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

Seminar on

**“The reform of history teaching in Azerbaijan: curricula, textbooks and teacher training”**

Baku, Azerbaijān,

Monday 27 April – Wednesday 29 April 1998

**Report**

Strasbourg

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**Report by**

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PROGRAMME OF THE SEMINAR

## I. INTRODUCTION

The seminar, held at Baku State University, was opened on 27 April by Professor Misir Mardanov, Minister of Education of the Azerbaijan Republic and by Ms Alison Cardwell, Administrator, Directorate of Education, Culture and Sport, Council of Europe. Delegates included university professors, textbook writers, teacher trainers, curriculum developers and teachers. The seminar explored issues relating to the curriculum, textbooks and teacher training in Azerbaijan. Case studies about the curriculum in England, teacher training in Norway and textbooks in Poland were presented to stimulate debate.

In his opening address, the Minister stressed that Azerbaijan is trying to build a civilised, democratic society and that the reform of history teaching is an important aspect of this process. Further reform of the history curriculum started three years ago and, as a result, new history textbooks have been produced. There has already been some useful dialogue with experts from the Council of Europe. However, there is still scope for further reforms to ensure that standards in Azerbaijan are at the highest level and comparable with other countries.

Ms Cardwell set the seminar in the context of the work of the Council of Europe whose education policy promotes human rights, fundamental freedoms and pluralistic democracy. At present, the educational work of the Council is focused on four areas: history teaching; democratic citizenship; modern languages; and school links and exchanges.

The value of history teaching was endorsed at the 19th session of the Standing Conference of Education Ministers in Kristiansand (June 1997). Ministers stressed that history teaching can and should contribute to the development of democratic citizenship. They also stated that the history curriculum should include a European dimension and reflect the richness of the history of Europe, but also agreed that a uniform version of European history should not be imposed on member states.

The Council's work on history teaching aims to encourage critical thinking and to promote an understanding that the past can be seen from different perspectives. Recent initiatives have included work on the reform of history teaching in Eastern Europe. Two conferences have been held: one in Warsaw on textbooks; the other in Lviv in Ukraine on teacher training. A regional seminar has been held in Tbilissi, Georgia, together with seminars in Armenia, Azerbaijan and the Russian Federation.

The Council has recently embarked on a new three year Project on learning and teaching about the history of Europe in the 20<sup>th</sup> Century in secondary schools. The aims of the Project are to:

- interest young people in the history of the continent;
- provide curriculum developers with practical advice and examples of good practice;
- pay special attention to the place of museums, archives, school links and heritage classes in the history curriculum;
- bring history alive for young people;
- pay attention to scientific, social and cultural history rather than focusing on just political history;
- help pupils see the 20<sup>th</sup> Century as more than a series of crises.

## **II. EDUCATION IN AZERBAIJAN**

The Azeri education system was reformed after the country gained its independence in 1991. The education system is based on a respect for the nation, human values and democracy. It aims to:

- ensure equal access for all so that individuals can develop their knowledge, understanding and talents;
- promote the development of democratic and human values;
- be free from political, social, religious ideology;
- promote freedom and pluralism;
- ensure that young people develop the scientific, technical and other skills necessary for the 21<sup>st</sup> Century.

## **III. HISTORY TEACHING IN SECONDARY SCHOOLS IN AZERBAIJAN**

In his keynote address, Professor Yagoub Mahmudov stressed the need to continue the reform of history teaching in Azerbaijan. He pointed out that, in the future, there will be increasing competition for world resources. An understanding of the past can help to prevent tension and disputes. Therefore, the future of our generation depends on developing an understanding of the role of history in the curriculum and the formation of young people. Good history teaching can encourage mutual respect and enhance the promotion of democratic values.

Professor Mahmudov stressed that history teaching should be distinct from religious studies and politics. It should respect different religions and be free of political bias. The curriculum should include the study of famous people from both eastern and western traditions. Cultural and intellectual history should be

included as part of the history curriculum and students should learn about famous Arab as well as European scientists and thinkers.

Before independence, the textbooks used in Azerbaijan were the same as those used in the rest of the USSR. A lot of attention was paid to ancient history but there was little material aspects of history, such as the Seljuk State, the Mughals and Hindustan. Key figures such as Ghengis Khan were omitted. The treatment of Christianity and Islam in textbooks was not based on a rigorous historical appraisal of the impact of these religions on the region. Similarly, the treatment of Ghengis Khan and Sultan Suleiman was open to debate and not necessarily based on rigorous historical research.

Professor Mahmudov stressed the need, when preparing new textbooks, to look at key themes, including:

- relationships between East and West;
- immigration;
- the role of historians;
- religious and artistic issues;
- the impact of the expansion of Christianity;
- geographical exploration;
- periodisation.

#### **IV. THE HISTORY CURRICULUM**

In the period of Soviet rule, all schools followed the Soviet history curriculum, which allocated only a few hours to national history. The whole history of Azerbaijan was covered in 80 paragraphs in the set textbook. In 1995, the government published the new history curriculum. This included the curricula for both Azeri and General History, which are taught separately. In drawing up the history curriculum, the government took account of the history curricula of other countries.

