

Council of Europe
intergovernmental project on

SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES



▶ Final conference in
Vienna, 9-10 April 2014

▶ RESULTS AND CONCLUSIONS



universität
wien



Austrian Chairmanship
Council of Europe
November 2013 – May 2014
Présidence de l'Autriche
Conseil de l'Europe
Novembre 2013 – Mai 2014

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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About the project

The Council of Europe intergovernmental project *Shared histories for a Europe without dividing lines*, launched by the Steering Committee for Educational Policy and Practice (CDPPE) at the Conference in the European Wergeland Centre in Norway in 2010, was completed in 2014.

■ The project addressed three main concerns. Firstly, it was necessary to raise awareness of the common historical heritage of the member states. In its texts and more specifically in Article 1, the European Cultural Convention of 1954 affirms that the signatory states are to promote a shared knowledge of their national history and also to be committed to raising awareness of their common historical heritage. Secondly, there was a need to contribute, through a better understanding of historical interactions and convergences of all kinds, to conflict prevention and support for processes of reconciliation. Thirdly, to put into action the Council of Europe Committee of Ministers' and Parliamentary Assembly's recommendations on history teaching.

■ Taking this into consideration the following objectives were set for the project: 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; to produce definite proposals for strategies and methods towards awareness and knowledge of these dimensions of European history, particularly in the context of history courses and to define the content and also the skills essential to a sound understanding of common trends in European history within a global context.

■ The project has been implemented by bringing together historians, curriculum designers, authors of teaching materials, history teacher trainers, practicing teachers, museum specialists and representatives of NGOs. It did not aim to tackle the subject exhaustively. Rather it was limited to a number of well-defined specific themes. Each theme has the potential to concern a maximum number of member states, is already well documented and, clearly, presents opportunities for demonstrating interaction, convergences and common transformations – or shared histories. The chosen themes are: the impact of the Industrial Revolution; the development of education; Human rights as reflected in the history of art; Europe and the world.

■ The main outcome of the project is the interactive e-book aimed at teacher trainers, teachers in training, practising teachers and their pupils. The e-book contains examples of teaching materials relating to significant historical examples of interactions and convergences within Europe along with strategies, methods and teaching techniques directed towards gaining a fuller awareness of these interactions and convergences. These materials have been developed within the framework of an active methodology and teaching approach, multiperspectivity and a focus on the acquisition of identified key skills.

■ The results of the project were introduced at the Final Conference which took place in Vienna University and was organised in the framework of the Austrian Chairmanship of the Committee of Ministers of the Council of Europe.

■ This publication contains the results of the Conference, the analysis of the results achieved within the four year intergovernmental project *Shared histories for a Europe without dividing lines*, as well as the results of discussions on the further steps.

■ The implementation of the project *Shared histories for a Europe without dividing lines*, including its main outcome, an interactive e-book, would not have been possible without the generous financial support of the Norwegian Ministry of Education and Research.

Programme of the conference

TUESDAY 8 APRIL 2014

Registration of the participants in the Europahaus Conference Centre

19.30 Welcome dinner in the Europahaus Conference Centre

WEDNESDAY 9 APRIL 2014

(Vienna University, main building, Conference Room, Universitätsring 1)

10.00 – 11.00 **Plenary session: Official opening**

Chair: Mag. Barbara Weitgruber MA, Director General, Scientific Research and International Relations, Austrian Federal Ministry of Science, Research & Economy

Welcome speeches by:

- ▶ Ambassador Dr. Martin Eichtinger, Director General, Cultural Policy, Austrian Federal Ministry for Europe, Integration and Foreign Affairs
- ▶ Dr. Andrea Schmölder, Director, Austrian Federal Ministry for Education and Women's Affairs
- ▶ Mag. Barbara Weitgruber MA, Director General, Scientific Research and International Relations, Austrian Federal Ministry of Science, Research and Economy
- ▶ Univ.-Prof. Dr. Gabriele Kucsko-Stadlmayer, Head of Senate, Vienna University
- ▶ Words of Welcome from the Rector, Univ.-Prof. Dipl.-Ing. Dr. Dr. h.c. Heinz Engl, Rector, transmitted by Univ.-Prof. Dr. Claudia Theune-Vogt, Dean of Faculty of Historical and Cultural Studies, Vienna University

Introductory presentation:

History education projects in the context of the Council of Europe's commitments by Ms Snežana Samardžić-Marković, Director General, DGII Democracy, Council of Europe

11.00 – 11.30 Coffee break

11.30 – 13.30 Round table on the events of the year: 100th anniversary of the outbreak of the First World War (1914-2014) and the 60th Anniversary of the European Cultural Convention (1954-2014)

Moderator: Ms Tatiana Minkina-Milko, Head of History Education Unit, Council of Europe

Introductory presentations:

Broken peace and the consequences of the First World War for the European civil society: a view from the 21st Century, by Professor Dr. Dominic Sachsenmaier, International Politics and History Research, Jacobs University Bremen

The role of history education in the present-day Europe, by Ambassador Josep Dallerès, Permanent Representative of Andorra to the Council of Europe

Responses from the participants

13.30 – 15.00 Lunch in Vienna University

15.00 – 17.00 Plenary session

Chair: Univ. Prof. Dr. Heinz Fassmann, Vice-Rector for International Relations, Vienna University

Presentations:

The results of the study *Training of history and civic education teachers in Europe*, by Prof. Mag. Dr. Alois Ecker, Department for Didactics of History, Social Studies and Civic Education, University of Vienna

The results of the project *Shared histories for a Europe without dividing lines*, by Ms Tatiana Minkina-Milko, Head of History Education Unit, Council of Europe

The interactive e-book prepared in the frame of the project *Shared histories for a Europe without dividing lines*, by Mr Brian Carvell, Educational Publishing Consultant (Former Chair: European Educational Publishers Group)

General discussion

17.00 – 17.30 Coffee break

17.30 – 18.10 A visit of Vienna University

20.00 Dinner at the Schubert Restaurant

THURSDAY 10 APRIL 2014

(Europahaus Conference Centre)

9.30 – 10.30 Plenary session on how to integrate the results of the project *Shared histories for a Europe without dividing lines* in a classroom and in the initial and in-service training practice

Chair: Prof. Mag. Dr. Alois Ecker, Vienna University

Introductory presentations:

i. The pedagogical aspects of the e-book *Shared histories for a Europe without dividing lines*, by Mr John Hamer, Education Consultant, United Kingdom and Ms Luisa De Bivar Black, Teacher Training Consultant, Portugal

ii. The *User Guide of the e-book*, by Mr Jean-Marc Nigon, Deep Design, France

Questions and comments of the participants.

10.30 – 11.00 Coffee break

11.00 – 12.30 Working group session I on how to integrate the results of the project on *Shared histories for a Europe without dividing lines* in a classroom and in the initial and in-service training practice

Four parallel working groups

- 12.30 – 13.30** Lunch in the Conference Centre
- 13.30 – 14.30** **Plenary session** on the Council of Europe intergovernmental action on history education (2014-2015)
- Chair:* Mr Villano Qiriazzi, Head of the Education Policy Division, Education Department, Council of Europe
- Reports of the working groups (Session I)
- Introductory presentation on the Council of Europe intergovernmental action on history education (2014-2015), by Ms Tatiana Minkina-Milko, Head of History Education Unit
- Questions and comments of the participants
- 14.30 – 16.00** **Working group session II** on the Council of Europe intergovernmental action on history education (2014-2015)
- Four parallel working groups
- 16.00 – 16.30 Coffee break
- 16.30 – 18.00** **Plenary session**
- Chair:* Mr Villano Qiriazzi, Head of the Education Policy Division, Education Department, Council of Europe
- Reports of the working groups (Session II)
- Feedback from the General Rapporteur
- Conclusions of the Conference
- 19.00** Dinner in the Europahaus Conference Centre

FRIDAY 11 APRIL 2014

- Breakfast in the Europahaus Conference Centre
- Departure of the participants

Official opening

Welcome speeches by:

MARTIN EICHTINGER

Dear Madam Justice Dr. Kucsko-Stadlmayer,

Dear Director-General Samardžić-Marković,

Dear Director-General Weitgruber,

Dear Dean Theune-Vogt,

Dear Director Dr. Schmölzer,

Excellencies,

Ladies and Gentlemen,

On behalf of the Federal Minister for Europe, Integration and Foreign Affairs, Sebastian Kurz, I have the honour and privilege to welcome you here at the University of Vienna. I would like to thank the University of Vienna and the Council of Europe for organising this important event.

In 2014, we are surrounded by history. Many events will be commemorated this year: the outbreak of the First World War 100 years ago, the beginning of the Second World War 75 years ago, the fall of the Iron Curtain in 1989, i.e. 25 years ago and the accession of the Central and East European Countries to the European Union on May 1, ten years ago. Furthermore, we will be celebrating the 65th anniversary of the foundation of the Council of Europe as well as the 60th anniversary of the European Cultural Convention.

As Austria currently chairs the Committee of Ministers of the Council of Europe, I would first like to briefly talk about the role of the Committee and the importance of the European Cultural Convention, signed by the member states of the Council of Europe 60 years ago. I would then like to focus on the importance of history teaching as a tool to combat nationalism, prejudices and stereotypes as well as its importance to build up a transnational awareness of history. Finally, I would like to present to you some of the projects the Austrian Foreign Ministry is planning in this regard in 2014.



Austria assumed its six-month chairmanship of the Committee of Ministers of the Council of Europe on 14 November 2013. We have defined a number of priorities for this period, among them combatting the trafficking of human beings, defending the freedom of expression and of the media, protecting journalists and protecting women against violence. During her

chairmanship, Austria will also focus on education for democratic citizenship with particular emphasis on the importance of human rights education and training in order to prevent racism, discrimination, xenophobia and related intolerance. In this context, history education plays a vital role.

During Austria's chairmanship, several conferences and scientific symposia are organised in Austria and Strasbourg, at the headquarters of the Council of Europe, engaging experts, stakeholders and the civil society in the discussions. Furthermore, an extensive cultural programme is organised. More than 40 events involving Austrian artists take place in Strasbourg during the Austrian chairmanship.

The Committee of Ministers is the Council of Europe's decision-making body. It comprises the Foreign Affairs Ministers of all member states, or their permanent diplomatic representatives in Strasbourg. It is both a governmental body, where approaches to problems European societies are facing can be discussed on an equal footing, and a collective forum, where Europe-wide responses to such challenges are formulated. Together with the Parliamentary Assembly of the Council of Europe it acts as the guardian of the values on which the Council of Europe is based.

The work and activities of the Committee of Ministers include political dialogue, developing public international law through Council of Europe conventions, interacting with the Parliamentary Assembly and interacting with its Congress of Local and Regional Authorities. Let me remind you of the important role which the Council of Europe plays in the current situation in Ukraine and the recent joint visit of the Secretary General of the Council of Europe, Thorbjørn Jagland, and Austrian Foreign Minister Sebastian Kurz in his capacity as Chairman of the Council of Ministers of the Council of Europe.

The Committee of Ministers also has the power to adopt conventions and agreements. Over 190 treaties have been opened for signature so far. The European Convention on Human Rights of 1950 is one of the best-known Council of Europe treaties and the one with the strongest supervision mechanism worldwide.

Another very important convention and one of the earliest conventions adopted by the Committee is the European Cultural Convention. Signed by 14 countries in 1954, the number of countries which are now party to the Convention has grown to 50.

The Convention aims at:

- ▶ developing mutual comprehension among the people of Europe and reciprocal appreciation of their cultural diversities;
- ▶ safeguarding European culture;
- ▶ promoting national contributions to the common cultural heritage of Europe through respect for the same fundamental values, by encouraging in particular the study of the languages, history and civilisation of the countries that have signed the Convention.

As successful results of the Convention one can quote projects on school teaching and continuing education, the programme for school exchanges, new approaches to learning languages and history, intercultural and human rights education, a European research database (Eudised), the organisation of European art exhibitions, the establishment of European cultural routes and measures for the protection of the European cinematographic heritage.

As stated in the European Cultural Convention, the Council of Europe recognises the importance of history as a basis for the education of the citizens of Europe. It encourages its member states to teach and learn about each other's national histories and to foster the exchange of scholars and students.

The aim was, less than 10 years after the end of the Second World War, to build bridges and establish mutual understanding between the peoples of Europe. The Council of Europe soon grasped the vital importance of history and history teaching as a means to overcome national prejudice and stereotypes. Cultural heritage should not be regarded as the monopoly of individual nations but should be seen as a common good of the European people that needs to be supported and nurtured. In a globalised world the role of the Council of Europe in helping to create and shape a European historical consciousness has been indispensable.

It is for this very reason that Austria deems it important to give the commemorative events of this year a forward looking, pro-European spin and initiate border-crossing events and cultural projects. It is also crucial to put special emphasis on history education in order to keep the memory of war and oppression alive and to convey its importance to younger generations. Whoever understands the origins and causes of war as well as its terrible consequences will not cease to follow the often arduous path that leads through mutual forgiveness, reconciliation and co-operation to peace among peoples.

In 2014, the Ministry for Europe, Integration and Foreign Affairs is organising numerous forward-looking, pro-European and border-crossing events. Let me briefly introduce two of these projects.

On the occasion of the 100th anniversary of the outbreak of the First World War, the Ministry for Foreign Affairs is organising a Ministerial Conference of the Western Balkan Countries in Vienna. The common commemoration of this tragic period of our history shall clearly demonstrate that former divisions have now been overcome. The focus will also lie on the role of the European Union as the European peace project par excellence as well as on the European perspective of the Western Balkan countries.

On the occasion of the 25th anniversary of the fall of the Iron Curtain in 1989, the Austrian Foreign Ministry is organising a "Celebration of Freedom and Youth", an event that will bring together young people from Austria, Hungary and Slovakia, not only to celebrate this anniversary together, but also to identify what the young people may have developed in terms of shared histories of their respective countries. As they themselves were not yet born in 1989, it will be interesting to learn about their experiences in growing up in a united Europe and see what their outlook and expectations for a future Europe are.

We should consider the numerous commemorative events of this year an opportunity for us to take a look back and check whether the goals set out in the European Cultural Convention have been reached. In this regard, I am looking forward to today's presentation of the results of the project *Shared histories for a Europe without dividing lines*.

Ladies and Gentlemen, I wish us all a productive and inspiring Conference. Thank you for your attention.

*Ambassador Dr. Martin Eichtinger
Director General for Cultural Policy
Austrian Federal Ministry for Europe,
Integration and Foreign Affairs*

ANDREA SCHMÖLZER



Dear Director General Samardžić-Marković,
Dear Director-General Mag. Weitgruber,
Dear Madam Justice Dr. Kucsko-Stadlmayer,
Dear Dean Dr. Theune-Vogt,
Excellencies,
Ladies and Gentlemen,

It is my pleasure to welcome you on behalf of the Ministry for Education and Women's Affairs to this Final Conference of the project *Shared histories for a Europe without dividing lines*.

First of all I would like to highlight the role and importance of the Council of Europe as the biggest intergovernmental organisation in Europe promoting co-operation in the field of culture and education. Since the European Cultural Convention has been opened up for signature in 1954, the Council of Europe has supported and organised a large number of projects in the field of education, culture, sports and youth.

In particular, the Council of Europe's efforts to support co-operation between its member states on history teaching deserve our respect and appreciation. While most of our national systems still focus – to a large extent – on the national perspective and needs, the Council of Europe has established powerful networks in the field of education on a multinational level, and the history network seems to be one of them.

In its role as a Member of the Committee of Ministers, the Austrian Federal Ministry of Education has established and still maintains close collaboration with various units of the Council of Europe.

For example, Austria supports the Language Policy Unit of the Council of Europe by hosting the European Centre for Modern languages in Graz, which functions as a catalyst for reforms in teaching and learning of languages. Only a few might remember that the first international conference held at this centre was a European conference on history teaching in 1994. Experts in history and history teaching came together to exchange experience and to reflect upon reforms on history teaching in the countries of East and of South-East Europe after the fall of the Iron Curtain.

The reflection on democratic forms of teaching and learning "History" in the so called "new" Europe has been strongly supported by the Austrian authorities over the last decades. Our interest is to establish a culture that helps to overcome the nationalistic heritage in all kinds of history teaching and to promote a common understanding, of multicultural perspectives, of democratic values and of active citizenship.

The Austrian Federal Ministry of Education, Research and Culture therefore did not hesitate to support the pilot study on Initial training of history teachers in 13 Council of Europe's member states starting in 1998. The ministry also co-financed the follow-up projects on this topic, which were co-ordinated by the department of Didactics of History, Social Studies and Civic Education of the University of Vienna.

To react adequately to the challenges of the 21st century, the teaching and education of history does not only require developing the subject-specific competences, but also transgressing the established disciplinary borders. Furthermore, teaching needs to contribute actively to the development of students' reflective competences as well as to their competences of active and responsible citizenship.

There is still a lot to do – for all of us – to build a historical culture of mutual understanding, respect, responsible citizenship and democratic interaction and to fulfil the objectives of the Council of Europe's recommendation on history teaching in 21st century Europe (Rec(2001)15).

However, this conference and the project *Shared histories for a Europe without dividing lines*, represent an important step forward in the right direction. Just as examples, the project targets:

- ▶ the creation of a space for intercultural dialogue and the development of a culture of co-operation;
- ▶ illustrating that European citizens are indeed diverse, with diverting points of view and cultural heritage, but on the other hand interdependent, sharing certain values, traditions, customs, geographical space, lifestyle and habits;
- ▶ the strengthening of mutual respect and understanding, social cohesion and responsibility and solidarity;
- ▶ fostering peaceful living together in a multicultural world.

Let me close my address by expressing our gratitude to Ms Tatiana Minkina-Milko and her team as well as this powerful group of experts of history teaching in Europe for the work carried out within this project.

I wish all of you fruitful discussions and a pleasant stay here in Vienna.

Dr. Andrea Schmölzer
Director

Austrian Federal Ministry for Education and Women's Affairs

BARBARA WEITGRUBER



Dear Director General,
Dear Head of Senate,
Dear Dean,
Dear Colleagues,
Distinguished guests,

It is an honour and a pleasure for me to convey to you the best wishes of the Austrian Federal Minister of Science, Research and Economy, Dr Reinhold Mitterlehner, for a successful conference in the framework of the Austrian Chairmanship of the Committee of Ministers of the Council of Europe.

It is very fitting that the conference takes place at the University of Vienna, as it is the largest teacher-training institution in Austria as far as the number of students is concerned and the University of Vienna is a significant partner both in scientific research and in high-quality teacher education and training.

The timing is also ideal as we are witnessing a change process in the provision of teacher training in Austria. This process requires strong co-operation between different institutions as the overall aim is to make the best use of existing expertise and to join efforts. The planning and the management of resources are carried out in four regional clusters and this is handled in different ways and also at different paces. The University of Vienna, for instance, has decided to start with a new curriculum already in the upcoming academic year 2014/2015.

As far as the topic of our conference is concerned, the political developments in Europe over the past few months have dramatically underlined its great relevance.

As you all know, the Council of Europe is the most prominent intergovernmental organisation in Europe, promoting co-operation in the areas of legal standards, human rights, democratic development, the rule of law and cultural co-operation. The Council of Europe and the European Union share the same fundamental values – human rights, democracy and the rule of law, but, they perform different, yet complementary, roles.

Still, both the Council of Europe and the European Union have been major actors in the European Higher Education and Research Areas. The contribution of the Council of Europe to the establishment of the European Higher Education Area has focused on the recognition of qualifications, on the active participation in the steering and policy-making mechanisms of the Bologna Process, and very importantly on advice and assistance to countries which have acceded to the Bologna Process only recently and on overarching issues such as the public responsibility for higher education and research, higher education governance, the social dimension of higher education and research and the values and roles of higher education and research in modern, complex societies. Many higher education institutions, staff and students have regarded the Bologna Process very critically. This has – to a large extent – been related to the way the Bologna Process has been interpreted and to the way the reforms have been implemented in some countries and at some institutions.

In my opinion, however, the overall aim laid down in the Bologna Declaration of 1999 is still valid today:

“A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space. The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South-East Europe.”



When looking at the overall objective of this conference, to take forward the results of the project *Shared histories for a Europe without dividing lines*, it will be important to ensure that our higher education and research institutions will take an active part in the concrete implementation of the results. I see their role not only in research and teacher education and training, but especially in the mobility of students, of researchers and of teaching staff as it is the personal, intercultural experience which will help us see our own culture through different eyes and our own history from a different perspective.

Horizon 2020, the EU Framework Programme for Research and Innovation, includes societal challenges as one of its priority areas as well as the support of the career development and training of researchers, and the Erasmus+ Programme. This support – among others – co-operation and mobility in higher education, including the development of joint Masters programmes which might be excellent instruments to help set up concrete follow-up activities.

Such projects will also contribute to seeing history not only as looking back at the past, but as looking forward to the future and accepting a shared responsibility for the past in view of creating a better future.

Let me end by thanking our host, the University of Vienna, and all those responsible for the excellent organisation of this conference – especially the Head of the History Education Unit at the Council of Europe, Ms Tatiana Minkina-Milko and Professor Alois Ecker from the Department for Didactics of History, Social Studies and Civic Education at the University of Vienna. I wish all of you participating in this conference an academically, professionally and personally enriching experience.

*Mag. Barbara Weitgruber MA
Director General, Scientific Research and
International Relations
Austrian Federal Ministry of Science, Research and Economy*

Distinguished guests,
Ladies and gentlemen,

On behalf of the Senate of the University of Vienna it is a great pleasure for me to welcome you at the opening of this conference.

The Council of Europe has taken on a challenging task by launching this educational project. I am sure that it will be a significant step on the Council's way to building bridges between different European cultures and promoting intercultural communication.

As a professor for constitutional law and member of the "Venice Commission", the Commission for Democracy through Law of the Council of Europe, I am aware of the importance of this co-operation in the fields of democracy, human rights and the rule of law, as they are anchored in the European Convention of Human Rights. The constitutional heritage laid down in this Council of Europe Convention expresses fundamental values of the individual and plays a unique role in peacekeeping and conflict management. These values of ours have permanently to be disseminated and consolidated on an international level.

Every discussion about democracy and the means to maintain the freedoms of individuals needs to involve children and young people. It is a complex task to make them understand the functionality of democratic systems and the dangers of authoritarian governments for universal peace. But in the light of these values it is our responsibility to critically reflect the past together with them and to share with them our concern about the political conflicts that burdened our continent in the past century.

Nobody can fulfil this task better than universities, being places of deepening knowledge together with the next generation in an international setting. This commits us to attach great diligence to education, particularly to teacher education, teaching methodologies and to the research in these fields. The focus lies on history teacher education, but moreover we have to supply every high school subject with pedagogues who are aware of democratic values, tolerance and intercultural understanding. We fulfil this commitment with responsibility for our own country but also for political and social progress in the whole of Europe.

The University of Vienna currently instructs more than 92 000 students, 10 000 of them in teacher education, for no less than 27 different school subjects. This makes us the biggest institution for teacher education in Austria. We are perfectly aware of how much care we have to take to ensure high quality in this part of our mission.

I am therefore pleased to tell you that currently we are working on the improvement of all the respective curricula according to new legal requirements, particularly concerning didactics and the Bologna system. This project is of highest priority for the University senate in the next months. Already in June we will hopefully be able to enact all of the new Bachelor curricula.

Let me express my respect and gratitude to the Council of Europe for the organisation of this conference at the University of Vienna. The co-operation with the academic field will certainly be an important step in strengthening the knowledge base of international co-operation and, I am sure, of the success of this Council of Europe project. Vice versa, the political work of the Council can stimulate our scientific and teaching focuses very well.

In particular, I have to thank Ms Tatiana Minkina-Milko, Head of History Education Unit of the Council of Europe, and her team for planning and organising this conference. Equally, I thank Dr. Alois Ecker for his significant and substantial contribution as one of the university's experts for history teaching methodology. He will present his interesting study in the afternoon. I thank the dean and all the faculty members for hosting this event.

*Univ.-Prof. Dr. Gabriele Kucsko-Stadlmayer
Head of Senate
Vienna University*

CLAUDIA THEUNE-VOGT



Dear Director General Ms Snežana Samardžić-Marković,
Dear Ambassador Dr. Martin Eichtinger,
Dear General Director Mag Barbara Weitgruber,
Dear Director Dr. Andrea Schmölzer,
Dear Prof. Kucsko-Stadlmayer,
Dear ladies and gentlemen, dear colleagues, dear guests,

On behalf of the rector of the University of Vienna and as Dean of the Faculty of Historical and Cultural Studies I would like to convey the greetings of Rector Heinz Engl. He asked me to present his opening words to you.

“We have come together today to take part in the festive and closing conference *Shared histories for a Europe without dividing lines* of the Council of Europe. I am very sorry for not being able to attend this meeting, due to a stay abroad that I could not switch. However, in this way I would like to welcome you cordially. Please let me use the opportunity to express my gratitude to all that brought this event into being, most of all Ms Tatiana Minkina-Milko and Prof. Dr. Alois Ecker, and all others who organised the conference and put the contents together.

As rector of the University of Vienna it is a pleasure to administer the opening words, as the conference marks the end of the four-years-project of the Council of Europe, and the launch of the next large project *Quality history education in Europe: building competences for a new generation of teachers*. The 60th anniversary of the signing of the European Cultural Convention is a further reason for this conference.

The project has engaged with an up-to-date and important theme. It has shown and discussed how the process of European co-operation and the development of political constructions came into being, despite great cultural diversities and different identities. A better understanding of historical processes can certainly help to avoid conflicts, and help to strengthen the approximation process.

The University of Vienna, as joint organiser, is happy to be part of that discussion because as an institution it depends on the engagement with forward-looking questions of our social coexistence.

In this spirit I wish you all an exciting conference and fruitful discussions."

As Dean of the Faculty of Historical and Cultural Studies, I would like to join these greetings, the wishes and the gratitude of the rector. The great success of the past four years is also evident with the follow-up project. That project will build on the results that have been achieved so far. Organising that closing conference and creating new projects and ideas is clearly a sign of the good work that has taken part in the course of the past four years.

I wish you interesting presentations and fruitful discussions on the topic *Shared histories for a Europe without dividing lines*.

*Univ.-Prof. Dr. Claudia Theune-Vogt,
Dean of Faculty of Historical and
Cultural Studies, Vienna University*

Introductory presentation on history education projects in the context of the Council of Europe's commitments

By Ms Snežana Samardžić-Marković

*Director General of Democracy
Council of Europe*

Your Excellencies,
Ladies and Gentlemen,

It is a real pleasure and honour for me to address you on behalf of the Council of Europe.

It is so easy to talk about history, here on the premises of Vienna University which is now almost 650 years old. The whole university seems to breathe the spirit of centuries of academic freedom, and the quest for knowledge and progress. This room still keeps the memory of Gustav Klimt and his paintings, even if they were destroyed during the Second World War.

The teaching of history has brought us together today, to share the results of the four-year project of the Council of Europe on *Shared histories for a Europe without dividing lines*. This event is organised in the framework of the Austrian Chairmanship of our Committee of Ministers. I would like to address my special thanks to the Austrian authorities and Vienna University for hosting the Conference in such a remarkable venue.

Talking about history today is also easier because the year 2014 is "richer in history" than most other years. The crisis in Ukraine is a timely reminder of how deeprooted in history some of Europe's problems



really are. However, 2014 is also a year of commemoration and anniversaries. The outbreak of the First World War 100 years ago; the start of the Second World War 75 years ago; the fall of the Berlin Wall 25 years ago – all these events, which profoundly changed the political landscape of our continent, bring home the message that without understanding history we do not understand the present.

European Cultural Convention

In 2014 we are also celebrating the 60th anniversary of the European Cultural Convention. One of the first treaties developed by the newly created Council of Europe, it still echoes the lessons learnt from the catastrophes of the first half of the 20th century. The Convention aims at building a common peaceful and democratic future, and it underscores the fact that the road to peace and democracy passes through education and culture. It accords a special role to the teaching of history and languages.

Embedded in the Convention is the notion that Europeans share a history, to which all parts of our continent and all countries have contributed. Our political, economic, religious and cultural heritage transcends national boundaries. Our common heritage exists in customs, traditions, ideas and mythologies.

