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## **Project**

### **Shared Histories for a Europe without Dividing Lines**

#### **Launching conference of the Project**

Interactions, convergences, conflicts: European lessons in shared histories

Buskerud University College  
Drammen (Noway), 16-17 June 2010

Conference organised in co-operation with the European Wergeland Centre and the support of the Norwegian Ministry of Education.

## **Report**

**John Hame r**

## Contents

	<b>Page</b>
<b>Background .....</b>	<b>4</b>
<b>I Welcoming Addresses .....</b>	<b>5</b>
(i) Mrs Kristin Halvorsen (Minister of Education, Norway)	
(ii) Mr Sjur Bergan (Head of Department of Higher Education and History Teaching, Council of Europe)	
(iii) Ms Ana Perona-Fjeldstad (Executive Director, European Wergeland Centre)	
(iv) Mrs Andreja Rihter (Member of the Parliamentary Assembly, Council of Europe)	
(v) Ms Kristin Ørmen Johnsen (Rector, Buskerud University College)	
<b>II General Introduction .....</b>	<b>8</b>
(i) <b>Results of the Project on <i>The image of the Other in history teaching</i></b> , Mr Arild Thorbjørnsen (Education Consultant)	
(ii) <b>Recommendations of the <i>The Image of the Other Project</i> on educational policies, strategies and methodologies</b> , Mr Jean-Pierre Titz (Head of the History Education Division, Council of Europe)	
(iii) <b>Proposals for dissemination of the results of the <i>The Image of the Other Project</i></b> , Mrs Andreja Rihter (Member of the Parliamentary Assembly, Council of Europe)	
(iv) <b>ALECSO</b> , Dr Béchir Yazidi	
(v) <b>IRCICA</b> , Dr Halit Eren (Director General)	
<b>III Presentations (1) .....</b>	<b>12</b>
(i) <b>From <i>The Image of the Other</i> to <i>Shared Histories</i></b> , Ms Tatiana Minkina-Milko (Deputy Head, History Education Division, Council of Europe)	
(ii) <b>Sharing views on conflicts in European history</b> , Academician Alexander Chubaryan (Director, Institute of World History of the Russian Academy of Science)	
(iii) <b>Human rights in the history of Europe: building common references</b> , Professor Nils Naastad (Norwegian University of Science and Technology)	
(iv) <b>Europe in the histories of societies and cultures: interactions and convergences</b> , Mr Elie Barnavi (Director, the Museum of Europe, Brussels)	

<b>IV</b>	<b>Working group discussions (1)</b> .....	<b>16</b>
	(i) Sharing views on conflicts in European history	
	(ii) Human rights in the history of Europe: building common references	
	(iii) Europe in the histories of societies and cultures: interactions and convergences	
<b>V</b>	<b>Presentations (2)</b> .....	<b>19</b>
	<b>Shared histories: what implications for practice, teaching material and teacher training?</b> Ms Catherine Thompson (Inspector of Schools, Northern Ireland)	
<b>VI</b>	<b>Working group discussions (2)</b> .....	<b>23</b>
	(i) Teaching and learning tools (textbooks, teaching materials and new technologies)	
	(ii) Teacher training: initial and in-service	
	(iii) Practising teachers: teaching history in multicultural classes	
<b>VII</b>	<b>Presentations (3)</b> .....	<b>27</b>
	<b>Historical memory and its impact on teaching and learning history in a classroom,</b> Professor Christoph Wulf (Interdisziplinäres Zentrum für Historische Anthropologie, Freie Universität Berlin)	
<b>VIII</b>	<b>Conclusions and recommendations</b> .....	<b>29</b>
	<b>Appendix: Background reading</b> .....	<b>32</b>

## Background

The conference was organized by the Council of Europe in co-operation with The European Wergeland Centre and with support from the Norwegian Ministry of Education and Research. There were more than hundred participants, including representatives from Ministries of Education, international and non-governmental organizations, historians, authors of textbooks and teacher trainers.

The new project, *Shared histories for a Europe without dividing lines*, which was launched at the conference, has three main concerns:

- (i) To highlight the common historical heritage of the member states.
- (ii) To contribute to conflict prevention and support for processes of reconciliation by promoting a wider knowledge of historical interactions and convergences of all kinds,
- (iii) To continue the dissemination and implementation of the recommendations of the White Paper on Intercultural Dialogue, *Living together as equals in dignity*, adopted by the Council of Europe Committee of Ministers in May 2008.

With these concerns in mind, the following objectives for the project have been identified:

- (i) To reveal the chief interactions and convergences which have characterised the development of Europe as a spatial entity and created the conditions for European construction.
- (ii) To produce definite proposals for strategies and methods towards increasing awareness and knowledge of these dimensions of European history and better publicity in the context of history courses;
- (iii) To define the knowledge and skills needed by history teachers, especially those essential to a sound understanding common trends in European history within a global context.

The objectives of this inaugural conference were to:

- hold an exchange of views on the Project's philosophy and aims between historians specialising in the history of the European area and its relations with the rest of the world;
- identify the work themes;
- specify the types of content and forms of final results (teaching material, use of new information technologies, etc);
- define the method and plan for implementing the project.

## **I Welcoming Addresses**

### **(i) Mrs Kristin Halvorsen (Minister of Education, Norway)**

Mrs Halvorsen emphasized the significance of the work of the Council of Europe and its role as an important mediator and facilitator between states with very different traditions and political systems. She stressed that Norway had always supported the work of the Council.

In recalling the work of the Swedish writer, Ester Blenda Nordstrøm, a century ago, and of the German journalist, Günter Wallraff, more recently Mrs Halvorsen noted that in all societies, throughout all times, there has been a need to fight ideas and judgements based on stereotypes. In history writing and history teaching we need to ensure that no one is left voiceless or that the stories that are told relate only to the interests or views of particular groups. We all know how necessary it is to build trust and understanding in complex societies, and have a responsibility to work against stereotyped ideas and the tendency to create myths and unwarranted rumours about groups and individuals.

#### **Diversity as a resource**

Norwegian society is complex, diverse and plural. Often this can be regarded as a problem; but Mrs Halvorsen was concerned to emphasise that diversity is a major resource in Norwegian society, as well as in the rest of Europe. Diversity means complexity, fruitfulness, nuances, possibilities and richness. Diversity is for instance a big advantage when it comes to languages. For a small country like Norway it is of especial importance to have pupils who can speak the languages spoken by important partners in other parts of the world. Similarly, to know the ways and cultural codes of other countries is obviously an advantage for a small country like Norway.

Success in handling diversity as a resource will result in:

- more peaceful and sustainable democracies: creating a basis, for example, for co-operation, understanding, and respect;
- a good starting point for economic growth, through, for example, trade and tourism;
- cultural richness;
- scientific curiosity and development;
- inclusive societies.

There is still room for improvement if the goal of recognizing diversity as a resource is to be achieved. The key element is knowledge - pupils with knowledge. Education is a human right, and knowledge is the basis of democracy. Within each country, the school system plays an important role. To create a stable Europe with a high level of inclusion and participation, knowledge is essential. Knowledge in a wider sense leads to understanding and respect. Knowledge also leads to the ability to look at things from different angles and it plays an important part in getting rid of stereotypes. Knowledge helps us to be able to talk about delicate subjects and to have a common space for dialogue. The project on *The Image of the Other in History Teaching* is an example of that.

To convey knowledge the role of teachers is significant. It is crucial that we have competent and dedicated teachers who look upon diversity as an asset.

Mrs Halvorsen expressed great respect for the competence and work of the Council of Europe - especially when it comes to history teaching, education for democratic citizenship, human rights and intercultural understanding. It was important that the Council should continue its work within the field of history teaching, where the teaching of history is regarded as a means to reach reconciliation and peaceful solutions among nations. This work is so important that Norway has decided to support it financially.

Norway wants the activity done within the project *The image of the other in history teaching* to continue and, therefore, support this conference and the further work in the field. This project proves that history learning can be an important resource for intercultural dialogue. The project aims to promote approaches and produce guidelines to history teaching which reflect the increasingly diverse societies of Europe, thus promoting values such as tolerance, openness to and respect for others, human rights and democracy.

In order to obtain this, the idea of multiperspectivity represents both a basic method and a basic value in history teaching. If history teaching can contribute to developing the pupils' abilities to recognize and understand the value of multiperspectivity, then history teaching will play an important role in building peaceful relationships between individuals and societies.

Mrs Halvorsen was impressed by what had been achieved so far by the project on *The Image of the other in history teaching*. She had been informed that the project had covered a wide range of themes and issues, with contributions from participants from different parts of the world. In this way, the project was in itself a very good example of how to bring people and ideas together. So her appeal was: 'Carry on the good work!'

She also expressed the view that much could be achieved through the actions of the European Wergeland Centre. Resource centres like the Wergeland Centre can be an important tool when it comes to preparing pupils and teachers in Europe to live together in diverse societies. One main concern for the Centre is to play an important role in bridging the gap between policy and practice. To help distribute what we know about education for democratic citizenship and intercultural dialogue to the people who are involved in this field. Mrs Halvorsen guaranteed that the Norwegian government would continue its support to the Centre and its activities, and she invited the participants to the Conference to become involved. The Centre was open for all countries of the Council of Europe.

**(ii) Mr Sjur Bergan (Head of Department of Higher Education and History Teaching, Council of Europe)**

Mr Bergan expressed the gratitude of the Council of Europe for the commitment that the Norwegian government had shown to both this and previous projects. The project was also strongly supported by the Parliamentary Assembly of the Council.

The teaching of history clearly had a significant part to play in promoting intercultural dialogue; but, Mr Bergan noted, the concept of multiperspectivity was ‘easier to preach than to put into practice’. Nevertheless it was important for young people, and indeed for all of us, to recognise the flaw in creating a rigid demarcation between ‘our’ history and the history of ‘the other’. What is ‘their’ history is also ‘our’ history – and vice-versa. Those who learn from others thrive; those who fail to learn from others do not.

The importance of education has personal, social and economic elements. As well as providing a broad basis of knowledge, the educational process should also seek to empower young people and to foster ideals of democratic citizenship. But, underlying all educational aims are fundamental questions about the nature of the society in which we wish to live.

**(iii) Ms Ana Perona-Fjeldstad (Executive Director, European Wergeland Centre)**

In her welcome address, Ms Perona-Fjeldstad outlined the nature of the Wergeland Centre’s work as a resource centre on education for intercultural understanding, human rights and democratic citizenship. The Centre’s mission is to build bridges between policy, research and practice, and between cultures, individuals and organizations in the fields of education for intercultural understanding, human rights and democratic citizenship. It provides support for practitioners, multipliers, researchers, administrators and decision-makers among others.