The main goals of the history curriculum are to help individuals respect democratic values, understand their national roots and develop their understanding of the national, spiritual and cultural traditions and values of Azerbaijan.

The content of the new curriculum for national history is organised chronologically from the 5th to the 11th forms. 20<sup>th</sup> Century history is taught in the 10th and 11th forms. World history includes the history of neighbouring states and the history of other parts of the world. The history curriculum is free from ideology and is based on an objective and scientific view of the past. New ways of dividing history into periods have been introduced. The curriculum covers different stages, including the formation of ancient states, and culture in



East and West. More attention is paid to Asian and near-Eastern history, including the Turkish and Moslem world than in Soviet times. In some periods, more attention is paid to Western history because of the speed of development in the West. There is also an emphasis on the role of individuals.

The curriculum includes:

- the stages of history and the lives of people living in these periods;
- chronology, cartography and statistics;
- causes and consequences of events;
- the theory of history.

In the 1995 history curriculum, 40% of time (306 school hours) is allocated to Azeri history and 60% to General History (425 hours). Pupils now start studying Azeri history from the 5th form. The curriculum includes studies of the histories of significant regions, including Azerbaijan, the Caucasus, Middle Asia, the Volga, Siberia and the West. In secondary schools, there is a focus on the constitution of Azerbaijan and other constitutions as well as the study of international law.

The content of the history curriculum is correlated to the hours available, although teachers can change the number of hours allocated to a topic. The curriculum also contains suggestions on how to use maps and literature.

Many of the teachers present at the seminar felt that the curriculum is far too detailed and that there are too many personalities and dates. The histories of too many countries are included. However, many teachers wanted more emphasis on Asian history and wished to include the study of famous Eastern and Middle Eastern personalities. One teacher felt that it is important to have 'bright personalities' to inspire pupils.

It was agreed that the history curriculum should require history to be taught objectively and should help to foster students' critical thinking. The curriculum should be grounded in accurate historical scholarship and should not reflect ideologies.

Some of the topics included in the curriculum are new to teachers and they, therefore, felt unable to teach some sections of the curriculum. There was some discussion about the time allocated to various topics, for example the establishment of the democratic republic in 1918. Some teachers felt that topics like this need more time.

Another area of debate was the place of cultural history. Some teachers saw cultural history as an important aspect of history teaching, others thought it should be part of the social studies course. Some teachers wanted to ensure that the curriculum covered social and economic as well as political history.

An issue raised by one teacher was the need to find criteria for choosing content. He felt that there is a need to include different approaches to teaching. Teaching history through "the civilisation approach" is one sided and does not always lead to a deep knowledge of the past. In choosing content, there is also a need to consider the mentality of the student and how it should be developed. The students' sense of national identity needs to be developed through their studies, but they also need to be taught to think critically. In order to develop this ability to think critically, there is a need to limit the amount of content so that students can get to grips with the material.

Some teachers thought that it was imperative for the country to create a new historical pedagogy for the school history curriculum. They felt that it is vital to discuss the knowledge and skills which might form part of the history curriculum and to debate the relationship between history and social studies.

One teacher felt that history should be taught in primary school as pupils' feelings and understanding are shaped by their early experiences. Teaching history to young pupils would help to foster their sense of national identity. It is also important to ensure that the curriculum is tailored to the age and aptitude of the pupils.

## **V. THE BALANCE OF WORLD, EUROPEAN, ASIAN AND AZERI HISTORY**

During the Soviet period, little attention was paid to the history of Azerbaijan. Azeri history was only studied from the 7th form. Only two small books of Azeri history were available. Most textbooks contained Russian history. Many teachers stressed that the need to use history to promote a love of the nation is an important aspect of history teaching.

There was much debate at the seminar about whether the history of Azerbaijan should be taught independently of world history or whether they should be integrated. At present, they are taught separately, although some teachers have begun to experiment and teach them in parallel. Some teachers felt that a comparative approach would help students set the history of Azerbaijan in the context of world history.

It was felt that a core of Azeri history was an important component of the curriculum. This should be taught chronologically. Many of the teachers felt that, as well as the history of Azerbaijan, students should know the histories of neighbouring states, including Iran and Turkey. The histories of the small countries should be respected. Some teachers also felt that more time should be allocated to Azeri history. It was also felt that the history of Russia required by the curriculum was too detailed.

Some teachers also felt that the study of Azeri history is too detailed and that students are beginning to hate history because they are forced to learn too much. Students do not want to read history textbooks but to watch television. It was also felt that it is impossible to teach the Azeri history curriculum in the time available. Because of the focus on content which students have to learn by heart, there is insufficient time to develop students' ability to think critically.

The process of writing curricula came under scrutiny. It was felt that those responsible for producing the curricula should teach in schools. The working group responsible for producing the curriculum should include teachers as well as academics.