Signed less than ten years after the events of 1939-1945, the Convention recognised both the power and the potential dangers that lurk in feeding people a diet of exclusively national history. The message sent by the Convention 60 years ago is still relevant today, maybe more relevant than many of us thought even a few months ago.

The role of history teaching

The Council of Europe has always considered history teaching as a subject with unique value.

The importance of history teaching was clearly affirmed at the highest political level at the Council of Europe Summits of Heads of State and Government 1993, 1997 and 2005.

The Council of Europe's vision of history teaching is expressed in a number of key documents. I must mention the two recommendations of the Committee of Ministers to member states on history teaching in twenty-first-century Europe, adopted in 2001, and on intercultural dialogue and the image of the other in history teaching, adopted in 2011. Both recommendations give history teaching a central role in the overall policy of the Council of Europe supporting the democratic management of diversity.

The Parliamentary Assembly too has expressed itself on various occasions on the subject. In over 70 recommendations – on issues ranging from history teaching in conflict and post-conflict areas, to the teaching of the history of art, philosophy and religion or the history of specific minorities – the Parliamentary Assembly has emphasised the prominent role history education must play in Europe today.

These documents often reflect the changes which have taken place in “greater” Europe since the late 1980s. In all member states it has become increasingly important to understand the role of education in managing diversity democratically and peacefully.

Conceptual background of the project

This is the background of our project *Shared histories for a Europe without dividing lines*, which we will present to you in much more detail later on in the programme.

With this project we have addressed a central challenge common to all member states: bridging differences and bringing people together, by establishing mutual understanding and confidence between the peoples of Europe.

This is also the reason why history education is an important component of our programme of activities. In the area of democracy, the Council of Europe currently works towards three priorities: democratic governance and innovation; participation; and diversity.

First of all, learning about the past not only concerns factual knowledge of important years and lists of rulers. Rather, history teaching aims at a deeper understanding of history, which is key to the development of skills, attitudes and values such as critical thinking, open-mindedness, tolerance, an ability to appreciate the value of cultural diversity and to communicate peacefully with those who have different cultural and religious affiliations and who speak other languages.

Diversity marks all European countries. History teaching should therefore take into account an environment where people from very different backgrounds are seeking common ground to build a shared future.

As a result, young people will be better prepared to find their place in today's world and feel that they are not only citizens of their own country, but also Europeans and citizens of the world. These are important elements of the culture of democracy.

This makes teaching and learning history a very challenging task. We are currently facing serious threats to European stability, for which historical parallels are already being drawn — sometimes too easily, it seems to me.

One often-heard observation is the renationalisation of politics. Politicians are increasingly using history as a tool to further their domestic agenda by stirring up public emotions. The current economic, political and social crises may create a particularly fruitful ground for the re-emergence and misuse of nationalisation of history in Europe.

The Council of Europe has always drawn attention to these dangers and has highlighted the immunising role of historical awareness, which is an important civic skill. Without it, the individual is vulnerable to all kinds of manipulation. A deeper understanding of history makes us better equipped to assess present-day political and social processes. It provides us with the capacity to form independent opinions.

Much historical knowledge is provided by the media, friends and families. In our activities, the Council of Europe therefore works on creating partnerships with schools, families, civil society organisations, museums, media and other stakeholders. Although the Council of Europe is an intergovernmental organisation, we have always attached particular importance to working with civil society. The input of all citizens is essential.

The Council of Europe has a particular role to play in post-conflict areas, where we assist parties in their effort to overcome stereotypes and start building a shared narrative basing on a “multiperspective” approach. For our Organisation, reconciliation through education including history teaching is the basis of a shared vision for a common future.

Outcome of the project *Shared histories for a Europe without dividing lines*

One word on the methodology of the project. To meet the political challenges requires new teaching methods and approaches, capable of responding to the demands of multicultural societies. We also need to recognise the increasingly important role of the teacher, which in turns leads to demands that we provide teachers with the highest quality education and qualifications.

The main outcome of our project is the interactive e-book. It is addressed to curricula designers, teacher trainers, practising teachers and their students. It is the first interactive tool prepared by a Council of Europe history education project. It contains examples of teaching materials related to significant historical interactions and convergences in Europe, along with strategies, methods and teaching techniques designed to develop a fuller awareness of these periods.

We hope that this innovative educational tool will play the role of a navigator, guiding history educators towards building a more peaceful future based on dignity, human rights and fundamental freedoms.

Future project

To conclude: where do we go from here?

The Council of Europe will follow its history-teaching agenda with a new intergovernmental project, entitled “Quality history education in Europe: building competences for a new generation of teachers”.

This new project aims at developing parameters for a high-quality education of history teachers in Europe, in order to improve the initial and in-service teacher training. The special focus will lie on the development of democratic competences and social responsibilities.

We are convinced that education plays a crucial role in building and maintaining the democratic culture which is the defining characteristic of modern European societies, on which our entire legislation and all our institutions are based. This makes us Europeans. The quality of our education will define the future of our children and grandchildren. This is why it is so important that at the end of this conference we arrive at forward-looking, productive conclusions for the educational practice of the member states.

I thank you for your attention.

Round table on the events of the year: 100th anniversary of the outbreak of the First World War (1914-2014) and the 60th Anniversary of the European Cultural Convention (1954-2014)

Introductory presentations on:

BROKEN PEACE AND THE CONSEQUENCES OF THE FIRST WORLD WAR FOR THE EUROPEAN CIVIL SOCIETY: A VIEW FROM THE 21ST CENTURY

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It has been almost one century since the guns of August started firing. We are looking back at the Great War from a Europe which is characterised by various realms of integration. Despite all crises, various supranational institutions ranging from the European Union to the Schengen- and Euro-zones have come to shape our reality. Yet we are also looking back at the terrible slaughters of a hundred years ago with the knowledge that this European integration did not start right after the November armistice of 1918. We know very well that only two decades later another war would break out, and that the so-called the Great War would soon pale in comparison with what came to be called "World War Two."

We are also well aware that only the aftermath of the Second World War witnessed decisive measures to build the architecture of the Europe we know today. After World War One, the divisions of Europe arguably grew even deeper, and nationalism, for instance, remained an impetuous force. Moreover, the new rivalry of communist, fascist and liberal-democratic systems made a peaceful European rapprochement look even more unlikely a decade after the Great War than it had looked before 1914.



So in an immediate sense, the Great War may appear to us as fairly inconsequential for the growth of European civil society. After its termination, right-wing agitators in Germany as well as several other countries rallied against what they portrayed as the "Versailles Dictate."¹ Predominantly national was even the commemoration

¹ About the period of "recivilization and its failure" see for example Berghahn, Volker R., *and Europe in the Era of Two World Wars. From Militarism and Genocide to Civil Society*, Princeton: Princeton UP, 2006, p. 58-81.

of the death and suffering on the frontlines²: war memorials were mushrooming across European societies but they were typically meant to commemorate the lost sons of one's own nation. Only well after the end of the Second World War there were serious attempts to develop a European culture of memory which would include joint ceremonies at the graves and former battlefields of the First World War.

Yet it would be wrong to suppose that movements towards a European civil society only took off during the 1950s, under the tutelage of the European Coal and Steel Community and its successors. Assuming so would get us caught in a very narrow definition of "civil society" – a definition which would be too much centred on state-driven integration processes.³ We should not forget the fact that even long before World War One Europe had been characterised by transnational associations, clubs and interest groups which brought together people in different countries, and did so for common causes. We may duly consider many of these networks as facets of a European civil society *avant la lettre*. Also after the Great War, one could observe transnational circles of businessmen, religious believers, activists, artists and intellectuals who operated on a transnational level and, in some cases, even sought to actively enhance the cause of peaceful European integration. In this brief essay I will chiefly focus on one segment of these civil society agents: circles of prominent thinkers and writers pursuing a pre-European agenda.

Certainly, most of these activists with a pen remained marginal to the violent pulse of political life during the Interwar Period. At the same time, some intellectual circles helped bring about new outlooks on Europe, some of which unfolded their potential during European integration after 1945. In other words, key visions for more tightly integrated European polities and societies held a power of lasting plausibility after the Second World War. Yet listening to some artists and intellectuals of the 1920s can do more than reassure us about the historical rootedness of later European integration. They can still inspire us, for some of the European utopias developed after the Great War remain unfulfilled up until the present day. This is particularly the case with the idea that responsible and inclusive forms of "European consciousness" need to be embedded in a mind-set that we can call "global consciousness."

But generally speaking, what kinds of Europe did the thin veneer of pro-European thinkers endorse after

the Great War, and what kinds of civil society did it envision? How did its key representatives identify the problems that had led to the war? It is perhaps hardly surprising that many critics of the war shared a belief that radical nationalism had destroyed a much older, more communal order. This idea was certainly not altogether absurd since jingoism and national chauvinism had even affected some of the finest minds during the war. In this context one may, for instance, recall how many scholars, writers, artists and thinkers had been sucked into the growing currents of nationalist fever during the early stages of the war. Still in 1915, the call of the French writer Romain Rolland to intellectuals to stand and communicate "Above the Conflict"⁴ had encountered much scorn and malice across many European societies.

After the war, many writers developed even a kind of nostalgia for a bygone European unity. As it often happens, nostalgic feelings could be closely connected with an idealisation of the past. For instance, in his autobiography the Austrian writer Stefan Zweig remembered the years before the outbreak of the war in August 1914 in the following manner:

"In Vienna we shouted with joy when Blériot flew over the Channel as he had been our own hero; because of our pride in the successive triumphs of our technics, our science, a European community spirit, a European national consciousness was coming into being. How useless, we said to ourselves, are frontiers when any plane can fly over them with ease, how provincial and artificial are customs-duties, guards and border patrols... This soaring of our feelings was no less wonderful than that of the planes, and I pity those who were not young during those last years of confidence in Europe."⁵

Such memories may certainly raise doubting eyebrows among historians. But the point is not whether writers like Zweig remembered the years before 1914 in an adequate manner or not. Much more important is a particular sentiment he shared with many other leading thinkers during the Interwar Period: the sense of Europe as a historical loss. To put it more concretely, Zweig was convinced that Europe, or European unity, as a state of the past had been destroyed by modern forces. One could add countless examples for similar viewpoints and opinions – in this context, one may think, for example, of the dark ending of Thomas Mann's novel *The Magic Mountain*, a work that quickly got translated into several European languages after its original German publication in 1924. Here the author speaks of a "perverted science, laden with

2 See for example Winter, Jay, *Remembering War. The Great War between Memory and History in the Twentieth Century*, New Haven: Yale UP, 2006.

3 About different ways of conceptualizing a European civil society see Kaelble, Hartmut, „Gibt es eine europäische Zivilgesellschaft?“, in Gosewinkel, Dieter et al (eds.), *Zivilgesellschaft – national und transnational*, Berlin: edition sigma, p. 267-284.

4 Rolland, Romain, *Au-dessus de la mêlée*, Paris 1915.

5 Zweig, Stefan, *The World of Yesterday*, London: Cassell, 1943, pp. 153-154. Quoted in Wilson, Kevin & van der Dussel, Jan (eds.), *The History of the Idea of Europe*, New York: Routledge, 1993, p. 85.

death⁶ which had brought down earlier forms of European co-existence. Or one may also think of film “The Grand Illusion” from 1937, arguably one of the masterpieces in the history of French cinema. Its film director, Jean Renoir, depicted the shared identities among European aristocrats and blue collar workers as an unstoppable force reaching across the Great War’s national conflict lines⁷.

The idea that a unified Europe had once stood in the past but then been brought down, even gambled away through the forces of militarism and nationalism looks trivial. It even looks like a projection of intellectuals who at that time were concerned about their own declining status in European societies⁸. Yet the notion of a lost European unity constitutes an important change in the ways in which the protagonists of European rapprochement positioned themselves vis-à-vis the courses of history. For quite a number of critical thinkers, jingoism was to blame for the destruction of European civilisation – a European civilisation which shared a precious common cultural heritage, with attributes ranging from the cultures of humanism to the ideals of the Enlightenment.

The notion that European unity was more than a utopian vision since it had actually existed before implied the possibility of recreating it in the future. Such an interpretation of the timelines of European history would become influential later, after the Second World War. Today quite a number of textbooks are seasoned by such an interpretation of modern European history and the patterns of European unity. Even the preamble to the proposed European constitution contained a reference to Europe being “re-united after bitter experiences⁹”.

But to return to the 1920s: to many astute observers of changing world orders it was clear that the cataclysm between 1914 and 1918 had now finally – and beyond all doubt – moved Europe away from the centre of world politics. Such conceptions of changing world orders were usually tied to a stinging sense of insecurity vis-à-vis the United States as a rising global power. For instance, in his book *The American Illusion*

(published in 1929) the British journalist and author Harry Collinson Owen stated that “The Europeans, victors and vanquished, emerged from the war to find America sitting in the seat of the might. ... The United States sent a president over to us who was treated as God. His lightest words made the tired nations of Europe hang their heads.”¹⁰

However, Owen not only criticised what he regarded as deferential behaviour towards the United States: he also stressed the alleged lasting distinctions of European societies. For instance, like many other intellectuals of the time, he was careful to praise the alleged diversity of Europe, and he contrasted it with the – in his eyes – more uniform civilisation in the United States. Owen went as far as to conclude that compared with the mechanised American society following the dictates of industrial machines, the “main advantages of existence still remain on the European side of the Atlantic.”

Also many other European writers maintained that in Europe there was much greater social cohesion than on the Western shores of the Atlantic. One often heard the argument that the wide appreciation of culture and intellectual life (even within business circles) still differentiated European culture from its American counterpart. In other words, one endorsed facets of a “European civil society” to underline Europe’s uniqueness compared to the allegedly monotonous social landscapes in the United States. It was only that this claim for superiority had shifted from a military and geopolitical sector to a societal and cultural one. Hence in quite some influential circles there was an unbroken belief in Europe’s continued superiority in some crucial aspects of life.

The claim to cultural superiority among large parts of Europe’s intellectual elites during the 1920s becomes even more obvious when we regard the opinions that some Europeans hedged on other world regions. Images of a “static Asia” or a “primitive Africa” had indeed survived the First World War without much damage. Sometimes they even seasoned the most prominent visions of a peaceful European integration in the aftermath of the Great War. In this context one may think, for example, of the philosopher Tomas Garrigue Masaryk who after the war became the first president of Czechoslovakia. His vision of a unified “New Europe” entailed the establishment of nation states in Eastern Europe but at the same time it remained firmly grounded on the idea of European supremacy and exceptionalism. This often implied a rather disdainful vision of other world regions.

6 Mann, Thomas, *The Magic Mountain*, London: Vintage, 1999, p. 715.

7 About aspects of the film see, for example, Abecassis, Michael, “The Voices of Pre-War French Cinema. From Polyphony towards Plurilingualism”, in Verena Berger & Miya Komori (eds.), *Polyglot Cinema. Migration and Transcultural Narration in France, Italy, Portugal and Spain*, New Brunswick: Transaction Publishers, 2003, p. 33-48.

8 As a general trend, intellectuals during that time period felt particularly marginalized during that time period. They did so for various reasons: Already, starting from the middle on the nineteenth century onwards, Europe’s learned circles found themselves pushed aside by the new industrialized elites and the growing social participation of larger, more uneducated parts of society. See for example Charle, Christophe, *Les Intellectuels en Europe au XIX^e siècle*, Paris: Éditions du Seuil, 1996.

9 Article I-2. For more details see Sachsenmaier, Dominic, “Recent Trends in European History - The World Beyond Europe and Alternative Historical Spaces”, in *Journal of Modern European History*, 7-1 (2009), p. 5-25.

10 Owen, Harry Collinson, “The American Illusion”, London: E. Benn, 1929, p. 233. Partly quoted in Kaelble, Hartmut, *Europäer über Europa. Die Entstehung des europäischen Selbstverständnisses im 19. und 20. Jahrhundert*, Frankfurt: Campus, 2001, p. 214. See Kaelble for more details about debates on European identity during that time period.

Masaryk, for example, referred to Turkey as “alien to culture and barbarian.” And about Russia his opinion was as follows:

“The great majority of the peoples of Russia are uneducated and without national conscience: Russians themselves have not developed to the point of national conscience; the masses of the people have their religious viewpoint, and the intelligentsia, as far as it is Socialistic, does not feel nationally. ... Therefore, the solution of national and language questions in Russia is different from the European solution.”¹¹

In Masaryk’s account, the new European order that was to emerge from the ruins of the Great War could thus still be based on some forms of European superiority. For him, an open and democratic Europe could build on a unique civilisational maturity which positively distinguished his Europe from – in Masaryk’s view – non-European societies like Russia and Turkey. As a consequence, for Masaryk it was rather unimportant to engage in close dialogues with representatives from these and many other countries when reflecting upon the future of Europe and its potential civil society.

We can observe similar, albeit more toned down attitudes towards most other civilisations even in the writings of Richard Coudenhove-Kalergi, the founder of the most significant civil society organisation striving for a unified Europe during the Interwar Years: the Pan-European Union¹². For instance, in his vision a Pan-European Union of the future would hold on to its colonial territories in the rest of the world. Coudenhove-Kalergi regarded the peoples of Africa as not sufficiently civilised as to be reckoned with when thinking about the future of world society and politics.

Yet there were dissenting voices – for quite a number of artists and writers the implosion of Europe in the Great War made claims to the supposed distinctions of European civilisation no longer tenable. For instance, Sigmund Freud (another example of a renowned thinker with close Viennese connections) remarked:

“The savagery of the war should caution the Europeans against assuming that their fellow-citizens of the world had sunk so low as they had once believed because the conflict made it clear that Europeans themselves had never risen so high.”

11 See Tadayuki, Hayashi, “Masaryk’s «Zone of Small Nations» in His Discourse during World War I”, in Tadayuki, Hayashi & Fukuda, Hiroshi (eds.), *Regions in Central and Eastern Europe: Past and Present*, 2007, p. 3-20. See also Wilson, Kevin & van der Dussel, Jan (eds.), *The History of the Idea of Europe*, New York: Routledge, 1993, p. 92-95.

12 For more details see Ziegerhofer-Prettenthaler, Anita, *Botschafter Europas. Richard Nikolaus Coudenhove-Kalergi und die Paneuropa-Bewegung in den zwanziger und dreissiger Jahren*, Cologne: Böhlau, 2004.

And even the Cambridge logician Bertrand Russell, whom the war experience had turned into a peace activist, concluded that:

“The Great War showed that something is wrong with our civilisation ... The Chinese have discovered, and practiced for many centuries, a way of life, which, if it could be adopted by all the world, would make all the world happy. We Europeans have not. Our way of life demands strife, exploitation, restless change, discontent, and destruction. Efficiency directed to destruction can only end in annihilation, and it is to this consummation that our civilisation is tending, if it cannot learn some of that wisdom for which it despises the East.”¹³

We should note Russell’s point that now it was urgently necessary for European culture to learn how to learn from other civilisations. Translated into a more concrete agenda, this meant that European opinion makers and decision takers needed to closely consider other parts of the world when pondering over the future of their own continent. This, in turn, boiled down to a program of connecting the intellectual parts of European civil society with their peers elsewhere.

Russell was not alone with this opinion. In fact, rather influential networks of poets and thinkers in the ranks of Romain Rolland, René Guénon, and Hermann Hesse now argued that it was no longer possible to uphold a pose of disinterest in other cultures. In their eyes, one needed to return to visions of intellectual world citizenship that had been debated in Europe during the Enlightenment Period – visions that had subsequently become rather irrelevant during the age of 19th century European imperialism and triumphalism. In other words, here one called for removing the mirrored walls of cultural haughtiness that had surrounded much of European intellectual life in the past.

Now, after the shock of the Great War, some of the most prominent European intellectuals undertook concrete efforts to promote new forms of cross-cultural understanding. For example, the French writer Romain Rolland advocated a “Universal Declaration of the Independence of the Spirit.” Rolland even planned to establish a journal in which leading minds from Asia and Europe would converse with each other, in the spirit of developing a more stable Europe and world at large. Others stressed that it was now necessary to cultivate a transnational intellectual and artistic elite, perhaps as a backbone of a global civil society. Its single members would not only self-identify as declared European citizens but also as informed and responsible citizens of the world at large.

13 Bertrand Russell, *The Problem of China*, New York: Century, 1922, p. 46. For more details see Sachsenmaier, Dominic, “Chinese Debates on Modernization and the West after the Great War” in Jessica Gienow-Hecht (ed.) (2008), *Decentering American History*, New York: Berghahn, p. 109-131.

It is small wonder that such opinion camps particularly appreciated the voice of intellectuals from outside of the West. And rightly so: after all, during the 1920s many intellectuals from around the world sought to grapple with the existential crisis of Europe following the Great War. Take the example of Rabindranath Tagore, an Indian poet and writer who had received the Nobel Prize in literature already before the war. After 1919 he became a public figure with close contacts to the cream of intellectual life in Europe, including Henri Bergson, William Butler Yeats, and Albert Einstein. Yet during the 1920s, Tagore's appeal in Europe reached far beyond these elevated circles. In fact, the Indian writer conducted public lecture tours in a great number of European countries, often drawing significant crowds – which points to a feeling of cultural insecurity within wide segments of Europe's educated circles around that time. Tagore's own account of his public reception in Europe reads:

“They seem to offer me their love or trust without making sure that they do not deceive themselves. When I had my welcome in Germany and in Norway, the people were often shouting to me “Come back to us”; it made me wonder how I had deserved this. But in places like Budapest the attitude of the people towards me is so clingingly personal, so full of tender solicitude that I forget to ask myself what price I had ever paid for it.”¹⁴

Like Rolland, Tagore envisioned a new encounter between European and non-Western intellectuals, an encounter that would no longer be framed by the power and influence gaps typical for colonial relations. He even founded an institution in his Indian hometown which in today's parlance we would perhaps label a global liberal arts college, aimed at educating the finest minds in the spirit of a global civil society. Tagore went explicitly against the idea that the gap between the West and the rest had widened beyond the possibility of any kind of genuine dialogue between civilisations as equal partners. For instance, alluding to the British poet Rudyard Kipling's famous line that “East is East and West is West. The twain shall never meet”, Tagore writes in an essay:

“It is true that they are no showing any real sign of meeting. But the reason is that the West has not sent out its humanity to meet the man in the East, but only its machine. Therefor the poet's line has to be changed into something like this: ‘Man is man, machine is machine, and never the twain shall wed’”¹⁵

14 Tagore, Rabindranath, “Letter to Leonard Knight Elmhirst”, November 7, 1926, in Dutta, Krishna & Robinson, Andrew (eds.), *Rabindranath Tagore. An Anthology*, New York: St. Martin's, 1997, p. 182-183.

15 Tagore, Rabindranath, “East and West”, in Dutta, Krishna & Robinson, Andrew (eds.), *Rabindranath Tagore. An Anthology*, New York: St. Martin's, 1997, p. 212.

Tagore further blamed colonialism as one of the main causes of the alleged disease of European civilisation – a disease, which in his view had become acute during the war. Tagore's appeal to what he saw as “true European ideals” needs to be seen in conjunction with the fact that he did not support any kind of blunt anti-Westernism. Yet on many occasions Tagore lamented on the destructive processes emerging from the trajectories of European history. For example, he offered his account of the devastating effects of Western civilisation during a visit to a battlefield of the Great War in 1921 where he compared the ruins at the site to the desolation in other cultures after the impact of imperialism. Tagore identified the decline of the human factor, the rise of mechanical organisation and the growth of impersonal societies as a severe European cultural malady. In a private conversation with Romain Rolland in 1926, Tagore argued that the continued disintegration of Europe's social and administrative bodies after the Great War made the rise of charismatic anti-democratic leaders more likely because they at least symbolised a human factor. He predicted that nationalism would cause additional disasters if it would continue expanding.

Another prominent non-Western visitor to post-war Europe came to similar conclusions: the Chinese historian Liang Qichao¹⁶. Like Tagore, also Liang gained some personal insights into Europe's post-war situation: he was among the cultural delegates of the Chinese mission to the Versailles Peace Conference. During his stay he travelled extensively through various countries and – again like Tagore – met many likeminded European intellectuals. After his return to China, Liang even published a book entitled *Impressions of My Travels in Europe*¹⁷. This work contained both, descriptions of European devastation and poverty as well as philosophical reflections about the nature of Europe's crisis.

Similar to Tagore, Liang was convinced that in Europe true communal ties and value systems had grown weaker, and he opined that destructive nationalist and socialist forces had taken their place. In one passage of his book Liang compared Europeans with a group of disoriented travellers in the desert, who are desperately approaching some vague shadow. This shadow, a metaphor for the belief in the omnipotence of science and rationalism, finally reveals itself as

16 About Tagore and Liang's visions for Asia's future see Mishra, Pankaj, *From the Ruins of Empire. The Revolt Against the West and the Remaking of Asia*, London: Penguin: 2012. About Liang and Tagore's reactions to Europe's Great War see also Sachsenmaier, Dominic, “Alternative Visions of World Order in the Aftermath of World War I – Global Perspectives on Chinese Approaches” in Sebastian Conrad & Dominic Sachsenmaier (eds.) (2007), *Competing Visions of World Order. Global Moments and Movements, 1880-1935*, New York: Palgrave, p. 151-180.

17 Liang, Qichao, *Ouzhou xinying lu (Impressions of My Travels in Europe)*, 1921, 1.1.11. Quoted in Metzger, Gilbert, *Liang Qichao, China und der Westen nach dem Ersten Weltkrieg*, Berlin: LIT, 2006, p. 131-132.

chimera, leaving European civilisation lost, confused, and somewhat hopeless in the desert.

Nevertheless, Liang remained confident that Europe and its leading minds would be able to find a way out of this crisis. He rejected the idea that Europe would go into decline like Egypt, Greece and other great civilisations in history. In that manner he went against a hypothesis which around that time was being widely debated in Europe – and prominently articulated by works such as Oswald Spengler's *The Decline of the West*¹⁸. Deviating from these pessimistic visions, Liang compared Europe to a sick body, which still had vital powers left but needed time to recover. Somewhat optimistically he maintained:

“This war has triggered a huge stimulation in human mind. Outlooks on life will naturally experience great changes, philosophy will again prosper, and even religion will eventually return to life again.”¹⁹

Moreover, also Liang regarded cross-cultural learning and the build-up of a global civil society as a tangible possibility, if not even as a necessity. Particularly after the Great War, he repeatedly emphasised that elements of Chinese and other non-Western cultures were just as globally relevant as European modernity. In his opinion, the spiritual, ethical and communal traditions of China, for example, had the potential to balance out the chaotic, restless energies generated by modern Europe. For Liang, a process of inter-cultural learning could hence lead to a more stable, just and balanced world order.

What can such grand – and with a cynical twist we may even say somewhat elitist – hopes as they were being articulated almost a hundred years by thinkers like Romain Rolland, Bertrand Russell, Liang Qichao or Rabindranath Tagore tell us today? In what ways can their thoughts and sentiments still count? After all, the day-to-day business of the European Union does naturally not allow much space for lofty ideals of this kind. Moreover, it would be foolish to return to exoticising depictions of India and China as harbingers of concord and tranquillity.

Yet especially the critique of cultural navel-gazing in Europe, which was articulated during the aftermath of the Great War, carries some stinging relevance today. It does so in debates on topics for which we need to pause and think, and the question of the shapes and character traits of a European civil society is among them.

18 Spengler, Oswald, *Der Untergang des Abendlandes: Umriss einer Morphologie der Weltgeschichte* (The Decline of the West: Outlines of a Morphology of World History), 1918–22, 2 vols.

19 Quoted in Metzger, Gilbert, *Liang Qichao, China und der Westen nach dem Ersten Weltkrieg*, Berlin: LIT, 2006, p. 130. See Metzger for more details about Liang's perception of Europe.

If we are honest to ourselves, we have to face some challenging questions: for example, are most of our images of European civil society less self-referential today as compared to the 1920s? Let me illustrate this point with a concrete example: the community of European historians. In an age of international conferences, Erasmus programs and the European Science Foundation, we may duly speak of historians as a facet of a European civil society. We may even regard historians as a crucial component of this civil society since as a group they produce important work on themes ranging from the contours of European identities to the question of a European demos.

