson plans and studying the various sources they had in front of them. Groups were very committed to their discussions and produced a number of teaching suggestions.

Each group had the opportunity to present their work to the rest of the participants and discuss some of the issues raised. Mr Carvell pointed out how actively the groups had worked and how they were also different in that. Some groups focused on a detailed 45-minute lesson plan and others suggested ideas and activities that could last for a whole work unit (for example, by extending activities into museum visits or by inviting people into a classroom for students to interview). The general sequence of the lesson plans proposed by the groups included a brief introduction and provision of basic information by a teacher, followed by providing a selection of sources to the pupils to work in groups to answer the enquiry question (as a group suggested in the form of the 'cards in envelopes' technique which Ms Sue Bennett used in the other workshop) and then letting the pupils present their work to the rest of the class. The groups tended to focus on different sources, e.g. an image of bombardments in Cyprus or an advertisement of the British calling in troops or images of women working in silk and button factories. The questions and activities proposed by the teachers focused on 'who' participated in the war (so as to illustrate how people from different communities, professions, ages and gender all contributed); 'how' these different groups of people contributed in different ways (e.g. by joining the army, dying in battlefields across the world, working

in factories to produce silk for parachutes or buttons for military uniforms etc.); ‘why’ they contributed, ie. what the nature of their motives were (ideals of freedom, to liberate Greece, to earn money and gain employment, to defend Cyprus from a possible Nazi invasion?); ‘what’ the effect of the war was on those who stayed on the island, e.g. bombardments, working in factories to produce supplies for the soldiers, etc. Some activities included an element of empathy, as they asked students to take the position of different people during the war and perhaps even staging a play (e.g. as German or English soldiers on the one side and as Cypriots in the Cyprus Voluntary Force on the other). Other activities called on geographical skills as they required the use of maps of Europe and the world. Another thing teachers thought was important to include in their lesson plans was how Cypriots were disappointed when at the end of the war they did not receive the freedom they had been promised.

One of the issues that came out during the work of the groups was that there was uncertainty about some of the historical facts amongst teachers themselves, for example, some of the participants were not aware that both Greek Cypriots and Turkish Cypriots joined the army or that they were mercenaries and had started joining the army in 1939. There was factual information in the sources on all these issues, but there were concerns as to whether, for example, we should let pupils know that not all the soldiers’ motives were the ideals of freedom. These discussions indicated that, in the Greek Cypriot community, World War II is mainly taught in schools within the theme on the Greek National Anniversary of the 28 October 1940, which was when Greece joined the war. Consequently, the contribution of Cyprus as such is not highlighted and knowledge about it is limited. As the motives of the Cypriot soldiers for joining the war were discussed, there were further questions as to whether we can decide if each community’s motives were different. Some argued that Greek Cypriots joined the war because Britain was allied with Greece and, therefore, by participating in the war they were fighting for their ‘motherland’, for ‘Enosis’ (Union with Greece) as well as for their freedom from the British. Some thought, however, that the question remained as to why the Turkish Cypriots joined the war, since their ‘motherland’ was not fighting with the British. Other questions raised were:

- Was the experience of fighting in World War II the same for Greek Cypriots and Turkish Cypriots?
- Was the contribution of the Cypriots great in relation to the population of the island and in comparison with other countries?
- What was the role of the Cyprus Regiment, did they fight, where were they sent?

Another remark was made concerning the sources provided, which were largely drawn from Greek Cypriot and Turkish Cypriot newspapers, and there were some questions as to whether these sources presented similar or different information. The need for primary sources produced during the war (rather than interpretations written in newspapers sixty years later and influenced by subsequent or current ideological or political views) was acknowledged and there was the suggestion that any teaching materials on World War II produced in the future should include both primary and secondary sources.

Workshop III

The workshop was entitled **“Pedagogical use of historical sites and museums”** and was animated by **Ms Cristina Del Moral from Spain**. The rapporteurs were **Ms Christina Georgiou** and **Ms Samiye Taşkın**.

The workshop was structured around the presentation of some materials produced in Spain by Foundation *La Caixa* for the study of historical cities (in particular the city of Granada, a multicultural city like Nicosia) titled *Vivir en las Ciudades Histórica (Living in historical cities)* and of art museums. The materials were provided to schools for free upon request and were not mandatory. Ms Del Moral firstly clarified some concepts by contrasting formal to informal teaching, pointing out that the materials she would show during the workshop fitted the ‘informal teaching model’. Consequently the materials would have extracurricular and open-ended objectives; would emphasise skills and attitudes rather than concepts in terms of content; would aim at open and multiperspective knowledge; would involve a non-linear and changing educational process; would assess its impact in qualitative rather than quantitative ways and with group assessment; would have a non-linear presentation; would incur high motivation and high emotional implication based on curiosity and previous knowledge. Some of the skills and attitudes that can be developed through such materials are observation, respect, sensibility, criticism, change, comparison, empathy and others.

The presentation of the material on the city of Granada started with a short video-clip and then materials were presented, bit by bit. During this process, participants were invited to think of how they could prepare similar materials for the city of Nicosia or Famagusta. The materials comprised different maps, books, slides, images, questions and tasks, as well as a bag with ‘tools’ such as a compass, rulers, lenses, thermometer, measure sheets, etc. that would be used to explore the city and conduct research. Firstly, pupils would study the city in a classroom. The preparation in a classroom can be made with a series of slides or pictures or postcards included in the materials. All the monuments can be put on the map of the city or country. Then, students would go into the city in groups of five and, using the materials, they would reflect about the people,

organisation, architecture, environment, transport, communication and flora and fauna of the city.

An important element of the materials was the use of ‘dilemmas’ that challenged students’ critical thinking. For example, one dilemma was how we could help historical cities be practical and habitable for present-day and future citizens without destroying their historical environment, e.g. to develop infrastructure such as transport. The following issues were raised:

- Should we transform the old city into a pedestrian site?
- Should we learn about a number of historical cities or only the one we live in?
- How we can continue living in historical cities while maintaining their historical identity?
- What role do rivers or walls play in the development of the city?
- Considering the cost, should we restore all monuments or just a few?
- If we are to restore a monument, how are we to do it and for what purpose?
- Can we restore old and new buildings side by side?
- Should a building in the centre of the city be destroyed to build a parking place?

To discuss all these dilemmas, students are required to consider the different perspectives of different groups of people (for example ecologists, historians, shop owners, the mayor, an architect, newspapers, ordinary people, etc.) and also interview them so as to build their own opinion. After their exploration of the city, students return to the classroom to continue working on it, for example, making comparisons with other historical cities. The materials are designed for 14-16 year old students who have been trained to use the material and have already gained some basic knowledge about the historical development of the city. Permission from parents is also required before they can visit the cities and, in fact, parents are invited to join their children. The key aim of the materials is to make students reflect and discuss and help them realise how we need to know a city’s past in order to plan a better future for it and its residents. All this is learnt in an enjoyable way and pupils are challenged to express their feelings, emotions and sensations: children have so much fun, Ms Del Moral noted that they actually continue working on it during weekends on their own.

