



DGIV/EDU/HIST (2000) 04

**Activities for the Development and Consolidation
of Democratic Stability (ADACS)**

Seminar on

“The reform of history teaching: curriculum, textbooks
and teacher training”

Tirana, Albania,

6 - 8 October 1999

Report

Strasbourg

Seminar on

**“The reform of history teaching: curriculum,
textbooks and teacher training”**

Tirana, Albania,

6 - 8 October 1999

Report by

**Mr Girvydas DUOBLYS
Lithuania**

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

CONTENTS

I.	AIMS OF THE SEMINAR.....	5
II.	SUMMARY OF THE PLENARY SESSIONS	5
III.	WORKING GROUPS	6
IV.	CONCLUSIONS.....	7
V.	RECOMMENDATIONS.....	8
APPENDIX I		
	PROGRAMME OF THE SEMINAR.....	11
APPENDIX II		
	LIST OF PARTICIPANTS.....	15
APPENDIX III		
	REPORTS OF THE WORKING GROUPS	18

The seminar was organised jointly by the Albanian Ministry of Education and Science and the Council of Europe. There were more than 30 participants: representatives of the Ministry of Education and Science of Albania, local educational authorities, teachers, textbook authors, curriculum developers, publishers, historians, Ms Alison Cardwell, representative of the Council of Europe and three specialists invited by the Council of Europe.

I. The aims of the seminar were to:

- discuss the history curriculum in Albania;
- analyse the needs of history teachers and teacher trainers for initial and in-service teacher training;
- review the existing history textbooks and look at a ways of improving them;
- identify areas or topics which would benefit from a programme on the reform of history teaching.

The seminar consisted of the presentations by Albanian specialists of history teaching, presentations by the specialists invited by the Council of Europe and of working groups which focused their discussions on given questions.

II. Summary of the Plenary Sessions

Ms Fatmiroshe Xhemali, representing the Albanian Ministry of Education and Science, welcomed the participants of the seminar on behalf of the Ministry. The speaker wished them successful and fruitful work in the seminar and expressed the interest of the Albanian Authorities in the seminar.

Ms Alison Cardwell, representative of the Council of Europe, described the work of the Council of Europe in the area of the history teaching in the member states of the Council of Europe. Special attention was paid to history teaching in Albania and she reminded the participants that this is the second seminar during which the Council of Europe is helping Albania to make changes in history education. Ms Alison Cardwell wished the seminar every success and hoped that the activities on the reform of history teaching in Albania would be continued.

Ms Fatmiroshe Xhemali gave a presentation on “History teaching in Albania” where she described the history teaching situation in Albania in general, activities of different Albanian institutions in this area and pointed out the main issues in Albania in this area. She mentioned that history teaching is a specific and difficult topic. It is specific because it involves values such as understanding, tolerance, peace, but also antivalues such as prejudice, hatred and violence. She stressed that it aims at the education of future citizens, their

ability to think independently, respect the rule of law. Fights against racism and any kind of violation of human rights and tolerance should be the main aims when teaching history.

During the plenary sessions, the situation of history teaching in Albania with special attention towards curriculum, design and publication of textbooks and teacher training was presented by history teaching specialists of Albania:

- The Albanian history curriculum: aims, implementation in schools by Mr Adrian Papajani;
- Design and publication of history textbooks for secondary education by Mr Petrika Thengjilli;
- Initial and in-service history teacher training by Mr Petrit Nathanaili and Mr Quazim Xhelili.

The Council of Europe specialists gave presentations on the developments of history curriculum, textbooks and teacher training in other parts of Europe:

- The new history curriculum in Norway by Mr Asle Sveen;
- Preparation and publication of history textbooks for secondary education in Lithuania by Mr Girvydas Duoblys;
- Initial and in-service history teacher training in Austria by Dr Alois Ecker.

The issues raised during the plenary sessions were also discussed in working groups.