Historians could also be understood as a group which could bring our current debates on the European past and the European present (including the question of a civil society) into active dialogues with important minds elsewhere in the world. Yet with the exception of the continued influence of publications from North America, is there much appreciation (or even awareness) of historical scholarship produced in other world regions, including such important ones as India, China or Japan? Except for the small group of non-Western specialists, is there even a growing number of historians of Europe who actively reach out to these parts of the world?

All this points to a missed opportunity, or better: many missed opportunities. After all, a shared historical consciousness in Europe, I believe, should not and cannot draw new dividing lines between the European and the non-European world. Moreover, it will be important for a growing number of our key civil society agents – among them artists, intellectuals, and scholars – to be familiar with other world regions, particularly those from outside of the West. These are no longer the times when cultural solipsism can carry such a grand project as a European civil society.

In that sense, would it not be rewarding to debate the patterns of the European past, its light and dark sides, in close exchanges with scholars from other parts of the world? Would it not help us to identify timely and promising ways of thinking about Europe, its history and its future? Moreover, can we really discuss even the controversies surrounding migration and pluralising societies *within* Europe if we fail to take the rest of the world into the picture? Do we really stick to our political and societal ideals if we envision a European civil society like a national society writ-large? And can we really deliberate on the discrepancies in living standards, economic might and political influence between different European countries without paying due attention to the diverse global entanglements of single European regions? After all, like the world at large also our continent shows some gaps between its own East and West, its own North and South. And finally, can we really discuss the future relationship

between the European Union and countries like Turkey and Russia without resorting to a more open, globally informed understanding of what Europe is and what it was?

Thus far, our education system and the rest of our intellectual landscapes do not sufficiently meet the demands to which these questions point. For example, much of history education in Europe continues to marginalise knowledge about the non-Western world. As a consequence, Europe's intellectual, political and economic elites tend to have only insufficient knowledge about other parts of the world. For instance, a typical Chinese or Indian intellectual knows far more about Europe, its history, culture and societies, than most leading European minds would know about these world regions. For historical reasons, this might be understandable, and still this mind-set may ultimately be incompatible with the ideals of an open, inclusivist Europe that many of us want to build in the future.

In that sense, we should again listen to some of the voices from the Interwar Period and the lessons they drew from the First World War to European civil society. This is particularly the case with the cosmopolitan tones that were marginal during their time and have remained so ever since. They carry a message which the more urgent, pragmatic requirements for European integration after the Second World War could not possibly heed to – a message which nevertheless may be of vital relevance in the future. Certainly, the point is not to dissolve any notion of “Europe” and its civil society in an ocean of boundless global connectivity. Rather, what's at stake is to arrive at a sufficiently complex vision of Europe, its history and society, which responds to the special demands of our time.

THE ROLE OF HISTORY TEACHING IN EUROPE TODAY

*By Ambassador Josep Dallerès
Permanent Representative of Andorra
to the Council of Europe*



I should like to start by thanking you for your invitation.

Before I go any further, I should like to make it clear that I am not speaking here on behalf of my government, although, in general terms, I know that it could very well share my vision of teaching.

The role of history teaching in Europe today

The place and time that we are talking about are clearly defined.

By “Europe”, I mean the pan-European area occupied by all the member states of the Council of Europe, and even, going beyond that, the area occupied by the States Parties to the European Cultural Convention.

And by “today”, I mean these early years of the 21st century.

Place and time are precisely what history is interested in: human beings in their place and in their time.

The first question which springs to mind (and I heard it again only recently) is: should we teach history?

We could say that an affirmative reply has already been given, by the decision of the Council of Europe which has brought us together here.

But it would be a good thing if we could be sure that history can add value to the education of successive generations.

What do we mean by education?

Etymologically, the word means “guiding away from”, shaping (so to speak), helping people to develop their (physical and intellectual) capacities, helping them to find a way... their own way.

Can history help us to do this?

Dictionary definitions tell us that history is the story of what has happened to men and women through the ages on planet Earth.

For my part, I would say instead that it is all the stories, **every story** (and perhaps some non-stories as well) of what has happened to men and women through the ages on this planet.

Can the teaching of history, of those histories, contribute to the education of new generations?

Here, without much need for explanation, we can see a first and adequate reason, undeniably history serves a cultural purpose.

If we consider the etymology of the word itself, “history”, the word refers to finding information, to seeing, in the sense of finding out about, to knowing and to methodically seeking out the truth (or truths, differing viewpoints) through investigation.

Is that not another argument taking us in the same direction?

History teaching can be a way of coming into contact with a methodology: how to use information (sources), how to contrast it, check it, relate it to other information.

And, to the extent that history’s basic material is the past of humankind, as a whole, through the ages (and through space), history teaching seems to offer a potential springboard not only for giving thought to the space/time relationship, which makes a vital

contribution to our understanding of the ways in which civilisations influence each other, for instance, but also, quite simply, for structuring our concept of the remote or more recent past and present, rudimentary elements without which it is difficult to think about a possible future.

Do we need to go further?

Of course we could stop at that, but I should like if I may to quote another possible purpose, one not really in fashion at the moment, but still a most respectable one: a purely intellectual purpose, to give the pleasure of knowing, of knowledge; learning history can give us that desire.

For me, the answer to the initial question is clear: yes, history should be taught, history should be part of the different generations’ educational baggage.

But which history are we to teach? Which histories?

You probably all know this poem that says²⁰:
*Who built Thebes of the seven gates?
In the books you will find the name of kings.
Did the kings haul up the lumps of rock?
And Babylon, many times demolished.
Who raised it up so many times? In what houses
Of gold-glittering Lima did the builders live?
Where, the evening that the Wall of China was finished
Did the masons go? Great Rome
Is full of triumphal arches. Who erected them? Over whom
Did the Caesars triumph? Had Byzantium, much praised in
song,
Only palaces for its inhabitants? Even in fabled Atlantis
The night the ocean engulfed it
The drowning still bawled for their slaves.
The young Alexander conquered India.
Was he alone?
Caesar beat the Gauls.
Did he not have even a cook with him?
Philip of Spain wept when his armada
Went down. Was he the only one to weep?
Frederick the Second won the Seven Years’ War. Who
Else won it?
Every page a victory.
Who cooked the feast for the victors?
Every ten years a great man.
Who paid the bill?
So many reports.
So many questions.*

²⁰ Source: «Fragen eines lesenden Arbeiters» - translated by M. Hamburger from Bertolt Brecht, *Poems 1913-1956*, Methuen, N.Y., London, 1976.

The questions raised by Bertolt Brecht in his 1935 poem *Questions From a Worker Who Reads* and other questions as well have resulted in changes in history teaching during the 20th century. It would be difficult to forget the close link which has existed between that teaching and the authorities in our different states. Nor should we forget the role played by that teaching, for better or for worse, in the creation of those same states in a past which is not that distant.

We should retain the positive aspects with a view to quality education, rectify any past mistakes and remedy deficiencies, but first and foremost we need to understand the role of history teaching in today's Europe (and that of all other teaching, as well) as a tool, as material which can give shape to a quality education, while bearing in mind the three fundamental aims which simply have to go together:

- ▶ personal development of the individual;
- ▶ development of a detailed and varied knowledge base;
- ▶ preparation for the role of citizen (for democratic citizenship).

Personal development of the individual

Perhaps I may now express my heartfelt disagreement with Recommendation CM/Rec(2007)6 on *Public responsibility for higher education and research*, which, although it claims to regard the objectives set as equal, and not to give priority to any particular one, does place preparation for long-term employment first. It therefore tends to focus education on employability, running the risk of reducing it to a purely utilitarian function, no longer necessarily *guiding* the individual towards development of his or her capacities, but risking going too far in the opposite direction.

Employability needs to be resolved by a political discussion covering all the factors which may play a role. Education can make some contribution to this by opening people's minds, i.e. trying to give each the capacity to reason individually on a sound basis, by developing and combining at one and the same time methodology, a critical mind, maximum knowledge, adaptability and the ability to think for oneself.

A person with a developed personality is like a plant in full flower.

So a person with fully developed capacities, faculties and possibilities will be more likely to achieve a calm balance, be ready to bear fruit, so to speak, and hence create seeds which can then grow (democratically, socially, culturally).

Preparation for the role of citizen

Preparing everyone for democratic citizenship in societies made up of individuals who may these days come from different cultures should be a special part of education in general, and history teaching in particular.

I can already hear criticism.

My reply is in the words of Alain Bergounioux, who said that "There can be no collective project for the future without a historical education that makes it possible, through consideration of past acts analysed as such, to make people realise how human beings act and why things happen".

The collective project for the future does exist.

It is centred on Democracy, the Rule of Law and Human Rights.

That project is the Council of Europe, which aims to "achieve **a greater unity** between its members [i.e. member states] for the purpose of **safeguarding** and **realising the ideals and principles** which are their **common heritage** and facilitating their economic and social progress" (Article 1.a of its Statute).

That objective is reiterated, clarified and explained in the preamble to the European Cultural Convention. That is where the subject of concern to us here, the teaching of history, takes root. It is explicitly stated that the Convention is "designed to foster among the nationals of all members, and of such other European States as may accede thereto, the study of the languages, **history and civilisation** of the others and of the **civilisation which is common to them all**".

The project is collective in two ways, for it is the will expressed by a (constantly growing) number of states, and it strives to cover all "**nationals** of all members" and more, since the Convention is open to ratification by any other state (it is a project of states, but also a project for the citizens of those states).

Development of a detailed and varied knowledge base

Helping to develop and consolidate a detailed and varied knowledge base through teaching, learning and research backed by a rigorous method and a curiosity which can only be encouraged from children's earliest years, that is the only way of fostering a process of reflection that can take our societies forward, with a thirst and a respect for freedom, solidarity, equity, sustainable progress...

It is also the vital basis for any intellectual appetite to stand and to grow on, but it may, of course, be crucial to employment as well; it is sufficient to realise how students in social sciences (classified as secondary by some people) have, since the current crisis broke, been considered more suitable for certain posts for which they had not, in principle, been trained. However, their general knowledge baggage makes them adaptable to new situations not shown by people specifically trained for a single purpose.

I could stop at this point, although I have not directly dealt with history teaching in particular. I am not a historian. My approach is therefore more like that of a (former) teacher, and my ideas as someone who loves (without being an expert in) history support the argument that history teaching can help to foster personal development and civic involvement in the Council of Europe project, and ultimately that the project can be part of the trilogy to which I referred. What does it do?

In history teaching, the working material is the history of humankind (histories) dealt with in local, regional, national, European, global contexts. We should not lose sight of the fact that it still is, and always will be, human beings who are in the background, human beings moving towards their future, so the aim (if I may repeat myself) is the acquisition of personal independence, of the reflexes of democratic citizenship and of knowledge.

Acquisition of personal independence

History teaching can (should) guide learners towards the acquisition of independence of thought (their thinking should become as personal as possible), by using working methods whereby it is possible to react to information (for example), the same methods used in research.

Finding out how knowledge has evolved following the emergence of new and previously unknown sources provides an incentive to act, is a source of learning, and provides a starting point which, in due course, will enable people to adopt a procedure for organising the information available in coherent blocks.

Discovering, taking in, wholly subscribing to a method of observation, analysis, comparison and interpretation of new information is the very basis for being able either to add to the knowledge already available or to criticise or reject it, eliminate it, so as to be able to draw up a personal summary thereof which is the first step towards independent and sovereign awareness, thus opening the way for freedom of thought.

Furthermore, the acquisition of a historical culture should make it possible, through analogies, combinations and/or comparisons, when facing new, unknown situations of the present time, to devise, think up and follow alternative routes.

It is, however, important to bear in mind, particularly in present times, the fact that the acquisition of true independence of thought comes from studious patience, from a constant and sustained effort. That is the only true freedom that any individual has.

Acquisition of the reflexes of democratic citizenship

It is difficult to acquire the reflexes of democratic citizenship without a modicum of prior knowledge of what the democratic system actually is, what values underlie it and the context in which that citizenship is supposed to be exercised.

That is so unless we are capable of getting into our brain cultural skills which are such that they can make it react to a given external stimulus, like a muscle reacting involuntarily.

I am not Pavlov.

I know nothing of neurology.

But what I take the liberty of calling the *reflex of democratic citizenship* should be something similar to what he called the conditioned or acquired response [following regular association of a physiological phenomenon with an external stimulus which had no relationship with that phenomenon].

In this case, the stimulus might be any anti-citizen or anti-democratic act (for instance).

I am sure we will get there in the end; all we need to do is make the democratic culture part of all our teaching, all our activities, everything we do.

It is nevertheless vital to state, restate, refer to, reiterate, emphasise and underline the importance of keeping to the fore amongst our democratic requirements those fundamental values without which no true democracy can be possible.

Looking beyond theoretical knowledge of the different systems of governance, with greater thought being given to the system of democratic representation, with its strengths and weaknesses, the different levels of authority and counter-authority, the opportunities or lack of opportunities for citizen participation and the study of the social compact which underpins the whole edifice, it would be good if all of this were accompanied by effective participation in the life of educational establishments with, for example, well-defined roles, rights and duties and responsibilities to be taken on, a true school for life. Only the scale is different.

Similarly, it is vital that the atrocities scattered across the 20th century and the attempts to move towards peaceful resolution of conflicts (United Nations and Council of Europe, in particular) should not go unmentioned.

A particular place should be given to the European Court of Human Rights in Strasbourg, the first supranational court set up to defend individuals against the State, with the change of focus which that implies.

It is important to emphasise the risk of too undemanding an interpretation of the values in which the edifice is rooted.

If less store is set by those values and the requirements are reduced, the door is open for their prostitution, corruption, decadence – threats which our societies are clearly incapable of dealing with today.

Concepts such as corruption, racism, ill-treatment are currently prominent, although not for the first time in human history, and they need to be tackled. They clash with the values which compose the social compact uniting us.

A return to situations similar to others which have already been experienced can never be excluded.

It is important to pass on the values which underpin democracy, human rights and the rule of law, and it is also important to warn against the underlying risks of slippage, so that these can be anticipated or dealt with when they occur.

The acquisition of historical knowledge

The acquisition of historical knowledge entails an intellectual approach to human history whereby each and every person can build up and appropriate a local, national, European and global human history (I prefer the term history to memory), all those histories being closely interlinked.

That acquisition being the outcome of work on cultural, artistic, military, religious, social, etc., highlights, but also, and particularly, on the interaction, interference, interdependence that may or may not exist between them, paradoxes, concordances, correspondences, similarities between peoples, regions, states, civilisations as they have developed in specific places.

Let us not forget that history is a process, that facts do not appear by magic but are the outcome of different forces combined or opposed (forces mathematically calculable if all the factors are available, I would venture to say). In our own European context, it is important to reveal as much the things which the different peoples share as their differences, which should be neither denied nor magnified. It is, however, important to endeavour to explain them, trace their causes and attempt to understand them.

Understanding and respect for human beings (i.e. of other people, those opposite, those alongside, whatever the differences between us may be) should be central to teaching, and to history teaching as well, so that an awareness is created that, notwithstanding some differences, our history and destiny are common, and it is on these concordances that we must insist.

Interdisciplinary work in education is a school for life; it is in a context close to reality. It is enough just to look around us as we work in groups, share things together, each contributing his or her own skills; interdisciplinary work provides a practical demonstration of how the different *subjects* taught complement each other, so we teach combinations of history and literature, history and music, history and mathematics, history and physics.

Before I close, perhaps I may come back to Brecht's poem.

“So many reports / So many questions”

Herein may lie the true objective of history teaching: inspiring and encouraging the raising of questions about the situations in which we find ourselves, even when those questions may seem pointless because we seem to have the answers. Perhaps it is precisely in those cases that questions are most necessary, if we claim that we truly have authentic independence of thought, inconceivable without an extremely well-developed critical mind, and how can we learn to sift information in our societies which are bombarded with it?

A certain approach to history teaching should very definitely be able to help us in this.

Round table discussion

Extract from the general report prepared by Professor Penelope Harnett, Department of Education, University of the West of England, Bristol, United Kingdom

Ms Tatiana Minkina-Milko, Head of History Education Unit, Council of Europe, chaired the round table discussion where responses were made by: Prof. Mag. Dr. Alois Ecker, Department for Didactics of History, Social Studies and Civic Education, University of Vienna (Austria); Mr Jean Michel Leclercq, Education Consultant (France); Mr Maksim Milto, European Students' Union, Brussels (Belgium); Professor Nils Edward Naastad, Teacher Training Programme, Norwegian University of Science and Technology (Norway); Mr Kyriakos Pachoulides, President, Association for Historical Dialogue and Research, Home for Co-operation, Nicosia (Cyprus) and Professor Marko Šuica, Faculty of Philosophy and History, Belgrade University (Serbia).

After the introductory presentations made by Ambassador Josep Dallerès and by Professor Dr. Dominic Sachsenmaier, the discussion focused on: pedagogical approaches to learning history; the training and professional development of history teachers and students' views on approaches to their own learning.

Pedagogical approaches to learning history

The European Cultural Convention in 1954 noted the importance of creating a balance between learning about both national and common European heritages. This balance is not an easy question to resolve and participants in the round table discussed some of the challenges in learning about national and European history in a diverse and multi-cultural Europe.

In times of uncertainty it may be that nations revert to their past legacies and constructions of the nation state. This occurred in the years following the First World War where in the face of modernity, there was some return to traditional values and nostalgic remembrances of a unified European heritage being destroyed by the war. More recently, the return to a fundamental heritage may be seen in the revival of churches following the collapse of the USSR.

However, it is useful to remember too that very often nation states combine several values, some of which may be contradictory with each other. For example, French revolutionaries fought against foreign invaders yet also wanted to create freedom and liberty for the entire world. This serves as a reminder that whilst national histories may play a role, there is also the need to look outwards from the nation. This is important since the evolution of a European civil society involves all stake holders and should be characterised by knowing about shared and different heritages.

As they learn history, young people need opportunities to find their own stories and place in the past. Experience of a range of histories including both social, cultural and economic history as well as political histories is important.



From left to right: Professor Dr. Dominic Sachsenmaier, Ambassador Josep Dallerès, Mr Maksim Milto, Prof. Mag. Dr. Alois Ecker, Mr Jean Michel Leclercq, Professor Nils Edward Naastad, Professor Marko Šuica, Mr Kyriakos Pachoulides, Ms Tatiana Minkina-Milko.

The curriculum should look to empower future citizens and consequently it should include narratives which help students to feel that they can and want to make a difference to the world. For example, through learning about some of the biographies of the people who contributed to the Norwegian Constitution in 1814 including contributors from Danish and German descent, young people may learn about how individuals were able to effect changes and this might influence their own sense of agency in their present day society.

History has an important contribution to make to civil society. In Cyprus for example, the Association for Historical Dialogue and Research (AHDR) envisions a society where dialogue on issues of history, historiography, history teaching and history learning is welcomed as an integral part of democracy and is considered as a means for the advancement of historical understanding and critical thinking. Education, and in particular history education, has a role to play in the processes of reconciliation where through engagement in joint projects, learners experience more inclusive as well as conflicting narratives and have opportunities to explore their beliefs, feelings and attitudes towards each other. Disciplined and critical historical enquiries enable learners to hear of different perspectives and to challenge them.

It is also important to remember that dealing with sensitive issues can also be addressed through informal learning contexts. The AHDR in Cyprus supports learning through digital media and has a café where young people can meet informally to share their views.

The training and professional development of history teachers

In many European countries there are not always close links between academic history research and the training of history teachers. These fields are viewed separately and have their own priorities and ways of working. This creates several challenges for training history teachers.

In many states, training programmes often comprise learning dated narratives of the past, employing traditional historiographies and focusing on the development of national identities. More recent interpretations of the past are not included and training emphasises political dimensions and neglects for example, social, economic and cultural elements. These impacts on the curriculum in schools where in schools of some member states, social history remains underemphasised.

One solution to these challenges is to ensure that there is greater liaison between academic historians and teacher trainers which could include planning joint courses and seminars together. A further important issue is to introduce students to varied ways in which the past is represented, rather than reliance on traditional written narratives. This will include a focus on social representations of the past, film, media and images. In turn this represents fresh epistemological challenges and new avenues for history teaching as a field of research.

Consideration also needs to be given on how to support history teachers in the classroom following their training. Teacher retention rates vary across Europe and there is a particular need to support beginning teachers in the classroom as well as to provide ongoing professional development for all history teachers. Teachers' working conditions and responsibilities make such professional development difficult to implement.

History teachers have an important role in preparing their pupils for active citizenship in democratic societies. They should have an understanding of new social challenges and ways in which young people think. To achieve this, teachers need to acquire general pedagogical skills which position young people at the centre of constructivist learning as well as specific competences related to history teaching.

History teachers should be open minded and reflective and have a deep understanding of how human rights are valued and respected. Teachers have a responsibility to teach such values to their pupils and this requires teachers to be sensitive to cultural differences and tolerant of diversity

Training is important for the development of such teachers and the outcomes of training programmes at university should include the development of different professional competences that support respect of human rights, universal and local cultural values, responsibility, questioning stereotypes and skills in critical analysis. Universities and professional associations have a responsibility to develop new approaches to history teaching and the training of history teachers.

It would be helpful to establish a framework of some common references for history teaching which would support the development of the desired competences of pupils. In this respect, different recommendations of Council of Europe on history teaching provide a useful starting point.

For example, in Serbia a general history subject competence has been developed as an introductory element to history teaching standards for secondary education. It is based on Council of Europe recommendations that history teaching should support education for democracy and also give meaning to

current social and cultural phenomena often not recognised as part of history. History teaching should help students to develop this competence through fostering an understanding and critical engagement with the past; and through promoting a range of perspectives (local, regional, European and global) which enrich individual and group identities.

The competence also includes valuing human rights, the development of intercultural dialogue and co-operation, respect for cultural and historical traditions and heritage, as well as tolerance towards different attitudes and opinions. In addition students are encouraged to demonstrate a proactive role in preventing and resolving conflict through developing a critical understanding of the historical dimensions of internal and regional conflicts.

Students' views on approaches to their learning

The expansion of higher education has put tremendous pressure on universities in responding to increasing student numbers. Traditionally the higher education system, programmes, learning and teaching methodologies and assessment have been organised from the teachers' perspectives. However there are now opportunities for developing new paradigms with a greater focus on student centred learning.

Characteristics of student-centred learning include: innovative methods and interactions between teachers and students to support the achievement of learning outcomes; viewing students as corresponsive and active participants in their own learning and active learning where learning and teaching is linked with research so that students develop transferable skills, such as problem solving, critical and reflective thinking.

Learning outcomes are at the core of student-centred education and students should be involved in the process of designing programmes of study, in defining the learning outcomes and in planning assessment methodologies. Programmes of study which permit a certain amount of flexibility in relation to students' academic interests and strengths are important to support students in developing their own individual learning paths.

Teaching needs to take into account E-learning, open educational resources (OER) and massive online open courses (MOOCs) which have the potential for effecting modes of learning and deepening understanding.

Student-centred learning is one of the criteria which may be found in The Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Results of the project *Shared histories for a Europe without dividing lines*

THE EDUCATION AND TRAINING OF HISTORY TEACHERS AND OF CIVIC EDUCATION TEACHERS IN EUROPE – A COMPARATIVE APPROACH

First Results of the *Civic and History Education (CHE) Study*

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



will take the opportunity at this final conference of the Council of Europe's project on *Shared histories for a Europe without dividing lines* to present to you the first results of the *Civic and History Education Study*. The presentation of this comparative study aims to give you insight into basic structures and actual challenges of the initial education of teachers for the school subjects "history", "civic/citizenship education", "social studies", politics" and related subjects such as "cultural studies".

In 2003 the first pilot study on *Structures and Standards of Initial Training for History Teachers in 13 member states of the Council of Europe* was published¹. It was the first study on a European level for the subject "history" to give an insight into the institutional framework, the basic models and the various aspects of the study programmes of initial teacher education for this subject.

Building on this first study, the CHE-research-network has produced since then another regional study on the initial training for history teachers in South-East Europe as well as a second more general European survey, including more than 20 countries of Europe. The former studies are available on the web-portal of the CHE-project (www.che.itt-history.eu).

¹ Ecker, Alois (Ed.) (2003) *The Structures and Standards of Initial Training for History Teachers in 13 member states of the Council of Europe*, Strasbourg: Council of Europe Publishing.

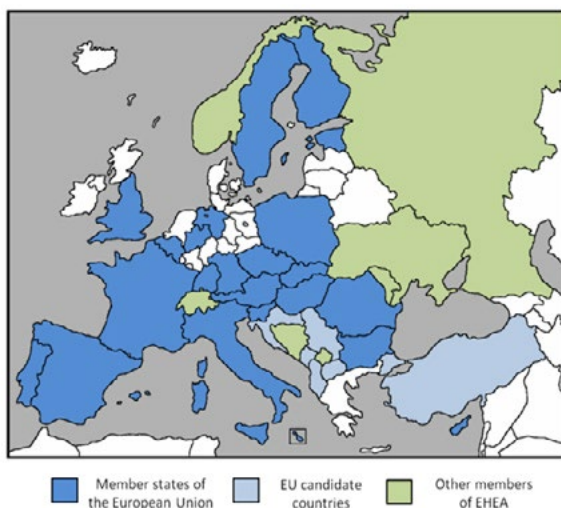
Aims and organisation of the CHE-Study

The actual research on teacher education in the field of Civic and History Education (the CHE Study) was undertaken to ask for changes in the organisation of initial teacher education since the establishment of the European Higher Education Area (the Bologna-process) and to identify similarities and differences between the structures of the various models of teacher education, respectively the curricula, i.e. the aims, the content and the methodology, of the teachers' education for the subjects of the historico-political education of the next generation of European citizens.

The research was organised in the framework of a three years' EU Life-Long-Learning project and a second project supported by the Austrian ERSTE Foundation in the years 2010 to 2012. More than 46 institutions from 33 countries of the European Higher Education Area (EHEA) have been investigated in-depth on the existing full study programs of initial teacher education in the school subjects "history", "civic/citizenship education", "politics", "social studies" and "cultural studies". The data compared in the overall research refer to study year 2009/10.

Both projects were co-ordinated by the Department for Didactics of History, Social Studies and Civic Education at the University of Vienna. However, the study could only be realised with the collaboration and support of a large number of dedicated colleagues, experts in history didactics and/or educational research all over Europe. Some of them are with us today, therefore I would first and foremost like to thank them all: for their energy, for their expertise, for their patience and for their accuracy in collecting and correcting the data in the individual countries.

Chart 1: The 33 European countries as represented in the CHE-Study



The Council of Europe's History Education Unit was involved as a counselling partner in this new project and close links were established to the Council of Europe project on *Shared histories for a Europe without dividing lines* (2010-2014). Results of the Study have been presented and discussed at the plenary session of the Steering Committee for Educational Policy and Practice (CDPPE) of the Council of Europe reflecting a positive feedback to the study at the level of educational policy makers. The findings of the CHE-study will be subject of further discussion in the Council of Europe new project on *Quality history education in Europe: building competences for a new generation of teachers*. The European Association of History Educators (Euroclio) and the Georg-Eckert-Institute for International Textbook Research were involved as partners as well.

The first results of the Civic and History Education-Study are available on the web-portal of the project (www.che.itt-history.eu) and will be published by the Council of Europe.

In the first phase of the underlying research a detailed questionnaire had been answered by each partner institution regarding:

the institutional structures of teacher education;

- ▶ the models of teacher training;
- ▶ the legal framework of full study programmes;
- ▶ the aims as written down in the curricula;
- ▶ the content of the curricula (including the content of subject oriented courses, subject didactic courses and courses of general didactics);
- ▶ the "didactic concepts" (i.e. the pedagogy and the methodology) of the professional training;
- ▶ the forms of assessment;
- ▶ the forms of practical training;
- ▶ the tutorial systems;
- ▶ the forms of induction in teacher education.

The results of the individual investigation were collected by the Vienna based research team, which developed a draft version of the comparative study. The draft results were then discussed at two expert meetings and further fine-tuned by additional investigation and cross-checking of data and results. In addition, four thematic groups were working on crucial aspects of initial teacher education: "the interdisciplinary relationship between history and citizenship", "the professional education of the teacher trainees", "media literacy" and "conflict resolution and conflict management". Reports from the working groups will also be presented in the final version of the comparative study.