## **VI. EXAMINATIONS**

Several teachers raised the issue of the examination system. The university entrance examination is not the same as the leaving examination and is based on different content. The system was thought by many teachers to benefit those pupils who can pay for extra tuition for the university examination. Teachers think that the examinations are too difficult. The examination and many of the tests in school are based on multiple choice questions. There was some suggestion that the system is about to be reformed. Some teachers felt that the system does not develop oral skills or critical thinking. One recommendation was that the entrance examination should be based on the history curriculum.

## **VII. TEXTBOOKS**

Only a limited number of textbooks about the history of Azerbaijan was available in the Soviet period. These books present a particular view of the past, for example the union of Azerbaijan with Russia was shown in a positive light. The books thus contained interpretations of history which are now felt to be distorted or inaccurate. For example, there was no information about the foundation in 1918 of the democratic state of Azerbaijan, nor of the political repression of the Soviet period. There also was no mention of national and political movements of the 20<sup>th</sup> Century. Moreover, the choice of vocabulary was often biased in favour of one interpretation of the past.

Soviet world history textbooks also tended to concentrate on Western history with only very limited references to Japan, China or the Arab states. Personalities did not play a key role in Soviet textbooks and, when people from Asian history were included they were often presented in a negative light.

In 1995, material for the textbooks for the 10th and 11th forms was published. A history of Azerbaijan for 5th form pupils has now been published, as well as materials for the 6th, 7th and 8th grades. In secondary schools, a new textbook 'Man and Society' has been published. The world history textbook for the 6th to the 11th forms are still based on a textbook published during the Soviet period. Like other books of this period, it still contains inaccurate and biased material. This textbook makes no reference to famous Arab and Eastern thinkers, artists and scientists such as Ibn Sina, al-Harazmin or Farabin. There are also few references to famous soldiers and rulers such as Ghengis Khan, Suleiman Qanuni or Shah Ismayil and others. The new textbooks are based on scientific and humanist principles and endorse the importance of the nation.

The first new textbooks were written by a group of university professors. Before writing the books, they and the principle editor, together with experts from the Methodology Centre of the Ministry of Education, visited many of the regions of Azerbaijan to discuss their work. In 1997, the Ministry of Education set up a group of authors to write a completely new set of textbooks for the 6th - 11th forms. The group consists of 15 historians, together with qualified specialists in educational methods. They have written an ancient history textbook, two textbooks on the Middle Ages, two textbooks on the period from the Middle Ages (the New Ages) and a modern history textbook. All the textbooks on the history of Azerbaijan with the exception of that for the 5th grade have been translated into Russian.

Some of the textbooks were published before the curriculum was written, but others were published alongside the new curriculum. This is why some of the books do not reflect the new curriculum. Aslanov Aydin identified that the new textbooks have some shortcomings because the content is presented in isolated blocks. However, the textbooks are free from subjective principles which characterise nations as "great" or "small".

Although many of the teachers recognised the hard work and effort that had gone into producing the new textbooks, many felt that the books were too difficult for their pupils. The teachers said that the books contained too much material, for example one paragraph contained 200 names. Attempts have been made to ensure that the textbooks are suitable for the age of the pupils but several teachers felt that the books are boring and far too difficult for their pupils. There was a need to simplify the text and to allow pupils to reach their

own judgments. One teacher felt that there is too much emphasis on war. Others

felt that textbooks contained too much philosophy of history (historical notions?).

Financial difficulties have meant that the textbooks have had to be produced on poor quality paper and that the design of the books are not yet at a level that the country would wish. Textbooks have to be provided free to the children of the one million refugees in Azerbaijan.

Yugub Maklmudov declared at the seminar that, in order to produce better textbooks, it was necessary to:

- prepare a well-founded philosophy of, and methodology for, history education;
- establish a new methodological centre to develop the new philosophy and methodology;
- create a new pedagogical theory to underpin the writing of history textbooks;
- clarify the relationship between the theory of history textbooks and general textbooks.

Some concern was expressed about the monopoly which exists in educational publishing. At present, only one writer is appointed and the state is the publisher. It was suggested by one participant that textbooks should not be regional in character, although there should be freedom for teachers and students to choose material. There was support for the state approval of some textbooks.

Many teachers were concerned that the textbooks are too difficult for pupils. The books are written by academics and use difficult concepts which are not always understood by teachers. The language level is too difficult. There was almost total agreement that the books contain too much factual information. Insufficient use is made of maps and illustrations. Many books would be enhanced by timelines and chronological charts.

It was felt that the style of textbooks needs to be re-examined. Not only are there too many facts but only one point of view is presented. This has resulted in teachers requiring pupils to memorise facts. Textbooks, it was felt, should be objective but, where appropriate, should also give a variety of interpretations and encourage pupils to debate issues. The most important events should be pointed out and the style of the book should be adjusted to the age and ability of the pupils. In order to produce this new style of book, teachers as well as academics need to be involved in writing material.

