CONNECTING EUROPE THROUGH HISTORY

EXPERIENCES AND PERCEPTIONS OF MIGRATIONS IN EUROPE

MIGRATION – CITIZENSHIP – MULTIPERSPECTIVITY – HUMAN RIGHTS – DEMOCRACY

EUROCLIO EVROPAEVM ISHA

‘Europe for Citizens’ Programme
EUROCLIO

EUROCLIO, the European Association of History Educators, was established as an iNGO in 1993 to defend and promote responsible history teaching as an essential subject in the education of young people. EUROCLIO desires to implement responsible and innovative history and citizenship education in Europe by promoting collaborative values, critical awareness, mutual respect, peace, stability and democracy. The Association wishes to prevent the abuse of history, heritage and citizenship education by promoting respect for diversity, human rights, intercultural dialogue and collaboration between stakeholders. EUROCLIO seeks to enhance the quality of history and citizenship education through innovation in teaching materials, methodology and pedagogy and the professionalization and capacity-building of history, heritage and citizenship educators. The Association promotes a European sense of belonging without neglecting the global, national and regional perspectives. EUROCLIO encourages the founding, enhancing and professionalization of the independent Associations of history and citizenship educators as active civil society organisations.

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ISHA

The International Students of History Association (ISHA) is an independent, academic, non-profit organisation which aims to bring students together to discuss history in an international perspective. Founded in 1990 in Budapest, ISHA is a network of students and graduates of history and related academic disciplines that aims to enrich its members’ views on history and historical processes and to increase their understanding of other peoples and cultures.

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The Europaeum

As the pace of European integration accelerates, decision-makers, opinion-formers, politicians and citizens in European countries increasingly need to ‘think European’, to transcend national perspectives and empathise with a European mix of national and international cultures. To meet that challenge, 10 leading European university institutions – Oxford, Leiden, Bologna, Bonn, Paris I, Geneva (Graduate Institute of International Studies), Prague (Charles), Madrid (Complutense), Helsinki and Krakow (Jagiellonian), plus new associate members the Institute of Political Studies at Universidade Católica Portuguesa and the Fundación Ortega Maranón (FOM) in Spain – have jointly set up an association designed to serve as an ‘international university without walls’, in which future scholars and leaders of our new Europe will have an opportunity to share common learning and confront common concerns together, from a formative age and throughout their active lives.

The Europaeum exists to foster collaborative research and teaching, to provide opportunities for scholars, leaders, academics and graduates, to stage conferences, summer schools and colloquia, and to enable leading figures from the worlds of business, politics and culture to take part in transnational and interdisciplinary dialogue with the world of scholarship.

Recent themed programmes have been on The Future of the European University; A TransAtlantic Dialogue; Culture, Humanities and New Technology; and Islam-in-Europe. The association operates flexibly, responsibly and simply – with a minimum of bureaucracy and complexity. Small internal grants promote the mission of the association. Longer term aims encompass jointly-offered teaching programmes, developing capacity for policy-related work and an internet-based knowledge centre promoting international academic collaboration, as well as new linked scholarship and visiting professorship schemes.

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On the 21st of March in 2010 a coach was taking 35 European history teachers from Nijmegen in Netherlands to Kleve in Germany. Suddenly, all the mobile phones started bleeping. The group – taking part in a year-long programme investigating migration teaching – had crossed a border. For most, this was a normal part of being a European. For many others this was a special moment – they were in a new borderless world. As Europe changes, the question before history teachers, researchers, academics, policy-makers, and students, was could their teaching methods also embrace new ideas and new methods – and move from national frameworks to a more global one.

This investigation, supported through the EU Europe for Citizens Programme, reveals that while history teachers appear ready for the challenge, confirmed by a sample survey reported here, they are being held back by inflexible curricula, lack of resources, old-fashioned textbooks and recalcitrant and interfering politicians who hark for simple ‘truths’ based on old ideas, even myths of nationhood.

So, currently in most of Europe’s classrooms, migration history does remain invisible – even though the classes themselves are redolent of the impact of migration. Yet at least one in 3 pupils across Europe is likely to be a recent migrant, while one in 10 teachers themselves have experience of teaching in other cultures or countries, as our survey suggests (see pages 26-27).

Migration is a fault line though current European politics, whether it is with the rise of Geert Wilders and the Far Right in the Netherlands, the idea of migrants swamping Britain, young black rioters in the Paris banlieues or anti-migrant remarks of senior German establishment figures like Herr Sarrazin. Pupils need good teaching to understand these issues and to combat political and media sensationalism.

Many other events also only make sense when they are seen in a larger context. ‘The emergence of nation states’, ‘emancipation of women’, ‘arts’, ‘economic depressions’, ‘famines’ and ‘the Industrial Revolution’ are just some topics that need an international dimension.

History used to be taught through wall charts which depicted simple nationalist images, of kings, battles, of plundering Vikings or swashbuckling crusaders. Today, with a whole range of new sources - voices, interviews, photos, songs, documents and so forth, all available through the internet - it is time to move to a more flexible, inclusive, and global, curricula which explains and demonstrates that migration is normal, and, frankly, eternal.

Paul Flather and Jonathan Even-Zohar
The 18-month long Project Connecting Europe through History – Experiences and Perceptions of Migration in Europe, run by EUROCLIO, the European Association of History Educators, in collaboration with the EVROPAEVM, the association of 10 leading universities and the International Students of History Association, is a transnational initiative which aims to enhance mutual understanding among Europe’s citizens, and to share and boost cultural and linguistic diversity by tackling issues linked to movements of people as a common theme across European History.

All nations in Europe contain significant numbers of migrant or minority families who do not share a common historical experience. Many Europeans are threatened by the deepening of European integration, and even more so by the extension of the EU with ‘new’ countries. Others have become increasingly xenophobic and intolerant.

Historians and History educators face the challenge to explore and explain such heterogeneous historical roots and culture. They cannot simply rely on ‘more inclusive’ historical narratives. Today, even diverse student populations also introduce different and frequently conflicting perspectives to give meaning to the ‘same’ events.

Connecting Europe through History sets out to offer room for multiple perspectives, intercultural dialogue and a European dimension to create new histories and we hope lead to better mutual understanding, tolerance and peace.

Using comparative research methods around themes of Migration, the Project has profiled the different ways in which European countries deal with such challenges, and to show the extent to which History Education is already part of this process.

The results of this work were discussed over a series of national seminars, workshops and lectures in countries around Europe, bringing together prominent historians and researchers from the EVROAPEVM academic network, civil society representatives from the wide network of EUROCLIO National History Teachers Associations and Students of History Education, Culture and Heritage, Economics and Migration Studies from the network of ISHA. This geographical spread across Europe and across disciplines, and across different age groups and professions, all helped to facilitate the Project’s aim to offer insights into the knowledge and interpretation of migration and movement, bringing Europe closer to its citizens and raising awareness of the trans-national ideas.

Main Aims

- Connect and reflect on perceptions related to Migration – allowing participants to interact to achieve a more prominent role for migration in European History Education and, thus, contribute to a more inclusive Europe.
- Reflect on the responsibility of European society by encouraging initiatives for events from civil society organizations, with a core strategy of crossing borders with regional outreach to representatives from partner bodies in neighbouring countries.
- Sharing migration experiences across boundaries of religion, culture and ethnicity through debates and exchange of views using the migrant backgrounds of history teachers and representatives of migrant NGOs, producing constructive intercultural dialogue.

Participant groups

- Teacher Trainers will learn more about new fields to train history teachers in a multicultural school surrounding.
- Academics of universities and migration research institutes will experience what aspects of their research can be used in education and are therefore relevant for society.
- NGOs will find a platform for their migrant histories and will be able to find partners to have their story heard by the general public.
National History teachers associations will be able to strengthen their public profile. Students of History education will learn about an aspect of history that is of vital importance for history education in an increasingly multicultural Europe.

Between September 2009 and November 2010, nine events were organised across Europe, in the cities of Krakow, Berlin, Paris, Leiden, Helsinki, Oxford, Nijmegen, Bologna and Vienna, involving more than 400 teachers, teacher trainers, historians, young and old researchers, migration experts, policy-makers, parliamentarians, professors of History, parents, cultural activists and facilitators, and members of the general public.

Host cities
The EVROPEAUM network hosted events linked to five of its partner institutions, also drawing expert speakers to participate in the events:

- University of Bologna, Italy – Transition from an Emigration Country to an Immigration Country
- University of Helsinki, Finland – Integration Throughout History
- Uniwersytet Jagiellonski, Krakow, Poland – Europeanisation in Central and Eastern Europe: How have the new member states changed?
- Leiden University, Netherlands – Migration, Political Parties & Public Rhetoric in Contemporary Europe
- University of Oxford, Great Britain - Migration, Ethnicity, the Making of Modern Europe

Other events were held at:
- Palais de la Porte Dorée, Paris – History of Migrations in France and Europe: what are the challenges for the classroom?

This booklet contains reports on each event, based on the lecture, talks, discussions and analysis, and an array of significant findings and answers came from an interim analysis of the project through a sample survey (pages 26-27). Conclusions are outlined at the end of the publication (page 28), and a committee of experts prepared six key recommendations (page 30). A follow up project, Historiana, is also outlined (Pages 31-32).
History teaching in Polish schools today has improved enormously over the past two decades - but too often it still harks back to a golden age, emphasizing nationalistic and traditional values, as emerged from a wide-ranging discussion held at the Jagiellonian University involving many recent students of History.

A special round-table discussion reviewing current History teaching in Polish schools was included in a three-day Europaeum graduate workshop held at the University’s Institute of European Studies examining *Europeanisation in East and Central Europe – how have member states been affected?*

The session was chaired by Dr Paul Flather, Secretary General of the Europaeum, with participants Andrzej Gorniak, a History teacher from a large secondary school, Dr Grzegorz Pozarlik, Deputy Director of the Institute of European Studies; Alain Servantie, Senior Advisor from the Enlargement DG of the European Commission, and Frerik Kampman, head of the International Students of History Association, ISHA, from Utrecht.

They reviewed the many changes that had taken place over the past 20 years – and the many challenges that lie ahead, in terms of what the *Europeanisation* process entails, in terms of the building of so-called European values and even a European identity, and the problems of further Enlargement.

Such processes inevitably generate differing approaches – which are often reflected within school curricula. Thus Mr Servantie noted problems in Greece where the role of the Ottoman Empire as ‘not all bad’ was drafted into school curriculum, but this was being strongly opposed by the Orthodox Church.

In the UK, Dr Flather suggested, part of the country’s natural antipathy towards the EU was because the story of 20th century British history was one of a nation standing virtually alone ‘to save Europe’ – an Island race, in the words of Winston Churchill, separated by water from Europe’s worst ravages. So it was not surprising that until recently most British had talked of ‘going to the Continent’, as if the UK was, somehow, itself not in Europe.

Mr Gorniak opened the discussion on the current Polish History curriculum, explaining that many pupils had difficulty in understanding migration as a long term theme, like the 20,000 Poles who emigrated during the 19th century, imagining that the post-2004 migration into the EU was the only such phenomenon to count. He stressed that he did not think pupils understood the differences between ‘voluntary’ and ‘forced’ migration.

