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**ANALYSIS OF THE CONTROVERSIAL ISSUES IN TURKISH SOCIAL  
STUDIES/HISTORY EDUCATION IN REGARD TO THE EUROPEAN UNION  
STANDARDS**

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## ABSTRACT

The current study examines the reconstruction of Turkish social studies/history curriculum and assesses how well the program conforms to the established EU directions and norms. The purpose of this study is to reconcile the issues of Turkish accession, the implementation of European Union educational standards and policies, the influence of political change (with regard to the EU) on social studies/history texts in Turkey, and the differences between traditional pedagogy and curricular reforms for the whole of Turkish Education.

This study considers the historical framework of the relationship between Turkey and the EU; Turkey's efforts toward educational modernization; the rationale for such initiatives; and their role as creating complicating factors for both national education reform, and, simultaneously, EU acceptance of Turkey as a nation and, in particular, its history/social studies curriculum.

The complexity of integrating one nation with another is significantly difficult in itself. The challenge of integrating culturally distinct national entities into a functioning, peaceful community of states increases this difficulty by several orders of magnitude. Therefore, this study explores the conflicting imperatives and the efforts to establish commonality. In this area, the influence of history/social studies education becomes the focus as it is the vanguard for establishing permanently altered mind-sets for the ultimate good of both Turkey and the European Community.

Finally, of ultimate importance to this study is the status of evolutionary change in Turkish history/social studies education. Based upon the assumption that EU

membership for Turkey is a positive step toward avoiding marginalization in the increasing integration motivated by globalization, an evaluation of the current status and the necessary progression of change is not only logical, but also imperative for this study's value.

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## CHAPTER 1

### RESEARCH OVERVIEW

#### 1.1 Introduction

Turkey has been pursuing a project of modernization for at least two centuries. Since the 1980s the thrust of the project has systematically and exclusively focused the country toward Westernization. This direction has as its goal, Turkey's acceptance as an official member of the European Union. Toward this end, Turkey began programs and initiated with the Kemalist led revolution's (1923) transition from traditional Ottoman-Islamic institution and values to those of the West (Eskicumali, 1994). A central element of this concept has been to employ the educational system as the long-term vehicle for restructuring Turkish society through reforms that would create a better and modern country which coincides with the secularism of other European nations.

The overall societal goal coupled with using the educational system as the pathway for change to achieve the goal of entering the European Union require Turkey to configure its educational system in accordance with the educational standards of the European Union.

Therefore, the current study examines the reconstruction of Turkish social studies/history curriculum and assesses how well the program conforms to the established EU directions and norms. The purpose of this study is to reconcile the issues of Turkish accession, the implementation of European Union educational standards and policies, the influence of political change (with regard to the EU) on social studies/history texts in Turkey, and the differences between traditional pedagogy and curricular reforms for the whole of Turkish Education.

## 1.2 Research Rationale

In general, history as a school subject has traditionally assumed the role of inculcating or reinforcing national identity, national consciousness and political values (Maw, 1991; Weinbrenner, 1990). International research shows that curriculum and textbooks are significant vehicles for the transmission of values which project the ideology of the state (Apple, 1989; Carnoy and Samoff, 1990; Giroux and Penna, 1979; Jansen, 1990). “The history textbook is a political forum in which individual and groups advocate their views. Every writer, every publisher of school books has political beliefs and advocates these in their work” (Richardson, 1986, p.31). Hence this current study is very important to address the EU’s political views on history education.

While examining the rise of the nation-state, Macro-sociologists have repetitively argued that the provision of formal instruction is a universal imperative across the modern state system (Benavot et al., 1991; Meyer, Ramirez & Soysal, 1992; Ramirez & Boli, 1987) and one that is tied to national political identities and state responsibilities (Myers, Ramirez & Soysal, 1992). Gellner (1983) suggests that the provision for education determines a state’s entry into the modern industrial world and claims that educational systems expose the realities of state power. Therefore, history education plays a very important role as it is connected with all other subjects like a reflector.

Others make an even stronger case when they argue that legitimate education creates a skilled, productive, and patriotic citizenry; it also defines the relationship between state and citizens. Therefore, social theorists (e.g., Mazzini, 1995 and Max Weber, 1995) emphasize that the provision for formal instruction serves an essential and

legitimizing function in the context of state-building. In addition, these socio-political philosophers share the belief that state-sponsored education paves the way to social unification and political cohesion (Blitz, 1997).

Turkey is a classic example of the above observations, but the use of curriculum and textbooks in furtherance of political and social agendas, is complicated by the fact that these vehicles, once employed by the Turkish nation-state to promote *Kemalism*, the basic ideas, beliefs actions and strategies of Kemal Ataturk (the founder of the new republic) now, must under-gird different goals. Prior to the last two decades, Turkish social studies/history curriculum and textbooks have conveyed to students those norms which stressed national aspirations and identity (Swartz, 1997). The associated ideologies were to direct the social system toward its nationalistic goals of an integrated society and optimized programs for the nation. Now, however, the focus of the issues has switched from those of national interest to those of transnational accommodation because of Turkey's candidacy for entry into the EU.

Turkey's situation is typical, then, as in today's world, new dynamics and challenges complicate the modernist's and state-centricist's concept of social unification, as mentioned above.

“The idea that states can monopolize and control the distribution of critical resources – including social resources such as training – has been contested by the liberalization of trade and capital and the subsequent globalization of economies through powerful multi-national firms.” (Blitz, 1997, p.34)

The European Union (EU) presents a unique multi-perspective polity (Ruggie, 1993) because international treaties which take supremacy over national laws are the foundation of the EU. As a result of intra-national agreements, the EU has accumulated far reaching

powers over multiple policy areas and industries (e.g. agriculture, coal and steel) which had been the uncontested domain of individual nation-states. What arises is a very real challenge to the idea of state sovereignty and autonomy. Supra-nationalism accurately describes this challenge (Blitz, 1997). Most pointedly, with regard to this research is the same supra-nationalism imposed upon history/social studies as it replaces the traditional nationalistic inclination on the way to full societal integration on a continental scale.

### 1.2.1 Research Problem and Purpose

In this age of globalization, the extent to which the EU can impose its educational norms on Turkish education as the membership process unfolds is in question. Therefore, the problem addressed in this study concerns the relationship between education and national development in Turkey and the degree of influence the EU can exercise appropriately on that development.

Unlike the previous social-constructivist (definition is provided later) theories that mainly focused on explaining domestic socio-political issues, recent sociological (Gamson, 1988, 1995, 1996; Rumford, 2002; Soysal, 1996, 2000) and international relations (Onis, 2002; Keyder, 1997; Wendt 1990) studies attempt to utilize social constructivism to address the interactions between transnational issues (i.e., international politics supra-nationalism, cultural globalization) and domestic issues (i.e., identity politicization, social movement and national identity reconstruction). The essential purpose of this study is to examine the role of education as Turkey transits from a nationalistic orientation toward EU membership and its inherent multi-national/ multi-cultural integration. Of particular concern in this regard are: 1) the issues of sovereign and supra-nationalism which challenge Turkey's candidacy for membership in the EU in

general; 2) the tense relationship between formal education and political power in Turkey; 3) the specific tension and its reflection in the new social studies program; and 4) under these circumstances, the progress, challenges and needed reforms to accomplish social studies/history education reforms for both Turkey and EU candidacy requirements.

### 1.2.2 Research Considerations and Issues

To further refine the previously listed issues, this study considers the historical framework that is the foundation for the current situation, especially the relationship between Turkey and the EU. Considered as well are Turkey's efforts toward educational modernization, the rationale for such initiatives and their role as creating complicating factors for both national education reform, and, simultaneously, EU acceptance of Turkey as a nation and, in particular, its history/social studies curriculum.

The complexity of integrating not only one nation with another is significantly difficult in itself. The challenge of integrating culturally distinct national entities into a functioning, peaceful community of states increases difficulty by several orders of magnitude. Therefore, this study explores the conflicting imperatives and the efforts to establish commonality. In this area, the influence of history/social studies education becomes the focus as it is the vanguard for establishing permanently altered mind-sets for the ultimate good of both Turkey, and the European Community.

Finally, of ultimate importance to this study is the status of evolutionary change in Turkish history/social studies education. Based upon the assumption that EU membership for Turkey is a positive step toward avoiding marginalization in the increasing integration motivated by globalization, an evaluation of the current status and



the necessary progression of change is not only logical, but also imperative for this study's value.

### 1.3 Research Construct

While this introductory chapter uses broad strokes to delineate the limits of this study, subsequent chapters establish the foundations for analysis and conclusions. Chapter 2 is devoted to the historical framework that has resulted in the current situation both for Turkey and the European Community in terms of the nationalism of the latter and the standards for acceptance into the community by the former. The steps forward, the economic, cultural and political imperatives, and the regressions caused by changing global priorities are important for understanding the challenges surmounted and the obstacles envisioned. A discussion of the function of history/social studies in both creating and dispatching these impediments provides the scaffold for framing the current issues.

Chapter 3, a review of literature, considers current theoretical thinking with regard to history/social studies education in general, and in the specifics of Turkey's 21<sup>st</sup> century situation. Also in this chapter is a discussion of the concepts forwarded by Milton J. Bennett (1993) as he proposes a model for intercultural sensitivity. When applied to the European Community and to Turkey, the model provides a useful guide for understanding the stages of integration and identifies their general characteristics. Applying the model to EU imperatives and Turkey's educational initiatives establishes the position of each entity on Bennett's continuum, thus revealing where each is and what is likely to transpire next.

Chapter 4 discusses the conflicts between EU imperatives and Turkish national interests and the efforts to find commonality. History/social studies education is the arbitrator, and the specifics of the educationally oriented efforts to discover, standardize and implement integration clarify accomplishment and direction.

Chapter 5 discusses the methodology employed for data gathering and necessary for the following qualitative analysis of Chapter 6. The final chapter incorporates all the disparate lines of reasoning and researched material to analyze the Turkish situation and the effectiveness of the history/social studies curriculum in enhancing Turkey's integration into the European Community. As becoming a full member in the EU is an ongoing process, this chapter also considers the challenges that lie ahead and the steps necessary to successfully engage them.

## CHAPTER 2

### HISTORICAL FRAMEWORK

#### 2.1 Overview and Rationale

If the value of qualitative research is in obtaining a rich, broad description and analysis of human behavior, the method cannot ignore historical context or the relationship between that influence and contemporary events and processes. Interpreting current behavior while ignoring its relationship to historical perspective is like having a puzzle without all the pieces—a complete, accurate picture will never emerge. (Page, 1992, p.92)

To accomplish the end of providing a complete context for this study, this chapter establishes the validity of the contention that Turkey does, in fact desire full membership in the European Community. Two other dynamics are the historical background of Turkey's modern educational philosophy and the relationship between Turkey, the EU, and its established members. These perspectives, presented through the filter of educational standards and policies, are necessary for sound analysis of the data.

#### 2.2 Turkish Commitment to EU Membership

A prerequisite for validation of this study is the degree of dedication Turkish leadership has for ensuring a place for Turkey in the EU. The commitment is clear: Since Turkey declared its desire to be a candidate for membership (1963), the Ministry of National Education established several committees including an Advisory Council chaired by the Undersecretary of National Education, an Executive Council chaired by the Foreign Relations General Director, and the European Union Education Research and Development Committee whose directives define its duties, authorities and responsibilities. This last committee has already addressed such topics as teaching programs, weekly schedules, school terms, the duration of compulsory education,

enrollment rates, student/classroom ratios of European Union countries, and adaptation of the Turkish Education System through comparative education methods. Further, to ensure conformity to the education system and standards of existing EU countries, a European Union Desk, within the Ministry of National Education, reports all activities as they relate to various educational areas. (Retrieved on 06/12/2005 <http://www.meb.gov.tr/english/indexeng.htm>.)

Due to the nature of this study and the socio-political conditions, consideration of historical issues occurs from two perspectives: a) the historical framework of Turkish education, and b) the historical framework of the relations between Turkey and the European community.

### 2.3 Historical Framework of Turkish Education

Subsequent to the establishment of a republic after a successful war of independence in 1923, Mustafa Kemal Ataturk, the founder of the new republic, in 1925, said:

We must be civilized men from every point of view: Our ideas, our reasoning will be civilized from head to toe. We will find our deserved place in the civilized family in which we are, and we will keep it and will announce it. Welfare, happiness and humanity require this (Ataturk, 1978 p.85).

Clearly this sets the priority for a marked, rapid and complete transition from traditional to modern ways and establishes a great national challenge. Consequently, the primary objective of the newly established government was to introduce and support its national ideology for a modern republic of Turkey. And, thereby, confront the task of creating awareness, in each citizen, of the individual's capacity for allegiance and effectiveness in directing efforts toward national goals.

The most important challenge for the newly independent nation was to make wise choices regarding its future development (Altug, 1991). Formulating and articulating the national ideology was the most serious task for the emerging Turkish Nation (Heper, 1993). The inference from Triandis (1971), as applied to the situation in Turkey, is obvious:

“It (national ideology) is what citizens value, how they are disposed to act and what they believe about themselves, their country and countrymen, which largely determine the vigor, direction, and potential for growth of society.” (p.12)

Further, in a general sense, the ideologies of developing nations are the aims and concepts which justify the specific programs and projects for national advancement. An ideology is a coherent body of ideas which forms the organization of popular commitment and action (Sigmund, 1969). The ideological thrust, while valuable for an emerging modern nation, become an obstacle for a nation which later pursues international community integration.

Kemalism, the basic ideas, beliefs, actions and strategies of Ataturk, envisioned an ideology to propel the social system toward its goals, i.e., to integrate its society internally and implement its programs. Ataturk said:

After liberation we have very important national duties. We have to prove that we can improve our international affairs and be an active and useful member among civilized nations. To succeed in this work it is necessary to accomplish social work rather than political work. (Altug, 1991, p.28)

The Kemalist transformation was a continuation of earlier modernization/westernization efforts which began about two centuries earlier. What makes Kemalist transformation effort different from previous efforts was actually the radical notion to dispose of all traditional institutions and life-styles and adopt western

institutions and values in their place. But some of the reforms were actively opposed by various segments of the population, a portent of future initiatives with different goals. Atatürk undertook perhaps his most difficult task, to alter the **mentality** of Turkish people because he believed that the essence of modernity lay in the minds of people. Only by instilling, in the common people, a sense of national consciousness, identity, and patriotism could the new political and social order survive and be secure (Eskicumali, 1999). This desire to change in mentality becomes the core concept for reshaping Turkish society in preparation for EU membership years later.

Both the nationalism of the modern state of Turkey and the role of education in establishing the standards and attitudes of that new nation are significant. The former, at least in part becomes an impediment to EU integration, while the latter becomes the recognized vehicle of choice for changing the mentality of the Turkish people, readying the population for community citizenship as when Turkey becomes an EU member.

### 2.3.1 Kemalism, Post-Kemalism and Education

Education played a vital role in changing a traditional social structure into a western pattern. Kemalists (who follow the Kemalism as a political path) relied on education to inculcate the necessary values and attitudes in the minds of Turkish youth so that they would uphold the republic, protect its independence, and continue the process of modernization. As a result, the establishment of a modern secular educational system and the availability of it to every section of the society became one of the main modernizing goals of the Kemalist government. Only through a completely modern educational system a traditional society, together with its concepts and institutions accomplished the

transformation to a modern-national state (Eskicumali, 1999). Therefore, it is important for Turkey to be part of EU with a modern educational system.

As part of the great task of a new educational system, the Turkish curriculum was restructured to cultivate a political, social and cultural transformation of the society. Secularization of the state required excising religious education from the curriculum. Banning Arabic and Persian languages broke the ties of secular Turks to the religious Muslim community. The new curriculum turned youths' attention from religious matters to worldly views and problems which dominated the physical and natural environment. In the early years of the republic, the preeminence of Western thought, particularly positivism was so intense that Turkey became a "positivistic mausoleum." Positivism in Turkey became an "official dogma of irreligion" (Eskicumali 1999, p.27; 28).

Ataturk and Republican elite used textbooks to convey information and to disseminate Republican ideals. In the treatment of history, civics, geography and reading, they sought to create something particularly Turkish that would support one of the key Westernizing elements of the republic, the nation state. The outcomes of this attempt were differences between the Kemalist rhetoric and the translation of it into school curriculum and textbooks (Childress, 2001).

The activities of the Curriculum and Instruction Committee, (CIC in Turkish Talim Terbiye Kurulu), established within the Ministry of Education in 1926, were crucial to formulating and disseminating the Kemalist message by revamping educational policies and curricula (Kubicek, 1999; Childress, 2001; Blitz, 1997). This committee's critical tasks included: deciding educational goals and pedagogies; examining existing textbooks and commissioning new ones- all of which reflected the new curricula which

the Committee itself approved for use in the state schools; and extracting and publishing useful information from foreign language educational journals and books for dissemination to Turkish teachers (Childress, 2001). The committee consists of educators with different backgrounds, teachers and administrators.

Through these activities the CIC played an important role in the development of the Republican system of education, and, as Childress (2001) categorized, two aspects which frame the analysis emerged:

1. The CIC consciously constructed a Turkish national identity and disseminated this identity through school textbooks
2. The nationalist ideology, while providing a framework for the selection of educational goals and curricula criteria, was continually reshaped by the individuals and circumstances involved in the process of choosing what would be included and excluded from the state school curricula.

### 2.3.2 Selective History and Linguistics: Reorientation

To build a national identity, Ataturk turned his attention to history and language. During the Ottoman period Turks had identified themselves with religion. To be a Turk meant to be a Muslim. But, under the new regime, religion would play no role in the new identity of Turks.

A sense of national identity had been sought in the pre-Islamic periods of Turkish history and culture. As a result, the Turkish history thesis which held that prior to the Ottoman Empire, Turks originated and mastered great civilizations in China, India, Mesopotamia, Egypt, engendered intellectuals and scientists who contributed to western civilization. This theory also held that in pre-Islamic times, Turks lived a civilized and



democratic life. Kemalists used this thesis to show that religion under the Ottoman rule had suppressed real Turkish identity.

Further, the sun-language theory ( which claimed that the Turkish language was the mother of all languages) was supported by Ataturk in 1930s and promoted national consciousness, pride and unity among the Turks. Kemalist historians and linguists proffered a scientific basis for both this theory and the previous one and tried mightly to document their contentions. [<http://countrystudies.us/turkey/25.htm>] All of these were for one big purpose: to build a new and modern Turkish identity.

Whether these claims were scientifically correct or not, they became the official posture of the new Turkish state in order to promote national identity. These theories and the associated indoctrination, popular between 1923 and 1946, became the turning points of history courses at all levels of education. Schools were called upon to commit to such ideas in order to destroy what remained of the Ottoman and Islamic identity, and to replace it with what was purely Turkish by Kemalist standards.

The primary purpose of education at every level became the training of republican, nationalist, populist, and secular citizens in the early years of the republic. The Turkish revolution and its great leader were given a prominent place in the curriculum. New textbooks were written to include the discussions of new history and languages.

Although some attempts were made to give the Turkish curriculum a more pedagogical and democratic direction, ideological and national constraints of the time prevented it. The strong influence of Kemalist ideology on the Turkish curriculum remains today even though it lost its much of its earlier momentum after 1946.

Apparently co-opting the educational system and its history curriculum to promote the Kemalist agenda was successful. The task of a major transformation of Turkish, secular nationalism to support EU membership found its roots in a similar education oriented strategy for the second time late in the 20<sup>th</sup> century, albeit for a different end. What follows gets into the role of education in the early years of Turkish Republic.

### 2.3.3 Education's Role in Early Turkish Democratic Initiatives

A political struggle began in 1946 to establish a western democracy in Turkey. Within two years, Turkey accepted a multi-party regime, with the first free elections in 1950. The movement toward democracy provided a foundation for liberalization in education, giving Islamists a voice for religious education for their children. The new nationalists who wanted a synthesis of Turkish nationalism and Islam also asked for the inclusion in the curriculum of Ottoman history which had been neglected or misrepresented by the Kemalist government. Although the Turkish curriculum responded to the new demands by offering new courses in religion and Ottoman history, its basic tenet, the ideology of Kemalism, remained unchanged (Eskicumali, 1999).

### 2.3.4 Relevance to Research

Until the recent movement to join the EU, the CIC had a mission to create loyal citizens for the young Turkish Republic. However, in the current age of globalization, the extent to which the EU can impose educational norms on Turkish education in general, on the CIC, in particular, throughout the membership process is problematic. This issue constitutes a significant aspect of the research issue of this study.

With this previous historical framework in mind, the importance of the role of teaching history in creating loyal citizens, as it has been employed in the service of past Turkish socio-political transitions, is clear. Therefore, a reasonable assumption is that history education will again play a significant role as Turkey attempts integration into the EU.

#### 2.4 Historical Framework: Turkish and European Union Relations

The current relations between Turkey and the European Union have a significant basis in history, predicated on a delicate balance. Turkey's relation with Europe has gone through three stages. According to Aybet (1998), the first stage occurred before establishment of the modern Turkish state. In this period, Europe regarded the Ottoman Empire and Turks adversarial "other." The second stage in which westernization was the primary Turkish strategy for modernizing its society began with Kemalism at the end of the revolution and the establishment of a modern Turkish state in 1923. With the beginning of the Cold War, Turkey became a very strong ally of the west and took its place in many western institutions in this stage. In the third stage, definition of the role of Turkey, vis-à-vis Europe, at the end of the Cold war, involved relations dominated by issues of free market economics, democracy, and human rights. Not surprisingly, after the end of the cold war, the consensus among other nations as to the importance of Turkey as a buffer against the Soviet Union was one of significantly decreased value. Other imperatives gained prominence and Turkey's failure in fulfilling the European standards of the rule of law and human rights could no longer be out-weighted by military strategies.

#### 2.4.1 Europe: Turkish Admiration and Scorn

The constant tension between Turkey and Europe, spanning nearly 200 years is an important aspect to understanding the difficulties Turkey faces in establishing political, cultural, and educational standards which are acceptable to the European Community and the country's internal populations. Recreating the history educational systems which support national and international goals is the unwilling and unfortunate victim of this tug-of-war.

Since the time of the Ottoman Empire, Turks have had conflicting attitudes toward establishing close relations with Europe. Both Turkish foreign policy and popular imagination have been captivated and repelled by Europe. Western political, military and material innovations, juxtaposed with what many consider a spiritual and moral vacuum, have made Europe a club Turks eagerly aspire to join and at the same time an object of scorn and derision. Ironically, European nations suffer similar ambivalence toward Turkey.

A leitmotif in modern Turkish history has been the effort to modernize society in the image of Europe. This stretches back to the time of the *Tanzimat* reforms of 1839, when the Ottomans began to adopt European legal, political and cultural features in an effort to revitalize the empire. According to one scholar, the goal was to achieve a civilization "as seen through French eyes" (Eskicumali, 1994 p.42). Ultimately, however, the mixing of new with old created a disunity, and a rift emerged between a more westernized (especially Francophile) elite and a folk stratum of peasants (Kubicek, 1999).

Toward the end of the nineteenth century, the movement of the Committee of Union and Progress (more commonly known in the West as the Young Turks), dominated

by junior military officers and intellectuals, began to push for more reforms to modernize the Empire. They forced a constitution on the tyrannical Sultan Abdulhamid II, aspired to reassert Ottoman power against European encroachments, and, most significantly, began to fashion a distinctive Turkish (as opposed to *Ottoman*) nationalism and identity (Blitz, 1997). The leading theoretician of "Turkism" was Ziya Gökalp, who advised that a cultural awakening among Turks would help restore stability and strength to an empire beset by nationalist movements among its non-Turkish peoples. This was not simply Turkish jingoism. Gökalp recognized that the nation would also have to accept Western civilization whole-heartedly, more so than with the Tanzimat reforms. He wrote, "There is only one road to salvation: . . . to adapt ourselves to Western civilization completely" (1924, p.23). He made a distinction between civilization and culture, however, arguing that European civilization, especially its material and scientific aspects, could be adopted while Turkish culture was to be preserved. For him, "Turkism" was to be a synthesis of traditional religious culture and Western civilization (Kubicek, 1999).

Europe, however, could not simply be ignored, particularly when the Empire fell into decline, and eventually acceptance or rejection of European norms and institutions produced social and cultural dichotomies within Ottoman society (Kubicek, 1999). Especially after the foundation of the new republic, concerted efforts attempted to westernize and civilize Turkish society by abolishing Islamic law and Islamic dress styles, adopting a Swiss code of culture and a Latin alphabet (Muftuler, Meltem-Bac, 2000; Kramer, Heinz, 2000).

Since the very old times, Ankara has pursued a western oriented foreign policy because the aim of the Turkish leaders is "to establish ... [a] Turkey that is western and

more specifically...European” (McLaren 2000:118). However, despite years of interaction with Europe and various attempts to imitate and create European institutions, Turks have never been able to gain full acceptance and admission to the Europe community, nor have Turks been able to fully accept European culture.

#### 2.4.2 The Situation in the 1950s, 1960s and 1970s

The onset of the Cold War was an historic opportunity for Turkey to strengthen its ties with Europe and gain European status. In its effort to become European, Turks succeeded in joining several European institutions such as Organization for Economic Co-operation and Development (OECD), 1948, Council of Europe, 1949, and North Atlantic Treaty Organization (NATO), 1952 (Mango, 1994). Because of its importance as a buffer-nation, Europeans granted European status to Turkey reluctantly (Muftuler-bac 1998).

Turkey applied for an associate membership in the European Economic Community (EEC) in 1959 (Blitz, 1997). After lengthy negotiations, and following the lead of Greece, Turkey signed an association agreement with the EEC in 1963, two years subsequent to the Greek association agreement. Turkey’s motivations were internally political and externally self-serving: The Menderes government’s electoral success was declining and its competitor – the Republican People’s Party-was increasing in popularity because of the increasing debt, inflation and protectionist policies of the established regime. So, Menderes’ government perceived association with the EEC as the only way of gaining support. Externally, the Greek application for associate membership was another important factor in the Turkish application. Turkey applied two months after Greece. According to Birand, the EEC welcomed Turkey’s application because the

European organization did not want to disturb the delicate balance between Greece and Turkey (1998).

#### 2.4.3 The Situation in the 1980s

The acceptance of Greece into the union in 1981 made the situation more contentious, due to: the warming of relations between Greece and Europe after the end of the junta in 1974; the cooling of relations with Turkey after the coup of 1980; and the continuing unrest from 1975. Although the third financial protocol was agreed to in 1977 and the fourth in 1981, first Parliament and then Greece blocked actual implementation (Redmond, 1993).

After the election of a civilian government in 1983 and amid the cool attitude of the EEC, trade liberalization increased through deregulating both foreign trade and the domestic economy. Turgut Ozal, the Prime Minister of Turkey from 1983 to 1989 and the president from 1989 to 1993, stated: “The aim of the economic liberalization program and our reforms is to facilitate our integration in to the European Community as a full member” (Muftuler, 1995, p.33). In spite of these developments, questions about human rights and democracy remained at the forefront during much of the 1980s. Relations with European organizations resumed after the Turkey-European Economic Community (EEC) Association Council of 1986 and a move toward normalization began.

In April, 1987, the Ozal government applied for full membership in the EEC. Many authors argue that the time of the application for Turkey was fortunate due to economic developments in the country. The internal profile of Turkey was better than the past because after the 1980 coup some democratization had begun. The government

allowed new political parties and began taking some tentative steps toward restoration of order and privatization. The aim was to reach a more competitive economy within a democratic system.

Nevertheless, the timing of the changes in terms of sociological and demographical aspects was not as propitious as it might have been. The migration from rural to urban areas, the Islamist and ultra-nationalist movements and the terrorist activities by the Kurdistan Workers Party (PKK) began in the mid 1980s. The situation in Southeast Turkey and the immediate military response of the Turkish state hindered the democratization process (Aybet, 1999).

The European Commission evaluated the application within two years and then announced its negative response in December, 1989, by saying that the European Economic Community could not enter into dialogue with any applicant countries certainly not before 1993 at the earliest (Bulletin of the EC, 1989, p. 88). The European Commission declared that, "At the present time, Turkey and the [European] Community can not be easily integrated" (Bulletin of the EC, 1989, p.2). The main concern for the EU was the completion of the Internal Market, the Cyprus problem, the levels of democracy and human rights, and for Turkey, the main considerations involved the size of the country, population, economic and political situations.

After taking into consideration the opinions of the Commission, in February, 1990, the Council decided to strengthen ties between EU and Turkey indirectly instead of starting the negotiations directly. The main reason behind the reactivation of the association agreement was the completion of the customs union and the enhancing of financial cooperation as well as strengthening the cultural and political relations (Eralp



1993). Despite the rejection of the Turkish application, relations between the EC and Turkey became more normalized at this time. The Turks perceived these developments as actions indicating removal of the full membership option, but, at the same time, proof that the EC was somehow trying to avoid Turkey's turning away from Europe.

#### 2.4.5 The Current Situation in Turkey-EU Relations

Since 2000, Turkish politicians insistently have restated the determination of Turkey to join the European Union and the urgent need for strengthening the democratic and human rights records of Turkey. However, a growing financial crisis in Turkey, triggered by a dispute between Ecevit (former Prime Minister) and Sezer (Turkish President) continued to threaten Turkey's bid for membership with the European Union. Although preoccupied with the national program, economic turmoil, which led to decision to float the lira to a devaluation of nearly 30% against the US dollar, created further problems for the country.

After the declaration of the Turkish National Program which the deputies of the EU Joint Parliamentary Commission found to be a useful step toward integration into the European Union, the most important issue was accelerating certain reforms mentioned in the accession partnership. Additionally, to stabilize the economy, adoption of the National Program for the Adoption of the Acquis (NPAA), (some believe this to be the key element in the EU integration process for Turkey), a wide-ranging document, explained many of the priorities for the Accession Partnership and provided an agenda for political and economic reform which the European Union considered urgent (Claudia, 2001). However, the overall situation in the country and the particular consequences of hunger strike deaths of a number of inmates in Turkey's prisons made the process even

more difficult. The European Union criticized the situation and warned Turkey to take necessary steps to avoid more loss of life (Claudia, 2001). Undoubtedly, the Helsinki European Council was the starting point for a new era in the relations between Turkey and the EU. The approval of the accession partnership by the Council and the adoption of National Program by Turkey accelerated the transformation process. For the first time, Turkey participated as a full member candidate at the summit in Nice December 7-11, 2000 in which the EU repeated the importance of establishing closer relations with Turkey. However, the EU excluded Turkey from the newly established institutional framework which weighted votes in the Council, the number of commissioners and the number of European Parliament members ((Retrieved on 06/12/2004 <http://www.europa.eu.int>).

### 2.5 Decades of Contention

The historical background in this chapter indicates two relevant points very clearly that are significant for this study. First, education and in particular, history/social studies education, has been an integral part of introducing and acclimating the Turkish population to societal, political, cultural and linguistic changes for nearly 100 years. Various Turkish leaders have found, and apparently achieved some success in using, education to achieve changes in the mentality of their constituents. For the purposes of this study, the value is that once again Turkey is in a transition period as it attempts to satisfy the directives of the European Community in order to gain acceptance into that community. On the other hand, having employed education in this way, Turkey finds itself in the unenviable position of having to change course, and begin a program of

“reeducation” whose imperatives may be in conflict of those from the past, and therefore, must be overcome as “new” replaces “old.”

Secondly, as a consequence of previously adopted nationalistic priorities, Turkey’s educational systems and curricula clash, to some significant degree, with the standards of the EU and thus exacerbates the continuum of adversarial relationships that characterizes interaction between Turkey and the EU for several decades.

Grasping this historical framework is essential for appreciating the research that follows in its effort to uncover exactly what steps, taken and planned, especially in history/social studies education, will result in the desired outcome of full acceptance of Turkey, both officially and practically, into the European Community, and, at the same time, develop the Turkish mentality to accept Europeanization and integration while setting aside the mind-set of the past.

## CHAPTER 3

### REVIEW OF LITERATURE

This chapter focuses on a review of the literature in two important theoretical aspects upon which subsequent discussion and analysis depend. First, the concepts of the sociology of knowledge provide a basis for examining imposition of the influence. And second, Milton J. Bennett's theoretical model for intercultural sensitivity provides a guide for examining the actual status of internal and external integration.

#### 3.1 The Sociology of Knowledge

The literature on the sociology of knowledge provides a helpful theoretical framework in which to discuss the formation of official knowledge and offers a basis for understanding the roles teachers, pedagogy, textbooks, and politicians play in this process (Durkheim 1922; Friere, 1970; Apple, 1990; Sadovnik, Cookson & Semel, 1994). For the purposes of this study, applying the theory of the sociology of knowledge requires an examination of the power dynamics and the distribution of information, both in communities and school curriculum. To frame and understand the roles pedagogy and textbooks play in the process of the formation of official knowledge, this chapter considers: Pedagogy and social constructivism; educational issues from the Turkish perspective; educational issues from the larger, EU, perspective.

#### 3.2 Pedagogy and Social Constructivism

##### Definitions

For the purposes of clarity and before this discussion begins, a common frame of reference for "social constructivism" and social reconstructivism is necessary.

### 3.2.1 Constructivism

Constructivism is an epistemology, a learning or meaning-making theory, that offers an explanation of the nature of knowledge and how human beings learn. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact (Cannella & Reiff, 1994; Richardson, 1997). Knowledge is acquired through involvement with content instead of imitation or repetition (Kroll & LaBoskey, 1996). Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving, and collaboration with others. Rather than a dispenser of knowledge, the teacher is a guide, facilitator, and co-explorer who encourages learners to question, challenge, and formulate their own ideas, opinions, and conclusions. "Correct" answers and single interpretations are de-emphasized.

### 3.2.2 Social Constructivism

Social or Vygotskian constructivism emphasizes education for social transformation and reflects a theory of human development that situates the individual within a sociocultural context. Individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual (Richardson, 1997). Individuals construct knowledge in transaction with the environment, and in the process both the individual and the environment are changed. The subject of study is the dialectical relationship between the individual and the social and cultural milieu.

Schools are the socio-cultural settings where teaching and learning take place and where "cultural tools," such as reading, writing, mathematics, and certain modes of discourse are utilized (Richardson, 1997). This approach assumes that theory and practice do not develop in a vacuum; they are shaped by dominant cultural assumptions (Martin, 1994; O'Loughlin, 1995). Both formal knowledge, the subject of instruction, and the manner of its presentation are influenced by the historical and cultural environment that generates them. To accomplish the goals of social transformation and reconstruction, the context of education must be deconstructed, and the cultural assumptions, power relationships, and historical influences that undergird it must be exposed, critiqued, and, when necessary, altered (Myers, 1996).

### 3.2.3 Social Reconstructivism

Social reconstructivism is a contemporary philosophy which views education as a means for change and social reform. Social reconstructivism improves and reconstructs society by emphasizing creativeness, nonconformity, and self-actualization and provides learners with "direct experience in democratic living and political/social action which prepares students for freedom" (Ornstein, 1991, p.7).

## 3.3 Relationship between Education and Social Change

Before attending to the significant matter of teaching/learning history, a rationalization is in order for the importance of education, that is, why the study is worthwhile; indeed, why teaching/learning history matters.

A close relationship exists between education and social change, for which four perspectives constitute current thinking. The first subscribes to the notion that education

is an autonomous or relatively autonomous factor and, therefore, can and does stimulate social change. This is the view of social reconstructionalists and modernists. Second, social economic and political power structures determine completely education's role and, therefore, education plays no role in social change. This reflects the position of the Marxist structural-functionalists. Third, the position of the neo-Marxists (Willis, 1977; Bernstein, 1977; Apple, 1979, 1982; Anyon, 1980) denounce education which serves as an instrument forged by ruling classes to serve and preserve their own interests. Instead, schools showed function mainly to help generate some degree of autonomy and autonomous thinking which can lead the social change. This perspective is acknowledged by a number of "mainstream" scholars (e.g., Giroux, 1983, 1988 and Cherryholmes, 1981, 1983). Fourth, the progressivist perspective, whose most notable adherent is John Dewey, states that educational change and social change must take place in conjunction with one another in a mutual relationship.

Based on the literature reviewed here, clearly, socio-economic and political factors have primary importance in the process of social change. Education can help the process as a necessary and vitally important collateral factor. This factor is essential for understanding the complicated connections in this study's case. The literature outlined here offers a helpful lens through which to examine the issues facing the EU and Turkey regarding their educational policies, because similarly, socio-economic and political factors have a primary importance in the process of social change for Turkey and the European Union. Education's collateral role in influencing the process of social change is necessary and vital to Turkey's integration policy which can be called "Europeanization."

In a rapidly changing situation (e.g., in a post-revolutionary period) when fundamental structural changes are rapidly taking place, education can

undoubtedly operate as a powerful weapon to demolish the old cultural and ideological superstructure, and to build in its place an altogether new and appropriate structure in harmony with the new-born society. For instance, in Turkey the old scholastic system of education was replaced by modern secular one, after revolutionary socio-economic and political structural changes (Eskicumali, 1999: p.17).

A similar process is underway for Turkey as it pursues the EU membership process.

### 3.3.1 Applied Social Reconstructuralism

A heated debate in the US arose during the Great depression. In those socially and economically troubled years social reconstructionalists such as George S. Counts and Theodore Brameld argued that the American society was in a state of crisis and schools were doing nothing about it. Therefore, they claimed that schools must be involved in the process of transforming the society and institutions to help ameliorate the negative social conditions. According to them the schools had to address ongoing social and economic problems giving rise to a new generation (Eskicumali, 1999).