The issue of whether to teach national history independently of world history was reflected in the debate on textbooks. It was felt that it would be difficult to teach national history alongside world history unless the textbooks are presented in similar ways, using similar chronological periods and in chronological order. At present, the material makes it difficult for most teachers to relate Azeri history to world history. The danger of integrating the textbooks is that Azeri history might be swamped by world history. The two aspects, therefore, need to be kept distinct, even if they are presented alongside each other or in the same book.

Many of the participants wanted to ensure that the textbooks included material about key people in Azeri and Asian history, for example Ghengis Khan. However, it was felt that the lives of these people should be covered in more depth than at present.

It was agreed that there was a need for more audiovisual material and that teachers need access to additional text, magazines and papers to support their teaching. It was felt that a magazine for teachers which raised issues about the content and teaching of history would be a useful way of helping teachers to progress. There is also a need for books about the methodology of teaching and how history can be presented to children of different ages.

The standards of production of the books need to be improved. Different textbooks give different dates for events. The proof reading is poor. In some cases, there is a need for further academic research to improve the quality of information and to ensure that approaches are scholarly. Further research into 20<sup>th</sup> Century Azeri history is necessary because there has been a lot of distortion of the history of this period. Several people felt that it would be useful to include a glossary of terms in some books. This is because terms are used which many people - teachers and pupils - do not understand.

Several participants wanted people in other countries to know more about the history of Azerbaijan. Good textbooks might be one way of helping to address this issue.

## **VIII. TEACHER TRAINING**

There are four teacher training institutions in Azerbaijan, together with the pedagogical institute. Despite this, there is a shortage of history teachers and the subject has to be taught by teachers of other subjects, such as physical education, geography, the arts and even librarians. In 1997/8, 900 history

teachers were needed but only 564 students were being trained. A new degree system has been introduced in Azerbaijan and the first students received their degrees last year.

Secondary school teachers are entitled to in-service training every five years. At present, the history in-service course consists of 144 hours of lectures and seminars. This comprises;

- 76 hours on the methodological problems of the "Man and Society" course;
- 68 hours on philosophy, economic history and democracy as well as courses on Islamic history, humanism and other new topics.

Some time is also devoted to the study of psychology, the use of sources and technical aids, planning visits and the teaching of new and modern history.

In-service training is also provided for the new "Man and Society" course. This covers three topics:

- the problems of teaching Azeri history;
- the "Man and Society" course;
- an opportunity to update participants' historical knowledge.

The course at the Head Institute lasts three months for high school teachers and two months for vocational school teachers. Five hundred teachers have already started at the Head Institute.

Participants at the seminar argued that it was important for teachers to use a variety of methods in their teaching. The history teacher needs to have broad competencies and to have an understanding of geography, economics and literature. Teachers must know more about the past than what is contained in the textbooks. They must understand how to get information from a variety of textbooks and to be able to use Information and Communications Technology (ICT).

In the classroom, teachers should be able to explain historical events, illustrate, analyse and present facts. They should be able to compare events in different countries. Although the teacher should not be ideologically biased, s/he cannot be neutral. Teachers must be able to help students express their own opinions. Above all, they must know how to motivate their students and give them a love of history.

Several teachers felt that they wanted more in-service training. At present, they receive one month's in-service every fifth year. However, it was felt that more frequent in-service is necessary. There is also a need for a journal for history teachers and for examples of model lessons to be shown on television.

## **IX. WAYS FORWARD**

This was the first seminar on the reform of history teaching in Azerbaijan and it raised many issues about good practice in the design of curricula, textbooks and teacher training courses. Discussion has thus only just begun and any conclusions and suggestions about ways forward must at this stage remain tentative.

Many of the academics and teachers at the seminar used terminology which was difficult for participants and contributors from other countries to understand. Before further work is undertaken, it might be useful to clarify terms and to ensure that all members of discussion groups and seminars are clear about how these terms and concepts are being used.

### *Content*

There is a need to review the amount of content in the curriculum since teachers clearly feel that it is not possible to teach the existing curriculum in the time available. In order to help review the curriculum, it might be helpful if criteria for the selection of content were developed. Further debate about why some events and personalities are more significant than others (in the context of Azeri and world history) might be one way forward. It might also be useful to discuss how much time is needed to teach aspects of the curriculum if pupils are also to develop critical thinking skills.

The balance of world, European, Asian and Azeri history may need to be re-examined since teachers feel that this is still an area for debate. There is a need to define what aspects of the histories of surrounding countries should be studied. Whether national and world history should be taught together, in tandem or completely separately is still an active issue which could profitably be pursued further. There may also a need to look at the balance of social, political, cultural and economic history.

Any debate about the selection of historical content might usefully be placed in the context of the overarching aims of education and history teaching. A key question is "What knowledge, skills and values will young people need when they reach their maturity in the first quarter of the 21<sup>st</sup> Century and live in a world of global communications and ecological change?".