Ms Perona-Fjeldstad highlighted the dynamic between the Council of Europe’s recently completed project, *The image of the Other in history teaching*, and this new one on *Shared Histories*. Through the deconstruction of stereotypes and by focusing on interactions and convergences, history teaching can contribute significantly to the prevention of conflicts and can support processes of reconciliation. In this way, history teaching in Europe and beyond – through dialogue with its neighbour regions – can contribute to cultures of mutual respect

**(iv) Mrs Andreja Rihter (Member of the Parliamentary Assembly, Council of Europe)**

In her opening statement, Mrs Rihter stressed the need for partnership and cooperation. In particular, she pointed to the desirability of history educators establishing links with museums, libraries, archives and heritage bodies. Such links were potentially very fruitful

**(v) Ms Kristin Ørmen Johnsen (Rector, Buskerud University College)**

Underlying the work of the University College Ms Ørmen Johnsen indicated was a vision of a campus embodying diversity and openness. More widely, this vision reflected an ambition to build inter-cultural bridges both nationally and internationally.

## II General Introduction

### (i) Results of the Project on *The image of the Other in history teaching*, Mr Arild Thorbjørnse n (Education Consultant)

At the start of the project on *The image of the Other in history teaching* there was no certainty about what would finally emerge. It was initiated against a background of social, economic and political change: in a world that was witnessing, for instance, changes in ethnic distinctions, a weakening of gender roles, globalisation, the growth of multi-national businesses and rapid developments in ICT. In such a world of accelerating change, Mr Thorbjørnse n stressed, education is more than ever important.

The major aims of the project were:

- to produce general guidelines for history teaching in the context of multi-cultural dialogue;
- to develop strategies for turning these into specific projects; and
- to formulate proposals for teacher training.

The project had involved three main areas of work:

- the teaching and learning of history in a multicultural society;
- the implications for history education of globalisation; and
- the teaching of history in post-conflict situations.

The target groups were:

- National authorities and teaching organisations
- Teacher trainers
- Textbook authors
- Out-of-school organisations
- The mass media

Amongst the lessons learnt had been:

- The importance of adopting a multi-perspective approach to the teaching of history – whilst acknowledging the difficulties that this posed.
- Although the teaching of history is primarily concerned with the development of young people's historical knowledge and mastery of skills, it also has to address issues to do with the development of attitudes and values.
- Properly managed the teaching of history can provide a significant foundation for promoting dialogue and cooperation.

**(ii) Recommendations of *The Image of the Other* Project on educational policies, strategies and methodologies, M Jean-Pierre Titz (Head of the History Education Division, Council of Europe)**

A significant change in common perceptions about the proper purposes of history teaching, M Titz argued, was an emphasis on its role in conflict prevention. This emphasis is in sharp contrast to, for example, nineteenth century approaches to history education.

An important element in enabling history teaching to perform this role effectively is the equipping of pupils with the tools that will allow them to participate as future citizens in societies which are growing increasingly diverse in their make-up. Further, the nature of that diversity is becoming more complex as a result of contemporary movements of population. Developing the ability for individuals to engage in multi-cultural dialogue raises questions not just about the acquisition of appropriate historical content, but also about the development of attitudes such as openness, empathy, a regard for evidence and a pre-disposition towards seeking harmonious solutions.

Clearly these requirements place ever heavier demands on history teachers. Not only is the nature of the history teacher's job changing but there is also, M Titz suggested, something of a crisis in history teaching. At each stage of the project a key finding had been the paramount significance of the teaching in the classroom and of teacher education and on-going professional training. Deficiencies here have to be urgently addressed if schooling in general, and history teaching in particular, are to be in a position to tackle issues of conflict prevention. Teachers in schools need, for example, to have access to up-to-date academic historical research and to examples of successful pedagogy. Such access should be promoted on both a top-down and bottom-up approach with mechanisms in place that would enable the sharing of good practice.

But, M Titz stressed, schools and history teachers cannot succeed alone. They may contribute towards processes of conflict prevention, but they can only be one part of an effort involving the range of stakeholders in civil society. This requires recognition of the importance, inter alia, of lifelong learning, multi-disciplinarity and partnership working. If their effectiveness is to be optimised, however, procedures for evaluation and follow-up have to be built in to any partnership.

**(iii) Proposals for dissemination of the results of *The Image of the Other* Project, Mrs Andreja Rihter (Member of the Parliamentary Assembly, Council of Europe)**

- As so often in the past, peace and freedom in Europe continue to be put to the test today. Mrs Rihter stressed, therefore, that enabling young people to acquire a sound knowledge and understanding of the history of the nations of Europe has to be regarded as a necessary first step towards recognising and addressing the differences that are inherent in the concept of 'the other'.
- When the project was initiated, it was envisaged that dissemination would be achieved by establishing at the outset a network of institutions that train

history or related disciplines teachers. The project would thus have a means of accurately identifying demand - particularly for teaching materials. As the work progressed, this network functioned as a professional distribution system for the publications produced.<sup>1</sup>

- The Council's Recommendation 1880 (2009) on history teaching in conflict and post-conflict areas emphasised that teacher training programmes should balance two distinct elements: the development of expertise within the subject area ("what" to teach) and the skill-building for motivating students to engage with the subject ("how" to teach). It also called for the full implementation of the White Paper on Intercultural Dialogue Living together as equals in dignity", in order to assist the development of guidelines for teachers on issues concerning tolerance and intercultural dialogue.<sup>2</sup>
- Dissemination should not be targeted only at schools and formal history teaching, but should also include a range of institutions. In particular, it should involve museums and other cultural bodies which present an interpretation of the past in terms of heritage.

#### (iv) ALECSO, Dr Béchir Yazidi

The relationship between ALECSO (The Arab League Educational, Cultural and Scientific Organisation) and the Council of Europe was established on the basis of a cultural dialogue for the better exchange of knowledge; and in particular for an exchange on ideas of multiculturalism. It was, Dr Yazidi suggested, highly appropriate for such a dialogue to be taking place in what is currently a threatening international context. This relationship offers opportunities for the two organizations to present a model of agreement and cooperation which is supported by common cultural references and mutual cultural influences which have existed throughout history.

Dr Yazidi referred to the Faro Accords of 2005 which had confirmed the desirability of such approaches and of a common wish for cooperation, notably in the domain of teaching in general and of history teaching in particular. In moving towards these accords, ALECSO and the Council of Europe had come together to realize cooperation and partnership in concrete form in the framework of different work programmes.

It was within this framework that the 'European-Arab Days' took place in Tunis in October 2008 'in order to achieve a better understanding' – as the slogan for the conference put it. Here the teaching of history took pride of place. The emphasis was on the project launched by the Council of Europe on *The image of the Other in history teaching*, a project that was adopted by the member states of ALECSO.

Examples of the work carried out in this context are *The image of the Other in history*

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<sup>1</sup> See the Appendix to this report

<sup>2</sup> See also Mrs Rihter's address to the 23rd session of the Standing Conference of European Ministers of Education, **Education for Sustainable Democratic Societies: the Role of Teachers**, Ljubljana, Slovenia, 4 June 2010

*books of Arab countries* (Douggui), and *The analytical guide to secondary history textbooks in Arab countries* (Tamer). In addition a strategy for forming a Euro-Arab group of history teachers has been put in place. That strategy was put in train this year, in May 2010, with an inaugural seminar for teachers of history in Arab countries. The Council of Europe participated in this seminar on *The teaching of history: between the affirmation of identities and being open to the Other*. Amongst other issues, the majority of participants in the seminar committed themselves to introducing a multiperspective approach to the teaching of history in their classes. Without knowing the final outcome of those three days, most were predisposed to adopt this new approach. After this first meeting it will be possible to approach the next one, in Abu Dhabi in October 2010, with greater confidence and experience, in the hope of reaching a better understanding of the concept.

The most important outcome of the seminar was the willingness of the participants to pursue a dialogue, not in a closed circle, but in an exchange on teaching and pedagogical practice between European and Arab teachers. It is also hoped to set up a series of meetings and to establish a network. At the end of the seminars, it is anticipated that this common approach will be reflected in the development of curricula and textbooks.

ALECSO's objectives in the framework of its relationship with the Council of Europe are:

- to further Euro-Arab dialogue in developing the capacity to work together on projects of common interest in order to combat prejudices and false representations; and
- to spread a culture founded on tolerance, knowledge of what is universal, mutual help between nations, learning to live together and a dialogue based on respect for difference.

**(v) Dr Halit Eren (Director General, IRCICA)**

On behalf of IRCICA (Research Centre for Islamic History, Art and Culture) Dr Eren wished success to the project *Shared Histories for a Europe without Dividing Lines*, and thanked the Council of Europe, the Norwegian Ministry of Education and Research and the European Wergeland Centre for the invitation to the conference. He believed that the conference marked an advanced stage in the context of various collective and institutional efforts that had been deployed in Europe for decades around shared histories.

IRCICA participates in various international projects, including European projects. Among them was the recently completed project on *The Image of the Other in History Teaching*. One of the symposia within that project was organised jointly with Council of Europe at IRCICS in Istanbul, and had resulted in a number of inspiring outcomes on how to manage the teaching of other histories and cultures. As a corollary to the symposium, and an outcome of the meeting of historians held in the framework of the AoC summit last year in Istanbul, a project had been launched by the Council of Europe, the North-South Centre of the Council of Europe and IRCICA to highlight interactions within and around the Mediterranean and with other cultures. This project aims to supplement history teaching with evidence of cultural exchanges and influences which were generally continuous at times of both peace and conflict.

IRCICA is an inter-governmental organisation which has been working for 30 years on the histories of peoples in four continents. Several of the distinct mainland and peripheral regions that contributed to the collective history of Europe also come within the scope of IRCICA's sphere of interest. Some of IRCICA's projects involve the Balkans, Southeast Europe, the Caucasus in the East, the Volga-Ural region in the North, the Eastern and Southern Mediterranean, all within or surrounding Europe. The studies cover the history of international relations and interactions within each of these regions and with various parts of Europe at different periods of history.

One main type of activity by which IRCICA provides the regional focus is in the congresses that highlight all aspects of history including political, administrative, with respect to architecture and urban development, arts and sciences, language and folklore. Such congresses were organised in Bulgaria, Romania, Albania, Macedonia, Bosnia and Herzegovina, Azerbaijan, two in each of the republics of Bashkortostan and Tatarstan in the Russian Federation, and in Morocco. Their proceedings are being used as references and textbooks in education at various levels.