This material introduces multiperspectivity in that it draws upon a number of different disciplines, for example history, natural sciences, mathematics, etc. In fact, not just one teacher should be with students when they explore the city but, rather, teachers from a number of disciplines. There were some reservations from a few of the participants concerning whether, in the cultural and educational context of Cyprus, teachers from different disciplines could cooperate or that teachers would allow time for such extra-curricular work, since, as a Turkish Cypriot participant noted, each teacher considers their own subject as the most important. However, there were also some examples of such a multidisciplinary project on a school-based level concerning copper in Cyprus (for example the development of writing at the time, the printing of artistic decoration on copper objects, the chemical and physical phenomena occurring when copper is processed, how it is extracted from the earth, etc.), which was mentioned by one participant, a Greek Cypriot secondary school teacher, and a project on the Lebanon. A suggestion concerning multiperspectivity was to study the Büyük Han in Nicosia from perspectives of different people such as builders, guests, owners, prisoners, visitors, etc. from both communities. This discussion pointed to the need for formal curricula to include such multidisciplinary units, as they are still missing in the curricula used by both communities.

Concerning museum visits, some other material was presented by Ms Del Moral, which came from a number of art museums in Spain (Prado and Thyssen-Bonemisza) and was produced by the Pedagogical Departments of the museums. Ms Del Moral pointed out that, during visits, the teaching materials should focus only on a few paintings (6-10) to study, for example, the history of the paintings or the history of painters or the history of art schools and periods or painting techniques. The study of common life during other historical periods, dressing, bourgeoisie, religion are examples of topics students can study in such museums. Formal analysis can be made before and after visits to the museums. The study of art is an example of multiperspectivity itself, since pieces of art can be interpreted differently at different times and by different people. Ms Del Moral stressed that in the study of historical monuments and museums the focus is not to give students answers but challenge them to think about questions and dilemmas. Particularly, in the case of politically sensitive monuments, we should ask questions, not give answers, and avoid leading discussions into one-sided arguments, admitting that we, teachers, do not know that some things can also be useful in challenging our students to think independently.

During the discussions, some misconceptions concerning Arabs were revealed as Arabs are often negatively stereotyped when teaching history in Cyprus whereas, in Granada or Spain in general, their positive influence is evident. This was a very useful comment since the aim of the workshop was to use

multiperspectivity in the study of monuments and museums. Another question concerned how, in Spain, the transition from mosques to cathedrals (like the cathedral in Córdoba) is approached pedagogically. Ms Del Moral replied that we cannot avoid discussing this and that we should focus on why it happened, whilst trying not to impose any fixed ideas against those who did it and not to teach it in terms of 'us' and 'them' but instead to use a number of perspectives. Indeed, multiperspectivity is useful in studying monuments and cities since monuments change throughout history. For example, Ms Del Moral showed a map of Granada city with layers from different historical periods: Iberic Granada, Islamic Granada, Christian Granada, Renaissance Granada. A suggestion was made by one of the participants that a similar map can be prepared for Nicosia showing its monuments from the early ages up to the Lusignan, Ottoman and British periods.

However, even though the materials shown were excellent and could be used as examples of how another culture had dealt with its monuments pedagogically, teachers felt that the workshop should focus more on how we can produce such materials for the Cypriot context, particularly for monuments interpreted differently by the two communities. Thus, the discussions of the teachers focused on:

- how we require materials, such as the ones shown in the workshop on historical monuments and museums in Cyprus;
- the difficulty of choosing which monuments could be the subject of such a project, since some tend to produce very sensitive reactions;
- the difficulty of funding and organising such a project;
- the difficulty in incorporating different perspectives from the two communities in the study of a monument, e.g. a Byzantine church turned into a mosque and vice versa, a Catholic church turned into a Byzantine one, etc.

The participants also stressed how important it was that, even if or when such materials would be produced in Cyprus, the organisers should seriously consider how to train teachers to use them and how to include them in their teacher-training activities. Issues like whether the whole or part of the historical city should be reflected in the materials, which historical monuments should be included, which dilemmas should be posed, would also need discussions during the development of such materials. The example of Nicosia was particularly mentioned by participants who raised issues such as:

- How can we use the walls of Nicosia since they represent its history at different periods?
- How do we restore the city, e.g. 'Freedom Square'?
- What can we do with Agios Kassianos (a deserted school in the Buffer Zone): a museum of friendship, a mixed school, a gymnasium?
- How can the old city be used from both sides since it is the same as it unites north and south and is a common element with which we can think of Nicosia as a whole, but is not presently used?
- If we look at the layers of history of Nicosia, what changes and continuities will we find, for example, which are the commercial streets, where is the river of Pediaios located?
- How can we use multiperspectivity to examine the case of the mosaics of Panagia Kanakaria, of Bayraktar Mosque, of the Agia Sofia Cathedral, of the House of the Dragoman?
- How will we deal with monuments whose interpretations are influenced by political problems, monuments which are currently used in ways different than those intended at the beginning?
- How can we approach monuments in a view of unification: return to their 1960s function or change it altogether?
- What could be done with the Green Line after reunification: a parking place, a flower garden, a children's park?
- How can we deal with non-inhabited parts of a city like Nicosia?

Other questions focused on the administrative aspects of such a project, ie. who developed the project on Granada and how long did it take? Ms Del Moral replied that in the case of materials presented on Granada, each teacher prepared materials for one monument. 20 teachers worked on the project in total for six months during which they met in Barcelona three times. These questions attempted to draw parallels with the situation in Cyprus to identify the future of developing such materials for the Cypriot context. A first step was to translate the materials provided by Ms Del Moral from Spanish in order to enable participants to study them more deeply and in the future to use similar approaches when preparing teaching materials on Nicosia.

Workshop on “Teaching about historical personalities on the basis of multiperspectivity”

Animator: Ms Sue Bennett

Introduction

People’s lives are the stuff of which history is made — how they lived, what they did, how they behaved, what drove them, why they are remembered; these are all aspects of the past that fascinate everyone — adult, young person and child. Stories about people educate, entertain and intrigue. But to make them our own, to interiorise and to evaluate their significance we all need devices to help us think about them. These devices should help us see the person, as through a kaleidoscope, in all their many facets. This includes realising that people of different cultures and backgrounds can view the same historical person or event in different ways.

Richard the Lionheart, King of England, Duke of Aquitaine, Duke of Normandy and Count of Anjou is a good example of someone who has been interpreted in different ways. A king who spoke no English and spent most of his time away either in his lands in France or on crusade, he has been both hated and idolised. Arab, French and English chroniclers, viewed him differently and his significance for the history of Cyprus is very different to his impact on the history of England. A study of his career is thus a useful vehicle for helping pupils understand how and why an individual can be interpreted very differently. Such a study can help develop pupils’ understanding of multiperspectivity. Looking at Richard through different lenses can also help to address some of the sensitive issues that any study of the crusades is likely to raise.

A study of Richard can thus enable pupils to:

- learn about the history of Richard and also about Saladin, the leader of the Muslim forces against whom Richard fought;
- understand that there have been different interpretations of Richard;
- relate these interpretations to the events of Richard’s life;
- consider the significance of Richard for the history of England, Cyprus and the eastern Mediterranean.

The activity described below, which can be used either as INSET activity with teachers or with pupils in a classroom, is designed to show some of the techniques that could be used in such as study. It was used at a seminar, which included Turkish and Greek Cypriot teachers. The activity was mainly run as if the teachers were pupils but there were opportunities to reflect on the different tasks and to consider their effectiveness in stimulating pupils' learning.

Building the learning journey

Any sequence of activities should be designed to take pupils on a learning journey — a journey in which the teacher helps them pursue an enquiry and answer a question. Depending on their age and ability pupils' learning can be assisted by a variety of activities designed to help them acquire and process the information they need to answer their enquiry.

Choosing the question that governs the enquiry is the trickiest part of the process since the question not only motivates the pupil but also determines the historical knowledge, concepts and skills that pupils need to be taught.