Many speakers said that the study of history in Soviet times was distorted. Is there, therefore, a need to research some aspects of Azeri history to ensure that pupils have access to the new interpretations of the past?



Several teachers felt that there was a need to involve more classroom specialists in writing curricula. It might also be useful to let some schools try out aspects of any new curriculum to see if it works in practice.

Several teachers felt that there was a need to review the examination system and to ensure that, whatever system was used, it guaranteed equality of access. The present system appears to favour those who can pay for private tuition.

### ***Textbooks***

Although the teachers felt that great improvements had been made in providing textbooks about national history, they felt that the language level is too difficult and that the books contain too many facts. It might, therefore, be useful to ensure that books are written in clear, straightforward language suitable for the age of the pupils. Textbooks need to be objective but also to show that aspects of history are open to debate. Young people need to be helped to examine the past critically and to reach their own conclusions. Teachers and academics might write books together and pupils could be asked to review them before they were published.

The teachers felt that the textbooks need to include more maps, diagrams, illustrations and timelines. Books need to be checked for factual accuracy. There is also a need for supplementary material, and books about how to teach history. More textbooks need to be published so that teachers have a choice. There may be a need for more academic histories of Azerbaijan.

### ***In-service training***

Many teachers requested more in-service training. They want to update their knowledge of Azeri history and to learn about new methods of history teaching.

## **X. CONCLUSION**

Participants felt that the seminar provided a useful forum to debate the future of history teaching in Azerbaijan. It was recognised that many of the issues need time for further consideration and that the seminar was one step among many. The contribution of the Council of Europe and the Ministry of Education was welcomed and it was hoped that it would be possible to take some of the issues further through future meetings.

## **APPENDIX I**

### **The English National Curriculum for History - Susan Bennett**

The major problem in writing a history curriculum is that there is too much history. It is impossible to teach or learn everything about the past. The important question is not "How much can I put in" but "how much can I leave out"?

In England and Wales, compulsory education lasts from 5-16 years. Increasingly, older pupils stay at school until 18. The National Curriculum was introduced in 1988. Up till then, schools could choose what to teach. The first subjects to be introduced were English and mathematics in 1989. The first history National Curriculum was in 1991.

The history National Curriculum is designed to cover groups of age ranges: 5-7; 7-11 and 11-14. Between 14 and 16 pupils can choose to study for a General Certificate of Secondary Education (GCSE) in history. About 39% of pupils in 1995 chose to study history from 14-16. Pupils aged 16-18 can choose to study history at Advanced Level. About 6% chose to study history in 1995.

There are four national curricula for history: one for each part of the UK - England, Northern Ireland, Scotland and Wales. This is to reflect local differences and to preserve the different heritages in the country as a whole. There have been two versions of the English history National Curriculum since 1991. Each version has been changed because there was too much to teach in the time available.

Not all parts of the United Kingdom history curricula are arranged chronologically because history is taught to very young children (5-7 year olds). The curriculum for these children, therefore, concentrates on aspects of the past accessible to infants: the history of their families, their localities and the immediate past.

The history curriculum is planned in units which are the building blocks of content that teachers have to cover, e.g. the Romans, The Twentieth-Century World. These are taught chronologically. The blocks are designed to cover certain types of history, local, national, European and world. British history takes up about 60-75% of the history curriculum. In order to avoid a narrowly British approach to history, teachers are required to set British history in its European context. Both primary and secondary pupils study continental European history. In junior schools, pupils study Ancient Greece. They also look at the Romans, Vikings or Anglo-Saxons in a European context. In secondary schools, there is a requirement for teachers to select a European turning point before 1914, and teachers, therefore, choose studies, such as the Renaissance, the Crusades or the French Revolution. At secondary level, pupils are also taught a unit about

the Twentieth-Century World. This concentrates on the First and Second World Wars.

Both junior and secondary pupils are taught about one non-European civilisation, for example the Egyptians or the people of Benin (Africa) in junior schools, or Ancient China or Japan in secondary schools. There is a requirement to study these civilisations in their own right, not through European eyes.

The first version of the National Curriculum listed all the content in great detail. Teachers said they were unable to teach in the time available. The revised version, listed the content in much less detail and assumes teachers at secondary level will know enough about the past to be able to plan from broad headings, for example industrialisation in the 19<sup>th</sup> Century.

There is a requirement to study history from a variety of perspectives - political; economic, technological and scientific; social; religious; cultural and aesthetic. Teachers are, however, free to decide how to plan to cover these perspectives within the prescribed content.

Teachers are also required to develop pupils' chronological knowledge and understanding. This includes knowledge of the vocabulary of historical time, for example, medieval, Renaissance etc., knowledge of dates and the ability to place events in a widening chronological framework.

In order to ensure that history is inclusive, there is a requirement that pupils should be taught about the experiences of men and women and the social, cultural, religious and ethnic diversity of the societies studied. The curriculum requirements stress that pupils should be taught to describe, analyse and explain historical events, situations and changes, to make links and connections between events and to assess the significance of events, people and changes studied.