Through these activities IRCICA tries to promote some principles and practices that would best serve the needs of historical research and education in the present and future world of interdependence and interconnectivity. One of these principles is related to the question of perspective - with respect to subject, geographical coverage and periodisation. In terms of subject, IRCICA promotes research and teaching that will fill in the gaps caused by compartmentalization, partial analyses or simplification. Research and teaching that considers cultural, urban, scientific and other developments - as well as political aspects - since it is these that will give readers and pupils fuller pictures rather than particular aspects.

With respect to geographical coverage and periodisation, IRCICA upholds the principle of complete and accurate periodisation in the study of historical processes - especially those involving multiple communities and multiple regions. Thus the contributions of all players should be taken into account regarding processes such as the trade of goods and services, the transmission of sciences and techniques and the evolution of languages across continents and over time. This approach towards "cultural history" supports and complements political histories and memories of conflict. It may be global scope, or it may have a regional focus - but with due reference to inter-regional interactions. Examples are the project on interactions within and around the Mediterranean and with other cultures conducted with the Council of Europe and its North-South Centre, and the regional projects of IRCICA noted earlier.

### **III Presentations (1)**

#### **(i) From *The Image of the Other to Shared Histories*, Ms Tatiana Minkina-Milko (Deputy Head, History Education Division, Council of Europe)**

Referring to the title of the new project, Ms Minkina-Milko noted that 'shared' was a key word throughout the history of the Council of Europe and appeared in many of its documents. Similarly, the Council had in the past highlighted the dangers that could result from the proliferation of dividing lines in Europe. The notion of 'shared histories', however, offered a new paradigm. As was underlined by Ms. Minkina-

Milko, the new project will create a space for action, transforming concepts and insights into educational realities

Amongst the key features of our contemporary world are – the permanent, continuous and accelerating pace of change; ever growing access to more and more information; and greatly increased mobility. This presents considerable challenges to education and teachers generally. In particular:

- How can we best help young people so that they are capable of adapting to ever changing demands, of making choices quickly and wisely, and of taking responsibility for the consequences?
- How can we ensure that young people are equipped with the skills and attributes they will require? These include – pragmatism, flexibility in thinking, overcoming stereotypes, empathy (especially in their approach to sensitive and emotive issues), a willingness to interact and to see interdependence not as a limitation but as an asset.

History teaching in schools has a key part to play in tackling these challenges, but it cannot hope to succeed alone. There need to be partnerships: between teachers, pupils and families; between school history teachers, academic historians and authors; with museums, libraries and archives. More broadly, new types of local, national and transnational partnerships have to be developed, including in the fields of education, science and culture.

As part of the process of furthering the notion of shared histories, and referring to the aims of current project, Ms Minkina-Milko put forward the following steps:

- The production of a handbook on issues of multiperspectivity in the teaching of history. Amongst other matters, this should stress the principles that:
  - the history we teach to young people needs to be presented in its full complexity – ignorance creates a basis for manipulation;
  - each voice has its own value;
  - there may be many points of view but all meet in a shared space;
  - diversity is an enriching factor;
  - values such as open-mindedness and tolerance are essential attributes.
- Dissemination of the recommendations emerging from the project on *The Image of the Other*, in particular the significant potential of history teaching's role in processes of conflict transformation and prevention.
- Building into the project the principle of moving towards common action based on partnerships. As the project develops, it should seek to ensure that the topics proposed are considered in the light of the possible opportunities they offer for sharing in one form or another.

(ii) **Sharing views on conflicts in European history, Academician Alexander Chubaryan (Director, Institute of World History of the Russian Academy of Science)**

In Soviet times, Mr Chubaryan noted, there was no room for any diversity of view amongst historians. Since then historians, both in Russia and elsewhere, have attempted to find new syntheses and new possibilities looking, for example, to the work of Arnold Toynbee, Max Weber and Fernand Braudel. But, given that – as the British historian EH Carr expressed it - ‘there are as many histories as there are historians’, reconciling different views is no simple task.

The nationalisation, or what Mr Chubaryan referred to as the ‘sovereignisation’ of history presents problems for the notion of ‘shared history’. Conflict separates people, and writing about conflict separates historians. Whilst, for example, there is more or less a consensus about conflicts such as the Napoleonic wars or the First World War, there is little or no consensus about the Second World War. Nevertheless, Mr Chubaryan offered some principles on which we might base attempts to share views:

- The desirability of there being close contact between historical science and political science.
- Ensuring that the whole range of issues that are raised in the study of conflict are addressed - adopting as it were a multi-factor methodology and approach. The Second World War, for instance, raises not just geo-political considerations, but also issues of morality, the nature of leadership and so on.
- Recognising that sharing views does not imply the need to seek for only one position.
- Recognition that conflict is the ‘militarisation of life’.
- The avoidance of adopting accusatory positions.
- Acknowledgement that wars have led not only to the annexation of countries but also, as for instance in South America, to their liberation.
- Being fully aware of the dangers of using historical events for political ends. Historical interpretation is a matter for professional historians, not for politicians or for national or international organisations.

History manuals, for both teachers and pupils, should focus on the problems and conflicts of European history. But, we have to recognise and take into account that it is not only history textbooks that form the outlook and attitudes of young people. Families, the mass media, the internet and other factors exert a powerful influence.

(iii) **Human rights in the history of Europe: building common references, Professor Nils Naastad (Norwegian University of Science and Technology)**

In addressing questions about what is meant by human rights and whether some might

be perceived as having greater importance than others, Professor Naastad offered a brief historical overview. In 1550 there was a debate on whether or not the Spanish treatment of the indigenous people of the New World was justifiable. The issue appeared to hang on what the nature of the Indians themselves was perceived to be. If they were slaves then the treatment meted out to them was defensible; if, on the other hand, they should more properly be seen as rational beings then it was. The debate never reached a conclusion and the mistreatment of the Indians continued. There was agreement that there were rules about how human beings should be treated, but not about who were to count as human beings - and hence to whom the rules should apply. In instances such as European colonisation or the American Declaration of Independence, it was clear that moral standards, and the protection afforded by them, were not conceived of as applying to dealings with all individuals.

How then, Professor Naastad asked, might human rights be extended to new groups of people? Via, he suggested, such events as - the acquisition of the franchise; the impact of campaigning; international agreement; or international intervention, including military intervention, to protect minorities – as for example in the Balkans.

The European Court of Human Rights is an example of how questions of human rights have become of international concern and jurisdiction, not solely issues to be determined internally within a particular country. Arguably, in matters of human rights the authority of the state is weakening and the individual is becoming more important. As recent trials have shown, heads of state cannot claim immunity to accusations of crimes against humanity.

The whole area of human rights and international law, Professor Naastad suggested, is something of a mine-field, raising many complex and problematic questions. Given this complexity, the issue of human rights is not a topic that can easily be explored effectively in the classroom.

(iv) **Europe in the histories of societies and cultures: interactions and convergences, M Elie Barnavi (Director of the Museum of Europe, Brussels)**

In introducing this topic, M Barnavi put forward two underlying principles for a textbook of European history which he confessed to having started to write but never succeeded in completing.

- (i) No national history should be included in such a book unless that national history has been integral to the history of Europe.
- (ii) There is a place for textbooks on the history of the individual nation state, but they should supplement, not be in lieu of, a textbook of European history.

Throughout its history the boundaries of Europe have been pushing eastwards. From Graeco-Roman times onwards Europe has become, to quote M Barnavi, ‘a little bit like puff pastry’ with layer upon layer of different civilisations imposed on top of each other. Inevitably this produced a Europe that politically, socially and culturally was very diverse. Alongside this diversity, however, there were also forces that worked towards a common Europe. The form of a common Europe that emerged in

the Middle Ages was brought to birth by the Church. Medieval Christendom was the heir of the Roman Empire; although the rivalry between the secular - in the form of the Emperor - and the spiritual, represented by the Papacy, tended to mask the phenomenon of Europe. European civilisation was defined by the medieval universities with, for example, their common language, common manuals and common teaching methods. And this cultural unity was not shattered even by intellectual movements such as Humanism or religious revolutions such as the Reformation. The line of cultural and intellectual unity stretches from Aquinas via Erasmus to Voltaire. Europe's territorial borders might be hazy, but the idea that there existed a common European civilisation was robust.

The impact of external threats, such as that from Islam, tended to reinforce the European concept. Nevertheless, the cultural unity that existed proved stubbornly resistant to attempts to translate it into political unity. The twin axes remained - the cultural which moved towards unity, and the political which moved in the opposite direction. Calls for greater unity such as Victor Hugo's plea in 1851 for the creation of a United States of Europe were fruitless. It was only after the Second World War, M Barnavi suggested, with the diminution of both Europe's central position in the world and of its cultural unity that greater political unity became a possibility.

#### **IV Working group discussions (1)**

##### **(i) Sharing views on conflicts in European history**

- Conflict is normal, and it is normal to move from a conflict situation to co-existence. The teaching of conflict requires contextualisation; it needs to adopt a 'more than two' approach, and to look more into the past or at similar conflicts.
- A typology of conflicts needed to enable us, for example, to distinguish between conflicts between countries and social/inner conflicts. We need also to differentiate between conflicts that are already 'history' even though they have an impact on the current generation's thinking, and ongoing conflicts that are not yet 'resolved'.
- Different methodologies of teaching are required, for example: working with sources, comparing various interpretations, deconstructing the narrative are acknowledged ways of dealing with 'historical' conflicts. In this way we can share our views on conflicts and learn that it is not just history we are talking about, it is about memory and commemoration. Then we can understand the message/importance the conflict still has for the present.
- Drawing on the experiences of members of the group who came from areas where there were still open or unresolved conflicts such as Northern Ireland, Cyprus, Kosovo, Estonia, it was recommended that an atmosphere of discussion should be created, having room for discussion and opening up the classroom for talking about emotions and showing emotions. Particularly in situations of open and fresh conflicts, family/peer interpretations are very influential and should be considered in the classroom. Similarly, the influence

of the media on the way students conceive the conflict should be taken into account.

- Discussion should not be restricted to instances of violent conflict, especially since what are being sought are non-violent solutions. Equally, countries such as Denmark and Iceland which look back to a history that was less violent than that of many countries have to find ways of addressing issues of conflict effectively.
- Textbooks are often one-sided and nationalistic and don't help in attempting to deal with the conflict in an unbiased, rational way. More information about each other is necessary (joint commissions such as a Greek-Turkish commission could be a useful tool to achieve this).
- Teacher training is of the essence. Teachers should be trained how to deal with emotions before coming to the topic at stake.
- The group recommended that the outcomes of the previous Council of Europe project which had considered the teaching of history in conflict and post-conflict situations should be distributed more widely and more effectively.