Most of his History pupils, drawn from the new Nova Huta suburbs of Krakow, were ethnically Polish, with very limited contact with ‘others’, though a few had Jewish links. Factories in the area had been set up in recent Communist times, so none of the families had deep links to the area. Another problem was confusion over whether migration was to be covered in the History or Civic Education curricula.

An immediate hot topic raised in discussion was the huge Polish exodus to the UK – originally projected in 2004-5 at some 50,000, now thought to be closer to 500,000 - though it was agreed many Poles were now also returning from the UK. It was felt they might well have problems ‘adapting back to traditional Polish ways’ on their return, depending on how long they had been away - although Dr Flather felt they would actually bring major new ‘transformative’ skills and ideas to Poland.

Jan Vaska, doing research within International Area Stud-
ies at Charles University (Prague), wondered how much freedom teachers had to choose their “version of history”, and how much these were free of either national or politically coloured influences? Here, it was agreed this very much depended on individual teachers and their own sensitivities and professionalism. Mr Gorniak emphasized that this also depended on how ‘controversial’ a given topic was – and also on whether a teacher ‘had the will-power and the time to remain neutral in spite of such sensitive issues’.

Freric Kampman wondered how ‘half-Polish’ figures, like Chopin, were approached? Here Mr Gorniak, explained things had changed over the last 30 years when Chopin was considered to be ‘entirely Polish’, to accepting him now as being both Polish and French!

M. Servantie asked about the influence of religious textbooks: here it was pointed out that since all Polish schools have the same external exams, knowledge had to be uniform regardless of the type of school or religion of the pupils and their families.

It emerged that there were interesting differences in approach in different European countries. Thus in Czech schools, Dr Vaska explained that school teachers could only give one particular perspective, leaving very wide gaps, unlike at Universities where pupils are encouraged ‘to find the truth’ themselves. Over four years, it was possible to understand a delicate topic such as migration, but probably by those specialising in History.

Then in Ukraine, it emerged that the topic of migration was barely mentioned at school, except in terms of movements of Ukrainians themselves. Again in the UK, it was interesting to note how teaching about the Empire at UK schools has shifted from the strong feelings of guilt, felt by most liberal-minded teachers in the 1960s, to the more varied views today, including for example thoughts about the ‘civilising effects’ of British rule against outmoded rituals such as sutli (wife burning) in India, or even the promotion of local nationalism, inspired by the British, to oppose their own rule.

Dr Flather also introduced a final controversial topic, teaching on Jewish issues in Polish schools. Mr Gorniak’s school was fortunate in having links with Israeli schools, and were able to do workshops and exchange information about the Jewish heritage in Poland quite extensively. The Government now had also started paying more attention to this issue in the curriculum, while universities included courses about the topic, enabling teachers to share more information with school pupils.

Overall, though, it was noted that ‘old-fashioned views’ were seen by many of the Polish students as a key obstacle to promoting modern History teaching - including migration history – in the country’s schools.

According to Agnieszka Sadecka, a student at the Institute of European Studies, History teaching at schools had indeed changed dramatically since the end of Communism, but it had become “too nationalistic and too anti-Communist.”, even if this was now more widely recognised as an issue. It was also noted that pupils themselves were, in fact, often more comfortable in using narrower historical approaches – perhaps encouraged by their families and communities.

The discussion was lively and very well chaired, encouraging a high level of participation, so that a useful picture emerged of how migration was being taught – or not being taught - in many countries, providing History students and future teachers with a good base on which to continue their studies.

Despite the variety of approaches, many of the obstacles and problems to positive History teaching were found to be surprisingly similar across many European countries discussed. The event concluded with a general agreement for improved teacher training, an emphasis on widening textbooks and historical scope beyond nationhood, and calls for greater ‘pan-European space’ within all existing curricula.

Some 25 Europaeum graduates spent the rest of the workshop in discussions, debates, expert talks, and working groups, exploring further questions of Europeanization, confirming different expectations in different European countries and different levels of penetration but with quite useful benefits for the rights of minorities of women, and of migrants, who had also, variously, supported European values.

Marko Halonen, ISHA & University of Helsinki
The ‘ups and downs’ faced by migrants featured heavily in an international workshop in Berlin which involved experts from the worlds of History and Education, drawn from Germany, Malta, Poland, Slovakia, the Netherlands, Morocco, Latvia, Turkey, Denmark, Bosnia, Macedonia and the UK.

They were taking part in the second event of the Connecting Europe through History programme, hosted at the Freie Universität, focusing on migration teaching themes and methods, including many History students from the Freie, represented by Martin Lücke, Lecturer in the History of Didactics. The students also produced a highly thought-provoking poster exhibition which focused on intercultural dialogue and inclusion.

The workshop explored the challenge of teaching history to students who do not share the same historical background, and compared how migration history is taught in different settings. As one student summarized it during the workshop: “Everyone has his own point of view and own background. But how do we produce a common sense of understanding?”

Positive images

Positive images of how the Moroccan Pioneers were settling in the Netherlands were shown in a presentation by Dr. Annemarie Cottaar of the Center for the History of Migrants in Amsterdam, contrasting with the usual images of boarding houses, poor conditions, linked to strikes, disputes and other conflict incidents. Thus one key pioneer had taken many initiatives in football, theater, music, and business.

In 2009, the exhibition was also displayed through Moroccan cities to demonstrate positive images in the homelands themselves. The key aim was to combat standard prejudices which are often ingrained. As Dr Cottaar remarked: “If the Dutch pass by a caravan on the street they are likely to think it is a gypsy caravan, while Germans seeing a caravan, are likely to think that it is Dutch”.

From Morocco, Elarbi Imad, President of the Moroccan Center for Civic Education, then analysed the key “push” and “pull” factors that lead to migration and integration including unemployment, lack of social planning in Morocco, as well as the search of some kind of “American Dream”, based on a twin desires for ‘self-betterment’ and ‘adventure beyond the confines of home life’.

His riveting analysis touched on huge initial ‘cultural shock’ faced by most migrants, as well as the sense of ‘displacement’, illegal acts, school drop-out rates and the ‘disappearance’ of cultural identity were also discussed.

The Moroccan Project urged a six-step for use in the classroom: identify that there is a migrant problem; collect info about it; next analyze existing policy; suggest alternatives; draw up an action plan; and finally discuss.

Next from Denmark, Benny Christensen and Agnete Holst-Andersen, members of the Danish History Teachers Association outlined a highly innovative two-year course focused on Cultural and Social Studies, including a range of topics such as History and Religion. The course is to be targeted at student teachers and those just starting their careers, including, perhaps, half a dozen of migrant origin.

Teachers and students develop together their own “final” curriculum, on which students themselves are examined at the end of the academic year, the design and discussions all being seen as integral to the very process of teaching and learning.

The view from Germany was given by Sylvia Semmet of the national Association of History Educators, described how in Germany each Federal state produces its own curriculum, making it virtually impossible to produce any national approach or to set standards on historical consciousness,
awareness and understanding of cultural differences.

Moreover, History teaching still mostly focused on facts and figures, she said. Students faced tests related to competencies and knowledge about differing specific situations, depending on their type of school. Comparative understanding and relating the past to the present was developed mostly for higher level students.

In Latvia, migration is only included in the 16-19 student curricula, when teachers start discussing population changes across Europe and globally. Migration is considered far too sensitive a topic for younger children, as Dzintra Liepina, a leading member of its History Teachers Association, explained.

Latvian migration in the 21st century is now a new topic introduced in the textbooks, and given that teachers themselves are more likely to have migrant backgrounds, it is much easier to understand the causes and consequences of migration.

The challenges and experiences of teaching about migration in classrooms across Europe with students of very different backgrounds emerged on a lively and well chaired round-table discussion, involving Mire Mladenovski, president of the History Teachers Association in Macedonia, and Dr. Peter Lautzas, President of the Germany History Teachers Association.

Student participants from the Freie Universität confirmed that migration had not been a theme, by and large, when they were in secondary school, and not at all in most rural areas of Germany, where there were very few migrants. Another rift dividing Germans remained between the former East and West part which was still a ‘topic’ for youngsters.

But since 2000, things had changed, especially after many young migrants started to protest, and alleged criminality amongst younger migrant groups started to rise. This in turn had provoked widespread fear against foreigners, which led to increased public discussion and analysis about the causes behind such issues. As one student participant said: “History teaching helps you find yourself. German students are oriented, but what about the students with a migrant background?”

Migration: ‘not a big deal’!

The workshop produced some key pointers for future discussion:

- Ignorance of the culture and background of migrants remained a key problem in many countries;
- Migrants’ lives are divided between host and homeland, between being a fugitive and a foreigner;
- Most countries also have population divisions of all kinds within their own borders;
- Migration stories demonstrate the changes in life – contrast life in medieval and modern cities, between European, Oriental and African cities;
- Models like Malta with a great migrating history provide real insights.

Overall, participants were grateful to be able to share and study so many different approaches, while teachers and students welcomed the chance of interesting contacts, which was rare. As one student said: “We got a very nice and broad overview on teaching approaches in different countries, and a massive wave of information.”

The workshop agreed on the importance of focusing on the methodology of teaching, but also on content, and endorsed the Danish model which allowed students some scope to choose what they want to be taught. Most of all it was agreed that migration was now a normal activity. In the closing words of the round-table chairman, Dr Paul Flather of the Europaeum: “Being a migrant is not a big deal!”
Almost 100 people, including History teachers, inspectors, teacher trainers, social workers, university researchers and cultural managers, and organizers attended a lively seminar which culminated in a shared recognition that migration history deserves more room in French curricula.

The event on 17 March 2010 at the Palais de la Porte Dorée in Paris, France, reflected on the question of the History of Migrations in France and Europe: which challenges for the classrooms? with lectures by French and international speakers offering insights into the teaching of migration history across Europe.

Round-tables attended by small groups of participants gave the opportunity to learn and exchange ideas about innovative educational practices related to the topic of discussion. Participants from France, Austria, Denmark, Germany, Italy and Switzerland had the opportunity to visit exhibitions held at the Cité Nationale de l’Histoire de l’Immigration on the history of immigration in France, including a temporary one, focusing on the cultural inputs of migrants from Maghreb.

The event was organized jointly in a very fruitful partnership by the Cité Nationale de l’Histoire de l’Immigration (CNHI), the European Association of History Educators (EUROCLIO), the French Association of History and Geography Teachers (APHG) and the National Institute for Pedagogical Research (INRP), who plan to maintain links and partnerships.

In the morning, various research projects were presented on the status of (im)migration history in textbooks, curricula and classroom practices. Benoit Falaize, from the Institut National de Recherche Pédagogique in Lyon, presented the main findings of his 2009 report, Enseigner l’histoire de l’immigration à l’école (Teaching history of immigration at school), investigating French classroom practice itself, rather than textbooks and curricula.