These social reconstructionalists believed in the power of education in creating a new social order and correcting social and economic ills. They saw education or schooling as the main vehicle by which social injustice would be redressed. Schools could act as critics with regard to other social agencies and could undertake new tasks when those social institutions were not functioning successfully. In this respect, Counts (1972) emphasized a reorganization of curricula along social reconstructionalist lines and charged teachers with the role of leading society instead of following it. Accordingly, teachers were to be leaders and should be policy makers who decide between conflicting purposes and values. Teachers should be concerned with school matters, but should also be concerned with controversial matters of economics, politics, and morality. George



Counts believed the school was an agency involved in society's politics, economics, art, religion, and ethics (Ornstein/Levine, 1993).

Dewey accepted that the schools should have an important role in production of social change. For him, the question was not really whether “the schools should participate on the production of future society” but rather whether they should do it blindly and irresponsibly (*Dewey, 1942, p.24*). He also argued that the road to social progress was much more tied to the ability of the schools to teach independent thinking and to the ability of students to analyze social problems than it was to an organized effort to indoctrinate (Dewey, 1943).

### 3.4 Modernization Theorists

The rapid technological and economic developments in industrial societies after World War II and the presumed contribution of education in these developments have stimulated an interest in education as the key to modernization and economic growth and social change in the third world. Almost every political leader in new nations has come to regard education as the basic component in nation building and political development (Eskicumali, 1999).

Modernization theorists, synthesizing from all four perspectives, have argued that modern schools play a critical role in forming and strengthening the specific behavioral and attitudinal traits which can be identified as characteristics of a modern man. Accordingly, education has a dual character. First, it is a process of socialization which means that it directs individuals toward conforming to the norms and values of society and its established structure. In many respects, schools, as agencies of the State, naturally emphasize the propagation of the dominant culture. Secondly, education has the capacity

for generating a spirit of inquiry and questioning of the accepted truths. In other words, education has also the capacity to liberate the human mind from the shackles of the established standards of the past and present. It has the potential to make people question the dominant values and norms in society, to engender resistance to existing social constraints, to seek solutions outside the framework of the established system, and to question the social contradictions that inevitably develop (Eskicumali, 1999).

### 3.5 Modernization Theory and Turkey

These dual characteristics of education have been used by the states and supranational organizations. In particular, history is one of the most critical areas in modernizationist theory as applied to general educational. For instance, Ataturk understood the utility of school history as a means to “Turkicize” the people, and his primary objective remained the creation of a new, nationalism based on the credo “Turkey for the Turks” (Swartz, 1997 p.56). However, because of the recent global developments, supranational organizations (i.e., EU) promote collective identities (i.e., national, ethnic, religious or political) to reconstruct the societies via school history, the main issue of this study.

The conflict becomes clear as the process of reconstruction of the dominant state system and national identity in Turkey have been influenced by the recent domestic and international agendas, particularly Turkey’s proposed membership into the EU. As a result of the membership process, a three-level identity emerged in contemporary Turkish politics: the dominant official national identity, the “alternative” sub-national collective identities (i.e., Kurdish-Turks, Alevi-Turks), and the supra-national form of collective identification (i.e., European) (Arikan, 2004). By employing a social constructivist (see

above) perspective, this investigation examines the effects of EU membership on the new social studies/history program and how the new program deals with the issues arising from recent supranational socio-economic and political developments in Turkey.

### 3.6 Theoretical Application

This theoretical approach requires a socio-historical analysis of the changes in curriculum to understand the issues during the transition of the nation state's dominant system and national identity over time. Doing so makes possible elaboration of the new social studies/history curriculum committee's perception of the likely impacts of the membership process on the transformation of the new social studies program. Moreover, a social constructivist approach can also provide insights into how the membership processes influenced the new program on the transition that could eventually make the "external other" (the EU) the "internal other."

*Reconstruction of identity:* "Collective identity (i.e., national, ethnic, religious or political) can be defined as categories of ascription and identification of the actors" (Barth 1981, 199). Collective identity is an organizational process that structures the social interactions between members and outsiders (Berger & Luckmann 1966).

From a social constructivist point of view, national identity is often defined according to the set of rules that imply a distinction between the [in American usage it is the us and them syndrome]"we[us]" (insider) and "[them]others" (outsiders). National identities, like other forms of collective identity constitute and re-constitute in relation to the changing differences. National identity is a social construction built upon a series of inclusions and exclusions regarding history, citizenship, and national belonging. As the

social historian Anderson (1991) has indicated, the nation is an “imagined political community” (p.8) that can only be understood within the intersecting dynamics of history, language, ideology, and power. In other words, nationalism and national identity are neither necessarily reactionary nor necessarily progressive, politically (Giroux, 1995). What is somewhat new are the conditions, contexts, and content which produces the discourse of national identity and links to virulent forms of nationalism. Secondly, popular culture has become a powerful framework for defining nationalism and national identity in opposition to acceptance of diversity and cultural differences, the latter considered synonymous with disruption, disunity, and separatism (Giroux, 1995).

National identity, therefore, must be addressed as part of the broader consideration linking nationalism and post-national social formations to a theory of democracy. That is, the relationship between nationalism and democracy must address not only the crucial issue of whether legal rights accrue to all groups irrespective of their cultural identity, but also how structures of power operate to ensure that diverse cultural communities have the economic, political, and social resources to exercise both the capacity for collective voice and the possibility of differentiated, directly interpersonal relations (Calhoun, 1998). According to Giroux,

What educators need is a pedagogy that redefines national identity, not through a primordial notion of ethnicity or a monolithic conception of culture, but as part of a postmodern politics of cultural difference in which identities are constantly being negotiated and reinvented within complex and contradictory notions of national belonging. (1995: p.45)

### 3.7 Theoretical Application to Turkey

The previous generality applies closely to the specific case of Turkey because the process of reconstruction of the dominant state system and national identity in Turkey has

been influenced by recent domestic and international developments. The dominant state system and official Turkish national identity are being reconstituted and negotiated by Turkey and the EU, especially since the declarations of Turkey's candidacy for the EU membership in 1999 and the National Program<sup>1</sup> in 2001 (Onis, 2002; Soysal, 2000; Rumford 2002; Arıkan, 2004).

Specifically, the curriculum committees under the Ministry of Education have attempted to revise the educational programs according to EU standards.

The issue here is not merely the importance of moral pragmatism in developing a pedagogy that addresses national identity as a site of resistance and reinvention. Equally important is the political and pedagogical imperative of developing a postmodern notion of democracy in which students and others will be attentive to negotiating and constructing the social, political and cultural conditions for diverse cultural identities to flourish within an increasingly multicentric, international, and transnational world. (Giroux, 1995: p.24)

### 3.8 Turkish Social/Historical Pedagogical Issues

History textbooks in Turkey claim that during the Ottoman period, the educational system was an arena of struggle between two polarized power groups: the Westernist and the Islamic view points, which as Gole (1996) claims envisioned two distinct projects for society. This study conceptualizes education in Turkey as a political arena in which politically driven, educational practices are continuously and enormously acted out on applied pedagogy. However, throughout history, and at the present, even though education has always been a *political act*, this reality is invisible in course-books and political discourses, especially dissent, are not parts of classroom discussions even at the university level.

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<sup>1</sup>In short, National Program sets out how Turkey envisages dealing with the Accession Partnership with EU, the timetable for implementing the Partnership's priorities, and implications in terms of human and financial resources.

Today, the majority of the Turkish people are dissatisfied with the educational system, in general, and the textbooks in particular; these critics include the current President of Turkey [recent media review proves this point].

In recent years, several dissertations in various disciplines have dealt with aspects of Turkish education. Among these are Childress (2001), Eskicumali (1999) and Swartz (1997) who consider history textbooks developed for use in the 1920s and 1930s. Childress focuses on the Instruction and Pedagogy Committee to show its significant role in the shaping of Republican educational policy (2001). He also analyzes the images in the textbooks to show how Kemalist ideology is conveyed gradually over the early years of the Republic. Eskicumali (1999) focuses on a four-volume set of history textbooks written in the early 1930s. He adduces that the history textbooks were important in the construction of a new Turkish national identity and were infused with the secular, nationalist and modernist tenets of Kemalism. His work marks an essential step toward the identification of specific nationalist characteristics manifested in other content areas of the curricula.

Swartz (1997) analyzed the degree to which the six tenets of Kemalism appear in educational materials in her quantitative content analysis study. She selected sections of history textbooks from 1929, 1950, and 1986.

Examination of the literature of the teaching of history in Turkey shows that since the 1970s some publications have criticized the teaching of history in schools. For example, according to some educators, history has not engaged children's interest (Aksin, 1975; Safran, 1993) because of the techniques of memorization and dictation employed in history lessons.

Some Turkish historians have, in fact, been conscious of these drawbacks since the 1970s as evidenced at two important conferences which were held to explore history studies and the teaching of history in Turkey. The reports of one of them, the 1975 meeting of the Association of Philosophy, form a valuable part of the small body of literature available on the teaching of history in Turkey. What is remarkable is that the conference was not sanctioned by the Association of History as one might expect but rather the Association of Philosophy. This oddity occurred because, it seems, most of the members of the philosophy association, along with some historians, were not satisfied with the purposes and methods of the teaching of history (Silier, 2000; Ozbaran, 1993; Tekeli, 2003).

At this conference, some famous historians and scholars offered their ideas regarding the development of historical studies in Turkey since the Ottoman Empire with one of the conference sessions devoted to the teaching of history at Primary and Secondary levels. At this session, discussion centered first on defects in terms of content and purpose (Ucyigit, 1975; Tuncay, 1975; Parmaksizoglu, 1975; Turan, 1975). For example, emphasis centered on the primary school requirement for learning 5000 years of almost exclusively Turkish history. Not only was this an enormous amount of lopsided nationalistic material (Turan, 1975), but also it failed to include teaching local history.(Parmaksizoglu, 1975). Instead conferees suggested that young pupils should begin to understand the history of their environment through local history (Parmaksizoglu, 1975). Secondly, some of the participants of the conference criticized the truthfulness of Turkish history textbooks used at the primary and secondary levels (Aksin, 1975; Tezel, 1975; Tuncay, 1975; Turan,1975). One particular point was that

while some Turkish history textbooks contained certain truths and dogmas and that Turkish children should not be taught that in the past the Turks were always powerful and all-conquering (Tuncay,1975). Thirdly, advocates stressed that the Turkish history curriculum programs were not structured appropriately for the levels of children's abilities to understand (Aksin, 1975; Parmaksizoglu, 1975).

In sum, the conference aired certain problems in the teaching of Turkish history, which are still almost the same today. Negligence and lack of scholarship impedes dealing with these problems. However, this conference began a new epoch regarding the teaching of history because the topics discussed became recognized issues and gained the attention of some historians (Ozbaran, 1992).

Since the 1975 conference, most of the problems considered have continued until the present, and this situation has compelled some scholars into further discussion. In 1994 a conference convened regarding Turkish history textbooks and the teaching of history. This gathering is regarded as one of the most important conferences in Turkey for the teaching of history since 1975. At the conference, Ozbaran, one of the organizers, criticized professional Turkish historians and said that in Turkey, history studies have been dominated by the narrative approach (1994). Besides this, Somersan (1994) highlighted the importance which oral history should have in the teaching of history. Furthermore, Turkish history textbooks were a topic, because, according to some of the participants, they included that inaccurate and dogmatic statements have led to enmity between Turkey and other countries. Also, discussions considered the aspect of Turkish history textbooks which ignore the ways in which children learn history (Tuncay, 1994; Timucin, 1994). Sessions included psychological aspects of the teaching of history and



mainly centered on the American perspective (Erpulat, 1994; Paykoc, 1994; Acikgoz, 1994; Tanriogen; 1994). The important result of these discussions was to highlight that some Turkish intellectuals and scholars, some history specialists and some not, have become aware of the publicly discussed common problems in the teaching of history. While awareness is a positive step, the issues discussed at the conference have not been resolved.

Both of the 1975 and the 1994 conferences were useful in revealing some of the deficiencies in teaching of history in Turkey because the problems were discussed by scholars in a systematic way. Although the outcomes of the discussions were insufficient to implement solutions, the speakers at these two conferences had their contributions published and the publications allowed widespread access for history teachers and history teacher educators. In addition to publication of the conference procedures, some recent studies further suggest that the teaching of history in Turkey is not up-to-date as exemplified by recent developments (Schissler & Soysal, 2005) taking place in this field (Kostuklu, 1997).

### 3.9 Assessment of Turkish History Pedagogy and Materials

To encapsulate, the following points were stressed as drawbacks of the teaching of history in Turkey (Ozbaran, 1998):

- Dimensions in history teaching are limited.
- Textbooks are not up-to-date.
- Nationalist views are dominant.
- Contemporary history is not included.
- Teaching methods are out-dated.

The above ideas are in line with the two most recent pieces of empirical research which support the previous contentions. For example, Kabapinar's (1998) recent research comparing Turkish and English history textbooks in terms of the issues of design, construction, and usability highlighted the following problems:

- Turkish history textbooks have to be written in the light of strict government regulations, unlike those of England.
- English history textbooks use many more pictures, tables and figures to increase the comprehensibility of topics.

The research also emphasized that Turkish textbooks inhibit the development and use of thinking and enquiry skills of children:

It is possible to conclude that Turkish history textbooks seem to be used by pupils for the acquisition of basic facts and ideas, and they do not include written and pictorial sources which might encourage enquiry. In short, English students seem to have more opportunities to develop their own understanding, interpretation and imaginative pictures of the historical past in comparison with their Turkish counterparts. (Kabapinar, 1998, p.142)

Another research study provided empirical data through a comparison which suggested that the education of secondary school history teachers is outmoded in Turkey (Demircioglu, 1999). This was a comparative study which examined the education methodology of Turkish and English student teachers of secondary level history. In light of this study, apparently Turkish student teachers of secondary school history are inadequately educated when compared with those from similar English systems. For example, Demircioglu's study suggested that Turkish student teachers were not taught how to make history more interesting and comprehensible nor were they exposed to methods for persuading children of the importance of history in their lives.

Another important factor causing dissatisfaction with the teaching of history is the curriculum itself. Examining Turkish history curriculum reveals its lack of design for active teaching. In addition, standards dictate the inappropriateness of including contemporary history. As a result of the constraints, Turkish history teachers have difficulty using a variety of methods and approaches to make history enjoyable, comprehensible, and valuable in the eyes of children. To meet accepted standards and requirements, memorization, dictation and a certain amount of questioning, are the dominant methods in the majority of the Turkish schools. Finally the government has failed to encourage innovation or change in the history curriculum in order to make lessons more interesting, accessible and beneficial to children (Tekeli, 2002).

Finally, the combination of inadequate teacher training (Demircioglu, 1997) and inadequate history content conspire to create a doubly deficient environment for the teaching of history in Turkey. Even if student teachers were appropriately trained to engage students, the curriculum would negate those efforts. Equally, if historical content were contemporary the training deficit obviates effective historical knowledge transfer.

### 3.10 EU and Education: Issues from a Larger Perspective

To understand why the main forms of historical writing and particularly of historical scholarship came under attack in the last part of the 20th century an examination of the transition from the nationalism to the globalization which brought the new definitions to the concept of identity is necessary.

In the course of the 19th century, historians focused increasingly on national history and, within national history, national politics. In scholarship, certain individuals and classes were particularly privileged while others were regarded as irrelevant,

ahistorical. Only those who overtly contributed to the grand narrative were historical. While some may explain this phenomenon as a method of writing history called scientific, in actuality, the reason goes beyond the style of the writing and reflects the changes in the style of the human life. Drawing on the direction of emphasis, from national to global, aids in understanding the EU's educational policy along with the following questions:

- Is there a common educational policy in EU?
- To what extent does the EU deal with education and education policy?
- Are there any dictated educational structures to member states by EU?
- What is the role of education to integrate member and/or non-member countries?

For clarity's sake, the traditional reference to a "European Education" has little or nothing to do with the subject at hand. While it is freely used, when an American, Asian, or African says someone from his own continent has received a "European Education," confusion of the part with the whole exists. Actually, the term refers to one particular European country (Germany, England, Italy and so on). According to Garrido (1991-92), beyond European frontiers, the term acquires a vague sense of unity, which it most certainly does not possess. In education, as in so many other areas, utter diversity prevails in Europe.

An historical analysis of the EU's educational policy reveals the rationale for establishing the European Community- in a single word: Economic. The curious but historical fact is that education is not explicitly recorded in the Treaty of Rome which established the European Economic Community in the original plans for a united Europe

(Blitz, 1997). Publications such as the Documents on the History of European Integration record that crucial negotiations focused almost exclusively on economic programs, federalist objectives and the need to maintain the peace (Blitz, 1997). Furthermore, the EU's official website, (<http://europa.eu.int/scadplus/leg/en/cha/c00003b.htm>, retrieved on 1/4/04 ) states, "Yet it was not until 1992 and the creation of the single European market that education became formally recognized, in the Treaty on European Union signed in Maastricht, as a legitimate area of EU responsibility in its own right."

Therefore, two things must be said in this regard: on the one hand, economy needs skilled labor; on the other, the educational system trains human beings in order to develop a work force. Thus, emphasis is of course on vocational training, i.e., the point of contiguity between the school and professional life (Gretler, 1991-92:16,17).

### 3.11 Milton J. Bennett: Model for Intercultural Sensitivity

For this study, one of the most relevant pieces of recent theoretical research resulted in a model which presents a continuum of intercultural development. Bennett's (1993) model suggests a sequence of stages through which socio-political groups, formal and informal, transition from complete ethnocentrism to total cultural integration. This theoretical model becomes important to this study because its application delineates the status of Turkey as it moves to the diversity necessary for EU acceptance and the position of the EU community as its members gravitate toward complete social, cultural, political and economic unity.

Bennett's (1993) intercultural sensitivity represents stages of personal growth. His model suggests a progression dealing with cultural differences, moving in steps from ethnocentrism to increased awareness and acceptance of difference or "ethno-relativism."

**Table 1: A Developmental Model of Intercultural Sensitivity<sup>2</sup> (Paige, R.M. 1993)**

<b>The Ethnocentric Stages</b>	<b>The Ethno-relative Stages</b>
<p><b>1. Denial</b> Isolation Separation</p> <p><b>2. Defense</b> Denigration Superiority Reversal</p> <p><b>3. Minimization</b> Physical Universalism Transcendent Universalism</p>	<p><b>4. Acceptance</b> Respect for Behavioral Difference Respect for Value Difference</p> <p><b>5. Adaptation</b> Empathy Pluralism</p> <p><b>6. Integration</b> Contextual Evaluation Constructive Marginality</p>

Bennett's model (see Table 1) includes "differentiation" or how one develops the ability to recognize and live with difference. People view things in a variety of ways, and "cultures differ from one another in the way that they maintain patterns of differentiation, or worldviews." (p.23). Also, according to Bennett, cultures influence how people interpret, perceive, the reality of their world, which varies from one culture to culture. Intercultural sensitivity means developing the ability to recognize and accommodate the basic cultural differences in world views (Bennett, 1993; 1998).

### 3.11.1 Ethnocentric Stages

Ethnocentrism exists when the individual assumes a view of the world is essentially central to reality. Denial means that an individual denies any difference, no other reality exists. Denial, based on isolation, disallows chances of difference, or denial arises from intentional separation, where an individual or a group set up barriers between

<sup>2</sup> Source: quoted from p. 29, Bennett, M. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.) *Education for Intercultural Experience*. Yarmouth, ME: Intercultural Press.

people that are “different” on purpose to avoid being confronted with difference. Separation implies at least a moment of recognition of difference, and is, therefore an advance from isolation. Racial segregation may be an appropriate example.

Defense is Bennett’s second stage. Cultural difference, when perceived as threatening for its alternative to one’s own sense of reality and identity, accepts difference but induces resistance. Various resistance strategies, denigration, stereotyping, racism, superiority which implicitly denigrates, come into play. A more obscure form of denial is “reversal” which entails placing another culture above one’s own. While apparently sensitive, this strategy is simply of replacing one focus of ethnocentrism for another.

In Bennett’s continuum, the final aspect of ethnocentrism is “minimization” in which acknowledged cultural differences become trivial in view of accepted similarities, particularly biological universals. According to Bennett, if culture is simply an extension of physical necessities, eating, sleeping, digesting and dying, then it is minimized (Bennett, 1993; 1998; Schachinge, 2000; Gillert, 2000).

### 3.11.2 Ethno-relative Stages

“Fundamental to ethno-relativism is the assumption that cultures can only be understood relative to one another and that particular behavior can only be understood within a cultural context” ((Bennett, 1993 p. 32). In the ethno-relative stages, difference is a non-threatening challenge to adopt new areas of understanding which replace the preservation rather than preservation of those existing.

Ethno-relativism emphasizes acceptance of cultural difference, first by recognizing that all behavior, verbal and non-verbal, differing across cultures, are worthy of respect. Secondly, acceptance encompasses knowledge of individual values and their cultural heritage as the adopted rather than inherent method for organizing a world-view.

Bennett sees adaptation as the stage following acceptance. Adaptation contrasts to assimilation in that the latter requires adoption of values, worldviews, or behaviors at the sacrifice of an individual's identity. Adaptation, rather than being a replacement is an addition. Appropriate behavior in response to a new, different worldview becomes a learned and implemented. Culture becomes fluid, and empathy allows experiencing the perspectives different from one's own cultural background (Bennett, 1993; 1998).

Ultimately, adaptation leads to pluralism in which the individual is capable of operating in several distinct, cultural frames of reference.. Differences, perhaps from multiple cultural frames, is, then, a normal part of the self; it is internalized (Bennett, 1993).

Integration, Bennett's ultimate aspect of ethno-relativism, is dissimilar to adaptation, in which several cultural attitudes co-exist within the individual, neither is it a re-establishment of one culture. Integration is the continual redefinition of identity based upon actual multi-cultural living experience, shedding the blanket of a single culture, and becoming a perpetual, integrated cultural outsider among other outsiders.

Within integration, contextual evaluation is the ability to evaluate different situations and worldviews and to shift between cultural contexts, depending on the circumstances. Constructive marginality follows contextual evaluation which is, according to Bennett, the goal, not as an end in learning, but rather an individual's self-



evaluation of no longer being part of any particular culture, of being an outsider (Bennett, 1993; 1998). Reaching that stage, on the other hand, allows for true intercultural mediation, the ability to operate within different worldviews.

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### 3.11.3 Chapter Summary

This chapter establishes the theoretical foundation primarily for the chapter on analysis. To some degree, the preceding information is essential for understanding the methodology employed. The definitions and expositions of social constructivism, reconstructivism, and modernist theories provide the basis for applied analysis and in succeeding chapters. Specifically, perspectives on the role of education and developing change, literature which establishes the roles of education and social theory as they apply to Turkey and the EU, and Turkish Social/historical pedagogical issues are preparation for analysis of Turkish history/social studies educational imperatives. In addition to delineating educational issues from the larger EU perspective, this chapter presents current concerns and assessment of Turkish pedagogy and materials. Finally, an annotated encapsulation of Milton J. Bennett's theoretical model for intercultural sensitivity provides the framework for a later discussion of the status of both the EU and Turkey in fulfilling their initiatives for integration.

Chapter 4, given the complexity of unifying cultural, political, social, and educational issues of the unified EU both among existing EU members and from Turkey as a potential EU member, discusses the imperatives motivating all parties and the progress ( or lack thereof) made in and effort to forge commonality. Chapter 5 presents the methodology used for this interlaced research, and Chapter 6 focuses on data analysis and significance.

## Chapter 4

### EU: CONFLICTING IMPERATIVES, ESTABLISHING COMMONALTY

#### 4.1 The United Europe

Europe's history includes several periods in which various geographical areas experienced unifications of smaller political entities into larger ones. These consolidations were often, at least partially, accomplished through conflict and force. In more contemporary times, national fragmentation has occurred to the point that the term "Balkanization" has become popular in describing political and cultural disunity. Often, too, these realignments involved conflict, war and bloodshed (Stradling, 2003).

The European Community has undertaken the task, once again, to create a unity, based primarily on economic considerations, of vastly disparate peoples. Considering all factors, only one of which is educational standardization, the complexity of this endeavor is monumental. In order to reach a substantive analysis of Turkey's actual and required initiatives for conforming to EU educational directives, particularly with regard to the teaching history, and to further acceptance of that nation into the Union, two other aspects- the EU and diversity and EU activities with regard to education- need consideration.

This chapter provides a contextual basis for understanding the actions adopted by the EU and NGOs throughout Europe and the countries who became independent as a result of the dissolution of the Iron Curtain. Incorporated here are initiatives undertaken since the close of the Second World War and detail efforts to employ education and especially history/social studies education to create a European identity, a European

mentality, and in doing so, provide an actual manifestation of the Milton J. Bennett model for intercultural sensitivity and integration.

## 4.2 Europe and Diversity

Europe has always played an important role in global economics, politics, culture, and history. Today Europe is not only a geographical or political term, it is also a series of concepts of the different European institutions, of everyone who is living in it, and of the rest of the world. These concepts have various interpretations, but always with the same core – that Europe is a “common house” (Raykova, 2000, p.45).

### 4.2.1 European Community Origins and Challenges

Today the so-called “old continent” has a face of growing and changing diversity which has its roots in history. From the Middle Ages and until recently many European countries (United Kingdom, Portugal, Spain, France, etc.) had diffuse colonies throughout the world. As the colonial era subsided, in the late 1950s and 1960s, workers from these former colonies were invited to European countries. Today, many people move between the continents, partly as tourists, but largely as migrants, involuntarily forced by untenable circumstances in their own countries. The result is, quite normally, North Africans live next door to French, Indians, and their hosts the English, French, Germans, etc. Adding Chinese, Roma and Black immigrants, or refugees from the Balkans, the picture is nearly complete. This diversity has made Europe closely inter-related to other continents. Ignoring the richness of cultures, languages, and histories arising from this variety of people and dwelling closely together is impossible (Raykova,

2000). At the same time, the diversity of perspectives, especially the individually inculcated ethnic, political, and historical views create separation and friction.

Since the end of the Cold War and the evaporation of the iron curtain, movement of people between Eastern and Western Europe has reemphasized the internal diversity of European countries. But still people do not know much about each other, about the neighbor in the next house or flat, about the colleague at work or about the person at the next café table. A lot must be learned about each other; replacing prejudices and illusions with real understanding is required for a common future (Raykova, 2000).

On a grander scale, the individual countries represent microcosms of Europe as a whole as it progresses toward union. The challenges are the same: a normal reaction of human beings is to defend their own cultures and the values of their groups, requiring countries, not neighborhoods, to both reconcile differences and at the same time embrace them. This is the practical reality of Bennett's theoretical model of intercultural sensitivity (see Chapter 3).

Reflecting upon the history of Europe, clearly, finding ways to accept those differences and to live with them peacefully remains difficult. Interests and politics divide people according to their ethnic, religious, or other background and provoke conflicts arising from the desire to redistribute political and social power or geographical territories (Raykova, 2000).

European citizens, generally, look toward international institutions for solutions to problems. However, most European citizens' relatively cursory familiarity does not allow great distinction between the Council of Europe and the European Union. For even those few who know a bit of history, the policies and values of these institutions, the Council of

Europe, the Organization for Security and Co-operation and the European Union, are, for the most part obscure (Raykova, 2000). For clarity in understanding the context of the European situation and the efforts made toward unity, essential for grasping the complexity of the Turkish situation, an abbreviated outline of these institutions and their interests follows.

#### 4.2.2 Initial Efforts toward Cooperation

In May of 1949, at St. James Palace, London, ten countries: Belgium, France, Luxembourg, the Netherlands, the United Kingdom, Ireland, Italy, Denmark, Norway and Sweden agreed to the treaty formalizing the Council of Europe. Today (June 2005) the Council of Europe has 41 members whose aims are to protect human rights, to promote pluralist democracy and the rule of law, to encourage awareness of Europe's cultural identity and diversity, to seek solutions to problems facing European society, and to consolidate democratic stability in Europe (Raykova, 2000).

Illustrating the economic imperatives driving the move toward unity, in 1950, Jean Monnet's program for uniting the European coal and steel industries was proposed by Robert Schuman, foreign minister of France. The following year, six nations joined the European Coal and Steel Community (or ECSC): France, Germany, Italy, Belgium, the Netherlands and Luxembourg. Britain, in spite of its expected leadership role, resisted because membership entailed a perceived infringement on its sovereignty, a foreshadowing of later European consolidation (Raykova, 2000).

In 1955 representatives of the six member nations of the ECSC, met in Sicily to discuss a more comprehensive economic union. As a result in 1957, the European

Economic Community, or Common Market as it became popularly known, was duly authorized with the signing of the Treaty of Rome (Raykova, 2000).

After beginning to solidify economic ties, political considerations led to The Organization for Security and Co-operation in Europe (OSCE), formed in 1973, as a pan European security organization whose 55 participating States span the geographical area from Vancouver to Vladivostok. As a regional arrangement under Chapter VIII of the Charter of the United Nations, the OSCE became a primary regional instrument for European early warning, conflict prevention, crisis management and post-conflict rehabilitation (Raykova, 2000).

#### 4.2.3 Challenges for a United Europe

Now intensified economic, political and geographical reconstruction continues to challenge Europe. In particular, maintaining peace and promoting stability are most significant goals. Within the European community politic, finding mid-term and long-term strategies, establishing various cooperative institutions for implementation of policies for the configuration of a peaceful Europe are the most critical and complicated endeavors. Externally Europe has to define its new role in the world, as a constructive and responsible participant in global politics and economy. The European Convention on Human Rights, different framework conventions, integrating programs, and measures to build the Common Market are among the responses (Raykova, 2000).

The values of the European institutions, which direct their work, play an important role in construction of a peaceful Europe, for bridging the gap between East and West, for promoting participation of minority groups, and for encouraging the construction of an intercultural society. The concrete reality, at national and local levels,

is the necessity for all people to learn to live together (Schachinge, 2000; Raykova, 2000). The emphasis, here, is on “learning.”

#### 4.3 Interculturalism and Intercultural Learning

Before considering the issue of education and the EU commitment to its employment for providing the foundation for continuing unity among nations, an abbreviated examination of “interculturalism” is of value. At the root of intercultural learning is history, both the history of the Union, and the individual histories of the groups, national and ethnic, who are the constituents of that union. And, as a direct outgrowth of that diversity of heritage and experience, history along with history/social studies curriculum and education becomes the essential mode for integration.

Based upon the postulates of Milton J. Bennett (1993) (see Chapter 3) of intercultural sensitivity, the concept of interculturalism goes beyond the widely accepted notion of multiculturalism. The difference, according to Gillert (2000), lies in whether people from different cultures merely live beside each other in multicultural societies, or if a kind of deep interaction, an intercultural relationship with all its implications, is possible.

Since the values the European institutions transmit are essentially political, people of the European community, from vastly differing cultural backgrounds, are, in fact, individuals encountering others who are, as well, citizens, living together in community and in constant interaction. The common responsibility is, therefore, an individual contribution to the way societies appear. Admitting that the interdependencies of today’s world touch and involve everyone, the search for new ways of living together, for



understanding the other as somebody to be respected deeply despite all differences makes a willingness to interact personally a vital element.

“Intercultural learning” can be one tool in the effort to comprehend the complexity of today’s world, by understanding the self and all others a bit better.

“Intercultural learning” may enable facing the challenges of current realities. It is an empowerment not just to cope personally with current developments, but to deal with the potential of change, leading to a positive and constructive impact in societies. In this context, intercultural learning is a personal growing process with collective implications.

#### 4.4 The Educational Key

Intercultural learning, and its engendering respect for human rights, respect for minority rights, solidarity, equality of opportunity, participation and democracy are the stated values of the European institutions, the basis for European co-operation and integration. Therefore, the Council of Europe recommended its members and candidates emphasize these values in their educational programs, especially history education (see Appendix for Recommendations 15 [2001] of the committee of Ministers to member states on history teaching in twenty-first century Europe).

#### 4.5 Bennett’s Model and the European Community

In a very general sense Bennett’s model provides a guiding framework for what the intercultural sensitivity that must take place if the EU has to be succeeded. And, the strategic method must be intercultural learning. “The developmental model clearly suggests that the perception of difference is normal, but integrated into one’s identity it allows reference to several cultures simultaneously. This places tremendous pressure on the tactics the EU employs for establishing educational standards” (Raykova, 2000, p.34).

#### 4.5.1 Practical Imperatives for European Unity

With Bennett's culturally oriented model running in the background, like an essential and supervising software program, examination of the practical aspects of European unification and their influence on establishing and implementing educational standards is the next logical step. While cultural integration through education, may indeed, be the deciding factor in the success or failure of unification, in the foreground are socio-economic and cultural-political issues and the role of education in their resolution.

The European Community's actions on education and training have dual objectives: (1) the creation of an enclosing and encompassing internal labor market and (2) the formation of an equally enclosing and encompassing cultural identity. The first one intends to make fully operational four basic economic freedoms- free movement of: goods, capital, services, and persons. The latter embraces the concept of free movement of people, who constitute the labor force, as a precondition for the development of a European labor market. In this context, educational policy, as a method of integrating diverse cultures, becomes an important factor for the improvement of the qualities of human resources across the continent.

Eliminating the barriers, including cultural impediments, contributes to pan-continental enhancement of both productivity and competitiveness. This initial focus embraces the socio-economic dimension of education. The second aspect provides for full operation of basic political rights and freedoms, which define political integration. These are the traditional civil rights and freedoms of equality, justice, expression, association and the political rights of participation in the social and political process. In

this context education becomes a policy directed towards the improvement of the qualities of the self and of the community as individuals and as citizens. This cultural-political dimension of educational policy occurs when education assumes the task of spearheading the introduction of a pan-union citizenship (Moschonas, 1998).

The two aforementioned dimensions of education derive from two theoretical paradigms. The first, the “human capital approach,” uses education and training expenditures for investment in human capital. The second, the “political approach,” targets education as it applies to ideology (Moschonas, 1998).

#### 4.5.2 EU Response to Educational Imperatives

Until recently, the EU had placed education at a rather low priority. For example, the Maastricht Treaties include nearly no decisions concerning the future of a unified European educational system. According to Benner & Lenzen (1996), one reason for this is to be found in the fear that the different regions of Europe might lose their identity if the process of European unification standardized too much through education. As one Spanish thinker wrote in the 1990s, “Nowadays, Europe is an immense assembly of mutual ignorance. If we want real ‘European education’ to come into being, our first task is to fight that ignorance” (in Garrido, 1991-92, p.6). The Treaty of Amsterdam with its amendments to The Treaty on European Union changed the attitude toward the importance of the education, as evidence by the following directives:

- Contribute to the development of quality education by supporting and supplementing action taken by the Member States, while fully respecting their

- cultural and linguistic diversity as regards the content of teaching and the organization of education systems (Article 149);
- Implement a vocational training policy to support and supplement the action taken by the Member States (Article 150).

Since 1990, The EU has dramatically changed its educational policy in general and its history education policy in particular. The developments, called the “new history” approach, emerged originally in western and northern Europe in the 1970s and early 1980s. Its influence has grown in the rest of Europe since that time, initially in southern Europe and then in much of central and eastern Europe. The collapse of the Iron Curtain in 1989 prompted a complete reinterpretation of the 20th century history in Eastern Europe (Retrieved on 10/12/04- Stradling, 2003; <http://www.eurocliohistory.org> ).

To strengthen reconciliation, mutual understanding, and tolerance in history education and in present-day society, the European Commission and the Council of Europe established a series of Joint Programs and projects in different countries or regions. Some Non-Governmental Organizations (NGO), such as the 1993 European Standing Conference of History Teachers’ Associations (EUROCLIO), are idea exchange forums among 65,000 history teachers from 40 countries. Institutions like the Georg Eckert Institute are also involved with many of the programs and projects. The main purpose of all the projects is to build a European House and a European identity for all members. (Stradling, 2003; Pingel, 2000). Details of and the extent of the commitment of EU and its member countries to establishing a consistency in history education is obvious from the catalogue of educational projects, seminars and conferences which follow:

#### 4.6 Examining EU Educational Policy

This section provides a brief summary of the established foundations and policies for EU education initiatives, thus providing a basis for understanding the current status of activities whose purpose is to standardize education among members and new entrants to the Union. Doing so allows an analytical comparison between the current EU status on education to determine the extent to which Turkey is in compliance and the further steps which need to be taken.

Three main aspects characterize the basis for a comprehensive evaluation of EU educational policy:

*1 Diagnosing and/or determining the problems:* In order to analyze the problems, two major projects are the focus of attention: a) IEA Civic Education Study/projects, and b) Youth and History Project. The most important analytical result of these projects is the dilemma of a lack of a common European identity.

*2 Designing new methods/approaches:* To deal with the problems in history education, based on an analysis of all the conferences/seminars and projects (see the previous section), the EU developed two different approaches: a regional approach and a thematic approach. Based on an investigation of the projects on history education accomplished over two decades, the projects fall into two main groups:

- a. Regional approach to teaching history and textbooks
  - Baltic States
  - Southeastern Europe

- East Asia
- Non-Russian States of the Confederation of Independent States
- Western Europe:

b. Thematic approach

- Europe in textbooks
- European citizenship
- The misuses of history
- Democracy education
- Holocaust education
- Migration in textbooks

Bringing the regions and nationalities together to work on common problems in history education is one of the most innovative and strategic decision made by the EU and associated groups. Determining key themes is another crucial strategy to deal with the controversial issues in establishing a unified history education program. Due to national and cultural sensitivity for some subjects, careful analysis of the handling of these topics is significant for the integration process of existing, new and potential member countries.