The question for this enquiry was: *Why have people interpreted Richard so differently?*

This is a question about interpretations of the past, about how and why people in different periods and from different cultures have seen Richard so differently. It requires pupils to know about Richard's career and about the different interpretations of him found in books, films and museums and in different places and different periods. Significantly, it is not asking which interpretation is right but about the reasons for these different viewpoints. Judging the interpretations is a more complex task, requiring a range of knowledge, which this set of activities do not build up.

There are a number of other questions that could be used to structure an enquiry into Richard the Lionheart. Figure 1 is an activity designed to enable teachers to look at some key questions and to examine them for their historical validity and teaching potential. Some of the questions are weak and will tend to moral superficiality rather than rigorous historical thinking; some will help to ensure that pupils see the diversity of the past.

Starting points

Only when we commit ourselves to something wholeheartedly are we likely to get maximum benefit from an activity. This is true of a teacher and a pupil. Commitment and motivation come when we are intrigued, puzzled, amazed, or emotionally affected — thus the first activity in any learning sequence is vital in

leading pupils into the work they have to do. Ideally, it should be mirrored or rounded off by the culminating activity that draws the threads of the activity together. The initial activity can be a story, an intriguing source, a puzzling incident anything that will engage and excite.

In this case the introductory activity was a study of two pictures, one of Richard, the other of Saladin. The pictures were very different and were visually appealing. Pupils can study the pictures using a framework of questions that enables them to work out what information they know for certain from the pictures, what they can infer and what else they need to know. They can also evaluate the usefulness and reliability of the pictures in any investigation of the two leaders' characters and appearance. Comparing the two pictures enables them to assess how different cultures and art forms influenced the ways in which people were portrayed. Teachers using the activity in in-service training can follow the same questions. Careful debriefing can help to tease out the significance of the process and the learning points that need to be reinforced by the teacher.

Establishing the framework of knowledge

Before pupils can look at the interpretations, they need a framework of knowledge. Activity 1 is designed to build this framework (Figures 2 and 3). Pupils are given a set of cards outlining Richard's career. They put these on graph with the length of Richard's life as the horizontal axis – positive, and negative as the vertical. If the event is positive for Richard they place it above the line in a position that shows how good it was. Negative events go below the line. This gives the pupils an idea of the main events and the progress of Richard's career. Seeing Richard's career from another perspective, for example, his brother John or Saladin can change the interpretation of the events so pupils can be asked to redo the graph from a different perspective.

Looking at interpretations

The next activity is designed to help pupils evaluate the different interpretations of Richard. Pupils are given a variety of different interpretations of Richard from different periods and cultures (Figure 4). They decide where to put them on the diamond chart (Figure 5) with the most positive at the top and the most negative at the bottom. Pupils are then given the event cards (Figure 6) and asked to place them next to the interpretation that the event supports. The purpose is not to decide if the interpretation is right but to see how the event could have led to a particular interpretation.

Drawing it all together

In conclusion pupils are asked to write a brief essay on why have people interpreted Richard so differently? The writing frame in Figure 7 is designed to help them structure their report.

Alternatively, pupils can take part in a debate, produce a radio programme or a storyboard for a television programme. Whatever the activity, it is important that they substantiate their views with factual information.

Using the activity in in-service training

If these activities are used for in-service training, it is important that the trainer takes time to debrief after each stage and facilitates debate about the value of the activity and how it might support pupils' learning.

Figure 1: Developing key questions – based on activity devised by Ms Christine Counsell

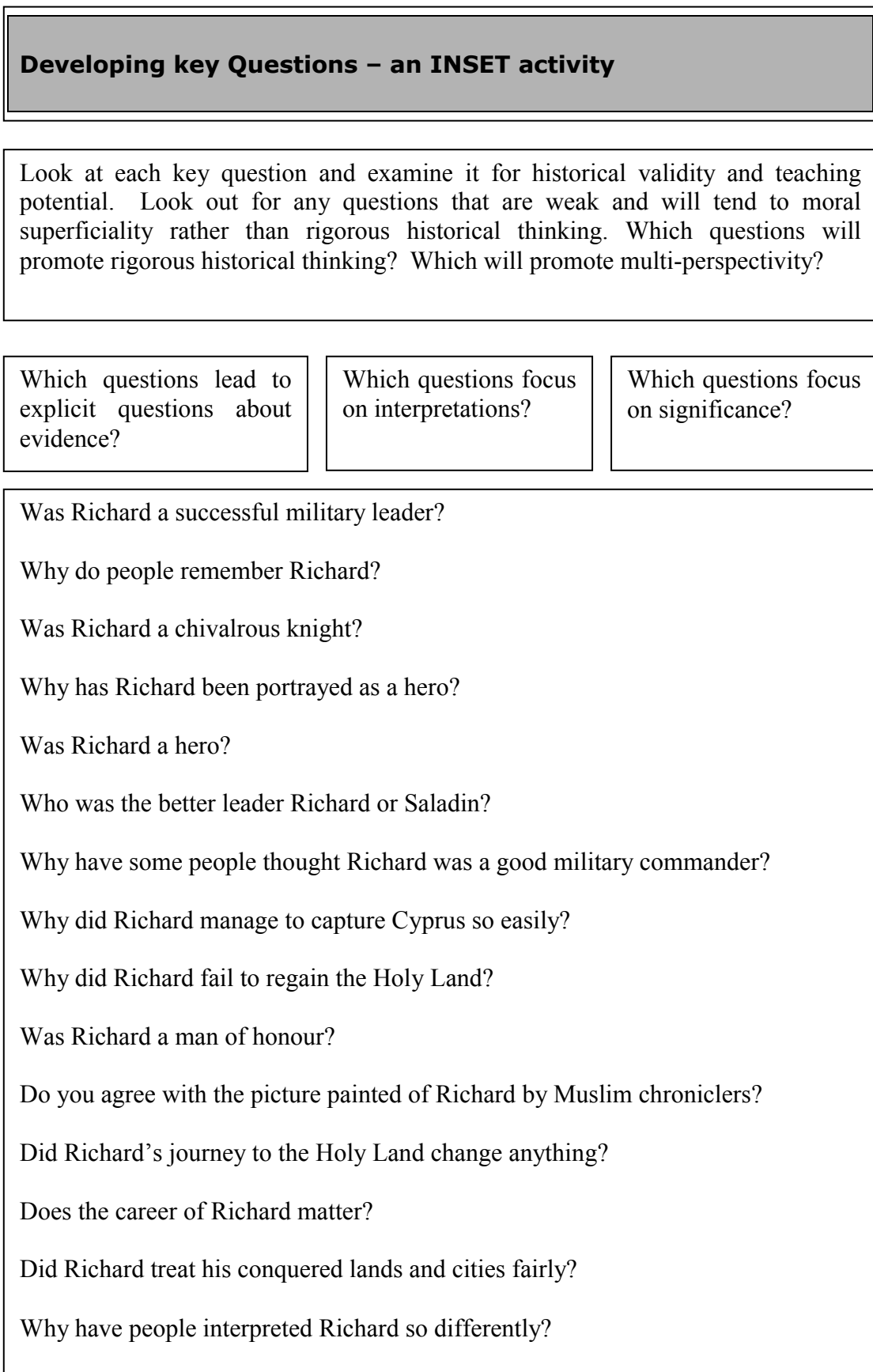


Figure 2: Events

1157 Born second son of Henry II of England and Eleanor of Aquitaine	1191 Quarrels with Duke Leopold of Austria
1169 Does homage to Louis VII of France for Aquitaine and betrothed to the French King's daughter	1191 Phillip II of France decides to return home
1173 Rebels against his father and fights with Louis VII	1192 Wins battle of Arsuf
1174 Forced to ask his father's pardon	1192 Fails to advance on Jerusalem
1183 Becomes heir to Henry II	1192 Returns to Europe
1187 Vows to go on crusade	1192 Captured by Leopold of Austria
1189 Defeats Henry II and on Henry's death became King of England	1192 His brother John rebels against him with the help of the King of France
1190 Sets out on crusade	1193 Ransomed for £100,000
1191 Captures Messina in Sicily	1199 Regains his lands in France captured by the King of France
1191 Captures Cyprus	1199 Killed in an attack on the unimportant castle of Chalus in France