He felt the history of immigration was still insufficiently addressed in classrooms, while history textbooks have been adopting a more generous view of ‘other’ European nations and emphasizing international relations. Indeed, he argued, migration is seen more as a topic to be addressed through great ambitious projects, or family memories – which struck a chord with participants, who agreed on the need to focus on the theme in new ways, and go beyond regarding it as simply being linked to colonization and end of Empire.

Dr Christiane Hintermann, from the Ludwig Boltzmann Institute for European History and Public Spheres in Vienna, compared migration presentation in textbooks and exhibitions in Sweden and Austria, showing many do emphasize, nowadays, the ‘wider world’ as a reference point.

Thus, significant shifts have been made in most cases towards a less negative depiction of encounters with ‘the other’, with positive emphasis on the importance of intercultural exchange. “The thematization of immigration issues in history and civic education is used as a way to work towards countering prejudices and xenophobic tendencies in society,” she argued - and this was a major conclusion of the event. These themes were developed by Dr Charles Heimberg, from the University of Geneva, who discussed migration history within school curricula in Switzerland, Italy and Spain.

The parallel round tables in the afternoon focused on practical insights into how to introduce migration history in the classroom, with teachers and cultural mediators among others presenting inspiring examples of untouched topics and creative projects and thus showing how diverse and innovative the teaching approaches to migration history can be. The results of the round-tables were presented by the rapporteurs during a concluding plenary session.

One session dealt with Germanic invasions, led by Dr Rainer Riemenschneider from the Georg Eckert Institute in Hanover.
Braunschweig, Germany, showing how once destructive discourses on the topic textbooks had shifted away from clashing nationalistic monologues towards narratives pointing up shared understanding and meeting points.

Vincent Marie, a High School teacher from Nîmes, presented an example of good teaching practice using paintings and visual sources to deconstruct the stereotype of the ‘barbarian’ as it is sometimes presented in France when dealing with the Germanic invasions.

In a session on workers’ migration Charles Heimberg, teacher trainer from Geneva, discussed the status of seasonal workers in Switzerland after WW2, as an example of how more social history can be introduced in the classrooms to promote understanding. Laurence De Cock, a highschool teacher from Nanterre, then showed how local history can be used in classroom, using a mix of individual testimonies and official documents to discuss why the massacre of Italian immigrant workers in Aigues mortes (South West of France) in 1893 had been forgotten.

In the third round-table, Najjia Zeghoud and Alain Barbé from the CNHI, showed how online teaching modules ready for use in the classroom could be used in building school partnerships. One recent initiative focused on a project for 13-year old pupils from Fontenay-sous-Bois to study the settlement of migrant populations in their own city through the development of football clubs. Umberto Baldocchi, an Italian highschool teacher trainer, described the Europe, a Continent of Migrants project linking five European countries working on life trajectories of migrants, and fostering active learning and multi-perspective approaches. Finally, Benny Christensen, High School teacher from Odense, outlined how the history of migrations is addressed in Denmark within the cultural studies curriculum, basing his talk on the topic he studied this year with his own student class on Danish Identity – Cultural Encounters.

Main Findings

Ralph Schor, professor of contemporary History at Sophia Antipolis University in Nice and expert on migration history presented in a final talk his reflections on the results of the day and the ways to think further. The specific Euro-wide dimension of this seminar was new for most participants - and much appreciated. “We got to discover how teachers were working with similar issues in other countries,” as one participant put it.

Reactions to Benny Christensen’s presentation on the teaching of migration in Denmark brought out striking differences to French approaches, with its very open history curriculum and a more hands-on approach of the topics. Some participants were really surprised that this kind of method could actually be implemented!

Many felt that in this context French teachers needed to ‘become more militant’ especially in the face of current challenges, and work not just to transmit knowledge but to educate the students, with the core of their work as the transmission of ‘good’ values.

It was pointed out, however, that there could be real risks in emphasizing such moral ends over historical objectivity, and the methodology which goes with it, while this can lead to tensions between the curricula of history and civic education – and also of geography, where migration is more traditionally covered.

These tensions appear for instance when dealing with issues related to ‘living together’ which “can become even more important than the history itself”, as Charles Heimberg explained in his lecture. Textbooks illustrate such changes, by using sources that are more and more contemporary. Thus the 1998 example of the soccer team winning the World Cup opened discussion about France as a multicultural country.

“Migration history can be used to show complexities in time, but also in the definition of identity: the construction of an image of ‘the other’ within a given society, also helps to reveal how this very society used to see, or still sees, itself.”

“We were delighted with the local successful participation of more than 70 French teachers, especially as this was not an officially free training day,” according to our APHG representative. “The programme was rich and diverse enough to fulfill the goals set for the event, and the transnational sharing of knowledge and good practices.” Now the hope is to continue this work and strengthen the link with the partners.

Blandine Smilansky, EUROCLIO and APHG.
Migration remains one of the hottest of topics in the Netherlands, since the so-called Pim Fortuyn-Revolution shook up Dutch politics, fuelled by the murder of Theo van Gogh, and the more recent success of Geert Wilders and the Far Right.

So, it was highly appropriate for the Europaeum to bring together some 30 young scholars and researchers, drawn from more than 15 different disciplines, for a three-day workshop on Political Parties, Migration & Public Rhetoric in Contemporary Europe with lectures, working groups, expert research papers and graduate presentations presented and on-site learning excursions.

The young scholars received feedback on their research and enjoyed participation in the academic meeting – applying their academic thinking to practice in a roundtable discussion on the role of History teaching in schools, and they took part in a lively roundtable reviewing the status of History teaching in schools.

The event was launched with introductory talks from Dr Paul Flather of the Europeaum, and Sergiu Gherghina, co-organiser and fellow at the Institute of Political Science at Leiden University. Jonathan Even-Zohar, the EUROCLIO Senior Manager, stressed the value of connecting senior academics with teachers, and the importance for young scholars to consider how their research can be relevant for teaching, and more active citizenship. Frerik Kampman, President of ISHA, stressed that ‘academics are never complete’ without students. He cited ISHA’s popularity in the Balkans, connecting historians in studying across borders, as a positive example of student bodies.

The tone of the workshop was set by Professor Leo Lucassen of the Institute of History at Leiden University, who put current anti-immigrant ideas and rhetoric into historical perspective dating back to the early modern period, over more than 500 years.

“When is immigration seen as a problem? When do organised political groups see it as a point of importance?” he challenged himself. Anti-migrant movements seem to be endemic to a ‘democratic puzzle’, he said, linked to particular political behaviour derived from concerns about emigration, which in turn is closely linked to the very formation of the public sphere, and to the cultivation of nation-building of Anderson’s so-called ‘imagined’ communities.

His lecture provoked many questions, especially on the role of the media: Professor Lucassen outlined his view that, historically, media responses to outbursts of anti-immigrant populism have turned out to be partially ‘guilt-driven over-attention’. The media reveal their lack of understanding about such movements and populism: and caught by surprise, they respond by over reporting, often in sensationalist style and with lurid headlines.

Professor Wim Blockmans, of Leiden University and Netherlands Institute of Advanced Social Studies, presented a thought-provoking paper on the essential challenges to liberty and the ‘competition of freedoms’ in modern society, derived from deep historical origins, such as Roman Law whereby slaves enjoyed so-called ‘negative freedom’. So, he asked, in the current day and age, we may ask to what extent freedom in Israeli society is a cost of others?

On the question of freedom for European Muslim women to wear traditional niqab, which might then prevent identification in schools, Professor Blockmans believed the role of Historians was to clarify what were ‘invented traditions’ to contemporary society. They would need to analyse the Qu’ran and offer society wider historical analysis and background for the possible motives of wearing such garments.

Vernon Bogdanor, Professor of Government at Oxford University, gave a keynote lecture entitled Protecting Human Rights in Modern Democracies, discussing where Human Rights given to citizens, not by the nation’s courts when the European Convention on Human Rights - an intergovernmental treaty with its own courts - exists in parallel with national government sovereignty.

The lecture invoked Woodrow Wilson’s notion of self-determination, but warned that this spirit may not be what we need if we move forward with territorial federalism, and
move away from nationalism. The lecture provoked many interesting questions about social cohesion, migration, democracy and political integration in Europe.

A major aspect of the workshop was a public Round Table Understanding Migration – Ideas for the Classroom including a panel of two influential teacher trainers, a researcher of the Centre for Historical Culture, and Professor of Migration History, plus an advisor to the EC President, as well as a EUROCLIO founder, Ms Joke van der Leeuw-Roord who expressed deep concerns about the rise of the far right across Europe exploiting migration fears, while in some countries migrants did not have rights.

Dr Alain Servantie, Advisor to EC President, analysed migration trends in Europe on demographics, religions, languages and democracy in EU member states, illustrating levels of diversity within the European Parliament, differing legal attitudes towards immigrants and ‘double’ passports. Discussions over Turkish membership had put the spotlight back on migration.

He noted the great differences in the policies of member states towards ‘newcomers’ to their societies and their participation in democracy. Some states have yet to organise incoming labour migration efficiently, which created huge negative effects. It was also noted that the ‘ever-growing’ European integration also produced a darker side, in that it was becoming ever-more exclusive to neighbouring states, including, as participants noted, for example Bosnians and Ukrainians needing to go through difficult visa Procedures.

Elise Storck, as a senior Dutch History teacher, emphasized the difficulties of introducing new themes such as migration into extremely tight time curriculum schedules. Teachers were forced to rely on textbooks and given sources. However it was possible to be innovative, as she showed using a story of young Dutch boy painting a German bunker as a way into a wider discussion about views around WWII.

Leo Lucassen argued that migration is a structural element of society and social development. Therefore, migration should be regarded as a cross-cutting element in history teaching, rather than a separate element. He outlined how using words like immigrants or emigrants reflect the national ‘container perspective’ on migration: ‘the nation state perspective has molded our definition of migration’. To overcome this biased perspective, he suggests looking at household levels, in order to include inner-state migration and other types of mobility.

Many students including those coming from the Middle East, Caribbean and China joined the debate, and nearly everyone had a story to tell about their own migration or experiences of migration of family members – leading the group to call for the incorporation of the background of pupils and their respective experiences with migration into classroom teaching, recognizing sensitivities that might be raised.

Earlier several graduates had given papers on migration themes, including Jessica Skarda (Kraków) on Youth mobility in the former ECE; Marek Canek (Kraków), on Czech migration control and economic right; Michal Dimitrov (Prague) on Integration of Migrants in Vienna, Kees Nagtegaal (Leiden) on Dutch refugee policies; Valentina Dimulescu (Bonn) on Immigration and Italian Government Backlash; Francesca Garofalo (Bologna) on Immigrant Minors and School Today; and Minna Haarala-Barczinski (Leiden) and Andreea Per (Leiden) on Labour migration policies.

There were many positive, practical outcomes, with the graduates setting up their own interdisciplinary network of migration researchers, while Elise Storck took recommendations from the workshop to the Dutch curriculum and central exam development committee, with reports also sent to Netherlands Ministry of Education.