*3. Implementation of the new methods and programs:* After analyzing the problems and determining the methods, implementation moves to the priority forefront. This, ongoing multilateral process, comprised of numerous programs, is both comprehensive and complicated. A summary of activities, intended to provide a clear and as comprehensive an outline as possible of these programs, follows.

## 4.7 Implemented Programs: Council of Europe: History Education Projects, Seminars and Conferences

### 4.7.1 The Joint Program for the North Caucasus

This program enabled the work of the reform of history teaching to be widely disseminated in this region. Specialists from Chechnya have participated in all the seminars and a special training seminar was organized for history educators in Kislovodsk (November 2002). The seminars included:

- *History Teaching in Secondary Schools: Teacher Training and History Textbooks*, Dombay, Karachaevo-Cherkesskaya Republic, Russian Federation, 23-24 April 2001.
- Seminar on *How history teaching can strengthen reconciliation, mutual understanding and tolerance in present-day society*, Nalchik, Republic of Kabardino-Balkaria, Russian Federation, 5 – 6 October 2001.
- Seminar on *Interpretation of historical facts when teaching history in secondary schools*. Elista, the Republic of Kalmikiya, Russian Federation, 26 – 27 April 2002.
- *Work in the field of history teaching in school 2001-2002*.

### 4.7.2 Joint Program for the South Caucasus

The Council of Europe has been working with history specialists from Armenia, Azerbaijan and Georgia since 1996 and, in particular, within the framework of “The Tbilisi Initiative.” The present Joint Program for the South Caucasus enables work on different aspects of the reform of history teaching specifically targeted towards each of the countries to be organized in the period 2002-2003.

- Seminar on *New approaches in teaching history strengthening reconciliation, mutual understanding and tolerance in present-day society*, Baku, Azerbaijan, 27 – 29 May 2002.
- Seminar on *New approaches in the preparation of curricula and standards for*

*history teaching in secondary schools in Armenia, Tsakadzor, Armenia, 26 – 27 May 2003.*

#### 4.7.3 Moldova Teaching History Reform

The Council of Europe has been involved in the reform of history teaching in Moldova since 1996 when a series of five seminars was organized. The work took on a new urgency in 2002 and, since then, the Secretariat has organized two major seminars on the reform of history teaching in Moldova (September 2002 and February 2003) where there were groups of specialists discussing: curricula and standards for history teaching, the preparation and publication of new history textbooks, the initial and in-service training of history teachers.

- ▶ Seminar on *Teaching History in Moldova*, Chişinău, Moldova, 24-26 September 2002.
- ▶ Seminar on *Teaching History in Moldova*, Chişinău, Moldova, 18-21 February 2003.
- ▶ *History Textbooks in Moldova*.

#### 4.7.4 Ukraine: Joint Programs

The Council of Europe has worked in different areas relating to the reform of history teaching in Ukraine since 1995 and this Joint Program allowed the Council of Europe to address topics of special interest to the Ukrainian Authorities: "Standards in History Teaching," Dnepropetrovsk November 2002, "New approaches to learning history," Lviv, March 2003. A third seminar on "New approaches in the preparation of textbooks on world history for secondary and upper-secondary schools in Ukraine" will take place in Yalta at the end of September/beginning of October 2003 and it will be devoted to "textbooks on the history of the 20<sup>th</sup> Century." It will take place immediately



before the Steering Committee for Education's Conference on "1945" and it will provide input. Some of the participants from this seminar should be involved in the conference.

- ▶ Seminar on *New approaches to learning history*, Lviv, Ukraine, 28 February – 1 March 2003.
- ▶ Seminar on *New approaches in the preparation of textbooks on world history for secondary and upper-secondary schools in Ukraine*, Yalta, Ukraine, 30 September – 1 October 2003.

#### 4.7.5 Russian Federation Seminars

Work on history teaching in the Russian Federation began in the mid-1990s and a series of seminars were organized on different topics in different regions of the Russian Federation.

- ▶ *The reform of history teaching and the preparation of new history textbooks in the Russian Federation (Vladimir Batsyn)*
- ▶ *The reform of history teaching and the preparation of new history textbooks (Robert Stradling)*.
- ▶ Second National Stocktaking Conference on *History Teaching in the Russian Federation*, St. Petersburg, Russian Federation, 11 – 13 March 1999.
- ▶ Seminar on *Standards for history teaching for secondary schools: present situation and future developments*, Irkutsk, Russian Federation, 16 - 18 September 1999.
- ▶ Seminar on *New history textbooks for secondary schools: approaches, perspectives and systems of evaluation*, Yaroslavl, Russian Federation, 10 – 12 April 2000.
- ▶ Seminar on *New methods in teaching history in present-day secondary schools in the Russian Federation*, Volgograd, Russian Federation, 19 – 21 June 2000.
- ▶ *History Teaching –Japan and the Russian Federation*, Tokyo, Japan, 25 -27 October 2000.
- ▶ *Meeting of Experts and One-day Training Workshop on History Education and the New Information Technologies and The use of the Information and Communication Technologies (ICT) in teaching/learning history* Moscow, Russian Federation, 5-7 April 2001.

- ▶ Seminar on *New approaches in the preparation and publication of history textbooks in the Russian Federation*, Vladivostok, Russian Federation, 21 – 23 May 2001.
- ▶ Seminar on *New Approaches to the Development of Textbooks on the history of 20th Century in secondary schools of the Russian Federation*, Kaluga, Russian Federation, 23-25 September 2002.
- ▶ *Third National Stocktaking Conference on History Teaching in the Russian Federation*, St. Petersburg, Russian Federation, 20-22 March 2003.

#### 4.7.6 Tbilisi Initiative

This Initiative involves history educators from Armenia, Azerbaijan, Georgia and the Russian Federation. The idea for the Initiative came from the Regional Seminar on The reform of history teaching in secondary schools. (Tbilisi, Georgia, September 1997) and was supported by all the countries.

- ▶ *Reports of national seminars in 2000*, The Tbilisi Initiative.

#### 4.7.7 Black Sea Initiative

The Black Sea Initiative on History brought together history educators from Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine and had had three parts: a series of regional meetings of experts/seminars on different topics of interest to all the countries (Constanta, Romania, May 1999 on history curricula; Thessalonica, Greece, December 1999 on the Greeks in the history of the Black Sea; and Odessa, May 2000 on new history textbooks and teaching resources). A network of schools in the region – two schools were involved from each of the countries with two partners schools in another of the countries worked together on an archaeological site near the schools, and an educational packet on the history of the Black Sea.

▸ Seminar on *History Curricula for Secondary Schools in the Black Sea Countries*, Constanta, Romania, 6 - 8 May 1999.

▸ Meeting of Experts on *The Greeks in the History of the Black Sea*, Thessaloniki, Greece, 2 - 4 December 1999.

#### 4.7.8 South East Europe Stability Pact

The Stability Pact for South Eastern Europe included a Working Group on History and History Teaching in South East Europe. The activities of this Group come under the responsibility of the Task Force [for] Education and Youth – Enhanced Graz Process.

▸ Conference on *The initial and in-service training of history teachers in South East Europe*, Athens, Greece, 28-30 September 2000.

▸ *Meeting of the Working Group on History and History Teaching in South East Europe*, Blagoevgrad, Bulgaria, 14-15 December 2000.

▸ Seminar on *Active learning methods and enquiry-based learning for history educators*, Belgrade, Federal Republic of Yugoslavia, 5 – 7 March 2001.

▸ Regional Teacher Training Seminar on *Teaching materials: controversial and sensitive issues, multiperspectivity*, Ohrid, “the former Yugoslav Republic of Macedonia”, 6-8 May 2001.

▸ Informal Meeting of Project Coordinators in the Working Group on History and History Teaching in South East Europe, Strasbourg, France, 31 August 2001.

▸ Regional Seminar on *Teaching the beginning of World War II*, Bled, Slovenia, 18 – 20 October 2001.

▸ Meeting of the Working Group on *History and History Teaching in South East Europe*, Sarajevo, Bosnia and Herzegovina, 16-17 December 2001.

▸ Seminar on *New approaches in teaching history in secondary schools*, Sarajevo, Bosnia and Herzegovina, 14 – 15 December 2001.

▸ Conference on *History textbooks and teaching resources in South East Europe: a future?* Sinaia, Romania, 6 – 8 June 2002.

▸ Seminar on *The teaching of national history in secondary schools in South East Europe*, Sarajevo, Bosnia and Herzegovina, 13 – 15 June 2002.

- ▶ *Meeting of the Working Group on History and History Teaching in South East Europe, Tirana, Albania, 21 – 22 November 2002.*
- ▶ *Stability Pact - Report by Ms Ann LOW BEER, United Kingdom.*
- ▶ *Regional Workshop on “Developing new history textbooks” and National Seminar on “Textbooks and Teaching materials: the development and use in the classroom, Belgrade, Serbia, 4-5 and 6-7 November 2003.*
- ▶ *Seminar on New Approaches to Teaching History, Sarajevo, Bosnia and Herzegovina, 18 - 19 November 2003.*
- ▶ *History teaching in schools: the work of the Council of Europe and UNESCO in Bosnia and Herzegovina.*

#### 4.7.9 Matra (former Yugoslavia) Initiative

Council of Europe and EUROCLIO in international cooperation on facilitating the innovation of the learning and teaching of history in the Matra countries

- ▶ *Seminar on History teaching in Croatia, Zagreb, Croatia, 4-5 April 2003.*
- ▶ *Seminars on Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity with the Awarding Ceremony of Yad Vashem Righteous among the Nations 2003 – Croatia and Teaching the History of the 20th Century, Zagreb, Croatia, 27-28 January 2004.*

#### 4.8 NGO Projects and Initiatives

NGOs and particularly EUROCLIO have taken a lead role in conducting projects and seminars to develop a European commonality in teaching history. These activities are catalogued below:

The “Understanding a Shared Past: Learning for the Future” project involved Albania, Bulgaria and Macedonia from 2000 to 2003 assisted history educators to develop and implement a teacher resource book on the history of everyday life in Albania, Bulgaria and Macedonia between 1945 and 2000. This integrated and

comparative approach resulted in unique teaching materials that will provide insight and understanding of the history of the neighboring peoples as well as ideas and approaches how to teach a sensitive era such as the communist period. The focus on everyday life history shows the enormous impact of ideology, politics and propaganda on ordinary people.

EUROCLIO and the All-Ukrainian History Teachers Association, Nova Doba, began the “New Times, New History project in the late spring of 2001. The project aims to develop an innovative textbook for the Ukraine covering 1900-1939, as the period seen through the eyes of an individual. The material deals with the history of Ukraine in an international context. Its target audience is 6-year-old students but it is also as a source of inspiration for teacher trainers, textbook writers, history teachers and curriculum developers. Also the project aims to build a core group of history educators committed to innovation.

The project group consisted of representatives of the history teachers association, the Ministry of Education of Ukraine, several universities, historical institutes, a leading publishing house and teacher training departments. Experts from Austria, Russia and Scotland assisted the project team.

In 2003 the project team finalized the materials for the textbooks in a seminar and several authors meetings. In November a contract was signed with the educational publishing house Geneza in Kiev to design and print the book with publication in 2004. In May 2004 the project held its final seminar in Kiev and presented the textbook, its backgrounds and the teaching and learning approaches to an audience of teachers, teacher trainers, textbook authors, officials, politicians and media.

In the spring of 2003 the teacher resource book was published on which the project team worked for two years. The teacher resource book, published in four languages: Albanian, Bulgarian, Macedonian and English, was sent to every secondary school and teacher training institution in Albania, Bulgaria and Macedonia. In April, May and June teacher training seminars were organized in different cities in the three countries in which 310 history educators were trained in how to use the book in their history lessons. In August the project was finalized with a big final seminar in Bulgaria's capital Sofia. During this seminar the teacher resource book and the included teaching and learning approaches were presented to an audience of history educators, historians, politicians, diplomats and media from the Balkan region.

The *Integration of Society in Estonia*, project, financed by the Matra program of the Dutch Ministry of Foreign Affairs, was organized to discuss and to enhance the integration of the Estonian speaking and the Russian speaking society in the country. This resulted from The History Teachers' Association of Estonia recognition of a growing interest among Russian speaking teachers. A second Round Table Meeting on History and History Teaching, in Tartu, addressed a variety of problems related to the study and teaching of history in school and higher education. More than 40 people, all working in or related to this field discussed history curricula in school and in higher education, school textbooks, citizenship, identity and the (mis)use of stereotypes. In close cooperation with the initial project, The Integration of Society in Latvia had a third training seminar in which project management teams presented the results of the first Round Table Meetings and the developed teaching materials. The participants attended training workshops conducted by specialists from Italy, Finland, the Netherlands and

Northern-Ireland.

A Third Round Table focused on the learning and teaching about the occupation of Estonia from 1941-1991, successively by Germany and the Soviet Union. This was the first time the sensitive theme was a topic among Russian and Estonian speaking history teachers. During the day the issue of occupation was discussed via lectures, a short movie and discussion groups, lead by members of the project group. The most important outcome was the recognition that hardly any discussion about this topic takes place in the classroom and among teachers. Attendance was 60 participants, history educators, students, journalists and officials.

In the Fall of 2003 the last combined training seminar took place in Riga, Latvia. During this seminar, national group meetings discussed chapters of the teacher guides. The development of the teaching materials is now in its final phase with publication expected. International experts used the developed teaching materials from both projects and presented the results of the third Round Table meetings in Daugavpils (Latvia) and Tartu (Estonia). Remaining activities include finalizing, editing and printing the teaching materials, pilot projects in schools and disseminating materials among teachers through teacher training seminars.

The *Integration of Society in Latvia* a 2002-2005 EUROCLIO/MATRA project, financed by the Matra program of the Dutch Ministry of Foreign Affairs, focused on a combined approach for history and public debate. In the second year of the project, organized activities discussed the integration of the Latvian-speaking and the Russian-speaking communities in Latvia. Although integration of society is a sensitive topic in Latvian society, activities took place in an open and respectful atmosphere. During the

last year, the History Teachers' Association of Latvia noticed an increase in participation, especially among Russian-speaking teachers. A second Round Table Meeting, “What unites society?” was held in Riga at which discussion centered on the elements that promote integration of society: identity, education, language, and citizenship. 70 people participated in debating these sensitive issues, among whom were the Minister of Integration, government officials, journalists, academics, history teachers, and students from secondary schools, both from Latvian and Russian speaking background participated.

A third training seminar, in Tallinn with cooperation of The Integration of Society in Estonia, project management teams presented the results of the Round Table Meetings held earlier. Authors presented developed teaching, and participants attended workshops by specialists from Italy, Finland, the Netherlands and Northern-Ireland.

A third Round Table Meeting on Regional Identity took place in Daugavpils, on the eastern border of Latvia and focused on the necessity of learning and teaching regional history. As this Round Table Meeting occurred at the same time as the annual Summer Days of the Latvian History Teachers' Association, 170 history educators from all over Latvia, and two textbook writers from the Estonian project participated.

In the Fall of 2002 teams of the Latvian and Estonian project met in Riga for the last combined training seminar. During this seminar, national group meetings discussed the final topics and chapters of the teacher guides. International experts from Finland and the Netherlands used the teaching materials in their workshops, and the materials are piloting in schools now.



The 2002-2005 Mosaic of Cultures: Teaching the Multicultural Society in Russia project, financed by the Matra program of the Dutch Ministry of Foreign Affairs, attempts to deal with Russia's multi-ethnic, -linguistic and -religious characteristics which have not been reflected in the presentation of Russian history and history education. The project aimed to increase the interest and respect for different nationalities, ethnicities and religious groups among teachers and students and to develop teaching materials meeting this aim.

In 2003 the project team started the development of teaching materials and employed a group consisting of specialists who represent a variety of communities in Russian. A framework for the materials contains topics such as borderlands, mega polis, and migrations, etc. The materials, disseminated and implemented among history educators via teacher training seminars throughout Russia, have a targeted 2005 for completion.

The Fostering History and Citizenship Education in Romania project for 2003-2006, financed by the Matra Program of the Dutch Ministry of Foreign Affairs and the Romanian Center Education 2000+ brought together history teachers, textbook authors, initial and in-service teacher trainers, curriculum developers, and pupils to create innovative teaching materials. The aim of the development and implementation of educational materials for citizenship is to continue the process of democratization through history education. The first training seminar focused on fundamental questions such as "What is the aim of teaching history?" and "What history do we want to teach?" Romanian history educators from various regions attended the seminar in which

international consultants and observers from neighboring countries played important roles.

The EUROCLIO Stability Pact Project of 2003 targeted promotion and support of the development of a Regional History Education Network in Bosnia-Herzegovina, Croatia, and the Federation of Serbia and Montenegro. This project, identifying ways for school history to strengthen peace, stability, and democracy received financing from the Danish Ministry of Foreign Affairs in the framework of the Stability Pact for South East Europe. Its charter is to bring together and develop a local and regional network on the learning and teaching of history to identify the common history education needs of Bosnia-Herzegovina, Croatia, and Serbia. In order to achieve these goals the project team conducted fact finding missions and local training seminars to involve local history educators. Also, regional activities trained history educators in practical tools for history and civic education, presented pluralistic viewpoints, and raised awareness for diversity in society. After this one-year, concrete ideas, developed by a core group of active and innovative teachers from the region, presented ideas for future cooperative and collaborative regional work on the learning and teaching of history.

#### 4.9 Council of Europe and EUROCLIO Projects

The Council of Europe and EUROCLIO organized a seminar in cooperation with the Serbian Ministry of Education and consisted of two groups working in parallel- a group of academic historians, textbook authors, and officials on curriculum and textbooks and a group of teachers and teacher trainers on teacher training. International experts from Denmark, Germany, Great Britain, the Netherlands, and Slovenia coordinated

lectures, workshops, and discussions. The teacher-training group focused on teacher responsibility and possibilities for teachers to improve and innovate their subject. The seminars also strengthened the relations between the Serbian Ministry of Education and the Serbian History Teachers' Association ASH-Euroclio.

The first 2003 Council of Europe seminar, organized in cooperation with the Ministry of Education of Moldova, EUROCLIO and the Georg Eckert Institute attended by Vice Minister and the Minister of Education and least 80 others showed the increased interest and importance politicians, historians and history educators had. Participants in teacher training seminar represented different groups in the history education community of Moldova, including experts from the Committee who had chosen the best of 42 curriculum outlines, history teachers and trainers, representing the different ethnic and language communities and eight representatives of Transdniestria, representing school-level as well as academic history. The animators came from England, Estonia, Moldova and The Netherlands.

The aims of the teaching seminar were to expose history teachers to active methods, which coincide with the implementation of the Council of Europe Recommendation 15 on the Learning and Teaching of history. The activities consisted of methods for problem solving, analyzing sources and historical interpretation, and offered opportunities for exchanging opinions and cooperative thinking. In the first plenary session the participants had the opportunity to get acquainted with the results of the 2002 EUROCLIO questionnaire on the learning and teaching of history about the ethnic, religious and linguistic minorities in Europe, which showed that the question, "How to teach history in multicultural societies?" is of concern in most European countries. The

results also gave evidence that only a few countries are at present satisfied with their policies.

The initial plan to change the national course for school history to the history of Moldova has been cancelled. The government decided, after recommendations from EUROCLIO and others, to favor a school subject called history, which has a balanced representation of local to world history. The educational authorities in Moldova have disseminated the results of the first seminar and have organized another series of seminars for teachers and students. The results of these seminars showed that teachers were open for compromise solutions to the problems. The number of participants and the media interest were greater compared to September 2002.

The All-Ukrainian History Teachers' Association - NOVA DOBA organized, in cooperation with the Council of Europe, a seminar on Methodology: *New Approaches to the Learning and Teaching of History*. Ukrainian educators participated and attended presentations from history educators from Spain, Germany, and the United Kingdom as well as one by a Ukrainian coordinator from the EUROCLIO project *New Times, New History*.

The Council of Europe and The George Ecker Institute, Braunschweig, Germany, organized the first conference *1848 in European History*, and included a series of activities on *The European Dimension in History Teaching*. This project, led by Dr. Robert Stradling of Great Britain, will last three years and it will pursue an emphasis on contemporary history and the history of recent conflicts; analysis of issues relating to migration and minorities; set European history into a global context; and incorporate

“education for democratic citizenship” (p.23).

The content of the conference and showed that the new project could be useful in all participants' countries. The conference consisted of three parts: Lectures and discussions, Workshops on 1848, and EUROCLIO and European dimensions. Historians from different European regions presented the concept and consequences of this historic turning point in their native histories. While revolutionaries in Western Europe were predominantly striving for human and civil rights, people from Central European regions were promoting their nationalism. Consequently, participants became aware of the historical situation in the neighboring countries and the hostilities arising between them. Workshops participants from different European countries created proposals for teaching units concerning the Revolution in 1848 based on primary and secondary sources from different European countries.

During the work in international groups the European dimensions automatically emerged. Participants realized the common values shared in different European countries in 1848, no matter how geographically distant or the degree of hostility. All participants agreed that this form of common work had brought concrete outcomes useful for practical teaching about the year 1848 in different European secondary schools. The final part of the conference in Braunschweig was devoted to various activities regarding history teaching throughout Europe.

At present, EUROCLIO's projects and activities play one of the most important roles in disseminating European dimensions. This attitude is viewed as a positive phenomenon of democracy connected to European spiritual heritage.

Within the framework of the project, *The European Dimension in History Teaching*, the Council of Europe organized a conference in Yalta concerning the year 1945 in European history. Numerous lectures by recognized luminaries covered various aspects and attitudes toward Yalta, Potsdam, and the emergence of the cold war. Robert Stradling presiding over a session, drew attention to the fact that the Council of Europe project symposium was part of the *European Dimension in History Teaching* and emphasizing the value to teaching as being one of the main outcomes of the symposium. Working group sessions and workshops related to the Council of Europe project: *European Dimension in History Teaching, the year 1945* aimed at identifying key questions, materials, teaching methods to be included in books and CD-ROMs arising from the project.

The Council of Europe seminar on Curricula, textbooks and teacher training in Chisinau, Moldova included a session chaired by Alison Cardwell, Head of the History Education Section of the Council of Europe, and was addressed by Valerian Cristea and Valentin Beniuc, Deputy Prime Minister and Minister of Education of the Republic of Moldova respectively. Additional presentation by renowned academics covered numerous topics of including history textbooks in Moldova. The seminar, split into two parallel groups, one consisting largely of academics, textbook authors/experts, and examiners from Moldova, Ukraine, Estonia, Bulgaria, France, Germany, Netherlands, England and Scotland focused on some of the contentious issues concerning history curricula, exams, testing, and textbooks in Moldova. The other group consisted of school history teachers from different parts of Moldova who engaged in a series of practical workshops conducted by members of EUROCLIO affiliates from Moldova, Bulgaria,

Estonia, the Netherlands, and Scotland. The final session prepared a report on the achievements regarding teacher-training.

Assessment of the workshops was positive, especially concerning the friendly, pleasant, open-minded atmosphere. Participants felt they had gained useful insights for developing history teaching and assessment in terms of encouraging source-based activities, multiperspectivity, critical thinking, and marking criteria which they would be able to take back to their colleagues and students. The final plenary reinforced the notion that history teaching should not be primarily for the sake of the teachers, textbook authors, educational administrators or the state and politicians, but for the students.

The third EUSTORY Conference that took place at the Central European University (CEU in Budapest addressed the issues of the memory of the war and post-war authoritarianism as a constituting element of the newly established democracies of Central, Eastern and South-eastern Europe. This conference combined a large number of European case studies and a wide range of disciplines such as history, social sciences, social psychology, anthropology and didactics. Altogether 45 participants from 19 European countries and the US came to the conference, which was jointly organized by the Koerber Foundation and the CEU. The focus of the gathering was to discuss that since 1990, the reestablishment of “historical rights” and the discovery of “the truth” have together been among the key societal pillars reinforcing the new nation states. Among the critical subjects was that individual as well as collective memories are selective and susceptible to outside influence and the very questionable linking of memory with identity politics and state formation in Eastern Europe after the collapse of communism has shown how explosive recollection of the past can become.

The conference, *Learning and Remembering: The Holocaust, Genocide and State Organized Crime in the Twentieth Century* in Berlin was organized by the Georg Eckert Institute for International Textbook Research. The Federal Foreign Office of Germany supported the conference whose lectures and discussions included one by Jonathan Webber, University of Birmingham: *Sites of Commemoration and Learning* and Suzanne Bardgett, Imperial War Museum, London: *Crime against Humanity*.

The international conference on school textbooks and educational media at Lancashire University in the UK provided a forum within which publishers, authors, teachers and researchers could explore a range of issues of mutual concern concerning textbooks and other educational media. The conference provided opportunities to promote and disseminate research and experience for improving understanding of the production and use of textbooks and educational media. The conference considered a variety of issues, including textbooks, educational media and national identity, textbook content and discourse analysis, the political economy of textbook publishing, the impact of new forms of educational media upon teaching and learning, children's use of digital media, textbooks and genders, ethnicity in textbooks, the involvement of "the other," and *Whose Europe and Whose World in Textbooks and Educational Media?* EUROCLIO contributed to the conference with a lecture on *Textbooks as a Tool for the Innovation of History Education* in which its experience with the development of textbooks and educational materials in central and eastern Europe, and the Balkans was highlighted.

Nordic history teachers from Norway, Denmark, Finland, Aland Islands, Sweden, and Iceland through an informal alliance meet approximately every three years to discuss ways of making Nordic history more visible in their teaching. This year, in Iceland,



representatives of each of the participating countries presented a lecture on a significant/controversial issue in their country's history. The participants contemplated ways to promote Nordic history with which students are often much less familiar than the histories of more distant areas. The teachers participated in various activities to discover interesting sides of Nordic history for use in the classroom.

The 2003 HTEN Conference on *How Do Learners Make Sense of the Past* place at the University of Warwick Conference Centre, Coventry, UK. Sixty three history educators participated, including thirteen from EUROCLIO projects in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Estonia, Latvia, Macedonia, Serbia, Russia and Ukraine. Chris Husbands from the University of Warwick opened the conference with a short but challenging speech about teaching history in a changing world. In the next speech Peter Lee (London Institute of Education) presented the results of his research on the current state of history education in England in which he argued that history can not be just a story; it has to be a framework from which pupils can derive their own stories. The third speech from Keith Barton (University of Cincinnati, USA) concentrated on students' understanding of historical time and by ways of sequencing, grouping (things together: items, period names, dates) and measuring (identifying distance from the past/ from other times) children better comprehend historical time.

During the *Research in Progress Sessions* interim results were presented concerning the question of how students understand historical time in the United Kingdom and South Africa. Also an example of research in Malta and an example of building community archives in a Local History Project were given. The "good practice poster session" contained several topics including, how to use historical maps more

effectively and new approaches to history teacher education. Jolanta Klisane, a history teacher from Latvia, was invited by HTEN to deliver a speech on the *Development of Interactive Methods in History Teaching in Latvia during the last 10 Years*. She explained why the approach of history teaching in Latvia had to be changed and why the curriculum had to be renewed. Parallel to this presentation, participants could also attend the *Consultation on proposed changes to the UK Key Stage 4 History curriculum – a change to participate*. EUROCLIO gave a presentation about the current situation as regards the learning and teaching of history in Bosnia-Herzegovina and the role of EUROCLIO in the region.

The emphasis of the organizers of the annual conference of the Portuguese History Teacher's Association was the role of science and technology on key periods of history and to focus research and good practice in the learning and teaching of history. Participating in lectures, workshop sessions and a study visit along Douro River, the 370 history educators shared reflections, experiences and suggested future actions, concerning the balance between several dimensions of knowledge and skills. During the lecture *EUROCLIO and History Teaching in Europe*, given by Manuela Carvalho, the participants received more information about the opportunities and challenges of a wider debate through the EUROCLIO network.

Since 2000 the APH-Portuguese HTA and Ben Baso, Asociación de Profesores para la Difusión y Protección del Patrimonio Histórico, from Seville, organize a partnership activity, alternately in Spain or in Portugal. The 2003 meeting, in Carmona, near Seville, had approximately 100 participants from neighboring and other countries. This conference challenged identification of similarities and differences of human

activity in Spain and Portugal from pre-history to antiquity through a variety of lectures, exhibitions, workshops and study visits to historical sites, such as the remains of Italica, the ancient roman city. Teaching materials were presented in practical sessions.

Information about EUROCLIO and its forthcoming activities was also provided by EUROCLIO President Manuela Carvalho.

The purpose of the regional conference on history teaching in Southeast Europe, organized by ADRA, Denmark, Kosovo operations and the Centre for Democracy and Reconciliation in Southeast Europe in Kosovo was threefold. First, it presented the results of research conducted by ADRA, which identified critical gaps in education reform, both infrastructure (educator support) and curriculum (subject content). Second, the Center of Democracy and Reconciliation for Southeast Europe introduced historians, professionals, teachers, pedagogues, and officials from Kosovo and abroad to the regional Southeast European Joint History Project, in the hope of bringing Kosovo education experts into the Center's regional network of scholars. And last, as part of its exit strategy from Kosovo, ADRA Denmark wanted to foster a relationship between regional efforts for reform of history teaching and internal efforts within Kosovo. The more than 60 participants of the meeting were key to the process of history curriculum reform. Their backgrounds included history teachers and others, active in the field of (history) education from Kosovo, and history educators or representatives of organizations from Albania, Bulgaria, Canada, Croatia, Denmark, Greece, Macedonia, Netherlands, United Kingdom, USA, Serbia and Slovenia.

The clearest outcome of this meeting was the intensified exchange of point of views on history education among the Kosovar history educators, and between them and

the international history educating community. The growing openness and deepening of debate during the seminar were examples of the need for face-to-face communication. Due to the discussions, the procedures for designing the rest of the history curriculum will include open cooperation between teachers and students. The history educators operating from an international level became more aware of the challenges and opportunities for history education in Kosovo. The conference stimulated a desire for further cooperation through the contacts of active Kosovo history educators that arose. Another outcome is the eventual establishment of an independent History Teachers' Association, which should become member of EUROCLIO and research further cooperation on development of teaching materials and teacher training.

The preceding catalogue of completed conferences and projects just since the beginning of the millennium indicates a commitment throughout Europe to accept history education as the vehicle for a natural, evolutionary integration of diverse people. The broad base of participation of EU regional authority through to individuals committed to the efforts shows that the necessary changes for lasting cultural acceptance essential for unification are well under way.

The multilateral activities, complemented by targeted assistance to the newer member states to bring their educational systems in line with European norms and best practices, coordinate under a strategy of *partnerships for educational renewal* projects. Education legislation and structures, citizenship and history teaching are the particular concentrations. The priority regions are South-East Europe and the countries arising from the dissolution of the former Soviet Union (Council of Europe, 2002). The conflicts in parts of south-east and Eastern Europe during the 1990s, between the republics of the

former Yugoslavia, Serbia, Albania and Kosovo, between Russians and Chechens, border disputes between Armenia and Georgia, between Azerbaijan and Armenia, all highlight the importance of avoiding history education as a reinforcement of animosities and chauvinism (Stradling, 2003).

In the context of conflict, international institutions and organizations, such as the Council of Europe, UNESCO, the European Union and the Stability Pact for South East Europe, acknowledged the important role history education had to play in encouraging mutual understanding and reconciliation among disputing countries. Most history educators would agree, including those who argue that teaching history helps forge a public sense of national identity and national loyalty (Stradling, 2003).

With this predicate, in November 1995, the Commission adopted its White Paper on *Teaching and learning: towards the learning society*, which proposes avenues of action designed to provide a better response to the challenges of the 21st century in the field of education and training. On May 29, 1997, the Commission adopted a communication describing the initiatives taken to implement the White Paper's directives. One of the major initiatives was the creation of the Second Chance Schools, intended to help reintegrate young people who had left education systems without training or qualifications. In cooperation with the responsible national ministries, this project provides a wide range of training opportunities tailored to individual needs.

From 1997 onwards, all the Community's programs relating to education, training and youth have received fresh impetus as a result of the gradual opening to a number of Central European countries (Hungary, Czech Republic and Romania) and Cyprus.

Participation was then extended to Poland and Slovakia and later to Latvia, Estonia, Lithuania, Bulgaria and Slovenia.

#### 4.10 EU Initiatives for Standards of Competency

In all of the Commission studies on improving occupational integration (employability) for European workers, the emphasis has been placed on education and training for young people, as well as on lifelong learning. The measures envisaged in the follow-up to the White Paper on Lifelong Learning (1997) focus on the potential impact on employment and resistance to exclusion. In its communication of November 12, 1997 entitled *Towards a Europe of knowledge*, the Commission set guidelines for future Community action in the areas of education, training and youth for the period 2000-2006. The main thrust was to build an open and dynamic European education arena, which provides the essential means for constantly updating knowledge and skills to enhance employability and serve to consolidate European citizenship.

##### 4.10.1 Socrates Program

The first five-year phase of the Socrates Program, which covers the entire field of education, ended December 31, 1999. With an initial budget of 850 million European Currency Unit (ECU), Socrates has funded mobility for nearly 275 thousand European citizens from the world of education, including university students and staff, head teachers, schoolteachers, pupils and decision-makers. The program has also provided support for some 1500 universities, 8500 schools and 500 transnational projects concerned with developing the European dimension and improving the quality of higher

education, school education, language teaching and learning, open and distance learning, and adult education.

The second phase of the Socrates Program (2000-2006) has a budget of 1850 million ECU. The fifteen member states of the European Union, the European Free Trade Association (EFTA) countries, European Economic Area (EEA), the associated countries of Central and Eastern Europe, Cyprus, Turkey and Malta all participate in this phase. In addition to innovation, Phase 2 will draw on the experiences gained from the first phase and will re-use the successful elements of the program, while improving and regrouping several activities.

Socrates stresses lifelong learning to improve both active participation and integration into the world of work with the objectives of:

- Strengthening the European dimension of education at all levels, and facilitating broad transnational access to educational resources in Europe;
- Promoting a quantitative and qualitative increase in the knowledge of EU languages;
- Encouraging cooperation and mobility in the field of education;
- Encouraging innovation in the development of educational practices and material and exploring issues of shared interest in education policy.

#### 4.10.2 Leonardo da Vinci Program

The Leonardo da Vinci Program, established by Council decision in December 1994, has as its target, improvement in the quality of vocational training in Europe. Between 1995 and 1999 it supported over 3000 projects involving nearly 60 thousand partners,

with a total investment of 730 million ECU and encouraged the mobility of 130 thousand people, the majority, young, and wishing to enhance their employability.

On January 1, 2000 the program entered its second phase, which will continue until December 31, 2006. The six-year program has three main objectives:

- To increase skills development for individuals, particularly for young people;
- To improve the quality of continuing training and the lifelong skills acquisition;
- To promote and strengthen the contribution of training to the process of innovation and to the development of an entrepreneurial spirit.

Total funding for this program, over the entire period, is 1150 million ECU.

Following a proposal by the Commission, the Council adopted, in 1999, a decision on the promotion of European pathways for work-linked training, including apprenticeship. The new Community document, Euro-pass Training, introduced on January 1, 2000, attests to the validity of periods of vocational education completed in a non-native member states as part of a European training pathway.

#### 4.10.3 Youth for Europe Program

The Youth for Europe Program had as its main objective contributing to the education of young people outside school systems and provided support for projects involving more than 400 thousand young people over the period 1995-99, at a cost of 126 million ECU. Further, in 1996 the Commission launched a pilot action based on its guidelines for a European Voluntary Service. Over the first two-year period of implementation (1996-97), this pilot action benefited more than 2000 young people between 18 and 25 years of age. On December 23, 1997, as a result of the interest kindled by these voluntary, social and



humanitarian activities, and in response to the Florence European Council, the Commission adopted a proposal for the Voluntary Service for Young People (EVS). In order to continue the project on a larger scale, the Council and European Parliament adopted this expanded program on July 20, 1998. It would span two years (1998-1999) with a budget of 47.5 million ECU.

The decision of the European Parliament and the Council of April 13, 2000 established a six year community action program for youth. The program's structure allows young people to obtain new training experiences and acquire skills. By directive, these should contribute to personal development and to the exercising of responsible citizenship to boost integration into society.

#### 4.10.4 Third-world Programs

Finally, an increasingly important aspect of European education and training policy is the ongoing access for third countries. In addition to the availability of progressive Community programs to the countries applying for EU membership, attention is on the European Training Foundation in Turin, whose task is to assist the development of initial and continuing vocational training in the 25 partner countries of Central and Eastern Europe. In particular, the European Training Foundation provides technical assistance to the Commission in implementing actions under the TEMPUS program, and which saw its area of activity extended in 1998 to include third-world countries and Mediterranean regions covered by the MEDA program.

The Council of Europe also initiated activities in the following areas: democracy, human rights and fundamental freedoms, media and communication, social and economic

affairs, education, culture, heritage and sport, youth, health, environment and regional planning, local democracy, and legal co-operation.