III. Working Groups

The participants were placed in three working groups and each group focused on a different theme. The questions discussed in the working groups were as follows:

Group N° 1

The secondary school history curriculum

What are the main aims of history teaching in your country?

Does the secondary school history curriculum respond to the aims of history teaching in your country?

Who is responsible for preparing the curriculum? Are teachers involved?

Could the present history curriculum be improved and, if yes, how?

How are controversial and sensitive issues dealt with in the curriculum?

Group N° 2

History textbooks

Have new history textbooks been prepared in your country? If yes, by whom?
Do the textbooks correspond to the curriculum?
Is there a choice of textbooks? If yes, who chooses them?
Do the textbooks have to be authorised before their use in schools?
Do you feel that new innovative textbooks would help in the teaching of history and, in particular, in teaching controversial and sensitive issues in your country?

Group N° 3

The training of history teachers

Describe the contents of the initial training of history teachers.
Is in-service training compulsory? How often should history teachers follow such training?
Who are the trainers and where is the training carried out?
Is appraisal of history teachers carried out regularly and, if yes, by whom?
How could the training be improved?

IV. Conclusions

The participants stressed that history teaching in Albania is important for the development of citizens of a democratic state with tolerant and open minded attitudes, being able to think critically and respect human rights and the rule of law. The participants considered that history teaching particularly, and education in general, has a special role in achieving this aim.

The following difficulties in history teaching in Albania were identified:

- the lack of history textbooks with methodological indications, illustrations and sources; teachers' handbooks, maps, workbooks, etc;
- the lack of teachers using interactive methods;
- the lack of teacher trainers using modern teaching methods;
- the lack of courses for teachers on history methodology and pedagogics;
- the contradiction between goals of history teaching and the current situation of the social, economic and political processes;
- the programme is too detailed containing too many, facts, concepts and personalities. In the opinion of the participants, any addition to the programme should be avoided, because it hampers the creativity of the teachers;

- the heavy past of the Communist regime;
- the passive participation of teachers in the reform of history teaching;
- the lack of cooperation between universities and secondary schools. The demands of entrance examinations rarely correspond to the secondary school curriculum;
- the lack of information on history teaching reform in different regions of Albania.

V. Recommendations

Perspectives for future activities

The training of history teachers

The following proposals were put forward:

The development of structures of cooperation between universities and schools:

- joint teams of historians, pedagogues and teachers working together in initial teacher training;
- mixed teams working for the development and production of teaching materials;
- mixed teams working on the preparation of in-service training seminars.

The creation (Ministry of Education and Science and the Pedagogical Research Institute) of centres for the in-service training of history teachers at universities.

The development of adequate structures for the training of advisory teachers.

The development of a curriculum for initial teacher training aiming at a better balance between theoretical advice and practical training.

The development of a balance between political, social, economic and cultural history.

The preparation and publication of history textbooks

The setting up of teams of textbook authors (historians and teachers).

The involvement of teachers in the process of history textbook approval and commenting on the new textbooks and supplementary materials.

The development of a balance between national, European and world history.

A system of alternative history textbooks as a strategic aim.

The involvement of more than one publishing house in the process of preparing history textbooks.

Using the experience of other countries and institutions (eg the Georg Eckert Institute for International Textbook Research, Braunschweig, Germany). It is very important to cooperate with European institutions which may provide the methodological support needed for this work.

The extension of the network of textbook authors.

Attempts should be made to create joint commissions with neighbouring countries.

The development of history curricula

An effort should be made to move towards the de-politicisation and an analytical and reflective approach in history teaching.

The integration of national history into world history in a coherent structure.

The creation of a team of curriculum developers which could work in co-operation with the Council of Europe bearing in mind the need to develop critical thinking, skills-based knowledge and tolerance towards neighbours.