• The Round Table discussion can be found at: http://connectinghistory.eu

• M. Servantie’s talk can be found at http://europaeum.org
Finnish history teaching is at a cross-roads and migration themes could offer an innovative reform, replacing ideas surrounding nation-state models according to the results of a wide-ranging discussion led by History students at the University of Helsinki last April, 2010.

The event was part of the annual conference of the International Students of History Association conference involving lectures, workshops, on-site learning, and excursions over four days with over 30 research papers on History themes.

The Finnish History Teachers Association (HYOL), EUROCLIO, and Teacher Educators at the University took part in a lively panel with teachers and textbook authors including Marko Halonen, President of the ISHA-Helsinki; Frerik Kampman, then President of ISHA-International; and Tuomas Parkkari, ISHA’s Founding Father, who reported on its founding around the end of the Cold War – ‘knowingly being part of History and seeing how Europe around us was changing’ as he stated – and Professor Hannes Saarinen, of the Department of Philosophy, History, Culture and Art Studies.

In an earlier talk, Susanna Fellmann, Professor of Economic History, Social Sciences Department, discussed ‘crisis research’, reminding participants that even Economists needed to use ‘the right tools’ which involved consulting Historians about context, and consulting Political Scientists about institutional aspects. This would strengthen the capacity of society to monitor current free market tools.

In a very lively debate all panelists were agreed that teaching migration could be a key to inter-cultural understanding: students from migrant backgrounds could better relate to stories of ‘people on the move’ through Finnish history, while ‘native’ students could empathize with the fact that throughout history migration has played a constant role.

The influential History textbook author, Juha-Pekka Lehtonen, believes every aspect of the curriculum can be linked to a migration theme, and suggested that sharing personal experiences during lessons was a crucial learning tool. Thus, Finnish emigration to the USA as a case-study on why people move to find a better life raised good questions on what makes people leave their place of birth? How are they received upon arrival? How do populations change culturally over time?

Problems were raised about working in every-day classroom situations. First, the language capacity of the students has to be good before any critical thinking skills like empathy and multi-perspectivity can be properly taught. The fact that the History curriculum has been driven by national and European perspectives for so long was seen by the panels as a big difficulty. “Society would need to be convinced of a change in its Historical DNA”, as the participants agreed.

Jan Löfström, a History education theorist and teacher trainer, produced constructive ideas to make big jumps to reform the curriculum so ‘migration’ could be dealt with under a new Cultural Encounters section within a reformed curriculum. First, it would deal with 21st Century global issues such as the environment, global market, and worldwide migration. Second it would cover the skills of historical thinking, and thirdly, anthropologically, look at how people have dealt with every-day life challenges over history.

Thus, a cross-cutting topic in the new curriculum could be 19th Century Industrial Entrepreneurs, connecting easily with local history as Helsinki’s largest mall was established by a German migrant entrepreneur, Mr Stockmann. However, Mr Lehtonen warned that textbook publishers would not relish such changes in a curriculum that sells well and is neatly pigeonholed. But he agreed, for example, World War II narratives were biased towards Russia, disrupting what really happened.

In a wider international debate, on the question of what constitutes ‘good’ history teaching, a Croatian History student shared his disappointment with History teaching in his...
country, which was still based on heroic-style myths of the origin of the nation, while an Italian History student noted many sensitive public issues, for example the movement of peoples and borders in the World War II, or the destructive force of global capitalism on local societies, were ignored.

Here, Jari Petteri Aalto, a History teacher at an Art School, suggested that pupils could be challenged to test and falsify stories, as an exercise in historical investigation – using a kind of scientific method, while Petteri Granat, a teacher on the panel, stressed the importance of teaching students about using sources, mapping different perspectives “to invest in the study of methodologies”.

Another history student compared the European Programme Europe for Citizens, with some kind of neo-Stalinist plan to ‘weave different nations together’. The Panel responded by stressing that the main aim is to boost critical thinking, a much higher goal than creating ‘shared experiences’. An Israeli said History teaching in Israel was factual but students are expected to think critically and apply concepts from European History to Israel. The panel agreed that students leaving secondary education should at least have learned to form their own judgments and to question authority.

They agreed on broad historical themes embedded in central universal values in our societies. Historians should also indicate how the nation-state is yet another artificial human creation, and not immune to change and progress.

In his closing remarks, Jonathan Even-Zohar from EUROCLIO contrasted people’s struggles with their History education in Croatia, Finland, Italy and Israel, with a five-year Dutch Government programme to implement a Canon of Dutch History. He welcomed the debate where (future) Historians and History teachers discuss, practice, and search for international multi-perspectivity, resulting in active citizenship.

He also received many suggestions from students, including Movement of Businesses, Integration in Cities, Urbanization, Modern Development aid, and Jewish-German diaspora as new topics for a possible European History textbook.

Overall, it was noted that this was a critical cross-roads for Finnish Education, with a new curriculum based on themes under discussion, though panellists were not convinced that society itself is ready for the larger kind of reforms needed. As Najat Ouakrim, of the Finnish History Teacher’s Association, the Chair concluded: “We cannot however decide this ourselves, as there is a vested political interest in a national history education that legitimizes the nation-state. Therefore Civil Society has to tread carefully, but it has to steer this debate forward.”

Frerik Kampman, ISHA and Helsinki University

Key results from workshops

Cultural integration

The group noted how bureaucrats seem to steer towards a sought-after common European identity, yet this is a highly complex process – with many national, European, local, gender, racial, economic and many more identities – even if nationality is seen as a very particular historical phenomenon.

Political and global integration

The working group - drawing on presentations of ancient Egyptian armies, Byzantine Empire, armies in Ottoman rule, South East Indian slave trade, and Tito and Yugoslavian integration - concluded that migrations usually have political and economic drivers but can end up integrating the world – e.g. slave trade and colonialism spread African culture.

Conflict and integration

Conflicts can be positive or negative, although they have become synonymous with war. They arise due to power, political, security, economic, social and ideological reasons. Conflict and integration always come hand in hand – bringing opposing parties together also allows exchange of knowledge, language, culture.

Economic integration

Economic integration was seen as often ultimately about politics, as with European economic integration and the crisis and possible demise of the Eurozone. Japanese railways, highways in Minnesota, integrating Africa, and re-integrating the former communist states were all discussed as examples of economic integration, alongside rules of free competition and the free market.

Gender and integration

The workshop focused on religion, literature and political issues, as well as women, sexuality and masculinity, discussing how much this was still necessary, and relations between male and female historical writing.

European integration

European integration has long been a key issue – from the Crusades to the fall of the Berlin Wall – for diplomatic, ethnic or linguistic reasons. European identity was seen as a forced way of constructing unity. Another approach was to follow European cultural roots. When defining Europe, one starts with borders, but Europe remains an ‘imagined community’. The failed EU constitution pinpointed difficulties in defining common factors. There was a common market, but the EU was not Europe.

Minorities and integration

The workshop distinguished ethnic and language minorities looking at different cases from homogenous Finland, to difference in Canada, Italy, Netherlands, and Spanish integration in South America. Is assimilation positive or negative, how discrimination is handled, and significance of religion and sectarianism were all discussed.

Social integration

Social integration was discussed with reference to football in Yugoslavia; the mentally disturbed in 1950s Italy; and prisoners in Communist Romania; German minorities and cuisine; and Muslim integration within the Ottoman Empire. But it could not be separated from general national policies, common identities, and private and home lives.
How migration helped shape modern Europe

The movements of peoples across Europe – for various security, personal, social and economic reasons - profoundly shaped 20th Century Europe, as participants confirmed at a lively three-day workshop linking History graduates, History researchers and History teachers held in Oxford in May 2010.

This interdisciplinary research workshop, part of the year-long Connecting Europe through History programme, provided fresh insights into how such movements, migration and ethnicity, shaped our historical contours – through studies of the Roma and Jews in 20th century Europe, the great population exchanges between Turkey and Greece in the 1910-20s and the mobility of peoples in the inter-war years.

The event was opened by Dr Paul Flather, by Jonathan Even-Zohar, of EUROCLIO, and Frerik Kampman of the International Students of History Association, the three partners running the over-arching programme.

The story of Jews as a significant but oppressed minority in Europe was outlined by Professor Peter Pulzer, Emeritus Professor of Government, All Souls’ College, Oxford, having survived many attacks until the arrival of the National Socialists in Germany which devastated their status and position in Europe. There were some 60 million Jews across Europe in 1933, but by the war’s end just 10-12 per cent remained, most having fled to North America and the Middle East. Zionism was boosted. Countries brought in anti-discrimination legislation which was not easy to overthrow or block. The events led directly to the founding of the state of Israel.

The plight of the Jews illustrated fully the threads of the workshop - identity, nation nationalism, and federalism, themes picked up by Dr Renée Hirschon, of St Peter’s College, Oxford, who discussed the ethnic movements in Turkey and Greece in the 1920s when a mass exchange of population took place following a Greek invasion which was countered by Kemal Ataturk, forcing one million Greeks and 350,000 Muslims to cross the Aegean, often in the most painful and destructive of circumstances.

She described in detail this ‘catastrophe for Asia Minor’, and the often asymmetrical nature of the plight of the migrants on both sides leaving former homelands in the face of insecurity, violence and looting, and facing deep resentment and hostility when trying to resettle in their new ‘home’. She ended on a more positive note highlighting certain inter-cultural benefits that had come with these forced movements – including cuisines and music.

Dr. Mateo Ballester, of Complutense University, Madrid then discussed the German experience of rebuilding their political identity and nationhood, particularly after the Nazi phase, through the prism of Habermas’s work on “constitutional patriotism”, extended to encapsulate the search for a demos across the new, integrated, European Union.

A lively panel discussion on the relevance of migration as a theme in UK History education – reported in detail on pages 15-18 – was followed the following day by an analysis of European mobility in the 1920s and 1930s by Professor Robert Evans, Regius Professor of Modern History, Oxford. He outlined the collapse of the post Versailles settlement caught out in the fall out of self-determination which led to expulsions and removals as Nazi power grew.

Dr Nando Sigona, Senior Researcher, COMPAS Centre on Migration, Policy and Society, Oxford, outlined the position of the Roma minority in Europe – who had probably originated from India and had been on the move in Europe for 600 years, involved in regular migrations in the face of often fierce anti-Gypsyism movements. He claimed they were the ‘ghosts in the room’, among the biggest losers of the EU and post-1989 settlement which has led to economic hardship, discrimination and hostility against their presence.

A number of interesting graduate presentations were given including Francesca Piana (Geneva) on the international refugee regime at the League of Nation; Bruno Garschagen (Lisbon) on how migrants got blamed under Fascist Utopian thinking; Derrick Kalanga (Bonn) looking at the journey of colonial migrants from Africa to Europe; and Gabi Maas (Paris and Oxford) on identity politics among Algerian Berbers in France.

The debates and discussions fully confirmed the key role played by people on the move in the formation of modern Europe over two World Wars and their fall out, the nation-building during the interwar years, the post-war settlement and birth of international human rights – leading into the formation of the EU, its various enlargements, the Single Market, and new era of globalisation.
Should migration be given more prominence in British classrooms?