#### 4.11 The Status of Social Studies/History Education

The numerous activities, organized within the context of various programs of the Council of Europe, the OECD, UNESCO, UNESCO-CEPES, UNICEF and the Stability Pact for South Eastern Europe, respond to the needs of different countries in the region. While the educational authorities in countries, such as Estonia, Latvia and Poland, quickly reacted, changes in the history curricula of Belarus, Ukraine and Slovakia are hardly noticeable

Relevant to European integration is the issue of what *Europe* and the *European dimension* really mean to the young. The key concepts in the circles of pan-European decision makers are sometimes undefined, as are the underlying assumptions regarding history textbooks. If the multi-perspective nature of Europe is to be grasped, then it must encompass more than a sum of European institutions, often perceived as remote bureaucracies. This concept of Europe goes beyond economic policy and politics and will emerge through a study of European commonalities, mentalities and lifestyles, and tasks which allow pupils to exchange ideas on this topic (Pingel, 2000). Indeed, the path becomes one of ethno-relativism, as predicted by Milton Bennett (see Chapter 3).

Some of the educational project/seminars/conferences have a *history* element. This is the case for the North Caucasus where two seminars were organized on *History teaching in secondary schools: Teacher training and history textbooks* (Dombay, Karachaevo-Cherkessiya, April 2001) and a seminar on *How history teaching can strengthen*

*reconciliation, mutual understanding and tolerance in present-day society* (Nalchik, Kabardino-Balkariya, October 2001). These seminars have brought together specialists in history education (ministers, deputy ministers, university professors, trainers of history teachers and history teachers) from all the republics and regions of the North Caucasus including the Republic of Chechnya (Retrieved on 03/07/2004

[http://www.coe.int/T/E/Cultural\\_Co](http://www.coe.int/T/E/Cultural_Co)

[operation/education/History\\_Teaching/Reform\\_of\\_History\\_Teaching/Joint\\_Programme\\_CoE-EC/\\_Summary.asp#TopOfPage](http://www.coe.int/T/E/Cultural_Co/operation/education/History_Teaching/Reform_of_History_Teaching/Joint_Programme_CoE-EC/_Summary.asp#TopOfPage)).

#### 4.11.1 EU Standards for History Education

The Council of Europe, since its founding, has expressed constant concern that history education and the development of democratic citizenship are related key factors. Clearly, *Resolution on history and geography textbooks* (52/17) (adopted by the Committee of Ministers on 19 March 1952); *Resolution on creation of national information and documentation centers for the improvement of history and geography textbooks* (65/17) (Adopted by the Ministers' Deputies on 25th September 1965); *Recommendation on co-operation with the Georg Eckert Institute for International Textbook Research* (History, Geography and Social Studies) (88/17) (adopted by the Committee of Ministers on 29 September 1998 at the 419th meeting of the Ministers' Deputies); *Recommendation on history and the learning of history in Europe* (96/1283) (Parliamentary Assembly of the Council of Europe, 1996 Ordinary Session); *Resolution on trends and common issues in education in Europe* (97/1)(conclusions of projects that have come to an end, adopted by The Standing Conference of European Ministers of Education, 19th Session, on June 1997) are undeniable indications of priority interest. In

fact, in a period of more than fifty years, many resolutions, adopted, indicated or suggested by the European Union organs like the Committee of Ministers, Parliamentary Assembly of the Council of Europe, and the Ministers of Education of the Council of Europe, established an involvement precedent.

#### 4.11.2 Established EU Social Studies Standards

According to the declarations of the Council of Europe, history standards can be categorized into eight groups (Recommendations “Rec[2001]15” of the committee of Ministers to member states on history teaching in the twenty-first century Europe).

1. Goals of the history education in the 21<sup>st</sup> Century: History teaching in schools can, and should, make an important contribution to education in general and, in particular, to education for democratic citizenship by allowing young people to:
  - Learn about their historical heritage as well as that of other peoples and nations;
  - Acquire and practice such key skills as the ability to think for themselves, the ability to handle and analyze critically different forms of information, and the ability not to be swayed by biased information and irrational arguments;
  - Develop such basic attitudes as intellectual honesty and rigor, independent judgment, open-mindedness, curiosity, civil courage, and tolerance.
  
2. Misuses of history: History teaching in schools should respect the historian's quest for truth and should not be misused to promote feelings of national, regional or ethnic antagonism. Furthermore, the Ministers condemn, in the strongest terms,

- negation attempts by writers and extremist organizations to minimize or deny the Holocaust.
3. Dimension of Europe in history education: The history of the whole of Europe, that of the main political and economic events, and the philosophical and cultural movements which have formed the European identity must be included in syllabi:
    - The changes in Central and Eastern Europe offer an opportunity to give a fully European dimension to history curricula for schools and recommend that education authorities should review their curricula to ensure that they reflect the richness and diversity of the history of Europe.
    - The Council of Europe should lend its support to these efforts by organizing meetings between historians, curriculum developers, school textbook authors and representatives of history teachers and publishers, in order to facilitate the development of curricula and textbooks with a European dimension.Moreover, the Ministers reject categorically the idea of trying to impose a uniform or standardized version of European history on schools in member States.
  4. Defining educational goals and quality criteria, and designing curricula for intercultural learning.
  5. Learning methods: Using sources, individual research, collaborative research, interdisciplinary and multi-disciplinary approaches, international approaches are all valid techniques and methods:

- The learning of history is not limited to schools and that it should be a source of lifelong pleasure and personal enrichment.
  - Wherever possible, schools should make full use of the opportunities offered by museums, archives, school links and exchanges with a historical dimension, and
  - New Communications Technologies, in particular multi-media resources, the Internet, and other new media can help to bring history alive, stimulate motivation and imagination, and impart a lifelong enthusiasm for history.
6. Teaching and remembrance: While emphasizing the positive achievements of the twentieth century, such as the peaceful use of science towards better living conditions and the expansion of democracy and human rights, everything possible should be done in the educational sphere to prevent recurrence or denial of the devastating events that have marked this century, namely the Holocaust, genocides and other crimes against humanity, ethnic cleansing and the massive violations of human rights and of the fundamental values to which the Council of Europe is particularly committed. This should include:

- Helping pupils to develop knowledge and awareness of the events – and their causes – which have cast the darkest shadows on European and world history;
  - Thinking about the ideologies which led to them and how to prevent any recurrence of them;
  - Shaping, developing and coordinating the relevant in-service training programs for educational staff in the member states of the Council for Cultural Co-operation;
  - Implementing and monitoring execution of the education ministers' decision (Cracow, 2000) to designate a day in schools, chosen in the light of each country's history, for Holocaust remembrance and for the prevention of crimes against humanity;
  - Developing the Council of Europe's specific input in the education field to the Task Force for International Co-operation on Holocaust Education, Remembrance and Research.
7. Initial and in-service training for history teachers: Specialized initial and in-service training for history teachers should:
- Enable and encourage history teachers to work with complex, process-oriented and reflective methods of history teaching;
  - Inform future history teachers and those already practicing the profession about all the latest products, instruments and methods, particularly where the use of information and communication technologies is concerned;
  - Make teachers aware of the use of teaching techniques which, going beyond, but taking account of factual information, are intended to enable pupils to

interpret and analyze historical facts and their influence on the present, in different contexts, for example, social, geographical, economic contexts, etc.;

- Help to enable teachers to make use of assessment techniques which take account, not just of the information memorized by pupils, but also of the activities they are capable of carrying out thanks to their knowledge of the information concerned, whether these involve research, discussion or the analysis of controversial issues;
- Help to devise and create cross-disciplinary learning situations in their classes, in collaboration with their fellow teachers.

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

- Create opportunities for exchanges, so that teachers may become aware of the great variety of learning situations involving the new roles concerned;
- Support the setting up of discussion groups to look at the profession's difficulties, hesitations and doubts about these new methods of teaching;
- Develop resource banks which specify, not only the documents and sites

available, but also the validity of the information derived from those documents and sites.

8. Information and communication technologies: While complying with legislation and respecting freedom of expression, the requisite steps should be taken to combat the dissemination of racist, xenophobic and revisionist material, especially via the Internet. In the context of the widespread use of information and communication technologies by the young, both during their school and out-of-school lives, it is



important that teaching methods and techniques allow for the fact that these technologies:

- Are vital resources for history teaching;
- Necessitate in-depth consideration of the diversity and reliability of sources;
- Allow teachers and pupils access to original sources and to multiple interpretations;
- Spectacularly broaden access to historical information and facts;
- Increase and facilitate opportunities for exchanges and for dialogue.

#### 4.11.3 Turkish Initiatives for Compliance with EU Standards

Two types of organizations have taken responsibility for Turkish initiatives and compliance with EU educational standards. The Turkish government and Non-Governmental Organizations (NGO) have defined their areas of interest and influence.

For attaining harmonization within the education system, with the education standards and systems of EU countries Turkey established an EU Desk within the Ministry of National Education (MONE) to supervise compliance with EU standards in the following areas:

- Provide the best education conditions to the citizens and children of our country,
- Develop information exchange between European countries and our country in the field of education,
- Gather documents and statistics regarding education system of European countries,
- Cooperate with EU in higher education,

- Provide equal opportunity in participating education institutions,
- Prepare the children for professional life,
- Prevent unemployment with the implementation of continuous education.

Within the education systems of EU countries the directive is that all types of educational institutions at all stages will establish standardization for:

- Types and grades of schools,
- Starting and completing ages,
- Term of academic year,
- Term of compulsory education,
- Education programs and preparation of textbooks,
- Type and hours of courses,
- Assessment and evaluation system,
- Student identity and orientation services,
- University entrance system,
- Training, appointing teachers, course hours of compulsory courses,
- Non-formal education and operation.

#### 4.12 Chapter Summary

This chapter establishes the contextual foundation for evaluating the standards, requirements, efforts toward achieving and compliance for an educational system in the European Union that will result in an integrated cultural, political and economic landscape by creating an “European Identity.” Briefly, the diversity of a pan-European

community, its origins and challenges identify the background of efforts dating from the post-World War II era and extending beyond the dissolution of the Iron Curtain resulting in a specific set of challenges for unification.

Interculturalism, intercultural learning, and the role of the Milton J. Bennett model for intercultural sensitivity are presented as the imperatives guiding the efforts for educational reform (with education accepted as the long-term strategy creating a unified mind-set). The EU response to the educational imperatives creates the background for a presentation of history education projects, seminars, and conferences as clear initiatives to enclose member nations and potential member nations in the cloak of commonality. Not all activities were the initiatives of the EU, many subsidized by NGOs but conducted with official support, advances the overall goals.

An evaluation of current EU educational policy including the organizations standards is followed by an in-depth analysis of implemented programs and their impacts. These EU educational initiatives, including those for non-professionals, the Socrates Program, the Leonardo da Vinci Program, the Youth for Europe Program, and Third-world Programs outline the substantive topics regarding freedom, human rights, education, health, environment and others form the basis for unified and unifying curricula.

In conclusion this chapter provides a rendition, from most general to most specific, of EU standards for History Education, their goals and a sub-set of standards for social studies, followed by the Turkish initiatives currently in place to accomplish compliance.

The following chapter, Chapter 5 focuses upon the methodology employed to collect data and accomplish the analysis of data presented in Chapter 6.

## CHAPTER 5

### METHODOLOGY

#### 5.1 Purpose, Research Questions and Case Study Design

Any journey benefits from a road map or a set of instructions, but exploration of the essentially unknown lacks such guidance. In an uncharted study, no formulae exist to organize findings from data accumulated from fragmented interview transcripts, recorded observations, copious notes, official and unofficial documentation and an assorted array of material objects. Without the challenges nothing would remain to research, debate and disagree. For researchers, then, no matter how experienced, often the starting point is a process of making maps without at first knowing what is to be charted, the appropriate format, and whether or not constraints of bias leads one astray or opens previously unknown avenues (Schostak, 2002).

The purpose of this section is to identify and explain the research procedure which is qualitative in nature and appropriate for this particular study, and based on the research questions. In other words, the research questions of this study focus on analytical topics involving the how and why of phenomena, as most qualitative research does.

Additionally, qualitative research, based on a constructivist philosophy, assumes reality as being multilayered, interactive, and comprised of shared social experiences interpreted by individuals (McMillan & Schumacher, 2001). Also accepted is that reality is a social construction of individuals or groups, who derive or ascribe meanings to specific entities and reorganize these constructions into viewpoints, perceptions, and belief systems. Therefore, the main concern is to understand the social phenomena from

the participants' perspectives by using multi-method and/or interactive strategies (i.e., participant observation, direct observation, in depth interviews, artifacts and supplementary techniques).

Furthermore, qualitative research uses case study design which means researchers select a subject phenomenon for in depth examination regardless of the number of sites or participants for the study. Selected phenomena may vary from one administrator to one concept or from one program to one process. The phenomenon selected for this study is a policy implementation. Specifically, it is the impact of EU policy on the Turkish educational system.

The major purpose of this study is 1) to analyze the problems of Turkish admission into the EU in terms of Turkish history education; 2) the implementation of European Union educational standards and policies and 3) the differences between the two exposed in the processes of pedagogy and Turkish curricular reforms. Therefore, the following research questions are the instruments which investigate and explore the phenomenon

#### 5.1.1 Research Questions

1. What are the rationales for Turkey pursuing entrance into the EU?
  - a. What influence would membership in the EU have in creating a Turkish-European citizen?
  - b. Why should Turkey accept or resist EU authority?
2. What are the standards or expectations of the EU from its members and candidates in terms of teaching history and history textbooks?

- a. How have the powers of the nation-state over education been modified by the forces of integration to the EU?
  - b. What is the nature of the EU's educational policy? Which level of integration characterizes that policy best?
3. What are the controversial issues surrounding Turkish secondary history textbooks? How will EU entry create other controversial issues?
  4. How and to what extent can Turkey reconcile the controversial issues in the social studies/history program and textbooks in accordance with the EU standards?

#### 5.1.2 Phases of Data Collection and Analysis Strategies

The phases of data collection are:

1. Planning: Formalizing the problem statement and the research questions, peer reviewing and having extensive conversations with colleagues are complete and resulted in determination of guidelines for purposeful sampling and selection.
2. Data collection: Data collection required several attempts to contact potential interviewees. Those attempts failed for a variety of reasons including the nature of governmental bureaucracies and hierarchies. Following a cumbersome chain-of-command and finding willing participants among civil servants is difficult and time consuming. The main reason for reluctance is Turkish legal constraints on public speech. The approach, to obtain cooperation is often top-down.
3. Participants: The total number of participants is fifteen, including officials from the Turkish Ministry of Education, members from the Turkish Textbook Authorization Council, officials from the Representation of the European

- Commission to Turkey, officials from the Center of the State Planning Organization: Programs of European Union Education and Youth, faculty members from Turkish universities, and individuals from non-governmental organizations (such as The History Foundation). Accessing information from various sources such as key people, websites, etc. identified potential interviewees aligned with the power structure via the Turkish consulate officials. The criterion for selection of interviews hinged primarily on profiling individuals who would have knowledge of the topic.
4. Basic data sources: Multi-method data collection strategies, shown in Figure 1 below, and in-depth and semi-structured interviews were the primary data collection sources. Official documents were an important secondary data source. Newspapers and official websites provided supplementary data.
  5. Terminating data collection: Establishing a terminus for data collection is difficult due to the fact that the whole process of Turkey's achieving membership in the EU is ongoing. Whenever a target closing date approached, new critical information from news reports of a key individual or a new official document or declaration appeared. The additional material could not be ignored. Finally, an absolute terminus for data collection, December 17, 2004, the date for the beginning of negotiations between the EU and Turkey, established a logical ending point.
  6. Completion of data collection: Completion of interviews, the primary data source for this study, occurred in the summer of 2004.



Table 2: Time Frame for Data Collection

<b>Date</b>	<b>Participant</b>	<b>Activity/place</b>	<b>Notes</b>
May 15-30, 2004	Turkish consulate officials	Telephone interviews, emails and postal mail/ USA	Required written permission to go to Turkey and conduct meetings with key officials at the Ministry of Education. As a government sponsored student, permission to leave Pennsylvania State University (PSU) was required.
June 6, 2004 July 24, 2004		Travel to Turkey and returned to PSU	
June 9-13, 2004	Prof. Dr. Ilhan Tekeli; Prof. Dr. Ziya Selcuk; Assoc. Prof. Ferdan Ergut; Assoc. Prof. Hamit Ersoy; Prof. Dr. Yusuf Hallacoglu; Prof. Dr. Mehmet Oz; Prof. Dr. Mustafa Safran; Assistant Prof. Bahri Ata; Prof. Dr. Ilber Ortayli; Dr. Orhan Silier; Prof. Dr. Sevgi Atalay; Assoc. Prof. Oktay Ozel	Telephone interviews and email communications/ Ankara	Scheduling meetings: dates & times
June 11			
June 14, 2004	Dr. Ilhan Tekeli	Interview/ Ankara at the METU University	90 minutes-audio taped and video recorded
June 14, 2004	Dr. Ferdan Ergut	Visit/ Ankara- at the	Obtained written

		METU University	materials
June 17, 2004	Dr. Hamit Ersoy	Interview/Ankara-Turkish National Agency Building	90 minutes- audio taped and video recorded
June 22, 2004	Dr.Ziya Selcuk	Interview- Ankara at Curriculum and Instruction Committee Building	60 minutes- hand recorded notes
June 22, 2004	Dr. Sevinc Atabay	Interview Ankara at Curriculum and Instruction Committee Building	60 minutes audio taped and video recorded
June 23, 2004	Dr. Yusuf Halacoglu	Interview/ Ankara- at the Turkish Historical Society Building	90 minutes audio taped and video recorded
June 24,2004	Dr.Ferdan Ergut	Interview/ Ankara at the METU University	60 minutes- audio taped
June 24, 2004	Dr. Mustafa Safran	First interview -Ankara at Curriculum and Instruction Committee Building	60 minutes-hand recorded
June 25, 28-30 2004	Social Studies Committee	On site visit Observation/Curriculum and Instruction Building-Ankara	Hand recorded notes
July 06, 2004	Dr. Bahri Ata	First Interview- Ankara at Curriculum and Instruction Committee Building	60 minutes- audio taped and video recorded
July 08, 2004	Dr. Mustafa Safran	Second interview - Ankara at Curriculum and Instruction Committee Building	60 minutes- audio taped and video recorded
July 08,2004	Social Studies Committee	On site visit Observation/Curriculum and Instruction Building-Ankara	Hand recorded notes and 30 minutes video recorded
July 07, 2004	Dr. Mehmet Oz	Interview/Ankara at Hacettepe University	45 minutes audio taped and video recorded
July 07, 2004	Dr. Oktay Ozel	Visit/Ankara at Hacettepe University	Informal conversation to schedule an interview meeting

July 10, 2004	Dr. Ilber Ortayli	Telephone conversation	Schedule meeting
July 11, 2004	Dr. Ilber Ortayli	Telephone interview	15 minutes-taped
July 12, 2004	Dr. Oktay Ozel	Interview/ Ankara-Bilkent University	70 minutes- audio taped and video recorded
July 19, 2004	Dr. Orhan Silier	Interview-Istanbul-Nisantasi at the History Foundation Building	60 minutes- audio taped, video recorded, received extensive printed materials

## 5.2 Participants: Credentials, Backgrounds and Associations

To be able to obtain different perspectives from different stand points, the chosen interviewees represent 3 different areas of the community: NGO, governmental, and EU perspectives are represented. Having several interviewees from the three perspectives is helpful for triangulation of the study to establish reliability and validity. All the participants are closely related with either history teaching or the Europeanization process because of their interest or status in their current positions. For example, eight of the participants are university faculty (Full Professors) in the department of history in well known state or private Turkish universities. Although most of the universities are state funded, the faculty represents the three perspectives.

### 5.2.1 Participant Profiles

Dr. Ilhan Tekeli (professor) is one of the most well known professors at Middle East Technical University (METU). Dr. Tekeli is a member of Board of Directors of the History Foundation of Turkey. He has been very active in dealing with the contemporary issues of Turkish historiography and history textbooks. He is the editor of *History consciousness and youth* (Translated from Turkish: *Tarih Bilinci ve Gençlik*). The *Youth and History* project, organized by the Körber Foundation and covering 26 European

countries, was implemented in Turkey by the History Foundation. The Foundation collaborated with the Ministry of Education in conducting a survey, involving 1,200 students in 35 high schools to determine their views on the subject. The findings of the study conducted in Turkey were edited by Ilhan Tekeli and published in Dr. Teleki's book (History Consciousness and Youth). He is also the author or co-author of:

- *Türkiye ve Avrupa Topluluğu (Turkey and European Community) Cilt.I ve II*, Ümit Yayıncılık, Ankara,1993.
- *Tarih yazımı üzerinde düşünmek (Thinking on historiography)*, Dost Kitabevi, Ankara, 1998,s.1-168.
- *Tarih bilinci ve gençlik, karşılaştırmalı Avrupa ve Türkiye araştırması (Consciousness and, youth: A comparative survey in Europe and Turkey)*, Tarih Vakfı Yurt Yayınları, 1998, i-xi, 1-258

Dr. Ziya Selcuk, Associate professor is the head of curriculum and instruction committee, Ministry of National Education.

Dr. Ferdan Ergut, Associate professor, is a history professor at METU and a member of History Foundation of Turkey.

Dr. Hamit Ersoy, Associate professor, is the SOCRATES program general coordinator at the EU Turkish National Agency<sup>3</sup>. In Turkey, in January 2002 a department under the State Planning Organization (SPO) was founded to serve as

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<sup>3</sup> EU National Agencies are established in each country as implementing and coordinating bodies to introduce, coordinate and implement the EU Education and Youth Programs nationwide, evaluate those national projects that would benefit from the programs, compile applications for and make preliminary evaluations of the projects to be selected by the EU Commission, implement the program with the member countries and the EU Commission, and maintain relationships with a view to establishing cooperation.

the Turkish National Agency of EU pursuant to a decree of Council of Ministers (Department of EU Education and Youth Programs). Moreover, Act No. 4763, which ratifies the Framework Agreement already signed by the parties on February 26, 2002 to enable Turkey to benefit from the EU programs, was adopted by the Turkish Grand National Assembly (TBMM) and entered into force on June 28, 2002 when it was published in the *Official Gazette*.

The mission of this agency is:

- To ensure close cooperation with public authorities, public and private education institutions, local governments, professional organizations and youth organizations,
- To introduce the *Education and Youth Programs* to all potential beneficiaries in Turkey, thus develop and improve the human work-force, information, physical and legal infrastructure,
- To execute small scale pilot implementations in various fields,
- To translate documents related to the programs into Turkish language,
- To provide information on conditions for participation, application and eligibility, support, organize and maintain records of application procedures,
- To provide assistance to applicants in preparing their project proposals and recommendations, implement project proposals that have been found eligible for financing, and educate applicants when necessary,
- To conduct pre-acceptance evaluation of project proposals and other applications, and develop opinions,

- To assist the national decision-maker and the EU Commission in the course of project selection,
- To conclude necessary contracts with those who will benefit from the programs in Turkey and with the EU Commission, and make payments to those who are entitled to benefit from the programs,
- To develop and operate a system that is required for effective management and monitoring of allocated funds, and account for the resources allocated to the National Agency,
- To monitor development of the projects that have been selected and financed within the framework of the programs, implement technical supervision of, required reports for and evaluation of the use of allocated funds. (fulfilling administrative, financial and legal procedures),
- To contribute to national and international dissemination of project results, especially those that have been appreciated,
- To contribute to the overall evaluation and development of the program and promotion of collaboration among different programs,
- To establish and improve contacts with the EU Commission, other national agencies and beneficiaries of other countries, and ensure coordination and cooperation.

Dr. Yusuf Hallacoglu is professor and President of Turkish Historical Society since 1993 as well as author of more than twenty books on history.

Dr. Mehmet Oz is a professor of History and the Department Head at Hacettepe University in Ankara.

Dr. Mustafa Safran, professor at Gazi University, is the president of the Social Studies Committee who develops the curriculum.

Dr. Bahri Ata, assistant professor at Gazi University and one of the members of Social Studies Committee who develops the curriculum.

Dr. Ilber Ortayli is professor of Political Science at the University of Ankara and a specialist in Ottoman Social History and Russo-Turkish relations. Dr. Ilber Ortayli has served as a visiting faculty Paris , Berlin , and Vienna. Currently, he is a member of the International Relations Department's faculty at Bilkent University. He has written several book and numerous articles on the history of Islam, the Ottoman Empire and Russian-Turkish Relations. Professor Ortayli, speaks several European and Oriental languages, with his extensive knowledge of ethnic, cultural and political history of Turkey earned the reputation of being “The man who made the public love the history.”

Dr. Orhan Silier is the president of the Board of Directors of the Economic and History Foundation of Turkey which is an organization based on the joint initiative of a group of intellectuals of various backgrounds and professions, mostly historians and social scientists. The organization was founded by 264 prominent intellectuals in September 1991 following a call by the Foundation Initiative Committee formed in late 1990.

The History Foundation differs from the great majority of foundations in Turkey in the manner of its establishment and structure. It is a non-governmental organization completely independent of the state and is not backed by any political party, wealthy family or business group. Its initial capital arose from small contributions by its founders.

Today, in addition to the revenues from various projects and publications, the History Foundation continues to depend on the support of its founders and members.

Dr. Sevinc Atalay is the community programs coordinator at the General Secretariat for the EU as well as a member on the CIC whose mission is:

Within the framework of all external contacts and negotiations in the process of Turkey's initiatives for membership in the EU, including coordination of external relations and accession negotiations which are conducted by the Ministry of Foreign Affairs, the General Secretariat for the EU is assigned the following functions:

- a) Coordinating, in conformity with plans and programs, internal efforts of harmonization to be carried out by the Turkish public organizations and agencies,
- b) Providing secretarial services to the boards and committees which shall be established with a view to preparing Turkey for membership to the EU, and guiding the implementation of the decisions of boards and committees,
- c) Conducting required research and studies in line with the decisions of the Government and the established boards and committees,
- d) Awarding, by contract and in areas of its competence, natural and legal persons both within Turkey and abroad the tasks making studies, research and translations,
- e) Issuing through the Prime Ministry, regulations, communications, circulars



and other similar regulatory instruments concerning the services that it is responsible for rendering.

Dr. Oktay Ozel, Assistant Professor, received his Ph.D. from the University of Manchester, taught at Hacettepe University and then joined Bilkent University. His research area is Ottoman social and economic history with particular emphasis on changes in rural structure, demographic patterns, and society from the 16th to 18th centuries. He is currently working on a project (with Mehmet Öz of Hacettepe University) entitled “Changes in Demographic and Settlement Patterns in 16th- and 17th-Century North-Central and Eastern Anatolia,” which includes archival and field research. He has also edited *Studies on the emergence of the Ottoman State*.

### 5.2.2 Validity of the Study

Validity refers to the degree to which explanations of phenomena match the realities of the world (McMillan & Schumacher, 2001) and requires considering internal and external issues, as well as those of objectivity and reliability. Therefore, expending extra attention on describing events based on the differences between what is actually observed and what is assumed enhances objectivity and reliability.

Application of several strategies supports the study’s viability. The first, *prolonged field work*, involved on-site observations and in depth interviews in natural settings. The second, *multi-method strategies* (See Figure 1, below), allowed triangulation in data collection and data analysis. While in-depth interviews were the primary data collection method, document analysis and researcher observations were

supplemental. The third strategy, *interviewee's verbatim language*, including accounts of conversations, transcripts and direct quotes from documents, provided valuable data. The fourth strategy, *mechanically recorded data*, employed both audio tape and video recordings of interviews. Fifth, a *low-inference descriptor* strategy enhanced the validity of the study because the descriptions are almost literal and clearly understandable for the participants. Finally, a *participant review* strategy allowed the participants to review the transcripts of the data obtained from them and to modify any information or interpretations. Obtained data from each interviewee, subjected to analysis, provided a comprehensive integration of findings.

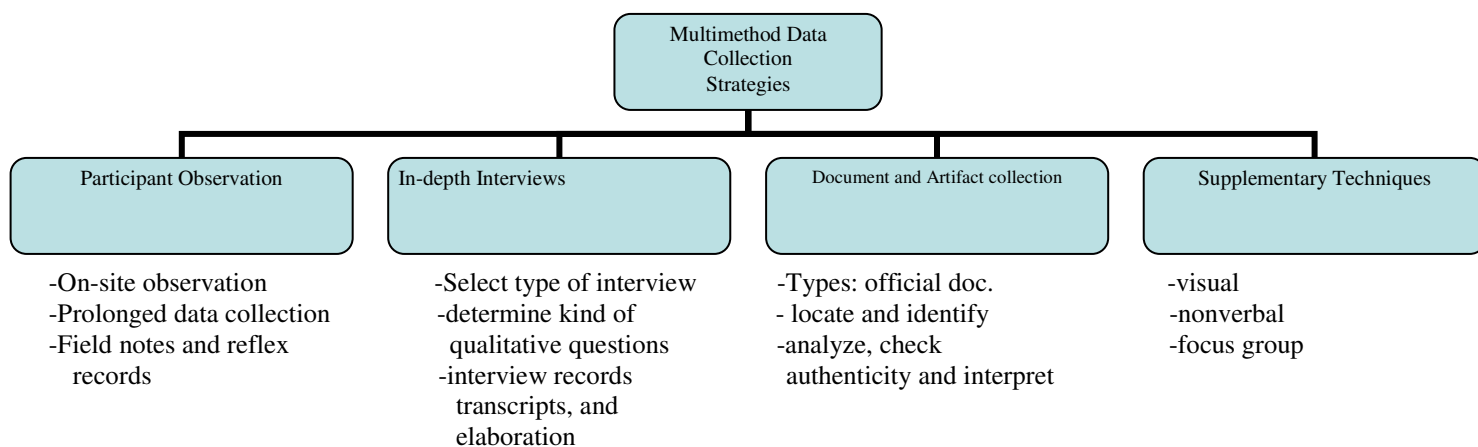


Figure 1: Multi-method Data Collection Strategies

### 5.3 Data Analysis and Reduction

Data analysis consisted of summarizing, comparing, interrelating, and integrating the input from official documents and written or published research articles. Completed

interviews and transcription of recordings allowed identification of categories of issues, concerns and experiences.

#### 5.4 Interview Methodology

Participants in this study engaged in one-on-one, in-depth interviews, for sixty to one hundred-twenty minutes, and employed common, semi-structured conversational interview techniques. Similarly, throughout the analysis period, member-checking after each interview<sup>4</sup>, allowed review through follow-up interviews, conversations, and email questions to confirm findings and to discuss components of themes that emerged from the transcripts (Janesick, 1994; Lincoln & Guba, 1985).

#### 5.5 Coding and Clustering

Analysis of transcripts involved coding and clustering patterns that appeared. Coding is a process of simultaneously reducing the data by dividing it into units of analysis and coding each unit. Research questions and topics in the interview guide and relevant categories from the literature established initial codes.

Data segmentation into relevant units occurred during transcription. However, the intensive analysis began after completion of transcription of recorded tapes to gain a sense of the data as a whole, thereby facilitating the interpretation of smaller units of data. Comparing and contrasting in practically all intellectual tasks during analysis, such as identifying data segments, naming a topic/category and classifying, was the primary technique. The categories were tentative in the beginning of the analysis, and they

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<sup>4</sup> I emailed the transcripts to the interviewees to get their approval on the accuracy of my the transcripts. This is what I mean with member checking.

remained flexible to assist in identifying similarities. The following are the data categories:

1. Modernization/Westernization
  - 1.1 Identity
    - 1.1.1 Nationalism vs. Globalization
    - 1.1.2 National Identity-European Identity
    - 1.1.3 Kemalist-Official Ideology
2. Democracy
  - 2.1 The role of NGOs
  - 2.2 Freedom of thought
  - 2.3 Turkish Military Forces (TMF)
    - 2.3.1 Duties of TMF: Guarantee Turkish Republic independence and sovereignty
    - 2.3.2 Individual rights
3. Educational Policy
  - 3.1 *Social-economic* dimension of education
  - 3.2 *Cultural-political* dimension of education
  - 3.3 Transformation/Adaptation/Harmonization
  - 3.4 Governmental Organizations vs. NGOs
4. The Ministry of Education
  - 4.1 Pedagogy and Training Foundation
  - 4.2 Turkish Textbook Authorization Council
  - 4.3 Textbook authorization and selection processes
  - 4.4 History Education-Near-past History
  - 4.5 Curriculum
  - 4.6 Textbooks
  - 4.7 Teacher Training
5. Official ideology vs. Alternative ideologies
  - 5.1 Time periods: 1980s, 1990s, 2000s
  - 5.2 Turning points
  - 5.3 Political and Social Changes
  - 5.4 Europeanized ideology

Discovery analysis strategies developed tentative and preliminary ideas during the data collection and parenthesis separated interviewer comments from actual data. Then, written summaries of interviews and observations allowed focusing and synthesizing to

selectively extract the important aspects in a logical order. After every interview and observation, to maintain direction, applying the following questions assisted:

- What has been learned about the topic?
- How is this information briefly described to someone who was not present?
- What are the important details that may relate to a pattern?

While collecting the data, a scan of the literature for what has been written about the topic provided useful concepts for understanding the data. Classification systems to organize the data used the following sources:

- The research questions and sub-questions
- The data itself
- Themes, concepts and categories used by other researchers in prior studies
- Prior knowledge

## 5.6 Analytical Techniques

### *5.6.1 Constant Comparison*

Constant comparison (Glaser & Strauss, 1967) is an analytical technique to determine the distinctive characteristic of each topic. The process of constant comparison "stimulates thought that leads to both descriptive and explanatory categories" (Lincoln & Guba, 1985, p. 341). According to Patton (1990, p. 376), "The first decision to be made in analyzing interviews is whether to begin with case analysis or cross-case analysis."

Glaser and Strauss (in Lincoln & Guba, 1985, p. 339) described the constant comparison method as following four distinct stages:

- a. comparing incidents applicable to each category,
- b. integrating categories and their properties,
- c. delimiting the theory, and
- d. writing the theory. (p. 339)

#### *5.6.2 Frame Analytic Theory*

In addition to constant comparison, use of frame analytic theory, as a research method for this study, afforded two advantages: First, this theory offers a cultural and discursive perspective in studying political actors' participation in the process of claims-making and policy-making. Second, it is a useful method for the analysis of ideological and institutional frameworks that require problems to be solved through negotiation. Frame analytic theory offers a relatively shallow concept for the transmission of political ideas as marketing and resonating, while recognition of the complexity and depth of ideology points to the social construction processes of thinking, reasoning, educating, and socializing (Oliver & Johnston, 2000).

Frames, defined as symbolic-interactive constructs, include ideas, beliefs, symbols and images that are collectively shared by people. Framings can be distinguished as three types: diagnostic statements (i.e., framers' perceptions of what and who is perceived as the reason for the problem), prognosis statements (i.e., framers' views on the solution to the problem) and collective action statements (i.e., framers' ideas about the urgency and property of taking action) (Benford 1993).

## 5.7 Chapter Summary

This chapter identifies the research methodology as being, appropriately, qualitative in nature and employing “case study” design. A brief review of the study’s purpose and questions reiterates the context of the study and establishes a framework for discussion of the techniques and sources for data collection. In addition to an outline of data collection and analysis strategies, this chapter provides specific identification of the data sources along with profiles of their credential, backgrounds, and associations which delineates their qualifications and potential biases. Consideration is given to the elements necessary to establish the study’s validity, analysis and reduction of data, and methodology employed for data coding and clustering. The implication of constant comparison and frame analytic theory as applicable to the research is presented.

## CHAPTER 6

### 6.1 FINDINGS AND DISCUSSION

This chapter focuses on the future challenges for the EU and Turkey once membership negotiations, especially concerning socio-cultural policies and new social studies curricula begin. Of greatest concern are the aspects of the negotiation process and the EU “rule-book” which will be unpalatable to various Turkish interest groups who will find constraints on Turkish social studies/history education objectionable.

#### 6.1.1 The EU Integration and Turkey

Turkey has shown an impressive ability to transform itself. The forthcoming negotiations with the EU will be an important catalyst for further change. However, the accession preparations will prove much harder than what vested Turkish political and business interests are expecting (Grabbe, 2004). Membership in the EU requires a much more profound change than joining NATO or other International organizations. The EU will intrude into the most sensitive areas of Turkish life, such as the rights for the Kurdish minority and relations with neighbor countries.

The EU integration process is often associated with a vision of a “post-modern” state with emphasis on pooling national sovereignty and promoting neo-liberalism and democratization at the same time. Characteristic of this kind of post-modern state is recognition of multiple identities (personal, social and collective) with a strong emphasis on promotion of minority rights. The vision of a post-modern state and associated notions of global liberalism come into conflict with the earlier version of modernist or authoritarian visions of nationalism, which were based on a single identity. This



transition has created significant tensions in Turkey (Onis 2000; Ugur 1999; Ozbudun 1999).

This study investigates this issue in the light of new Turkish social studies/history program/curriculum and textbooks policy. “EU policy is having a significant impact upon Turkey’s domestic politics, both in terms of prescribing legislative changes and enhancing the opportunities accorded to domestic actors struggling to assert their rights” (Rumford, 2002 p.41). Since the restructuring of the education policy is the domain of domestic actors, analysis is better based on EU impact on domestic politics such as “globalization, democratization, Europeanization” and “human rights.” Analyzing the domestic policy in this regard is very important because the political issues just listed are also challenging issues in the new educational program. Since all the interviewees indicated the following categorized issues to be obstacles or problems confronting Turkish integration into the EU, examining official documents and interviews allows categorizing the issues for analysis, as:

- Change of mentality,
- Official Ideology vs. Democracy-Objectivity,
- Identity,
- Kemalism,
- Bureaucracy, and
- Dealing with controversial issues (such as, Armenian Genocide, Kurdish Question and Human Rights).