General recommendations

The participants suggested that attempts should be made to:

create possibilities for the research, training and teaching of social, economic and cultural history at universities and in schools;

move from the teaching of historical knowledge (data and facts) towards analysis, reflection and critical thinking;

take care that the new methods must not be applied only. The experience of previous years is also useful;

take into the account the Council of Europe's recommendations for history teaching "Against Bias and Prejudice" (CC-ED/HIST (95)3);

encourage teachers to establish a history teachers' association which could provide support and which could play the role of adviser to the Ministry of Education and Science;

ensure that key history educators take part in international meetings and disseminate any information to other history educators;

work on projects on history education with history educators in neighbouring countries;

strengthen national identity, but not nationalism;

encourage discussion on the history and role of national minorities in order to include it into the national history curriculum and textbooks;

pay more attention to the history of neighbouring countries;

pay special attention towards teaching sensitive and controversial issues.

The conclusions of the seminar should be published in the educational press.

APPENDIX I

PROGRAMME OF THE SEMINAR

Tuesday 5 October 1999

Arrival of the participants

Wednesday 6 October 1999

10.00 – 11.00 **Plenary Session**

Chair: Mr Rexhep ÇUKO

Opening of the Seminar by:

- i. Deputy Minister of Education and Science of Albania;
- ii. Ms Alison CARDWELL, Co-operation and Assistance Section, Council of Europe;
- iii. Presentation on the situation of history teaching in Albania by Ms Fatmiroshe XHEMALI

11.00 - 11.30 Break

11.30 - 13.00 **Plenary Session**

Chair: Mr Petrika THENGJILLI

- i. Presentation on: “The Albanian history curriculum: aims implementation in schools” by Mr Adrian PAPAJANI, Specialist of history curriculum in the Institute of Pedagogical Research;
- ii. Presentation on: “The new history curriculum in Norway” by Mr Asle SVEEN;

Discussion with all the participants

Introduction to the group work: Ms Alison CARDWELL

13.00 – 14.30

Lunch

14.30 – 16.00

Plenary Session

Chair: Ms Fatmiroshe XHEMALI

- i. Presentation on: “History textbooks for secondary schools in Albania” by Mr Petrika THENGJILLI, Pedagogue at Tirana University, textbook author;
- ii. Presentation on: “The preparation and publication of history textbooks in secondary schools” by Mr Girvydas DUOBLYS.

16.00 - 16.30

Break

16.30 – 19.00

Three Parallel Working Group Sessions

- i. Working Group No. 1 on the history curriculum for secondary schools:

Chair: Ms Fatmira RAMA

Rapporteur: Mr Adrian PAPAJANI

Resource person: Mr Asle SVEEN

- ii. Working Group No. 2 on history textbooks for secondary schools:

Chair: Mr Roland GJINI

Rapporteur: Ms Liljana GUGA

Resource person: Mr Girvydas DUOBLYS

- iii. Working Group No. 3 on the initial and in-service training of history teachers:

Chair: Mr Petrit NATHANAILI

Rapporteur: Ms Marie BROZI

Resource person: Dr Alois ECKER

20.00

Dinner

Thursday 7 October 1999

9.30 - 11.00

Plenary Session

Chair: Mr Vaso QANO, Head of the Minister's Cabinet

- i. Presentation on: "The initial and in-service training of history teachers in Albania" by Mr Petrit NATHANAILI and Mr Qazim XHELILI, Pedagogues at Tirana University;
- ii. Presentation on: "The initial and in-service training of history teachers using the example of Elbasan" by Mr Roland GJINI;

Discussion with all the participants

11.00 - 11.30

Break

11.30 - 13.00

Continuation of the parallel working group sessions

13.00 – 14.30

Lunch

14.30 – 16.00

Continuation of the parallel working group sessions

16.00 – 16.30

Break and end of the parallel working group sessions

6.30 – 17.30

The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of their working group. They should prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the final report of the Seminar.

