

DEVELOPING A CULTURE OF CO-OPERATION WHEN TEACHING AND LEARNING HISTORY



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TRAINING UNITS FOR TEACHERS

“History can contribute to greater understanding, tolerance and confidence between individuals and between the peoples of Europe or it can become a force for division, violence and intolerance. Therefore, history teaching can be a tool to support peace and reconciliation in conflict and post-conflict areas as well as tolerance and understanding when dealing with such phenomena as migration, immigration and changing demographics”.
Parliamentary Assembly of the Council of Europe Recommendation 1880 (2009) [History Teaching in conflict and post-conflict areas](#).

E-PUBLICATION

— ***Developing a culture of co-operation when teaching and learning history*** is an interactive e-book with links to external sources. It is intended for use in teachers’ education. It is suitable for any mode of teacher training: initial, concurrent, in-service and refresher courses. The publication is designed for self-study, but could equally be used by groups of student teachers studying together. It is anticipated that tutors and mentors of trainees will be involved in monitoring their students’ progress and understanding of the issues presented by the material, and in suggesting extension work.

COUNCIL OF EUROPE ACTIVITIES IN CYPRUS: HISTORY TEACHING PROJECT 2012-2016

— ***Developing a culture of co-operation when teaching and learning history*** is the outcome of the Council of Europe (CoE) bilateral history education project in Cyprus. The main partner of the CoE within this project was the Association for Historical Dialogue and Research (AHDR) a unique non-governmental organisation which brings together history educators from all communities across the divide.

■ The long term programme has been:

- ▶ **Stage 1:** 2004-2010: Establishing the basis for co-operation and reconciliation through teacher training seminars. The outcome of this stage was the production of the following set of teaching and learning materials based on the needs of Cypriot teachers:
 - [Multiperspectivity in teaching and learning history](#), Nicosia, 2004;
 - The use of sources in teaching and learning history ([Volumes 1 and 2](#)), Nicosia 2005;
 - [A look at our past](#), Strasbourg 2011.
- ▶ **Stage 2:** 2011-2012: Dissemination of the teaching and learning materials and the ideas and concepts behind them. The outcome was active co-operation across Cyprus and involvement of educators and pupils from all communities.
- ▶ **Stage 3:** 2012-2016: Continuation programme of training involving international co-operation and exchanges between Cypriot educators and European counterparts. The outcomes being the elaboration of teacher training units published as: *Developing a culture of co-operation when teaching and learning history*.

BACKGROUND AND THE AIMS OF THE PROJECT

■ The e-book, *Developing a culture of co-operation when teaching and learning history* has grown out of a series of seminars held in Cyprus under the auspices of the Council of Europe and with active involvement of the Association of Historical Dialogue and Research. Key areas for the professional development of teachers are represented by seven training units. Each training unit comprises a theoretical part ('Exploring the ideas') and practical part ('Applying the ideas'). This second part includes lesson plans and suggestions for teaching sequences. This tool is linked to the requirements of ongoing educational reform in Cyprus but also includes a wider perspective and a range of approaches which could be useful for history educators from other member states of the Council of Europe.

■ The aims of the project are:

- ▶ to raise awareness of teaching and learning history in its complexity in the context of cultural diversity and globalisation, based on multiperspectivity with a view of overcoming stereotypes and prejudices and strengthening reconciliation processes as reflected in [Recommendation \(2011\)6 on Intercultural dialogue and the image of the other in history teaching](#), adopted by the CoE Committee of Ministers in 2011;
- ▶ to help Cypriot young people to develop, through teaching and learning history, the skills and attitudes that enable co-operative living. These skills and attitudes include open-mindedness, empathy, emotional intelligence, mutual respect, active listening and self-expression.

WHAT THE E-BOOK CONTAINS

■ There is a short concept paper exploring the concepts of culture and co-operation. This is followed by seven discrete training units each dealing with a key aspect of developing a culture of co-operation. The training units are:

- ▶ 1 Does differentiation have to mean different?
- ▶ 2 Developing empathy as an historical skill
- ▶ 3 Gender and inclusivity
- ▶ 4 Dealing with stereotypes
- ▶ 5 Societies living together
- ▶ 6 Using literature, art and film to aid historical understanding
- ▶ 7 Teaching history in a digital age

■ Because the publication is intended primarily for self-study there are a number of points at which the reader is asked to interrupt their reading and break off to consider some questions. In Part One of each training unit these are shown in the text in a break out box headed 'Points to consider'; in each Part Two they are headed 'Working with students'.

■ The text is varied including: narrative; quotations; interview transcriptions; tables; diagrams; photographs and other visuals; question boxes; lesson plans and worksheets.

■ Worksheets and other material associated with lessons are available on separate pages of the e-book for teachers to print and use in classrooms.

A CULTURE OF CO-OPERATION AND THE CO-OPERATION OF CULTURES

■ History teaching can play an important role in processes of reconciliation, confidence building and learning or relearning how to live together. One way of seeking to achieve this is by helping young people to identify what different communities may have developed or inherited in common. History teaching that aims to promote co-operation and unity should acknowledge the complex nature of trying to understand the past, avoid portraying the 'other' as an actual or potential enemy and challenge prejudice and stereotyping. Key understandings are those of cultural difference and diversity and how cultures have inter-related, overlapped and diverged over time. The ability to enter into a dialogue between cultures is an important ingredient in approaching events and issues from a multiperspective standpoint. These are some of the principles that underpin this e-book.

■ The *UNESCO Declaration of Principles of International Cultural Co-operation* (1966) stated that "Cultural co-operation is a right and a duty for all peoples and all nations, which should share with one another their knowledge and skills."

■ The Third Summit of the Heads of State and Government of the Council of Europe (2005) identified intercultural dialogue (including its religious dimension) as a means of promoting awareness, understanding, reconciliation and tolerance, as well as preventing conflicts and ensuring integration and the cohesion of society. This was fleshed out in the Faro Declaration on the Council of Europe's *Strategy for Developing Intercultural Dialogue*.

■ The ideas and approaches developed in the e-book are directly linked to the on-going Council of Europe intergovernmental project *Educating for diversity and democracy: teaching history in contemporary Europe*.

The interactive e-book is available
at the following address:

<http://www.coe.int/culture-of-cooperation>

www.coe.int

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