Figure 3a: Establishing the framework -Graph

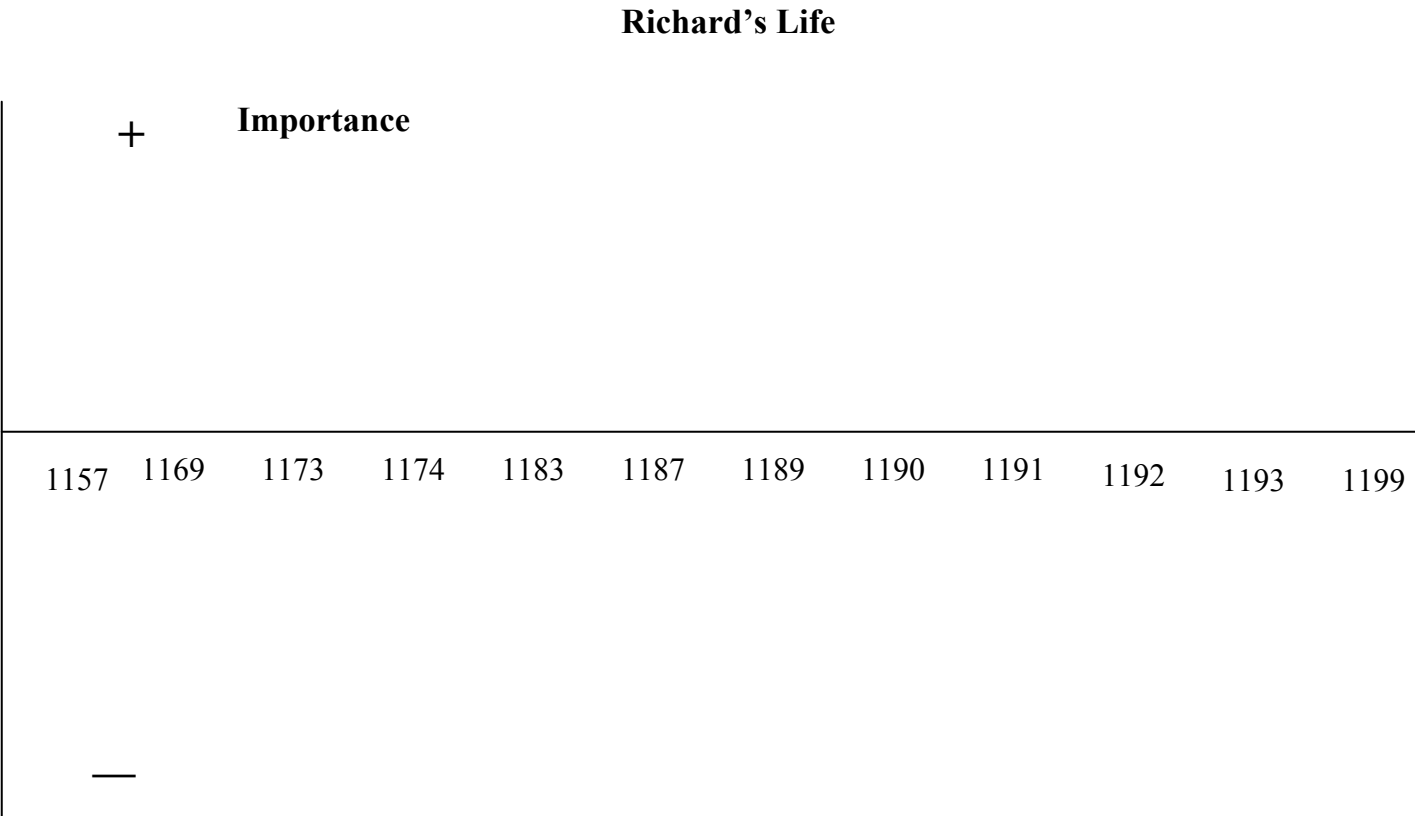


Figure 3b: Establishing the framework - A finished sample of how the graph might be completed