**(ii) Human rights in the history of Europe: building common references**

- Human rights are one side of the coin. With rights come responsibilities, and individual rights should be coupled with social and personal responsibility – a readiness on the part of the individual to accept the consequences of their behaviour.
- In considering the age at which young people should begin learning about human rights, the consensus was – as soon as possible; but with the caveat that the issues should be addressed in ways that were appropriate to the age of the pupils. In some countries (eg the Netherlands) the need for promoting human rights education was identified as a matter of urgency in order to combat a growing tide of extremism.
- Beyond the legal basis and international conventions on human rights there are a number of issues that should be addressed:
  - How have interpretations of human rights changed over time?
  - What should be the balance between the rights of the individual and the collective rights of a group or community?
  - Human rights can be viewed along a continuum running from those that may be considered to be inalienable and absolute to those that appear to be more dependent on cultural relativity. There is, therefore, a need for a degree of common agreement on a form of hierarchy of human rights.
  - Is there a danger that our definition/concept of human rights is based too heavily on western culture and values rather than looking more widely at a universal context?
- Defining human rights education is similarly problematic. Does human rights education differ in some significant way from moral or citizenship education?

More broadly, whereabouts does the consideration of human rights fit into the curriculum, or are all aspects of education concerned with issues of human rights? The value of looking at human rights as part of history education is that it provides pupils with a helpful and broad context; but nevertheless human rights education should be approached on a cross-curricular basis.

- Definitions apart, the group raised a number of pedagogical matters:
  - Ensuring the existence of an appropriate classroom climate – ie one where there is mutual respect that promotes on-going dialogue between pupils and between pupils and teachers.
  - The value of developing emotionally engaging teaching strategies. Human rights education has to be concerned with the development of attitudes, values and motives for action. It cannot be reduced to requiring pupils to learn a set of propositions.
  - The dangers of over-simplification: questions of human rights need to be addressed in all their complexity not simply reduced to right/wrong responses.
  - Exposing pupils to a range of scenarios in which they can confront and negotiate their own values.
  - Recognising both the validity and the limitations of empathetic approaches.
  - An exclusive focus on horrendous infringements of human rights, as for example in cases of genocide, may be counter-productive in that it leaves little room to address less stark but nevertheless significant questions.
- All of these pedagogical issues clearly raise questions about the kind of competences needed by teachers if they are to function successfully in this way. There is a role for the Council of Europe in helping to elaborate and produce recommendations on what these might be.

**(iii) Europe in the history of societies and cultures: interactions and convergences**

- The teaching of the history of Europe raises both issues of facts and issues to do with the kind of reference points that young people need to have if they going to be in a position to consider questions of, for example, a common European identity and Europeanisation. How should European history and European identity be conceived and addressed in the classroom? Should the concept of a European identity, for instance, be rooted in the past, or should it be a current political identity looking towards the future?
- The concept of identity is multi-faceted and, under the impact of globalisation, is constantly shifting. Although there is no necessary contradiction between possessing both a national and a European identity, the desirability of attempting to make young people the conscious possessors of a European as well as a national heritage is not without its critics. The teaching community in France, for example, is divided on the question of what should be the place of

Europe in the teaching of history and there are moves to remove Europe from the history curriculum.

## V Presentations (2)

### **Shared histories: what implications for practice, teaching materials and teacher training?, Ms Catherine Thompson (Inspector of Schools, Northern Ireland)**

*Education is pivotal to the search for an inclusive, reconciled and open society built on trust, partnership, equality and mutual respect.  
(A Shared Future: Northern Ireland government policy document)*

Ms Thompson's presentation was in the context of her experience of history education in Northern Ireland. Northern Ireland is a divided society and one that is emerging from conflict. There is a long-standing split between the two main traditions – the Unionist and Nationalist communities. It is a society in which many children and young people become aware of difference at a very early age, as was demonstrated by Professor Paul Connolly's research in 2002. He found that children as young as three years old were already expressing sectarian views such as these. However, Ms Thompson expressed her belief that an appreciation of shared history and a focus on the commonalities which we share (alongside developmental work in other aspects of young people's formal and informal education) offers the potential to avoid this type of scenario, and instead for children to accept and respect difference and to appreciate the complexity of Northern Ireland's history.

The government strategy, introduced in 2005, for the promotion of good relations in Northern Ireland is called 'A Shared Future', and Ms Thompson suggested that there is an inextricable link between the study of history, including 'shared history' and the realisation of a 'shared future'.

Thirty years ago, the history programmes a pupil studied depended on the type of school they attended. Pupils at Catholic schools learned about the history of Ireland. It was presented as a narrative, a story of British conquest. Young people at 'state' schools focused mostly on the history of Britain and her Empire – the impact that Ireland had on British politics was the real interest. Little attention was given in either school sector to 'shared history.'

In the early 1990s, the curriculum changed and history moved from a focus on the story, or stories, to a focus on the process. A common programme of study was introduced and all schools had to cover the same topics within a chronological sweep of Irish history. The focus had moved to how historians work, so the emphasis was on historical enquiry and on equipping pupils with skills such as source analysis so that they could weigh up the evidence and come to their own conclusions about the past. That remained the approach for about 15 years. More recently, a new, revised curriculum was introduced. The focus now is on the outcomes for the pupils, on the role that all subjects play in developing young people as individuals and helping prepare them to make their contribution to society, the economy and the environment. The history programme is guided by a series of statements that allow young people to gain an understanding of the impact of history on themselves and the world in which they live.

The curriculum pupils are now following, if well taught, is very promising in terms of pupil learning and in preparing them to live in a diverse society. If pupils are limited to studying separate parts of Northern Ireland's history, are given one-sided narratives and are not given the opportunity to explore what are, in fact, common experiences, then a real opportunity is being missed to explore that which people share, past and present. Also being missed is an opportunity to contribute to the consolidation of a peaceful and democratic society.

**Implications for teacher training:**

Based on experience in Northern Ireland, the single most important factor in changing history education is the education of teachers, both through initial teacher education and in-service or continuing professional development. Many factors contribute to the history that is taught – educational policy, the curriculum, the aims/visions of individual schools, the availability of textbooks and other resources. But the single most significant factor in shaping what happens in the classroom is the mindset, the creativity, the professional expertise and the commitment of the individual teacher. It is, therefore, imperative that teachers undergo professional development to explore their own understanding of what 'shared history' in the classroom is all about, and to equip them with the skills and pedagogical approaches to feel secure in exploring it in the classroom.

A major challenge is to win the 'hearts and minds' of teachers to move them away from what might be considered to be safe pedagogical practices. During the period of conflict, teachers largely avoided sensitive issues by sticking to the safe, historical enquiry, development of skills type work, which characterised the history curriculum of the 1990s. Moving teachers on has been a significant challenge. Despite the fact that times are now more peaceful, the school system remains largely segregated. Most children and young people attend schools with others who are broadly similar to themselves; and most people live in communities of people who are generally the same as themselves. History which involves looking at shared experiences, and finding commonality as well as difference, requires teachers to be courageous. It will almost certainly involve those teachers making a personal journey and a personal commitment to exploring these aspects of the past.

By virtue of the fact that they have lived through the conflict, many of the teachers have personal, sometimes tragic, experience of the Troubles and may hold deep-rooted views. Even getting teachers to accept that they should be presenting multiple perspectives in the classroom may require a significant shift in their own thinking. The introduction of a new curriculum in Northern Ireland, however, and access to time and education for teachers has been hugely beneficial in providing opportunities for professional discourse. Teachers are now beginning to take on this type of work largely because of their personal commitment to building a better future, one in which people can learn to accept and value difference, rather than feel threatened by it.

**A key question for consideration the refore is: How can training support teachers through their personal journeys?**

Pupils do not do all their learning inside the classroom walls and so another implication for training is the need for teachers to learn how to work with or alongside others who support young people in different ways. Developing pupils' capacity to 'work with others' is a core skill in our curriculum but as teachers, Ms Thompson

suggested, we're actually not that good at doing it ourselves. Creating a joined up approach to this work with parents, community figures, youth leaders and others who impact on young people's lives outside the school gates will consolidate the work that is being done in the history classroom. Working better with museums, historical sites and visitors to the classroom – for example, people who have lived through the conflict and have stories to tell - also needs to happen. Some very good work is being undertaken in youth settings by youth leaders with the very same young people who attend schools, so it makes sense to connect that learning. There are many examples of good practice in schools where work with parents and communities has achieved a lot in helping people explore aspects of shared history. A joined up approach can consolidate the work that is being done in the history classroom and lead to better learning.

**So a key question for teacher education is: How do we equip teachers to connect better with other partners in education?**

**Implications for classroom practice:**

In beginning to look at shared history, or indeed any history in the classroom, the focus needs to be on what we want the outcomes to be - outcomes not only for the individual pupils but also for society as a whole. If we commit to studying shared history, then we need to think through what we intend to happen as a result and why. We need to consider how the chosen topics and learning activities can help deliver the skills, understanding and values we want our pupils to have as individuals. For Northern Ireland those are specified in the curriculum. Shared history can help teachers promote attitudes such as respect, tolerance and concern for others. There is also a statutory requirement to include citizenship, mutual and cultural understanding and ethical awareness into teaching programmes and this requirement has encouraged the exploration of shared history as we work towards a better appreciation of our mutual interdependency at both a local and global level.

**This outcomes-based approach begs the question: What do we want the outcomes to be individually and collectively, for the individual and for society?**

The choice of topics to be covered in the classroom is, therefore, an important issue. Experience in Northern Ireland suggests that it is helpful to begin to look at topics that have some distance in order to build teachers' confidence, before exploring those of more recent history. It has also been found helpful to look at the human story within the bigger political context and to look at shared experiences at both a local and a global level.

A lot of work has been done, for example, around the First World War. Previously, this topic was looked at in terms of the causes of the war, life in the trenches, Versailles Settlement and so on. In schools that draw pupils from the largely Unionist tradition, much was made, rightly so, of the sacrifices made by men from the 36<sup>th</sup> Ulster Division at the Battle of the Somme. In schools that draw pupils from the Nationalist tradition, the role of men from Nationalist backgrounds in the First World War was largely glossed over. Now however, with a greater focus on shared history, that part of the collective experience is being explored in classrooms and it is at a personal, human story level. The experience of men from Unionist and Nationalist backgrounds fighting in the same war and indeed fighting alongside each other as they did in the Battle of Messines, gives a more accurate picture of this aspect of

shared history.