Once the primary and secondary documentation has been thoroughly examined, a clearer picture of the process of restructuring the new social studies program emerges.

Subsequently, analyzing the categorized issues dealing with the new social studies program becomes possible. The main questions entertained are, “How will the EU standards be reflected in this new social studies education program?” Also, “To what extent are the EU standards practiced in the new program?” And, “What makes the new program different from the previous one?” Finally, “During the process of restructuring the social studies education program, what are the controversial issues and challenges that Curriculum and Instruction Committee face and how have they been dealing with those challenges?”

In 2002, the Turkish parliament approved a package of political reforms for legalization of broadcasting and education in minority languages. These reforms intended to fulfill the EU’s political Copenhagen Criteria (1993). Until that point conforming to EU criteria was a major obstacle in Turkey’s EU aspirations (European Commission, 2000-2001). The Turkish reforms were generally well received in European quarters (Dymond, 2002; BBC News, 3 August. 2002) despite reservations that Turkish authorities might have difficulty implementing and enforcing the legislative changes. Further concern involved the feelings that other contentious issues had not been addressed (Rumford, 2002).

The Copenhagen European Council in December 2002 committed the EU to opening accession negotiation in 2005, providing Turkey fulfill, by December 2004, (European Council, 2002) the Copenhagen Political Criteria which included:

- Achieving stability of institutions guaranteeing democracy, the rule of law, human rights and respect for, and protection of, minorities;

- Creating a functioning market economy as well as the capacity to cope with competitive pressure and market forces within the Union
  - Accepting the obligations of membership including adherence to the aims of political, economic & monetary union
- (<http://europa.eu.int/comm/enlargement/intro/criteria.htm> retrieved on 10/12/2005).

After a positive decision of the European Council in December, a new process started: accession negotiations. Although the debate in EU member states until December was largely dominated by the question of whether Turkey really had met the political criteria of Copenhagen for the opening of accession negotiations, “It would be wise not to forget that the real concerns about Turkish membership are related to the issues of European Union identity, integration and governance” (Kramer, 2004 p.61).

The acknowledgement that Ankara had satisfactorily fulfilled the political criteria of Copenhagen should not lead to the misperception that this issue is no longer relevant for Turkey’s accession process and that future efforts should be directed mainly at economic, legal, and technical adaptations. Quite to the contrary, an eventual accession would crucially depend on further lasting democratization and liberalization of the Turkish policy in order to bring it even closer to EU standards. Both Turkish officials and the EU are aware of the fact that this is long term integration process, and once again education, has an historic role in restructuring the society and the mentality of people.

With regard to the issues that may be problematic in history education in Turkey’s EU entry, several accommodations have been made and commissions with EU perspectives have been working for several years to develop content and methodology for

history education in Turkey. Surely certain problems will arise thereof if the necessary arrangements are not made.

### 6.1.2 Changes in Mentality

This study revealed that one of the most important problems or obstacles confronting the integration process and the preparation of the new social studies program (maybe the hardest part of the integration) is the changing of the Turkish population's mentality. If this were accomplished, everything else can be completed consecutively.

The need for a change in mentality is not only addressed by the interviewees but also by several long-time, scholarly Turkish intellectuals. For example, among his numerous speeches Ataturk said in 1925, "Turkish people must show and prove that they are civilized in their mentality" (The Address). From the beginning of the new republic to the present, the need for a change in mentality is emphasized by the leaders of the country. In a recent interview with *The Economist*, Mr. Erdogan (current Prime Minister) released, "We are fully committed to the EU process." He conceded that a significant test would be implementing the reforms, as this requires "a change of mentality" (retrieved on 08/12/2005- [http://www.economist.com/displayStory.cfm?story\\_id=3962101](http://www.economist.com/displayStory.cfm?story_id=3962101)).

The Turkish Prime minister also stated, "We are doing everything we can to influence this [EU membership] process in a positive way and to fulfill the criteria issued in Copenhagen for accession talks. At this point there are no problems with legislation on reforms" (Erdogan, 2004). In every area (e.g., from education to justice), legislation is, theoretically, well established. However, that is not enough by itself. The real challenge is to apply the theory into the practice in real life and this directly relates to the change in mentality as indicated by the Prime Minister:

Mr. Verheugen (EU Enlargement Commissioner) during his last visit to Turkey what we had to do to complete this legislation, he answered that Turkey had already done everything, but that there were still problems with implementation. We know that too, because implementation requires a change in mentality. That's part of a process and we are making every effort to push this process forward as fast as possible (Retrieved on 08/12/2005- <http://www.dw-world.de/dw/article/0,1564,1332273,00.html>).

A nationalist mentality accompanied the foundation of Modern Turkey. The founding cadres of the Republic believed that the Ottoman State was based on the Eastern State model. This cadre asserted that if Turkey wished by aspiring to a modern civilization, only by ceasing the state and society structure of the Ottomans, which had an Eastern state model, is that goal possible. In 'Nutuk' (translated as "Address") M. Kemal says, "There is only one civilization on the earth and it is the Western civilization. Our objective is to catch up with this civilization and to make it come alive in Turkey."

Facism in Europe in the first half of the 20<sup>th</sup> century had its influence in Turkey and on the Turkish educational system in the adoption of a nationalist approach in education. The foundation of Associations of Turkish Language and Turkish History and the *Sun-Language Theory* may be better understood within this context. It is an innocent indication in Turkey of the reflection of the fascist mentality and administration excessively practiced in Western Europe where even skulls were required to be measured.

It is quite understandable that the education policy was seen as a medium in establishing the nationalist state in the 1920s-30s-40s. A policy called "human engineering" was being implemented and the "Village Institutes" [These are the institutes established at the beginning of the republic to create a new 'modern' society] played a very serious role in this education policy especially in the time of İnönü. Hasanoglan is the most striking one; if I were you, I would go there to make examinations. It gives you very important clues as to the understanding in the education policies from the first years of the Republic to the transition to the multi-party period because a completely new society was attempted to be created

there. A completely new generation was being created disconnected from the people and not resembling the city. If you take it negatively, you may call it brainwashing; if you take it positively, you may see it as an engineering attempt in which the basis of a totally new model was founded and human kind was produced from scratch. You can say that it has been really effective in the creation of today's society. (Hamit Ersoy-interviewee)

Although this policy of human engineering had mostly ceased with the transition to a multi-party period, it can be seen today, as well, that what Turkish people expect from education policy is to create a “modern” society in parallel with the change in mentality toward democracy. To create a new society is a general purpose for every society which is open to change. In today's global world just the roles are being assumed by different actors. Beside the domestic actors, international ones (e.g., EU) have been auditioned to act in the same way as that mentioned at the end of the quote above.

Dr. Ersoy [ one particular interviewee] is one of the administrative officials of the National Agency and is an associate professor of political science in a private Turkish university. He is an expert on Human Rights with a certificate from Geneva and has a certificate as a Human Rights Trainer from the Council of Europe. By virtue of this last credential, he participated in a project of the Council of Europe. Within the scope of this project, he was a trainer in a series of conferences held by public administration authorities, i.e. provincial governors, governors, and their assistants to raise consciousness of the issue of Human Rights. His experience is invaluable for analyzing the Turkish mentality:

It is possible to say that a change of mentality has not been succeeded seriously though there are developments in the field of democracy. Through a severe experience in this one-year project, I came to learn that the notion of multi-party system has not yet developed in our administrators and that they still govern the state with the mentality of 1930s and 1940s. To tell the truth, I wish I had not taken part in the project and still perceived our governors as the administrators of the year 2000 in

this sense. When we talked to them, I saw that they were incredibly backward concerning the establishment of human rights consciousness and that they still regarded the citizen as different from the state as strange creatures in front of the state. I unfortunately saw that the citizens were still perceived as strange creatures that need to be herded and directed, to be told and even made to do something and who have no consciousness or cannot take the initiative on their own. At the back of their minds, there is seriously an Ottoman State understanding, the relationship of governor-governed, expecting everything from the state, despising the citizens and discriminating between those living in the city and in the village. (Dr. Ersoy- from interview notes)

The implications are very important for understanding the traditional Turkish educational system and the mentality of Turkish people who have been governed by officials for hundreds of years. Expecting to establish a good educational system under these circumstances is difficult at best. Therefore, to establish a good education system, Turkish officials, with the help of the EU membership process, are hopeful that development of new educational programs will arise from a change in mentality.

Indeed, the official quoted earlier, in his current position as an administrator of the National Agency, has a credibility which allows him to analyze the recent developments in terms of adaptation to EU standards:

We have got through such a rooted change that cannot be compared to any other Eastern society in a very short period. Within our relations with the EU, all our ministries have opened EU-related units and initiated studies, research and incentives to find out how these works are being carried out in the EU. I personally believe that the adaptation level of Turkish people is very high and that they will adapt to the EU in a very short period. I have evidence for this. When we came from Central Asia and met with the Muslims, we proved that we can carry and live Islam better than the Arabs do. We implement the democracy we learned from the West in 1920s with such high performance that cannot be realized in any Eastern society. I suppose we will be adapted in a short time without experiencing any conflicts with catching up with the era or with new value systems. We provide project support in this National Agency from the day nursery to the university in our education system. We provide support for

Curriculum Development and for Intensive Language. We have started with a budget of 20 million euros (80% provided by the EU) and it will rise up till 50 million euros within a few years. We send students and teachers to Europe and make them prepare reports to ensure that they personally see what we have not been able to adapt from theory to the practice and realize integration. There is a serious staff of experts in the social sciences and even in the natural sciences in the Ministry of National Education oriented towards harmonization and cleaning the points in violation with human rights and democracy. It will clean up the expressions and approaches that reflect discredit upon any nation (like those promoting Greek enmity or excessively underlining the Armenian atrocity) within a very short period – in 3 years – from the national education system (Dr. Ersoy-interviewee).

### 6.1.3 Official Ideology vs. Democracy-Objectivity

Among the most significant challenges, obstacles or issues in the process of integration are promoting and establishing a democratic environment that allows scholars and citizens to think and write objectively. This condition is an essential element necessary for preparation of new curricula and textbooks.

Within the context of the official ideology, official positions have been consistently applied in the history education since the foundation of the Republic. Currently, citizens receive an education which coincides with the official stance. The confrontation now involves the roles of these official ideologies as they influence Turkey's EU entry and whether or not they constitute an obstacle. If, indeed a transformation in this ideology is necessary, the characteristics of the process will need to be established.

In this context, Turkey has been experiencing a political transition which effects Turkish historiography since the second half of the 1980s. Turkey has been going through that process and the period of *September 12<sup>th</sup>* is the initiation. The following statement is an excellent analysis, and comes from Dr. Ozel, an interviewee who is an historian at one



of the best Turkish universities, Bilkent University. He analyzes how politics and politicians affect the educational system. This long quote addresses this study's research questions directly:

It [political transition] was a move that aimed to make the accustomed official ideology of the Republic dominant, but it interestingly led to a contrary reaction, paving the way for a period in which the masses seriously questioned that ideology for the first time. The interesting point is that this critical attitude came from various segments of the society, both from the left (labor) and the right (conservatives). The official perception of history has been thus seriously criticized, which is a positive process within itself, though other stereotypes have been also adopted for the sake of the alternative history. The Official History was defined as follows: An attitude like childhood disease was adopted that the official history always shows the wrong and the truth is 180-degree opposite of it, which means, with simple logistics, you will find the true history if you say just the opposite of what the official history says. Yet I believe that it was inevitable for such big breaking periods. Eventually, the alternative history adopted so many stereotypes as the official history had. Certainly they are refined more and more in time.

I believe the post-eighties political transition in Turkey and that different political parties representing different ideologies and different segments of the society came to power has been very beneficial. Perhaps it has contributed to a criticism of a so far dominant single official perception of the history by quite various sides. The existence of the current government also plays a positive role, I think. Nobody could ever imagine a harmonization between the EU and the social principles upon which AKP [the political party who won the last elections] depends before it came to power. The AKP government has come to express a big transition within itself. The party of the social segments that reacted to the Kemalist, secular, modernist, almost positivist perception of history in the early 1980s acts as the strictest representative of the main political target of the foundation of Republic today. Most probably, AKP does not give credit to the stereotypical discourse of history produced at the beginning of the 1980s (Dr. Ozel- interviewee).

During the last two decades, Turkey made considerable progress regarding democratization. This process, the political transition, has not only transformed the Turkish approach to the history, but also served as a frame of commonality with the EU, which led to a Turkish consensus as to what is required . Harmonizing the content of

history course books with the EU standards is not a serious problem. The following statement is a common among all the interviewees:

It [Harmonizing the content of history course books with EU standards] could pose a serious problem before the 1980s, but I don't think it will lead to serious opposition today, neither in the political nor in the social level. I don't suppose there will be opposition to a project that ensures a more serious writing of our history with a dominance of interpretations and evaluations that will reinforce the friendship not the enmity. It will come to be perceived as a normal thing. (Dr. Ozel-interviewee)

#### 6.1.4 Reflections on Curricula and Textbooks

In Turkish historiography, the primary issue is a perception of history as exclusively national in nature. An additional perspective, creating difficulty, is that the historical past is an area of “belief” rather than one of “knowledge.” Therefore, the tendency is to glorify history as exemplified by:

We are inclined to see our past history as our own history and to excessively maintain each and every phase of it. There is a **self-protective or defensive reflex** thus created, which prevents us from regarding history as a field of calm research. This is a problem of academic historiography in Turkey, but it is more reflected on the education because education is defined as **National Education**. We talk about the education provided by a nation-state. There are steps in the **sensitivities of the state**; therefore, there are many concrete problems encountered in that frame. These problems exist both in the **content of education** and also in the **books and method of courses**.

There is a too great **egocentric approach** in the **course books**. There are serious problems in associating our own history with that of the western world and other nations. The **official and dominant language** used in the course books poses serious problems from time to time. The mutual respect is mostly ignored from the point of our relations with our neighbors and other societies, to which the language contributes, as well. Therefore, the language and the content of the history course books is full of serious problems. The language should be more distant and calm. I believe the content should be more humanistic. Before all, the history should not be established upon a distinction of “us” and “the other” (Dr. Ozel-interviewee). [Emphasis added]

### 6.1.5 Role of NGOs

NGOs have strategic roles in establishing a democratic environment. Therefore, the Council of Europe pays special attention to developing the NGO movement in emerging nations. The NGOs are conducting certain studies as to the changes required in the sense mentioned above. For instance, the Association of History conducted a study concerning the language appropriate for human rights issues in course books and received financial support from UNESCO and the European Commission. Based on an analysis of recent history projects conducted in Turkey and with partnerships between the European Commission and NGOs like the History Foundation, NGOs play a more active role and appear more interested in these issues as compared to official state institutions.

The picture seems that the NGOs pioneer the efforts in this issue. The efforts of the History Foundation are already evident from the beginning. As far as I know, it also took place among the foundation objectives and principles of the Association. It has been involved in a quite systematic and consistent study since it was founded. Some of the works are published and others are going on. The state institutionally hangs back in this process. I believe the state has not shared the sensitivity of the NGO for a long time (Dr. Ozel- Interviewee)

The 1990s seem to have been a transition period in this sense. The State oriented towards doing something serious concerning these issues since the beginning of the millennium. The Ministry of National Education cooperated with NGOs for the development of content for course books, which is a positive development. This cooperation should continue unabated. The interviewees (historians and NGO leaders) believe that the pioneering activity of the NGOs is both normal and also required. According to the president of the History Foundation, Dr. Silier, the state should only

take consultancy service from them and transfer the task to them again when required.

There is no way out of it.

#### 6.1.6 Kemalism

Since the official nomination of Turkey for EU membership in 1999, the Turkish state system and identity have been increasingly questioned by the EU and neo-liberalist globalization trends from above and by the ethnic, religious and political alternative nationalists (i.e., Islamists, Kurdish or Neo-liberalist) from below. The official national state system refers to the dominant state system defined by the dominant state ideology called Kemalism. Kemalism has basically three unquestionable principles: nationalism, secularism and western-modernization. The Kemalist state system has both ideational and material elements. In other words, it includes not only the Kemalist ideology but also various institutional apparatuses that regulate and dominate the political economic socio-cultural and religious spheres of the nation state.

Not surprisingly, up until now, the Curriculum and Instruction Committee (called *Talim Terbiye Kurulu* in Turkish) has acted according to the Kemalist principles while preparing the history curriculum and its textbooks. This study examines the effects of neo-liberalism on history education in Turkey's EU membership process. Stating that education cannot be used as a platform for the political parties and Kemalism cannot be used in everyday politics. In Turkey, Kemalism may not be criticized. This is the first time that an official in CIC criticized Kemalism. Selcuk the president of Curriculum and Instruction Committee stated:

Education cannot be any political party's reservation. It must be the objection and allegation of the whole society. It should be the mission on everybody's shoulders (Dr. Selcuk-interviewee).

This statement explains what type of educational policy should be in place to eliminate the problems confronting the Turkish education system. This also explains why the Turkish education system has not been developed very well for a long time. Every political party tried to insert its own agenda in the education system. After indicating the real origin of the problem, Selcuk addressed the other issues as well as explaining the difficulty in overcoming these situations:

We are changing the initiation system profoundly. We are transforming to a performance system. There is a huge resistance to this; however, we are so determined. If there is a need to do radical changes for the continuation of the Republic of Turkey in a contemporary world, we will do those radical changes. There is need to undervalue the resistance towards the changes in the educational system. The Curriculum and Instruction Committee and the Evaluation Committee have become elephants' cemetery. It has become the stop for the elephants that are dying. It has become the high wage platform for the evaluation Committee members who are protected by others at higher positions. When we tried to change this, we faced a huge resistance (Dr. Selcuk-interviewee).

This reinforces the need for and the importance of a change in mentality as explained earlier. The new perspective comes from the new CIC administration:

Our national essence, some of our national values, and our independency has been weakened by global pressure. If there has been nothing done and the educational system continues to be the same and we do not feed the economy and the democracy with the changes in 30 years, then it is mostly possible that the problem of education will become the problem of independency (Selcuk, 2005).

The factors which made the president of ICI talk in such an alarming way should be carefully analyzed resulting in an examination of these issues along with the new social studies program, which is the second part of this chapter *The Factors that Force Program Improvement*.

### 6.1.7 Citizenship/Identity

In terms of identity formation, history and social studies textbooks play an important role, showing that a common identity develops through history. Dr. Burak Erdenir critically discusses the European “identity” in his book (2005). And, according to an expert working for the Secretariat General for EU Affairs, “The most important dilemma for European integration is the lack of a common European identity.” Therefore, one of the main targets of the EU today is to emphasize common identity by reducing depictions of conflict and isolation in textbooks and by giving more attention to a unifying history of culture and human experience. European identity is more of an image than a reality and is a historical fiction shaped and re-shaped according to the different conditions of different eras (Erdenir, 2005). Therefore, it is necessary to seek answers to a series of questions relating to the European identity:

- How will the Europeans who constitute the nations and peoples of Europe integrate?
- What is the European Dimension to Education for Citizenship?
- Do common cultural elements that can integrate Europeans really exist? Does the sense of belonging among European individuals exist from upon common political values?
- What kind of opportunities and threats does the growing interaction between Europeans and Muslims create in terms of the European identity?
- To what extent does the Turkish identity adopt common European political values?
- What role do Turkish history textbooks play in forming the European Identity?
- How is the new social studies program affect textbook in terms of creating a new European identity?

With the breakdown of the Soviet Union at the turn of the 1990s, an important functional border defining Europe also dissolved. The existing members of the European Community decided on June 22nd 1993, to extend the definition of Europe to what it had been in the long history before the Soviet intrusion. Although the core of the question, whether a distinct identity of what the Union terms as “European” is possible, existed since the foundation of the EU, the enlargement decision broadened and also made any definition more ambiguous. The greatest challenge to this process however, is not the candidates’ emergence from the post Soviet system, or whose eventual accession is accepted in principal, regardless of differing schedules. The challenge comes from Turkey, whose history, culture, and geography create an ambivalent relationship that is closely linked, but at the same time quite distinct from Western European countries (Uguz, 2004). Turkey’s accession prompts valuable discussions of almost all elements that go into the understanding of a European identity, but, moreover, Turkey’s situation helps reevaluation of conceptions of a Turkish identity and whether it is compatible with a unified Europe (Uguz, 2004).

#### *6.1.7.1 The European Dimension to Education for Citizenship*

The most important present and future social developments (e.g. the technological revolution, globalization, migration, environmental degradation) occur, or have consequences, at a world-wide level. Any development in European Citizenship in the future should, therefore, increasingly consider the realities and aspirations of the rest of the world.

After “Europeanizing” the world for centuries (through colonization, the spread of political, social, and cultural models, world and cold wars), it is now time to “globalize”

Europe, to think of Europe in a wider, global perspective. Europe, due to history and to its present position in the international community, has a specific role to play and a responsibility towards the rest of the world. Its historical links with many countries outside the continent can help to understand the world; something easier said than done. European economic and political power should allow articulation of efficient mechanisms to improve, for the common good, the living conditions and opportunities of non-Europeans.

Without falling into any new Euro-centrist position, the specific contribution of a renewed European Citizenship could consist of this understanding and of a commitment by Europeans to the whole of humanity. European Citizenship - understood as a citizenship from within Europe and committed to the world - should help to achieve, all around the world, peaceful and democratic societies which respect human rights, and live within the framework of ecologically sustainable development.

The language used in the scholarly literature of the European dimension of Education for Citizenship very clear. A more European approach to education (which can mean everything from an approach which is more cosmopolitan to more human rights centered) faces the reality that the European remains only one, and only a relatively new dimension of education for citizenship in most national curricula; a dimension considered additional to national citizenship, if acknowledged at all.

The concern of educators to include a European dimension in citizenship education has developed from the reality of living in Europe (understood in most literature as living in the European Union). “Community is accepted as a broad concept



encompassing much more than nation states, where regions find themselves defined across national boundaries, where individuals are becoming more and more aware of decisions made at European and world levels, and where decisions have a direct influence on daily life, whether that be in material terms or in terms of individual capacity to exercise certain rights, such as the freedom of movement” (Stradling, 2003 p.28).

The difficulty with this understanding is that citizens of the different nations of Europe also live in the world and are significantly affected by world events and developments (in particular all events related to the globalization of markets and economies). So far, saying that world citizenship has a meaning for most people is difficult, despite the best efforts of organizations such as UNESCO and other UN agencies wishing to promote the concept. Hence, understanding European Citizenship more or less ignores the global dimension of citizenship and has a tendency to be expressed in largely Euro-centric terms.

In this context, The EU, since 1990, has dramatically changed its educational policy in general and history education policy in particular. The development, called *the new history* approach, emerged originally in western and northern Europe in the 1970s and early 1980s and had a growing influence on history education in the rest of Europe since that time, initially in southern Europe and then in much of central and eastern Europe after the events of 1989-90 (Stradling, 2003). The collapse of the Iron Curtain in 1989 resulted in a complete reinterpretation of 20th century history in Eastern Europe (Retrieved on 08/14/2005-<http://www.eurocliohistory.org/>).

To strengthen reconciliation, mutual understanding and tolerance in history education and in present-day society, the European Commission and the Council of

Europe established a series of Joint Programs and projects in different countries or regions. Some NGOs like the European Standing Conference of History Teachers' Associations (EUROCLIO) a European organization for history teachers, supports the learning and teaching of history by sharing and exchanging knowledge and experience. The Council of Europe recognizes EUROCLIO as a non-governmental organization with an advisory status. Today, EUROCLIO, founded on April 21, 1993, unites over 65 thousand teachers of history from more than 40 European countries. The History Teachers' Associations of the Baltic countries are all full members of EUROCLIO. Since its very first days, EUROCLIO has pursued promoting and protecting the teaching of history as one of the most important subjects in educating the younger generation. In pursuit of its main objectives, the organization develops and carries out bilateral and multilateral projects related to the teaching of history. The annual conferences of EUROCLIO, its Newsletter, and the Internet are convenient venues for its members to exchange opinions and ideas. Institutions such as the Georg Eckert Institute are also involved with many of the programs and projects.

## 6.2 New Social Studies Education Program

At the beginning of the 2004-05 school year, within the harmonization process directed at EU membership, the Turkish Ministry of Education replaced the primary school educational program with a new one. The new program is in a trial phase in a pilot area which consists of six provinces containing one hundred schools. Next year, the new program will be implemented in every school. The textbooks in the revision process based on the new program will be used starting with the next school year.

For the purpose of collecting data for this study a visit to Turkey during most of the summer of 2004 allowed interviews with the members of Curriculum and Instruction Committee (CIC) for the purpose of gaining an understanding of how the membership process would affect the new program. The time period for the interviews was critically important because the committee was about to complete the program (for 4<sup>th</sup> and 5<sup>th</sup> grades) and the committee members were challenging the problems. But the real challenge is coming with the development of curriculum for succeeding grade levels.

After several attempts, official permission allowed interviews with the members of CIC. This research identified three phases for the new program:

1<sup>st</sup> phase: Prior to the new program.

2<sup>nd</sup> phase: Developing the program, and

3<sup>rd</sup> Phase: Evaluation after the program

The first phase involved analysis of the developments before the program by focusing on the factors forcing development. In the second phase, the focus was the new program from different aspects such as that of the commission which developed the program, the approach of the program, challenges and issues directing preparation of program. The third phase addresses the current issues and challenges arising from implementation of the new program.

### 6.2.1 First Phase-Prior to the New Program

Since the establishment of the republic, Turkey has challenged the universality of the Western system and values imposed from above by State elitists.

The socio historical development of the questioning and reconstruction of the dominant state system and national identity can be understood through the

authoritarian framework of Western-style modernization and its dependence on the ideal of Europeanness in Turkey. It should be noted especially in the 1990s, Turkey has been facing three major pressures: nationalism, supra-nationalism and post-nationalism. These lead to the reconstruction of the existing identities including the official Turkish national identity. (Arikan, 1994 p.83)

Noteworthy is that without understanding these pressures, understanding the reconstruction of new social studies program is difficult, at best. For example, the most distinguishing difference between the old and new programs is the philosophy over design of the program. Specifically, one of the most important criticisms about the old program was its Turk-Islam centric structure and its deliberation under this ideology (Tekeli, 2002; Berkday, 2001) while today's program is developed based on the neo-liberal philosophy.

Since its establishment, the CIC has tried to deal with educational curricula and policy issues, as well as policy recommendations, curriculum programs, textbooks and matters related to students and teachers (Childress, 2001). Also, this committee has been responsible for making decisions about the establishment or abolition of schools, deciding which teaching methods would be used in schools, working to help teachers increase their knowledge, and examine and approve all school textbooks based on their appropriateness to pedagogical and curricula requirements (Ozer, 1983; Childress, 2001). However, the following statement recently made by the president of this committee shows that CIC has been relatively unsuccessful for the last 70 years:

If the educational system is not renewed and is not taken care of by the whole Turkish society by 2023, the future of Republic of Turkey will be welcoming the dark era. Every Turkish person should feel responsible for what could be done. In fact, what you are doing is not some routine work in between the school walls. What you are doing should be the determination of the future of the new generations. If we do not pay attention to what is going on in the world, but instead, if we focus on what is going on in Turkey, we will realize that the educational system in Turkey is the same as the railroad system in Turkey. The

educational system is not working well in Turkey... We cannot be excused from the responsibility of this. (Selcuk, 2004 [from a recent reportage])

This is the first time that a president of the committee (in its 80-year history) gave such a clear message to the public that the situation regarding the Turkish education system is alarming. Turkish people used to hear such strident messages from third parties but not from an official who represents the responsible unit of the government.

### 6.2.2 Factors that Force Program Improvement

Education, one of the most important factors in national development, is in a mode of continuous change in the whole world. Now, education is not just a legal right offered as the duty of a socially conscious country, but is also assumed to be the most effective economically productive field when viewed as human resources improvement. Besides, education is one of the most effective tools to assist changes in politics, society and culture.

While the importance of information continuously increases, the meaning of the term *information* and the understanding of *science* is continuously expanding.

Democracy and government concepts differ from time to time, technology improves extraordinarily and accordingly problems in passing to the information society from industry society arise. The globalization process that comes with rapid changes and developments is not only deterministic in economics, but also in social and cultural aspects. These impact the construction of an information society which influences rapid economic growth, improvement in social infrastructural services and increases societal cultural interaction.

One of the most important aspects of modern society is an investment in information accumulation. For this reason, investment and infrastructure made for people

will be the most important supplement in the improvement of the countries that are in an improvement process. So the basic requirement for developing human resources is in widespread educational centers dedicated to the principle of “lifelong learning,” supporting people’s competitiveness in international markets through emphasizing the improvement of the abilities of mind, research interest and creativity.

Turkey, a country committed to membership in the European Union, attends to improvement in the quality of education within the short- and long-terms in its national program that attempts to satisfy both the EU and its own development plans. Today, education at the primary and secondary levels, correspond to about one hundred percent in Europe. However, it is 87.6% in primary and 59.4% in secondary education in Turkey. University level education percentage is 43% in Europe whereas it is about 29% in Turkey. The ratio of total expenses on education to gross national product ratio is about 5% in European countries, 6% in *Organization for Economic Co-operation and Development* (OECD) countries, but IS 3.9% in Turkey. With these facts, obviously, the quality of Turkish education should be reconsidered.

Although most developed countries in the world surpass Turkey in terms of numbers of schools and expenditures on education, they make reforms in all educational aspects, such as, education schedules, diversity in schools, educational programs to adjust themselves to the changes in governmental concepts like democracy and in technological improvements.

The members of the EU and other developed countries define their educational systems with the principles such as: *lifelong learning; teach the way to learn, and equal opportunity for everyone* while using effective guidance, allowing horizontal and vertical

mobility between schools and departments, and giving importance to education oriented toward productive results.

The demands on education in Turkey increase in response to the aspects described above. Significant changes in family structure, society, consumption, understanding, human rights, politics, science and technology are unfolding. Naturally, these changes should be reflected in the education system; as well, the necessities of the future world should receive attention. In response, the functions of education can be divided into 4 areas of interest:

1. Every child should be included in the education system for individual advancement.
2. The child should be socialized with the help of school to establish the relationship between democracy and education.
3. The education of the population should be consistent with the demands of economics.
4. Education should be seen as a way of supplying equality of opportunity in society.

The prerequisites for education's satisfying the above functions, based on the literature review and the gathered data are:

- The educational programs should be renewed.
- The quality of teachers should be improved with training both before and during their teaching careers.
- The Internet must be available in all schools.
- The standardization of education must be consistent in all schools despite existing diversity.
- The status of teachers must be improved

- The students' parents should be more conscious and aware of the facts.
- The physical conditions of schools should be improved.
- The available information technologies must be applied in schools.

The above prerequisites should certainly be handled in an interactive manner.

### 6.2.3 Second Phase-During the development of the Program

Arguing that the Curriculum and Instruction Committee has started a speedy process of renewing and reforming Turkish educational system, the president of CIC further claimed that there have been vital changes in this regard. Dr. Selcuk stated that up until now, Turkish students have been forced to hate what they have been taught, forced to learn without appreciating the value of what they have been learning and forced to be the same. Furthermore, Selcuk stated:

There have been changes in the educational system lately. In every 10 years period, we have failed to follow the reforms in education, science and industry. What is new now then? Is there any genius in the Ministry of National Education? Are all the Ministry of National Education presidents talented? Has any kind of magic been done to Ministry of National Education? *What happened? What happened to Ministry of National Education is the following: The vision of European Union (EU).* Turkish civil society initiative has never been as powerful as now, and there has never been an initiation and determination of educational reform. (2004) ([emphasis added])

From this statement, obviously aspiring to membership in the EU has had and effect on the vision of the Ministry of Education and by association the social studies committee is also affected by the same vision. Perhaps because of this vision, the new social studies program is different from other programs previously developed in terms of committee, preparation and content.



#### 6.2.4 Third Phase: Evaluation after the program

This is the current and ongoing phase. After the new program is being developed and started to implement in some pilot schools, researchers are supposed to evaluate the new program. There is not much evaluation observed yet. This current study has an important role to serve for this purpose.

#### 6.2.5 The Social Studies Curriculum Committee

The Social Studies Curriculum Committee consists of 20 specialists who are officially assigned and hold regular weekly meetings to develop the new program which includes: social studies, history, geography and special class management instructors, program developers, measurement and assessments specialists. Most of the members are master's graduates and two of them have Doctorates in the field. The number of members on the committee is significantly different than previous committees which usually consisted of 3-4 members. One of the most significant differences uncovered in the course of interviews is the involvement of the outsiders in the development process of the new program:

There are also outside supporters. For example Mr. Sezai prepares his thesis on the subject of historical films. He is a specialist and he helps us by preparing papers about commenting on historical films. Another friend of ours, Oktay, is also a specialist on education. I mean he informed us about moral ethical understandings and about how to teach them to students. Those parts are written by Mr. Oktay. We have another friend called İbrahim. He is studying for his PhD on the subject of oral history education. He informed us very well on methods and techniques for writing oral history. There is also Mr. Ahmet Sait . . . . He is a specialist on conceptual education and he helped us very much. In essence, we have tried to make use of specialists while formulating this program, because only one person might not know everything necessary. (Bahri Ata: from interview notes)

#### 6.2.6 The Process for Develop the New Program

The need for the management of educational programs to correspond to modern needs has priority since it is the driving force for meeting other required needs. CIC (Talim terbiye Kurulu in Turkish) works toward renewing the primary and secondary education programs according to developments in the world within an understanding of integrity.

These program improvement studies are based on the following frames of reference:

- Model educational programs accept the historical, cultural, social, ethical accumulation of Turkey as a motivational source and take the Turkish Republic project established by Ataturk, founder of Turkey, as the initial reference point.
- Model educational programs take the developments occurring in the world as the second reference point. The program changes occurring in Far East, North America and EU countries in the last years are important in this aspect. These changes have the common reason in essence, which is the inability of the previous educational models of handling the competitive nature of the information society.
- Since Turkey's aim is to be an EU full-fledged member the necessary steps and laws are being adopted. For this reason, model educational programs take the EU norms as third reference point.
- Model educational programs take the results of the current educational properties and previous successes and failures as the fourth reference point.

During the development of the new program, the committee asked for assistance from some European experts which is a very important concession for analyzing the effect of European countries on the new program. For instance, when the committee encountered some challenges, application for assistance was unhesitant:

Paul Verdarun came from Holland who gave a conference to curriculum writers and talked about how to write a book with respect to constructivism. They are a 4-5 people team. They told how to write a book about science and mathematics in a constructivist way. Paul said something that I personally liked very much. There is such a misunderstanding in Turkey: Constructivism versus Behaviorism. There isn't such a thing in America or Europe. I especially like the suggestion that he made for curriculum writers. He divided unitarism into 3 pieces: Orientation category, acquisition category, transfer category. Let us say orientation category is constructivist, acquisition category is behaviorist and transfer category is constructivist. See? There is a combination between behaviorism and constructivism. I saw it in many book writers. For example in a Finnish educator Tuevini's writings. I mean behaviorism and constructivism can be together. It's

dose and placement are very important. I agree with Paul on this subject. Lessons must start as constructivist, in gaining category it must go on behaviorist, and must end constructivist. We must see it this way. There is not such a thing behaviorism is black and constructivism is white. (Dr. Ata-Interviewee)

The process to develop the new program is also different from the former efforts. Due to its uniqueness, the committee sent letters to the NGOs to get their input. According to the information received from the representatives of several NGOs, they have provided a written response to the commission about the reorganization of the new Social Studies Program. This is the first time that “NGO responses were considered” (Safran, The president of the commission):

I would like to say that **we looked at the studies on history textbooks which have been taught for years. There were 70 to 80 Master’s and PhD theses which deal with the critical approach to social sciences and history education in Turkey.** The NGOs’ responses did affect us as well, but the academic theses were more important to us. The reason is that these theses employ scientific methodology. We considered the NGOs’ responses and critique if they were in line with the academic studies. However, our starting points were the academic theses studies which evaluate whether the goals set by previous programs have been reached. They show that the goals have not, in fact, been reached. These studies supported the idea of changing the program. (Safran, from the interview notes, emphasis added)

After reviewing the new program and the reports provided by NGOs to the commission, obviously their comments were taken into account. In addition to this, most importantly, teachers’ comments from every region of the country were considered. The Ministry of National Education issued a decree, and official letters were sent to schools around the country. The teachers then sent their written reports with their opinions.