The rationale of the CHE-Study

Taking schools as key institutions to develop historical consciousness and historical culture of the young generation – and targeting values such as democratic interaction, intercultural dialogue and social responsibility as basic references of such education – the project group wanted to know what kind of historical culture was supported by the actual teacher education programmes in the different places and institutions all over Europe today, and for what concepts of historical consciousness the future teachers were educated.

More than 50% of the secondary school teachers in history and in civic/citizenship education, social studies, cultural studies and politics (the Civic and History Education subjects) will retire within the next 10 to 12 years². The substitution of more than a generation of teachers will not only represent a demographic change in the cohort of secondary school teachers, it will also mark a social challenge and a risk as concerns the culture of teaching and learning in the CHE-subjects. Certainly it is a good moment to reflect upon and invest in teacher education. Key questions to address include:

- ▶ Who will be the new teachers? What is their political, cultural and social background?
- ▶ What history will they teach? What values will they live by? What ideas will these new teachers have about teaching history and civic education to the pupils in their classrooms?
- ▶ What concepts of teaching history and/or civic education should students experience in their training?
- ▶ What can be done by teacher educators to develop the confidence of a new generation of CHE teachers to organise their work in a history classroom as a multiperspective discourse?

Subjects such as history and civic education are expected to play a significant role in forming the socio-political identity of the future citizens of Europe. In the public's view teachers of these subjects are expected to develop in pupils the skills necessary for democratic citizenship, intercultural dialogue, mutual understanding and tolerance. The nature and quality of the education and training that teachers of these subjects receive, therefore, seems crucial.

² EACEA, Eurydice (2012) Key Data on Education in Europe 2012, Brussels, pp. 124.

Are the teacher education programs conceptualised to provide the trainee teachers with the necessary knowledge and skills for acting as these responsible educators of the future European and global citizens?

Over the past decades, the debates on history teaching and learning have made explicit that a democratic society is in urgent need of new forms of historical thinking and learning: forms which are no longer exclusively legitimising the political and/or cultural tradition of the nation state at hand; forms, which provide techniques and strategies of "historical reflection", making the historical information comparable, analysable and interpretable in transnationally and globally oriented perspectives, and by doing so, transgress the borders of national history and positivist approaches to the past. From this perspective, the school subject "history" is regarded as a subject that could give an understanding and orientation as concerns the complex social and political developments of today's societies.

In this new sense the subject "history teaching" was defined to contribute to 'historical consciousness'³ in both, the reflection of the individual person and his/her personal development and the reflection of political, economic, social or cultural developments in public historical debates, performances and publications.

By such transnational, sociologically based historical analysis and comparison, the new concepts of history teaching aim at contributing to the development of a historical literacy which is interconnected to social, economic and political literacy, analytical and critical thinking as well as of intercultural understanding and social responsibility.

International educational organisations support this new concept of history teaching, which is closely related to key-aspects of citizenship education, human rights education and of intercultural education.

³ Stearns, P.N., Seixas P., and Wineburg S. (Eds.) (2000). *Knowing, Teaching and Learning History: National and International Perspectives*. New York, London: New York University Press; Seixas, P. (Ed.) (2004). *Theorizing Historical Consciousness*. Toronto, Buffalo, London: Toronto Press Inc.; Rüsen, J. (2005) *History. Narration, Interpretation, Orientation*, NY, Oxford: Berghahn Books; Straub, J. (2005) *Narration, Identity and Historical Consciousness*, NY, Oxford: Berghahn Books; Lukacs, J. (2009) *Historical consciousness. The remembered past*. With a new introduction by the author and a foreword by Russel Kirk, New Brunswick, NJ.: Transaction Publ.; Davies, I. (Ed.) (2012) *Debates in History Teaching*, London, New York: Routledge.

The Council of Europe, in the framework of the Directorate II - Democracy, has given high importance to teacher training issues, highlighting that a teacher is a key-actor in the present-day educational process. Two major policy Recommendations: CM/Rec (2001)15 on *History teaching in twenty-first-century Europe*; and CM/Rec (2011)6 on *Intercultural dialogue and the image of the other in history teaching* stress that history teachers should receive competence oriented training which will enable them to work efficiently in the situation of increasing diversity. The analysis of the content and the methodology in the various teacher education programmes, therefore, focused on crucial competences of the historico-political education of the CHE-teachers, as identified by the Council of Europe's recommendations, in a comparative European dimension.

European trends in the conception and organisation of teacher education

There is a big variety in the organisation of teacher education all over Europe. We might even say that, what is characteristic for the education of a history teacher at one institution might differ quite substantially from the conception of the training programme at another institution. However, all the institutions involved in our research offered "history" as a major subject in their teacher training programmes. The subject "history" is partly offered as a single subject (e.g. UK), partly in a fixed combination with a second or third subject (such as geography and/or citizenship education, e.g. in ES, F and PT), partly in a variety of combinations with a second and a third subject (e.g. in A, BE, CH, DE, EE, FI, HU, NO, SE, SL and many other countries).

In addition, some institutions also included other major subjects such as civics/ citizenship (7 institutions); social studies (10 institutions) and politics (4 institutions). No institutions provided cultural studies as a major subject.

The professional training of civic and history teachers across Europe

Initial teacher training has been established widely at universities or pedagogical universities across Europe and marks a general shift from provision in secondary education to tertiary education since the 1990s. Under the Bologna process teacher education is now organised in many countries at BA and MA levels.

The length of full study programmes including the induction phase is on average 3 to 4 years for CHE-teachers who graduated to teach at primary level, it is on average 4 years for CHE-teachers at lower secondary level and between 4 and 5, 5 years (or more) for upper secondary level. Around 20% of the overall time of the full time programmes including the induction phase is given to professional training (with a stronger emphasis for teachers of primary and lower secondary level), around 75 to 80% are given to subject oriented/academic training of the trainees. The overall time is equivalent for the concurrent model as well as for the consecutive model, although the focus of training differs between the two models.

Deregulation and modularisation of teacher education have created greater variety in the curriculum and training which have affected models of training, content and methodology and the basic concepts/theories of teaching and learning which are taught. However, despite these changes the number of compulsory lessons in the sample of subjects covered by the CHE has remained approximately the same, although in some cases it has been reduced. At lower secondary level an average of two lessons per week is given to the subject "history" (or the combined subject with social studies and/or citizenship education). For upper secondary level we observe a certain tendency to give more space to the subject when it is taken as an option. In the overall European picture, in general, fewer hours are given to the subject "history" than previously.

The professional profile of civic and history teachers across Europe

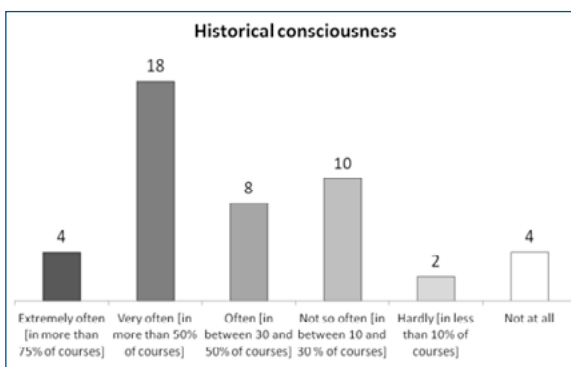
There is little uniformity in the aims and didactical concepts of teacher education across Europe and there appears to be no common framework of competences. Variations within the curricula include different descriptions concerning:

- ▶ teachers' general roles, duties, responsibilities;
- ▶ teachers' subject oriented roles and responsibilities;
- ▶ teachers' subject oriented competences and skills;
- ▶ teachers' abilities to actively participate within and/or to develop aspects of historical culture (including working with museums);
- ▶ teachers' abilities to provide socio-political orientations for their pupils.

References to the scientific background of teaching and learning are more and more recommended in the introductory part of curricula, when describing the general goals of history teacher education.

In more than half of the countries, the history teachers of tomorrow are also expected to strongly develop “historical consciousness” as the new concept of history teaching and learning. The changes in the understanding of “history” as a subject being taught to develop analytical and reflective abilities to the new generation of citizens is obviously reflected also in the curricula of teacher education.

Table 1: Emphasis given to aspects of “historical consciousness” during the overall time of lectures and courses within a full time programme of the subject “history”, year 2009/10



In a number of cases, history teachers are still understood to support the development of national identity by history teaching, while there is a general trend, compared to the previous studies, to give a little bit more emphasis to European or global aspects in history.

History subject courses

National narratives still have a strong influence on the ways in which history is viewed, investigated and taught today. The pilot study on ITT for history teachers (1998-2000) confirmed the picture that “national history and the construction of national identity through history remain the predominant issues in all concepts, regardless of all differences and variations”⁴. The first general comparative study (2003-2006)⁵ did not differ much from these first results.

However, the CHE study gives evidence of less emphasis on national narratives and political history and a trend towards European and global aspects, although economic history is still underrepresented.

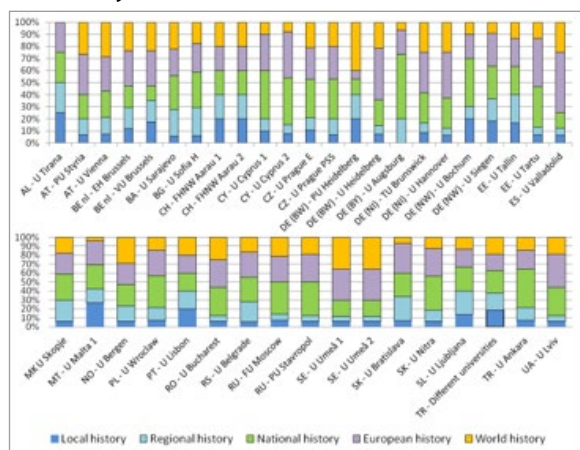
4 Ecker, Alois (Ed.) (2003), *The Structures and Standards of Initial Training for History Teachers in 13 member states of the Council of Europe*, Strasbourg: Council of Europe Publishing, p. 69.
5 See the online-version of the 2006-Study on the webpage of the CHE-project, <http://che.itt-history.eu/index.php?id=42> (4/7/2014).

Table 2: Proportion of Local – regional – national – European – World History courses in the Teacher education Curricula for subject “history”, comparison year 2002/03 and 2009/10

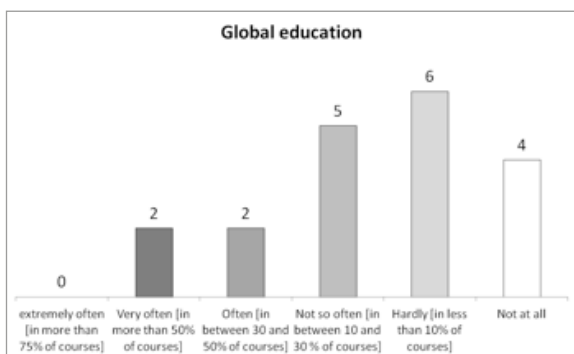
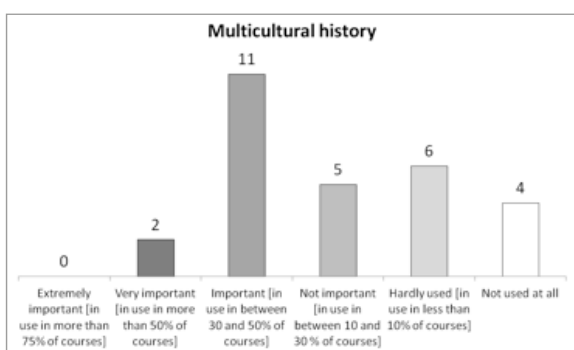
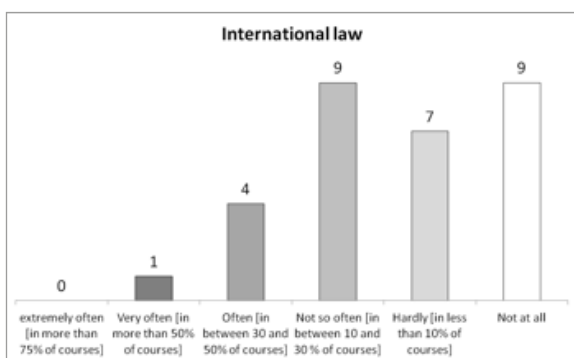
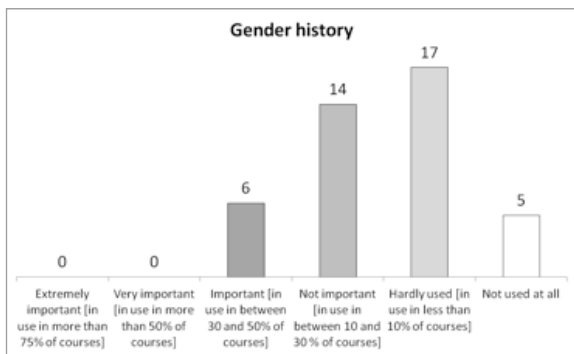
Table for Year 2002/03



Table for year 2009/10



New paradigms of historiography like economic and social history, every-day-life-history, cultural history and global history have emerged. These aspects are also playing a bigger role in teacher training curricula. More emphasis is now being given to theme-centred and problem oriented approaches of history.

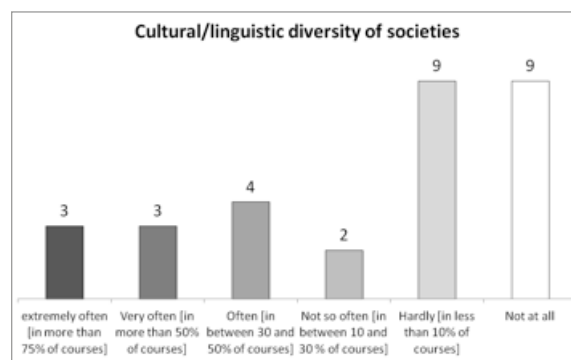
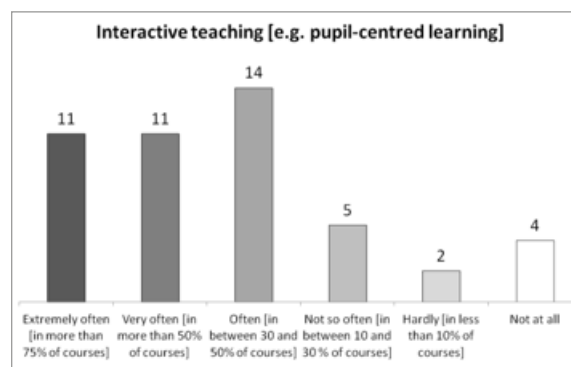


Although, gender aspects, multicultural, intercultural concepts (and narratives) of history are still underrepresented. The same holds for aspects of history and citizenship education in the history curriculum, which are expected to become more important in the future, such as the orientation towards global education or an introduction to aspects of international law.

Subject didactic courses

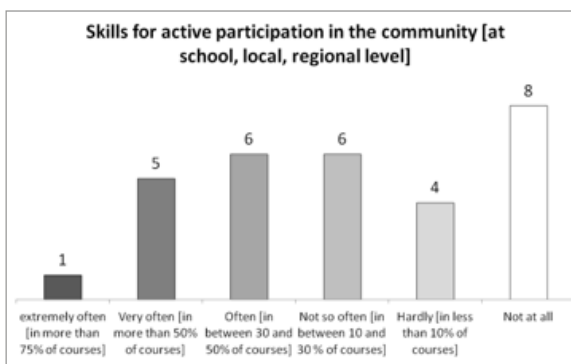
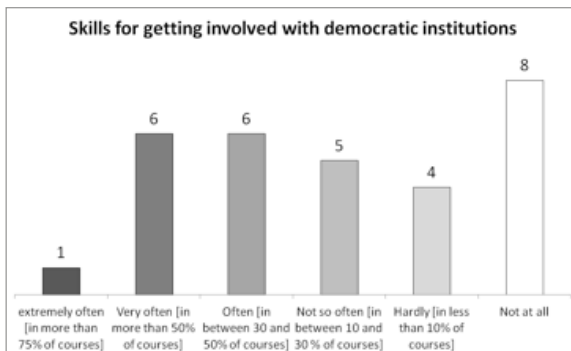
Former comparative studies on teaching history in the European countries⁶ reported that “teaching to the test”, ritualised and normative forms of teaching history without relation to trainees’ or pupils’ personal understandings prevailed.

The actual results in the CHE study indicated that training in analytical and interactive approaches to learning were features in most history didactics courses. However training which takes into account diverse, interdisciplinary, multiperspective and/or intercultural perspectives and global dimensions is still not widespread.

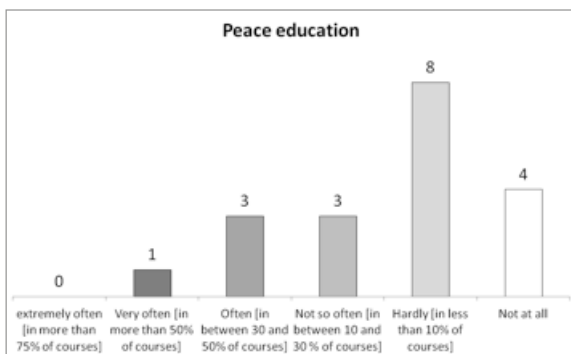
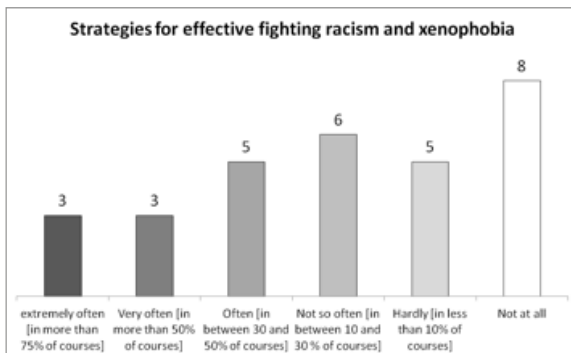


⁶ Angvik, M. and Borries, B.v. (Eds.) (1997), *Youth and History. Comparative European survey on historical Consciousness and political attitudes among adolescents*, 2 volumes, Hamburg: Körber-Stiftung.

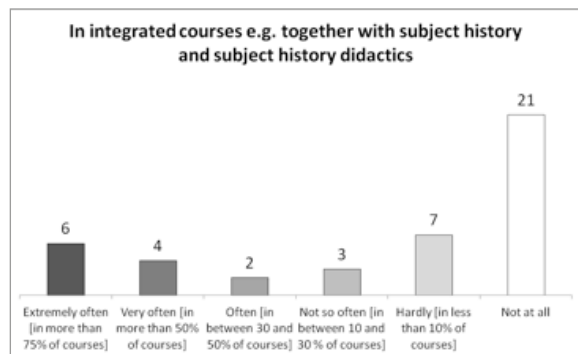
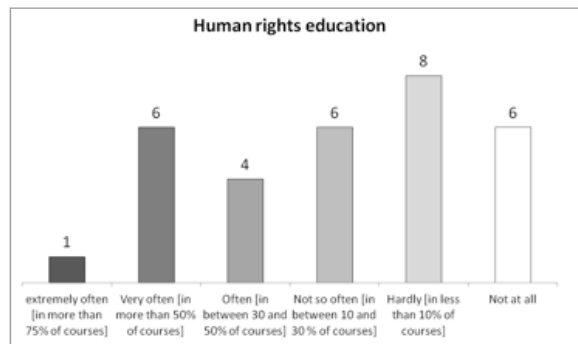
Important citizenship skills are also neglected in teacher training. These include the preparation for active citizenship and the involvement in democratic institutions and community participation (school, local and regional levels).



There is also little emphasis on strategies for combating racism and xenophobia and on peace education. Human rights education is also underrepresented in many training programmes.

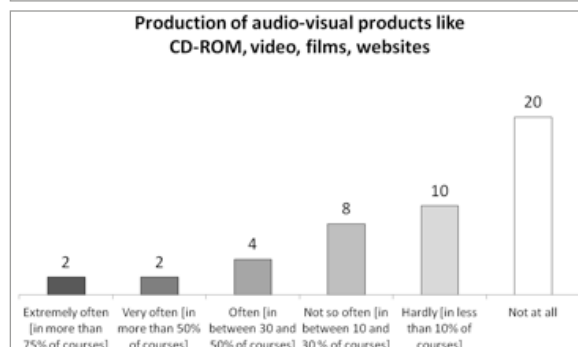
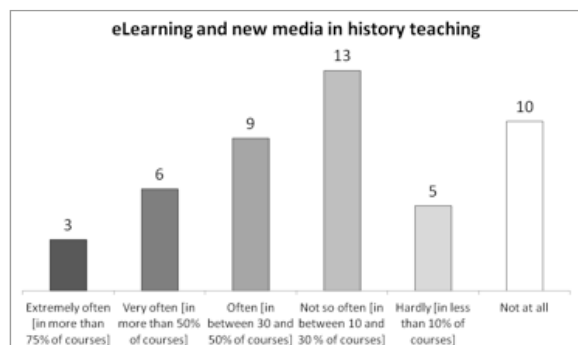


There were few programmes which provided integrated courses of academic history and history didactics.



Training in media literacy

The role of media and different communication systems is central to historical thinking and learning. Media literacy includes: knowledge of production of media; skills to critically analyse images and films and the ability to contextualise sources and other historical information. Although many training programmes use media in their history training, there is relatively little emphasis on e-learning and new media, very little training in the use of collaborative tools and Web 2.0 and also very little emphasis on the ability to an active production of audio-visual products like CD- Rom, video, films and websites.



THE RESULTS OF THE PROJECT SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES

By Ms Tatiana Minkina-Milko
Head of History Education Unit, Council of Europe



Background to and objectives of the project *Shared histories for a Europe without dividing lines*

The project *Shared histories for a Europe without dividing lines* was aimed at putting in action the main principles declared by the Council of Europe in a number of its key documents. Such as Recommendation Rec(2001)15 on *History teaching in twenty-first-century Europe*, followed ten years later by Recommendation CM/Rec(2011)6 on *Intercultural dialogue and the image of the other in history teaching*, both adopted by the Council of Europe Committee of Ministers. In 1996 and 2009, the Parliamentary Assembly of the Council of Europe adopted its Recommendations on *History and the learning of history in Europe* (1283(1996)) and *History teaching in conflict and post-conflict areas* (1880(2009)). These documents reflect the changes which have taken place in Greater Europe since the late 1990s, beginning with the fall of the Berlin Wall as well as the on-going process of globalisation, which in all member states made it increasingly important to understand the role of education in managing diversity democratically.

These documents emphasise that history teaching in the new millennium should:

- ▶ unite people rather than divide them;
- ▶ be a tool to support peace, reconciliation, tolerance and understanding when dealing with migration and immigration;
- ▶ reflect the historical picture in its full complexity, without creating images of an enemy;
- ▶ use multiperspectivity and present different points of view;
- ▶ eliminate prejudice and stereotypes;
- ▶ use innovative methods based on dialogue;
- ▶ play a vital role in the training of responsible and active citizens and in developing respect for all types of differences within a democratic society;
- ▶ help the young generation to develop their intellectual ability and their resistance to manipulation, to analyse and interpret information critically and responsibly especially when dealing with controversial and sensitive issues;
- ▶ encourage people of different cultural backgrounds to co-operate and thereby build mutual understanding, confidence and trust.

Previous Council of Europe activities and the lessons learnt

The construction and implementation of the project were based on the lessons learnt from previous Council of Europe intergovernmental activities. *Learning and teaching about the history of Europe in the 20th Century* (1999-2002) resulted in the preparation of a handbook on *Multiperspectivity in history teaching: a guide for teachers*. The main message of this publication was that history is a multifaceted mirror of the past. There is no one truth which could reflect the complexity of historical processes which are based on views that are seldom common, frequently different, sometimes conflicting and possibly confrontational. Only a multiperspective approach offers the possibility of being able to teach history in its full complexity. At the same time the publication stressed the real danger that is linked to the simplification of history, particularly when teaching about conflicts and sensitive issues, of not only strengthening existing confrontations but also of creating grounds for new ones. While it is important to understand different views of the same historical events, some views are unacceptable in democratic societies. For the Council of Europe, this is in particular true of opinions contrary to the European Convention on Human Rights.

The next intergovernmental project *European dimension in history teaching (2002-2006)* was focused on providing teacher trainers, teachers and pupils with a set of resources on a number of historical events, together with methodological suggestions and examples of multiperspectivity. Multiple understanding of history was combined with a common platform of certain key dates which had left significant traces in the lives of people on the European continent and beyond (1848, 1912-1913, 1919, 1945, 1989-1990). The combination of both multiple and common created a basis for the format of the presentation of the results of the project: a CD-ROM containing some 2500 historical sources and a book entitled *Crossroads of European histories – Multiple outlooks on five key moments in the history of Europe*. *Crossroads* – a key word which determined the common space, a kind of a meeting point of multiple views which found themselves at the same moment in the same place. We are all different, we all have our points of view but at the same time we meet each other at world crossroads which comprise both past and future: to be able to cross them safely we have to know the rules and learn how to respect others if we want ourselves to be respected by others.

The third of the intergovernmental projects was entitled *The image of the other in history teaching (2007-2010)*. This was aimed at helping history educators take into account and reflect in their work the following issues: how to teach and learn history in multicultural societies; images of others and ourselves in the context of globalisation; and the image of the other in conflict situations; learning different histories as a means of rebuilding trust. The project made its visible input in the preparation of the Council of Europe Parliamentary Assembly Recommendation 1880(2009) on *History teaching in conflict and post-conflict areas* and of Recommendation CM/Rec(2011)6 on *Intercultural dialogue and the image of the other in history teaching*.

Other important forerunners were some Council of Europe regional and bilateral co-operation projects. *The Black Sea Initiative* brought together all seven countries of the region and resulted in the publication of the first teaching pack on the history of interactions in the Black Sea region. Another example was the Council of Europe project in Cyprus developed in co-operation with the Association for Historical Dialogue and Research which resulted in the publication of the first supplementary teaching materials on Cypriot history prepared by educators across the divide and entitled *A look at our past*.

The project also took into consideration the results of the analysis presented by the comparative study on *CHE - Civic and History Education* in Europe which was

carried out by the University of Vienna in co-operation with the European Commission and the Council of Europe (2010-2012). The data for this study was submitted by history and civic educators from 33 countries – representatives of 40 European educational establishments. The first results of this study were discussed at the Steering Committee for Educational Policy and Practice (CDPPE) plenary session on 20 February 2013.

The importance of the *Shared histories* project

Underpinning this present project *Shared histories for a Europe without dividing lines* is an acknowledgement of the importance of:

- ▶ presenting multiple views;
- ▶ creating a space for dialogue;
- ▶ developing a culture of co-operation, understood as peaceful communication in diverse societies;
- ▶ helping young people to view the past through a prism of wider dimensions than one that merely reflects national or group interests;
- ▶ and equipping them with the skills and attitudes needed now and in the future, specifically, helping young people contribute to processes of reconciliation, peace building and conflict prevention.

The project marked a new step in **responding to the challenges** for education in the 21st century:

- ▶ particularly by increasing diversity and mobility;
- ▶ the expansion of the information space;
- ▶ and the rate of acceleration in the development of all processes.

Such factors call for the development of specific competences which will enable the young generation to find their proper place in the world as active citizens. They need to possess:

- ▶ open-mindedness;
- ▶ flexibility in thinking;
- ▶ the ability to adapt quickly to change;
- ▶ competence in intercultural communication;
- ▶ willingness to achieve consensus and compromise by creating a ground for common action through co-operation and strengthening the process of conflict transformation and violence prevention;
- ▶ readiness to make independent choices and be responsible for the consequences;
- ▶ empathy.

The project also pointed out **a new role for a teacher** who is now seen more as a partner and a diversity manager rather than a supervisor. Our work in different countries clearly showed that teachers play an ever more crucial role in society. Thanks to their efforts and professional competences, the younger generation can acquire the skills and attitudes needed for their life in a diverse world.

The project also **addressed to curricula designers** by raising awareness of the importance of including this particular type of European history – *Shared histories* – in the national curriculum for all European countries. This is essential at a time when many European countries are scaling down or threatening to cut the teaching of European and World histories. Such cuts, in the name of austerity measures, are short-sighted. History education that is reduced to national history can become an instrument of ideological manipulation, propaganda or be used to promote ultra-nationalist, xenophobic or racist ideas. It can help fuel nationalism and ultimately conflict and violence, the financial costs of which alone far outweigh the costs of education. More worrying still is the potential human cost of any conflict. At a time of economic crisis and insecurity, the sort of intercultural dialogue and understanding that the teaching of “shared histories” encourages is more important than ever.