Pupils should also be taught to consider interpretations of history. This is because, although the study of history aims at the truth, the past is always open to different interpretations. Pupils should be taught that:

- there is more than one way of viewing the past;
- accounts of the past differ for many reasons;
- history can serve social and political purposes.

The curriculum lists the types of sources pupils must cover, including documents, artefacts, pictures, photographs, music and buildings and sites. It also requires pupils to evaluate sources and to use them to collect and record information.

Since the study of history involves the ability to communicate knowledge and understanding, there is a requirement to teach pupils to use specific historical

vocabulary, e.g. feudalism, civilisation and the requirement to present their work using a variety of techniques, including descriptions and explanations.

The English National Curriculum also has a scale showing progression in pupils' learning to enable teachers to report to parents the pupils' progress at the end of each stage of learning. There are eight levels to show the progress of pupils 5-14 years.

Pupils aged 14-16 and 16-18 can choose to study history. They study a syllabus set by an examination Board. The syllabus has to cover:

- the key features and characteristics of the periods, societies or situations specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies;
- history in at least two different scales, such as local, national, European, non-European, international, for example British and European;
- history in two different ways, such as in depth, in outline, thematically;
- history from a variety of perspectives - political, economic, social and cultural - and, where appropriate, technological, scientific, religious and aesthetic;
- history through a range of sources of information appropriate to the period such as written and visual sources, artefacts, music, oral accounts and buildings and sites.

Many students choose to study modern world history. The syllabuses tend to cover: the First and Second World Wars; the Russian Revolution; Russia and America; Nazi Germany but the coverage varies between syllabuses. There are opportunities to study modern China, and some syllabuses offer opportunities to study the end of Empire or post-colonial British history in India or South Africa, as well as the history of the United Nations. The choice of options depends on the teacher.

The examinations try to get pupils to study history from different points of view, to use sources and to look at different interpretations of the past. The objectives are to get pupils to think about the past. Not just to learn facts and dates. The purpose is to challenge pupils to use evidence to think about the past and develop positive attitudes and respect for different points of view

**The World History Textbook for the Post-Elementary School Level  
in Modern Europe: curriculum, author, publisher, teachers and  
students - The Case of Poland - Andrzej Chrzanowski**

History is a compulsory subject for pupils aged 15-18 in Poland. In high schools, history is taught as an independent subject from the 9th to the 12th grade. In vocational school, history is taught in the first three grades and, in basic vocational schools, only the groundwork for a historical education is laid down. The curriculum in all three types of schools builds upon the knowledge and skills acquired at elementary school but pupils are expected to be more independent and to perfect their critical and debating skills.

The curriculum is structured chronologically, but the Ministry allows textbook authors to create their own curricula for schools. These curricula are approved by the Ministry. The history curriculum for high schools, prepared by the School and Pedagogical Publishing House aims to broaden pupils' historical knowledge, develop critical thinking and pupils' respect for their nation and culture as well as other cultures and human rights.

There is no official state curriculum. Teachers are free to select historical episodes to illustrate themes. Textbook authors can do the same. Teachers can, therefore, choose books which match their teaching style or the age and ability of their pupils. For example, they can choose a narrative text or one which includes sources and methodological tools.

Great emphasis is placed on world history which is integrated with Polish history. There is an emphasis on European history. Particular attention is paid to the history of Poland's neighbours: Austria, Hungary and Romania. Significant episodes of world history are also studied as well as ones which had a major impact on Poland. The textbooks cover events which drew nations together as well as those which led to conflict. Issues are presented objectively and free of emotion.

As well as textbooks, other books are published for schools, including lectures, source books. Video tapes and CD-ROMs are also published.

In order to understand difficult moments in the history which Poland shares with its neighbours, works by German, Lithuanian and Ukrainian historians are published. A common collection of essays is also being prepared with the Ukraine.

History textbooks are produced by academic historians, practising teachers and by methodological specialists. They all try to express their opinions without being biased or indoctrinating. The textbook, however, is just a tool, it is the

teacher who is the key to helping students enjoy history and enabling them to think about the past and draw conclusions for the future.

## **The main principle in organising the initial and in-service training of history teachers; the example of Norway - Arild Thorbjornsen**

The programmes for the initial and in-service training of teachers in Norway are based on the idea of developing competencies. Broad competencies include:

- knowing about alternatives and explaining them;
  - the ability and will to act with consideration and responsibility;
  - being able to reflect about, and state reasons for, one's actions;
  - knowledge of certain subjects;
  - the ability to build new knowledge;
  - the ability to solve conflicts and work in a team;
- 
- ability to analyse a situation or a problem and be able to solve new and unexpected tasks and to be creative and innovative.

Teacher education in Norway promotes a learning environment which encourages:

- active learning;
- the need to meet social and subject challenges;
- self-confidence in one's ability to succeed.