We have the Teacher Reports on Social Studies Curriculum from 81 regions. We analyzed these one by one, to see what the teachers were saying. What do the teachers find difficult, what do they approve of? These determine our starting point. We were careful to have a consensus about the change when we moved towards that structural change. We took the critique into account. (Safran)

But, four years experience indicates that when a school receives an official letter from the ministry, the teachers usually think that their opinions will not be taken into account and therefore they should write something only to fulfill their obligations. This

kind of thinking is prevalent particularly among longer-tenured teachers. First-hand observation as a teacher showed that when teachers received an official letter asking for written reports, observation of the longer-tenured faculty's attitudes was possible. To verify this impression seeing the reports would allow analysis of the teachers' seriousness. Study revealed that some of the reports were written to just *fulfill the obligation* but 40 to 50 of them were very serious reports to point out the problems that teachers deal with in their daily instruction. Such problems included scope and sequence of the subjects, lack of instructional materials and teacher training. The strongest factor for preparing the program is the reports coming from the teachers from all over Turkey:

It is the suggestions coming from the teachers because they are actors of this job... The reports coming to us contain information about those, you are going to read and see how the teacher reports affect the program positively. We made a newer easier program for the 4th and 5th classes accordingly to fit the program into 8 years. You know, previously the primary education was a 5 year program. But the new program for 8 years was not prepared well. It is not well balanced. We worked on moving the intensity of 4th and 5th years to the later years. Certainly we cared about concepts, assets, abilities, not just from the aspect of program. I mean not just what to give, rather what ability to make students obtain is important for us. We adopted 13-14 main abilities like decision making, problem solving and empathy. (Dr. Ata-interviewee)

The committee made a literature search of some European countries such as France, England and Netherlands as well as a search of many of the states in the US through the Internet:

What is important for them? What abilities are important for them? We discussed those subjects. . . But the main problem for us was related to writing down the subclasses of the skills we determined. For example; consider determining the subclasses of the decision making ability. How much and how to give this ability? For example, communication and empathy skills, for example mapping skills. It is a skill to realize a physical space to think analytically. What you give and how you give it is important. Many discussions in our commission held. (Dr. Ata-interviewee)

Willingness to integrate technology is one of the outcomes of reviewing the European Countries' literature and one of the distinguishing differences resulted in the

new program:

We added new virtual journeys to the program over the Internet. A child in Hatay, perhaps, cannot go to Anıtkabir which is in Ankara but he can travel over the Internet. However, the Internet sites in Turkey are not alive and colorful enough. I wish that a child in Van or Kars would be able to make virtual traveling on CD. He should be able to walk in 1st and 2nd Assemblies. But the possibilities are too limited right now even though the program consists of this virtual journey. We will work on this subject. (Dr. Ata-interviewee)

#### 6.11 The Distinctive Vision of the 2004 Social Studies Program

As opposed to the completely behavioral program approaches, the 2004 Social Studies Program has been configured with an approach to encourage and develop individual active participation in life, proper decision making, problem solving, and critical and creative thinking skills while taking the value of knowledge and the individual's experiences into account:

The old program was prepared according to a behaviorist model. There were hundreds of targets and behavior types that we couldn't offer in one month. In the old program there was expectance about 40-60 behavior types from students. There was no skill. We brought that in Turkish education system with this program. Certainly, it is a late solution. When we look through the world we see all of them exist but we have been late on this subject and skill wasn't included, we moved in a very behaviorist way. (Ata-interviewee)

The first stage in this configuration is the classification of the students' acquisitions. In this classification, regarding international standards, categories that would include all aspects of social life have been determined. In the 2004 Social Studies Program, these categories have been discussed under the name *Areas*. The formulation of student acquisitions with the areas focuses the reflection of these acquisitions on every aspect of life.

Analysis of the program revealed that the goal of the program that is still in effect has been formed around four main categories. The areas of the 2004 Social Studies Program that determine student acquisitions are thought to be more objective and inclusive. Below, in Table 2 are the categories of both programs for comparison:

Table 3: Comparison of previous and 2004 programs.

<b>The Categories of the Program in Effect</b>	<b>The Areas of the 2004 Program</b>
1. Citizenship duties and responsibilities 2. Relationship between people in the society 3. Developing skills for acknowledging the environment, one's country and the world 4. Developing the idea and skills of living economically	1. Individual and Identity 2. Culture and Heritage 3. People, Places and Environments 4. Production, Distribution and Consumption 5. Time, Stability and Change 6. Science, Technology and Society 7. Groups, Institutions and Organizations 8. Power, Management and Society 9. Global Relations

The second distinction that the 2004 Social Studies Program brings is that when the acquisitions are planned, the “skill-knowledge-value” dimensions are taken into account. “Skill-knowledge and value” dimensions are not thought of as being separate from each other, but rather that they combine for each gain.

This distinction has determined three main points of the 2004 Social Studies Program :

- Skill
- Knowledge
- Value

The third and the main distinction of the 2004 Social Studies Program, is the fact that the education process is centered on the student and the accessible environment of the student rather than the content or the teacher. The program aims to derive knowledge

from the experiences of the student with the activities recommended to the teachers. As a requirement of the Social Studies discipline recommended skill development include student activities of:

- Oral history exercises,
- Family history exercises,
- Local history exercises,
- Concept acquisition,
- Questioning of written and visual evidences,
- Area research trips,
- Table and graph interpretation, and
- Writing and reading skills.

These skills have been transformed into activities that can help students develop a *Social Studies* vision within the depth of their understanding.

The fourth distinction of the 2004 Social Studies Program is that, the contents that have been designated for student acquisition are formed conceptually. The concepts of the program are not derived from potential contents but rather from the main concepts of Social Sciences (History, Geography, Anthropology, etc.). These concepts have been categorized according to areas and classes. How and when each concept will be taught and what other concepts they will be associated with are clarified. Besides, concept teaching strategies have been incorporated into activities:

In the old program, teacher suggested going to a museum or using a demonstration method but he/she was not told how to use or how to make it. In new program we have 15-20 example activities. Teachers can choose activities according to his/her environment. For example if the teacher is in a village and doesn't have Internet communication, there is another activity for him/her or if

teacher is in the city and has Internet communication, he/she can choose the activity on the Internet. So we show how to take the activity step-by-step. Unfortunately in old program educational methods and techniques couldn't mean more than suggestions. For example the teacher was not told how to surf on the Internet or how to make students watch a film in the old program. We prepared some study papers for the students to complete while surfing on the Internet or while watching a film. (Dr.Ata-Interviewee)

The following, Table 4 provides a graphic representation of the curriculum differences between the previous program and the new one.

Table-4: Comparison of the Current Social Studies Education Curriculum and the New Social Studies Curriculum

	<b>The Current Curriculum</b>	<b>The New Curriculum</b>
<b>GENERAL OBJECTIVES IN TERMS OF THE PROCESS OF CURRICULUM DEVELOPMENT</b>	There are 43 objectives determined for grades 4-7.	There are a total of 17 objectives determined for grades 4-8.
	Social studies is considered to be a citizenship transmission.	Social studies is considered to be a social science and reflective inquiry.
	Content is priority; thus, social studies curricula includes an overwhelming content knowledge.	Gaining skills is priority; thus, objectives are based on the use of skills gained. There is no additional content section determined. Content knowledge may be limited by skills gained.
		Developed through as a consensus based on a broader participation including non-governmental organizations and other related organizations and institutions. Accordingly, feedback is taken into consideration.
<b>CURRICULUM APPROACH</b>	Based on behaviorist approaches.	Based on constructivist approaches.
<b>TEACHER-STUDENT ROLES</b>	Teacher-centered.	Student-centered.
	Teacher aims at transmitting the content knowledge.	Involves student-centered and activity-based teaching methods and techniques.
	Based on objective truth, independent from knowledgeable person	Based on subjective truth, in terms of individual and social structure.



<b>TEACHING AND LEARNING PROCESS</b>	Teacher-centered. Employs teacher-centered and behaviorist methods and techniques.	Employs student-centered and activity-based teaching methods and techniques.
	Transformation of knowledge, following procedures, and feedback are important.	Learning how to learn is important, accessing to knowledge through application of thinking skills.
	Assessment is based on criteria and independent from teaching process.	Assessment is done in the process of teaching and is independent from criteria.
	Promotes traditional conditions.	Promotes those conditions in which students present cognitive and social reflections to success.
<b>CONTENT KNOWLEDGE</b>	<p>Content is based on units, including:</p> <ul style="list-style-type: none"> <li>• Citizenship rights and responsibilities,</li> <li>• Relationships between humans in society,</li> <li>• Learning the local, national and global environment,</li> <li>• Idea of economic living.</li> </ul>	<p>Content is based on learning areas, which is more objective and more inclusive in comparison to the current program, including:</p> <ul style="list-style-type: none"> <li>• Individual and identity,</li> <li>• Culture and heritage,</li> <li>• People, places, and environments,</li> <li>• Production, distribution, and consumption,</li> <li>• Time, continuity, and change</li> <li>• Science, technology, and society,</li> <li>• Groups, institutions, and social organizations,</li> <li>• Power, governance, and society,</li> <li>• Global connections.</li> </ul>
<b>UNITS IN THE CURRENT 4TH GRADE SOCIAL STUDIES CURRICULUM</b>		<b>UNITS IN THE NEW 4TH GRADE SOCIAL STUDIES CURRICULUM</b>
<b>Family, School and Life Society</b> <ul style="list-style-type: none"> <li>• Our family</li> <li>• Our school</li> <li>• Our social life</li> </ul>		<b>Individual and Identity: Everybody has an identity</b>
<b>Our Surrendering Environment</b> <ul style="list-style-type: none"> <li>• Discovering our surrounding environment</li> <li>• Directions</li> <li>• Compass</li> <li>• Sketch</li> <li>• Scale</li> </ul>		<b>Culture and Heritage: Learning my past</b>
<b>Our Province and Region</b> <ul style="list-style-type: none"> <li>• Map</li> <li>• Where do we live in the province and region of our country</li> </ul>		<b>People, Places, and Environments: The</b>

<ul style="list-style-type: none"> <li>• Physical and natural aspects of our province and region</li> <li>• Population and settlement in our province and region</li> <li>• Economic life in our province and region</li> <li>• Significant historical events occurred in our province</li> <li>• Preserving and landscaping the natural environment of our province and region</li> </ul>
<p><b>History, Motherland, and Anatolian History</b></p> <ul style="list-style-type: none"> <li>• Subject matter of history</li> <li>• Time in history</li> <li>• Calendar/Timeline</li> <li>• The beginning of history and historical eras</li> <li>• Motherland of Turks and first Turkish states</li> <li>• Culture and civilization in the first Turkish states</li> <li>• The place of Turks in history</li> <li>• Prehistoric Anatolian civilizations</li> <li>• Culture and civilization in the prehistoric Anatolian states</li> <li>• Impact of surrounding civilizations to Anatolia</li> </ul>

<p><b>place in which we live</b></p>
<p><b>Production, Distribution, and Consumption: From production to consumption</b></p>
<p><b>Science, Technology, and Society: How lucky we are</b></p>
<p><b>Groups, Institutions, and Social Organizations: All together</b></p>
<p><b>Power, Governance, and Society: People and governance</b></p>
<p><b>Global Connections: Friends far away</b></p>

<b>UNITS IN THE CURRENT 5TH GRADE SOCIAL STUDIES CURRICULUM</b>
<b>Homeland and Nation</b> <ul style="list-style-type: none"> <li>• Homeland and love of homeland</li> <li>• Nation and love of nations</li> <li>• Characteristics of Turkish nations</li> </ul>
<b>How We Reached the Republic</b> <ul style="list-style-type: none"> <li>• The Montrose treaty</li> <li>• The independence war</li> <li>• War time</li> <li>• Peace time</li> <li>• The Turkish revolution and its importance</li> <li>• Atatürk's thinking system</li> <li>• Atatürk, the founder of the republic</li> </ul>
<b>Turkey, Our Beautiful Homeland</b> <ul style="list-style-type: none"> <li>• A general looking at our homeland</li> <li>• Natural aspects of our homeland</li> <li>• The importance and problems of our natural environment</li> <li>• Solutions to our environmental problems</li> <li>• Natural disasters and safety methods</li> </ul>
<b>The Birth and Spread of Islam, and Turks</b> <ul style="list-style-type: none"> <li>• Arabs before Islam</li> <li>• Birth of Islam</li> <li>• Spread of Islam</li> <li>• Islamic culture and civilizations</li> <li>• Turks and Islam</li> <li>• Turkish states in the Central Asia and the Middle East</li> <li>• Culture and civilization in the Turkish States of the Central Asia and the Middle East</li> </ul>

<b>UNITS IN THE NEW 5TH GRADE SOCIAL STUDIES CURRICULUM</b>
<b>Individual and Identity: Learning my rights</b>
<b>Culture and Heritage: Turkey step by step</b>
<b>People, Places, and Environments: Discovering our region</b>
<b>Production, Distribution, and Consumption: Things that we produce</b>
<b>Science, Technology, and Society: Dreams that came true</b>
<b>Groups, Institutions, and Social Organizations: Those who work for our society</b>
<b>Power, Governance, and Society: One nation, one flag</b>
<b>Global Connections: Everybody's world</b>

### 6.3 Analysis of New Curriculum

According to the Ministry, the new curriculum will be in harmony with globalization and technological development, adapted to the realities of Turkey and an impulsive force in the education of individuals. Criticizing the former educational system as “memorization, linear, teacher-centered, behind the age, not teaching learning, uniformist, reductive, hard behaviorist,” etc., the Ministry describes the new educational system to be “probabilistic, multi-dimensional determinist, educationalist, fluid, and flexible.” The assertion is that the educational system should be reformed for these attributes.

#### 6.3.1 Newtonian Versus Quantum

The new curriculum has been founded over a criticism of Issac Newton and on a basis of Quantum philosophy. According to the Ministry, “ the brain cannot be regarded as a computer that can be programmed; information cannot be heaped up in the name of learning. The process of learning should be fluid, educationalist and flexible instead.” Within the frame of the Quantum paradigm, taken as the basis for the new primary education curriculum, not only *black-white* options will be considered, but *gray* tones also will be given a chance. Nothing is absolute according to Quantum physics; probabilities should be the basis. With this view in mind, the Ministry is concerned with opening room for religion as a type and method of knowing and knowledge. Again the Ministry argues that “Neither an adaptable, systematic and sustainable learning, nor a consistent individual is at issue in Newton’s mechanical paradigm-based learning methods. Based on the Quantum philosophy, the principle of uncertainty and probability

is given preference.” The Cartesian-specific methods like “splitting the whole into pieces, analyzing through splitting and establishing firm cause-effect relationships lead to an education system based on memorizing, linear and teacher-centered.” The Ministry of National Education estimates this situation and defends that a renewal of the curriculum is required for an education system which is “flexible and interrogative, student-centered” and which “evaluates the performance” and “perceives the intelligence in a multi-dimensional way.”

### 6.3.2 Political Influence

In Turkey, although various types of political groups exist, there are two main political groups: Right Wing & Left Wing. It has been always criticized that The Curriculum and Instruction Committee is under right wing oppression.

According to the Teacher Union (called as Egitim Sen in Turkish) which represents the left wing:

[D]espite all claims of being participatory, equal and multi-dimensional, the new primary education curriculum, the philosophy of which is generally explained above, turns out to be the product of the right, liberal and conservative thought. The new curriculum, based on the globalist neoliberal mentality, does not include the variety and richness in the country. It brings forward the individualist values which try to answer to the needs of the market and takes the neoliberal individual model as the basis.

The new curriculum appeared to have been prepared more for the schools above the average in terms of physical equipment, education materials, quality and quantity of teachers and the student profile whereas most schools in the villages, towns and shantytowns in Turkey are deprived of even the basic services and needs. It is still uncertain how the new curriculum will be implemented in integrated classes. The standard of the new primary education curriculum is based on the “special” rather than the “general.” “Special” is the practical situation of the wealthy children. The new education curriculum has been blind to the equality

of women and men, to the existence of different cultures and languages in Turkey and to the needs of the oppressed. Most of our children in the Eastern and Southeastern regions speak Kurdish, which poses problems in the primary education. It is a well-known reality that the existing curriculum is based on memorizing and on the principle of growing up individuals who do not promote thinking, questioning or discussing. Yet it is interesting that the new curriculum has not presented a concrete program as to how it will abolish the memorizing-based education mentality and develop the productive and creative sides of the students. (2004)

Just like it is not possible for an educational system to be qualified which is continuously indexed to the exams from primary school to university, it is just as difficult to solve the problems immediately amending the curriculum only. The new primary education curriculum is a very bitter indication of the current situation of neo-liberal education policies implemented since 1980. The problems of education cannot be solved with such a right-wing and reactionary program. The solution lies in the preparation of a new curriculum based on the different opinions, suggestions and values of various parts of the society.

#### 6.3.4 Comparisons with Previous Learning Programs

Differences between new learning programs and learning programs which had been operative before July 2004 are compared in terms of approach, content, goals, conditions of learning and teaching, and measuring and evaluation on which each program is based.

#### 6.3.5 Basic Approach

In general, programs have a perspective that brings novelty. As observed, they have a structure that focuses more on the students and suggest methods distinct from the

traditional ones. It is notable that the individual differences have been emphasized in each program. In former programs, though a specific approach is not mentioned, the interests, needs and personal thoughts of students are to be foremost. Also underscored is that the content of the program is to be connected with daily life and related to other scopes. But in the new programs it is seen that constructivism is to be adopted. Besides, it is expressed, there is given weight to conceptual learning, multiple abilities, active learning and imaginative thinking.

In the New Social Studies program, derived from the instructions regarding the application of the program, Social Studies and civic rights and duties instruction are considered in a many-sided and interdisciplinary perspective, and the scope of Social Studies and imaginative thinking is based on that approach. The program's perspective is congruent with the national and universalistic values of the twenty-first century. The basic approach bears components that focus on the students in the light of contemporary developments.

The basic approach of the former Social Studies instruction, though generally behaviorist, has student-centered characteristics concerning the learning-teaching process and the roles expected from a teacher, as it is understood from the instruction of the application of the program and from the phrases mentioned under the titles of aims, special aims and topics of the program. This approach, for example, proposes the use of inductive techniques to make the students active and to help them research. Moreover, it emphasizes the improvement of features such as critical thinking, collaborating, taking responsibility and self-confidence. However, it does not consider how to realize the objective.

### 6.3.5 Content

The content of the new program is composed of units and concepts concerning the topics of instruction. In general, they are practiced *from close to remote* principle which is supported by the thematic approach and global connections. The realms of instruction are similar for the 4<sup>th</sup> and 5<sup>th</sup> grades, whereas the units included are different. For example, the unit on the topic of *Humans, Places and Environments* for the 4<sup>th</sup> grade is organized as, *The place we are living* and, for the 5<sup>th</sup> grade, as *Knowing our region*. Basic concepts comprising the program for each grade and topic such as psychology, anthropology, geography, sociology, politics, economy and history are given in introductory, developmental and reinforcing levels. As to that, there are 53 concepts in the 4<sup>th</sup> grade and 60 concepts in the 5<sup>th</sup> grade. The 2004 Program extends its interdisciplinary approach of interconnecting the secondary disciplines to the same topics worked out in the Life Knowledge course (*hayat bilgisi* translated in Turkish).

The former Social Studies instruction program denotes its content as topics under the units determined for each grade. For example, there are four units in the in the 4<sup>th</sup> grade. The first unit is titled *Family, school and society life*, under which there are three main topics such as *our family, our school and our society life*, and which, in turn, comprise sub-topics. The units and topics are organized in a way that moves from the general to the particular or from close to remote. As a comparison of the 4<sup>th</sup> and 5<sup>th</sup> grades, the program develops from the concrete toward the abstract. Moreover, it specifies how to proceed along the topics, by indicating the concepts and the topics related to them. In the program, the topics concerning Kemalism are pointed out and



underlined as a whole with regard to the units relating to explanations, targets and behaviors.

#### 6.3.6 Aims

The abilities to be improved by the program include 14 skills that are the extension of the Life Knowledge course. The program also comprises the sub-skills. Moreover, it designates, particularly for each grade, specific skills regarding the realms of instruction under the topic *skills to be transferred directly*. The skill of written expression, for instance, is to be transferred directly through the topic *Individual and Identity* in the 5<sup>th</sup> grade. The phrase of *transferring the skill* mentioned here will probably be reminding of a behaviorist approach that is controlled by the teacher. There are detailed examples and explanations concerning the skills to be transferred directly. In addition, values to be developed by the program are also designated as 18 topics that are the extension of those of previous grades. Values to be transferred directly are specified for each realm of instruction in the 4<sup>th</sup> and 5<sup>th</sup> grades. The achievements of the secondary disciplines for the 4<sup>th</sup> and 5<sup>th</sup> grades are given in detail as the extension of the Life Knowledge course, as well as the achievements of this program. But, at that point too, some of the instructions and advice mentioned in the program need to be explained.

In the former Social Studies instruction program, general aims are collected under four groups: civic duties and responsibilities, relationships of the individuals with each other in a given society, ability to recognize the environment, the country and the world and improving the idea and ability of living economically. Particular aims are identified under each unit. Under the title of particular aims, the program gives attention to

statements which mark predominantly cognitive and sensitive targets, including, in turn, their sub-levels. The programs developed in the schools identify the targets and behaviors for each unit. They point out, for each grade, the number of aims, the anticipated number and weight of the courses under each unit title.

### 6.3.7 Learning-Teaching Process

The new programs work out the learning-teaching processes and the teacher's role more thoroughly, when compared with former programs. They suggest ways of practicing the learning of knowledge and skills and give *Activity Examples*. But, they stress that the given activities are simply examples and that the teacher needs to be flexible, taking the individual and environmental differences into account. The former programs, however, lacked any explanation about learning-teaching conditions and some of them give very few examples of activities.

The new programs, compared to former ones, urge the use of more tangible equipment and to give more concrete examples during the learning-teaching process. They suggest using activities that help the students join the process of researching, inquiring, problem solving and decision-making. Moreover, they highlight the learning activities *hands on* as important and encourage that cooperative learning strategies should be used as needed. The activities are based on the Multiple-Intelligence theory. In the learning process, the teacher's role is identified as rendering the learning easier by guiding the students.

The new Social Studies instruction program works out the learning-teaching processes and teacher's role in a more detailed way as compared to former ones. It makes suggestions concerning the application process which comprise the teaching of concepts,

values and skills. It offers solutions regarding the field of applications and units for each grade and the learning-teaching conditions by means of activity samples and explanations, in order to accomplish the necessary achievements. Yet, neither this program, as in the Life Knowledge course program, specifies individually, how to connect its content with the inside or outside class-school activities, examining tour, courses carried out within the program, and other courses and sub-disciplines.

The former Social Studies instruction program carries out the learning-teaching process with reference to explanations about its application given on a rather general level. In this program, the study of the topics underscores the view of democracy, openness to scientific thinking, techniques that make the students active and induce them to research and inquire, methods based on cooperation such as group study, as well as teacher-centered methods. Moreover, there are some explanations concerning the teaching for the units. But, there are no samples and detailed explanations. The explanations given in relation to the application of the program highlight that the study medium of the students also involves extra-curricular activities and may include research, trip-observation tours and interviews. The equipment list given in the program enumerates map, atlas, non-verbal map, terrestrial globe, videotape, film, slides, and computer software.

### 6.3.8 Measuring and Evaluation

The new program not only measure and evaluate the learning output, but also the learning process itself. The new program offers different samples about the means of measurement in order to accomplish both a student self-evaluation and a teacher evaluate

of the student. In some respect, it could be argued, thus, that the variety is increased, whereas more traditional measurement and assessment methods were used in former programs.

In the new Social Studies instruction program, measurement and assessment are seen in relation to the learning process as supportive. The evaluative approach is in line with the basic approach of the program as illustrated by suggested means and methods. Still, the program suggests various evaluative scales for self-evaluation, observation, student product file, evaluation of performance and multi-sided evaluation.

There is no distinct section regarding the measurement and evaluation in former Social Studies courses. For measurement and evaluation, some advice existed under the title of explanations about the application of the program. The new program advises the teacher to follow the development of the student's behavior by observing and to measure the acquired knowledge by various techniques and means.

#### 6.4 Comparison with Other Countries

The concept of education acquires new meanings in the transition to an information society. In the process of re-conceptualizing the education; scientific developments, reorganization and fluidity of knowledge, and social expectations play important roles.

Education is shaped according to a basic paradigm of the era and although the process can be lengthy, it establishes its system with all its features. For example, in industrial societies, when the metaphors about education and school are questioned the word "factory" quite frequently arises. Students are raw materials and they are shaped in line with the societal demands and the quality of product. The students' minds resemble

an empty box to be filled in by means of education in line with the educational goals. Intelligence is a stable and unchanging quality. Some are more intelligent, some are less. Thus, the elimination of some students from the system shows that they are *not good enough* and this is an expected result. Courses are divided into study areas, areas into topics, topics into sub-topics, and they are structured in a linear way. Measurement and assessment are the most fundamental headstones of the system.

Society, being in constant change, gets refreshed on one side and it adapts its mechanisms to new conditions. *Information society* discourse is one of the mechanisms to be adapted to new conditions; it is for society's renewal and for expanding its renewal. Seen from that angle, it would not be wrong to say that education and school protect firmly their structure, although evident results are achieved at the end of social change in many spheres of activity, especially in business.

In the couple years almost all countries have made efforts and sought to restructuring themselves so that outside effects on the education could be incorporated into the educational procedures. In the studies of determining educational policies, while the inputs of the educational policies, the state of the country and the context in which these policies grew are taken into consideration, nations apparently synthesize the international criteria and standards. At that point, some strategies that international institutions and organizations attentively adopt are enumerated as following life-long learning, the broadening and re-definition of the concept of literacy, preventing failure, variation of the environments, content of the education, flexibility and fluidity, integrated and combined programs, and the like (Lee, 2000).

Turkey is not expected avoid these developments either. As a matter of fact, the new learning programs describe the current age as an era in which the knowledge is produced by rapid renewal; thereby, they define the properties required by the individuals of society as reaching the knowledge, using the knowledge and producing. The new program indicates that traditional education approach is inadequate in gaining these properties, that attaining the goal does not depend on memorizing, but on modern education built on knowledge production, that essential changes in science and technology should influence all the spheres of education and there should be radical changes in the approaches regarding the education and new approaches towards multiple intelligence and constructivist education. Moreover, it is observed in these programs that the skills enumerated parallel the worldwide-preferred skills.

In terms of the parallelism with the developments and research conducted in the world, Social Studies course programs are being prepared in line with the new approaches, but in terms of theoretical sources or sources based on research, they are not organized within integration and as extensions of other approaches prevailing in education systems.

Social Studies courses are not independent from the social and universal medium. In developed countries, a notable feature would be that core standards of programs constitute the general frame on the national level; flexibility and diversities emerge on the local level, and the applications occur in schools. Life Knowledge courses included in the school programs in the early Republican periods have genuine aspects and take place in school programs of quite few countries. In various countries, programs take place which

integrate Social Studies and sciences courses or are known as simply Social Studies, sciences and history.

Finland, for example, treats elementary education as the basic educational level, integrates history and Social Studies courses, which are both distinguished from sciences courses. Finnish education studies topics of time, human being and environment in the courses of history and social science. It considers European and Finnish history as interrelated and connected with social topics and citizenship features carry, out this course in collaboration with other courses. The students examine through the thematic topics studied in the courses, the historical background of the topics and relevant social views. They benefit from the practical applications and the use of many-sided materials which Finnish education gives weight to. As the goals of History and Social Studies courses are noted in a general way, they include social and ethic values, consciousness of time and history, taking an interest in and understanding history and social problems, understanding human-nature relationships, understanding and giving respect to cultural differences, understanding one's own role in social decisions, being analytical and creative in making investigations, and thinking critically (Kherroubi & Plaisance, 2000).

In Holland, however, these courses include different areas such as geography, history, natural science, social relations/civic rights and duties instruction, social abilities and traffic safety. The social dimension of the elementary education is improved as a part of life, i.e within the frame of the implicit program both in school and in class, although as course hours, they occupy lesser places in the program during the first five years. Even if Social Studies and science or *learning about environment* courses take place as

different programs, unity among these courses is taken into account (Kherroubi & Plaisance, 2000).

In the European countries, democratic citizenship is today one of the most rudimentary areas in development. These countries openly acknowledge the contribution of the Social Studies education to this area. Various European countries practice the teaching of civic rights and duties either as a main theme interrelating the programs or within the courses of *Life Knowledge and culture, Personal, social and health education, Learning about environment and nature* and as independent courses such as *civic rights and duties* and *Social Studies*, matching with the instruction of *learning about life* courses in Turkey (Kherroubi & Plaisance, 2000).

In general, looking at the Western countries successful in education, it is possible to observe that in a many-sided approach, they give importance to the continuity of the education in the programs, matching with *learning about life* and Social Studies courses. Every country adopts its own genuine models and applications, balanced between central and local processes of decision making, perpetuates its system by reforms and renewals while conforming to the principles of continuity and coherence. Such courses are supported by social activities, school activities and an implicit programs followed-up and evaluated constantly (Lee, 2000; Linn, Lewis, Tsuchida, Songer, 2000).

### 6.5 Features and Advice

One of the important aspects of changes made in the programs is the formation of teacher and student roles, as well as the shaping of the adopted approach. Examination of the introductory parts of new programs shows important changes in the roles of the



teacher and student. Moreover, the programs specify clearly and thoroughly the roles of teachers and students.

Teachers give a new role to students instead of asking them to listen, do exercises and answer questions. It is an active role including asking questions, posing problems, solving problems, undertaking the activities like a scientist intended to bring forth and evaluate the knowledge needed, and constituting cognitive structure through activities. The programs underline the student's role, which is constructive of knowledge and active. Students are individuals who know how to access the knowledge, restructure it mentally and at the end who are capable of producing new knowledge.

The teacher plays role of *organizing medium, guiding* and *enabling* instead of that of *teaching*. The basic role of the teacher is to organize learning-teaching media and to guide activities. Besides guiding, the teacher is encouraged to provide collaboration, to be helpful, to enable, to improve, to make plans, to lead, to take personal differences into account and to supply health and safety.

Teachers are identified as individuals who motivate students like a trainer, make a diagnosis about the situation, guide when necessary, prepare learning conditions that support and look out for students' benefits, investigate constantly while not tiring of learning. Admittedly, the teacher's role is to make learning easier for students by guiding them in the process of learning. Moreover, teachers are expected to determine which learning strategies will be applied in line with the characteristics and conditions of the students in order to help the students attain the achievements determined by the program.

However, it is unlikely that all of these roles are mirrored in the components of the program. Analyzing the achievements and activities shows that the teacher is yet in the center and continues in a transferring role. The phrases used in the instructions of the program reveal that the role given to the teacher goes beyond a guiding one. The language used, such as "get the students, make, find, feel, show, use, perceive" and "transfer directly," is the type that brings the teacher to the center and creates a lead the students.

In addition, major and sudden change in the roles of the teachers and students, as well as a change in approach, is not realistic. For these roles cannot be regarded as independent from life styles determined by social factors, habits and values. To do so soon requires using a practical and evaluation model in order to adopt these changes, practice them and establish certain balances.

### 6.6 Capacity of Program to Change

Program's capacity to change and to solve future-oriented problems is revealed in the surveys about the achievements, activities and explanations, of the properties of the roles given to the teacher and student. Apparently, programs can change in accordance with changing conditions. For instance, depending on changing technology, the expectation is that the student learns a role based upon achievements in the fields of *science, technology and society* included in the 4<sup>th</sup> grade social science program (p.16). As happens with achievement, the student "classifies technologic products . . . according to the areas in which they are used" (Social Studies Program, 2005).

As acknowledged, new programs are more open to change than old ones. For example, arranging the topics and scheduling the course hours is left to the teacher. It is significant that the program suggests more than one activity to the teacher in order to attain the achievements. The program also gives responsibility to the teacher to make arrangements conducive to the achievements to be gained by taking into account the individual student differences and adopted approaches about learning and teaching. This signifies the flexibility of the program. Nevertheless, whether or not the teacher can benefit from this flexibility in terms of both authorization and efficiency is doubtful. Only long term monitoring can reveal any resultant benefit (Paykoc, 2005).

The new program model aims to educate thinking students instead of memorizing ones by giving weight to their thinking process. In this case, students will be more successful in adapting themselves to the changing world. But, the students will not be left totally independent; they will be limited by the explanations made by the teacher, though the degree of independence may change occasionally (Paykoc, 2005).

### 6.7 Implicit Features of the Programs

In the new programs, sub-disciplines such as, *human rights and citizenship*, *developing the career consciousness, guidance and psychological counseling*, *entrepreneurship, health culture and sport culture*, essentially reflect the implicit characteristics of the programs, because these fields are important dimensions of life and culture for individuals and societies. To improve them over the school life would be healthier (Paykoc, 2005).

On the other side, although art and culture are fundamental in the many-sided development of the individual, the fact that they are not sufficiently emphasized in the new program reveals an implicit feature of the program regarding significance and value. In the new programs, the implicit features which could be more effective than the program itself are determined by the way an educational medium is organized, the way the relations are established within this medium, and the way the teacher, school director, staff, parents, course materials and textbooks form a model for individuals and society.

Another significant point is that there are no hidden messages in the programs that could point out gender and regional differences, life styles and beliefs (Paykoc, 2005).

### 6.8 Critical Thinking

Critical thinking is the capacity of the individual to control self-improvement and the learning process individually. In this respect, critical thinking is an instrument that provides freedom and independency in learning, and thus is the reason for the new programs' emphasis on this attribute (Paul, 1990;1995).

In the Social Studies program, however, critical thinking includes stages that are different from the *learning about life* course program and targets the 4<sup>th</sup>-8<sup>th</sup> grades. But it is not clear how continuity is to be maintained. Additionally, some skills that take place under the ability title of *researching ability-comprehension of what is read and finding information, planning in an applicable way and writing* are secondary aspects to the skills of critical thinking (Paykoc, 2005).

The classification of critical thinking skills as *ability to be transferred directly* according to the learning fields in each grade, is a notable feature that seems to be in

contrast with the basic approach of the Social Studies course, as are other skills as well. Three skills are selected in the 4<sup>th</sup> grade. Nevertheless, understandably, certain skills were chosen for certain learning fields. For instance, the preference is for the *individual and identity* learning field for improving the skill of *recognizing the evidence and using it* and the *science, technology and society* learning field for developing the *comparing* skill. In contrast, no critical thinking skill is chosen for the 5<sup>th</sup> grade learning fields, whereas the skills of *using visible evidence, evaluating printed and visual resources*, and “distinguishing between facts and thoughts” are included in the critical thinking skills to be improved in the 5<sup>th</sup> grade program (Paykoc, 2005).

Some of the achievements targeted in the program have improving and preparatory qualities concerning critical thinking skills. A case in point with regard to the skill of *distinguishing between fact and thought* would be that the sixth item of achievements is that *the student distinguishes between the natural and human made elements that s/he see around her/him*. Cases in point are the inclusion the unit of *our place we live*, in the 4<sup>th</sup> grade, and the sixth item, “*the student develops a perspective about the role of tourism in international relations*” included in the *global connections* unit in the 5<sup>th</sup> grade. There are many suggestions, thirty-one for the 4<sup>th</sup> grade, twenty-five for the 5<sup>th</sup> grade, aimed at the improvement of critical thinking, among the activities suggested at end of the Social Studies Program 4-5. However, it is uncertain whether these activities are clear enough for the teacher or how they will be developed and evaluated during the learning process (Paykoc, 2005).

#### 6.9 Suggestions for Implementing the Programs

Such programs require developing the need for novelty and change to improve the

communication and coordination inside and among the institutions of education. All components of the program should be taken into account in terms of their unity, continuity and balance, and they should be consistent with each other. For example, *only a single textbook* view contradict the basic approach.

There is a genuine need for developing mechanisms, units, establishments, source persons, processes, regional- and school-based career improvement models that would provide constant academic/psychological/social/cultural support and trust in the school/learning and education medium for administrative and educational staff, especially for teachers.

More correct would be to think of the educational need as the one that persists for life rather than a need required for a momentary transformation. In this sense, one should think about schools as organizations to prepare the students for real life situations.

A requirement for comprehensive and well-organized training for the teachers is necessary to implement the new programs successfully. Class teachers should be informed, above all, about the structure, philosophy and implementation of the program within the context of the training. Accordingly, the in-service training should be the source of the approaches, such as formative and practical method/technique, etc., focusing on teacher's skills required for student-centered schooling and should aim to change teachers' points of view.

Administrators and supervisors who are an important component of the education will need informative trainings in which they will share multiple learning and teaching environments.

It would be profitable to re-organize the schooling environment and establish the

study environments and source centers, which will provide, especially for teachers, workable and productive conditions in schools. In this matter, the MLO Model prepared previously within the context of MEGP and related reports of School Improvement could be explored. Schools need to take measures in order to strengthen their social and physical infrastructures.

There is also a need for teacher training directed to the organization of the educational environments, of the equipment suggested in program, and of the purposeful use and protection of these environments.

Educational environments should be democratized in their unity and systematically so that they make certain achievements possible, and they should be treated with justice and with regard to freedom.

Textbooks are another element that will increase the new program's potential for success in practice. It is important to prepare those textbooks and teacher's guidebooks which will have been written anew (or being written at present) to be in line with the structure and philosophy of the program. The Turkish Ministry of Education (MEB) should benefit from the studies and projects completed by NGOs like History Foundation. Consequently, since new information and abilities should be taught to teachers, administrators and supervisors, there will be more need for training.

Once the resources, materials and activities prepared for teachers are functional and easily understandable, they will provide extensive use. MEB must develop effective strategies for the extensive employment of resources and materials.

In terms of physical and other aspects, to what degree schools have the conditions required by these programs is another significant question. Taking into account that there

are schools that have no water supply even in some villages of the capital city. It is puzzling that how some aspects could be accomplished. Hence, first of all, the needs of the students, teachers, administrators and educators should be physically met so that these new programs can be carried out. It is necessary to take advantage of the work of existing NGOs on this subject as well as educating the public for the importance of getting together to develop new non governmental organizations.