20.00

Official dinner

Friday 8 October 1999

9.30 – 11.00 **Plenary Session**

Chair: Ms Alison CARDWELL

- i. Presentation of the conclusions and recommendations of the rapporteurs of the working groups

Discussion with all the participants

- ii. Comments by the three specialists invited by the Council of Europe on the discussions held in the working groups in which they took part

- iii. Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar

Comments by the participants

11.00 – 11.30 Break

11.30 – 12.30 **Closing speeches of the Seminar by:**

- i. Ms Alison CARDWELL, Technical Cooperation and Assistance Section, Council of Europe;
- ii. Ms Fatmiroshe XHEMALI, Ministry of Education and Science.

Lunch

Afternoon Departure of the participants

APPENDIX II

LIST OF PARTICIPANTS

SPEAKERS

Mr Asle SVEEN, Arnulf Xverlands vei 240, N-0764 Oslo, Norway
Tel: + 47 67 80 57 50 Fax: + 47 67 50 47 15
E-mail: lfinne@online.no

Mr Girvydas DUOBLYS, Centre for Civic Initiatives, Zemaitjos st. 13/10, LT-2001 Vilnius, Lithuania
Tel: + 370 222 4418 Fax: + 370 261 56 06
E-mail: girvydas@post.omnitel.net

Dr Alois ECKER, Institut für Wirtschafts- und Sozialgeschichte, Universität Wien, Dr. Karl Luegerring 1, A – 1010 Wien, Austria
Tel: + 43 1 4277 413 20 Fax: + 43 1 4277 9413
E-mail: aloi.ecker@univie.ac.at

ALBANIA

1. Ms Petrika THENGJILLI, Head of the Special Commission of History and Geography
2. Ms Fatmira RAMA, Vice-dean of the University of Tirana, Member of the Special Commission of History and Geography
3. Ms Ana LALAJ, Director of the Institute of History; Member of the Special Commission of History and Geography
4. Mr Adem MEZINI, Pedagogue at the University of Tirana; Member of the Special Commission of History and Geography
5. Mr Ajet SHAHU, Pedagogue at the University of Tirana; Member of the Special Commission of History and Geography
6. Mr Liri ÇUKO, Teacher of history, district of Tirana; Member of the Special Commission of History and Geography
7. Ms Liljana GUGA, Teacher of history, district of Tirana; Member of the Special Commission of History and Geography
8. Mr Llambro FILO, Pedagogue at the University of Tirana; member of the Commission for the Oriented Gymnasium
9. Mr Qazim XHELILI, Pedagogue at the University of Tirana

10. Mr Petrit NATHANAILI, Pedagogue at the University of Tirana
11. Ms Paulina HOXHA, Pedagogue of Methodology at the University of Shkodra
12. Mr Roland GJINI, Pedagogue of Methodology at the University of Elbasan
13. Mr Vasil KOSTA, Pedagogue of Methodology at the University of Gjirokastra
14. Mr Adrian PAPAJANI, Specialist of history at the Institute of Pedagogical Research
15. Ms Teuta MATI, Director of the Textbook Publishing House, Tirana
16. Ms Viola GRILLO, Editor at the Textbook Publishing House
17. Mr Njazi BALLA, Inspector of history at the Educational Department in Tirana
18. Mr Vladimir SHARKA, Inspector of history at the Educational Department in Tirana district
19. Mr Anesti SHUKE, Inspector of history at the Educational Department in Durres
20. Mr Vladimir HATELLARI, Inspector of history at the Educational Department in Elbasan
21. Ms Marie BROZI, Inspector of history at the Educational Department in Rreshen
22. Mr Kujtim MERZIRA, Inspector of history at the Educational Department in Mat
23. Ms Sali KADRIA, Inspector of history at the Educational Department in Has
24. Mr Perparim DHRONI, Inspector of history at the Educational Department in Tepelena
25. Ms Loreta TERIHATI Teacher of history at “E.Çabej” secondary school in Tirana
26. Mr Rakip ZAGOLLI, Representative of Kosovo
27. Mr Fehmi REXHEPI, Representative of Kosovo
28. Mr Ramiz AVDYLI, Representative of Kosovo