The following is an edited version of a lively roundtable discussion that took place at Oxford University during a workshop on European History, held in May 2010. The discussions inevitably focus on the debate in England (rather than the UK, which now has varied education policies following devolution) as Dean Smart sets out in his opening remarks. Four key themes - curriculum and exams, Empire, cross-subject teaching, political influences - emerged.

Curricula and exams

DS: In England we are now into a fifth, more traditional version of the curriculum, which is compulsory up to the age of 14, unlike virtually all of Europe which continues up to 16 or 18. So History can be dropped and 60 per cent of pupils do so. Geography is also not compulsory, and that is falling faster at the moment. We have a skills-based curriculum, rather than a fact-knowledge-recall based curriculum.

History is currently under a lot of pressure because it is often dropped, and it is also being squeezed in state schools tremendously. In Year 7 (for 11 – 12 year olds), because of some reforms, some schools are doing skills-based learning, but not History. In Year 9 (for 13-14 year olds), when you can drop History, many schools are starting exam courses early. So, effectively pupils drop History aged 12 despite it being well taught. It is squeezed by an attempt to be more vocational. It is also squeezed by an attempt to hit the magic number of exam passes.

CR: Though if you want to be optimistic, I first went to a conference about the imminent danger facing History at Manchester in 1980. Yet retention and motivation of A-Level History students, despite all the wrong turnings which have been taken, remains surprisingly resilient and high. They sign up for History in large numbers, even though they are not compelled to take it beyond 14. Students also express satisfaction in the way they are taught in the vast majority of cases.

DS: In a population of 51 million English, there are only 450 History teachers trained each year (10 years ago it was 1600 a year). So it is clear that the government is expecting the numbers studying History to go down. To summarise, History could be in danger.

Textbooks

DS: The curriculum has always required an element of multi-nationality: however schools have not been fantastic in adopting this. Textbooks tend to mention those countries where there are conflicts and disagreements or iconic things like mining, where Wales is mentioned briefly. Thus we have a very Anglo-centric curriculum, and it is really important that History teachers get out a little more, because we often teach History as if nothing else is happening anywhere else.

CR: In Sixth Form, it is a little different, as there is a much greater focus on Europe and further afield. There is also more freedom, so it is very diversified at the higher level. In the English system it is difficult to see the curriculum changing so that a large chunk of migration History was taught to everyone. That would be a battle that would take years and would probably be lost anyway.

DS: Although we are often looked at with jealousy by the rest of Europe because we have a totally free textbook market – most of the rest of Europe has a controlled one, where...
the state must approve them, or even produces them – here there is a very large textbook market, which means that what schools do differs greatly. There are about 80 different books currently available for 11-14 year olds, compared to some countries where they have one or two.

CR: But I do feel that there is in the English system, and abroad, the opportunity to add the missing elements. In my 20th Century textbook, I was able to include a piece on migration in each of the four sections of the book. But there are many gaps and blank spots in the way many topics are taught. For example, the consequences of the First World War almost always misses out massive migration of population. For the Second World War even more so.

Exams

VA: I’m responsible for overseeing the entire curriculum of all pupils in my sixth form. The thing that realistically drives the curriculum is that we are the most over-examined nation in the world. This is what has to change, in the mindset of both students and teachers. At the moment students will immediately question and increasingly younger teachers under 30 will question - is it necessary for the exam?

I am of the older generation, and my real concern is a great lack of intellectual autonomy. The universities are commenting on this: students no longer have that ability, they are intellectually frightened, they are not excited or curious. The reason for this is the examination system, which just dominates totally. They are no longer doing it in-depth.

CR: But I do feel that there is in the English system, and abroad, the opportunity to add the missing elements. In my 20th Century textbook, I was able to include a piece on migration in each of the four sections of the book. But there are many gaps and blank spots in the way many topics are taught. For example, the consequences of the First World War almost always misses out massive migration of population. For the Second World War even more so.

ALB: You have to take it a stage further: the reason for the testing is that the government has insisted on accountability. It has become a political issue and is a much bigger problem than it might look. How much do they trust teachers?

CR: It is not financial pressure. It is a results and status pressure, a league table pressure. Getting good results does not necessarily get you more money.

DS: There is no national examination for 14 year olds, and ironically the national curriculum (version four) gives teachers more autonomy about what they cover. The national exams for 16 year olds is a written examination of three papers; a coursework module, which is done under controlled conditions in class; and then usually a factual recall and short answer paper, and a source paper. No oral examination work.

CR: It is important to say that accountability is not just through results, but also an inspection system. So you have to satisfy an inspection regime. All things to do with care for students’ well-being, health and safety and so on, is monitored very rigorously, and slightly mechanistically, by a national inspection regime.

DS: The government looks at things like ‘value-added’, and of course a lot of data is gathered by schools to show that they are adding value. My last school was an inner city school with a great number of ethnic minorities and second language speakers, also a great deal of poverty. It is a school that will always struggle to show that it is adding value, because its results are nowhere. But for those kids, it has done a good job.

Question: You sound pessimistic!

These question were asked in Helsinki about three weeks ago, and all that we talked about was how to use migration topics in History, oral History, getting parents involved etc.

VA: You have to have the freedom to do that. I have done that in an independent school in Leeds, a very multicultural city with kids from backgrounds such as India, America, Israel, South Africa. Indeed one of the best things I have ever done was with Year 6 pupils: we spent almost a term on a study of a member of their family. Their job was to learn the skills of oral History, to learn from their grandparents, to use the internet to put that into context and so on. We had people phoning granddad in Calcutta, had him telling them about his experiences in the British army in the
1950s for example.

ALB: I have been involved in exactly the same thing in Birmingham. But it is because it is the top end of the primary school, and teachers have more freedom, are not so tied down by exams. This work must be reflected in universities.

CR: Ann is right: unless you have a profile on this at university and each generation of graduates coming out into teaching knows it, this education approach will not develop. I think it is a corrective way of looking at existing History properly.

ALB: One of the things that History needs, is that this research needs to be taken out of the academic context, to reach out through radio and television programmes, popular books and so on to a wider audience. That is how you get through to a bigger audience.

Question: I want to go back to exam pressure, maybe because I am a trainee and horribly naive, but at Key Stage 3 you have not got so many pressures, so surely this is the stage to press these ideas?

VA: Absolutely. The difficulty is the realities of each school. At some schools at Key Stage 3, you are getting only an hour a week of History.

DS: The average is about 57 hours a year, before sports days, sickness and other things that take time out. Multiculturalism and diversity in Britain is a very big theme that runs across six of the national curriculum subjects. So there is a push from Government to include it.

CR: One thing which is strong in the English system is that the teaching of a multi-perspective approach to the subject is ingrained, so this approach to any historical problem is pretty secure.

DS: But it is not so well covered in the books, and teachers are concerned about it because of the way the media handles the issues of migration.

Empire

Question: I think that the History of migration other than that of the British Isles would be integral to British History, but is there some hesitation to do this because of the British Imperial past? Is it viewed as triumphalist to talk about the spreading of English-speaking people throughout the world? Is it a barrier in any way?

DS: I have done a lot of research on the trans-Atlantic slave trade with teachers, and they are fearful of opening up a difficult topic. The research on controversial histories suggests that there is a concern about the ‘what-if’. What if this upsets pupils? What if it upsets parents? Therefore if the public mood seems to be a little reluctant about certain topics, teachers will pick up on it and will not go there. As more undergraduate courses are taught about Empire etc you then see that in your teacher training community, because they have the knowledge, and are not concerned about it, and they will teach each other, work together, and, hopefully, address those things.

VA: There is also the practical issue: questions of time. If you’re teaching an emotive issue, something that must be handled tactfully, subtly, with shades of grey (like Empire), you need to have the time to develop the debate.

David Rundle: This is a paradigm shift: Europe’s identity is an identity of migration. At any point you could pick out themes of migration, and because it is so far removed from modern political debate, it is not dangerous. So there is a political loophole: we can deal with the issue in areas which are not deemed politically-freighted, rather than areas of political purchase. Obviously, this then comes back to the question of the ability to do that in a curriculum which can at times be very limited. What we’re talking about is European – and British – identity, rather than adding something in. It is about restructuring what is already there.

CR: There has been a change: I am old enough that my old Third Form textbook at High School in 1954/5 had Heroes of the British Nation. There was a strong swing away from that in the 1960s, but I don’t think it is a current disincentive. I think the problem is, you get a very didactic exam-based system. In another sense, a lot of freedom for teachers to choose text books and exam courses, so it is both disconnected and dictatorial from the top down, which is a very unsatisfactory combination. You can’t generalise completely, but where the students are diverse, teaching of diversity is much better.

DS: 90% of the population is white British. Diversity is not a major feature of most schools yet.

CR: But where it is, teachers are more likely than not to react to the pupils they have in their class and incorporate their outlook and experiences into their teaching.

DS: Empire is compulsory as a topic of teaching for 11 – 14 year olds. Specifically, Empire in the curriculum is a required topic, and we have got much better at that.

ALB: I had student teachers 20–30 years ago, who wouldn’t teach about the Empire, as a matter of principle. There was a phase when the Empire was an ‘un-teachable’ subject in schools.

CR: It has become post-Imperial now. I think it’s taught in a healthy way.

VA: I think teachers actually quite like that, because it’s automatically a debate, I did it once where we had to devise two TV programmes - one for Channel 4, quite radical, and another from the BBC, which was more traditional. The point was to get them thinking how they would put the Empire across in a five minute TV slot. That’s the multi-perspective. I teach in a school with 49 native languages in South London, and that makes it exciting, they are automatically interested in other people’s identities: it’s forced upon you.
Cross subject teaching

Question: Should we seek teachers with dual specialties?

DS: Without a straight History degree you would struggle to get onto a training course in England, we would not look at anybody with Archaeology, American Studies… anything less than 50 per cent pure History. This is because our inspectors judge us on subject knowledge.

CR: I think in fact, within the limits of the system as they are now, it would be very hard to move it to collaborative, multi-disciplinary approach. The most likely way forward is to improve the lateral thinking and versatility of History teachers. Good, confident History teachers tend to be very good at fielding economics and geography and cultural aspects, literature and so on.

Politics

Question: History has to be objective, and I think politicians should not be involved in its teaching? I am Muslim French, my family is from Algeria, and I see since 2007 French politicians have been involved in the History programme, forcing the study of a letter by a man killed by Germans during the war, and a law to say that the presence of the French colonies in North Africa was a positive presence.

ALB: In every country, from time to time, politicians interfere with school History. In relatively liberal and free countries, it is not often, and it usually doesn’t last. But it happens everywhere. It is difficult to deal with actually. They always want more national History, and they always want it to be about telling the next generation what a wonderful nation they have come from, and how they have always done good. The business about objectivity is very tricky, particularly in History, because it is very public.

CR: The politics of Imperial embarrassment had little to do with politicians. The politicians were not embarrassed by it; many of them were relics of it. The whole drive against teaching of Empire came from younger voices. That political pressure was from the bottom up, not the top down.