The implementation of the project

The project has provided a wide exchange of views by bringing together historians, curriculum designers, authors of teaching materials, history teacher trainers, practicing teachers, museum specialists and representatives of NGOs.

It did not aim to tackle the subject exhaustively. Rather it was limited to a number of well-defined specific themes. Each theme has the potential of concerning a maximum number of member states, is already well documented, and, clearly, presents opportunities for demonstrating interaction, convergences and common transformations – or shared histories. It was focused on the following themes:

- ▶ The impact of the Industrial Revolution
- ▶ The development of education
- ▶ Human rights as reflected in the history of art
- ▶ Europe and the world

During the period of 2011-2013 four seminars were organised each based on one of these themes. In order to maintain the overall consistency of the project and above all to ensure optimum impact for the results, each of the themes was viewed from three angles: interactions (exchanges, mutual influences in the strict sense); convergences (parallel developments, not necessarily with systematic contact); and tension and conflicts that may have arisen (origins, management and reconciliation processes).

The benefits of studying shared European histories

The project:

- ▶ **highlighted the importance** of reaching through history education a shared understanding of history as a multi-storeyed building which offers the possibility of sharing knowledge, understanding, memories, emotions, attitudes and values;
- ▶ drew attention of educators to the fact that **sharing** could become an **efficient mechanism for integration** giving people the possibility of balancing the value of their own cultures with that of others in a wider context;
- ▶ proved that **sharing** could become a basis for an **inclusive style of teaching and learning history in multicultural societies** which could help pupils with different backgrounds to feel their links to their country of residence, stressing at the same time the special value of social responsibilities;
- ▶ highlighted that **history seen as a shared space** could create a basis for solidarity and joint actions in diverse situations, while not underestimating the importance of national identities and knowledge of individual cultural roots.
- ▶ We are all different but at the same time we are all interdependent as we share many things, albeit sometimes unconsciously: a geographical space and climate; traditions and customs; habits and style of life.

The concept of sharing could become a **new way of thinking** based on:

- ▶ a balance between interdependence and independence;
- ▶ common values and diversity of points of view;
- ▶ consensus and a space for debates;
- ▶ common action and individual development;
- ▶ self-respect and respect for others.

Such a way of thinking could result in strengthening:

- ▶ mutual respect and understanding;
- ▶ social cohesion;
- ▶ social responsibility and solidarity achieving a stable peace within a multicultural world.

Results and outcomes

The main outcome of the project is this interactive e-book aimed at teacher trainers, teachers in training, practising teachers and their pupils. The e-book contains examples of teaching materials relating to significant historical examples of interactions and convergences within Europe along with strategies, methods and teaching techniques directed towards gaining a fuller awareness of these interactions and convergences. These materials have been developed within the framework of an active methodology and teaching approach, multiperspectivity and a focus on the acquisition of identified key skills on the basis of papers supplied by the participants of the seminars. These papers were marked by real diversity as their authors shared their experiences, examples of efficient practice, sources as well as challenges and concerns. Therefore, the e-book is the result of the collective work of a big team of European history educators.

The e-book is structured around the above-mentioned four main themes. Each theme is explored via a number of topics and, within each topic, a variety of exemplar teaching units aimed at the various levels of readership that it is envisaged the project will serve. The teaching units were based on the various contributions to the four seminars mentioned earlier. The e-book is **an open model** which could be easily adapted to existing curricula, different types of lessons and creatively developed by history educators.

The Council of Europe hopes that this pedagogical tool will play the role of **a navigator** guiding history educators towards the goal of building a more peaceful future based on respect for dignity, human rights and fundamental freedoms; motivating them to act creatively.

It might also be a new step toward the **creation of a new paradigm of education** based not on the idea of competition but on deep understanding diversity as an enriching factor and enjoying being complementary in the multicultural world of the 21st century.

Words of thanks

At the end of my presentation I would like to present my special words of thanks to:

- ▶ All those who participated in seminars organised during this project, whether as speakers or contributors to working groups. The inputs and discussions at each of these seminars have been invaluable in providing content and viewpoints which are reflected in the e-book. In particular, all those who produced papers for each of the seminars, whether academic papers or teaching and learning ideas as their contributions have formed the basis of an important part of the e-book;
- ▶ Vienna University and particularly to Professor Alois Ecker and Mr Nikolaus Ortner and their teams for their help in the preparation of the Conference;
- ▶ Mr Karl Heinz Lichtenegger, Director of the Europahaus Conference Centre for providing help in the organisation of the conference;
- ▶ European Association of History Educators (EUROCLIO) and the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany, who have been our permanent partners involved in the development of the project;
- ▶ Mr Brian Carvell, Educational Publishing Consultant, Ms Luisa de Bivar Black, Teacher Training Consultant, and Mr John Hamer, Education Consultant, for their valuable input in the preparation of the texts for the e-book;
- ▶ Deep Design team: Ms Brigitte Berthelot and Mr Jean-Marc Nigon who created an innovative electronic format adapted to pedagogical needs;
- ▶ My colleagues from the Council of Europe: Mr Pierre Weiss and his team at the Documents and Publications Production Department and Ms Christiane Yiannakis and Ms Claudine Martin-Ostwald in the History Education Unit for their commitment and valuable input in the development of the project and the preparation of this pedagogical electronic tool.

THE CONCEPT OF SHARED HISTORIES

By Mr John Hamer
Education Consultant
United Kingdom



December 2014 marks the 60th birthday of the European Cultural Convention. Its publication was and remains a significant event. In the preamble to the Convention, the original 14 Council of Europe signatories resolved that its purpose was ‘to foster among the nationals of all members...the study of the languages, history and civilisation of the others and of the civilisation which is common to them all’. To this end Articles 1 and 2 urged each contracting party to promote three initiatives: the development of its national contribution to the common cultural heritage of Europe; the study by its own nationals of the languages, history and civilisation of other parties and the support of such studies in its own territory; and the study of its language(s), history and civilisation in the territory of other signatories.

Embedded in the Convention was the notion that Europeans share a history to which all countries have contributed. They possess a political, economic, religious and cultural heritage that in part at least transcends national boundaries. It is a heritage to be found in the streets of Ephesus or St Petersburg; in the palaces of Alhambra or Versailles; and in the music of Mozart, the plays of Shakespeare or the paintings of Picasso. It is there in the legacy of overseas exploration and exploitation, of the Industrial Revolution and of countless conflicts. It exists in the less tangible areas of customs, traditions, ideas and mythologies.

Signed less than ten years after the events of 1939-45 had shown the futility of any hope that the First World War might be ‘the war to end wars’, the Convention recognised both the power and the potential dangers that could lurk in feeding people a diet of exclusively national history. Nearly a century previously, for example, John Stuart Mill had argued that whilst there may be many ways in which a feeling of nationality could be generated:

“the strongest of all is identity of political antecedents; the possession of a national history, and consequent community of recollections; collective pride and humiliation, pleasure and regret, connected with the same incidents in the past”⁷

The Convention envisaged, therefore, ‘sharing’ in another sense, that of exchanging knowledge and understanding. In this sense, ‘shared history’ is not a phrase identifying those parts of the past that might be considered to be jointly owned, but a pointer to the willingness of countries to teach and learn about each other’s national histories. People in all countries it was hoped would be encouraged and enabled to venture beyond a past confined by national borders and national interests.

Implicit in this sense of sharing the past is that, although they may differ and some may be more vulnerable to interrogation than others, all histories have value. No one historical account may claim the status of being the sole repository of truth and the moral superior of all others. In particular, national histories need to guard against their narratives depicting those considered to be outside the nation not only as the ‘other’, but more insidiously as the ‘enemy’.

Examples of nations relying heavily for their own self-identification on their perceived enemies, both external and internal, are easy to find. From such a standpoint, others’ versions of the past – if considered at all – are dismissed as both intentionally false and irretrievably immoral. During periods of conflict or immediate post-conflict in particular, people - and young people especially - will be presented with only the one historical narrative, a narrative explicitly designed to dehumanise the perceived enemy.⁸

⁷ Mill J.S., *Considerations on Representative Government*, 1862, Chapter 16.

⁸ For attempts to address this issue in the context of Israeli-Palestinian relations see, for example, the work of Dan Bar-On and Sami Adwan in the Prime (Peace Research in the Middle East) Shared History Project.

Signatories to the European Cultural Convention agreed, therefore, to resist the temptation to see history as merely an instrument for creating a sense of collective national identity. As was noted at the time of its 50th anniversary, an early educational task set by the Convention was ‘to undo the nationalist appropriation and distortion of history.’⁹ And, looking to the future, in the Wrocław Declaration on fifty years of European Cultural Cooperation the ministers for culture, education, youth and sport jointly expressed the hope that we might ‘deepen a sense of our shared history ... among the peoples of our 47 states, within their diversity, so as to avoid the emergence of a sense of division within greater Europe.’¹⁰

Ten years later the number of countries which are now party to the Convention has grown to 50. But the goal of Europeans acquiring a greater sense of a shared history and the benefits that might bring, has continued to prove elusive. Efforts to develop and champion a history, particularly in schools, that has a truly European focus, have generally foundered. Reviewing what she describes as ‘the only real Pan-European production’ – The History of Europe by Delouche published over twenty years ago¹¹ – Joke van der Leeuw Roord (EUROCLIO) identified a number of problems. The most serious of these was that the different language editions of the book diverged considerably from the French language master text. Even the French language edition was different from the French master text. Basically, she concluded, the traditional national mirror of pride and pain where national suffering and achievements are bloated and poor behaviour is disregarded, returned.¹²

In reality the European element in the historical perspective and history education common to most countries consists of what Susanne Popp has described as a ‘Europe of nations.’¹³ To varying degrees, she suggests, all history curricula and textbooks venture beyond the presentation of national history in the narrowest sense to touch upon Europe and world related topics. History frames of reference, narratives of ‘how we became who we are’, for example, are routinely embedded in a quasi-genetic connection of ancestry which goes back to the Greek and Roman

ancient world. Further, most curricula adopt more or less the same broad content outline. Beginning with Greek democracy and the Roman Empire the line goes via the migration period, Charlemagne and the rise of the European cities and states through the Reformation, European expansion and Absolutism to the modern era. The modern era encompasses, inter alia, the French Revolution, the declaration of human rights, industrialisation, ‘nation building’, imperialism, the world wars and the crimes against humanity of the twentieth century.

Not unlike Popp’s ‘Europe of nations’ is what Anthony Smith has termed a ‘European family of cultures.’¹⁴ Given certain caveats around issues of definition, identification and commonality, the case for there being some traditions and heritages – Roman law, Judeo-Christian ethics, parliamentary institutions, Renaissance humanism or rationalism - which are at least partially shared, seems self-evidently true. These are the members of Smith’s ‘family of cultures’. As with all families, however, the chief characteristic is that although there are identifying resemblances not all of the family share them to the same extent. For example, he suggests, Renaissance humanism found its way into many, but not all, parts of Europe. So too with the spirit and methods of the Enlightenment.

‘Europe here represents a field favourable to diffusion and cross-fertilisation of cultural traditions, but one of uneven receptivity. Specific European states or communities may reveal only certain of the ... traditions or heritages, or only to a limited extent. But the sum total ... has historically revealed a gamut of overlapping and boundary-transcending political traditions and cultural heritages, which together make up what we may call the European experience and the European family of cultures.’¹⁵

What is identified by both Popp and Smith is not a homogeneous European whole but rather a patchwork Europe. A Europe which has necessarily to be seen through the prism of a series of national perspectives. One of the implications of this is that if we have the ambition of constructing a more collective European identity through the teaching of history we will have to continue trying to do so by working within national frames of reference. And, an added consideration, is that decisions about what is taught or not taught in schools – and not uncommonly how it is taught - are made on the basis of national, not European, priorities and considerations. This is especially the case with subjects such as history, civics and literature.

9 50 Years of the European Cultural Convention, Council of Europe, p 10.

10 Wrocław Declaration on fifty years of European Cultural Cooperation, Council of Europe, December 2004

11 Delouche Frédéric (Ed.), *Histoire de l’Europe*, Paris, 1992.

12 van der Leeuw Roord J., A common textbook for Europe? Utopia or a Crucial Challenge? 2008, in Bauer Jan Patrick; Meyer-Hamme Johannes; Körber Andreas, hrsg. *Geschichtslernen, Innovation und Reflexion. Geschichts-didaktik im Spannungsfeld von theoretischen Zuspitzungen, empirischen Erkundungen, normativen Überlegungen und pragmatischen Wendungen. Festschrift für Bodo von Borries zum 65. Geburtstag. Geschichts-didaktik*. Herbolzheim: Centaurus.

13 Popp S., *Trans-European convergences in national textbooks for history education? An approach to the comparison of image sources in schoolbooks*, Yesterday & Today, No.5, October 2010.

14 Smith A.D., *National identity and the idea of European unity*, International Affairs 68 1, 1992, pp 70-71.

15 Ibid p 72.

The use of the plural 'histories' in this publication, therefore, is not an editorial oversight. Partly it expresses the limitations to 'sharing' pointed out by Popp and Smith. Partly it recognises that to attempt to produce a definitive version of the past, whether as national history or as a grand 'Euro-narrative', is to go in pursuit of a chimera. History is indeed, as the Dutch historian Pieter Geyl expressed it, an argument without end. And partly it acknowledges that histories are constructed. Although for all the peoples of Europe the past has been a litany of wars lost and won; of periods of often uncertain peace; of political, religious and social struggles; and of shifting balances of power, not all have experienced them in the same way, at the same time or with the same force. The impact of industrialisation or of the continent's contact with the wider world was not uniformly felt across Europe. Hence these events and movements were differently perceived, left different traces in the historical record and have been variously interpreted by historians in ways that are reflected in the school curriculum and in history textbooks.

Shared procedures

To the two aspects of shared histories identified in the European Cultural Convention – firstly in the sense of jointly held and secondly in the sense of exchanging - we might then add a third, one which reflects the constructivist nature of the discipline. In this third sense, 'shared' focuses on the procedures that are integral to the teaching, learning and writing of history. It points to the obligation to ensure that historical narratives and judgements are supported by evidence that is appropriately comprehensive and robustly tested. It points also to the need for there to be an element of shared values. There is one way, the English philosopher Atkinson reasoned, in which commitment to values is absolutely central to history.

*'Historians must recognise such intellectual values as concern for truth, validity in argument and respect for evidence ... There is no reason in logic why a bad man should not be a good historian ... (but) A man who, in his writing about the past, showed little or no regard for the intellectual values would not be an historian at all.'*¹⁶

History has agreed procedures. It seeks to provide an objective account and explanation of past actions and events. It recognises complexity and ambiguity. Wilfully failing to consider all available evidence or to take account of conflicting versions of the past are lapses that historians commit at their peril.

¹⁶ Atkinson, R. F., *Knowledge and Explanation in History*, Macmillan, London, 1978, p 194.

In terms of procedures, shared histories also picks out the multi-faceted nature of the perspectives with which historians must engage – multiperspectivity. Anna Herlin, for instance, offers the example of considering the phenomenon of European imperialism.¹⁷ Limiting any account solely to European participants would risk being non-historical in the Atkinson sense. Any discussion about the effects and consequences of imperialism that was so restricted could be little more than a contemplation of Europe's relationship to the 'other', and a one-sided consideration of the effects that the experience of imperialism had on the European continent. Only once the voices of those previously subjected to imperial rule could be heard, when dialogue could start to take place, could imperialism be considered in a meaningful, and mutually empowering, way.

'Dividing lines' – diversity without divisiveness?

In 1954, the background to the European Cultural Convention was a Europe of apparently stable and distinct national identities, and of political division largely along a left-right axis. Writing 50 years later, the authors of the Council's publication commemorating the anniversary noted that the political background had altered radically as a result of the emergence of new ethnic and religious communities, the fall of communism and globalisation. Within this changed background:

*'Cultural identity has emerged as the main divisive force in politics. It has lain at the heart of serious intercommunity tensions, hooliganism, and racism in many countries. Worse, it has fed at least nine conflicts in Europe over the last decade that have spilled over into armed violence, terrorism, war, and even ... genocide.'*¹⁸

The concept of 'difference' in relation to cultures, however, is important. It takes on a special importance, for example, in the UNESCO convention in which cultural diversity is affirmed as a defining characteristic of humanity and a universal human right that forms the basis for cultural identity.¹⁹ In this context, therefore, the idea of 'dividing lines' presents something of a paradox. On the one hand they are necessary to delineate an inalienable part of what it means to be human; and on the other they maintain cultural boundaries that have too often spilled over into conflict and worse. Of the special challenges humankind is now faced with, the handling of cultural diversity is one. It is a challenge that history education in the 21st century must also confront.

¹⁷ Herlin A., *A Shared European History? Perceptions of Imperialism and Islam in Matriculation Examination Essays and History Textbooks*, Master's thesis, University of Helsinki, May 2011, p 27.

¹⁸ *50 Years of the European Cultural Convention*, Council of Europe, p 16.

¹⁹ *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, UNESCO, Paris, 2005.

How to do so successfully? Christophe Wulf, an anthropologist and philosopher of education, is one who has provided some pointers.²⁰ Amongst the requirements that must be met, he has argued, is the need for mutual respect and tolerance - which in turn depends upon knowledge of differences; possession of high order common values; a way of thinking from the point of view of the other; resistance to actions aimed at reducing difference to sameness; and acknowledgement of normative rules such as those outlined in the Universal Declaration of Human Rights.

A similar paradox underlying the nature of 'dividing lines' is suggested in a collection of articles published by the Council of Europe in 2004. The articles explored the interaction between cultural heritage and frontiers - natural frontiers, political frontiers and frontiers of the mind. Frontiers, the authors argued, are not just places of confrontation or boundaries marking off identities and groups. They are dividing lines which are also meeting places; hence the title of the publication: *Dividing lines, connecting line*. Frontiers then "invite us to strike out in new directions, forge new contacts, and transcend the old and familiar... [they] are undoubtedly the place where Europe's identities can best converge... European identity may emerge most clearly on these critical dividing lines".²¹

National but not nationalistic

As dividing lines may escape being divisive, so history may be national in choice of content but avoid being nationalistic in terms of presentation. For the majority of people most of the history they encounter in school or elsewhere will be concerned with those aspects of the past that are judged by, for example, policy makers, curriculum designers or the media, to be of national significance. But, the avoidance of dividing lines or of a national focus sliding into something less desirable raises 'how' issues about the way the past is presented as well as 'what' questions about the selection of content. Fault lines along national or other divides are more likely to develop and be perpetuated when history education is viewed as a process of transmission on the one hand and assimilation on the other; when historical narratives are presented as revealed rather than constructed; when there is no attempt at analysis and enquiry; and when complexities are ignored.

²⁰ Wulf C., *Teaching of History in Europe: A Transcultural Task*, paper presented at Council of Europe conference, Oslo, 2010.

²¹ *Dividing lines, connecting lines: Europe's cross-border heritage*, Council of Europe, 2004, p 9.

Recommendation Rec(2001)15 of the Council of Europe's Committee of Ministers on history teaching in twenty-first-century Europe stresses that history teaching must not be an instrument of ideological manipulation, of propaganda, or used for the promotion of intolerant and ultra-nationalistic, xenophobic, racist or anti-Semitic ideas. The history taught in schools should not promote or allow an excessively nationalistic version of the past which may create an 'us' and 'them' dichotomy. Amongst other roles, history teaching should play a vital part in developing respect for all kinds of differences; in furthering reconciliation, recognition, understanding and mutual trust between peoples; and in promoting fundamental values, such as tolerance, mutual understanding, human rights and democracy. Furthermore, it should develop pupils' intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate based on a multiperspective approach, especially on controversial and sensitive issues.

This view of the purposes and nature of history teaching is echoed in the Council's later publications - the 2008 White Paper on Intercultural Dialogue "Living together as equals in dignity"; Recommendation 1880(2009) on history teaching in conflict and post-conflict areas; and Recommendation CM/Rec(2011)6 on intercultural dialogue and the image of the other in history teaching. As these documents recognise, distorted history teaching that promotes ultra-nationalism is not restricted to relationships between countries, nor to post-conflict societies. It emerges too in the way in which the history of inter-communal relationships within a country is often portrayed. In many societies, history teaching either ignores marginalised groups, especially minorities and indigenous peoples, or helps to strengthen stereotypical perceptions of them. The histories of migrant populations are also commonly omitted. The resulting dominant homogenising narrative washes out diversity. This has the twin effect of both ignoring the cultural heritage of everyone outside the group in power and depriving the majority of the opportunity to understand the complexity of their country.²²

²² Report of the Special Rapporteur in the field of cultural rights, United Nations General Assembly, August 2013, para 31.

Amongst the recommendations for helping to avoid such confined and confining approaches is to ensure that the history that is taught is not limited to political history; that it is balanced with, for example, social, cultural, economic and scientific history.²³ Teaching that focuses exclusively on political narratives inevitably transmits to young people the message that only political events and issues are of significance in human society. It masks the complexity of societies and the interplay of factors behind events and decision making. Worse, political history itself is often reduced to the history of wars, conflicts, conquests and revolutions. This suggests that periods of peace and stability are unimportant.²⁴

Discovering the bigger picture

Where societies are fragmented by often long-standing tensions and conflict, history teaching can play an important role in processes of reconciliation, building confidence and learning or relearning how to live together. One way it can seek to do this is by helping young people to discover and identify what the different communities may have developed in terms of shared histories - particularly by demonstrating the relationships, interactions, convergences and similarities in terms of culture, in everyday life.²⁵

In Northern Ireland, for example, work is being done around aspects of shared culture.²⁶ This is allowing young people to discover that the two main communities, Unionist and Nationalist, so often in violent opposition; do in reality have things in common. They share, for instance, aspects of cultural heritage. Schools may explore how music which is claimed by the one is in fact shared by the other. The origin is the same, the tune is common to both traditions – but, over the generations, different lyrics have emerged. Other cultural symbols and icons which have been shared in the past but are today claimed by one side or the other, and aspects of language, literature and art are also being explored so that young people can appreciate the complexity of their and others' identities.

23 Recommendation Rec(2001)15 on history teaching in twenty-first-century Europe, Committee of Ministers, Council of Europe, October 2001, para 4.

24 Report of the Special Rapporteur in the field of cultural rights, United Nations General Assembly, August 2013, para 62.

25 Recommendation CM/Rec(2011)6 on intercultural dialogue and the image of the other in history teaching, Committee of Ministers, Council of Europe, July 2011.

26 Thompson C., *Shared histories: what implications for practice, teaching materials and teacher training?*, paper presented at Council of Europe conference, Oslo 2010.

More widely, in exploring shared history, schools in Northern Ireland have also begun to look more clearly at how experiences with others are shared at a global level. This is helping them to look outwards rather than solely inwards. The experience of Irish emigration in the 19th century, for example, is linked to the contemporary movement of peoples across Europe. The partition of Ireland in 1921 is looked at as part of the decline of the British Empire and as an experience that has aspects in common with the people of other former colonies.

Teaching shared histories

Reconciliation, rebuilding trust and confidence in societies where the memory of conflict is never far away and permanent peace by no means certain, poses many challenges – not least for teachers and for teachers of history in particular. Often a major challenge is to encourage and support a move away from what are seen as safe pedagogical practices. In certain settings, teachers may be unwilling to challenge highly contentious or unswervingly believed versions of history which pupils encounter at home, in their community or in a place of worship. History teaching based on processes of critical enquiry may well clash with the narrow and highly partisan version of family or communal history in which some students are immersed.²⁷ Where different sides of the communal divide each believe they hold the one historical truth, approaches which involve looking at shared experiences, finding commonality as well as difference, requires teachers to be courageous.

In considering what is needed for the teaching of shared histories, however, there is a body of evidence to suggest that focusing solely on the rational procedures integral to the discipline of history is not sufficient. Research in Northern Ireland, for example, indicated that teaching history through purely empirical methods did not shift the deep-seated prejudices and highly partisan communal versions of history that

27 Teaching Emotive and Controversial History 3-19, London, Historical Association, 2007.

teenagers from the opposite sides of the religious and cultural divide brought to the classroom.²⁸ Crucial are approaches which emotionally engage young people. Students have to care enough about the issues to arouse both their curiosity and their willingness to engage fully with questions that demand hard thinking. This is true of teaching more generally. But it is especially true when considering controversial and divisive issues that are often deeply embedded in the past. If they are engaged inside the classroom exclusively with rational, evidence based approaches to the study of history, young people's sole encounter with history as an emotional experience may well be a one-sided community narrative. Beyond emotional engagement, teachers need also to be concerned with students' emotional growth. A feature of effective teaching of a multi-faceted history is that students have to be helped to reflect on their own loyalties; to see themselves as having multiple identities; and to recognise that, in varying contexts, everyone shifts from being an insider to an outsider – and back again. "Such can be seen as a growing emotional intelligence in relating to oneself and others".²⁹

One of the further implications of the reality that young people acquire narratives of the past from sources far removed from the history classroom is that teachers have to develop partnership working. They need to be able to work alongside others who support young people in different ways - families, community figures, youth leaders, or visitors to the classroom who, for example, have experienced conflict and have stories to tell. Additionally, partnerships such as those forged between schools and museums, present unique opportunities to explore cultural and other forms of diversity, and the ways in which these have been expressed and interpreted over time.

28 See for example, McCully A., Pilgrim N., Sutherland A. and McMinn T., 'Don't worry Mr Trimble we can handle it': *Balancing the rational and the emotional in the teaching of contentious topics*, *Teaching History*, 106, March 2002; and, McCully A. and Pilgrim N. (2004) *They took Ireland away from us and we've got to fight to get it back: Using fictional characters to explore the relationship between historical interpretation and contemporary attitudes* in *Teaching History* 114. London, Historical Association.

29 *Teaching Emotive and Controversial History 3-19*, p 8, London, Historical Association, 2007

Shared histories – shared futures?

*"while it cannot be denied that the history of Europe is a history of conflicts, it would be wrong to reify 'conflict' into the essence of that history, let alone into a representation of what it means to be European. Instead, as Europeans, we have the choice of subverting those historical conflicts by seeing in them the 'traces of a common future' (E. Bloch)³⁰ – precisely the common European future that our divided and divisive European past firmly denies. The choice involved therefore concerns a normative commitment to another Europe: not the Europe of the past, but the Europe of a possible future: more democratic, more peaceful, and, in this sense, also more prosperous."*³¹

How to approach the teaching and learning of history in ways which might help young people contribute to processes of reconciliation, peace building and conflict prevention was an important aim of this project. Some of the possible answers have been explored by considering and providing exemplar materials on the concepts - and the limitations - of 'shared histories' and a Europe free of dividing lines. Bloch's challenge to us of seeing in past European conflicts and divisions 'the traces of a common future' draws the two concepts together in a way which is helpful by indicating the potential advantages that might accrue from choosing to share rather than to challenge differences. Coming to acknowledge that there can be entirely legitimate and genuine – yet varying – interpretations of the past and to recognise that difference is not per se threatening may help young people to identify a range of shared values - amongst them acceptance of diversity, a desire to settle conflicts peacefully, respect for human rights and a preference for democracy.

30 Bloch E.

31 Wagner P., *From Monuments to Human Rights: Redefining 'Heritage' in the Work of the Council of Europe*, in 'Forward planning: The function of cultural heritage in a changing Europe', Cultural Heritage Division, Council of Europe, Strasbourg, 2000, p 22.

THE INTERACTIVE E-BOOK PREPARED IN THE FRAME OF THE PROJECT SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES

By Mr Brian Carvell, Educational Publishing Consultant
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Ms Luisa De Bivar Black, Teacher Training Consultant, Portugal



ABOUT THIS PUBLICATION

Shared histories for a Europe without dividing lines is an intergovernmental project which has been running from 2010-2014. The focus of the project, and of this publication, is on exploring the concept of shared histories via selected aspects of European history which have left their imprint on the whole European space – on all member states of the Council of Europe. *Shared Histories for a Europe without dividing lines* is an interactive e-book with links to external sources.