29. Ms Fatmiroshe XHEMALI, Specialist of history at the Ministry of Education and Science
30. Mr Rexhep ÇUKO, Director of Secondary Education Department in the Ministry of Education and Science
31. Ms Irma HALIMI, Specialist of International Relations at the Ministry of Education and Science

COUNCIL OF EUROPE

Ms Alison CARDWELL
Administrator,
Technical Co-operation and Assistance Section
Directorate of Education, Culture and Sport
Council of Europe
F - 67075 STRASBOURG CEDEX
France
Tel: 33 3 88 41 26 17 Fax: 33 3 88 41 27 50/ 27 56
E-mail: alison.cardwell@coe.int

APPENDIX III

REPORTS OF THE WORKING GROUPS

Workshop 1 on

“The secondary school history curriculum”

Chair: Ms Fatmira RAMA

Rapporteur: Mr Adrian PAPAJANI

Resource person: Mr Asle SVEEN

- i. What are the main aims of history teaching in your country?
- ii. Does the secondary school history curriculum respond to the aims of history teaching in your country?
- iii. Who is responsible for preparing the curriculum? Are teachers involved?
- iv. Could the present history curriculum be improved and, if yes, how?
- v. How are controversial and sensitive issues dealt with in the curriculum?

Through the teaching of history, we realise many school objectives. In general, the objectives of teaching are not different when compared to the other countries. One of the main objectives is the strengthening of national identity. Teaching aims at patriotic education of students avoiding nationalism. On the other hand, we educate students with the spirit of respect and evaluation of the history and culture of the other countries. In that way, Albanian students are not only active citizens of a democratic society on a national level but also at European level. Other objectives are: to distinguish facts from opinions; to make them understand that for one event or several phenomena, there can be different interpretations; etc. In order to apply these objectives in the classroom it is important to adjust them to the age of students, otherwise they will turn to be formal and not applicable.

The best part of it adequately responds to the objectives of history teaching. The character of the curriculum helps for this purpose. The integral treatment of national history and world history significantly fits to the objectives of history teaching in Albania. With regard to the ratio they will have in the process there were two opinions:

- to study such ratios in the history teaching of other countries;
- there is no importance to the ratio. It is important to accomplish the objectives defined in the programme.

The history curriculum is designed by the Institute of Pedagogical Research through working groups composed of specialists of history and teachers, who are directly or indirectly involved in the process. Representatives from Kosovo are members of the working groups as well.

The history curriculum has been improved and is still undergoing reform. Its improvement consists in the structure as well as in its content. We recognise a higher objectiveness, avoiding politicised and tendency nominations, as well as a better pedagogy. There are improvements in the conceptualisation of world history according to the historical periods. There should be more space for critical attitudes towards historical events and phenomena. During the process of curriculum design, its draft should reach the teachers who in their turn will submit remarks and suggestions. The textbooks and programmes of history are the same in Albania and Kosovo. We are of the opinion that the same thing should exist even in the future, in spite of the changes and improvements there may be in the course of time.

The discussions on the different editions concluded that they are not many. From 1994-95, alternative materials have been published for important events of our history. These influenced even the curriculum. It is now time to design alternative programmes. The Ministry of Education has to take care of the financial matters.

The variety of curricula should be preceded by a broad consensus for the main issues and chapters to be included in the history textbooks. For the time, being it is difficult to reach a consensus because our historians have diametrically opposed attitudes with regard to essential aspects of our history as well as world history.

Workshop 2 on

“History textbooks”

Chair: Mr Roland GJINI

Rapporteur: Ms Liljana GUGA

Resource person: Mr Girvydas DUOBLYS

- i. Have new history textbooks been prepared in your country? If yes, by whom?
- i. Do the textbooks correspond to the curriculum?
- ii. Is there a choice of textbooks? If yes, who chooses them?
- iii. Do the textbooks have to be authorised before their use in schools?
- iv. Do you feel that new innovative textbooks would help in the teaching of history and, in particular in teaching controversial and sensitive issues in your country?