In exploring shared history, teachers have also begun to look more clearly at how we share experiences with others at a global level and this is helping pupils look outwards rather than inwards. For example, the experience of Irish emigration is linked to the contemporary movement of peoples across Europe; or the partition of Ireland in 1921 is now looked at as part of the decline of the British Empire, and a common experience with the people of other former colonies. Instead of a focus on the Irish/British story, the history of Northern Ireland is now looked at to see the connections at a global level.

These examples are political and contentious topics, but very interesting work is also being done around aspects of shared culture. This is allowing young people to discover that the two main communities do in fact share aspects of cultural heritage. For example, schools may explore how music which is claimed by one tradition is shared by the other. The origin is the same, the tune is common to both traditions but different lyrics have emerged over generations. Other cultural symbols and icons which have been shared by our two main traditions in the past but are today claimed by one side or the other, and aspects of language, literature and art can also be explored so that pupils can appreciate the complexity of our identities.

**So in thinking about shared aspects of political and cultural history a key question is: Which topics will facilitate learning about ‘shared history’?**

Another consideration is the methodologies to be used to teach shared history. It is absolutely imperative to employ interactive methods which emotionally engage the pupils. In Northern Ireland, there is an apparent obsession with history - which seems to be everywhere – on the walls, in newspapers, on the television and in the communities in which people live. As a consequence young people experience a lot of ‘emotional history’ outside the classroom. If they are engaged only in rational or logical history inside the classroom, their only emotional experience of history, may well be a one-sided community narrative and this will be the history that remains with them after they leave school. Therefore we need to let them experience interactive, emotional, thinking history within the classroom walls. This requires a shift from a teacher-centred model where the teacher is a transmitter of knowledge, to a pupil-centred approach where pupils are participatory learners who ask questions, listen to and collaborate with others and reflect on their own learning; where they are involved in group activities, debates, drama, have access to visiting speakers, museums and historical sites and where ICT is used as an effective tool for learning. The methodologies that are being promoted in Northern Ireland are deliberately aimed at promoting thinking, so that critical and creative thinking skills are developed and pupils become more familiar with challenging, analysing and synthesising.

**A key question then is: What methods can be used to facilitate learning about shared history?**

**Implications for teaching materials (textbooks, teaching materials and ‘new’ technologies)**

Textbooks and teaching materials are an outwardly visible sign of change but they cannot enforce change in themselves; that is up to the teacher. In Northern Ireland it has been the training of teachers and the commitment of the individual history teacher, rather than the availability of resources, or indeed educational policy, that has

been key to changing classroom practice. Notwithstanding, teaching materials are important in supporting the teacher in changing practice. There may be a need for new textbooks and other materials, but such resources should assist rather than direct the teacher. Often, focus has been placed on teaching to the resource, rather than the outcome. The essential core of any new history textbooks, therefore, must be that they ask really good enquiry questions. That is questions that:

- engage the pupils,
- get them excited about the past,
- open their minds to different and conflicting possibilities,
- structure the learning,
- allow pupils to make links between the past and the present and, most importantly, appreciate that they have a role in shaping the future.

**So a key issue for consideration is: what are the essential elements of any new textbooks/learning resources?**

Information and Communication Technology is of course a very exciting learning tool and access to ICT can provide experiences that students wouldn't otherwise have. Young people are well versed in new technologies. Most have access to mobile phones, computers and ipods. Accessing podcasts, checking out Facebook, Tweeting and blogging are everyday experiences; communication has never been easier. Therefore, new technologies offer access to information which is very valuable: but, more importantly, it offers alternative means of communication and thus exciting opportunities for exploring shared history. There are many examples of ICT providing a mechanism by which pupils from different parts of Ireland can discuss aspects of their shared history. One such example is the 'Dissolving Boundaries' initiative which uses technology (in this case, the platform Moodle, as well as video-conferencing and other means) to promote discussion and collaboration between schools. While new technologies offer huge potential, there are of course, lots of issues connected to the practicalities of using communication technology, including access, funding, training and developing teacher confidence in the classroom. New technologies need to be managed productively and purposefully.

**A question to consider is the balance between information and communication: how can new technologies be used to promote shared history?**

## **VI Working group discussions (2)**

### **(i) Teaching and learning tools (textbooks, teaching materials and new technologies)**

The group addressed the two key questions from the preceding presentation:

- (a) What are the essential elements of any new textbooks/learning materials?
- (b) How can new technologies be used to promote shared histories?

The general points that were made were:

- Textbooks/learning materials cannot be considered in isolation. They are necessarily linked to curricula, teacher training, classroom practice and

examinations.

- Textbooks/learning materials are at different stages of transition and development in different countries.
- Much of the new technology is used as an adjunct to textbooks – amplifying content, offering extra resources and activities – but essentially adopting a similar pedagogical approach. However, communication technologies do offer space for on-line debates and a chance to share ideas and experience amongst teachers and pupils.
- Textbook authors operate with varying degrees of freedom vis à vis control of their activities. Throughout Europe the tendency is for there to be increasing controls on textbooks.
- Opportunities for exchanging textbooks between countries are to be welcomed, as are possibilities for cooperation between publishers from different countries.

More specifically:

- Over the years there have been many abortive attempts to produce pan-European textbooks presenting a unique image of a shared past. Bilateral texts such as Russian/German, Polish/German, Slovak/Hungarian, however, have been more successful. An Italian/Slovene text has also been produced, but it has not been adopted by either country. Some countries' textbooks have been subject to external scrutiny (for example, those of Malta by France) in an effort to ensure a fair representation of certain historical events.
- Some teaching and learning materials deal only with national history, but many also offer a European context. Texts tend to deal more or less exclusively with political events; economic, cultural and everyday dimensions are commonly missing. These dimensions, however, offer greater possibilities for dealing with convergence and interaction. Also frequently missing from teaching and learning materials are accounts of marginalised groups – the 'untold stories'.
- Teaching and learning materials should encourage:
  - skills development
  - attitude development
  - critical thinking
  - active learning

Textbooks should be structured so that narrative, sources and activities are integrated in ways that meet the desired predicated outcomes.

- There is little research on how textbooks are used by teachers and pupils. Anecdotal evidence suggests that in some cases teachers follow the textbook completely and that it is the sole source of information and pedagogy; whereas others supplement the text with materials they consider appropriate. Additionally, texts may be adapted to meet the particular needs of different

groups of pupils; or may be presented to pupils as exemplifying interpretations and points of view that are to be refuted.

- A number of themes were put forward as possibly being effective vehicles for addressing the notion of shared histories. For example:
  - history of ideas;
  - history of art and architecture;
  - history of medicine.
- The role of the Council of Europe in making recommendations about textbooks: it was suggested that in most cases countries were reluctant to adopt recommendations from supra-national organisations. However, the production of supplementary materials by the Council of Europe was welcomed. There was a proposal for a regional conference on shared Balkan histories.
- With the teaching of geography world-wide there is reportedly a 'Charter of Standards' (ie topics that are considered to be an essential part of the content). The possibility was raised of something similar being developed for history.
- There is an obvious danger of students using the internet indiscriminately and uncritically. To counter this it was suggested that, as part of this current project, the Council of Europe might establish a list of relevant websites.
- New technology is clearly beneficial in enhancing printed materials and in offering an extensive range and variety of resources. Increasingly publishers have added CDs and references to internet sites to accompany textbooks; and there are textbooks that are available on-line and include links to both public and dedicated proprietary websites. A key element in the effective use of new technologies is that students should be helped to evaluate internet sites and other forms of media. Here courses in media studies and critical thinking are useful.

**(ii) Teacher training: initial and in-service**

- Key issues for teacher training:
  - The choice of content and methodology
  - Skills in constructing and de-constructing historical narratives
  - Training in issues of multiperspectivity in history teaching and learning
  - Training in didactic and communicative skills
  - Training to plan, observe and analyse the teaching of history
  - Training in discourse analysis and media literacy
  - Training in self-reflection and the development of reflective skills in monitoring group processes
  - Training in teamwork and cooperation (connect with other partners)
  - Training in history teaching's role in conflict analysis and conflict moderation
- General goals for teacher training:

- Recognition that the teacher is the most important factor in history education
  - Making a distinction between attitudes, values and the way in which the messages are communicated
  - Develop teachers as leaders, showing openness and tolerance
  - Reinforce individual capacity for reflection and self-confidence
- Developing media literacy:
    - Skills in dealing with information
    - The use of websites - how to select and evaluate content
    - The sharing of experiences and good practices by online communities
    - Knowledge of how to produce and interpret news and media items in terms of multiperspectivity
    - Training in media analysis, media knowledge and media didactics
  - Sharing history with other subjects – some considerations:
    - Where the time given to history in the curriculum is reduced – could some aspects of history be taught by other subject teachers?
    - Orient elements of history towards anthropology; for instance, not wars but the suffering of people
    - Establish as one of the goals of humanities teaching - how to overcome war and military conflicts
    - Using interdisciplinary and cross-disciplinary approaches
    - Teachers of history need to be confident that they are able to share their experiences and their practices
    - Multiperspectivity also means including other narratives, aspects of and expertise from other disciplines

**(iii) Practising teachers: teaching history in multicultural classes**

- There is a need for more effective teacher training that introduces students to a greater diversity of teaching methods and raises awareness of the variety of learning styles and ways of accommodating them.
- Beyond ensuring that pupils acquire a factual basis and a sense of the past, teaching should:
  - develop the skills of critical thinking;
  - encourage pupils to look for connections and links, to make comparisons and to consider parallels;
  - embody a multi-cultural perspective;
  - recognise not only ethnic differences, but also social and other forms of difference.
- The curriculum should place national history in the context of world history.

## VII Presentations (3)

### **Emotions in the teaching of history: shared histories for a Europe without dividing lines, Professor Christoph Wulf (Interdisziplinäres Zentrum für Historische Anthropologie, Freie Universität Berlin)**

Although leading a happy life belongs to the highest goals of humankind, and although the school has a major part in emotional development, Professor Wulf suggested that the handling of emotions by intentional design plays a subordinate role in school education. People spend a large part of their lives in school during the years when they are particularly open to emotional influences and impressions, but the question of the possibility of a happy and fulfilling school life only plays a role in reform and alternative schools. Instead, what is more often discussed are the requirements that business has for school education, requirements that demand the education of people who will be useful and flexible on the job market. There are many parents who are ready to sacrifice their children's aesthetic and physical education (for example, participation in sports) to what they perceive to be necessary in order to achieve this goal. What is lost here is an understanding of the necessity for a general education that develops the whole person - which would, in practice, doubtless be the best preparation of young people for the job market. It has long been known that a person developed in an unbalanced manner is in no way well prepared for a productive life in a democracy. What is needed for this purpose is the comprehensive development of all facets of the person.