TARGET AUDIENCE

The publication has been designed primarily for use in teacher education – either with trainees in initial training or with teachers on in-service and refresher courses. It is also designed to be used in a variety of ways. There are a number of academic papers based on contributions to a series of seminars organised by the Council of Europe. These provide in depth background and, it is hoped, will both inform and stimulate debate amongst students and teachers. Each of the teaching and learning units is aimed at a specified age group; although in practice they may be adapted to meet the needs of pupils at a different stage in their learning. The suggested age groups broadly equate with the structure of schooling in European countries; that is: primary (8-12 years); lower secondary (11-14 years); upper secondary (15-18 years); and teacher trainees (undergraduates).

The content of theme two in particular, on *The development of education* is intended to be useful to trainee teachers, but is not easily transferred to school curricula.

CONTENT AND STRUCTURE

The themes that were selected to exemplify the concept of 'shared histories' are:

- ▶ The impact of the Industrial Revolution;
- ▶ The development of education;
- ▶ Human rights as reflected in the history of art;
- ▶ Europe and the world.

These four themes are amplified in broadly two ways: a curriculum based teaching text; and a series of academic papers. Each theme is explored through a number of topics and associated teaching and learning units. The teaching and learning units also provide opportunities for assessment of pupils' learning.

THEMES

IMPACT OF THE INDUSTRIAL REVOLUTION
DEVELOPMENT OF EDUCATION
HUMAN RIGHTS IN THE HISTORY OF ART
EUROPE AND THE WORLD



GO TO USER GUIDE
CONSULTER LE GUIDE UTILISATEUR



NAVIGATION AND INTERACTION

The e-book is arranged in sequential pages so that if desired, readers can move through the e-book on a page by page basis by clicking on the page corner to 'turn' the page. The pages look similar to those found in educational textbooks where much information, exercises or resource material is found on double page spreads.

However a major feature of the e-book is the multiple navigation opportunities afforded by the structural hyperlinks. The contents page and the navigation bar at the top of the screen allow users to move directly to a chosen theme. Readers can then make the choice of reading through the general matter on the chosen theme or moving directly with one further click to select which topic they intend to study. Once within a topic, readers can use the navigation bar to select particular teaching and learning units. Where teaching and learning units have additional resources within the e-book, clicking on 'resources' will offer a further navigation at the right side of the double page in order to select appropriate resource pages for study. At any time readers can move to the seminar papers associated with the theme they are studying. The navigation bar can also be used to move to a different theme at any time.

There are many interactive features which are used to give additional information or make reading easier. Consult the user guide for a full explanation of all icons, navigation and interactive features.

THE IMPACT OF THE INDUSTRIAL REVOLUTION

THEME



The character of industrial revolution was peculiar in Europe: the Industrial Revolution lasted in Europe far longer than in other regions of the world. It started in the late 18th century in some regions of Europe: in the British Midlands, in Switzerland, in Belgium, in Saxony, in Northern Italy. It ended only during the 1960s and 1970s when Europe became almost fully industrialised with the exception of the Balkans.

Hartmut Kaelble

TOPICS



Demographic and social change

...we deal with two major areas of social transformations emerging in the wake of industrialisation– which are actually four: the population change as well as urbanisation, and the changes in the social inequalities including proletarianisation as well as the emergence of new social movements.

Béla Tomka

TEACHING AND LEARNING UNITS



Expanding populations

LOWER SECONDARY

- ▶ Why did the population of European countries increase during the 18th and 19th centuries?
- ▶ Did all countries experience similar rates of growth?
- ▶ Variations in birth and mortality rates between different social groups.

People on the move

UPPER SECONDARY

- ▶ Why did people move? Understanding 'push and pull' factors affecting internal migration and urbanisation.
- ▶ What were the new industrial cities like?

Women, children and families

LOWER SECONDARY

- ▶ What were some of the short and long-term effects of involvement in the industrial workforce for women and children in particular?
- ▶ How did domestic life differ between different classes?

Workers' organisations

UPPER SECONDARY

- ▶ The growth of workers' organisations nationally and internationally in the 19th century.
- ▶ Relationships between workers' organisations, employers and governments.

THEMES

IMPACT OF THE INDUSTRIAL REVOLUTION
DEVELOPMENT OF EDUCATION
HUMAN RIGHTS IN THE HISTORY OF ART
EUROPE AND THE WORLD

Time and space

The idea of organising time into standardised units of hours, minutes and seconds would have seemed strange, even macabre to a peasant serf of medieval times.

By its essential nature the clock dissociated time from human events. No longer was it biotic and physical phenomena like the rising and the setting of the sun and changing seasons but time became a function of pure mechanism.

Ron Noon

Faster than a galloping horse

LOWER SECONDARY

- ▶ The development and rates of growth of new forms of transport in the 19th century.
- ▶ Their economic and social impact on the countries of Europe.

Clock watching

PRIMARY

- ▶ How did people keep track of time before the development of clocks and watches?
- ▶ Why did being able to tell the time accurately become increasingly important?

Telecommunications

LOWER SECONDARY

- ▶ How and why telecommunications advanced in the 19th and early 20th centuries.

Our industrial heritage

...landscapes in which culture seemed to have been absent for a long time, were suddenly seen to provide outstanding elements of a special kind of material 'culture' - the objects of industrial heritage - factories, mills, coalmines and the infrastructure that supported them - housing, railways, canals.

John Hamer

Salvation or obliteration

TEACHER TRAINEES

- ▶ What should be done with old industrial sites and buildings?

Exploring the European Industrial heritage Route

TEACHER TRAINEES

- ▶ Enabling young people to explore, understand and care for their industrial heritage.

2

THE DEVELOPMENT OF EDUCATION

THEME



Developments in education, from traditional practices to modern education systems, have been marked by a great many interactions affecting the entire European area.

A study of the field of the history of education in Europe shows a unity in which the specific developments in education of different nations are strongly linked. Unity and cohesion are present in the dialogue, alongside each nation's struggle to distinguish itself from the others.

The enterprise of education has helped Europe in its development of a culture of dialogue.

TOPICS



Access to education

The development of education systems has responded step by step to the necessity of covering the whole territory of the state and to the need to ensure equal access for all to education. On the one hand it is possible to compare the structure of systems, whilst on the other hand it is possible to look at steps in democratisation, in particular concerning equality between men and women, aspects of social segregation, and ideas about the length of compulsory schooling. A now outdated concept of education as necessary and sufficient preparation for later life can be considered alongside the notion of lifelong learning.

Gender equality

TEACHER TRAINEES

- ▶ What barriers have existed that prevented full and equitable access to education for boys and girls?
- ▶ Do barriers still exist?
- ▶ What does the promotion of 'gender equality' mean?
- ▶ Can education eliminate gender inequality?.

Social segregation

TEACHER TRAINEES

- ▶ To what degree is social segregation in schooling an inevitable result of socially segregated societies?
- ▶ What role can schools play in leading towards a more democratic society?

Length of compulsory schooling and lifelong learning

UPPER SECONDARY

- ▶ What is the best age to leave formal education and start work?
- ▶ What arrangements should society make for people to be able to learn throughout their working life?

TEACHING AND LEARNING UNITS



THEMES
 IMPACT OF THE INDUSTRIAL REVOLUTION
 DEVELOPMENT OF EDUCATION
 HUMAN RIGHTS IN THE HISTORY OF ART
 EUROPE AND THE WORLD

The reform of pedagogy	Pedagogy and methodology have undergone huge transformations through history. Debate has enriched the history of education in the classroom with fruitful exchanges and interactions across Europe and at an international level.	The exchange of knowledge, ideas and actors	If the great education systems are essentially linked in their form and content with the nation state, the history of education in Europe is also marked by different levels of intensity depending on the period, by an intensive exchange of knowledge, ideas and actors. Such exchanges led to change.
Influence of religion	<p style="text-align: right; font-size: small; margin: 0;">TEACHER TRAINEES</p> <ul style="list-style-type: none"> ▶ In what ways has religion influenced schooling and pedagogy across Europe? ▶ What are the continuing effects of different religious traditions on pedagogy across Europe today? 	TEACHER TRAINEES	<p>The birth of universal centres of learning, universities, was a process of particularly European origin and a common heritage was developed at universities, the original academic institutions.</p> <p>Currently, European higher education is engaged in a period of reform which started with the Massification of higher education in the 1960s and is continuing today with the Bologna Process of reform.</p>
Expansion of popular education	<p style="text-align: right; font-size: small; margin: 0;">TEACHER TRAINEES</p> <ul style="list-style-type: none"> ▶ In what ways has the state influenced schooling and pedagogy throughout Europe in the past? ▶ In what ways does the state continue to influence schooling and pedagogy? ▶ In what ways does the classroom of the 19th century differ from classrooms today? 	TEACHER TRAINEES	Early universities
Changing views on learning and learners	<p style="text-align: right; font-size: small; margin: 0;">TEACHER TRAINEES</p> <ul style="list-style-type: none"> ▶ What attempts were made and are being made to resolve tensions between child centred and more traditional notions of pedagogy? ▶ In what ways did views of children's future roles in society influence pedagogy in the past and continue to influence its practice in the present? 	TEACHER TRAINEES	<p>▶ How International were the early universities?</p> <p>Globalisation and education</p> <p style="text-align: right; font-size: small; margin: 0;">TEACHER TRAINEES</p> <ul style="list-style-type: none"> ▶ What has been the effect of globalisation on education?

3

HUMAN RIGHTS AS REFLECTED IN THE HISTORY OF ART

THEME



The intersection between art and the social and political sphere is rich in history. At its core art is about true freedom. Art is the unbridled ability for expression and free speech. Art affords the artist the unique ability to register the horror of an event, in a way that statistics cannot. Its function is to remain forever as a reminder that this inhumanity or injustice occurred. Contemporary artists gain inspiration from the world around them, from the everyday or from society as a whole. The artistic process involves the artist engaging with the world around them and thereby a natural relationship emerges as human rights concerns and abuses occur in that space.

Voice Our Concern, Amnesty International Ireland

TOPICS



Valuing individual human life

Human life and the many manifestations of violence it has suffered have found an exceptional medium for representation and questioning in the arts and literature...I will confine myself...to describing a few cases reflecting the power of the arts to be constantly in conflict with this violence which denies a freer and more egalitarian existence...

Fernando Golvano

Only if you are human

UPPER SECONDARY

► In his paper on Human rights in a historical perspective, **Nils Naastad** referred to the 1550 debate over the treatment of Indians in the new 'Spanish' territories in Central America. The central issue in the debate was not whether human beings had rights – all agreed that they had – but about whether the Indians could properly be regarded as human. Rights protect you – but only if you are human.

Do we not bleed?

UPPER SECONDARY

► Developing an historical overview by tracking the theme of the Judeo-Christian relationship over a broad span of time.
► Offering explanations which require the bringing together of a range of political, economic, social and cultural factors.

'Butterflies do not live here'

LOWER SECONDARY

► Strengthening empathetic understanding in order to make fuller use of the historical record.
► Responding to images in terms of the emotions and attitudes the artist is seeking to convey.

TEACHING AND LEARNING UNITS



THEMES
 IMPACT OF THE INDUSTRIAL REVOLUTION
 DEVELOPMENT OF EDUCATION
 HUMAN RIGHTS IN THE HISTORY OF ART
 EUROPE AND THE WORLD

**Living together in dignity
 in culturally diverse societies**

The task of living together amid growing cultural diversity while respecting human rights and fundamental freedoms is one of the major demands of our times.

Barbara Welzel

**How can architecture contribute to a strategy
 of opposing exclusion and discrimination?**

PRIMARY

- ▶ The religious buildings shown are all in Europe. Below the pictures are words which say something about the various buildings.
- ▶ Children are asked to match the words to the buildings.
- ▶ How does one church shown differ from the previous one shown? Why do you think there are these differences?

Whose stories do museums tell?

TEACHER TRAINEES

- ▶ Museums and galleries are not neutral spaces. The objects they choose to display, the way they display them and what they say about them inevitably reflect – deliberately or unwittingly, openly or covertly - a particular standpoint.

Public representations of national diversity

LOWER SECONDARY

Multicultural melting pot: a free self-guided walk in Liverpool.

- ▶ This walk explores the imprint of immigrants on the city in the form of religious buildings, community associations and shops. The work for students is to develop a similar experience within their own locality or a locality with which they are familiar.

**Individual autonomy
 and freedom of expression**

Autonomy and freedom of expression are not exactly the same thing. The very concept of autonomy accepts the existence of limits; autonomy is something less than outright independence. Freedom of expression is rather more ambitious implying the absence of any constraints (especially in the idealised, romantic view of the 'unchained' artist that took hold of European culture from the late 18th century). In fact, works of art are invariably subject to many actual or potential constraints.

Chris Rowe

Freedom of artistic expression – not always

UPPER SECONDARY

- ▶ Understanding the reasons why, and the basis on which, totalitarian and authoritarian regimes have sought to limit freedom of expression in the visual arts.

The Age of Enlightenment

TEACHER TRAINEES

- ▶ Exploring the use of imagery to express and support political and social ideals in the context of 18th century Europe.

A picture paints a thousand words

PRIMARY

- ▶ Developing the ability to use a range of questions in order to understand the historical significance of pictorial images.

THEMES

IMPACT OF THE INDUSTRIAL REVOLUTION
DEVELOPMENT OF EDUCATION
HUMAN RIGHTS IN THE HISTORY OF ART
EUROPE AND THE WORLD

The sharing of values

Europe needs to find how to succeed in reconciling universal values, called for by globalisation, and individual values tied to roots from which it seems neither possible nor desirable to detach them. While this has long been Europe's concern, it is increasingly the case that all the countries propelled into globalisation want to preserve what has individualised them hitherto.

Jean-Michel Leclercq

Generations and values

UPPER SECONDARY

- ▶ What are values? Why do values matter? What makes values change? What are the sources of values?
- ▶ Are values related to generations? Are there dividing lines within generations? Are generations 'formatted'?
- ▶ Values and the dual forces of cause and effect. Looking at tensions between singular and universal values. Looking at the value of human rights.

What survives from the 1960s?

UPPER SECONDARY

- ▶ Why were the 60s so tumultuous?
- ▶ What is the legacy of the 60s in the world today?
- ▶ How globalised were the 60s? What influenced the 60s?
- ▶ The different ways messages can be conveyed.

A look at the values in historical political speeches

TEACHER TRAINEES

- ▶ In what way are attitudes and behaviours shaped by shared cultural values?
- ▶ How to recognise economic / power structures that underpin social behaviours and political institutions.
- ▶ Raising awareness: our activities are likely to have important effects we may not previously have acknowledged.
- ▶ Analysing political discourse in its historical context to: understand the values they wanted to convey; identify political propaganda through the values transmitted.

The shaping of perceptions about Europe

A traveller across the European continent will find many differences in almost all aspects of day to day living which make direct connection between the present and the more or less distant past. Those differences are not necessarily atavistic, but rather they are the outcome of different responses to different challenges of the economic, social or cultural environments. Europe in the last two centuries is thus the outcome of a pattern of development with many similarities, as well as the outcome of many different institutional and cultural responses. These two axes probably represent tensions that are not to be solved but only managed indefinitely.

Pedro Lains

Avoiding stereotypes: an African perspective

TEACHER TRAINEES

- ▶ Stories as a key to raise awareness on stereotypes and prejudices.
- ▶ Stories as a means of deconstructing colonial misrepresentations, misconceptions and misinterpretations (of colonisers and colonised).
- ▶ Stories as a means of understanding the many pieces that form a national identity.
- ▶ Understanding the dangers of a single story/perspective.
- ▶ The role of history education in fostering a mental framework in which critical thinking is predominant.

Dividing lines and borders

UPPER SECONDARY

- ▶ Passports as evidence of dividing lines; as instruments of freedom of movement; as symbols of sovereignty
- ▶ The role of visas in reinforcement of sovereignty; Who needs visas to enter the EU; Fortress Europe: the issues of immigration and human trafficking.

Learning from others and teaching others through travelling

LOWER SECONDARY

- ▶ Explore the European views of the world.
- ▶ Identify European perceptions and misperceptions of the non-Western world.
- ▶ Understand how belief systems work.

4

EUROPE AND THE WORLD

THEME



The idea of European civilisational supremacy is no longer acceptable for the vast majority of today's historians in Europe. What over the past 150 years has remained remarkably stable, however, are the geographical horizons of history education: just like in the 19th century the rest of the world is still being largely ignored in our current cultures of historiography. One can find evidence for this remarkable continuity not only in the rather Eurocentric focus of history curricula but also in the regional expertise represented in most history departments.

The European area has never been closed. It has influenced the rest of the world as much as it itself has been deeply marked by outside influences.

Dominic Sachsenmaier

TOPICS



Encounters between Europe and the world

Much of what has become an integral part of European life, like coffee, tea, cocoa (in Europe all often taken with sugar), tobacco, potatoes, tomatoes, maize or paprika, that reached Hungary from the New World via Turkey, originally is not European. Many things associated with non-European countries e.g. pampas with their gauchos and cattle in case of Argentina or wine in that of Chile actually are European.

Peer Vries

TEACHING AND LEARNING UNITS



The Uluburun shipwreck

LOWER SECONDARY

- ▶ The Mediterranean as the core centre of trade with links far beyond its limits.
- ▶ What does the cargo tell us about the period?
- ▶ What might have been the trade route of the ship?
- ▶ What might have been the importance of the site where the ship sank?

The founding of a colony

TEACHER TRAINEES

- ▶ History and intellectual honesty: learning about accuracy, limitations of historical research and the danger of generalisations.
- ▶ The importance of the geographical location of a colony.
- ▶ The authorities of the colony: political, administrative and religious.
- ▶ The outside factors that influence the development of a colony.
- ▶ The establishment of laws and regulations in a colony.
- ▶ In what ways did European colonisation shape the world as it is today?

How geographical contexts shaped colonial spaces

UPPER SECONDARY

- ▶ Space has played a critical role in societal organisations; geography is a key to understand:
 - the impact of humans on nature, the impact of nature on humans, and people's perception of the environment;
 - why people function as they do in the areas they live;
 - the impact of globalisation: it allows specific aspects of cultural geography (language, religion, different economic and government structures, art, music) to easily travel around the globe.

Working group session I on how to integrate the results of the project *Shared histories for a Europe without dividing lines* in a classroom and in the initial and in-service training practice

Extract from the general report prepared by Professor Penelope Harnett, Department of Education, University of the West of England, Bristol, United Kingdom

Four parallel working groups were chaired by Mr Luigi Cajani, Department of Modern and Contemporary History Università La Sapienza Roma (Italy); Dr Cagri Erhan, Professor, Faculty of Political Sciences, University of Ankara (Turkey); Dr Elisabeth Lønnå, Education Consultant (Norway); Ms Andreja Rihter Director, Forum of Slavic Cultures, (Slovenia).

Rapporteurs of the groups were: Dr Carol Capita University of Bucharest, Faculty of History (Romania); Ms Cristina Del Moral, Education Consultant (Spain); Ms Súsanna Margrét Gestsdóttir, University of Iceland, School of Education (Iceland); Ms Mare Oja, University of Tallinn, Institute of History (Estonia).

The working groups congratulated members of the editorial team for their success in compiling the e-book from a wide range of data which was challenging in both its scope and complexity. The many positive aspects of the book were noted including the book's focus on multiperspectivity; the significant amount of visual data; the comparative dimension; the adaptability of the content and the flexibility of the book to be used in different ways including as an open-ended tool. It was also noted that no copyright restrictions was an important feature.

For university teaching, there were seen to be many interesting inputs in the e-book, but it was felt that a supplementary bibliography might be needed.



All groups identified the need for a clear “branding” and “marketing” strategy. Publicity should emphasise that the e-book provides a new approach and maybe the term ‘navigator’ instead of simply e-book should be considered to send a clearer message about the materials and their purpose.

Several groups posed questions concerning the budget for publicity and dissemination.

Many practical suggestions were made concerning the development of a marketing strategy which addressed dissemination and publicity at different levels. Targets for dissemination included: Ministers of Education; Ministers of Culture co-ordinating the work of museums, archives and other cultural organisations; Council of Europe Ambassadors; regional educational institutions; initial teacher trainers; in service trainers; classroom teachers; museum and archive personnel and young people. One group suggested beginning with teacher trainers who are an identifiable group and who could be significant not only in disseminating details about the actual book, but also could share problems and provide examples of good practice. It was also noted that the importance of history may be diminishing in some countries and that maybe the book could be used to justify the importance of the subject within the curriculum.

Practical ideas for future publicity and dissemination included:

- ▶ Ensuring the electronic availability of Council of Europe publicity materials such as leaflets and posters. The e -book on a memory stick would be useful for conference organisers in different countries.
- ▶ Utilising the homepage of the Council of Europe.
- ▶ Developing Council of Europe press releases to support national history teacher associations to promote the book in different languages.
- ▶ The organisation of regional conferences such as those to be held in Slovenia and Estonia.
- ▶ The preparation of a text for entry into Wikipedia.

- ▶ Sharing examples of best practices, tasks and time management with teachers.
- ▶ The preparation of a chronological index to support users.
- ▶ A short (2 minutes) introduction could be made accessible on YouTube.
- ▶ Approaching education journalists in different European countries to write about the project.
- ▶ Using of as many social media as possible to convey messages relating to the new material.
- ▶ Using children since they are regular users of the internet and moreover often have a very good command of the English language.

Groups advocated utilising existing networks which included the following:

- ▶ History Teacher Associations. Details of the book could be available on Association websites. Teacher Associations could publicise the book at annual conferences and training events.
- ▶ Other history/education networks e.g. Euroclio (the e-book could be used as a workshop topic at conferences); Oxford International Framework; Network of IB-International schools.
- ▶ The e-twinning network which includes co-operation between classrooms on its platform.
- ▶ The Pestalozzi Framework for teacher training. (e.g. the 2 forthcoming regional conferences in Estonia and Slovenia).
- ▶ The recent EU portal Opening up Education. www.openuped.eu
- ▶ The Europeana web site. Teachers can prepare materials that use/ adapt materials from the e- book for classroom use and place them on the Europeana site. www.europeana.eu
- ▶ The International Council of Museums (ICOM) - the World Museum Community.

The language of the e-book was discussed in all groups and a variety of suggestions made for making the e-book more accessible and combating possible language barriers.

These included:

- ▶ Translation of only parts of the book.
 - ▶ Looking for support to help with the translation from such institutions as the Körber Stiftung, la foundation Jean Monet and the Compagnia di San Paolo (Torino), NGOs, and other sponsors who might be using the materials in training activities.
 - ▶ Recognition that different translation solutions may be available for different countries (e.g. Estonia; Austria and Germany will probably try to find common funding for translating into German).
 - ▶ Asking the Council of Europe for support in finding translators who are not only academically capable, but also capable of dealing with the technical aspects of translating a web-book.
 - ▶ Drawing on lessons learned from the publication of the new EUROCLIO publication on the history of former Yugoslavia which is published in eight languages with the help of local authors.
 - ▶ Exploring the possibilities of interdisciplinary co-operation between English and history teaching. The e-book can be used in bi-lingual secondary schools in many countries. Materials could also be used in CLIL education.
 - ▶ The creation of a special fund to support translation in discussion with Ministries of Education.
- ▶ Participation could be encouraged by providing schools with awards and distinctions (e.g. “Ambassadors of Shared Histories”).
 - ▶ Teachers and pupils working on the same activities in different European countries should have the opportunity to exchange views and examples of their work.

Groups advocated an on-going evaluation of the project during the dissemination. The book is designed so that the use of each “hit” on the website is recorded. This will provide quantitative data on the interest expressed in the e-book. More qualitative data on the actual use of the materials could be obtained through an open forum where feedback could be placed.

An online survey/questionnaire designed for teachers was suggested which would enable teachers to provide feedback. This would also be important at the end of the dissemination (2015- 2016).

Groups suggested that:

- ▶ Case study material could show teachers how aspects of their history National Curriculum may be removed and replaced by material from the e-book.
- ▶ Guidance and support schemes at national level could also facilitate the adoption of the e- book and here networks of teacher trainers may have a useful role to play.

Evaluation of the dissemination strategy is also important since it would have practical implications for the next project.

Another form of monitoring the dissemination could be through the Council of Europe gathering information from the conference participants at Vienna on the practical steps which they have taken to disseminate the e-book. This information could be shared with others – e.g. on a monthly basis as a reminder and inspiration.

Introductory presentation on a new Council of Europe intergovernmental project *Quality history education in Europe: building competences for a new generation of teachers*

By Ms Tatiana Minkina-Milko
Head of History Education Unit, Council of Europe

Strategic objectives of the Council of Europe

The proposed intergovernmental project will respond to the general priorities of the Council of Europe's educational programme for 2014-2015 identified as:

- ▶ **Democracy:** democratic governance and innovation with the main focus on promoting democratic competences and strengthening democratic culture.
- ▶ **Diversity:** with the main focus on building capacities for dialogue and managing cultural diversity.
- ▶ **Participation:** with the main focus on strengthening participation in democratic societies.

The aims and content of the new project will build on the Council of Europe's vision of history teaching as reflected in a number of key documents:

- ▶ Committee of Ministers Recommendation Rec(2001)15 on history teaching in twenty-first century Europe
- ▶ White Paper on Intercultural Dialogue "Living together as equals in dignity" (2008)
- ▶ Parliamentary Assembly Recommendation 1880(2009) on history teaching in conflict and post-conflict areas
- ▶ Committee of Ministers Recommendation CM/Rec(2011)6 on intercultural dialogue and the image of the other in history teaching.

The project will also be based on the Council of Europe *Committee of Ministers Recommendation CM/Rec(2012)13 on Ensuring quality education*, in particular:

- ▶ promoting democracy, respect for human rights and social justice in a learning environment which recognises everyone's learning and social needs;
- ▶ enabling pupils and students to develop appropriate competences, self-confidence and critical thinking to help them become responsible citizens and improve their employability;
- ▶ passing on universal and local cultural values to pupils and students while equipping them also to make their own decisions;
- ▶ certifying outcomes of formal and non-formal learning in a transparent way based on fair assessment enabling acquired knowledge and competences to be recognised for further study, employment and other purposes;
- ▶ relying on qualified teachers who are committed to Continuing Professional Development (CPD).

Quality history education in the 21st century will be a main focus of the new project.

In addition, the project will take into account the lessons learnt from the previous Council of Europe intergovernmental programmes. In particular, it will seek to build upon the intergovernmental project *Shared histories for a Europe without dividing lines* which stressed the importance of a commitment to raising awareness of our shared European historical heritage and highlighted the role of history education in contributing to conflict prevention and support for processes of reconciliation. These ideas were reflected in the *European Cultural Convention* which 60 years ago stated that the road to peace passes through education and culture, and accorded a special role to the teaching of history and languages in this challenging process. The message sent by the Convention becomes of crucial importance in the situation of growing diversity in the 21st century.

Current challenges in European history education

Teaching and learning history in today's ever changing globalised world is a challenging but important task; ignorance of the past leaves people vulnerable to manipulation. An understanding of history helps individuals to keep an open mind, to form their own opinions and to live up to the duties as well as the joys of democratic citizenship. To do this they need also to understand how others view the world and to respect the cultural diversity that marks contemporary societies.

If the challenge is to be met, it requires the development of new teaching methods and approaches capable of responding to the demands of multicultural societies. It needs initiatives in initial and in-service teacher training that are designed to enable teachers to acquire intercultural communication skills. It calls for the creation of partnerships of all the actors involved in history education.

The new project will build on the results of the analysis presented by the comparative study on *CHE - Civic and History Education* in Europe which was carried out by the University of Vienna in co-operation with the European Commission and the Council of Europe (2010-2012). The data for this study was submitted by history and civic educators from 33 countries representatives of 40 European educational establishments. The first results of this study were discussed at the Steering Committee for educational policy and practice (CDPPE) plenary session on 20 February 2013.