The Basic Education Project, on the other hand, intends to establish information technology classes in every school. Apparently, however, there is no indication in the programs as to how to use information technologies in the courses. It is important to have relevant units combined to study in an informative way the integration of information technologies, as well as the schooling materials that will be prepared.

Sufficient time is needed to realize the results of the pilot implementation program, to carefully collect and examine the resulting data so that the necessary arrangements for programs can be made prior to full implementation.

The success of the programs depends on how consistent evaluation process is and how well the process is supported with research, which contributes to the on-going improvement of the program. As the most important part of the programs, it is the evaluation model that requires continual improvement since this also affects the openness of the program to change and sustainability. The program is not a written documentary; it should be an organic and interactive entity that meets both the individual and social needs. This entails the careful planning and monitoring of the implementation process and the preparation of a human resources improvement model.



## 6.10 An Evaluation of the New Curriculum of *Social Studies* and *Citizenship*

### 6.10.1 Educational Problems and Conflicts of the New Curriculum

In the Social Studies and Citizenship curricula, there are aims and objectives which are not in harmony with the development phase of the primary education of children. For instance, children will be taught *risk taking* and *career development* so as to be adaptable to change and not to be affected by obstacles arising from change. First of all, the concepts addressing the current competitive free market and entrepreneurship appear to be the concepts of *economy* concerning adults and are beyond the level, personality, intelligence and ability of children.

The concepts of *entrepreneurship*, *leadership*, *team spirit*, *problem solving* and *career development*, in their purest sense, exceed the immature sensitive personalities of young children.

According to the CIC (talim terbiye kurulu), the new curriculum “guides [the child] to use the economic opportunities that may arise in a fast-changing world. The child will therefore have no difficulty adapting to the business world ahead with an enterprising spirit as a successful individual in the globalizing world.” Aiming to bring up children with an enterprising spirit, *Social Studies* and *Citizenship* curriculum prescribe all studies starting from the class activities to be productivity-oriented. However, this language of productivity is regarded as a requirement for easy adaptation to the market, not as an element enabling multi-dimensional development of the child. “Discerning the necessity of a product, planning the product, producing, conducting market research, achievement marketing” all mean making the children pro-capitalist at school. As the

“enterprising individual” is taken as the basis in the economic dimension, democracy is also considered in the individual dimension and described as a way of life for the individual.

The basic stress of the whole curriculum is on the individual rather than the society: “The program [curriculum] accept that the way to create a healthy, happy and constantly developing society passes through developing positive characteristics of the individuals.”

#### 6.10.2 Problem with Curricula Themes

*Social Studies* and *Citizenship* programs are filled, from beginning to end, with ability, theme, personal characteristics, inter-discipline, etc. The outcomes expected from the children like “entrepreneurship, courage and daring, being a conscious consumer, self-management, career planning and development of career consciousness, cooperation and team work” and *leadership* seem to be very heavy burdens for children. Moreover, “daring to try novelties, taking the risk of losing and taking pleasure from this” almost presents life as a process of gambling to the child.

The targets introduced under the title of *career planning* in the *Citizenship* curriculum (recognizing how reputable jobs change in time, detecting the significant and necessary jobs today) are the most clear indicators that the neo-liberal individual model is targeted. The design of the neo-liberal individual has been expressed most evidently under the title of *Leadership* in the *Citizenship* curriculum: “Determining and designing

vision and target, making up awards, creating a positive image as to the group, providing confidence and belief in the leader,” etc.

Despite all claims of having probabilistic, multi-dimensional deterministic, skeptic, unlinear, etc. methods and being anti-Newtonist, the new curriculum, in fact, is based on modern research methods. For instance, the research phases determined (question-observation-prediction-data collection-data storage-data arrangement-data explanation-presentation of research results) are the classic research phases in research methodology. The methodological concepts like cause-effect relationship, variability/similarity, interdependence and continuity are the basic elements of the modern research methods. For instance, the suggestion for gaining problem solving ability is as follows: 1) Defining and restricting the problem; 2) Suggesting hypotheses for the solution of the problem; 3) Making research for data and resource; 4) Testing the hypotheses; 5) Arriving at a solution for the problem. This is the basic approach for classic methodology. The cases and the homework considering the individual characteristics of the students, like types of learning and making them turn into practice which are called *performance evaluations* already exist as targets in the former system. Then, apparently, the new curriculum takes the approach of the modern scientific methods its basis.

The Social Studies and Citizenship programs turn out to be even more paradoxical when it comes to the values. No reality in the behavior of “interacting with people belonging to different social, cultural and religious groups and judging these people without judging” exists. Is it possible to act without judging different beliefs, tendencies,

ideologies, opinions and characteristics of people? The sentence, “They accept that their differences with their friends are natural” considers differences only in the physical/biological sense and ignores the fact that the main differences (those of class, status, gender, ethnicity, etc.) are social rather than natural. The intention of designing a democratic person sometimes leads to very significant paradoxes: “[The child] has the consciousness that each human being deserves respect.”

### 6.11 Problems with New Curriculum Implementation

Serious conflicts and gaps exist between the teaching principles and methods and aims and advantages adopted by the new Social Sciences and Citizenship curriculum and the existing teachers’ knowledge, values and ways of growing. How hundreds of thousands of teachers will adapt to the new system after being trained with a “teacher-centered” mentality and providing education in this way is, so far, unclear. Under current conditions, providing in-service training to so many teachers appears to be impossible.

#### 6.11.1 Conflicts with Classic Methods

The new curriculum may be very challenging for teachers trained through classic methods while they try to adapt to the new curriculum. Inevitably this challenge will lead to several problems. Equally, parents may interfere with the school, directors and teachers in a conjunction with entire primary and secondary education system which is indexed to success in private school and university exams.

### 6.11.2 Infrastructure Weakness

The educational infrastructure is insufficient for the teaching methods and techniques (creative drama, group work, making timelines, completing work sheets, reading materials, writing letters, watching movies, acting, simulation, micro-teaching, performances, computer-aided education, traveling and observation, oral history, creating family trees, keeping diaries, making graphs, projects, observations, applications, drawing, etc.) suggested in the new curriculum.

The current education infrastructure (in terms of time, space, money, staff, etc.) does not have the resources to deal with the teaching methods and techniques required by the new curriculum. Focused on the intellectual development of children in addition to development of their abilities and personalities, the new curriculum is based on instruments and methods aimed at developing the process such as observation, performance homework, interviews, self-evaluation scales, students portfolios, projects, posters, etc. as well as tests consisting of multiple-choice, fill-in-the-blank, matching, short-answer and open-answer questions. Unknown at this point are how, by whom, when and under what conditions all these techniques will be applied.

## *CHAPTER -7*

### *CONCLUSIONS, IMPLICATIONS AND FURTHER QUESTIONS*

For decades the Turkish Republic has sought to become a full member in the European Union. The process has been long and circuitous and in recent months final negotiations between the Turkish government and representatives of the EU have begun. The obstacles, particularly political, have started and stalled this process continuously as the parties involved reevaluate their own political and economic self-interests.

As an example of the ebb and flow of exigencies exerting influence, at one time Turkey was an invaluable ally to Western Europe as it was conceived as an essential buffer state against further westward encroachment of the then Soviet Union. With the collapse and fragmentation of the Soviet State in 1990, Turkey's strategic importance waned and European protectionist economic interests gained strength, new obstacles, some appearing to be clearly political, preference to Greece and the territorial issues involving Cyprus, for example, stalled the process, again.

Apparently, membership in the EU for Turkey is once again on track. However, a major consideration is the necessary revision of Turkish education, curricula, and textbooks to comply with the standardizations expected by the European Community. In particular, the teaching of history and social studies are a focal point for evaluation because they encapsulate the teaching of principles essential for creating a European "common house," namely, free movement of individuals, free movement of goods and services, democratization, and inalienable human rights. Turkey's on-going evolution toward parity in a European community is the macro-vision, but the necessary changes required for a success in the endeavor has significant value when applied as to a narrower

micro-vision. Whether one considers educational changes necessary for complete cultural, economic, and political integration arising from differences among ethnic enclaves in London, or similar issues confronting the rural southern United States with the urbanized eastern seaboard, and even, by comparison, a mini-micro-vision of the challenges within a school district, applicable principles directing change are essentially the same.

Perhaps, such considerations as changes in mentality, identity and intercultural sensitivity are easier to comprehend on a large-scale map. If one considers the Turkish situation as the educational system in that country attempts to engender a European mentality, a European identity, and intercultural-sensitivity through its history and social studies curricula, the carry over may prove valuable to less global situations. This study, using developments in its history and social studies programs to comply with the European Unions educational imperatives provides a model for inter-cultural integration applicable for many educational environments of equal or lesser scale.

Three frames provide the basis for investigation, comparison and model development:

1. The European Union's standards for education operating as an adjunct for its direction toward political, economic and inter-cultural integration.
2. The Turkish initiatives toward accommodating the European Union's expectations as well as internal educational standardization to enfold its peculiar diverse population, and

3. The Milton J. Bennett model for inter-cultural sensitivity as a method for measuring change along a continuum of cultural attitudes that stretches from denial to integration.

Qualitative in nature, the inquiry for the specifics of the Turkish situation relies heavily upon the input of decision-makers, educational professionals, and government officials intimately involved in both the curriculum and textbook issues confronting Turkey and the directives arising from the EU. Perhaps uncannily, however, the comments to investigative prompts could easily come from anyone, nearly anywhere, who faces the task of developing an effective change in mentality for a standardized, equality-based educational systems to meet the needs of a competent, competitive, democratic, human-rights oriented socio-cultural order with a common identity.

As a foundation for discussion, the historical background of Turkey and its movement from a staunchly nationalistic mindset characterized by the example of the Kemalists to the modernist perspective of the 21<sup>st</sup> century is easily applied to a micro-context where equality and cultural integration are the imperatives. Equally, the history of the EU efforts to integrate some 40 nations under the *one house* paradigm parallels the necessities facing any responsible governing entity attempting to establish socio-cultural harmony through education. These two, then provide necessary input for this study. Additionally, as indicated in the earlier section, the actual words of those “in the trenches” attempting to bring about change and progress provide valuable insight for the challenges, the successes, and the short-comings encountered in the achieving the goal.

Specific application of the Bennett model for inter-cultural sensitivity to the efforts of the EU and Turkish educational authorities reveals the achievements as well as



the areas requiring, in some cases, not insubstantial revision if reversion to unrestrained nationalism with all its prejudices from vested interests is to be avoided.

Undeniably, in the example, Turkey has made significant progress in bringing its educational system and especially its history and social science curricula into the 21<sup>st</sup> century. Likewise, the EU, through its initiatives and a genuine effort has provided much of the guiding principles for Turkey's success. However, as the process continues, the shortfalls, irritation points, and lingering nationalistic tendencies, even among established members of the EU reveals that the ideal, as enshrined in the Bennett model, is not yet achieved, at least in terms of education. However, despite the further unfolding of issues requiring attention in the macrocosm, just as issues would unfold in an educational microcosm, clearly education in general, and history/social studies in particular, over and extended period arises as the surest method for success in establishing a culturally integrated, productive, democratic, human rights oriented society.

I find the perceptual dimensions within global and multicultural education very important and relevant to solving education-related problems in Turkey. These perceptual dimensions include: open-mindedness, anticipation of complexity, resistance to stereotyping, empathy, and non-chauvinism (Merryfield, 1993; 1995; 1998). Turkey remains essentially a male-dominated and ethnically diverse society. Unfortunately, the diversity of Turkish society has always been denied by the officials since the beginning of the modern Turkey and consequently the educational system has reflected this denial.

Refusing or neglecting the reality of the diverse structure of Turkish society has always become a temporary solution, or in a better explanation, the problems have been postponed. However, whenever Turkey applies to become a member of the EU, the issue

has been brought in front of Turkey. The issue has been conceptualized with two main expressions: “human rights” and “democracy”.

One of the most important ways to deal with this issue is to educate the country’s people as democratic citizens, lifelong learners, and critical thinkers. Because of its nature, social studies education becomes a very significant discipline in this regard.

Once one looks at the current social studies teacher preparation program in Turkey, it is obvious that there is lack of courses focusing on the current issues. Therefore, it can be assumed that teachers are not prepared well for the current issues. During the whole four-year program there is only one computer course offered in the second year of the program as a two credit/hours course out of 147. Then, how can we suppose that the teachers are going to prepare students well according to the global needs, knowledge, skills and attitudes?

As teachers or teachers educators, we always keep in mind that “once students see that ‘their problem’ is indeed part of a larger problem that affects people like themselves in other parts of the world they are beginning to think globally” (Merryfield, White, & McKinley, 1996, p.29).

As it is addressed before, there has been some dissatisfaction with the teaching of social studies and preparation of its teachers in Turkey because of several reasons. One of the reasons is that while trying to improve Turkish educational system, most of the Turkish scholars/intellectuals have always disregarded the country’s rich cultural, historical and social sources. Either with the aim of entering the EU or reaching the global developments and standards, there has been a tendency to use Western knowledge. The idea that scientific knowledge is universal is one reason for such a transfer of

knowledge. However, if this transfer has only one direction, and if there is a weak connection between the transferred knowledge and the needs of the society, hoping for a successful outcome with this transferring process can not be considered but a dream. In our particular case, it can be said that knowledge in the field of Turkish education is much imported from the Western countries. Therefore, “knowledge base” for educational research is obviously not a product of our own social histories and this study reveals that this is not helping us to build a relevant knowledge base that will be used to approach educational issues including teacher education. However, by saying this, I do not mean that we should not get any knowledge and development from the West. In contrast, there are many things that we can learn from American and Western countries but what I am saying is that there needs to be a filter of critical perspectives for any knowledge that is being used in the other cultures.

The following recommendations may be made in order to overcome the above obstacles. First of all, the social studies curriculum should be developed to take account of the ways in which students learn, think and develop and of the various kinds of differences among children. The committee has been taking this seriously into the consideration by reviewing the other countries curriculum and their educational system. However, while developing the system, the cultural aspects of the society should be always considered carefully.

In addition, the Turkish social studies curriculum should be designed on the basis of encouraging children to think creatively and critically with an active study, using active imagination, active thinking and purposeful teaching.

Secondly, the curriculum of Turkish social studies teacher education departments should be restructured to educate effective, imaginative, creative and dynamic student teachers. With this in mind, the following points should be included when the secondary school history teacher education program is structured. First, student teachers should be given an adequate training in basic professional skills and the teaching of social studies. Secondly, they should be given opportunities to develop their creativity and reflective skills to enable them to be critical of their own and others' practice during their university and school-based studies. They should also be encouraged to work professionally and constructively within the changing demands of the teaching profession.

Thirdly, throughout the education process they should be given enough opportunities to develop their cognitive, motivational and interpersonal values and attitudes so as to become effective secondary school history teachers. Besides this, secondary school history teacher education programs should be restructured to educate those secondary school history teachers who are aware of the importance of social justice and equal opportunities in the classroom, schools and society.

Finally, history teacher educators working in secondary school history teacher education departments should enhance and renew their own knowledge and skills regarding contemporary changes in the teaching of social studies and teacher education. In particular, they should be informed about current ideas of ways to educate reflective, imaginative and creative secondary school history student teachers. Universities should also require and encourage their social studies teacher educators to undertake research into the teaching of history and in education. For this reason, the research facilities of social studies teacher educators should be increased and the findings of teacher

educators' results should be used to improve the quality of social studies education in Turkish schools.

However, “should be” types of explanation is not enough alone. It also brings “how” and “where” types of questions into our considerations. To answer these types of questions, one also needs to understand the general structure of Turkish educational system. The Turkish National Educational System is regulated according to the basis of;

- Constitution of the Turkish Republic
- Laws Regulating Education and Instruction
- Government Programs
- Development Plans
- National Education Councils

Each of the factors should be specifically considered to answer these types of questions<sup>5</sup>. Further studies need to be designed to analyze each factor but if one have to frame it with a couple statement, the most important things can be listed as follows: Laws regulating education and instruction should be reorganized with revolutionary actions such as decentralizing the educational system, abolishing the Higher Educational Council and, eliminating the influence of non-democratic foundations/organizations/ institutions on Turkish education like Turkish military.

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<sup>5</sup> This is big enough to deal with and requires a separate study but I will give a brief explanation here. *Education and Training Laws*, for example, brings an issue to centralize the educational system. This centralization has been totally preventing the development of Turkish education. In fact, back in 1924, Dewey pointed to this problem and I addressed this issue in another paper presented at CUFA/ NCSS conference in 2004 entitled: *Development of Social Studies Curriculum in Turkey and John Dewey's Effect on the Modernization of Turkish Education*.

Aligned with these factors, there are several ways to modify the teacher education departments such as being globally aware of the current developments by sending experts, teachers and students abroad. By this way they can find a chance to analyze other educational systems in the world and implement to our educational departments. Applying recent technological developments, and training teachers and students about the use of the technology is another way to upgrade the educational system. By integrating recent technological developments (computer, Internet for instance etc.), into the teacher preparation programs and their curriculum, teachers and pre-service teachers can be informed about current ideas of ways to educate reflective and creative teachers.

The first time, the Ministry has attempted to be inclusive as much as possible that all component professionals of the education system have participated in the preparation of the new curriculum. This positive atmosphere should be kept by getting all other existing cultures and groups in Turkey involved to this process. In other words, different languages and cultures in Turkey as well as workers, villagers, and others should be taken into consideration. Then new education curriculum can reflect the variety and richness in the country.

The most important dilemma for European integration is the lack of a common European identity. Therefore, one of the main targets of the EU today is to emphasize common identity by reducing depictions of conflict and isolation in textbooks and by giving more attention to a unifying history of culture and human experience. European identity is more of an image than a reality and is a historical fiction shaped and re-shaped according to the different conditions of different eras.

Many aspects of Europeanization are firmly entrenched in Turkey. Globalization is transforming former backwaters into vibrant places of commerce. Urbanization and expanding educational opportunities are wearing away old traditions. Moreover, years of hearing "we are European," (and many Turks do have a European heritage) have had their effects. A wholesale abandonment of Europe would require nothing short of another revolution, and there is no sign of a groundswell in that direction.

Over the years there has been an effort to accommodate more traditional aspects of Turkish life into Ataturk's revolutionary program. There are tensions between the two that have polarized Turkish society, but the status quo is not necessarily untenable. Multiculturalism can work, although it may not make for peaceful politics. Like Americans, Turks have their own unifying tradition associated with a revolution, and Ataturk and his principles are still respected and flexible enough to allow some modifications. Instead of seeing Islam a potential danger to the "democracy" and the Turkish Republic, the obvious opponent to Ataturk, it should be seen as an important part of the culture. It can become one of several components of Turkish identity and need not crowd out all the others.

I think the main challenge either for EU or Turkey is to raise the awareness of decision-makers, educators and people for intercultural dialogue and multi-perceptivity of different dimensions of intercultural education. Therefore, this study raises several implications for researchers, history teachers, curriculum planners and textbook authors and publishers. First, opportunities need to be provided for practicing the analytical skills that are central to any multiperspectival approach if they are to gain the confidence and know-how to enable them to work effectively with a multiplicity of perspectives. A number of teaching and learning approaches should be developed, including comparing

perceptions of each other in conflict situations, and analyzing propaganda and news coverage as means of understanding and interpreting contrasting mentalities as well as conducting in depth studies for the following questions:

- How will the Europeans who constitute the nations and peoples of Europe integrate?
- What is the European Dimension to Education for Citizenship?
- Do common cultural elements that can integrate Europeans really exist? Does the sense of belonging among European individuals exist from upon common political values?
- What kind of opportunities and threats does the growing interaction between Europeans and Muslims create in terms of the European identity?
- To what extent does the Turkish identity adopt common European political values?
- What role do Turkish history textbooks play in forming the European Identity?
- How is the new social studies program affect textbook in terms of creating a new European identity?



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## Appendix A

ORP USE ONLY:  
 The Pennsylvania State University  
 Office for Research Protections  
 Approval Date: 04/30/04 T. Kahler  
 Expiration Date: 04/29/05 T. Kahler  
 Social Science Institutional Review Board

### Informed Consent Form for Educational Research Study

Title of project: *Reconciling the controversial issues in Turkish social studies curriculum in accordance with the European Union standards*

Person in charge: Bulent Tarman (Dual PhD Candidate in the areas of Social Studies Education & Comparative and International Education)  
 107 Chambers Building  
 (814) 883-34-94

This study is a dissertation study aimed to examine the problems of Turkish accession; the implementation of European Union educational standards, policies and how differences are exposed in the processes of pedagogy and curricular reforms in Turkish history Education.

If you agree to take part in this research, you will be engaged in one-on-one, in-depth interviews for between sixty and one hundred and twenty minutes wherein common semi structured conversational interview techniques will be employed. With your permission the interviews will be audio-taped and possibly videotaped.

Following each interview, transcripts will be presented to each participant for their perusal. Similarly, throughout the analysis period, member-checking will be achieved through follow-up interviews, conversations and emailed questions to confirm findings and to discuss components of themes that emerged from the data. Transcripts will be analyzed by coding and clustering patterns that appeared. The documents will also be analyzed in detail to formulate a model that explains the conceptual development of controversial issues in the Turkish history textbooks.

Audiotapes and videotapes will be kept in a lockable cabinet in a locked office and will be accessible only to the principle investigator of the research team. The audio and videotapes will be either destroyed or stored, depending on the box you check on page three. You may ask any questions about the research procedures, and these questions will be answered.

Further questions should be directed to myself or Prof. Marilyn Page, (814) 865-7318, The Pennsylvania State University, 168 Chambers Building, University Park, PA 16802. If you have questions about the rights of research participants, the phone number for the Office for Research Protections is 814-865-1775 or you can email it at [orprotections@psu.edu](mailto:orprotections@psu.edu).

Your participation in this research is confidential. Only the research team will have access to your name and to information that can be associated with you. In the event of publication of this research or presentation of it at a conference or in any educational setting, personal identifying information will be disclosed based on your permission.

There are no risks to you in participating in this research study. Although there are no benefits to you personally in participating in this study, your participation may lead to a greater understanding of the problems of Turkish accession; the implementation of European Union educational standards, policies and how differences are exposed in the processes of pedagogy and curricular reforms in Turkish history Education.

Your participation in this study is voluntary. You do not have to participate at all in this study and if you do volunteer, you can end your participation at any time with no effects. You do not have to answer any questions you do not wish to answer.

Further research may be conducted (by the research team) with the focus on educational development using the data (any of video tapes, audio tapes, or written materials) gathered from this study upon your permission that you will indicate on this page. If there is some further research to be conducted on the development of Turkish history education by using your data, the guidelines described for data storage in this study will also be followed for further study (by the research team).

I agree to participate in a scientific investigation of the problems of Turkish accession; the implementation of European Union educational standards, policies and how differences are exposed in the processes of pedagogy and curricular reforms in Turkish history education as an authorized part of the research at The Pennsylvania State University. I understand the information given to me, and I have received answers to any questions I may have about the research procedure. I am at least 18 years of age, and I understand and agree to the conditions of this study as described. To the best of my knowledge and belief, I have no physical or mental illnesses or difficulties that would increase the risk to me of participation in this study.

I understand that my participation in this research is voluntary and that I may end it at any time.

I understand that I will receive a signed copy of this consent form.

Please check one of the following:

- I give the researchers permission to keep the video tapes and audio tapes indefinitely and use them for educational and research purposes (current and/or future research interests focusing on the problems of Turkish accession; the implementation of European Union educational standards, policies and how differences are exposed in the processes of pedagogy and curricular reforms in Turkish history Education). The tapes will be located in a secured, locked area accessible only to the research team.

- I give the researchers permission to keep the video tapes and audio tapes and use them for educational and research purposes (current and/or future research interests focusing on teacher development). The tapes will be located in a secured, locked area accessible only to the research team. The tapes will be destroyed on December 31, 2013.
- I do not give the researchers permission to use the video tapes and audio tapes for (future) educational and (future) research purposes upon the completion of this study. I want the video tapes and audio tapes destroyed on \_\_\_\_\_ (please insert a date after December 31, 2005).
- I give the researchers permission to use my real name and quotations
- I do not give the researchers permission to use my real name. The researchers can use my quotations via pseudonym.

By signing here you are giving consent to participating in the study described above.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Researcher:

I certify that the informed consent procedure has been followed, and that I have answered any questions from the participant above as fully as possible.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B

COUNCIL OF EUROPE  
COMMITTEE OF MINISTERS

**Recommendation Rec(2001)15 of the Committee of Ministers to member states  
on history teaching in twenty-first-century Europe**

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

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

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

Bearing in mind the European Cultural Convention, signed in Paris on 19 December 1954, which called on its signatory states to encourage the study of the history and civilization of the other contracting parties and to promote such studies in the territory of the other contracting parties;

Calling to mind the Vienna (1993) and Strasbourg (1997) summits, at which the heads of state and government of the Council of Europe:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommends that member states’ governments, while respecting their constitutional structures, national or local situations and education systems:

- draw on the principles set out in the appendix to this recommendation, with regard to current and future reforms in both history teaching and training for history teachers;
- ensure, through appropriate national, regional and local procedures, that the relevant public or private bodies in their own country be informed of the principles set forth in this recommendation, with the support of the reference documents that underlie it, in particular the teaching resources prepared by the project “Learning and teaching about the history of Europe in the twentieth century”;

- on the basis of arrangements to be determined, continue activities relating to history teaching in order to strengthen trusting and tolerant relations within and between states and to meet the challenges of the twenty-first century;
- adopt an integrated approach, using other Council of Europe projects, in particular the project “Education for democratic citizenship” project and work carried out in the field of cultural heritage;

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

### **Appendix to Recommendation Rec(2001)...**

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

History teaching in a democratic Europe should:

- occupy a vital place in the training of responsible and active citizens and in the developing of respect for all kinds of differences, based on an understanding of national identity and on principles of tolerance;
- be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples;
- play a vital role in the promotion of fundamental values, such as tolerance, mutual understanding, human rights and democracy;
- be one of the fundamental parts of the freely agreed building of Europe based on a common historical and cultural heritage, enriched through diversity, even with its conflictual and sometimes dramatic aspects;
- be part of an education policy that plays a direct role in young people’s development and progress, with a view to their active participation in the building of Europe, as well as the peaceful development of human societies in a global perspective, in a spirit of mutual understanding and trust;
- make it possible to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate based on multiperspectivity, especially on controversial and sensitive issues;



- enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national, European and global dimensions;
- be an instrument for the prevention of crimes against humanity.

## 2. *The misuse of history*

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

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

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

## 3. *The European dimension in history teaching*

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

- show continuing historical relationships between local, regional, national and European levels;
- encourage teaching about periods and developments with the most obvious European dimension, especially the historical or cultural events and tendencies that underpin European awareness;

- use every available means, particularly information technology, to promote co-operation and exchange projects between schools on themes connected with the history of Europe;
- develop pupils’ interest in the history of other European countries;
- introduce or develop teaching about the history of the building of Europe itself.

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

- take account of the results of the work done during the project “Learning and teaching about the history of Europe in the twentieth century” conducted by the Council for Cultural Co-operation, in terms of both content and methodological approach;
- draw on Council of Europe programmes on the reform of history teaching and on the preparation of new textbooks and methodological guides during activities to develop and consolidate democratic stability;
- draw on Council of Europe programs for raising awareness of and teaching about heritage;
- disseminate as widely as possible the teaching materials produced by the project "Learning and teaching about the history of Europe in the twentieth century" by making appropriate use of information and communication technologies;
- increase assistance in the preparation of new syllabuses and standards in history teaching, including production of new textbooks, in particular in the Russian Federation, the Caucasus countries, South-east Europe and the Black Sea region;
- take advantage of the Council of Europe’s In-Service Training Program for Educational Staff to help teachers acquire this new knowledge in a European context enabling them to compare views and experience.

#### 4. *Syllabus content*

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

- awareness-raising about the European dimension, taken into account when syllabuses are drawn up, so as to instil in pupils a “European awareness” open to the rest of the world;

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

## 5. *Learning methods*

### *Use of sources*

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

- archives, open to the public, especially in the countries of central and eastern Europe, which now provide never previously available access to authentic documents;
- documentary and fictional films and audiovisual products;
- the material conveyed by information technology, which should be individually and collectively studied, with the teacher playing a vital part;

- all types of museums of the twentieth century set up throughout Europe and the historically symbolic places, which promote a realistic perception by pupils of recent events, especially in their everyday dimension;
- oral history, through which spoken testimony on recent historical events can make history come alive for young people, and which can offer the viewpoints and perspectives of those who have been omitted from the “historical record”.

#### *Personal research*

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

#### *Group research*

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

#### *The cross-disciplinary and multidisciplinary approach*

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

#### *The international, transfrontier approach*

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

### 6. *Teaching and remembrance*

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

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

#### 7. *Initial and in-service training for history teachers*

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

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

– help to devise and create cross-disciplinary learning situations in their classes, in collaboration with their fellow teachers.

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

– create opportunities for exchanges, so that teachers may become aware of the great variety of learning situations involving the new roles concerned;

– support the setting up of discussion groups to look at the profession's difficulties, hesitations and doubts about these new methods of teaching;

– develop resource banks which specify, not only the documents and sites available, but also the validity of the information derived from the said documents and sites.

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

– provide training institutes for history teachers with the support needed to maintain and improve the quality of their training, and develop the professionalism and social status of history teachers in particular;

– accord particular attention to training for trainers of history teachers, based on the principles contained in this recommendation;

– promote comparative research on the objectives, structures and standards specific to initial and in-service training for history teachers and in so doing promote inter-institutional co-operation and the exchange of information needed for the reform of initial and in-service history teacher training and in-service training for trainers;

– seek out and foster partnerships between all of the institutions active in or concerned with history-teacher training (in particular the media), with a view to emphasizing their particular mission and specific responsibilities.

#### 8. *Information and communication technologies*

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

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

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

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

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

## Appendix-C PROJECTS, SEMINARS, CONFERENCES ABOUT HISTORY EDUCATION BY EU

### Projects by Council of Europe (Regional Approach)

North Caucasus	South Caucasus	Moldova	Ukraine
<p>The Joint Program for the North Caucasus has enabled the work of the reform of history teaching to be widely disseminated in this region. Specialists from Chechnya have participated in all the seminars and a special training seminar was organized for history educators in Kislovodsk (November 2002).</p> <p>▶ <a href="#">History Teaching in Secondary Schools: Teacher Training and History Textbooks</a> Dombay, Karachaevo-Cherkesskaya Republic, Russian Federation, 23-24 April 2001</p> <p>▶ <a href="#">Seminar on "How history teaching can strengthen reconciliation, mutual understanding and tolerance in present-day society"</a> Nalchik, Republic of Kabardino-Balkarya, Russian Federation, 5 – 6 October 2001</p> <p>▶ <a href="#">Seminar on "Interpretation of historical facts when teaching history in secondary schools"</a> Elista, the Republic of Kalmikiya, Russian Federation, 26 – 27 April 2002</p> <p>▶ <a href="#">Work in the field of history teaching in school 2001-2002</a></p>	<p>The Council of Europe has been working with history specialists from Armenia, Azerbaijan and Georgia since 1996 and, in particular, within the framework of "The Tbilisi Initiative". The present Joint Program for the South Caucasus enables work on different aspects of the reform of history teaching specifically targeted towards each of the countries to be organized in the period 2002-2003.</p> <p>▶ <a href="#">Seminar on "New approaches in teaching history strengthening reconciliation, mutual understanding and tolerance in present-day society"</a> Baku, Azerbaijan, 27 – 29 May 2002</p> <p>▶ <a href="#">Seminar on "New approaches in the preparation of curricula and standards for history teaching in secondary schools in Armenia"</a> Tsakadzor, Armenia, 26 - 27 May 2003</p>	<p>The Council of Europe has been involved in the reform of history teaching in Moldova since 1996 when a series of five seminars was organized. The work took on a new urgency in 2002 and, since then, the Secretariat has organized two major seminars on the reform of history teaching in Moldova (September 2002 and February 2003) where there were groups of specialists discussing: curricula and standards for history teaching, the preparation and publication of new history textbooks, the initial and in-service training of history teachers.</p> <p>▶ <a href="#">Seminar on "Teaching history in Moldova"</a> Chişinău, Moldova, 24-26 September 2002</p> <p>▶ <a href="#">Seminar on "Teaching history in Moldova"</a> Chişinău, Moldova, 18-21 February 2003</p> <p>▶ <a href="#">History textbooks in Moldova</a></p>	<p>The Council of Europe has worked in different areas relating to the reform of history teaching in Ukraine since 1995 and this Joint Program allowed the Council of Europe to address topics of special interest to the Ukrainian Authorities: "Standards in History Teaching", Dnepropetrovsk November 2002, "New approaches to learning history", Lviv, March 2003</p> <p>A third seminar on "New approaches in the preparation of textbooks on world history for secondary and upper-secondary schools in Ukraine" will take place in Yalta at the end of September/beginning of October 2003 and it will be devoted to "textbooks on the history of the 20<sup>th</sup> Century". It will take place immediately before the Steering Committee for Education's Conference on "1945" and it will provide input. Some of the participants from this seminar should be involved in the conference.</p> <p>▶ <a href="#">Seminar on "New approaches to learning history"</a> Lviv, Ukraine, 28 February – 1 March 2003</p> <p>▶ <a href="#">Seminar on "New approaches in the preparation of textbooks on world history for secondary and upper-secondary schools in Ukraine"</a> Yalta, Ukraine, 30 September – 1 October 2003</p>



### Bilateral and regional Co-operation - Reform of History Teaching

Russian Federation	Tbilisi Initiative	Black Sea Initiative	South East Europe	Matra countries
<p>Work on history teaching in the Russian Federation began in the mid-1990s and a series of seminars were organized on different topics in different regions of the Russian Federation.</p> <p>▶ <a href="#">The reform of history teaching and the preparation of new history textbooks in the Russian Federation (Vladimir Batsyn)</a></p> <p>▶ <a href="#">The reform of history teaching and the preparation of new history textbooks (Robert Stradling)</a></p> <p>▶ <a href="#">Second National Stocktaking Conference on "History Teaching in the Russian Federation"</a> St Petersburg, Russian Federation, 11 – 13 March 1999</p> <p>▶ <a href="#">Seminar on "Standards for history teaching for secondary schools: present situation and future developments"</a> Irkoutsk, Russian Federation, 16 - 18 September 1999</p> <p>▶ <a href="#">Seminar on "New history textbooks for secondary schools: approaches, perspectives and systems of evaluation"</a> Yaroslavl, Russian Federation, 10 – 12 April 2000</p> <p>▶ <a href="#">Seminar on "New methods in teaching history in present-day secondary schools in the Russian Federation"</a></p>	<p>This Initiative involves history educators from Armenia, Azerbaijan, Georgia and the Russian Federation. The idea for the Initiative came from the Regional Seminar on "The reform of history teaching in secondary schools" (Tbilisi, Georgia, September 1997) and was supported by all the countries.</p> <p>▶ <a href="#">Reports of national seminars in 2000</a> The Tbilisi Initiative</p>	<p>The Black Sea Initiative on History brings together history educators from Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine and has had three parts to it: a series of regional meetings of experts/seminars on different topics of interest to all the countries (Constanta, Romania, May 1999 on history curricula; Thessalonica, Greece, December 1999 on the Greeks in the history of the Black Sea; and Odessa, May 2000 on new history textbooks and teaching resources); a network of schools in the region – two schools were involved from each of the countries with two partners schools in another of the countries. The partner schools worked together on an archaeological site near the schools, and an educational pack on the history of the Black Sea.</p> <p>▶ <a href="#">Seminar on "History Curricula for Secondary Schools in the Black Sea Countries"</a> Constanta, Romania, 6 - 8 May 1999</p> <p>▶ <a href="#">Meeting of Experts on "The Greeks in the History of the Black Sea"</a> Thessaloniki, Greece, 2 - 4 December 1999</p>	<p>STABILITY PACT – HISTORY AND HISTORY TEACHING IN SOUTH EAST EUROPE</p> <p>Working Table 1 of the Stability Pact for South Eastern Europe includes a Working Group on History and History Teaching in South East Europe. The activities of this Group come under the responsibility of the Task Force Education and Youth – Enhanced Graz Process.</p> <p>▶ <a href="#">Conference on "The initial and in-service training of history teachers in South East Europe"</a> Athens, Greece, 28-30 September 2000</p> <p>▶ <a href="#">Meeting of the Working Group on "History and History Teaching in South East Europe"</a> Blagoevgrad, Bulgaria, 14-15 December 2000</p> <p>▶ <a href="#">Seminar on "Active learning methods and enquiry-based learning for history educators"</a> Belgrade, Federal Republic of Yugoslavia, 5 – 7 March 2001</p> <p>▶ <a href="#">Regional Teacher Training Seminar on "Teaching materials: controversial and sensitive issues, multiperspectivity"</a> Ohrid, "the former Yugoslav Republic of Macedonia", 6-8 May 2001</p> <p>▶ <a href="#">Informal Meeting of Project Coordinators in the Working Group on History and History Teaching in South East Europe</a> Strasbourg, France, 31 August 2001</p> <p>▶ <a href="#">Regional Seminar on "Teaching the beginning of World War II"</a> Bled, Slovenia, 18 – 20 October 2001</p> <p>▶ <a href="#">Meeting of the Working Group on "History and History Teaching in South East Europe"</a> Sarajevo, Bosnia and Herzegovina, 16-17 December</p>	<p>Council of Europe and EUROCLIO in international cooperation on facilitating the innovation of the learning and teaching of history in the Matra countries</p> <p>▶ <a href="#">Seminar on "History teaching in Croatia"</a> Zagreb, Croatia, 4-5 April 2003</p> <p>▶ <a href="#">Seminars on Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity with the Awarding Ceremony of Yad Vashem Righteous among the Nations 2003 – Croatia and Teaching the History of the 20<sup>th</sup> Century</a> Zagreb, Croatia, 27-28 January 2004</p>