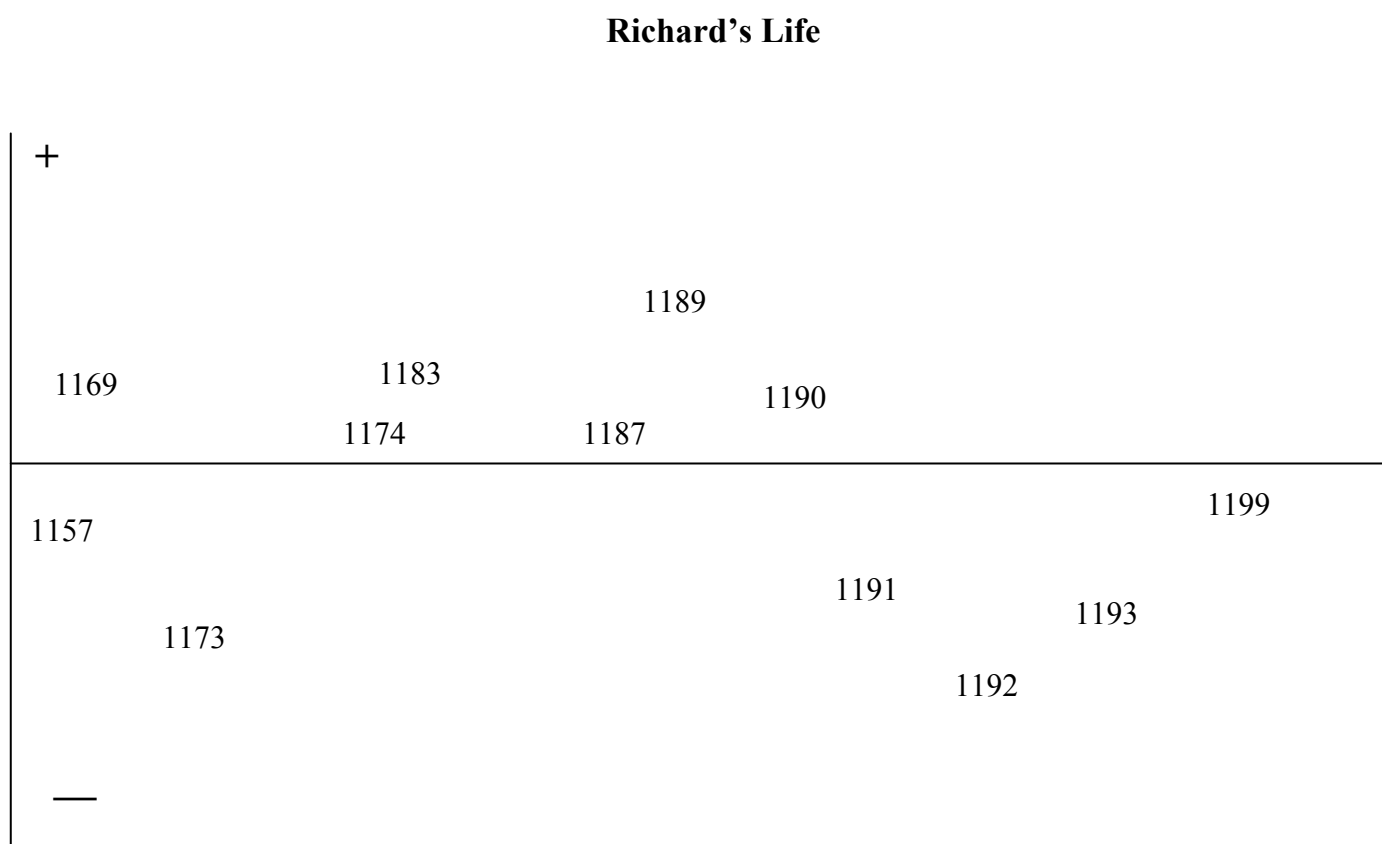


Figure 4: Interpretations

I have long since been aware that your king is a man of honour and very brave but he is imprudent, indeed absurdly so, in the way he plunges into danger and in reckless indifference to his own safety. Saladin describing Richard 1 to Hubert Walter	The King of England was a very powerful man among the Franks, a man of great courage and spirit. He had fought great battles, and showed a burning passion for war. Baha Al-Din — one of Saladin's officials
For the head and the father of valour, the courageous and powerful king of the English is dead. French troubadour Gaucelm Faidit 12th Century	The King was indeed a man of wisdom, experience courage and energy. Baha Al-Din — one of Saladin's officials
He spoke no English and was not interested in England except as a supply of money. Mr John Gillingham - English 20th Century historian	Now, however, he (Richard) broke his word to the Muslim prisoners...they fell upon (them) and slaughtered them in cold blood. Baha Al-Din - one of Saladin's officials
He was a bad king ... his ambition was just that of a warrior Bishop Stubbs - English 19th Century historian	He was at heart a statesman, cool and patient in the execution of his plans Mr JR Green - English 20th Century historian
He was brutal and unintelligent Mr R Grousset - French historian	A great man...shrewd in politics and also capable of diplomacy on a grand scale. More generous than his father, nobler, more imaginative Mr F Barlow - English 20th Century historian

Figure 5: Diamond chart

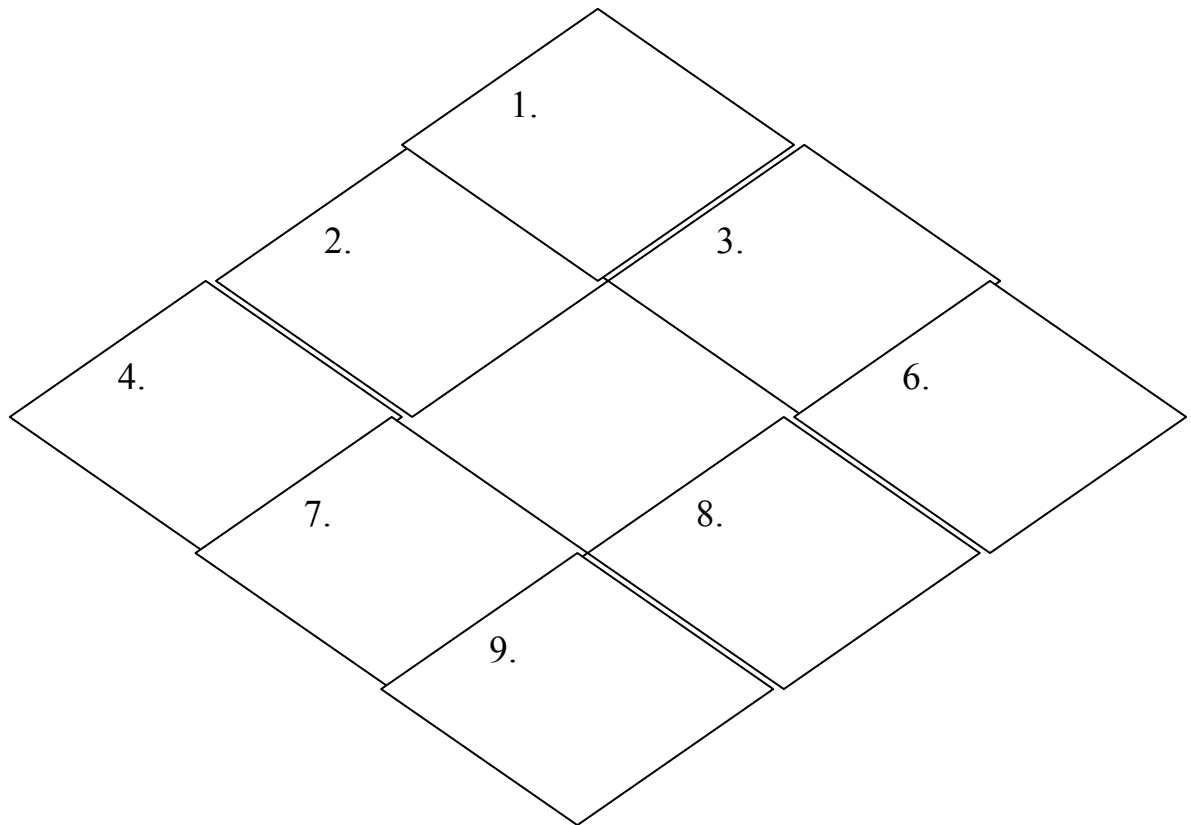


Figure 6: Events

Richard captured Cyprus in one month. He confiscated property from those who fought against him. He imposed a 50% levy on every Cypriot.	Richard won the battle of Arsuf. His soldiers commented on his bravery but it was his clever tactics that won the battle.
Richard quarrelled with both Philip of France and Leopold of Austria about the plunder and lands the Crusaders captured.	Twice Richard was within twelve miles of Jerusalem but each time he was forced to turn back.
At Acre Richard followed up bombardments of the walls with attacks by soldiers on the weak points.	Richard made peace with Saladin. The coast remained in Christian hands. The Muslims kept Jerusalem but Christians were free to visit the city.
Having promised to free 2,700 Muslim prisoners captured at Acre, Richard killed them when the promised ransom did not arrive.	After the capture of Cyprus Richard confirmed the island's traditional laws and customs.

Figure 7: Writing Frame

Why have people interpreted Richard so differently?

Richard has been seen as a hero. People have thought this because...

Some people disagree with this view. They argue that...

Medieval writers thought that Richard...

Modern historians have said that...

Evidence from Richard's life suggests that...

I think the reason why Richard has been interpreted differently is because...

Workshop on “Pedagogical use of historical sites and museums”

Animator: Ms Cristina Del Moral, Spain

A teacher who wants to work with historical cities should have the following objectives:

- to make pupils understand the value of heritage, historical cities and architectures;
- to make pupils understand heritage as a sign of identity and development;
- to promote active citizenship related to the problems of historical cities;
- to foster curiosity for ancient periods;
- to encourage critical thinking about the present-day situation connected with historical cities;
- to develop empathy for people who lived in ancient periods;
- to encourage creativity.

Ways of working

- to share experience with other teachers on the basis of multidisciplinary approach;
- to organise pupils in group work;
- to prepare enquiries;
- to present dilemmas;
- to collect different opinions;
- to respect other points of view.