The following principles are laid down for the reform of teacher education:

- students' professional, didactic and pedagogical competence will be strengthened in accordance with the objectives and requirements of the educational reforms;
- teacher education will help to develop a school system based on the principles of unity and equal opportunities for all;
- teacher education will help to develop a school system that emphasises community spirit and the individual's right to receive a specially adapted education in a multicultural society;
- students will develop an understanding of their profession and role as teachers by focusing on the pupil's learning process so that the pupil will be able to contribute actively and independently to the learning process;
- students will develop their ability to reflect upon their learning process and their selection of teaching aids and methods;

- teacher education will use methods which the students will meet in primary, lower and upper secondary and adult education;
- students will be able to teach interdisciplinary themes such as equal opportunities, consumer affairs, communication and transport, drugs/narcotics, human rights, entrepreneurialism, technology etc;
- students will ensure that Sami (minority in the North of Norway) questions/subjects are included in their teaching;
- students will be able to use computer technology in their teaching;
- students will develop knowledge about the comprehensiveness, coherency and continuity of the education and training system, and its legal framework, including knowledge about the school as an organisation;
- teacher education must lay the foundation to preserve the role which the school system plays in society with respect to working life and, in particular, the cooperation between home and school;
- teacher education will lay the foundation for the challenges teachers will meet in the education and training systems of the future. This means that teacher education must be related to working life;
- teacher education must take into account the principle of lifelong learning with regard to comprehensiveness and coherency in initial education, as well as in further and continuous education.

The course for primary teachers lasts four years and covers: arts; Norwegian; mathematics; religion; practical subjects; natural science; pedagogy and optional studies. The course for secondary school history teachers lasts four years and covers: history; Norwegian and English. There are a range of in-service courses once teachers have completed their training.



## **APPENDIX II**

### **WORKING GROUP 1**

#### **"Preparation of the new curricula and standards on national and world history for secondary schools in Azerbaijan"**

- i. What are the main objectives in teaching and learning history in secondary schools?
- ii. What are the main new developments in history teaching in secondary schools in Azerbaijan and how should the new curricula reflect these changes?
- iii. How should the curricula reflect the balance in teaching:
  - national and world history?
  - different parts of world (Europe, Asia, Africa, United States of America etc.)?
  - the history of national minorities?
- iv. What are the main principles in the selection of contents for the curricula on national and world history?
- v. How should the curricula reflect the balance between the amount of knowledge and skills of pupils obtained during a course on national and world history?
- vi. What skills should pupils learn during a course on national and world history?
- vii. How should the curricula reflect multi-perspective views on controversial issues of national and world history?
- viii. What are the links between the curricula and textbooks on national and world history in secondary schools and how should the curricula respect the creative work of a teacher in a class room?
- ix. How should the curricula on national and world history in Azeri secondary schools correspond to the curricula for the secondary schools of the national minorities in Azerbaijan?

- x. How should the curricula on history teaching in secondary schools correspond to entrance examinations to higher education in order to give all the young people of Azerbaijan equal opportunities to continue their education?

## **WORKING GROUP 2**

### **“The progress achieved and future development in preparation and publication of new textbooks on national and world history in Azerbaijan”**

- i. What are the main objectives in teaching and learning history in secondary schools?
- ii. What are the main new developments in history teaching in secondary schools in Azerbaijan and how should the new textbooks on history reflect these changes?
- iii. What is the role of a textbook in the process of learning history in secondary schools and what other sources can be used in learning history (newspapers, museums, television, video, etc.)?
- iv. What are the main criteria in the selection of the contents for a textbook for national and world history?
- v. How should a textbook in a present-day secondary school respect the creative work of a teacher and a pupil in the process of learning history?
- vi. How should a textbook respect the balance between:
  - the text, photos and maps?
  - questions and tasks?
  - the amount of information and understanding?
  - the knowledge and skills of pupils?
- vii. How should a textbook on national and world history reflect multi-perspective views on controversial issues of history and provoke critical thinking in pupils?

- viii. Who should be authors of textbooks on national and world history for secondary schools and what role can practising teachers play in the process of the preparation of a textbook?
- ix. What is the role of an editor in creating textbooks on national and world history?
- x. What is the role of the Ministry of Education in the preparation and publication of textbooks and what are possibilities of creating of alternative textbooks on history?

### **WORKING GROUP 3**

#### **“The initial and in-service teacher training of history teachers in Azerbaijan”**

- i. What are the main objectives in teaching and learning history in secondary schools?
- ii. What are the main new developments in history teaching in secondary schools in Azerbaijan? What are the most urgent needs of history teachers?
- iii. Does the present system of initial and in-service training correspond to the changes, which are under way in history teaching in secondary schools in Azerbaijan? If not, what are the problems? What changes should be made?
- iv. What specific needs in initial and in-service teacher training do teachers from rural and far away districts have? How can these needs be met?
- v. What should be the main elements in the initial training of history teachers in secondary schools in Azerbaijan? What academic training in history do future history teachers need?
- vi. How can history teachers contribute to their own professional and personal development? What are the main sources of professional information for history teachers in Azerbaijan? What role can be played by independent associations of history teachers?
- vii. What is the demographic structure of the history teaching profession in Azerbaijan? What is balance between men and women? What is the average age of history teachers?