<p>Volgograd, Russian Federation, 19 – 21 June 2000</p> <p>▶ <a href="#">History Teaching –Japan and the Russian Federation</a> Tokyo, Japan, 25 -27 October 2000</p> <p>▶ <a href="#">Meeting of Experts and One-day Training Workshop on History Education and the New Information Technologies" and "The use of the Information and Communication Technologies (ICT) in teaching/learning history</a> Moscow, Russian Federation, 5-7 April 2001</p> <p>▶ <a href="#">Seminar on "New approaches in the preparation and publication of history textbooks in the Russian Federation"</a> Vladivostok, Russian Federation, 21 – 23 May 2001</p> <p>▶ <a href="#">Seminar on "New Approaches to the Development of Textbooks on the history of 20th Century in secondary schools of the Russian Federation"</a> Kaluga, Russian Federation, 23-25 September 2002</p> <p>▶ <a href="#">Third National Stocktaking Conference on History Teaching in the Russian Federation</a> St Petersburg, Russian Federation, 20-22 March 2003</p>			<p>2001</p> <p>▶ <a href="#">Seminar on "New approaches in teaching history in secondary schools"</a> Sarajevo, Bosnia and Herzegovina, 14 – 15 December 2001</p> <p>▶ <a href="#">Conference on "History textbooks and teaching resources in South East Europe: a future?"</a> Sinaia, Romania, 6 – 8 June 2002</p> <p>▶ <a href="#">Seminar on "The teaching of national history in secondary schools in South East Europe</a> Sarajevo, Bosnia and Herzegovina, 13 – 15 June 2002</p> <p>▶ <a href="#">Meeting of the Working Group on History and History Teaching in South East Europe</a> Tirana, Albania, 21 – 22 November 2002</p> <p>▶ <a href="#">Stability Pact - Report by Ms Ann LOW BEER, United Kingdom</a></p> <p>▶ <a href="#">Regional Workshop on "Developing new history textbooks" and National Seminar on "Textbooks and Teaching materials: the development and use in the classroom"</a> Belgrade, Serbia, 4-5 and 6-7 November 2003</p> <p>▶ <a href="#">Seminar on "New Approaches to Teaching History"</a> Sarajevo, Bosnia and Herzegovina, 18 - 19 November 2003</p> <p>▶ <a href="#">History teaching in schools: the work of the Council of Europe and UNESCO in Bosnia and Herzegovina</a></p>	
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EUROCLIO PROJECTS<sup>6</sup>

Title of the project	Participants	Outcome	Time
Understanding a Shared Past, Learning for the Future	Albania, Bulgaria and Macedonia	<p>The project helps history educators from the three countries to develop and implement a teacher resource book on the history of everyday life in Albania, Bulgaria and Macedonia between 1945 and 2000. This integrated and comparative approach has resulted in unique teaching materials that will provide insight and understanding of the history of the neighboring peoples as well as ideas and approaches how to teach a sensitive era such as the communist period. The focus on everyday life history shows the enormous impact of ideology, politics and propaganda on ordinary people.</p> <p>In the spring of 2003 the teacher resource book was published on which the project team worked for two years. The teacher resource book is published in four languages: Albanian, Bulgarian, Macedonian and English, and a copy is sent to every secondary school and teacher training institution in Albania, Bulgaria and Macedonia. In April, May and June 9 teacher training seminars were organized in different cities in the three countries in which 310 history educators were trained how to use the book in their history lessons. In August the project was finalized with a big final seminar in Bulgaria's capital Sofia. During this seminar the teacher resource book and the included teaching and learning approaches were presented to an audience of history educators, historians, politicians, diplomats and media from the Balkan region.</p>	2000-2003
New Times, New History. A EUROCLIO/Nova Doba/Matra project on the innovation of History Education in Ukraine	Ukraine	<p>EUROCLIO and the All-Ukrainian History Teachers Association Nova Doba have started this project in the late spring of 2001. The project aims to develop an innovative textbook Ukraine 1900-1939, the Period seen through the Eyes of an Individual and to build a core group of history educators committed to innovation. The material deals with the history of Ukraine in an international context. It is envisaged for 16-year-old students but also as a source of inspiration for teacher trainers, textbook writers, history teachers and curriculum developers.</p> <p>The project group consists of representatives of the history teachers association Nova Doba, the Ministry of Education of Ukraine, several universities, historical institutes, a leading publishing house and teacher training departments. The project team is assisted and advised by experts from Austria, Russia and Scotland.</p> <p>In 2003 the project team finalized the materials for the textbooks in a seminar and several authors meetings. In November a contract was signed with the educational publishing house Geneza in Kiev to design and print the book. It will be published in April 2004. In May 2004 the project will be finalized with a final seminar in Kiev in which the textbook, its backgrounds and the teaching and learning approaches belonging to it, will be presented to an audience of teachers, teacher trainers, textbook authors, officials, politicians and media.</p>	2001-2003
The Integration of Society in Estonia. A EUROCLIO/MATRA project on A Combined Approach for History and Public Debate	Latvia, Estonia	<p>This project is financed by the Matra program of the Dutch Ministry of Foreign Affairs. In this second year of the project a lot of activities have been organized to discuss and to enhance the integration of the Estonian speaking and the Russian speaking society in the country. The History Teachers' Association of Estonia saw a growing interest among Russian speaking teachers.</p> <p>In January the second Round Table Meeting History and History Teaching was held in the university town of Tartu. This meeting addressed a variety of problems related to the study and teaching of history in school and higher education. More than 40 people, all working in or related to this field took part in this meeting. Discussed were among others history curricula in school and in higher education, school textbooks, citizenship, identity and the (mis)use of stereotypes. In close cooperation with the project The Integration of Society in Latvia the third training seminar was organized in March. In this seminar both project management teams presented the results of the first Round Table Meetings held in January, as well as, in workshop form, the teaching materials they have been developing. Furthermore the participants were trained in workshops by specialists from Italy, Finland, the Netherlands and</p>	2002-2005

<sup>6</sup> Adapted from <http://www.eurocliohistory.org/>

		<p>Northern-Ireland.</p> <p>Both the Estonian and the Latvian Annual Summer Days functioned as a working place for the project; two textbook authors from the Latvian project participated in the Estonian Summer Days and presented an active workshop.</p> <p>The Third Round Table Meeting Occupation took place at 5 September and focused on the learning and teaching about the occupation of Estonia from 1941-1991, by successively Germany and the Soviet Union. It was a sensitive theme as this was the first time the subject was discussed among Russian and Estonian speaking history teachers. During the day the issue of occupation was discussed via lectures, a short movie and discussion groups, lead by members of the project group. The most important outcomes were that there is hardly any discussion about this topic in classroom as well as among teachers. It is important to discuss different perspectives and learn students to defend their own point of view. It was a successful meeting, which was attended by 60 participants, among whom were history educators, students, journalists and officials.</p> <p>From October 31 – November 2 the last combined training seminar took place in Riga, Latvia. During this successful seminar there were national group meetings where the final topics and chapters of the teacher guides were presented in active workshops and thoroughly discussed. The development of the teaching materials is now in its final phase. Next Spring the teacher guide will be printed. During this seminar the international experts used the developed teaching materials from both projects in their workshops. Furthermore, both projects presented the results of their third Round Table meetings in Daugavpils (Latvia) and Tartu (Estonia).</p> <p>In the coming (last) project year the team will focus upon finalizing the editing and printing of the teaching materials, piloting in schools of the materials and disseminate the materials among teachers through teacher training seminars. The closing seminar will be organized in November 2004</p>	
<p>Integration of Society in Latvia. A EUROCLIO/MATRA project on A Combined Approach for History and Public Debate</p>	<p>Latvia</p>	<p>This project is financed by the Matra program of the Dutch Ministry of Foreign Affairs. In this second year of the project many activities have been organized to discuss and to enhance the integration of the Latvian-speaking and the Russian-speaking communities in Latvia. Although integration of society is a rather sensitive topic in Latvian society, project activities take place in an open and respectful atmosphere. During the last year the History Teachers' Association of Latvia noticed an increase in members, especially among Russian-speaking teachers.</p> <p>In the end of January the second Round Table Meeting What unites society? was held in Riga. Discussed in this meeting were elements that could promote the integration of society. Identity, education, language and citizenship play an important role in this respect. Although these are sensitive issues, the meeting took place in a very positive atmosphere. 70 people participated, among whom the Minister of Integration, government officials, journalists, academics, history teachers and students from secondary schools, both from Latvian and Russian speaking background. The presence of many secondary school students certainly added to the meeting.</p> <p>In March the third training seminar took place in Tallinn in close cooperation with the project The Integration of Society in Estonia. In this seminar both project management teams presented the results of the Round Table Meetings held in January. In workshops the authors presented the teaching materials they have been developing. Furthermore, the participants were trained in workshops by specialists from Italy, Finland, the Netherlands and Northern-Ireland.</p> <p>On August 6 the third Round Table Meeting Regional Identity – Is it necessary? took place in Daugavpils, on the eastern border of Latvia. The main topic was the learning and teaching of regional history and its necessity. During the day this issue was discussed via lectures, a variety of workshops and plenary sessions. As this Round Table Meeting was incorporated in the annual Summer Days of the Latvian History Teachers' Association, it attracted a lot of attention. 170 history educators from all over Latvia, and two textbook writers from the Estonian project who presented a workshop, participated.</p>	<p>2002-2005</p>

		From October 31 – November 2 the project teams of the Latvian and Estonian project met in Riga for the last combined training seminar, as the projects are approaching their last year. During this seminar national group meetings have been held, where the final topics and chapters of the teacher guides were discussed and presented. International experts from Finland and the Netherlands used the developed teaching materials from both projects in their workshops. The development of the teaching materials has now reached its final phase. The international experts have expressed their views and the materials are being piloted in schools now.	
Mosaic of Cultures, Teaching the Multicultural Society in Russia	Russia	<p>This project is financed by the Matra program of the Dutch Ministry of Foreign Affairs. Russia is a multi-ethnic, linguistic and religious country. This situation, however, is hardly reflected in the presentation of Russian history and history education. History educators in Russia have increasingly become aware of the absence of this multicultural aspect in school history and have proposed project ideas to overcome this problem. In October 2002 the project Mosaic of Cultures, Teaching the Multicultural Society in Russia started. The project aims to increase the interest and respect for different nationalities, ethnic and religious groups among teachers and students and develop teaching materials meeting this aim.</p> <p>In 2003 the project team started the development of these teaching materials. The author group consists of specialists, representing a variety of different communities in Russian society. A framework for the materials is built containing topics as borderlands, mega polis and migrations, etc. For some of the topics the materials are developed in an advanced stage already. The materials are planned to be ready early 2005. In the rest of that year the materials will be disseminated and implemented among history educators via teacher training seminars in different cities of Russia.</p>	2002-2005
Fostering History and Citizenship Education in Romania. A EUROCLIO/Matra/Center Education 2000+ Project	Romania	<p>This project is financed by the Matra Program of the Dutch Ministry of Foreign Affairs and the Romanian Center Education 2000+. In June 2003 this three-year project officially started to bring together history teachers, textbook authors, initial and in-service teacher trainers, curriculum developers and pupils to work on the development of innovative teaching materials. We aim to develop and implement educational material for citizenship education and to continue the process of democratization through history education.</p> <p>The first training seminar in the autumn focused on fundamental questions like ‘what is the aim of teaching history?’ and ‘what history do we want to teach?’. 50 Romanian history educators from various regions attended the seminar in which international consultants and observers from neighboring countries played important roles.</p>	2003-2006
EUROCLIO Stability Pact Project 2003, To promote and support the development of a Regional History Education Network in Bosnia-Herzegovina, Croatia and the Federation of Serbia and Montenegro, and to identify ways ahead for school history strengthening Peace, Stability and Democracy.	Bosnia-Herzegovina, Croatia and the Federation of Serbia and Montenegro,	This project is financed by the Danish Ministry of Foreign Affairs in the framework of the Stability Pact for South East Europe. It aims to bring together and develop a local and regional network on the learning and teaching of history and to identify the common needs in Bosnia-Herzegovina, Croatia and Serbia towards history education. In order to achieve these goals the project team has organised fact finding missions and local training seminars to involve local history educators. Also regional activities have been organised, which trained history educators from the region in practical tools for history and civic education, presented pluralistic viewpoints and raised awareness for diversity in society. After this one-year investigation of the possibilities, we have been able to present concrete ideas, developed by a core group of active and innovative teachers from the region, about future cooperative and collaborative regional work on the learning and teaching of history.	2003

## Council of Europe and EUROCLIO projects

Title of the project	Participants	Outcome	Time
Council of Europe and EUROCLIO Seminar on Learning and Teaching of History. Meetings with representatives of the Serbian Ministry of Education, Danish HTA and EUROCLIO to plan future cooperation and activities, 21-23 January, Belgrade, Serbia	Denmark, Germany, Great Britain, the Netherlands and Slovenia, Serbia	The Council of Europe organized this seminar in cooperation with EUROCLIO and the Serbian Ministry of Education. During the program two groups worked parallel, a group of academic historians, textbook authors and officials on curriculum and textbooks and a group of teachers and teacher trainers on teacher training. A group of international experts from Denmark, Germany, Great Britain, the Netherlands and Slovenia provided lectures and workshops and took part in the discussions. The teacher-training group focused strongly on teacher responsibility and possibilities for teachers to improve and innovate their subject. The curriculum and textbook group had long discussion sessions related to lectures and presentations by experts. The seminar was also used to strengthen the relations between the Serbian Ministry of Education and the Serbian History Teachers' Association ASH-Euroclio.	
Council of Europe and EUROCLIO seminar on Curriculum Development, 17-23 February, Chisineau/Tiraspol, Moldova		<p>The first 2003 Council of Europe seminar, organized in cooperation with the Ministry of Education of Moldova, EUROCLIO and the Georg Eckert Institute, was held from February 19-21. The opening session of the seminar, in the presence of the Vice Minister and the Minister of Education, was attended by at least 80 persons. This high number showed the increased interest and importance politicians, historians and history educators all had in these events. The participants of the teacher training seminar represented different groups in the history teaching community of Moldova, consisting of experts from the Committee, which had made the first choice between the 42 submitted curriculum outlines, history teachers and trainers, representing the different ethnic and language communities and eight representatives of Transdniestria, representing school as well as academic history. The animators came from England, Estonia, Moldova and The Netherlands.</p> <p>The aims of the teacher training seminar were to train history teachers in active methods, which support the implementation of Council of Europe Recommendation 15 on the Learning and Teaching of history. The activities consisted of methods for problem solving, analyzing sources and historical interpretation and offered many opportunities for exchanging opinions and thinking together. In the first plenary session the participants had the opportunity to get acquainted with the results of the 2002 EUROCLIO questionnaire on the learning and teaching of history about the ethnic, religious and linguistic minorities in Europe, which showed that the question, 'how to teach history in multicultural societies', is discussed in most countries of Europe. The results also gave evidence that only a few countries are at present satisfied with their policy on it.</p> <p>In the last plenary people were asked to evaluate the teacher training seminar. The sessions were considered useful, and there was mentioned several times that communication had been the key word of the meeting. All had enjoyed the opportunity to really talk and listen to each other. Opinions had been exchanged; thinking together had taken place in a calm and pleasant atmosphere, despite the fact that very sensitive and controversial issues had sometimes been touched on. The professionalism of the animators had offered new techniques, tools and applicable tasks. Their examples were also possible in large classes with few resources. Some, who had also participated in the previous seminar, had already applied some ideas in their classrooms.</p> <p>In the evaluation it was also stressed that this and the previous seminar had increased the interest for a teaching and learning of history including different groups in society. The national history was the history of different ethnicities in a country, even, as somebody stated when it still should be called the history of the Romanians.</p> <p>The initial plan to change the national course for school history in the history of Moldova has been cancelled. The government has decided on the recommendation, amongst others by EUROCLIO, to favor a school subject called history, which has a balanced representation of local to world history. The government also has repeated in several statements that they understand that a serious curriculum change takes time and that they should not force this process. They showed that they are willing to follow the advice of the Council of Europe and EUROCLIO consultants about the timing of this process. The educational authorities in Moldova have worked hard to disseminate the results of the first seminar and have organized another series of seminars for teachers and students. The results of these seminars show that teachers were open for compromise solutions to the problems. The atmosphere during the seminars and meetings was constructive and took place in an open working environment and a negative declaration by the opposition was withdrawn for discussion from the National Curriculum Committee after the observation of its author that much had been set in motion and no final</p>	

		decisions could be forced upon the delegates. The amount of participants and the media interest were both very much increased in comparison with September 2002. The involvement of many teachers in the process is very positive. Such problems as the difficulty and lack of textbooks, the excessively dense curriculum, and the lack of freedom to decide what and how to teach determine the positive attitudes of the teachers.	
Council of Europe seminar on Methodology, New Approaches to the Learning and Teaching of History, 28 February - 1 March, Lviv, Ukraine		The All-Ukrainian History Teachers' Association - NOVA DOBA organised in cooperation with the Council of Europe a seminar on Methodology, New Approaches to the Learning and Teaching of History. 40 Ukrainian educators participated in the meeting which was enlightened by presentations of history educators from Spain, Germany and the United Kingdom. Also one of the Ukrainian coordinators from the EUROCLIO project New Times, New History gave a presentation. On the whole it was a fruitful and constructive meeting.	
Council of Europe project The European Dimension in History Teaching. Conference on Learning and Teaching about 1848 in Europe, 1-3 May, Braunschweig, Germany		<p>The Council of Europe and The George Ecker Institute, Braunschweig, Germany, organized the first conference "1848 in European History". During the conference a series of activities concerning the project "The European Dimension in History Teaching", started. The project is elaborated and is led by Dr. Robert Stradling from Great Britain. It will last three years and it will pursue these aims: emphasize contemporary history and the history of recent conflicts; analyze issues relating to migration and minorities; set European history into a global context; incorporate the "education for democratic citizenship" dimension.</p> <p>The content of the conference and all participants' activities during several days showed, that the new project could be not only highly interesting, but also useful in all participants' countries. The conference consisted of three parts: Lectures and following discussions; Workshops on 1848; EUROCLIO and European dimensions. Thanks to the lectures participants learnt about various aspects of the historical events in 1848 in different European countries. Historians from different European regions were presenting the concept and consequences of this historic turning point in their native history. Lecturers demonstrated how the events of the year 1848 have had a great impact on the further development in each country, no matter how stormy the events were. While revolutionaries in Western Europe were predominantly striving for human and civil rights, peoples from Central European regions were also strongly interested in their national rights.</p> <p>Participants learnt about the historical situation in the neighboring countries, which became often hostile in relations to each other in 1848, e.g. the national conflicts in the Habsburg monarchy. Talking with other participants, my impression was, that all of them found these lectures highly contributively to their professional education and thus to their educational activities. The prior aim of the new project - pursuing European dimension- was included.</p> <p>In workshop activities each group, consisting of participants from different European countries, was working on a teaching unit concerning the Revolution in 1848. Primary and secondary sources from different European countries were used. There were different attitudes to the theme given by the fact that in some countries history is taught in a chronological way whilst in other countries history teaching is focused on chosen topics. However, the gap was overcome and each group prepared a proposal of one teaching unit.</p> <p>During the work in "international" groups the European dimensions automatically emerged. Participants realized, how much common values were shared in different European countries in 1848, no matter how these countries were geographically distant or even in the state of hostility. These workshop activities and construction of the teaching units were the first models for the following activities concerning all selected years in the project „The European Dimension in History Teaching“. All participants agreed that this form of common work had brought concrete outcomes useful for practical teaching about the year 1848 in different European secondary schools. Both parts of the conference on the year 1848, lectures and workshops, showed that the further activities within the project "The European Dimension in History Teaching" could be perspective and useful.</p> <p>The final part of the conference in Braunschweig was devoted to information about various activities in history teaching all over Europe. At present EUROCLIO's projects and activities play one of the most important role in disseminating European dimensions. This attitude is appreciated in all countries and viewed as a phenomenon of democracy connected with European spiritual heritage. The activities of the project "The European Dimension in History Teaching" and wide EUROCLIO's activities are in mutual coincidence striving for the same aims and values.</p>	

<p>Council of Europe project The European Dimension in History Teaching. Conference on Learning and Teaching about 1945 in Europe, 2-4 October, Yalta, Ukraine</p>		<p>Within the framework of the project The European Dimension in History Teaching the Council of Europe organised from October 2-4 a conference in Yalta on the year 1945 in European history teaching. The opening day of the symposium, took place in the Livadia Palace, where the American delegation stayed and where the meetings between Stalin, Roosevelt and Churchill took place during the Yalta conference in 1945. We had our symposium even in the same hall as they had.</p> <p>The opening day was filled with lectures and a plenary discussion. Dr. Odd Arne Westad (Norwegian), professor at London School of Economics, gave a key-note lecture on “Yalta, Potsdam and the emergence of the Cold War”. Dr. Martin McCauley, University of London (School of Slavonic and East European Studies) gave a lecture on “Yalta, Potsdam and the emergence of the Cold War: An overview from the United Kingdom in the light of the latest research”. Academician Alexander Chubaryan, director of the Institute of World History, Russian Academy of Sciences talked about “Yalta, Potsdam and the emergence of the Cold War: An overview from the Russian Federation in the light of the latest research”. In the afternoon Professor Christian Ostermann, Director of Cold War International History Project, Woodrow Wilson International Centre for Scholars, USA talked about “Yalta, Potsdam and the emergence of the Cold War: An overview from the United States in the light of the latest research” –a talk about physical and virtual archives and the possibility to access them.</p> <p>Then Robert Stradling presided over a session to discuss the lectures. Robert Stradling draw attention to the Council of Europe project that the symposium was part of: European Dimension in History Teaching, emphasizing the teaching part as one of the main outcomes of the symposium. This was followed by shorter contributions on the same topic “Yalta, Potsdam and the emergence of the Cold War: An overview in the light of the latest research” from Poland by professor Włodzimierz Borodziej, Warsaw University, from Ukraine by professor Mikhailo Kyrsenko, University of Kiev, and from Germany by professor Wolfgang Benz, Berlin Technical University. Next day’s program was divided between working group sessions and workshop sessions, more or less directly related to the Council of Europe project: European Dimension in History Teaching, the year 1945 aiming at identifying key questions, materials, teaching methods to be included in the book and CD-ROMs that will come out from the project. There were three working groups, and their suggestions and recommendations were well structured – the discussions in the groups were intense and rewarding, clarifying and idea creating. On the last day we visited Vorontsov Palace, where the British delegation stayed during the Yalta conference in 1945. Interesting that the Soviets had placed the American and the British so far apart during the 1945 conference! Concluding this conference was well organized and provided many interesting insights in the Yalta Conference in 1945.</p>	
<p>Council of Europe seminar on Curricula, textbooks and teacher-training, 20-24 October, Chisinau, Moldova</p>		<p>The opening session was chaired by Alison Cardwell, Head of the History Education Section of the Council of Europe, and was addressed by Mr Valerian Cristea and Mr Valentin Beniuc, Deputy Prime Minister and Minister of Education of the Republic of Moldova respectively. This was followed by presentations from Ms Valentina Haheu of Moldova’s Centre for Educational Innovation, and Mr Wim van Meurs, Munich University, who had prepared a research paper on history textbooks in Moldova. The seminar then split into two parallel groups. One group consisted largely of academics, textbook authors/experts, and examiners from Moldova, Ukraine, Estonia, Bulgaria, France, Germany, Netherlands, England and Scotland, and focused on some of the contentious issues concerning history curricula, exams, testing and textbooks in Moldova (particularly the relationship between the history of the Romanians and the Moldovan people as a whole including minorities, and the European and world contexts). The other group consisted of school history teachers from different parts of Moldova who engaged in a series of practical workshops conducted by members of EUROCLIO affiliates from Moldova, Bulgaria, Estonia, Netherlands and Scotland.</p> <p>In the final session we prepared to report back to the plenary on what had been achieved on the teacher-training seminar and what needed to be done in the future. The assessment of the workshops was very positive especially concerning the friendly, pleasant, open-minded and busy atmosphere. Participants felt they had gained useful insights for developing their history teaching and assessment in terms of encouraging source-based activities, multiperspectivity, critical thinking, and marking criteria which they would be able to take back to their colleagues and students. For the future they felt that collaboration between Moldova and the Council of Europe should continue with a view to improving textbooks, motivating students and training teachers in writing as well as using new source-based materials and textbooks.</p>	



	<p>The foreign experts very much appreciated the friendliness and commitment of their Moldovan colleagues, as well as the superb Moldovan hospitality including an audience with the Prime Minister and a dinner hosted by the Deputy Prime Minister and Minister of Education. Alison Cardwell and Joke van der Leeuw-Roord were also invited to visit the Speaker of the Moldovan Parliament. The ability, interest and humour of the senior school students who worked so hard as translators throughout the seminar were also greatly appreciated. They are a tribute to Moldovan education and suggest that in the future the history of the people of Moldova will continue to be in good hands. As we were reminded in the final plenary, history teaching should not be primarily for the sake of the teachers, textbook authors, educational administrators or the state and politicians, but for the students themselves.</p>	
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## Lectures and Workshop by EU

Title of the project	Participants	Outcome	Time
<p>Koerber Foundation: EUStory General Assembly "Haunting Memories? History in Europe After Authoritarianism", 6-9 March, Budapest, Hungary</p>		<p>Since 1990 the memory of the war and post-war authoritarianism has been one of, if not the constituting element of the newly established democracies of Central, Eastern and South-eastern Europe. The reestablishment of "historical rights" and the discovery of "the truth" have together been among the key societal pillars reinforcing the new nation states. However, it is also well known that individual as well as collective memory is highly selective and susceptible to outside influence. The very questionable linking of memory with identity politics and state formation in Eastern Europe after the collapse of communism has, furthermore, shown how explosive the memory of the past can become. It is still needed to be discussed, whether a peaceful and sustainable democratization of post-authoritarian societies is actually compatible to the rather ambitious project of finding "historical truth" and achieving "reconciliation through remembering." The third EUSTORY Conference that took place in the premises of the Central European University (CEU), right in the centre of Budapest, addressed these issues on a high scholarly level, combining not only a large number of European case studies, but also a wide range of disciplines such as history, social sciences, social psychology, anthropology and didactics. As Wolf Schmidt, board member of the Koerber Foundation, pointed out in his welcoming speech, the conference aimed at a true exchange: "An exchange between theory and practice, Eastern and Western experience, past and present." Altogether 45 participants from 19 European countries and the US came to the conference, which was jointly organized by the Koerber Foundation and the CEU.</p>	
<p>Georg Eckert Institute International Conference on Learning and Remembering: The Holocaust, Genocide and State Organized Crime in the Twentieth Century, 12-15 March, Berlin, Germany</p>		<p>On behalf of EUROCLIO Harald Frohaug attended the conference on Learning and Remembering: The Holocaust, Genocide and State Organized Crime in the Twentieth Century in Berlin. The Conference was well organized by the Georg Eckert Institute for International Textbook Research and located in the Vertretung des Landes Niedersachsen beim Bund. The Federal Foreign Office of Germany supported the conference. Lectures and discussions were followed by visits to memorial and educational sites like "House of the Wannsee Conference" and "Sachsenhausen Memorial and Museum." Among a lot of interesting lectures the speeches from Jonathan Webber, University of Birmingham: "Sites of Commemoration and Learning" and Suzanne Bardgett, Imperial War Museum, London: "Crime against Humanity" about the new permanent exhibition were very special.</p>	
<p>International conference on School Textbooks and Educational Media, 23-24 June, Lancashire University, Ormskirk, United Kingdom</p>		<p>The aim of this conference, organised by the History Department of Edgehill Campus, was to provide a forum within which publishers, authors, teachers and researchers could explore a range of issues of mutual concern concerning textbooks and other educational media. The conference provided opportunities to promote and disseminate research and experience aiming at improving our understanding concerning the production and use of textbooks and educational media.</p> <p>During the conference a variety of issues was touched upon, including textbooks, educational media and national identity; Textbook content and discourse analysis; The political economy of textbook publishing; The impact of new forms of educational media upon teaching and learning; Children's use of digital media; Textbooks and genders; Ethnicity in textbooks; The involvement of "the other"; Whose Europe and whose world in textbooks and educational media? EUROCLIO contributed to the conference with a lecture on 'Textbooks as a tool for the innovation of History Education', in which its experience with the development of textbooks and educational materials in central and eastern Europe, and the Balkans was highlighted.</p>	

The Border Conference organised by the Historical Association, 24-27 July, Carlisle, United Kingdom		About 80 members of the UK Historical Association enjoyed this 4 day event, organised by our immediate past President, Professor Bill Speck, and members of the Carlisle Branch, led by its Secretary, Mr Ian Mason. The event opened with a reception held in Tullie House Art Gallery, and offered lectures, seminars, light-hearted after dinner lectures, conducted tours of the Castle and Cathedral, and coach tours to Silloth and Whitehaven. Although there was a particular focus on the local history of the area, a wide variety of subjects were covered. The problem of financial viability which had blighted HA conferences of this nature in the past was overcome by the generous assistance of the British Academy towards the expenses of many of the speakers, thus ensuring that a full programme of the highest quality could be offered.	
Nordic History Educators' Network Meeting, 27-30 July, Reykjavik, Iceland		Nordic history teachers from Norway, Denmark, Finland, Aland Islands, Sweden and Iceland have had an informal alliance and meet approximately every three years to discuss ways of making Nordic history more visible in their teaching. This year in Iceland each of the participating countries was represented by a lecture on a significant/controversial issue in their history. The participants contemplated ways to promote Nordic history which students are often much less familiar with than the history of more distant areas. The teachers joined in various activities to discover interesting sides of Nordic history which can be made use of in the classroom.	
HTEN Annual Conference How do Learners make Sense of the Past? 9-10 July, Coventry, United Kingdom		<p>This year's conference took place at the University of Warwick Conference Centre on July 9 and 10, 2003. Sixty three history educators participated, including thirteen from EUROCLIO projects in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Estonia, Latvia, Macedonia, Serbia, Russia and Ukraine. Chris Husbands from the University of Warwick opened the conference with a short but challenging speech about teaching history in a changing world. Is "history rock 'n roll, and are the history teachers becoming sex-symbols"? Or is history just becoming popular in a very small circle of interested people? In the next speech Peter Lee (London Institute of Education) presented the results of his research about the current state of history education in England. He argued that history can not be just a story; it has to be a framework from which pupils can derive their own story. A usable framework of the past allows pupils to relate past to present and to the future as well. The third speech from Keith Barton (University of Cincinnati, USA) concentrated on students' understanding of historical time. By ways of sequencing, grouping (things together: items, period names, dates) and measuring (identifying distance from the past/ from other times) we can teach children to better comprehend historical time. The teacher can provide factual information or focus on personal experience.</p> <p>Clearly the emphasis of the organizers was to focus on actual research and good practice in the learning and teaching of history. During the "Research in Progress Sessions" interim results were presented concerning the question of how students understand historical time in the United Kingdom and South Africa. Also an example of research in Malta and an example of building community archives in a Local History Project were given. The "good practice poster session" contained several interesting topics like: how to use historical maps more effectively and new approaches to history teacher education. This session was one of the most popular of the audience; people could wander around, sniff at teaching materials and approaches and pose questions to specialists. Jolanta Klisane, a history teacher from Latvia, was invited by HTEN to deliver a speech on the "Development of Interactive Methods in History Teaching in Latvia during the last 10 Years". She explained why the approach of history teaching in Latvia had to be changed and why the curriculum had to be renewed. Parallel to this presentation, participants could also attend the "Consultation on proposed changes to the UK Key Stage 4 History curriculum – a change to participate". EUROCLIO gave a presentation about the current situation as regards the learning and teaching of history in Bosnia-Herzegovina and the role of EUROCLIO in the region.</p> <p>The conference program was overloaded and many participants felt that one and a half day for this conference was far too short. There was a lack of time and opportunity for discussion. Nevertheless, the organizers did a great job and everyone enjoyed the English surroundings and the experience of a real University Campus.</p>	
Annual Conference of the Portuguese History Teachers' Association on The role of science and		From October 16-18, in Oporto, the capital of the famous wine-growing region, the 2003 APH-Portuguese History Teachers' Association Annual Conference focused the debate on the role of science and technique during key periods of	

<p>technique during key periods of history, 16-18 October, Portugal</p>		<p>history and its place in the curricula. Participating in lectures, workshop sessions and a study visit along Douro River, the 370 history educators could share reflections, experiences and suggest future actions, concerning the balance between several dimensions of knowledge and skills. During the lecture "EUROCLIO and History Teaching in Europe", given by Manuela Carvalho, the participants received more information about the opportunities and challenges of a more wider and supported sharing and debating under the EUROCLIO network.</p>	
<p>Meeting organised by the Portuguese History Teachers' Association APH, and Ben Baso, Asociación De Profesores Para La Difusión Del Patrimonio Histórico, on Similarities and differences of human activity in Spain and Portugal from Pre-History to Antiquity, 7-9 November, Seville, Spain</p>		<p>Since 2000, every year, the APH-Portuguese HTA and Ben Baso, Asociación de Profesores para la Difusión y Protección del Patrimonio Histórico, from Seville, organise a partnership activity, alternately in Spain or in Portugal. The 2003 meeting took place in Carmona, near Seville, from November 14-16. Approximately 100 participants from neighbouring and other countries, were challenged to identify similarities and differences of human activity in both countries, from Pre-History to Antiquity, through a variety of lectures, exhibitions, workshops and study visits to historical sites, such as the remains of Italica, the ancient roman city. Teaching materials were presented in practical sessions. Information about EUROCLIO and its forthcoming activities was also provided by EUROCLIO President Manuela Carvalho.</p>	
<p>History Teaching in 2003 in Kosovo and Beyond. A Regional Conference on History Teaching in Southeast Europe Organized by: ADRA Denmark, Kosovo Operations and the Centre for Democracy and Reconciliation in Southeast Europe, 6-9 December, Pristina, Kosovo</p>		<p>The purpose of the conference was threefold. In the first place it wanted to present the results of research conducted by ADRA, which identified critical gaps in education reform, both infrastructure (educator support) and curriculum (subject content). Secondly the Center of Democracy and Reconciliation for Southeast Europe wanted to introduce historians, professionals, teachers, pedagogues, and officials from Kosovo and abroad to the regional Southeast European Joint History Project, in the hope of bringing Kosovar education experts into the Centers regional network of scholars. And lastly, as part of its exit strategy from Kosovo, ADRA Denmark wanted to foster a relationship between regional efforts for reform of history teaching and internal efforts within Kosovo. The more than 60 participants of the meeting were key players in the process of history curriculum reform, history teachers and others, active in the field of (history) education from Kosovo, and further they were history educators or represented organizations from Albania, Bulgaria, Canada, Croatia, Denmark, Greece, Macedonia, Netherlands, United Kingdom, USA, Serbia and Slovenia.</p> <p>The clearest outcome of this meeting was the intensified exchange of point of views on history education among the Kosovar history educators, and between them and the international history educating community. The growing openness and deepening of the debate during the progress of the seminar, were excellent examples of the need of face to face communication and seminars like these. The debates will certainly contribute to the work of the Kosovo history educators, who are already working on modern history education. Hopefully, due to the discussions, the procedures designing the rest of the history curriculum will be more open and in cooperation with teachers and students. The history educators operating on an international level have become far more aware of the challenges and opportunities of history education in Kosovo. They felt stimulated to research how further cooperation could be effectuated. In order to do so, it is important to possess good contact coordinates of active Kosovo history educators, and this conference offered for many of us the first reliable contact addresses.</p> <p>It will also support the setting up of an independent History Teachers' Association, which should become member of EUROCLIO and research further cooperation on development of teaching materials and teacher training.</p>	

## VITA

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Ph.D. in Social Studies & Comparative and International Education Curriculum & Instruction.
- University of Missouri, Columbia-Master of Education, Social Studies Education, December 2001
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**Selected Conference Presentations**

**Tarman, B.** (2004, November) *The Nature of Turkish Teacher Education and the demands of a global” perspective engendered by an imminent entrance into the European Union”* Paper presentation at the 2004 College and University Faculty Assembly CUFA/NCSS Annual Conference, Baltimore, MD.

**Tarman, B.** (2003, July). *The Digital Divide in Education*, Paper Presentation at the meeting of International Conference for the History of Education, ISCHE XXV, Sao Palo, Brazil.

**Membership in Professional Organization**

- National Council for the Social Studies
- College and University Faculty Association of NCSS
- American Educational Research Association

**Professional Activities/Services**

- 2005--- **Paper Reviewer** for the College and University Faculty Assembly [CUFA] of the National Council for the Social Studies annual conference, Baltimore.
- 2005--- **Paper Reviewer** for AERA 2004 annual conference in San Diego to the following sections: Social Studies; Comparative and International Education; History and Teacher Education
- 2003-(present) **Charter school Founder:** *Young Scholars of Central Pennsylvania Charter School (YSCPCS)* in State College School District Area *as a Founder.*