The survey reported that:

- ▶ More than 50% of secondary teachers in Europe will retire during the next 10-12 years. This represents both a risk and an opportunity. What values and ideas will the teachers who replace them bring into the classroom? What kind of history teaching should we be aiming to put in place? What can be done in teacher education to give the new generation of CHE teachers the confidence to organise the history classroom as a multiperspective discourse? Questions of this nature raise important issues for teacher education. (see Figure 1)
- ▶ In the educational context of the 21st century a subject such as history is expected to play a significant role in forming the socio-political identity of the future citizens of Europe. History teachers should help their pupils to develop the skills necessary for democratic citizenship, intercultural dialogue, mutual understanding, social cohesion and tolerance. The quality of the education and training that teachers of history and other such subjects receive, therefore, is of crucial importance.
- ▶ At the same time the survey highlighted a number of key issues and **gaps** that currently exist in relation to the training of history and civic education teachers in Europe.

Among these were:

- ▶ Thinking in diverse, interdisciplinary, multiperspective and intercultural perspectives is still a minor concept in teacher education.
- ▶ There is little focus in teacher training curricula on developing young people's sense of self-responsibility and team oriented skills.
- ▶ There is a growing plurality of historical narratives in the history curricula, with less of a focus on national narratives and political history and a trend towards European and global aspects. Nevertheless, although more emphasis is given to theme-centred and problem oriented approaches of history, a number of aspects are still underrepresented. These include gender, intercultural, multicultural, and global concepts (and narratives) of history. (see Figures 2-5).
- ▶ Developing an understanding of conflicts and their solution as constituents of history and conflict management is an area that is insufficiently addressed. The importance of dialogue and active listening as ways of gaining insights into the position of "The Other" in history and of dealing with conflicts warrant greater attention than they currently received.

Figure 1: Multiperspective approaches to history teaching



Figure 2: Importance of gender history



Figure 3: Cultural/linguistic diversity

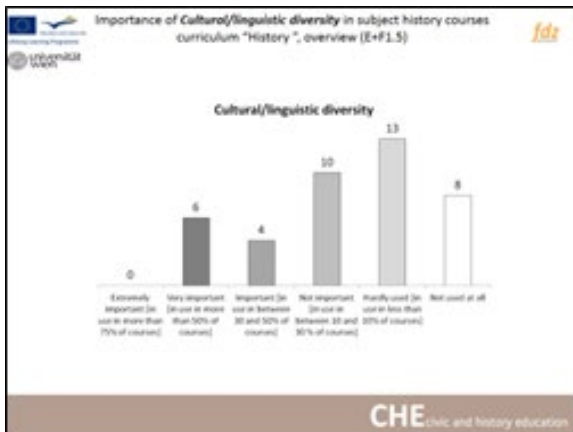
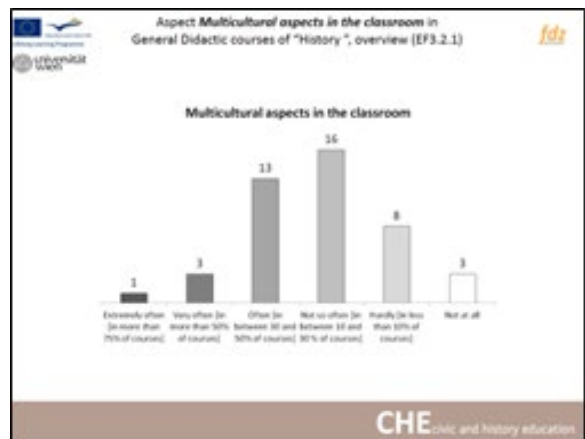


Figure 4: Multicultural history



Figure 5: Multicultural aspects in the classroom



The project's objectives will be:

- ▶ to develop parameters for high quality history teacher education in Europe in the 21st century;
- ▶ to provide support to the improvement of initial and in-service teacher training with a special focus on the development of democratic competences and attitudes such as critical thinking, open-mindedness, an ability to reach independent conclusions and tolerance;
- ▶ to address the major challenges in history teachers' education in the 21st century posed by increasing societal diversity and mobility, the expansion of the information space and the rate of acceleration in the development of all processes; and to respond to practical needs in the training of a new generation of history teachers.

These objectives will be developed through the following proposed themes:

The characteristics of “quality education” in history

This theme will address issues of both content and pedagogy. Possible topics include:

- ▶ the role of a history teacher in the 21st century;
- ▶ an analysis of the main parameters of high quality history education;
- ▶ the essential competences which teachers should have to provide high quality history teaching;
- ▶ competence-oriented teacher training to prepare a new generation of teachers for their work in the present-day diverse environment;
- ▶ re-thinking pedagogy for a Digital Age: the role of new technologies in the training of a new generation of teachers.

History teacher training and the development of democratic competences

This theme will focus on how history education might contribute to increased understanding of, and support for, topics such as:

- ▶ values for life in a democracy;
- ▶ identifying democratic competences for 21st century multicultural societies;
- ▶ promoting the willingness of a new generation of teachers to engage with the democratic processes;
- ▶ addressing peer, family and media pressure;
- ▶ strengthening young people’s resistance to manipulations of all kinds.

History education and strengthening social cohesion

The notion of a “diverse, multicultural and inclusive society” presents considerable challenges – both conceptual and practical.

Topics suggested for inclusion are:

- ▶ managing sociocultural diversity;
- ▶ gender issues in history;
- ▶ history and memory;
- ▶ overcoming stereotypes;
- ▶ combatting racism, xenophobia and all kind of nationalisms;
- ▶ human rights dimension in multicultural societies.

The new intergovernmental project will be a part of a broader programme on history education which will include bilateral and regional activities focused on how history education could help in strengthening reconciliation and violence prevention processes. The Council of Europe has always paid special attention to the teaching and learning of history in conflict and post-conflict areas. Our focus has consistently been on finding a shared understanding of history, developing the ability to see things not only from one perspective (“multiperspectivity”) and recognising that disagreement is a necessary part of understanding the past. For the Council of Europe, reconciliation through education – including history education – is the basis of a vision for a common future.

Target groups and final beneficiaries

The **target groups** include all those involved in teacher education, and among them: policy and decision makers, teacher trainers at initial and Continuing Professional Development (CPD) levels, authors of teaching materials, teacher training curriculum designers, practising history teachers, trainees in history teaching, NGOs of history educators.

The **final beneficiaries** of this project will be young people, students of pedagogical institutes and their future pupils who, if the ultimate aims of the project are realised, will benefit from being part of more inclusive and tolerant diverse societies.

Expected results and outputs

- ▶ Raising awareness of European standards when teaching and learning history in the situation of increasing diversity with a view to combatting racism, xenophobia and all kind of nationalisms.
- ▶ Identifying short term and long term policy measures in order to improve the quality of 21st century teacher training systems.
- ▶ Designing strategic actions to be taken at policy level on the sub-themes addressed under the three components of the project.
- ▶ Providing recommendations to member states with regard to the development of efficient teacher training aimed at the fostering of competences which will enable the young generation of teachers to provide quality work and be engaged with the democratic processes.

Proposed structure of the project

The project will be developed within the over-arching theme of “democratic competences”, and would run for a two-year initial period, to be followed by the next stage (up to four years). It is envisaged that the work will largely be taken forward by a core expert group, extended where appropriate and budgets allow by experts in alternative fields of history/history education or in other disciplines (e.g. sociology, psychology and economics).

Following the practice of previous projects there will be annual seminars/conferences in order to draw upon as wide a range of experience and expertise as possible. Those invited to take part in seminars/conferences will include representative groups of trainees in order to ensure that young people have a voice in the project – on the principle that young people become active citizens by being encouraged to act.

In addressing the chosen themes/topics, the project will provide supporting material drawn from relevant periods of history and examples of good practice in history teaching and learning. It is expected that this material will be developed by the core expert group with inputs from invitees to seminars/conferences.

A Launch Conference will be organised in 2015.

Working group session II on the new Council of Europe intergovernmental project *Quality history education in Europe: building competences for a new generation of teachers*

Extract from the general report prepared by Professor Penelope Harnett, Department of Education, University of the West of England, Bristol, United Kingdom

Four parallel working groups were chaired by Mr Luigi Cajani, Department of Modern and Contemporary History Università La Sapienza Roma (Italy); Dr Cagri Erhan, Professor, Faculty of Political Sciences, University of Ankara (Turkey); Dr Elisabeth Lønnå, Education Consultant (Norway); Ms Andreja Rihter Director, Forum of Slavic Cultures, (Slovenia).

Rapporteurs of the groups were: Mr Huub Oattes, Teacher Trainer at Hogeschool van Amsterdam, University of Applied Sciences, School of Education (Netherlands); Professor Dr. Susanne Popp, Chair of Didactics of History, President of the International Society of History Didactics, University of Augsburg (Germany); Dr Dean Smart, EUROCLIO (European Association of History Educators), University of the West of England, School of Education (United Kingdom); Professor Yosanne Vella, University of Malta, Faculty of Education (Malta).

Discussions within the groups addressed a wide range of issues.

Features of quality history

The groups discussed their own definitions of what constituted quality history teaching and its contribution towards the development of democratic values and cultures of co-operation and respect. A study of history should provide the reasons behind events and actions (causal factors) and the associated facts, but also an understanding of consequence and significance. It also has a function of bridging differences between generations, social and cultural backgrounds, political (and other) experiences and perspectives.

There was a general agreement that quality history includes both the mastery of the subject as a discipline as well as the mastery of history pedagogy. History teachers require training in both the discipline, the content knowledge of the subject and also the latest pedagogy associated with the subject. Moreover, obtaining a teaching qualification once is not enough, there should also be participation in in-service courses that further expose history teachers to the latest methods in history teaching. Quality history teachers should be flexible and able to adapt to their changing environments.

Quality history teaching requires classroom practices that are appropriate to support basic democratic skills (e.g. free speech, controversies, debates, project work) and also to engage young people in critical analysis of different sources of information. Opportunities to develop a range of historical perspectives are important and may include approaches to the same topic at local, regional, national, European and global levels to develop pupils' competences to construct multi- perspective and multi-layered meanings of historical phenomena and to support their skills in intercultural dialogue. One group emphasised the value of approaches to multi-lingual history teaching in multicultural classrooms, and another that there should also be an appreciation of the different cultures and heritages which young people bring with them into history classrooms.

Popular history is also an important feature since it is part of young people's everyday life and young people need to question stereotypes, prejudices and propaganda which may be inherent in popular history phenomena.

The status of history and history training

History as a subject itself needs to be given status and indeed it is unfortunate that international assessment tests like PISA, TIMSS and PERLS only target Mathematics, Science and Language, while humanities are completely ignored. This has a direct adverse effect on the quality of history teaching since governments focus on ameliorating their national scores on only the subjects that "matter". Little or no funding for research on history teaching is made available and little importance is given to the subject itself. The new project should find some way to address this problem.

Furthermore, in some countries there is the far more serious problem of teachers not receiving any training in history teaching. In this case, it is no longer a question of providing "quality" training but of providing training in the first place. Non-specialist teachers do not have the necessary abilities to provide a history lesson that goes beyond delivering a narrative. Problems are further compounded when states approve only a single history textbook based on one interpretation of the past which is not in line with democratic values in any shape or form.

Outcomes of quality history teaching

Quality history teaching produces strong critical thinkers and people who understand and avoid the misuse of history. Thus history will be able to move away from myths and stereotypes often found in the historical consciousness of nations and more towards an academic study based on various interpretations obtained after analysing the historical evidence. To achieve this you need both reflective teachers and reflective learners.

Learning activities and outcomes which are child/young person focused should develop critical awareness and empower learners to equip them with abilities to solve problems in classrooms and society. Learning history also includes the development of self- and social-awareness; self-management and decision-making alongside a deep historical consciousness.

Groups raised the importance of acquiring values for life in the world. Addressing what young people themselves see as important is also valuable in curriculum development, for example environmental and global sustainability issues.

Informal learning

In today's world quality history teaching has moved away from the narrow definition that refers to school classrooms only. Teachers need to recognise the value of both formal and informal contexts and contingencies for community learning, home schooling and adult education must be catered for. The value of involving parents and helping them develop their skills and ability to support lifelong learning was discussed.

Teacher competences

There was discussion on the meaning of competences and whether content comes before or after the acquisition of competences. Some definitions of competences included "mental habits" or "deliverables" and "accountability frameworks" and "national standards". The CHE Research Project had a sub-working group which presented some case studies on competences and explored this matter.

Key values underpinning history teachers' competences were those of empowering learners to become independent thinkers and to take responsibility for their own learning. In addition, thinking skills specific to learning history were identified which included: the development of a conceptual understanding of time and its components like sequence and chronology; understanding the four major elements of history, that is, cause, consequence, change and continuity; understanding historical significance; historical empathy and so on. Pupils need opportunities to practise these skills irrespective of the topic they are studying. It is not always easy to teach such historical skills and concepts which are fundamental for quality learning in history. The new project provides a very important opportunity to develop pedagogical examples for teachers on how they can best teach these skills and concepts.

Language

A controversial suggestion which did not receive universal acceptance in one group was the statement that quality history teaching can only occur if history teachers know English. A great deal of good quality history teaching occurs through teaching in national languages. However it is also true that English today is used widely and in-depth research using the internet does require that one is able to understand English, and more specifically projects which are exemplars of excellent history teaching like *Shared histories* and *Historiana* are in English. Therefore history teachers who do not understand English will be at a disadvantage and are unlikely to make use of these projects in their classrooms unless they are translated into their home languages.

Project management and organisation

The importance of developing a manageable work plan was discussed which would be empowering for all those involved (teacher trainers, teachers, parents and young people). Various suggestions on how the project might be managed and organised were made:

- ▶ Establish contact with NGOs and other expert groups at the beginning of the project in order to discuss the topic of quality of history teaching. These contacts should also reflect the interdisciplinary aspect of the project.
- ▶ Reflect the results of current empirical research studies about young people, their everyday life, their political and other preferences, expectations, and orientations.
- ▶ Reflect the results of the empirical evaluation of widespread concepts of history teaching (like e.g. "Holocaust education").
- ▶ Provide an overview concerning current international approaches to democratic education in the history classroom.
- ▶ Get an overview of the online-services related to the topic of quality history teaching, including successful initiatives developed by museums and heritage projects.

Target groups for the project

Beyond history teacher education (initial teacher training and in-service teacher training), some attention should be given to:

- ▶ History teacher students and teachers from migrant backgrounds.
- ▶ History teacher students and teachers who have/had no academic studies in history during their initial training.
- ▶ History teacher students and teachers who have/had no studies in history didactics during their initial training.
- ▶ Professionals involved in the mediation of history outside of school (e.g. public history, adult education, journalists, media experts).

Project outcomes

A variety of outcomes for the project was proposed by the different groups:

- ▶ Clear statements about what constitutes quality standards of history teaching that can be mediated in the field of education and also further into the public sphere (outside school; e.g. media experts).

- ▶ Identification of skills needed for a new generation of teachers in the 21st century which takes into account global dimensions and increasing diversity within European classrooms.
- ▶ Identification of common terminology and common concepts in the field of history education.
- ▶ General criteria for the assessment of history teachers.
- ▶ Training seminars and joint workshops with history teachers from different countries.
- ▶ Teaching packs available online to support history teaching.
- ▶ Development of a tool that enables teachers, students and pupils to discuss historical topics online with partners in other countries or continents in order to enlarge the horizon of historic reflection and to support multi-perspective dialogues.
- ▶ In order to build democratic citizenship, the provision of examples of innovative teaching, permitting some choice for teachers to allow them to adapt to local needs.
- ▶ Development of an ethical code for history teachers.
- ▶ The Council of Europe History Education Unit webpage to become a virtual space for a discussion platform with contributions from outsiders and the possibilities of broadcasting Council of Europe seminars online. Such a space might be moderated by history experts and there might be a role here for History Associations to share some responsibility.
- ▶ Evaluation of on-line discussions and further dissemination.
- ▶ Creation of podcasts to reach the biggest possible audience and stimulate awareness and shared responsibility.

Topics for potential teaching materials included:

Teaching for a democratic society (materials which consider the abuse of history for political purposes, for example by totalitarian or extremist regimes and contrasting this with teaching for tolerance. The importance of history education being a tool to understand the past not as a tool to shape political belief).

Teaching for a culture of peace (the distinction was made about education *for* peace and the study of pacifism, and the importance of working for peace and avoiding war. Links with studies of the First World War, or war crime and crimes against humanity. Finding a

way to look at the impact of upheavals like war may help young people understand difficult topics. The way that culture has changed over time, conceptions of historical culture and the representation of history are also possible topics).

Teaching for social cohesion (tackling stereotypes from a range of dimensions ethnic, religious and gender stereotyping. Developing support materials for an accompanying methodology for teachers to use in teaching to combat stereotypes).

A glossary of important terminology for use by educators was suggested: "reconciliation" for example.

Contested dates/anniversaries that might be considered. For example 23rd August was chosen as the day to mark totalitarianism by some states but not adopted by all. In some parts of Europe this date also marks the Day to Commemorate the Slave Trade.

Articles and interviews

The screenshot shows the Council of Europe website page for the Austrian Chairmanship of the Committee of Ministers. The page features the Council of Europe logo and navigation menu at the top. The main content area includes a header for the Chairmanship, a central banner with the Austrian Chairmanship logo and text, and a 'LATEST NEWS' section with an article titled 'Experts meet to ensure 'shared histories' taught in schools across Europe'. The article text discusses the importance of teaching national histories and mentions a conference in Vienna. A 'Tweet' button is visible at the bottom of the article. On the right side, there are 'Reference sites', 'Chairmanship', 'Austria and...', and 'Biography' sections with various links.


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Council of Europe


The Council in brief - Human Rights - Democracy - Rule of Law - Organisation - 47 Countries - Topics - Newsroom

You are here: [Portal](#) > [Committee of Ministers Chairmanships](#) > [CM Chairmanship - Austria](#)

Chairmanship of the Committee of Ministers



Austrian Chairmanship
Council of Europe
November 2013 – May 2014
Présidence de l'Autriche
Conseil de l'Europe
Novembre 2013 – Mai 2014



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Reference sites

- [Committee of Ministers](#)
- [Ministry of Foreign Affairs of Austria and Chairman of the Committee of Ministers](#)

Chairmanship

- [Priorities](#)
- [Previous Committee of Ministers' Chairmanships](#)

Austria and...

- [the Council of Europe](#)
- [the Parliamentary Assembly](#)
- [the Congress of Local and Regional Authorities](#)
- [the European Court of Human Rights](#)

Biography

- [Sebastian Kurz, Federal Minister for Europe, Integration and Foreign Affairs](#)

LATEST NEWS

Experts meet to ensure 'shared histories' taught in schools across Europe

■ STRASBOURG | 07/04/2014

The importance of teaching the national histories of other countries is one of the key issues to be discussed this week at a top-level Council of Europe conference in Vienna.

At a time when many European countries are scaling down or threatening to cut the teaching of European history, around 100 education experts, academics and professionals from the majority of European countries will take part in the Conference: *Shared histories for a Europe without dividing lines*.

They will discuss how to ensure that national curricula and teacher training programmes across the continent cover the national histories of other European countries as well as focusing on aspects of history that have had an impact across Europe – its common heritage.

To be held from 9-10 April 2014 at Vienna University in the framework of the Austrian Chairmanship of the Committee of Ministers of the Council of Europe, the conference will promote and take forward the results of the Organisation's four-year, inter-governmental project: 'Sharing histories for a Europe without dividing lines' (2010-2014).

In particular, participants will discuss the future use of a new, inter-active e-book on shared histories, to be launched on 5 May. ([more...](#))

- [More information](#)

[Tweet](#)

Universität Wien

News > uni:view > Uni:Blicke > Auf dem Weg zu einem europäischen Geschichtsunterricht

uni:view MAGAZIN

Auf dem Weg zu einem europäischen Geschichtsunterricht

22. Apr 14 | Redaktion (uni:view)

Am 9. und 10. April 2014 fand an der Universität Wien die Konferenz "Shared histories for a Europe without dividing lines" statt. Die Konferenz wurde vom Europarat in Zusammenarbeit mit der Universität Wien im Rahmen der österreichischen Präsidentschaft der Ständigen Ministerkonferenz organisiert.



9 / 15

Start Stop

Nach der Begrüßung seitens der Senatsvorsitzenden Gabriele Kucsko-Stadlmayer (rechts) und der Dekanin Claudia Theune-Vogt, die auch die Grußbotschaft von Rektor Engl übermittelte, erteilte Sektionschefin Barbara Weitgruber (links) das Wort an Snežana Samardžić-Marković (Mitte), die Generaldirektorin der Sektion II des Europarats, die mit ihrer Rede "History education projects in the context of the Council of Europe's commitments" in das Konferenzthema einführte.

J'aime { 2 }

WEITERFÜHRENDE LINKS:

- > [Europarat](#)
- > [Schwerpunkt: Fachdidaktik Geschichte, Sozialkunde und Politische Bildung der Universität Wien](#)
- > [Zentrum für LehrerInnenbildung der Universität Wien](#)
- > [CHE – The research network for civic and history education in Europe](#)
- > [CHE-Studie \(PDF\)](#)
- > [Artikel "Studie: Mängel bei Geschichtelehrer-Ausbildung" \(wien.ORF.at, 8.4.\)](#)
- > [Artikel "Geschichtelehrer: Zahlen und Fakten rücken aus dem Fokus" \(Die Presse, 8.4.\)](#)
- > [zur Pressemitteilung der Universität Wien \(1.4.\)](#)

Geschichte nicht nur aus nationaler Perspektive - science.ORF.at

"Wozu brauchen wir das?" Mit dieser Frage sehen sich Geschichtslehrer häufig konfrontiert, insbesondere, wenn sie ihre Schüler allein mit Zahlen, Daten und Fakten "quälen". Dass dem Fach aber auch eine Orientierungsfunktion für Politik und Gesellschaft zukommt, spielt im Unterricht europaweit nur selten eine Rolle.



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Kategorie: Aktionstage Politische Bildung | Erstellt am 22.04.2014.

Dabei gehe es auch darum, Schüler auf das Leben in einer multikulturellen demokratischen Gesellschaft vorzubereiten, meint Tatiana Minkina-Milko, Leiterin der Abteilung Geschichtsunterricht des Europarates.

Es reiche nicht, die Geschichte stets nur aus der nationalen Perspektive zu betrachten, sagt die Historikerin. Im Interview mit science.ORF.at erklärt sie, warum es wichtig ist, den Sinn für die "geteilte" europäische Geschichte im Geschichtsunterricht zu schärfen.

Der dänische Historiker Pieter Geyl meinte einmal, Geschichte sei eine Diskussion ohne Ende. Wenn man an die vielen unterschiedlichen nationalen Geschichtsschreibungen denkt: Kann es in diesem Sinn überhaupt so etwas wie eine gemeinsame europäische Geschichte geben?

Tatiana Minkina-Milko : Es kommt darauf an: Meint man damit jene Seiten der Geschichtsbücher, die wir teilen und als gemeinsam erachten, dann ja. Jedoch wissen wir auf der anderen Seite, dass mehrere Versuche, ein einheitliches Geschichtslehrbuch für Europa zu verfassen, gescheitert sind. Das ist insofern wenig überraschend, als alle europäischen Länder unterschiedliche Unterrichtssysteme haben und damit auch eine unterschiedliche Stundenanzahl, die für den nationalen oder europäischen Geschichtsunterricht bestimmt ist.

Den ersten Versuch, ein einheitliches Geschichtslehrbuch für Europa zu schreiben, gab es schon vor 20 Jahren. Was war das Problem damals und warum ist es bis jetzt nicht gelungen, ein solches Lehrbuch zu verfassen?

Nun, das war zu einer Zeit, als Geschichtsbücher die primäre Informationsquelle für den Geschichtsunterricht waren. Heute ist die Situation eine ganz andere, heute verwenden sowohl Schüler als auch Lehrer auch eine Reihe anderer Quellen, allen voran natürlich das Internet. Als wir in den 90er Jahren einen multiperspektivischen Zugang zur Geschichte entwickelt haben, war das neu und für einige unserer Partner auch sehr unangenehm. Heute gehört ein Ansatz mit mehreren Perspektiven zum Alltag, und das ist ein Riesenunterschied. Es kommt niemand mehr auf die Idee, ein Geschichtslehrbuch für ganz Europa zu



Universität Wien

Tatiana Minkina-Milko

<http://www.univie.ac.at/Edz-geschichte/che/index.php?id=48>

ist Historikerin und Leiterin der Abteilung "History Education"

<http://www.coe.int/t/dg4/education/hi> des Europarates.

machen. Was wir tun, ist einen gemeinsamen Rahmen und einen gemeinsamen Zugang zu Geschichte zu geben, die Europa teilt.

Sie verwenden den Begriff "geteilte Geschichte" ("shared history") lieber als "gemeinsame Geschichte" - warum?

Weil "gemeinsam" oft mit "gleich" verwechselt wird. Und genau diesen Eindruck wollen wir vermeiden. "Geteilte Geschichte" betont die Balance zwischen nationaler Geschichte, die oft unterschiedlich ist, und dem größeren Bild der Welt- oder Europageschichte. Diese gilt es zu erhalten und dabei Eigenheiten als auch Gemeinsamkeiten hervorzuarbeiten. Für den Europarat - als eine 47 europäische Staaten umfassende Organisation - steht unser gemeinsamer Zugang zu Geschichte im Vordergrund. Er basiert auf Respekt und vor allem auf Multiperspektivität. Das heißt, wenn wir Geschichte lernen, lehren oder diskutieren, sollten gleichzeitig unterschiedliche Blickwinkel präsentiert, analysiert und berücksichtigt werden. Und es sollte auch daran erinnert werden, dass eine einzige Wahrheit nicht existiert.

Wie verträgt sich das mit dem Wahrheitsanspruch, den die Geschichtswissenschaft immer hat?

Das ist eine wichtige Frage. Die Position des Europarats ist dabei ganz klar: Multiperspektivität sollte nicht mit Relativismus verwechselt werden. Auch wenn es unterschiedliche Perspektiven gibt, müssen sie auf den gleichen Werten und Haltungen beruhen: in erster Linie auf den Menschenrechten, den Grundfreiheiten und der Würde des Menschen. Natürlich gibt es etwa im Ersten oder Zweiten Weltkrieg viele schreckliche Dinge, die wir nicht in Frage stellen oder als "eine weitere Perspektive" akzeptieren sollten. Alles, was nicht im Einklang steht mit den Menschenrechten, Grundfreiheiten und menschlicher Würde, passt nicht zu unseren Werten.

Wenn man das runterbricht auf Ihr E-Book: Was bedeutet das für den konkreten Geschichtsunterricht an den Schulen?

Natürlich sind die nationalen Regierungen zuständig für die nationale Geschichte. Jedes Land entscheidet, wie es seine eigene, die europäische und die globale Geschichte unterrichtet. Von Seiten des Europarats betonen wir aber immer wieder, wie wichtig die Balance ist zwischen nationaler Geschichte und dem "bigger picture" von europäischer und Weltgeschichte. Denn wir wissen, dass wir alle verschieden sind, zugleich aber auch vieles teilen. Beispielsweise Regionen, das Klima, Traditionen, Stereotypen - und eben auch bestimmte Werte. Geschichte soll nicht nur Information über die Vergangenheit sein, sondern auch jungen Menschen helfen, ihren Platz in der heutigen Welt zu finden.

Diese Sichtweise scheint doch sehr über den Inhalt des klassischen Geschichtsunterrichts hinauszugehen?

E-Book "Shared Histories":

"Shared Histories" ist ein interaktives E-Book mit umfangreichen Themendossiers und teilweise neuem Quellenmaterial, das primär für die Ausbildung von Geschichtslehrern entwickelt wurde; darüber hinaus beinhaltet es für jede Schulstufe unterschiedliches Lern- und Unterrichtsmaterial. Die vier thematischen Schwerpunkte sind: "The impact of the Industrial Revolution", "The development of education", "Human rights as reflected in the history of art" und "Europe and the world". Das E-Book ist ab 5. Mai kostenlos downloadbar unter: <http://shared-histories.coe.int> <<http://shared-histories.coe.int>> .

Aktionstage Politische Bildung:

Vom 23. April bis 9. Mai finden die **Aktionstage Politische Bildung 2014**

<<http://www.schule.at/portale/politische-bildung/news/detail/aktionstage-politische-bildung-1.html>> statt, die heuer unter dem Motto "Europa gestern | heute | morgen" stehen. (**Programmheft**) <<http://www.politiklernen.at/site/gratisshop/shop.item/10>>

Ö1 Sendungshinweise:

Dem Thema widmet sich auch ein Beitrag in **Wissen aktuell**

<<http://oe1.orf.at/programm/370037>> am 22.4., 13:55 Uhr.