In school education, a social education takes place that is extremely important for the present and future lives of the students. This social education gives children the ability to learn and live together with other children. It enables them to learn to place their needs and wishes in a social context. The field of emotional development in school is of central importance in the raising and educating of children and adolescents, and is in need of further research and development.

The history of the teaching of history in Europe shows that emotions are highly ambivalent here. There have been forms of history instruction in which identification with the nation was at the centre of education. In this context, emotions are encouraged that often lead to an unconditional identification with one's own nation and a belief in its superiority over other nations. What is needed for this are images of the enemy and stereotypes of other nations that allow the superiority of one's own nation to be 'confirmed'. Using stories, tableaux, songs and images and their interpretations, emotions are aroused that lead to an exaggerated identification with one's own nation and a rejection of other nations. The history of the first half of the twentieth century in Europe has many examples of this. The 'ancient enmity' between Germany and France and the images of the enemy that existed between the capitalist and socialist countries during the time of the Cold War are apt examples.

In both cases, emotions served to prevent that which this current project has as its objective. The goal was not to open the teaching of history to an understanding of the otherness of other nations and cultures, but instead to seal it off from the foreign. Splitting the world into 'good' and 'evil' allowed a reduction in the complexity of the understanding of history that heightened the possibilities of emotional identification with one's own nation. A Manichean division of the world into 'light' and 'dark', to

the exclusion of all shades of grey, was the objective of a nationalistic or ideological teaching of history geared towards unambiguousness and the associated unambiguous emotions. From today's perspective, the emotions intentionally developed in the nationalistic or ideological teaching of history were the result of targeted manipulation that was further reinforced by the societal attitudes and values to which children were exposed outside school.

With the focus on shared histories, however, new objectives become important. The goal of teaching is no longer a nationalistic or ideological interpretation of the past, but a multi-dimensional interpretation that includes the positions of the others. This allows the teaching of history to continue to pursue its mission of making a contribution to the cultural and national identity of the coming generation; but along with an attitudinal and emotional development that does not have the goal of exclusion, rather of inclusion, of the other. The emotional dimension of the teaching of history cannot be excluded in the process of excluding nationalistic and ideological emotions. It is much more the case that we need to ask how a teaching of history that is open to the other and oriented toward multidimensionality and complexity can also encourage an emotional identification and contribute to the cultivation of a reflexive emotionality.

- Depending on what role the teaching of history plays in the canon of subjects in school and how the teaching of history is shaped by the teachers and the students, there is often an emotional mood that spans across the entire class. This influences how emotions arising in current interactions are 'toned'. If an aggressive atmosphere exists in a school, with a teacher or with fellow students, it is not easy to get excited about new topics, historical events or storylines.
- Emotions in the teaching of history are also *evaluative*, i.e., they evaluate the events discussed and lead to an emotional assessment that is sometimes even independent of the arguments. This emotional evaluation of events or storylines of other people often takes place unconsciously or semi-consciously and is also only accessible by the consciousness in a limited manner. This evaluating aspect of emotions makes it possible to make distinctions and to understand the *meaning* of situations, storylines and contexts. Emotions thereby make an important contribution to the understanding of historical events and storylines. Their energetic side can help the students to find interest and enjoyment in the discussion of historical events, structures and persons.
- The imparting of history in school is not just a cognitive analytical process. In every history class, the emotions of the teacher and the students play an important role in relation to the imparted historical contexts and the interactions in the classroom. Emotions are performative. Their performativity is not secondary in class, but a central element in the examination of historical events, structures and persons. With this emphasis, the focus of attention is shifted. Interest is directed not only at understanding the emotions articulated in the teaching of history, but also at being attentive toward how students and teachers express, represent, modify and control their emotions.
- In mimetic actions directed at the reconstruction of the past, the emotional

component is of central importance. In mimetic action, reference is made to historical events, contexts and persons with the intention of 'bringing them to life' and depicting them. Through the mimetic reference to the historical events, the students are imbued with the facts, the impact of which then takes effect in the imagination of the students. In this process of creative imitation, an interweaving of passivity and activity takes place that is characteristic for the mimetic attention to historical events, facts and persons.

- There is also a further social component in the teaching of history. The students behave mimetically toward the teacher and his or her handling of the historical facts. The mimetic reference is ultimately directed at fellow students, who are also dealing with past events, facts and persons. Hence the history teacher can become a model for how one deals with history in an active manner – a model from which the students can take a 'print'.
- The teaching of history is an institution of remembrance that is used by a society or culture to pass on its memories to the coming generation. This creates a continuity of cultural identity. From an infinite past, every society and every culture selects that which it believes to be worth remembering and at the same time consigns to oblivion that which is not to be remembered. History, memory and cultural identity are entwined into an ensemble.
- Historical remembrances are reconstructions in which the facts of the past often overlap with the emotions of the present. An amalgam of emotion and memory is created that can hardly be broken down analytically. Many remembrances of historical facts that are accompanied by emotions, images and schemata are also accompanied by a feeling of self-remembrance. Even if the teaching of history has the objective of creating collective memories, these are not all the same. Depending on the point in time, the place and the context, the memories of different people differ from each other.

The teaching of history has always been conducive to influencing the emotions of young people. Sometimes this occurs in a spirit of clear demarcation and hostility towards other countries and cultures. With the opening of the teaching of history to shared histories, many reductions of complex issues to simple schemata and models are no longer possible. In such a teaching of history, the unambiguousness of simplistic interpretations with easy emotional identification yields to a new ambiguity. Teaching that has as its goal the teaching of shared histories contributes to emotional development in the school. In order for the examination of the past in the learning process to have the desired effect of enabling a coherent historical awareness to emerge, history must be emotionally anchored in the imagination of the students.

## **VIII Conclusions and recommendations**

### **(i) Shared histories**

Various of the contributors considered the many different aspects of what might be involved in the notion of 'shared history'. Indeed, as Arild Thorbjørnsen warned, it might mean different things in different languages.

An underlying concept of shared histories, as expressed for example by Mr Bergan at the start of the conference, is that the history of the other is also our history and, likewise, our history is also that of the other. This is to make the logical point that we all as individuals have the dual identity of being both insider and outsider depending on the particular circumstances that exist at any time. Inevitably, therefore, the history of individuals and of societies inter-twines. It could scarcely be otherwise. Acknowledgement of this helps to steer away from what Dr Eren referred to as, 'compartmentalization', when he described the work of IRCICA as being to promote research and teaching that will fill in the gaps caused by partial analyses or simplification.

Shared history might also be perceived as marking out a shared space. There may be differing points of view and interpretations, but all meet in an historical shared space – even though it may not be immediately recognised. The work of the Council in history education in Bosnia-Herzegovina, Cyprus and elsewhere could be described in terms of a search for such a space. A search that acknowledges the value of different voices, but also seeks to identify what they share and have in common. Clearly this is no simple task – as Academician Chubaryan quoting Carr's dictum about the number of opinions equalling the number of historians reminded us. He suggested that shared history possesses two major characteristics: (i) it is multi-factoral; and (ii) it is capable of encompassing more than one position – 'shared does not mean the same as'.

#### **(ii) Integrated Europe**

This was most fully considered by Elie Barnavi and his description of the history of Europe as being 'a little bit like puff pastry' with the many layers of civilisations building one on top of another. The key messages emerging for today were:

- Whilst the geographical boundaries of Europe may, as they have in the past, be vague and uncertain, the idea of Europe continues to survive far more clearly.
- Europe exists along two axes – a political axis that tends towards divisiveness, and a cultural axis that tends towards unity. A fundamental issue in conceiving of a Europe without dividing lines, is how to translate that cultural unity into political unity.

#### **(iii) Emotional learning**

A number of contributions, most notably those of Catherine Thompson and Christoph Wulf, emphasised the importance of the affective as well as the cognitive in the teaching and learning of history. As many nineteenth century practitioners recognised (although not necessarily in ways that we would consider to be desirable), history teaching in schools has a legitimate part to play in helping to form young people's behavioural norms. All history teaching, particularly where it concerns sensitive and controversial issue or where it is taking place in situations of conflict prevention or reconciliation, has an emotional dimension. Addressing this successfully is a highly demanding task, but one for which teachers generally receive little training.

#### **(iv) Diversity and dialogue**

These also were two themes much referred during the conference. For the most part diversity within society was viewed as a plus – as a resource and an enriching factor. There were, however, two notes of caution. Firstly that diversity may often be too narrowly conceived and viewed exclusively – or primarily – in terms of ethnic differences to the exclusion of all others. And, more fundamentally, diversity in Europe is a fact; it is not a value. Nor is it universally regarded as such – and that poses a substantial challenge.

Multi-cultural dialogue, as Jean-Pierre Titz reminded us, takes place not in the abstract as it were, but between individuals. And such a dialogue, if it is to be in any way fruitful, requires at least a degree of empathy. This too requires of the teacher considerable skill and sensitivity. More broadly, it also requires schools and teachers to work in partnership with others – with families, with those with expertise in other disciplines and, in the case of history teaching, to work with cultural and heritage organizations.

#### **Recommendations for further activity**

- Ensure the widespread dissemination of the outcomes of the previous project, particularly of the lessons learned.
- Commission the preparation of teaching and learning manuals on the themes of the current project.
- Explore the possibilities within the project for partnership working.
- Consider ways in which history teaching might maximize its contribution to human rights education.
- Initiate a comprehensive study of emotional learning in the context of history education.