Evaluation

A teacher will evaluate:

- the pupils' participation in working groups (openness, respect, cooperation);
- active participation in debates;
- a presentation of the enquiries' results;
- the correct answers to multiple choice questions which a teacher should present in a class;
- the creativity shown in drawings, maps etc;
- the correct use of language and concepts when presenting the final report about the experience.

Workshop on “Teaching history for reconciliation using examples from the history of the Second World War”

Animator: Mr Brian Carvell, United Kingdom

The purpose of this workshop was to help prepare teachers to teach about World War II with reference to Cyprus. When discussing this topic, it was anticipated that issues of historical multiperspectivity and interactive learning would emerge.

In order to help the participants appreciate the need for multiperspectivity, they were given some guidance to assist their discussion and preparation. Participants were asked to develop a pedagogical unit, or a lesson plan that could be used:

- in classrooms;
- with 14-16 year olds;
- in different communities;
- to encourage pupils to think historically.

The period of the Second World War was chosen for the following reasons:

- a good range of source materials was collected by the participants;
- it was a period when Cyprus was under one administration;
- it offers many opportunities for presenting different perspectives;
- it offers an opportunity to teach about local, regional and global perspectives.

The workshop was organised in a way which provided active involvement of all participants. Everybody was involved in selecting sources, in preparing answers in writing, in reading what others have written, and in discussing whether the materials were suitable for the use in schools.

Participants worked in groups which included representatives of different communities.

Each group was asked to choose a subtheme to explore. This directed their choice of source materials and build up of narrative for the unit. The range of sub themes suggested was:

- why did Cyprus take part in World War II?
- where did Cypriot soldiers fight?
- what did Cypriots learn from their experiences?
- what was life like for civilians?
- what special contribution did Cypriots make?
- how was the island defended?

It is intended that the notes prepared by the participants for lessons or projects could later become a part of a supplementary pedagogical set of materials which could be used in schools in Cyprus.

APPENDICES

PROGRAMME OF THE SEMINAR ON “MULTIPERSPECTIVITY IN HISTORY TEACHING”
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Wednesday, 24 November 2004

08h00 – 09h00 Registration of the participants

09h00 – 11h00 **Plenary Session**

Chair: Ms Tatiana Milko, Council of Europe

Presentation on: “Teaching history without dividing lines: an overview of the Council of Europe’s work on history teaching”, by Ms Tatiana Milko, Programme Officer, Council of Europe.

Presentation on: “Teaching methods in history school education in Cyprus: present-day situation and future developments”, by Ms Chara Makriyianni, Educator, President of the Association for Historical Dialogue and Research.

Presentation on “The use of multiperspectivity when teaching history in secondary and upper-secondary schools: an example of the United Kingdom”, by Ms Sue Bennett, United Kingdom.

Discussion with all the participants.

11h00 – 11h30 Break

11h30 – 14h00

Plenary session

Chair: Ms Tatiana Milko, Council of Europe

Presentation on: “Teaching history through intercultural dialogue to 11-14 year old students: an example of Spain”, by Ms Cristina Del Moral, Spain.

Presentation on: “The use of history textbooks and other teaching materials when teaching history in present-day schools”, by Mr Brain Carvell United Kingdom.

Discussion with all the participants.

PROGRAMME OF THE SEMINAR ON
“HISTORY TEXTBOOKS AND TEACHING MATERIALS
AND THEIR USE IN A CLASSROOM”

Thursday, 25 November 2004

08h00 – 09h00 Registration of the participants

09h00 – 11h00 **Plenary Session**

Chair: Ms Tatiana Milko, Council of Europe

Presentation on: “Teaching history without dividing lines: an overview of the Council of Europe’s work in history teaching”, by Ms Tatiana Milko, Programme Officer, Council of Europe.

Presentation on: “History textbooks and teaching material for school education: present-day situation and future developments”, by Mr Güven Uludağ, History Textbook Author, History Teacher.

Presentation on: “New approaches in the preparation of history textbooks and teaching materials for secondary and upper-secondary schools”, by Mr Brian Carvell, United Kingdom.

Discussion with all the participants.

11h00 – 11h30 Break

11h30 – 14h00 **Plenary session**

Chair: Ms Tatiana Milko, Council of Europe

Presentation on: “The use of history textbooks and teaching materials when teaching history through intercultural dialogue to 11-14 year old students: an example of Spain”, by Ms Cristina Del Moral, Spain.

Presentation on: “The use of different teaching materials when teaching history interactively on the basis of multiperspectivity to 11-14 year old students: an example of the United Kingdom”, Ms Sue Bennett, United Kingdom.

Discussion with all the participants.

PROGRAMME OF THE WORKSHOPS ON
“NEW APPROACHES TO TEACHING HISTORY:
MULTIPERSPECTIVITY”

Friday, 26 November 2004

08h30 - 09h00 Registration of the participants

09h00 - 10h00 **Plenary Session**

Chair: Ms Tatiana Milko, Council of Europe

- i. Mr Gabriele Mazza, Director of School, Out-of-School and Higher Education, Council of Europe;
- ii. Mr Marios Epaminondas, Vice-President, the Association for Historical Dialogue and Research;
- iii. Mr Tahir Gökçebel, General Secretary, Cyprus Turkish Secondary Education Teachers' Union (K.T.O.E.Ö.S).

10h00 - 10h30 Break

10h30 - 12h30 Three parallel Workshops:

Workshop on “Teaching about historical personalities on the basis of multiperspectivity”

Animator: Ms Sue Bennett

Rapporteurs: Mr Marios Epaminondas
 Mr Tahir Gökçebel

The discussions will be based on the analysis of source materials on the following historical personalities:

- Richard the Lionheart;
- Bekir Pasha;
- Hadjigeorghakis Kornesios, the Dragoman.

Workshop on “Teaching history for reconciliation using examples from the history of the World War II”

Animator: Mr Brian Carvell
Rapporteurs: Mr George Stogias
Mr Yılmaz Akgünlü

Participants are asked to bring with them different examples of source materials on everyday and family history.

Workshop on “Pedagogical use of historical sites and museums”

Animator: Ms Cristina Del Moral
Rapporteurs: Ms Christina Georgiou
Ms Samiye Taşkın

The discussions will be based on the analysis of source materials on the following sites and museums:

- Büyük Han;
- the house of Hadligeorgakis Kornesios;
- the Venetian Walls.

12h30 – 14h00 Lunch

14h00 – 16h.30 Continuation of the Workshops session

Saturday, 27 November 2004

09h00 – 11h00 Continuation of the Workshops session

11h00 – 11h30 Break

11h30 – 13h00 **Plenary Session**

Chair: Ms Tatiana Milko, Council of Europe

Discussion with all the participants on the Workshop sessions.

13h00 – 14h30 Lunch

14h30 – 16h00

Plenary Session

Chair: Ms Tatiana Milko, Council of Europe

Summing up of the results of the workshop discussions by the general rapporteurs.

Closing of the workshops.