ALB: School History is peculiarly public, and the public in general has to approve of it. And the public goes through phases of wanting to turn away from parts of their past, and I think that happened in the 1960s.

VA: I think the big political issue is that we have won the debate in Western Europe. We are not teaching them facts, we are teaching them to debate. In Romania five years ago, certainly with the older generation, it was considered frightening: that you were allowing students to come out of the classroom without telling them what the truth was. Their idea was that there was a fixed truth to be found, and their job was to deliver it. That is a big issue with EUROCLIO.

DS: I think it is an issue here because it is believed that History is not problematic; in fact it’s highly contested.

Question: I was wondering about the subjectivity. How much the students are allowed to argue their decisions?

CR: The one thing about the system which is very healthy and strong, is that the examination system - which has many faults - in History, is all based on presenting a question to which the student must provide a balanced answer. Not necessarily an even-handed answer, but one that shows an awareness of the alternative choices. It is a strong point, and it does encourage independent thinking, even if the teaching may be a bit didactic.

VA: I also teach Critical Thinking, a separate examinable subject. It is a cross-curricular thing, so I teach it to students from any subject, including physics, music, History. The ones who are doing History need it least, because all the skills that are being examined there – close reading of text, analysis of an argument, development of a counter-argument.

A postscript by Dean Smart can be found on page 32.
Crossing borders fuels drive towards fresh shared history

In the relatively hilly environment of Nijmegen, Arnhem and Kleve, close to the German border, almost 200 participants from 43 different countries enjoyed a busy week filled with lectures, active workshops, local and regional (cross-border) study visits - including school visits, time for networking and a cultural programme to relax and get to know colleagues from other countries as well.

They were taking part in the 17th Annual Professional Training and Development Conference of EUROCLIO - the European Association of History Educators – on 22–28 March 2010, allowing teachers to present comparative research projects, and assess the association work and policies.

A key question was whether a historical canon can be created - despite local, regional, national, European and world history variations – and taught across different age groups, school levels and multicultural classrooms? Second was how history teaching can contribute to the promotion of democratic and civic values amongst young people? Third, what constitutes ‘good’ or even ‘best’ practice in teaching about such topics. Finally, how can we learn from each other in preparing young people to be active, engaged citizens in modern globalised society?

The Dutch model

The Netherlands has witnessed a lot of debates and policies on how history ought to be taught in schools in the last decades. Recent additions to these policy-driven debates were the Dutch Canon for Culture and History and the Framework of the Ten Eras. In addition, a Museum of National History has been set up.

The Canon a chronological selection of 50 ‘windows’ on events, persons, developments and phenomena, was used as an example to explore new ways of how to approach history that may be shared by nations in Europe, with World War II considered an exemplar model.

Peter-Arno Coppen, director of the Graduate school of education at the Radboud University Nijmegen, and the Ludolf van Hasselt, director of the European Commission in the Netherlands welcomed the participants at the University, and Professor Peter Rietbergen in his opening lecture, launched proceedings.

Professor Frits van Oostrom, chair of the committee that produced the Canon, then stressed that it had been produced simply as an instrument for primary schools so that all children should know about ‘the windows before they left’.

This provoked much discussion as perspectives on the value and framework of national history differed so widely because of communal and personal influences, which led to early feelings that it would be no easy task to develop a Europe-wide cannon, a bridge too far?

Mr. Arie Wilschut then represented the ideas behind the Ten Eras framework, which was designed to help youngsters remember their historical knowledge much longer. This document was widely praised by participants, so much so that it seemed conceivable to replicate this on a Europe-wide basis as a clear frame of reference for students.

Finally Erik Schlip, director of the National History Museum, discussed how the new museum could be used in history teaching in the Netherlands and even beyond: “The focus of attention is no longer the collection, but the visitor. It is not the collection that is important, but the story behind it.” he explained.

In all three projects, participants greatly welcomed the lack of political involvement in preparing the documents – unusual for most of them – though they remained somewhat skeptical about the process of making it work in other European countries, let alone across Europe.

School visits were found to be informative about different teaching methods, use of textbooks and the place of European-wide issues within the curricula for different age groups and school levels. The visit to the teacher training institute for primary schools addressed the European dimension, and introducing students to European and even global citizenship. Historical knowledge about the World Wars, the Cold War and European integration was considered essential in the process.

Mary Nombulelo, a teacher trainer from Lesotho, praised these debates: “The Dutch canon is one such example in that the former High Commission Territories of now independent states of Botswana, Lesotho and Swaziland could use to revise their joint history curricula.” A more sober yet vivid focus on history in a local and regional sense fosters a better sense of belonging, while not blindly following the 19th century national history pedigree.

Regional perspectives

The conference was held in the area of Nijmegen, Arnhem. This is near to the German border, allowing a range of important visits to medieval towns like Kalkar, Xanten, Kleve, Nijmegen and Arnhem, the antiquity museum based on Roman History, the industrial complex of ThyssenKrupp in the Ruhr-area city of Duisburg and modern-day phenomena like the postwar-reconstruction provincial house in Arnhem and the newly built Mosque in a Ruhr-area suburb.

“Crossing this border has been a normal part of life for years already,” as Hanz Joachim Schmidt, Deputy Mayor of...
Kleve, put it, echoing a central theme of the conference.

This Euregio is the oldest one formed in Europe, and is situated in what were crucial battlegrounds in World War II. The Deputy Mayor stressed the close economic interdependence of the region and the need for an open border and cooperation.

For History Educators from across Europe, it was argued that this type of historical change should be emphasized in teaching History from regional perspectives. It is a bit of a truism that where we live is very important to our identities. These visits were exciting for history teachers faced with the task of fermenting and deepening local identity by bringing it into a wide framework of national, European and world history.

Four examples were presented to the participants of the importance of matching historical to regional perspectives. A visit to the Archaeological Park and Museum in the town of Xanten illustrated the commonalities behind many of the artefacts, shared throughout Europe through Roman Heritage.

The host city of Nijmegen prides itself on being the oldest town in The Netherlands with Roman roots, and its Valkhof Museum then hosted a creative workshop about working with shards and other archaeological materials to bring to the classrooms a real sense of antiquity. Participants experienced history by feeling and studying real ancient shards and sources from ancient to early modern times.

Another workshop was hosted by Marian Heesen from the Via Egnatia Foundation, which covers the Roman road, the Via Appia, connecting the former Western and Eastern Roman empire. It runs through current-day Albania, Republic of Macedonia, The Balkans, Greece and ends in Turkey, serving economic and social purposes for more than 2,000 years. The Via symbolised connectedness and was a good example of how to use regional history in a relevant and purposeful way that goes beyond national perspectives. There were additional tours of the city, linking up to medieval and early modern period, and the likes of residents like Charlemagne, Fredrick Barbarossa, and Johan Maurits van Nassau, and events like the Treaty of Nijmegen (1678-1679).

Next came a visit to Duisburg focusing on the Industrial Revolution, Migration and Globalisation, and ThyssenKrupp, one of the 20th Century’s most important steel production sites, of huge interest to many participants who had to teach the Industrial Revolution without grasping the scale of change.

As Donika Xhemajli, a member of the Kosovo History Teachers Association, said “One hour inside the factory made me understand the industrial revolution. I did not see more than five employees; a clear indicator of how advanced the technology is within the factory.” Predecessors of this steel plant had played crucial roles in arming German armies, but today the Director sends thousands of workers, most migrants, to study visits to places like the Dutch Liberation Museum. An additional visit was to the Merkez Mosque, among the largest in Europe, where the emphasis is on inter-religious initiatives.

Fourth, in cooperation with the Nijmegen Students of History Association Excalibur, a public seminar on history teaching in post-conflict regions was held. Former citizens of the broken state of Yugoslavia, Edin Radusic from Bosnia-Herzegovina, Tvrtko Bozic from Croatia and Goran Miloradovic from Serbia talked about their personal war experiences and history education after the Yugoslav era, and future peace-building, where balanced and multiperspective history education played a critical role.

A Bridge too Far?

The title of the conference, of course, raised an important question and a challenge in itself. As xenophobia, intolerance and exclusiveness seem to be on the rise in Europe – questions about how to deal with them have to be answered. On the one hand there was the common view that History carries so many perspectives and can be approached by so many paths, that it makes no sense to strive for ‘the’ Canon of European History. No comprehensive European textbook is possible, even though certain themes like migration, or social development could be brought together.

On the other hand, the future of the European Union may benefit from an exploration in search of commonalities in European History Education, especially as it had become all too clear that History curricula across Europe were still oriented heavily towards national history: events, persons and developments, which excluded more active learning and multi-perspectivity.

This was the underlying debate that raged during the conference that involved 25 workshops with 31 presenters from eight countries and a number of key-note lectures, research results were presented, and there were numerous study visits. Thus Marc van Berkel, teacher trainer from Hogeschool Arnhem Nijmegen, ran a role-playing workshop on Appease-
ment: Munich 1938 and After, where participants were asked to personify politicians present at the 1938 press conference forcing them to face up to their “own” political motives as well as the official story.

Koen Henskens from the same school showed how to use a wide variety of sources to cover the Crusades, while Bas van Rooijen a deputy head at SG Stevensbeek secondary school, the Netherlands, set up groups to discover ‘Who’s responsible for the outbreak of the First World War?’ There was a workshop on Cold War pop music by Jan de Vries from the Dutch Graduate School of Education focusing on ideologies in different songs, again widening sources, while Marco Gabellini, a historian from Luxembourg, presented the Digital Library of the history of European integration(www.ena.lu), which has a rich collection of source material.

Jannet van Drie and Brenda Stam, also teacher trainers at the Graduate School for Teaching and Learning, the Netherlands) had researched homework and opinions of pupils and showed that the new Canon materials could be used as a practice tool once pupils had been taught significance and historical reasoning.

Chris Rowe, former head of history at Winstanley College, UK and Alan Midgley, former head of History at Oundle School, UK, gave a workshop on how to teach about inter-communal conflicts, with a list of 10 ‘dos’ and ‘don’ts’ emphasizing again multi-perspective and multi-sourcing, concepts further discussed by Maureen Cooney, senior teacher trainee from Ireland, using the example of differing views on Irish neutrality in WWII as a good example.

More and more international sessions contributed to the general debate on the use of sources and the Canon: Marat Gibatdinov from the Academy of Sciences, Tatarstan, Russia, for instance, shared ideas on bridge-building between Christian and Islamic communities – encounters much discussed in small groups.

Ulrich Schnakenberg, teacher at a German Gymnasium, gave a workshop on the use of political cartoons in the classroom while, from the Centre for Historical Culture at the Erasmus University of Rotterdam, Professor Maria Grever discussed creating commonality for young students as an important aspect for learning opportunities.

Dr. Carla van Boxtel presented a dynamic approach to heritage as a social and continuous process of selection and creating meaning, related to the ever changing orientations towards the future, while Dr. Harry Jansen, lecturer on Theory of History from Radboud University recounted types of benchmarks to augment interest in history, benchmarks for history as a discipline and also for our societies today.