## Appendix 1 : Background reading

1. Report on Symposium 2007 “Learning to understand and experience cultural diversity today”  
[http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/SeminarJune2007\\_en.pdf](http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/SeminarJune2007_en.pdf)
2. Report on Symposium 2008 “Globalisation and Images of the Other: challenges and new perspectives for History Teaching in Europe?” (bi-lingual)  
[http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/RAPSymposiumIstanbul2008en\\_fr.pdf](http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/RAPSymposiumIstanbul2008en_fr.pdf)
3. Report on Symposium 2009 “The Image of the Other in post- conflict situations: Learning different histories as a means of rebuilding trust” (bi-lingual)  
[http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/ATHENS2009RAPen\\_fr.pdf](http://www.coe.int/t/dg4/education/historyteaching/Source/Projects/Document sImage/ATHENS2009RAPen_fr.pdf)
4. Recommendation 1880 (2009) of the Parliamentary Assembly - History teaching in conflict and post-conflict areas  
<http://assembly.coe.int/ma inf.asp?Link=/documents/workingdocs/doc10/doc1 2190.htm>
5. Recommendation Rec (2001) 15 of the Committee of Ministers on history teaching in twenty-first –century Europe  
[http://www.coe.int/t/dg4/education/historyteaching/Source/Results/AdoptedTex ts/Rec\(2001\)15\\_en.pdf](http://www.coe.int/t/dg4/education/historyteaching/Source/Results/AdoptedTex ts/Rec(2001)15_en.pdf)
6. [Website of the History Education Division of the Council of Europe](http://www.coe.int/t/dg4/education/historyteaching/default_EN.asp?)  
[http://www.coe.int/t/dg4/education/historyteaching/default\\_EN.asp?](http://www.coe.int/t/dg4/education/historyteaching/default_EN.asp?)

## Appendix 2 : Agenda

### Wednesday 16 June 2010

- 08.30 – 09.00 Registration of participants
- 09.00– 10.15 **Official opening**
- Musical performance by the AQVA'dor Saxophone Quartet
- Chair: Mr Arild THORBJØRNSEN, Education Consultant,  
Deputy Board Member of the European Wergeland Centre
- Mrs Kristin HALVORSEN, Minister of Education;
  - Mr Sjur BERGAN, Head of the Department of Higher Education and History Teaching of the Council of Europe;
  - Mrs Ana PERONA-FJELDSTAD, Executive Director of The European Wergeland Centre;
  - Mrs Andreja RIHTER, Member of the Project Group, Member of the Parliamentary Assembly of the Council of Europe
  - Ms Kristin Ørmen JOHNSEN, Rector of Buskerud University College
- 10.15-11.30 **General introduction**
- Presentations:
- i Overall presentation of the results of the Project “The Image of the Other in History Teaching” by Mr Arild THORBJØRNSEN, Education Consultant Deputy Board, Member of the European Wergeland Centre;
  - ii. Recommendations of the Project on educational policies, strategies and methodologies by Mr Jean-Pierre TITZ, Head of the History Education Division of the Council of Europe;
  - iii. Proposals for dissemination of the results of the Project by Mrs Andreja RIHTER, Member of the Project Group and of the Parliamentary Assembly of the Council of Europe.
  - iv. Presentations by representatives of:
    - ALECSO, Dr Béchir YAZIDI;
    - IRCICA, Dr Halit EREN, Director General.
- 11.30 – 12.00 Coffee break

12.00 – 13.30

### **Plenary session**

Chair: Mr A rild THORBJØRNSEN, Education Consultant,  
Deputy B oard Member of the European Werge land Centre

- From “The Image of the Other to Shared histories”: by  
Ms Tatiana MINKINA-MILKO, Deputy Head of the  
History Education Division of the Council of Europe.

### **Introductory presentations**

- i. “Sharing views on conflicts in European History” by  
Academician Alexander CHUBARYAN, Director,  
Institute of World History of the Russian Academy of  
Science;
- ii. “Human rights in the history of Europe, building  
common references” by Mr Nils NAASTAD, Professor,  
Norwegian University of Science and Technology;

13.30 – 15.00

Lunch

15.00 – 17.30

### **Plenary session**

Chair: Mr A rild THORBJØRNSEN, Education Consultant,  
Deputy B oard Member of the European Werge land Centre

- iii. “Europe in the history of societies and cultures;  
interactions and convergences”, by Mr Elie BARNAVI,  
Director of the Museum of Europe in Brussels.

### **Working groups**

Participants will split into three working groups, each group  
discussing one of the three themes above.

#### Group 1: Sharing views on conflicts in European History

Chair: Mr Michel FOUCHER, Professeur à l’Ecole Normale  
Supérieure à Paris, Ancien Ambassadeur

Rapporteur: Dr Falk PINGEL, Education Consultant

#### Group 2: Human rights in the history of Europe, building common references

Chair: Prof Christoph WULF, Freie Universität Berlin

Rapporteur: Ms Catherine THOMPSON, Inspector of History

Group 3: Europe in the history of societies and cultures; interactions and convergences

Chair: Prof Cagri ERHAN, Associate Professor, Faculty of Political Sciences, University of Ankara

Rapporteur: M. Jean PETAUX, Politologue, Sciences Po Bordeaux

18.50 Bus transport from the hotel to Oslo

20.00 Official dinner at the Norwegian Opera

Welcome by Ms Kari BRUSTAD, Deputy Director General, Norwegian Ministry of Education and Research

**Thursday 17 June 2010**

9.00 – 10.40 **Plenary session**

Chair: Prof. Svein LORENTZEN, Chair of the Board of The European Wergeland Centre and Professor at the Department of Teacher Training, Norwegian University of Science and Technology

- i. Report of the working groups (1 hour);
- ii. Introductory presentation on “Shared histories: what implications for practice, teaching material and teacher training” by Ms Catherine THOMPSON, Inspector of Schools (History).

10.40 – 11.00 Coffee break

11.00 – 13.00 **Three parallel working group sessions**

Participants will split into three working groups, each group discussing one of the following themes.

Group 1: Teaching and learning tools (textbooks, teaching materials and new technologies)

Chair: Professor Luigi CAJANI, Department of Modern and Contemporary History, Università La Sapienza Roma

Rapporteur: Mr Brian CARVELL, Publishing Consultant

Group 2: Teacher training: initial and in-service

Chair: Ms Cristina DEL MORAL, History Teacher,  
Association of History Teachers

Rapporteur: Prof. Alois ECKER, Professor, Didactics of  
History, Social Sciences and Civic Education, University of  
Vienna

Group 3: Practising teachers: teaching history in multicultural  
classes

Chair: Mr Christopher ROWE, Principal Examiner, History for  
AQA

Rapporteur: Prof François AUDIGIER, Didactiques des  
sciences sociales, Université de Genève

13.00 – 14.00

Lunch

14.00 – 16.00

**Plenary session**

Chair: Prof. Svein LORENTZEN, Chair of the Board of The  
European Wergeland Centre and Professor at the Department of  
Teacher Training, Norwegian University of Science and  
Technology

- i. Reports of the working groups;
- ii. General discussion regarding the working themes of the  
Project.

16.00-16.30

“Historical memory and its impact on teaching and learning  
history in a classroom”, by Professor Christoph WULF, Freie  
Universität Berlin, Interdisziplinäres Zentrum für Historische  
Anthropologie

16.30-18.00

Conclusions and recommendations by the General Rapporteur,  
Mr John HAMER, General Rapporteur

18.00

Closure of the Conference

### **Appendix 3 : List of participants**

#### **MEMBERS OF THE PROJECT GROUP ON THE IMAGE OF THE OTHER/MEMBRES DU GROUPE DE PROJET SUR L'HISTOIRE DE L'AUTRE**

Professor Ludmila ALEKSASHKINA  
Head of the Laboratory of History Education  
Russian Academy of Education  
Russian Federation

Mme Pascale CORNUEL  
Chargée de programmes de la rédaction «Soirée Thématique » de ARTE  
ARTE G.E.I.E.  
France

Ms Cristina DEL MORAL  
Profesora Historia  
Asociación Profesores de Historia y Geografía AEPHG  
Spain

Dr Cagri ERHAN  
Professor  
University of Ankara  
Turkey

Monsieur Jean-Claude GONON  
Association of Teachers (EAT) / Association Européenne des Enseignants (AEDE)  
France

Monsieur Jeannot HANSEN  
Chef du Service des Relations internationales  
Ministère de l'Education nationale et de la Formation professionnelle  
Luxembourg

Professor Ivan ILCHEV  
Rector  
Sofia University  
Bulgaria

Mrs Andreja RIHTER  
National Correspondent, European Museum Forum  
Member of the Parliamentary Assembly  
Slovenia

Mr Arild THORBJØRNSEN  
Educational Consultant  
Norway

#### **PARTICIPANTS**

Assistant Professor Ismail ACUN  
Uşak Üniversitesi  
Eğitim Fakültesi  
Turkey

Dr Gérald ARBOIT  
Mission de Saint-Siège  
France

Monsieur François AUDIGIER  
Didactiques des sciences sociales  
Université de Genève, FPSE  
Suisse

Monsieur Elie BARNAVI  
Directeur du Musée de l'Europe  
Belgique

Mme Maria BENOVA  
Expert d'histoire  
Ministère de l'Éducation, de la Jeunesse et de la Science  
Bulgarie

Mr Arne Fogt BERGBY  
Advisor  
Norwegian Ministry of Education and Research  
Norway

Ms Svjetlana BJELIĆ  
Agency for Pre-primary, Primary and Secondary Education  
UNITIC B8  
Bosnia and Herzegovina

Ms Vilma BRODNIK  
Advisor for history teaching  
National Education Institute  
Slovenia

Mr Slavko BURZANOVIC  
History Institute of Montenegro  
Montenegro

Mr Luigi CAJANI  
Department of Modern and Contemporary History  
Università La Sapienza Roma  
Italy

Mr George CALLEJA  
Principal Education Officer

Ministry of Education, Employment and the Family  
Education Office  
Malta

Dr Sevim CAN  
Expert  
Ministry of Education  
Board of Education  
Turkey

Mr Brian CARVELL  
Publishing Consultant  
European Education Publishers Group  
United Kingdom

Ms Roy CHOURDAKI  
Head of the International Organisations Section  
Ministry of National Education and Religious Affairs  
Greece

Academician Alexander CHUBARYAN  
Director  
Institute of World History of Russian Academy of Science  
Russia

Monsieur Jean-Pol COUPAIN  
Inspecteur d'histoire de l'enseignement  
de la Communauté française de Belgique  
Belgique

Ms Simona CRACIUN  
Adviser for International Relations  
Ministry of Education, Research, Youth and Sports  
Romania

RN Dr Dana ČULÁKOVÁ  
Director  
Department of High Schools  
Ministry of Education  
Slovak Republic

Mr Fabio DEL CAVALLO  
Public High School "B. CROCE"  
Italy

Monsieur Jean-Philippe DURRENBERGER  
Membre du Regroupement Education et Culture de la Conférence des OING  
Association Européenne des Institutions  
De Loisirs des Enfants et des Jeunes (EAICY)  
France