- viii. What are the most important personal and professional qualities and skills needed by history teachers in secondary schools in Azerbaijan?
- ix. How can the training of history teachers in Azerbaijan take account of developments in other European countries? Is there a need for special European co-operation programmes on the training of history teachers?

### **APPENDIX III**

#### **PROGRAMME OF THE SEMINAR**

##### **Sunday 26 April**

Arrival and registration of the participants

##### **Monday 27 April**

Breakfast at the Hotel “Apsheeron”

09.30 - 11.00

##### **Plenary Session**

Opening of the Seminar by:

- i. Professor Mesir MARDANOV, Minister of Education of Azerbaijan;
- ii. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- iii. Keynote presentation on “History teaching in secondary schools in Azerbaijan” by Professor Yagoub MAHMOUDOY, Dean of the History Department, Baku State University.

11.00 - 11.30

Break

11.30 - 13.00

##### **Plenary Session on: "The new curricula and Standards on history teaching in secondary schools"**

Presentation on "The national curricula for secondary schools in England and Wales and, in particular, the way in which other parts of the world are taught" by Ms Susan BENNETT, Qualification and Curriculum Authority, United Kingdom;

Presentation on "Curricula and standards for history teaching in secondary schools in Azerbaijan" by Professor Yagoub MAHMOUDOY, Dean of the History Department, Baku State University.

Discussion with all the participants

- 13.00 - 14.30 Lunch
- 14.30 - 16.00 **Plenary Session on: "New textbooks on national and world history for secondary schools"**

Presentation on "A textbook on world history in the present day European secondary school: author – editor – teacher – pupil. The example of Poland" by Mr Andrzej CHRZANOWSKI, Poland;

Presentation on "The preparation and publication of new textbooks for history teaching in Azerbaijan" by Dr Isaak MAMEDOV, Dean of the History Department, the State Petrol Academy, Baku.

Discussion with all the participants

- 16.00 - 16.30 Break

- 16.30 - 18.00 **Three parallel working groups**

**Working group 1**

**Chair:** Mr Asaf ZAMANOV, Head of the Research Department, Ministry of Education of Azerbaijan;

**Rapporteur:** Professor Yagoub MAHMOUDOVS, Dean of the History Department, Baku State University;

**Resource person:** Ms Susan BENNETT, United Kingdom.

The working group will discuss questions connected with the preparation of the new history curriculum and standards on national and world history.

### **Working group 2**

**Chair:** Mr Askar KOULIEV, Head of the Department Responsible for the Preparation of Textbooks for Secondary Schools, Ministry of Education of Azerbaijan;

**Rapporteur:** Dr Isaak MAMEDOV, Dean of the History Department, the State Petrol Academy;

**Resource person:** Mr Andrzej CHRZANOWSKI, Poland.

The working group will discuss the progress achieved and perspectives in preparing and publishing new textbooks on national and world history for secondary schools.

### **Working Group 3**

**Chair:** Mr Nadjaf NADJAFOV, Director of the Centre of the Development of the System of Education, Ministry of Education of Azerbaijan;

**Rapporteur:** Professor Vagif PIRIYV, Baku State Institute of the Initial and In-service Teacher Training;

**Resource person:** Mr Arild THORBJORNSEN, Norway.

The working group will review the ways in which the initial and in-service training of history teachers are carried out in Azerbaijan.

18.30

Dinner

**Tuesday 28 April**

Breakfast at the Hotel "Apsheron"

9.30 – 11.00

**Plenary Session on: "Initial and in-service teacher training "**

Presentation on "The main principles in organising the initial and in-service training of history teachers: the example of Norway"

by Mr Arild THORBJORNSEN, Norway

Presentation on "Initial and in-service teacher training in Azerbaijan" by Professor Vagif PIRIYV, Baku State Institute of the Initial and In-service Teacher Training.

Discussion with all the participants

11.00 - 11.30

Break

11.30 - 13.00

**Three parallel working groups**

13.00 – 14.30

Lunch

14.30 – 16.00

**Three parallel working groups**

Preparation of conclusions and recommendations by the Rapporteurs of the three working groups. These group reports will appear in the final report of the Seminar.

16.00 – 18.30

Cultural programme

19.30

Official dinner

**Wednesday 29 April**

Breakfast at the Hotel "Apsheron"

9.30 - 11.00

**Plenary Session**

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

Comments by the participants



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

11.00 - 11.30

Break

11.30 - 12.30

**Plenary Session**

Summing up by the Rapporteur, Ms Susan BENNETT, United Kingdom

Closing speeches by:

- i. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- ii Professor Mesir MARDANOV, Minister of Education of Azerbaijan.

13.00 – 14.30

Lunch

15.00

Departure of the participants