A special themed day focused on the Second World War with visits to the Dutch National Liberation Museum and the Airborne Museum with a highly rated film documentary.

Conclusions

It was revealed that, in general, a deeper understanding of the nature of history education is fundamental before designing a European Canon. What is it for? Is it about raising historical awareness in society, and if so, what does this awareness mean? What would the majority of pupils in European schools, who drop the subject of History as soon as they can, need to take out of their lessons with respect to the common European History?

The organizers were delighted to be able to bring History Educators from over 40 countries together for six days to produce a shared and democratic voice and create a community of practitioners. They also said they were very pleased with the networking and fringe events, and also the important and useful European textbook exhibition.

The post-conference survey suggested two out of three participants supported the concept of exploring further a European canon though sceptical views had been widely expressed, while endorsing many of the strategies raised and the idea of a framework of 10 eras.

But all agreed History teaching does not stop at national borders just as Europeans do not stop at borders. “Perhaps our most important conclusion was the need to keep talking, exchanging views, and deepening cross-border cooperation whether local, regional, national or international level,” said Ms Joke van der Leeuw-Roord, director of EUROCLIO.

It is now planned to continue “to cross borders” in the search for new ideas in multi-perspectivity, to compare research results and exchange further suggestions and perspectives from other countries, through various history education projects and material development programmes, supported by the EU, the Council of Europe, Open Society Institute, UN and, of course, many local, regional and national authorities.

Jonathan Even-Zohar, EUROCLIO
Migration is too often seen as a problem, exploited by politicians to increase their votes, and by the media to increase their sales - and this has to be challenged in the class room as well as in society.

That was the underlying message delivered to some 40 experienced teachers, students and educators who gathered on a sunny Sunday afternoon in the old Collegio Erasmus in the heart of Bologna for a discussion workshop on how to improve History teaching in schools today.

In her opening address, Aurora Delmonaco, the President of Landis, the Italian History Teachers Association, who was co-organizing the event with the Europaeum and EUROCLIO, urged teachers ‘to fight back’, and to teach school children and pupils civic rights and how to understand the change in societies in Europe today.

She explained that the job of the teacher was getting more and more difficult, as times were changing with schools still seen as a service like any other. “In schools, saving money is vital and the variety of curricula is reduced, and where the capacity of teachers to create good results decreases, and classes end up losing quality.”

In fact, she said, teachers had an important new role, especially with regard to migration. “Many people think the basic problem is the immigrants, who complicate our life. But we have to construct a new history; a future for those children who have arrived here and, most importantly, will remain here. History is the temple of identity.”

In an impassioned plea, she urged teachers to hit back even if their autonomy had been greatly reduced: “Children have to learn today so that they are able to choose tomorrow,” she said. Civil rights are not something given, but something which must be taught and explained.

Dr Paul Flather of the Europaeum, then discussed how European politics was divided over migration in the Netherlands because of Geert Wilders and the Far Right, in Britain because of Poles, in France because of riots in the Paris banlieus, in Germany over the remarks of Sarrazin.

Yet, he said, ‘being on the move’ is what is normal throughout history, not some new phenomena. A key issue revolved around data. It was impossible to calibrate numbers, especially inside the EU where free movement exists, allowing scope for exaggeration and sensationalism.

In his words people forget that migration as a process produces big winners and losers in society: Governments and rich people, who do not have to live alongside migrants win, while groups like the police, local authorities, health workers, the poor, and of course, teachers, are losers who have to carry new burdens.

But remember, he warned, that migration is not about “yes” or “no” or “maybe” – it is here - and in the long run it is good for everyone because migrants bring with them new skills, businesses, culture, etc. He blamed politicians for making the job of teachers so much harder.

The biggest challenge today is to be able to welcome a new person who challenges all the norms and customs you have built. This can be illustrated by our attitude towards Turkey - which is excluded from the EU due to a crisis about culture, numbers, and religion. But in the long run, he said Turkey will surely join the Union, when both sides are ready - and this will be to mutual benefit.

Gabriela Jacomella, a reporter for seven years at the well-known Corriere della Sera newspaper, daughter of Historians and just back from a year in Oxford, gave a graphic powerpoint presentation showing how poorly migrants are presented in the Italian media in inflammatory articles and photos – for example in articles about the recent Rosarno riots.

Bologna teachers at the seminar (pictured) were urged to ‘fight back and teach civil rights’
She showed how migrant voices are never actually included yet writers and readers do not reflect on this, and the Charters do nothing to prevent derogatory coverage. So the most common word about migrants is the highly negative “clandestine”.

She urged the need for positive stories, about the normal lives of migrants, with correct information, so migrants can feel more accepted by society. “What is needed is a real ‘counter-narrative’ with migrants themselves present in the story,” she said.

Schools, according to Ms Jacomella, have a crucial role today. While the Italian state had accepted immigration since 1945, individual politicians were against it. Pupils needed to know that immigration was necessary, and contributes positively, economically and socially, especially when populations are diminishing.

In discussion, teachers pointed out that ignorance about the issue was due to bad coverage in current textbooks, and because of the heavy emphasis on the construction of Italian nationalism since the 19th century. Fresh perspectives were needed: “If I teach about Italian identity, I should not only talk about Mazzini, but also about Mickiewicz!”, one teacher explained.

While there was general agreement about the need for curricula reforms, it was important not to just add an extra chapter, but to integrate migration into the whole narrative of world history. It was also vital to focus on the identities of those who had been living in a foreign society for decades with huge differences already present between first, second, and third generations, often without positive and responsible role models.

Many participants deplored how negatively politicians talk about immigrants, thereby increasing tensions, and the general irresponsibility of the press for excluding immigrants.

Paolo Ceccoli, a History teacher for 25 years, who joined Landis to meet like-minded colleagues, described Italy as a ‘country of internal and external migration’. Children did not know their history because there was ‘too much’ taught and teachers did not have the right teaching materials, he said.

Another High school teacher, Dino Nardelli, running a Be aware citizens’ project, said it was vital to give migrants actual perspectives and instruments to construct their own identity within the framework of their new home society.

Another participant outlined a key project in Bologna and the province of Emilia-Romagna, which aims to make school life more successful for migrant pupils – as 26 per cent are likely to fail in schools, as compared to 9 percent of Italian children. Leyla Dauki, who works in an inter-cultural centre, also spoke of her practical work with the media to support the integration in schools and society in general.

Francesco Totaro, a retired History and Italian as a second language teacher, also warned that the new laws meant migrants would have to have much higher proficiency in Italian language on level A2 in order to receive a long-stay permit – much higher than say Germany, plus some Italian history, and citizenship. Many migrants may now have permits withdrawn, although adult colleges were starting to teach up to the new requirements.

There was an impassioned talk from Gianluca Pipitone, now a Bologna graduate, about his professional work as a migration officer, the first line in dealing with migrants, many of them coming illegally from north Africa and more recent work as a police officer caught in the middle of migration issues, and a concluding talk from Maria Laura Marescalchi of LANDIS, who was part of the organization team.

Everyone agreed the workshop had been a great success, with an excellent seminar room, wonderful lunch, lively personal engagement, impassioned speaking, all provoking lively discussion. Students and teachers left the event with the impression that while migration loomed large as a multi-faceted problem in present-day Italy and Europe, things were slowly changing. Now it was important to find the ways and means to encourage changes in grass-root History teaching in schools so that new generations could indeed become more sensitive to migration and migrants. Then so many secondary obstacles – including the way politicians exploited tensions for their own political purposes – would surely decrease.
Danube trip symbolizes ebb and flow of ideas about migration

Migration was brought alive at a special interactive event as teachers, students, policy makers and civic leaders sat on a river boat on the grey-blue Danube - literally migrating from Vienna in one country to Bratislava in another, as they passionately debated a range of key themes.

Many examples of exciting cross-border cooperation were discussed on that boat as friendships blossomed over the day - Czech language schools in Vienna, student exchange visits, parent helplines, teachers setting their own studies, new textbooks, even precision in the use of language.

Perhaps the day's debates were best encapsulated in the words of one of the academics, Dr Paul Flather of the Europaeum who said: “Migration is not a problem. It is normal, it has been there since the beginnings of humankind. The problem is us, our perception on it.”

He urged participants to “think bigger, wider, in more complicated ways,” so that more concepts come to mind, and not to fall into thinking about groups - but to “unpack concepts into individuals who all had interesting stories and most had migration stories in their lives and family histories. For if we think only about groups, racism and exclusion can develop. Rather, we need think individually, and include.”

Johannes Theiner, president of the European Parents Association, co-sponsors of the event, who supported these themes, urging participants to “challenge the legends.” He said they shape the collective belief of groups and nations. “If we think about national pride or the like, we have to balance the values and vices in this.”

He supported the view that the other side of the coin was indeed to think bigger, to focus on the individuals. He asked people to be curious about the individual story. “We have to work a lot on this and do so steadily.”

The conference heard about Centrope, a new emergent focus on cross-border cooperation in a European regional network based on four countries linked via the old Austro-Hungarian Empire (Austria, Slovakia, Czech Republic, and Hungary). Since 2006, projects have been developed involving language skills and trade. “Centrope is a cultural and educational region which has learned from the past and can look optimistically into the future,” said the representative of the Raiffeisen Foundation.

The first project presented covered practical contributions of migrant parents to the successful education of European children, based on improving basic reading skills among students at schools with high immigrant numbers, using interactive heterogeneous groups, with several adults present in the groups as volunteers to support the regular teacher, using family education and dialogic literary gatherings, which educate parents too, in literacy and focus on home learning. “These activities are not only statistics – they profoundly change the lives of so many children and people involved,” explained Dr Ramon Flecha, who produced the materials. She gave the example of ‘Laura’, a poor child who has no family, but gained one with the activists and learned to read and write within half a year at the age of 8.

Áine Lynch and Philip Mudge, of the Irish National Parents Council, reported on how Ireland coped with an overnight switch to inward migration from 2007, with an EPA award-winning project by the NPC, creating structures for migrant parents, linked to existing ones, based on helplines, training services in school, and key information in five languages on the website. “The aim is all about bringing non-migrant and migrant parents together, thereby helping the migrants to adapt to the new structures and this supports integrating them in the local school community,” Mr Lynch said.

Elise Storck, a history teacher in Rotterdam, reported on Dutch History teaching, which aimed to ‘include’ all pupils, where 60 per cent of pupils are first to third generation migrants - at some schools there are thirty-five nationalities. The curriculum does include colonialism, imperialism, multicultural society, and more, but migration is not properly covered. Migration is still seen negatively, as a problem.

She recounted an anecdote about a boy from Morocco who did not know about the Holocaust, whilst others in the class even wished Germany had done the job properly! No further discussion took place for fear of raising issues ‘too difficult’ for the classroom.

She also discussed terminology which can reveal stereotypes: is it ‘invasion’ or ‘arrival’, ‘robbery’ or ‘trade’, ‘conquest’ or ‘liberation’, ‘assimilation’ or ‘integration’, ‘us’ or...
‘them’, ‘group’ or ‘individuals’? She discussed the many questions that can arise in migration teaching: is it exceptional, or part of human history? Is it only ‘them coming to us’? What is the balance between our history and theirs? “Synthesis is needed, and we need to learn how to teach migration in a dominant society,” she said.