The working group composed of academicians, subject leaders and inspectors of history, teachers of history, representatives from the textbook publishing houses, representatives from Kosovo and Mr Girvydas DUOBLYS (Lithuania) discussed and seriously estimated the questions submitted for the above topic.

The situation is as follows: After the democratic changes, the old textbook, in order to cope with the new situation and mentality (which became very politicised and subjective) in the treatment of history, should be replaced by a new one.

Due to a lack of time after the 1990s, some improvements were made to the existing textbook, and some lectures were given for separate parts of history which were considered as delicate.

In 1994-95, a new textbook was published for National History, grade 8. This text, though improved, did not create the necessary balance in the classroom, as there were politicised colours of the opposite and some subjective attitudes in the treatment of some national events and figures, as well as absences of methodological and didactic character. So, some further improvements had to be made and work started in drafting the new text. Actually, the texts of grade 8 and 12 are drafts and a review has been made for the text of grades 7, 9 and 11. The new programme and text of national history for grade 4 (elementary school) is ready. The texts of history for minority schools (Greek and Macedonian) are underway.

The question: “Who prepares the texts?” was followed by the discussion below: A working group of the Institute of Pedagogical Research prepares the curriculum which then passes it for discussion and approval to the Special Commission at the Ministry of Education and Science. The latter passes it to the Textbook Publishing House which, on the basis of curriculum, has the right to select authors, editors, etc. for the text. The text prepared by the Publishing House is submitted for approval to the Special Commission which is composed of representatives of the Ministry, pedagogues of the University, methodologists, researchers, teachers but not NGO representatives.

Do the textbooks fit the curricula?

In general, Yes. There were suggestions that the curricula should have clearer objectives. The hours per chapter or item should be avoided.

Are the textbooks selected?

There are no alternative textbooks for financial reasons. Suggestions were made on finding ways of paying authors who prepare alternative textbooks. A group of authors submits a copy of their alternative text (composed of 15-20 pages) in order to get acquainted with their version. The commissions of textbooks should recruit representatives from NGOs. For the publishing of textbooks, there should not be a monopoly of only one publishing house. The Publishing House should select not only textbook authors but also authors of curriculum. The Publishing House arranges the sale of textbooks and it should explore individual initiatives for money raising in order to publish alternative texts. The textbook publishing houses should decide on that. The text should be introduced as a pilot one in order to be the object of a wide discussion, and then be approved by the Ministry of Education. The approval of the text by the state institutions brings the risk of being republished with each change of governments.

It was argued that the new texts are a guarantee for the improvement of teaching process.

In the new history texts, national and world, a contemporary approach can be seen, an avoidance of subjective treatments, and a more careful treatment of the delicate figures and events. There is a re-conception in the ratio information-formation emphasising the latter. This structure opens premises for the spirit of cooperation in the classroom.

The members of the working group widely discussed the place of the history of minorities and decided it should be covered in the general treatment of history. This matter is solved by publishing separate texts for the minority students: the history of Greek people and the history of Macedonian people.

It was suggested that these textbooks should contain elements that develop the spirit of cooperation, peace and tolerance of peoples.

The history of the Albanians living in Kosovo, Montenegro, “the former Yugoslav Republic of Macedonia” and Greece should be included in the history of the Albanian people.

A sensitive question was the spirit of tolerance between the people of Kosovo and Serbia at a time when we are aware of the tragedies of 1876, 1913 and 1999.

The Council of Europe should organise a seminar with the participation of historians from the Balkan countries with the objective of finding ways of overcoming enmities and encouraging peace, tolerance and cooperation.