RECOMMENDATION REC(2001)15
ON HISTORY TEACHING IN TWENTY-FIRST-CENTURY EUROPE

COUNCIL OF EUROPE
COMMITTEE OF MINISTERS

Recommendation Rec(2001)15
on history teaching in twenty-first-century Europe

*(Adopted by the Committee of Ministers
on 31 October 2001 at the 771st meeting of the Ministers' Deputies)*

The Committee of Ministers, in pursuance of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members;

Bearing in mind the European Cultural Convention, signed in Paris on 19 December 1954, which called on its signatory states to encourage the study of the history and civilisation of the other contracting parties and to promote such studies in the territory of the other contracting parties; Calling to mind the Vienna (1993) and Strasbourg (1997) summits, at which the heads of state and government of the Council of Europe:

- expressed their wish to make the Council of Europe fully capable of meeting the challenges of the twenty-first century;
- expressed the need for stronger mutual understanding and confidence between peoples, particularly through a history teaching syllabus intended to eliminate prejudice and emphasising positive mutual influence between different countries, religions and ideas in the historical development of Europe;
- reaffirmed the educational and cultural dimensions of the major challenges in the Europe of tomorrow;

Confirming that ideological falsification and manipulation of history are incompatible with the fundamental principles of the Council of Europe as defined in its Statute;

Bearing in mind the Parliamentary Assembly recommendations on the European dimension of education (Recommendation 1111 (1989)) and on history and the learning of history in Europe (Recommendation 1283 (1996));

Bearing in mind Resolution No. 1, adopted at the 19th Session of the Standing Conference of European Ministers of Education, on the theme of trends and common issues in education in Europe (Kristiansand, Norway, 1997) and the conclusions and resolutions of the 20th Session of the Standing Conference of European Ministers of Education on the project “Learning and teaching about the history of Europe in the twentieth century” (Cracow, Poland, 2000);

Bearing in mind the declaration adopted at the Informal Conference of Ministers of Education from South-East Europe (Strasbourg, 1999), in which it is recommended that practical activities be undertaken in the thematic areas in which the Council of Europe had long-standing and recognised expertise, including history teaching;

Taking into account the declaration adopted at the Regional Conference of Ministers of Education of the Caucasus countries (Tbilisi, Georgia, 2000);

Having regard to Recommendation No. R (98) 5 of the Committee of Ministers to member states concerning heritage education, in which the Ministers affirm that educational activities in the heritage field give meaning to the future through a better understanding of the past;

Taking into account Committee of Ministers Resolution (98) 4 on the cultural routes of the Council of Europe;

Considering Recommendation No. R(2000)1 of the Committee of Ministers to member states on fostering transfrontier co-operation between territorial communities or authorities in the cultural field, in which the Ministers affirm that transfrontier activities help the young to acquire transfrontier vision while raising their awareness of the diversity of cultural and historical traditions;

Taking into account the resolutions adopted at the 5th Conference of European Ministers of Cultural Heritage (Portorož, Slovenia, 2001) in which the ministers reaffirmed that history teaching should be founded on an understanding and explanation of heritage, and should highlight the cross-border nature of heritage;

Considering Recommendation No. R(2000)13 of the Committee of Ministers to member states on a European policy on access to archives, in which the Ministers, taking account of the increasing interest of the public for history, and noting that a better understanding of recent European history could contribute to conflict prevention, call for a European policy on access to archives, based upon principles compatible with democratic values;

Bearing in mind Recommendation No. R (97) 20 of the Committee of Ministers to member states on ‘hate speech’, in which hate speech is defined as all forms of expression which spread, incite, promote or justify racial hatred, xenophobia or antisemitism, and in which it is pointed out that the impact of hate speech is more damaging when disseminated by the media;

Taking into account the Council of Europe’s previous work in history teaching, based upon the idea of reconciliation and positive mutual influences among people, such as that of the post-war period, which focused on ridding history textbooks of bias and prejudice, and that of the project “History in the new Europe” and of the programme “History teaching and the new initiative of the Secretary General”, which assisted the republics of the former Soviet Union in developing methodologies to modernise history teaching, producing new textbooks and training teachers accordingly;

Having taken note of the results of the project “Learning and teaching about the history of Europe in the twentieth century” and of all the teaching materials presented at the project’s final conference entitled “The Twentieth Century: An Interplay of Views”, held symbolically at the House of History of the Federal Republic of Germany (Haus der Geschichte in Bonn, Germany, 2001);

Noting that the project “Learning and teaching about the history of Europe in the twentieth century” made it possible, among other things:

- to make appreciable progress in developing a pluralist and tolerant concept of history teaching, *inter alia*, through the development of individual research and analysis capabilities;
- to highlight educational innovations, using both information technologies and new sources of teaching material;
- to draw up examples of open approaches to the central issues of twentieth-century European history, Recommends that member states’

governments, while respecting their constitutional structures, national or local situations and education systems:

- draw on the principles set out in the appendix to this recommendation, with regard to current and future reforms in both history teaching and training for history teachers;
- ensure, through appropriate national, regional and local procedures, that the relevant public or private bodies in their own country be informed of the principles set forth in this recommendation, with the support of the reference documents that underlie it, in particular the teaching resources prepared by the project “Learning and teaching about the history of Europe in the twentieth century”;
- on the basis of arrangements to be determined, continue activities relating to history teaching in order to strengthen trusting and tolerant relations within and between states and to meet the challenges of the twenty-first century;
- adopt an integrated approach, using other Council of Europe projects, in particular the project “Education for democratic citizenship” project and work carried out in the field of cultural heritage;

Ask the Secretary General of the Council of Europe to draw this recommendation to the attention of those states which are parties to the European Cultural Convention but are not members of the Council of Europe.

Appendix to Recommendation Rec(2001)15

1. The aims of history teaching in the twenty-first century

History teaching in a democratic Europe should:

- occupy a vital place in the training of responsible and active citizens and in the developing of respect for all kinds of differences, based on an understanding of national identity and on principles of tolerance;
- be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples;
- play a vital role in the promotion of fundamental values, such as tolerance, mutual understanding, human rights and democracy;

- be one of the fundamental parts of the freely agreed building of Europe based on a common historical and cultural heritage, enriched through diversity, even with its conflictual and sometimes dramatic aspects;
- be part of an education policy that plays a direct role in young people's development and progress, with a view to their active participation in the building of Europe, as well as the peaceful development of human societies in a global perspective, in a spirit of mutual understanding and trust;
- make it possible to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate based on multiperspectivity, especially on controversial and sensitive issues;
- enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national, European and global dimensions;
- be an instrument for the prevention of crimes against humanity.

2. The misuse of history

History teaching must not be an instrument of ideological manipulation, of propaganda or used for the promotion of intolerant and ultra-nationalistic, xenophobic, racist or anti-Semitic ideas.

Historical research and history as it is taught in schools cannot in any way, with any intention, be compatible with the fundamental values and statutes of the Council of Europe if it allows or promotes misuses of history, namely through:

- falsification or creation of false evidence, doctored statistics, faked images, etc.;
- fixation on one event to justify or conceal another;
- distortion of the past for the purposes of propaganda;
- an excessively nationalistic version of the past which may create the 'us' and 'them' dichotomy;
- abuse of the historical record;
- denial of historical fact;

- omission of historical fact.

3. The European dimension in history teaching

As the building of Europe is an expression of both a decision freely entered into by Europeans themselves and a historical reality, it would be appropriate to:

- show continuing historical relationships between local, regional, national and European levels;
- encourage teaching about periods and developments with the most obvious European dimension, especially the historical or cultural events and tendencies that underpin European awareness;
- use every available means, particularly information technology, to promote co-operation and exchange projects between schools on themes connected with the history of Europe;
- develop pupils' interest in the history of other European countries;
- introduce or develop teaching about the history of the building of Europe itself.