Prof. Mag. Dr. Alois ECKER  
Department for Didactics of History, Social Studies and Civic Education  
University of Vienna  
Austria

Mr Sotiris ELEFThERIOU  
Inspector of Secondary Education  
Department of Secondary Education  
Ministry of Education and Culture  
Cyprus

Mr Marios EPAMINONDAS  
Association for Historical Dialogue and Research  
Cyprus

Dr Halit EREN  
Director General  
Organisation of the Islamic Conference  
Research Centre for Islamic History, Art and Culture  
IRCICA  
Turkey

Ms Sandra FALKA  
Specialist for Curriculum of Social Sciences  
The Ministry of Education and Science  
The State Education Centre  
Latvia

Mr Csaba FAZEKAS  
University of Miskolc  
Institute of Political Sciences  
Hungary

Monsieur Michel FOUCHER  
Professeur à l'École Normale Supérieure  
Ancien Ambassadeur  
France

Monsieur Thomas FOULLERON  
Direction de l'Éducation nationale de la Jeunesse et des Sports  
Monaco

Ms Elisabed GACHECHILADZE  
Head of Social Science Department  
History Teacher  
Georgia

Mr Nerses GEVORGYAN  
Advisor to the Minister

Ministry of Education and Science of Armenia  
Armenia  
*Apologised for absence*

Mr John HAMER  
Educational Consultant  
West Sussex  
United Kingdom

Mr Thorsteinn HELGASON  
Associate professor of history and history education  
University of Iceland, School of Education  
Iceland

Ms Nada HOLICKÁ  
Ministry of Education, Youth and Sports  
Czech Republic

Ms Galyna ISAKOVA  
Senior Specialist of the Department of International Cooperation and European  
Integration  
Ministry of Education and Science of Ukraine  
Ukraine

Ms Melanie JONES  
Education Manager  
Historical Association  
United Kingdom

Ms Hanna-Hiis KAARLÕP-NANI  
Teacher for history and civics  
Humanitarian Gymnasium of Tallinn  
Estonia

Mr Krzysztof KAFEL  
Head of School Textbooks and New Technologies Unit  
Department for School Curricula and Textbooks  
Ministry of National Education  
Poland

Mr Josef KOLLER  
State Institute for School Quality and Education Research /Staatsinstitut für  
Schulqualität und Bildungsforschung  
Germany

Dr Anastasia KYRKINI KOUTOULA  
Counsellor of History  
Hellenic Pedagogical Institute (Ministry of Education)  
Greece

Ms Leila LAZGIEVA  
Director of the Center of International Relations in Education,  
Federal Institute of Education Development of the  
Russian Ministry of Education and Science  
Russian Federation

Monsieur Jean-Michel LECLERCQ  
MEUDON  
France

Ms Mette LYNG  
Ministry of Education  
Department of General Upper Secondary Education  
Denmark

Dr Chara MAKRIYIANNI  
President of the Association for Historical Dialogue and Research in Cyprus  
Cyprus

Mr Eugenijus MANELIS  
Director of Martynas Mazvydas Secondary School  
Head of History Teachers Association in Lithuania  
Lithuania

Ms Jolanta MIKA  
Co-ordinator of work over core curriculum of historical and civic education  
History Institute  
Warsaw University  
Poland

Professor Nik Edward NAASTAD  
Teacher Training Programme (PLU)  
Norwegian University of Science and Technology (NTNU)  
Norway

Ms Linda NEARY  
Post Primary Inspector (History)  
Department of Education & Skills  
Ireland

Ms Hatice Alev NEDJET  
Secretary  
Association for Historical Dialogue and Research in Cyprus  
Cyprus

Monsieur Gabriel NISSIM  
Président de la Commission « Droits de l'Homme » des OING du Conseil de l'Europe  
France

Ms Najat OUKRIM-SOIVIO

Teacher educator  
University of Helsinki  
Finland

Mr Kyriakos PACHOULIDES  
Treasurer of the Association for Historical Dialogue and Research  
Cyprus

Monsieur Georges PAULUS  
Chargé de Mission  
Ministère de l'Éducation nationale  
Luxembourg

Monsieur Jean PETAUX  
Politologue, Sciences Po Bordeaux  
France

Dr Falk PINGEL  
Education Consultant  
Germany

Monsieur Yves PONCELET  
Ministère de l'éducation nationale / Ministère de l'enseignement supérieur et de la  
recherche  
Inspection générale de l'Éducation nationale (Group Histoire et Géographique)  
France

Mr Stefan PURICI  
Professor  
Universitatea "Stefan cel Mare" Suceava  
Romania

Ms Rita RENDA  
Ministère de l'Éducation Nationale – Direction Générale des Affaires Internationales  
(DGAI)  
Italie

Mr Harry ROGGE  
EUROGEO, European Association of Geographers  
Secretary General  
The Netherlands

Mr Christopher ROWE  
Principal Examiner History for AQA  
United Kingdom

Ms Erika RUSTJA  
MSc, Senior Advisor  
Ministry of Education and Sport  
Slovenia

Mr Arbër SALIHU<sup>1</sup>  
Curriculum developer  
Ministry of Education Science and Technology of Kosovo  
Kosovo

Mr Steven STEGERS  
Project Manager  
EUROCLIO  
The Netherlands

Dr Georg STOEBER  
Head of Research Group  
“Textbooks and conflicts”  
Georg Eckert Institute for International Textbook Research  
Germany

Professor Marko ŠUICA  
History Professor  
Belgrade University, Faculty of Philosophy, History Department  
Serbia

Ms Catherine THOMPSON  
Inspector of History  
Department of Education  
Northern Ireland

Mme Effy TSELIKAS  
Journaliste  
France

Monsieur Rafael VALLS  
Valencia University  
Espagne

Dr Ineke VELDHUIS-MEESTER  
History Education Consultant  
The Netherlands

Professor Christoph WULF  
Freie Universität Berlin  
Interdisziplinäres Zentrum für Historische Anthropologie  
Germany

Dr Bechir YAZIDI

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<sup>1</sup> “All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo” “Toute référence au Kosovo mentionnée dans ce texte, que ce soit le territoire, les institutions ou la population, doit se comprendre en pleine conformité avec la Résolution 1244 du Conseil de Sécurité des Nations-Unies et sans préjuger du statut du Kosovo”

Chercheur en histoire contemporaine  
Institut supérieur d'histoire du mouvement national  
Université de la Manouba  
Tunisie

Mr Borys ZHEBROVSKYI  
First Deputy Minister for Education and Science of Ukraine  
Ministry for Education and Science of Ukraine  
Ukraine

**PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE  
/ASSEMBLEE PARLEMENTAIRE DU CONSEIL DE L'EUROPE**

Senator Cecilia KEAVENEY  
Houses of the Oireachtas  
Kildare Street  
DUBLIN 2  
Ireland  
Tel: +353 161 835 72  
Fax : +353 161 841 12  
E-mail : [cecilia.keaveney@oireachtas.ie](mailto:cecilia.keaveney@oireachtas.ie)  
*Apologised for absence/excusée*

**THE EUROPEAN WERGELAND CENTRE**

Ms Ana PERONA-FJELDSTAD  
Executive Director  
The European Wergeland Centre  
Stensberggt 25  
0170 OSLO  
Norway  
Tel: +47 21014505  
Cell: +47 90962723  
Fax: +47 21014501  
E-mail: [a.perona@thewc.org](mailto:a.perona@thewc.org)

Professor Svein LORENTZEN  
Chair of the Board of the European Wergeland Centre  
Norwegian University of Science and Technology  
Tel: +47 73591985  
E-mail [svein.lorentzen@plu.ntnu.no](mailto:svein.lorentzen@plu.ntnu.no)

Mr Gunnar MANDT  
Special Adviser  
The European Wergeland Centre  
Stensberggt 25  
0170 OSLO  
Norway  
Tel: +47 21014502  
Cell: +47 48022348

Fax: +47 21014501  
E-mail: [g.mandt@theewc.org](mailto:g.mandt@theewc.org)

Ms Kjersti KLETTE  
Advisor  
The European Wergeland Centre  
Stensberggt 25  
0170 OSLO  
Norway  
Tel: +47 21014503  
Cell: +47 48022348  
Fax: +47 21014501  
E-mail: [K.Klette@theewc.org](mailto:K.Klette@theewc.org)

Dr Claudia LENZ  
Research Co-ordinator  
The European Wergeland Centre  
Stensberggt 25  
0170 OSLO  
Norway  
Fax: +47 21014501  
E-mail: [C.lenz@theewc.org](mailto:C.lenz@theewc.org)

#### **BUSKERUD UNIVERSITY COLLEGE**

Ms Kristin Ørmen JOHNSEN  
Rector of Buskerud University College  
Buskerud University College  
P.O. Box 235  
3603 KONGSBERG  
Norway  
E-mail: [larsps@hibu.no](mailto:larsps@hibu.no)

Professor Lars Petter SOLTVEDT  
Political Science and Human Rights  
Buskerud University College  
Papirbredden  
Grønland 58  
3045 Drammen  
Norway  
or  
P.O. Box 235  
3603 KONGSBERG  
Norway  
Tel:  
+47 32206400

## SECRETARIAT OF THE COUNCIL OF EUROPE

Mr Sjur BERGAN

Head of the Department of Higher Education and History Teaching

Tel: +33 3 88 41 2643

Fax: +33 3 88 41 27 06/88

E-mail: [sjur.bergan@coe.int](mailto:sjur.bergan@coe.int)

Mr Jean-Pierre TITZ

Head of the History Education Division

Tel: +33 3 88 41 26 09

Fax: +33 3 88 41 27 06/88

E-mail: [jean-pierre.titz@coe.int](mailto:jean-pierre.titz@coe.int)

Ms Tatiana MILKO

Deputy Head of the History Education Division

Tel: +33 3 88 41 36 97

Fax: +33 3 88 41 27 06/88

E-mail: [tatiana.milko@coe.int](mailto:tatiana.milko@coe.int)

Ms Claudine MARTIN-OSTWALD

Administrative Assistant

History Education Division

Tel: +33 3 88 41 24 83

Fax: +33 3 88 41 27 06/88

E-mail: [claudine.martin-ostwald@coe.int](mailto:claudine.martin-ostwald@coe.int)

Ms Lesley KING

Administrative Assistant

History Education Division

Tel: +33 3 88 41 41 89

Fax: +33 3 88 41 27 06/88

E-mail: [lesley.king@coe.int](mailto:lesley.king@coe.int)

## INTERPRETERS

Ms Nathalie PHAM

Ms Françoise FORSTER