Workshop 3 on

“The training of history teachers”

Chair: Mr Petrit NATHANAILI

Rapporteur: Ms Marie BROZI

Resource person: Dr Alois ECKER

- i. Describe the contents of the initial training of history teachers?
- ii. Is in-service training compulsory? How often should history teachers follow such training?
- iii. Who are the trainers and where is the training carried out?
- iii. Is the appraisal of history teachers carried out regularly and, if yes, by whom?
- iv. How could the training be improved?

History teacher training is a key issue of the teaching process in particular and of the whole educational process, taking into consideration the mission of our school in a democratic society.

So that the training of history teachers assumes a contemporary vision, some important issues have to be solved with regard to the content, methodology and administration.

The participants discussed the following issues:

- The situation of initial training.
- Is in-service teacher training obligatory?
- Who are the trainers and what is the venue for their training?
- Is the teacher of history estimated regularly? By whom?
- How can training be improved?

First, the training of future teachers with high academic and pedagogical competencies. There were different opinions, and concrete proposals were made by the four university representatives as well as teachers and school inspectors.

The new curricula have been designed for initial training in cooperation with some well-known European universities, and in accordance with conditions in Albania. The curricula are richer not only in content but also in the new disciplines which complete the academic and pedagogical formation of students (future teachers). The curricula are very close to European standards.

According to the new curricula of the Tirana University, the subject of history is divided into two profiles: the branch that prepares historians and the branch that prepares history teachers.

In other universities, new branches have been set up based on integration that prepares teachers of history-geography-civic education, as well as the branch that prepares teachers of history-geography; the former fits the obligatory

system; whereas the latter fits both education levels (elementary and secondary).

Improvements have been made even in the ratios of methodological and academic training in favour of the former. For example, in Tirana University, the ratio is 75% (academic) and 25% (pedagogical); in Elbasan University, the ratio is 58.5% (academic) and 25.5% (pedagogical), 4% (alternative subjects), 12% general formation. In the Universities of Shkodra and Gjirokastra, the ratio is 80% and 20%.

Improvements are made even in the ratio of political, economic, social and cultural history in favour of the latter. The content has been improved as well. New disciplines have been introduced which prepare the teacher with complete pedagogical knowledge as: general didactics, history didactics; age psychology, development psychology; pedagogy, etc.

Obvious improvements have been made for the realisation of pedagogical practices, bearing in mind the experience of some universities of the Mentors System, which has brought about positive values, but needs financial support by the state.

Secondly, the in-service training of teachers was considered important in the reform of history teaching at school. The discussions focused on the following directions: Who organises the training? All were of the same opinion: the training should be organised by the universities, turning them into teacher training centres. Expert groups were advised to be set up composed of historians, didactic experts, teachers etc, in charge of drafting the materials and the establishment of in-service training structures.

In-service training should be obligatory and well-oriented.

The recent changes have led to the design of new strategies for teacher training. The process should include: training courses a few times a year; special training courses for new teachers; training courses for university graduates and non-university graduates. The teacher needs training for managing, coordinating the teaching process as its structure is rather complicated. A coordination of the best examples in order to create a model in this aspect was considered a necessity.

The setting up of resource centres at the universities was considered crucial for the role they will play in the future. These centres need to be equipped with pedagogical and scientific materials, computers, videos, TV sets; etc.

The participants discussed the need to certify training staff in order to cover the training needs in different areas of the country. Training should be managed by specialised staff and institutions.

With regard to teachers' assessment, it was emphasised that a good teacher carries out self-assessment, but even this category needs the assessment of specialised bodies.

In order to successfully carry out the history teaching reform a number of changes need to occur:

A kind of propaganda for the university curricula is needed through different bulletins with the aim of drawing remarks and suggestions.

A concern was also the autonomy of the system, far from political influences. A qualified didactic expert should be in each school as an advisor on teaching methodologies.

These requirements are essential especially now that we are applying the project on secondary school profilisation.