Ö1 begleitet die Aktionstage mit einer **Reihe von Sendungen**

<<http://oe1.orf.at/politischebildung>>

Stimmt. Geschichte zu unterrichten besteht unseres Erachtens nicht nur aus Zahlen, Daten und Fakten. Es geht in erster Linie darum, Werte und Haltungen zu vermitteln. Nicht nur darum, Informationen aufzusaugen, sondern bestimmte Kompetenzen zu entwickeln. Wir wollen den Geschichtsunterricht deshalb auf eine gute Art und Weise pragmatischer gestalten und jungen Menschen dabei helfen, Fähigkeiten zu erwerben, die es ihnen ermöglicht, als verantwortungsbewusste Bürger zu agieren. Sie sollen lernen, sich selbst und auch andere zu respektieren, da es ohne einen solchen wechselseitigen Respekt keine Möglichkeit gibt, friedlich und demokratisch in dieser multikulturellen Gesellschaft zu agieren.

Wie soll sich das mit dem Projekt "Shared Histories for a Europe without dividing lines" bzw. mit dem daraus resultierenden E-Book realisieren?

Bei der Ausarbeitung des E-Books legten wir den Fokus auf jene gemeinsamen Werte, die alle Mitgliedsländer des Europarates teilen - an erster Stelle der Wert des menschlichen Lebens. Die Todesstrafe etwa ist in allen Mitgliedsländern des Europarats verboten. Möchte ein Land Mitglied des Europarates werden, so muss die Todesstrafe komplett aus den nationalen Gesetzen gelöscht sein. Das bedeutet einen gemeinsamen Ansatz. Es ist uns nun wichtig, Jugendlichen beizubringen, dass der Wert eines Menschenlebens nicht etwas ist, das einfach so vom Himmel gefallen ist. Gerade junge Menschen neigen oftmals dazu, diese Dinge für selbstverständlich zu erachten. Wir wollen zeigen, dass sie nicht selbstverständlich sind, sondern eine lange geschichtliche Entwicklung hinter sich haben. Die europäische Gemeinschaft musste viele Schwierigkeiten überwinden, ehe der Wert des Menschenlebens anerkannt wurde und nun auch vom Europarat geschützt wird.

Ein Kapitel in dem E-Book widmet sich der Industriellen Revolution - warum?

Weil das ein gutes Beispiel für "geteilte Geschichte" ist. Jeder weiß, was damit gemeint ist. Jedoch beim Blick in diverse Geschichtslehrbücher sieht man, dass diese Epoche von einem sehr eigenen, nationalen Blickwinkel behandelt wird. Meist geht es schlicht darum, welche Nation Vorreiter war, welche die Industrielle Revolution eher verschlafen hat oder welche Länder überhaupt nicht daran beteiligt waren. Dieser chronologische Ansatz ist natürlich wichtig, jedoch unseres Erachtens nicht genug. In unserem E-Book schlagen wir nun vor, darüber hinaus auch noch zu schauen, wie wir alle dadurch profitieren konnten.

Zum Beispiel?

Durch die Wahrnehmung von Raum und Zeit. Heute schätzen wir Menschen, die einen Zeitplan respektieren. Pünktlichkeit ist jedoch erst nach der Industriellen Revolution zu einer positiven Eigenschaft geworden. In der bäuerlichen Gesellschaft davor, in der sich die Menschen nach Sonnenauf- und Sonnenuntergang gerichtet hatten, war es dagegen völlig egal, ob man eine halbe Stunde früher oder später kam.

Ein weiteres Kapitel Ihres E-Books heißt "Europe and the world". Warum wollen Sie über die gemeinsame innereuropäische Geschichtsschreibung noch hinausgehen?

Um den Blickwinkel zu erweitern, der einer globalisierten Welt gerecht wird. So haben wir für unser Projekt nicht nur mit Experten aus Europa zusammengearbeitet, sondern beispielsweise auch mit Historikern aus China, Indien, den USA und Mozambique. Es war sehr spannend zu sehen, wie Europa im Laufe der Zeit von außen wahrgenommen wurde. Für China zum Beispiel war Europa bis zum Beginn des 18. Jahrhunderts ein exotischer, nicht entwickelter Kontinent. Erst mit der Aufklärung hat China begonnen, das kulturelle Erbe Europas neu zu bewerten.

Interview: Ruth Hutsteiner, science.ORF.at

Mehr zu dem Thema:

- **Wie das Eigene das Andere braucht** <<http://science.orf.at/stories/1736682>>
- **Das Recht, Krieg zu führen** <<http://science.orf.at/stories/1736306>>



APA

Europas Geschichte-Lehrer geben wenig Orientierung

08.04.2014

Wien (APA) - Obwohl von Geschichte-Lehrern erwartet wird, dass sie Schülern in Bezug auf Politik und Gesellschaft Orientierung bieten, werden die Pädagogen darauf in der Grundausbildung europaweit kaum vorbereitet. Das zeigt eine Studie, bei der unter der Führung der Uni Wien von 2009 bis 2012 die Studienpläne in 33 Ländern untersucht wurden. Die Arbeit wird bei einer Tagung (9./10.4.) in Wien präsentiert.

Der Umgang mit kultureller und sprachlicher Vielfalt, interkulturelle historische Vergleiche oder der kritische Umgang mit Rassismus und Fremdenfeindlichkeit stehen demnach sehr selten als explizite Ziele in den Curricula angehender Geschichte-Lehrer. Auch Sensibilität für Geschlechtergeschichte, Diversität und Menschenrechte würden in vielen Ausbildungsgängen für die zentralen historisch-politischen Fächer (Geschichte, Sozialkunde, Staatsbürgerkunde, Politische Bildung) keine Rolle spielen, so Geschichtsdidaktiker Alois Ecker (Uni Wien) in einer Aussendung der Uni Wien. Lehrer werden laut der Studie auch nicht dazu ermutigt, im Geschichtsunterricht nicht nur Konflikte zu analysieren, sondern anhand dessen auch Konfliktmanagement und -lösung zu erlernen.

Zunehmend kritisches Geschichtsbewusstsein

Gleichzeitig brachte die Studie das aus Eckers Sicht erfreuliche Ergebnis, dass der Fokus der Ausbildung nicht mehr so stark auf Zahlen, Daten und Fakten liegt. Stattdessen würden "bereits zahlreiche Studiengänge in Europa die Stärkung eines kritischen Geschichtsbewusstseins oder die fachgerechte Analyse historischer Narrative ins Zentrum der GeschichtslehrerInnen-Ausbildung rücken".

Außerdem finden immer mehr europäische und globalgeschichtliche Perspektiven Eingang in die Schulcurricula, auch wenn das Schulfach Geschichte im europäischen Vergleich - und vor allem in den neuen Staaten in Südosteuropa - noch immer vorrangig dem Aufbau nationaler Identität diene. Laut der Erhebung sind in den Curricula zwischen 25 und 30 Prozent "nationaler Geschichte" gewidmet, in Österreich sind es rund 20 Prozent.

Service: http://che.itt-history.eu/fileadmin/CHE_template/pdf_test/doc_7.4_Su

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Geschichtelehrer: Zahlen und Fakten rücken aus dem Fokus



Bild: (c) Die Presse (Clemens Fabry)

Kritischer Umgang mit Fremdenfeindlichkeit und Rassismus stehen nur sehr selten als explizite Ziele in den Studienplänen

08.04.2014 | 18:22 | (Die Presse)

Wien. Es gibt klare Erwartungen an Geschichtelehrer: Sie sollten den Schülern Orientierung bieten, was Politik und Gesellschaft betrifft. Das Problem dabei: Die Pädagogen werden darauf in der Ausbildung kaum vorbereitet. Das zeigt eine Studie, bei der unter der Führung der Uni Wien von 2009 bis 2012 die Studienpläne in 33 Ländern untersucht wurden.

Es sei zwar erfreulich, dass der Fokus der Ausbildung nicht mehr so stark auf Zahlen, Daten und Fakten liege, so der Geschichtsdidaktiker Alois Ecker von der Uni Wien. Ebenso, dass zahlreiche Studiengänge in Europa die Stärkung eines kritischen Geschichtsbewusstseins sowie die Analyse historischer Narrative ins Zentrum rücken. Es gebe aber noch großen Aufholbedarf.

So stehen der kritische Umgang mit Fremdenfeindlichkeit und Rassismus sowie das Lernen über kulturelle und sprachliche Vielfalt nur sehr selten als explizite Ziele in den Studienplänen der angehenden Geschichtelehrer. Auch Sensibilität für Diversität und Menschenrechte würde vielfach keine Rolle spielen.

Laut der Studie wird es in der Lehrerausbildung außerdem verabsäumt, die Lehrer dazu zu ermutigen, im Unterricht nicht nur Konflikte zu analysieren, sondern auch Konfliktlösungen zu erarbeiten.

Nationale Identität vorrangig

Generell finden immer mehr europäische und globalgeschichtliche Perspektiven Eingang in die Schul-Curricula. Und zwar auch wenn das Schulfach Geschichte – vor allem in den neuen Staaten in Südosteuropa – noch immer vorrangig dem Aufbau nationaler Identität diene.

Laut der Erhebung sind in den Curricula zwischen 25 und 30 Prozent der nationalen Geschichte gewidmet, in Österreich sind es rund 20 Prozent. (APA)

(„Die Presse“, Print-Ausgabe, 09.04.2014)

Mehr aus dem Web Weiterbildung

Sensations: Uni Wien mit erste deutschsprachige

BWL-Fakultät (wirtschaftsblatt.at)

Studienort Wien droht "Attraktivitätsverlust" (kleinezeitung.at)

Wiederwahl: Rektoren an Unis Wien und Graz verlängert (kleinezeitung.at)

Rektoren der Unis Wien und Graz wiedergewählt (kleinezeitung.at)

Europa - der geteilte Kaufkraft-Kontinent (wirtschaftsblatt.at)

Aus dem Archiv:

Austauschstudenenten geben Österreich Topnoten
(10.09.2013)

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Studie: Mängel bei Geschichtelehrer-Ausbildung

Europas Geschichtelehrer werden zu wenig auf ihre Aufgaben im Klassenzimmer vorbereitet, zeigt eine Studie der Uni Wien. Der Umgang mit kultureller Vielfalt oder der kritische Umgang mit Rassismus stehen nur selten auf dem Ausbildungsplan.

Für die Studie unter der Leitung der Universität Wien wurden die Studienpläne für Geschichtelehrer in 33 Ländern untersucht. Das Ergebnis: Obwohl von Geschichtelehrern erwartet wird, dass sie Schülern in Bezug auf Politik und Gesellschaft Orientierung bieten, werden sie darauf kaum vorbereitet.

Der Umgang mit kultureller und sprachlicher Vielfalt, interkulturelle historische Vergleiche oder der kritische Umgang mit Rassismus und Fremdenfeindlichkeit stehen sehr selten als explizite Ziele in den Curricula angehender Geschichtelehrer. Auch Sensibilität für Geschlechtergeschichte, Diversität und Menschenrechte würden in vielen Ausbildungsgängen für Geschichte- und Politiklehrer keine Rolle spielen, so Geschichtsdidaktiker Alois Ecker in einer Aussendung der Uni Wien.

Erfreulich: Fokus weg von Zahlen

Lehrer werden laut der Studie auch nicht dazu ermutigt, im Geschichtsunterricht nicht nur Konflikte zu analysieren, sondern anhand dessen auch Konfliktmanagement und -lösung zu erlernen. Gleichzeitig brachte die Studie das aus Eckers Sicht erfreuliche Ergebnis, dass der Fokus der Ausbildung nicht mehr so stark auf Zahlen, Daten und Fakten liegt. Stattdessen würden „bereits zahlreiche Studiengänge in Europa die Stärkung eines kritischen Geschichtsbewusstseins oder die fachgerechte Analyse historischer Narrative ins Zentrum der GeschichtslehrerInnen-Ausbildung rücken“.

Außerdem finden immer mehr europäische und globalgeschichtliche Perspektiven Eingang in die Schulcurricula, auch wenn das Schulfach Geschichte im europäischen Vergleich - und vor allem in den neuen Staaten in Südosteuropa - noch immer vorrangig dem Aufbau nationaler Identität diene. Laut der Erhebung sind in den Curricula zwischen 25 und 30 Prozent „nationaler Geschichte“ gewidmet, in Österreich sind es rund 20 Prozent.

Links:

- **Studie „Civic and History Teachers' Education in Europe“** <http://che.itt-history.eu/fileadmin/CHE_template/pdf_test/doc_7.5_comparative_study.pdf> (PDF)
- **Universität Wien** <<https://www.univie.ac.at>>

Publiziert am 08.04.2014

Universität Wien

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Gemeinsamkeiten in der Vielfalt: Auf dem Weg zu einem europäischen Geschichtsunterricht

1. Apr 14



Aktuelle Fragen des Geschichtsunterrichts in Europa stehen im Zentrum einer Tagung des Europarats und der Universität Wien, die am 9. und 10. April im Hauptgebäude stattfindet. ExpertInnen aus allen 50 Mitgliedsstaaten des Europarats sowie internationalen Bildungsorganisationen und NGOs diskutieren zum Thema "Shared histories for a Europe without dividing lines" und fragen exemplarisch nach europaweit gemeinsamen Aspekten und Zugängen zur Geschichte. Neben VertreterInnen von Wissenschafts-, Bildungs- und Außenministerium spricht auch die Generaldirektorin des Europarats, Snežana Samardžić-Marković.

Im Dezember 2014 jährt sich der sechzigste Jahrestag der Unterzeichnung der Europäischen Kulturkonvention. Die damals 14 Signatarstaaten des Europarates mit Sitz in Strasbourg bekräftigten darin den Willen zur Stärkung der gegenseitigen Zusammenarbeit im Bereich der Kultur, der Bildung und des Sports in der Absicht, die nationalistischen Feindbilder abzubauen und das gemeinsame europäische Erbe zu erschließen. Insbesondere im Bereich der Geschichte, der Sprachen und der Zivilisation sollte die wechselseitige Zusammenarbeit gefördert werden. Was den Geschichtsunterricht in Schulen betrifft, wurden insbesondere die

Curriculumsentwicklung und die LehrerInnenbildung zu Schwerpunktthemen von regionalen oder gesamteuropäischen Projekten.

Heute ist der Europarat mit 50 Mitgliedsstaaten die größte intergouvernementale Organisation Europas. Eines seiner Ziele, weit über die Grenzen der Europäischen Union hinaus, ist die Propagierung der Menschenrechtsbildung, der Demokratieerziehung und der interkulturellen Verständigung. Er trägt seit nunmehr 60 Jahren durch zahlreiche Projekte maßgeblich zur kulturellen Zusammenarbeit in Europa bei.

E-Book-Präsentation

Die Tagung an der Universität Wien bildet den Abschluss eines Vierjahresprojekts zum Thema "Shared histories for a Europe without dividing lines", das von der Abteilung "History education" im Europarat koordiniert wurde. Zu vier Fragestellungen "Industrialisierung", "Bildung", "Menschenrechte in der Kunst" sowie "Europa und die Welt" wurden umfangreiche Themendossiers mit teils neuem Quellenmaterial erarbeitet und nach geschichtsdidaktischen Fragestellungen aufbereitet. Die Ergebnisse werden am Symposium erstmals in einem E-Book präsentiert, das – zunächst in englischer Sprache – für alle interessierten GeschichtsdidaktikerInnen weltweit zugänglich sein wird.

Gesamteuropäische Studie

Das Fachdidaktikzentrum Geschichte, Sozialkunde und Politische Bildung der Universität Wien koordinierte parallel dazu die gesamteuropäische Studie "The Education and Training of History and of Civic Education Teachers in Europe – A Comparative Study" (www.che.itt-history.eu). Unter der Leitung von Alois Ecker, Geschichtsdidaktiker an der Universität Wien, untersuchte ein Team für 33 Staaten des Europäischen Hochschulraums detailliert die Curricula für die Ausbildung der LehrerInnen in den zentralen historisch-politischen Fächern (Geschichte, Sozialkunde, Staatsbürgerkunde, Politische Bildung).

Am Symposium werden nun die Ergebnisse der CHE-Studie präsentiert. "Das Schulfach Geschichte dient zwar im europäischen Vergleich noch immer vorrangig dem Aufbau nationaler Identität, europäische und globalgeschichtliche Perspektiven finden allerdings mehr und mehr Eingang in die Schulcurricula", resümiert Alois Ecker: "Beachtenswert fanden wir, dass die Orientierungsfunktion für Politik und Gesellschaft, die den GeschichtslehrerInnen in der öffentlichen Erwartung zugeschrieben wird, in ihrer Grundausbildung höchst selten eine Rolle spielt". Zentrale Kompetenzen wie der Umgang mit kultureller und sprachlicher Vielfalt, die Erschließung multikultureller Zugänge zur Geschichte, die Erarbeitung interkultureller historischer Vergleiche oder der kritische Umgang mit Rassismus und Xenophobie werden sehr selten als explizite Ziele der Ausbildungscurricula beschrieben. Selbst die Erarbeitung geläufiger sozialwissenschaftlicher Kategorien wie Gender und Diversität oder die Kenntnis der Menschenrechte wird in vielen Ausbildungsgängen kaum oder gar nicht eingefordert.

"Erfreulich ist dagegen, dass das positivistische Selbstverständnis vom Fach Geschichte (Zahlen, Daten, Fakten) in den Ausbildungsgängen zurückgeht und bereits zahlreiche Studiengänge in Europa die Stärkung eines kritischen Geschichtsbewusstseins oder die fachgerechte Analyse historischer Narrative ins Zentrum der GeschichtslehrerInnen-Ausbildung rücken", so Geschichtsdidaktiker Alois Ecker.

Die Konferenz ist zugleich der Start für das neue Vierjahresprojekt des Europarats zur Geschichtsdidaktik, bei dem es um Fragen der qualitativen Ausbildung der zukünftigen GeschichtslehrerInnen in Europa geht: Kompetenzaufbau für Demokratieerziehung, der Umgang mit Diversität sowie die Stärkung der Partizipation in der multikulturellen demokratischen Gesellschaft sind zentrale Ziele dieses neuen Programms.

**Symposium des Europarats in Zusammenarbeit mit der Universität Wien
im Rahmen der österreichischen Präsidentschaft der Ständigen
Ministerkonferenz**

Zeit: 9. und 10. April 2014

Eröffnung: 9. April 2014, 10 Uhr

Ort: Großer Festsaal der Universität Wien, Universitätsring 1, 1010 Wien

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"Shared histories for a Europe without dividing lines" - The Council of Europe launches an e-book

Strasbourg, 05.05.2014 - European history as a common heritage in the Old Continent: the Council of Europe launches on "Europe Day" the first [inter-active e-book](#) on "Shared histories for a Europe without dividing lines".

At a time when many European countries are scaling down or threatening to cut the teaching of European history, the Council of Europe has developed a comprehensive pan-European tool that covers four main themes:

- The Impact of the Industrial Revolution;
- The Development of Education;
- Human Rights as reflected in the History of Art;
- Europe and the World.

Quote for the media:

The Director General of Democracy of the Council of Europe Snežana Samardžić-Marković said: 'Shared histories can help stop the misuse, appropriation and nationalisation of history, by giving pupils and students both the knowledge and analytical tools they need to see through manipulation. In our multicultural societies, particularly at a time of economic crisis and insecurity, the competences for intercultural dialogue and understanding taught through shared histories are vital. Ultimately, this type of education plays a crucial role in building and maintaining Europe's democratic culture.'

Highlights

The Council of Europe fosters cultural diversity (for reference, 60th anniversary of the [European Cultural Convention](#)) and pays particular attention to post-conflict areas, working on the need to overcome stereotypes and to build a shared narrative, which includes different perspectives.

For example, within the "Shared Histories" project, teaching material on Cypriot history has been prepared by educators working across the divide for the first time: *A Look at our Past*.

Contact : [Giuseppe Zaffuto](#), Media officer, Tel. +33 3 90 21 56 04

Council of Europe online publications on history teaching

On the website of the Council of Europe (www.coe.int/historyteaching) and in the e-book *Shared histories for a Europe without dividing lines* (<http://shared-histories.coe.int>), you will be able to find the following publications and recommendations.

- ▶ E-book *Shared histories for a Europe without dividing lines* (2014)
- ▶ A Look at our Past, Council of Europe (2011)
- ▶ History teaching today – Approaches and methods, Luisa Black, Kosovo (2011)
- ▶ “Manual for History Teachers in Bosnia and Herzegovina” (2008)
- ▶ White Paper on Intercultural Dialogue “Living Together As Equals in Dignity” (2008)
- ▶ The use of sources in teaching and learning history – Volume 2 (2006)
- ▶ The use of sources in teaching and learning history – Volume 1 (2005)
- ▶ The Black Sea – A History of Interactions (2004)
- ▶ “Multiperspectivity in History Teaching: a Guide for Teachers” (2003)
- ▶ Education Newsletter
- ▶ Recommendation CM/Rec(2011)6 on Intercultural Dialogue and the Image of the Other in History Teaching
- ▶ Recommendation 1880 (2009) on History Teaching in Conflict and Post-conflict Areas
- ▶ Recommendation Rec(2001)15 on History Teaching in Twenty-first-century Europe
- ▶ Recommendation 1283 (1996) on History and the Learning of History in Europe
- ▶ European Cultural Convention (1954)

A collection of photos

Vienna University ▶

▼ Official opening, Klimt Conference Room





◀ Official opening.
 From l.to r.: Univ.-Prof. Dr. Claudia Theune-Vogt, Dean of Faculty of Historical and Cultural Studies, Vienna University, on behalf of Rector Heinz Engl, Ambassador Dr. Martin Eichinger, Mag. Barbara Weitgruber MA, Director General, Scientific Research and International Relations, Austrian Federal Ministry of Science, Research and Economy, Ms Snežana Samardžić-Marković, Director General of Democracy, Council of Europe, Univ.-Prof. Dr. Gabriele Kucsko-Stadlmayer, Head of Senate, Vienna University, Dr. Andrea Schmölzer, Director, Austrian Federal Ministry for Education and Women's Affairs.



▶ Presentation by Ms Snežana Samardžić-Marković, Director General of Democracy, Council of Europe.

Family photo ▶



Round table session ▼





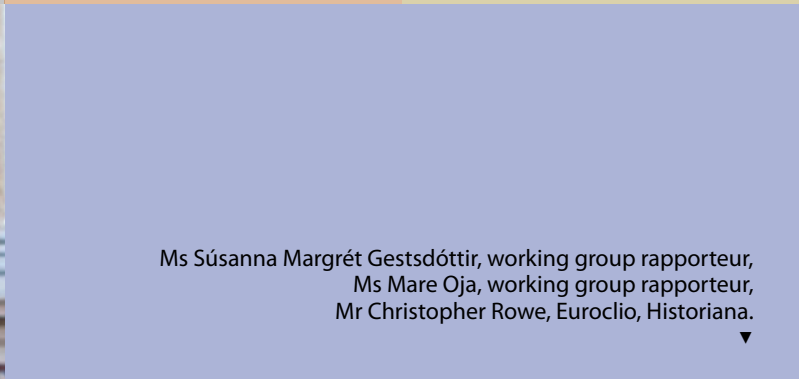
Round table session ▲



▶
Afternoon session. From l. to r.:
Prof. Mag. Dr. Alois Ecker, Vienna University,
Mr Brian Carvell, Educational Publishing
Consultant, Univ. Prof. Dr. Heinz Fassmann,
Vice-Rector for International Relations, Vienna
University, Ms Tatiana Minkina-Milko, Head of
History Education Unit, Council of Europe.



▲ Dr Dean Smart, working group rapporteur,
Ambassador Josep Dallerès, speaker.



Ms Súsanna Margrét Gestsdóttir, working group rapporteur,
Ms Mare Oja, working group rapporteur,
Mr Christopher Rowe, Euroclio, Historiana.



Dr Meltem Onurkan-Samani,
Mr Kyriakos Pachoulides, Association for
Historical Dialogue and Research (AHDR),
Mr Angelos Palikidis.





◀ From l. to r. :
 Mr Benny Christensen,
 Professor Nils Edward
 Naastad, Ms Joke Van
 Der Leeuw-Roord,
 Euroclio, Professor Dr
 Markus Furrer, Ms Taja
 Vovk Van Gaal, House
 of European History,
 Professor Dr Eckhardt
 Fuchs, Georg Eckert
 Institute for International
 Textbook Research.



▲ Vienna University team.



▲
 Professor Yosanne Vella,
 working group rapporteur,
 Dr Béla Tomka.

Professor Tatyana Ladychenko,
Professor Alexey Krugov.



▲
Prof. Mag. Dr. Alois Ecker,
speaker, Vienna University,
Dr Cagri Erhan, working group chair.



◀ Lunch at Vienna University.

H.E. Claudia Bandion-Ortner,
Deputy Secretary-General, KAICIID.



Mr Jean-Marc Nigon,
Deep Design.

Professor Dr. Susanne Popp,
working group rapporteur,
Professor Arja Virta.



◀ Mr Brian Carvell, Educational Publishing Consultant
Ms Christiane Yiannakis, History Education Unit, Council of Europe, Mr John Hamer, Education Consultant.

▶ Welcome dinner at Europahaus.
From l. to r.: Mr John Hamer, Mr Huub Oattes, working group rapporteur, Professor Barbara Welzel, Mr Edin Veladžić M.Sc., Dr Elisabeth Lønnå, working group chair, Mr Benny Christensen, Ms Andreja Rihter, working group chair, Mr Maksim Milto, Professor Dr. Dominic Sachsenmaier.



◀ Day two plenary session, Ms Tatiana Minkina-Milko, Head of History Education Unit, Council of Europe.



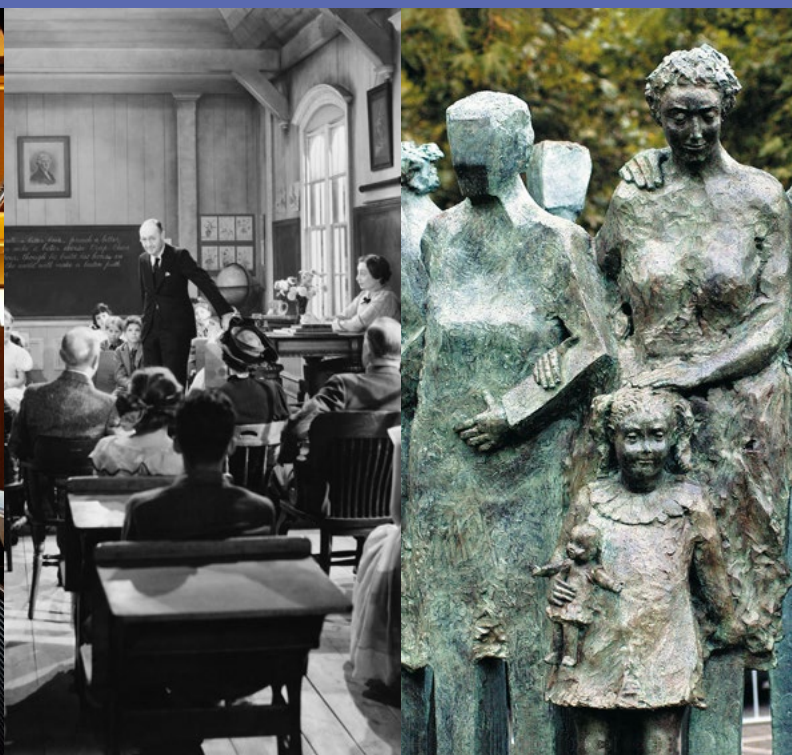
◀ Day two plenary session.



▶ Working group session.
Mr Luigi Cajani, working group chair, Ms Cristina Del Moral, working group rapporteur.



◀ Final plenary session.
From l. to r.: Ms Tatiana Minkina-Milko, Head of History Education Unit, Council of Europe, Mr Villano Qirazi, Head of the Education Policy Division, Council of Europe, Ms Cristina Del Moral, Ms Súsanna Margrét Gestsdóttir, Ms Mare Oja, Dr Carol Capita, working group rapporteurs.



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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.