To promote the European dimension in history teaching in an enlarged, democratic, peaceful Europe, it would be appropriate to:

- take account of the results of the work done during the project “Learning and teaching about the history of Europe in the twentieth century” conducted by the Council for Cultural Co-operation, in terms of both content and methodological approach;
- draw on Council of Europe programmes on the reform of history teaching and on the preparation of new textbooks and methodological guides during activities to develop and consolidate democratic stability;
- draw on Council of Europe programmes for raising awareness of and teaching about heritage;
- disseminate as widely as possible the teaching materials produced by the project “Learning and teaching about the history of Europe in the twentieth century” by making appropriate use of information and communication technologies;

- increase assistance in the preparation of new syllabuses and standards in history teaching, including production of new textbooks, in particular in the Russian Federation, the Caucasus countries, South-east Europe and the Black Sea region;
- take advantage of the Council of Europe's In-Service Training Programme for Educational Staff to help teachers acquire this new knowledge in a European context enabling them to compare views and experience.

4. *Syllabus content*

History teaching, while it must avoid the accumulation of encyclopaedic knowledge, must nevertheless encompass:

- awareness-raising about the European dimension, taken into account when syllabuses are drawn up, so as to instil in pupils a 'European awareness' open to the rest of the world;
- development of students' critical faculties, ability to think for themselves, objectivity and resistance to being manipulated;
- the events and moments that have left their mark on the history of Europe as such, studied at local, national, European and global levels, approached through particularly significant periods and facts;
- the study of every dimension of European history, not just political, but also economic, social and cultural;
- development of curiosity and the spirit of enquiry, in particular through the use of discovery methods in the study of the heritage, an area which brings out intercultural influences;
- the elimination of prejudice and stereotypes, through the highlighting in history syllabuses of positive mutual influences between different countries, religions and schools of thought over the period of Europe's historical development;
- critical study of misuses of history, whether these stem from denials of historical facts, falsification, omission, ignorance or re-appropriation to ideological ends;
- study of controversial issues through the taking into account of the different facts, opinions and viewpoints, as well as through a search for the truth.

5. Learning methods

Use of sources

The widest variety of sources of teaching material should be used to communicate historical facts and present them to be learnt about through a critical and analytical approach, more particularly:

- archives, open to the public, especially in the countries of central and eastern Europe, which now provide never previously available access to authentic documents;
- documentary and fictional films and audiovisual products;
- the material conveyed by information technology, which should be individually and collectively studied, with the teacher playing a vital part;
- all types of museums of the twentieth century set up throughout Europe and the historically symbolic places, which promote a realistic perception by pupils of recent events, especially in their everyday dimension;
- oral history, through which spoken testimony on recent historical events can make history come alive for young people, and which can offer the viewpoints and perspectives of those who have been omitted from the ‘historical record’.

Personal research

Pupils should be encouraged to carry out personal research, according to their level and circumstances, thus fostering their curiosity and initiative in terms of information collection and their ability to distil the main facts.

Group research

Groups of pupils, classes and schools should be encouraged to engage in research projects or active learning, so as to create conditions for dialogue and for the open and tolerant comparison of opinions.

The cross-disciplinary and multidisciplinary approach

The learning of history should at all times make use of the educational potential of a cross-disciplinary and multidisciplinary approach, forging links with the other subjects on the curriculum as a whole, including literature, geography, social sciences, philosophy and the arts and sciences.

The international, transfrontier approach

Depending on the circumstances, encouragement should be given to the implementation of international, transfrontier projects, based upon the study of a common theme, comparative approaches or the performance of a common task by several schools in different countries, with advantage being taken *inter alia* of the new possibilities opened up by information technology and of the establishment of school links and exchanges.

6. Teaching and remembrance

While emphasising the positive achievements of the twentieth century, such as the peaceful use of science towards better living conditions and the expansion of democracy and human rights, everything possible should be done in the educational sphere to prevent recurrence or denial of the devastating events that have marked this century, namely the Holocaust, genocides and other crimes against humanity, ethnic cleansing and the massive violations of human rights and of the fundamental values to which the Council of Europe is particularly committed. This should include:

- helping pupils to develop knowledge and awareness of the events – and their causes – which have cast the darkest shadows on European and world history;
- thinking about the ideologies which led to them and how to prevent any recurrence of them;
- shaping, developing and co-ordinating the relevant in-service training programmes for educational staff in the member states of the Council for Cultural Co-operation;
- facilitating access to the documentation already available on this subject, *inter alia* through the use of new technology, and developing a network of teaching resource centres in this field;
- implementing and monitoring implementation of the education ministers' decision (Cracow, 2000) to designate a day in schools, chosen in the light of each country's history, for Holocaust remembrance and for the prevention of crimes against humanity;
- developing the Council of Europe's specific input in the education field to the Task Force for International Co-operation on Holocaust Education, Remembrance and Research.

7. Initial and in-service training for history teachers

Specialised initial and in-service training for history teachers should:

- enable and encourage history teachers to work with complex, process-oriented and reflective methods of history teaching;
- inform future history teachers and those already practising the profession about all the latest products, instruments and methods, particularly where the use of information and communication technologies is concerned;
- make teachers aware of the use of teaching techniques which, going beyond, but taking account of factual information, are intended to enable pupils to interpret and analyse historical facts and their influence on the present, in different contexts, for example, social, geographical, economic contexts, etc.;
- help to enable teachers to make use of assessment techniques which take account, not just of the information memorised by pupils, but also of the activities they are capable of carrying out thanks to their knowledge of the information concerned, whether these involve research, discussion or the analysis of controversial issues;
- help to devise and create cross-disciplinary learning situations in their classes, in collaboration with their fellow teachers.

As information and communication technologies are leading to a transformation of history teachers' role, it is important to:

- create opportunities for exchanges, so that teachers may become aware of the great variety of learning situations involving the new roles concerned;
- support the setting up of discussion groups to look at the profession's difficulties, hesitations and doubts about these new methods of teaching;
- develop resource banks which specify, not only the documents and sites available, but also the validity of the information derived from the said documents and sites.

In order to fulfil these objectives and to establish a specific profile for history teachers, it would be appropriate to:

- provide training institutes for history teachers with the support needed to maintain and improve the quality of their training, and develop the professionalism and social status of history teachers in particular;
- accord particular attention to training for trainers of history teachers, based on the principles contained in this recommendation;
- promote comparative research on the objectives, structures and standards specific to initial and in-service training for history teachers and in so doing promote inter-institutional co-operation and the exchange of information needed for the reform of initial and in-service history teacher training and in-service training for trainers;
- seek out and foster partnerships between all of the institutions active in or concerned with history-teacher training (in particular the media), with a view to emphasising their particular mission and specific responsibilities.

8. Information and communication technologies

While complying with legislation and respecting freedom of expression, the requisite steps should be taken to combat the dissemination of racist, xenophobic and revisionist material, especially via the Internet.

In the context of the widespread use of information and communication technologies by the young, both during their school and out-of-school lives, it is important that teaching methods and techniques allow for the fact that these technologies:

- are vital resources for history teaching;
- necessitate in-depth consideration of the diversity and reliability of sources;
- allow teachers and pupils access to original sources and to multiple interpretations;
- spectacularly broaden access to historical information and facts;
- increase and facilitate opportunities for exchanges and for dialogue.

Moreover, it would be appropriate to set up the conditions necessary for teachers to:

- in the selection process, help their pupils to assess the reliability of information sources and information for themselves;
- introduce classroom procedures which encourage critical analysis, which acknowledge a multiplicity of standpoints and which adopt a transcultural approach to the interpretation of facts;
- help their pupils to develop skills such as critical analysis and analogical reasoning.