Professor Paolo Ceccoli, of LANDIS teachers association in Bologna, reported on a very successful project in Italy which showed how museums could be redeveloped as an active resource to support history teaching, to be responsive to changes in the composition of local communities and reflect different migrant histories rather than remain rooted in the nationalist past.

A group of students from Turkey, Austria, Sweden, Lithuania, Finland, and Latvia presented their Comenius project, looking at stories behind migrants, using interviews and discussions, with return visits to the countries of origin, and living with local families. Such exchange visits revealed interesting differences and similarities among migrants and natives, and led to many new friendships, improving mutual understanding.

Gieger, the principal of the Europaschule Linz, demonstrated a two-year Comenius project on common history, culture, and traditions, linking Austria, Poland, Cyprus, Finland, and Wales, involving children aged 8-10, plus teachers, families and friends, which had resulted in a new song composed called Children of Europe.

Benny Christensen explained the model of Danish History education, used to teach migration, and for finding contemporary, multi-perspective solutions, moving away from fact/date-based approaches, to developing ‘critical thinking’ and awareness of historical connections, influences, and interactions. He explained the Danish model of oral exams, based on texts given 24 hours beforehand, so students can work on them critically, using their classroom skills, and combining different disciplines and dialogue-working.

The workshop also brought out key questions:
• Can these be answered by a rise in classroom based teaching on migration themes, which require open-mindedness, historical empathy, and the avoidance of stereotypes?
• Whose history are we teaching?
• Balancing multiculturalism and multiperspectivity?
• Can we find other comparative content?
• How can we best use migrant pupils as ‘experts’?

Personal experiences were then shared in a widespread discussion, as the boat returned, on the second half of this journey from the Slovakian capital, Bratislava, where all participants went on a tour including a welcome in the Parliament, where the hosts chose to emphasise values based on what were perceived as rather out-moded notions of the family, nationhood and religion.

Michael, for example, who grew up in Austria as a black immigrant, had integrated well, but still deplored how people judged him for his ‘non-native’ looks, and was unconvinced of the role schools could play in the integration process. Eszter, a student from Hungary, reported that due to the small amount of migration in Hungary, there was little focus on this, but she sensed some changes. Another student from Poland described how much she had benefitted from studying in an international school in Britain, with many different viewpoints.

Dr Joke van der Leeuw-Roord, director of EUROCLIO, reminded the conference of the importance of developing history and citizenship education to build more peace, stability, and cooperation. “Three pillars - capacity building, knowledge exchange, networking and disseminating information – would lead to a participatory and sustainable professional civil society,” she said.

Next, Dr Flather stressed the role of university historians: and the need to close the gap between schools and universities. “It is important for the professors to know what is going on in the classroom, and for teachers new ways of looking at history is important,” he said.

Finally, Johannes Theiner of the EPA concluded that all parents should be seen as another important resource and also as a stabilising factor in society, and have a vital role in developing democratic values and even European integration as a whole, and it was important not to forget this. “It is always a risk for a parent to be active, to speak up, because one can always fail,” he said. “Only if you sit down and do nothing, nothing can go wrong. But if you participate, things will change.”
How does migration feature in our History classrooms today?

Only one in four history educators have never used – or never been able to use – migratory themes within school teaching, although almost all believe it to be a vital theme in explaining the modern world to schoolchildren.

Nine out of 10 history educators also plea for better resources in delivering their aim of talking about in and out flows of peoples on the move – that has characterized European history over the past three millennia – none more so than the late 20th century.

These are two key findings from an interim analysis of an international sample survey carried out in the final part of the second leg of the Connecting Europe Through History Project, across some 44 countries, taking in history teachers, history researchers, history teacher trainees, and history students.

The survey aimed to test how migration history was taught in Europe in class rooms, and how, perhaps more significantly, it should be taught. The interim report is based on some 250 responses, with further responses coming in. About two-thirds are from teachers, the rest are students, researchers, academics and others. Two-thirds were female, and the age range was fairly even, though skewed to those in their 40s and 50s. One in three teachers had worked in a country other than their ‘home’ nation.

The results clearly show that historians are dissatisfied that promises to introduce multi-perspectivity teaching have not been followed through. It also shows that the national dimension in history teaching remains dominant, even increasing, despite expectations that might be generated within an integrating post-Lisbon consensus Europe.

Overall the survey confirmed that the theme of our project – to investigate migration as a key approach for class room teaching – is indeed a current topic, and very much on the right track.

The survey revealed four general characteristics for current Migration History in Europe:

1. Ethnocentric: In many countries, a concept relating to the arrival of a common ‘national ancestor’ to once empty lands, where the modern nation-state is currently situated, is a key-migration taught in history lessons. We may imagine this to be relatively harmless. However this type of history is too often based on myth, – and in some cases, this type of history can engineer disputed territorial claims. Moreover, for the early Modern period, the focus is mainly on ‘the’ national group leaving Europe in search of a better life overseas. These, often well-documented, migrations, enable the teacher to discuss ‘push’- and ‘pull’ factors, as well as how migrants were received, and what legacy was left of the community. But these histories are, it seems, mostly accessed through a national or ethnocentric paradigm, where as a socio-economic one would enable the teacher to develop a wider transnational story. For the Modern era, specifically for the post-1945 Europe, the focus is heavily on the “others” that have moved from their homelands to come to the specific European countries. Again such a national/ethnocentric history leaves little room for a wider understanding of such mass-migrations in world history. Considering the multi-layering of European societies, being able to compare different European countries would also be enriching.

2. Group-centered: The main organizing mechanism in terms of people migrating are the ‘group to which they belong’. This is a logical abstraction in history. In order to understand patterns, developments and connections, the historian has to turn to groups. However, it would be useful for the European history teacher to bring stories of migration down to the level of the individual. Often an individual, or house-hold, might link several groups, incorporating a plethora of motives for migration.

3. Negativity: Migration history is most prominent when the history is troubling. War-refugees, the persecuted faith-based, or the ethnic discriminated communities, or those fleeing environmental disasters, are the main features around which histories of migration are taught. This bias towards negative concepts overshadows more casual motives for migration, such as adolescent adventure, trade, studies, family history and exploration. This bias leads to the treatment of migration history as exceptional, unnatural and, inevitably,
possibly dangerous, while in fact – throughout human history – migration is a constant. It is hard to find human societies which have remained for generations in the same locality, isolated and without an urge to explore, to move, to improve their life, or to extend their networks.

4. Modern History: Topics attached to the theme of migration history are nearly always, it seems, connected to the modern era. It is of course true that due to technological changes, cheap and so fast travel mass migration is more of a modern phenomenon. Yet, it is important to speak of migration before the modern era. Contrary to what most people think, the medieval, ancient and pre-historical eras, also saw plenty of people on the move. It would enrich migration history, and pupils’ awareness to demonstrate parallels across time and place.

In addition the survey has provided us with a wealth of information concerning that are taught in history classrooms across Europe, and how some are connected directly to migration, while others belong more to the nation-building myths. (A timeline of all key-events mentioned in the survey is available on www.connectinghistory.eu including an overview of topics taught.)

We envisaged that there may be ‘key turning points’ in migration history, and we asked our respondents to list them from their perspective built in an open-ended method, as well as referencing of key-moments.

Given the wars and persecutions - leading to large movements of people - refugees are a popular concept in teaching migration, it was no surprise that the Second World War, as a genuine Europe-wide trauma, led the list, while less recognized but still engineering a lasting migration was the Russian expansion into Siberia.

The survey also addressed the issue of resources and support material useful for teaching migration. Generally most respondents said that they value existing textbooks and curricula as ‘good resources’. But there were significant exceptions - for example respondents from Cyprus and Ukraine who felt curricula and textbooks were far too rigid. More specifically, respondents pinpointed a range of primary sources (including movies, songs, original documents, life stories, diaries and maps) most of which were online. But they also said there was a clear need for more cohesively primary sources to be made available, including teaching and learning ideas, translation and contextual information.

Next, responders commented on the use of migration themes when teaching about different communities.

Results showed that European educators far more likely to talk about migration when teaching about Jews, Roma/Sinti, Muslims, North Africans and Turks, and to less extent the Irish, than doing the same when teaching on Huguenots, Chinese, Indians and Russians. This demonstrates a wide relation in perceptions of peoples as ‘migrants’ perceiving communities like the Chinese, Russian and Indian as somewhat immobile.

Responders were also asked about the numbers of migrants in their classes, and to identify generally also the linguistic, religious and ethnic communities they represent, and the survey revealed an astonishing diversity of pupils in Europe’s classes – 54 groups just on a limited open-ended snapshot.

Respondents were also asked for their general recommendations. Thus, a researcher from Indonesia suggested that we “need to compare and explore diversities in different contexts; to compare experiences of different migrants (e.g. Irish) in different contexts and to go beyond first generation experiences”. A student from Turkey stated that Migrants in history education are important “to increase awareness among the native population and therefore decrease xenophobia while increasing the rate of integration of migrants to the local culture – for example studying the culinary history of now staple foods such as kebab and pizza, would produce positive outcomes.”

Finally, it is important to record that the great majority of teachers would indeed like to teach migration history in a meaningful way, exploring primary sources, comparing and contrasting views of similar events and teach a wider context of migration history. Some even called for a Europe-wide thematic textbook on Migration.

It is planned to continue work on the survey and the coordinators would like to repeat the project and extend it, if funds permit, in a more scientific manner across the EU 27. In this context it was encouraging that 95% of respondents signaled that their willingness to support future international European initiatives, and even to participate in pilot activities run by the project partners to develop some of these ever innovative reforms.

Jonathan Even-Zohar and Paul Flather
Conclusions

People are always on the move – we will just have to get over it!

Two abiding images haunt us from the past years of our work from this revealing and exciting series of conferences, workshops, talks and discussions. As we launched the project, we welcomed in 2009, the new leader of the so-called Free World as a first generation migrant. Yet, in November 2010, we were welcomed in Bratislava by a Slovak Parliamentarian informing us that his country rests on three key pillars: ‘Slovak national history; on marriage and family; and on Christianity.’

Every day the world’s new produces an often bewildering array of new ‘encounters’ in our global village. Our vocabulary has been extended with concepts like failed states, War on Terror, Wikileaks, regime change, and so forth.

The post-Cold War era certainly turned out not to be The End of History, but has ‘matured’ into a multi-polar, complex, world, where the world’s socially safest citizens, Europeans, are keeping the more economically deprived and desperate from coming across their common borders, a situation made worse as the crisis of defending a common currency can, overnight, lead to economic depression.

At the same time, there is a growing awareness especially among young people, that at the start of a new millennium, new challenges have arisen. How can our planet cope with an additional 3-4 billion inhabitants? How can we organize our communities in a sustainable way - environmentally of course, but also with a lasting culture of peace? How can the old and secure in Europe connect with the young and searching from the Middle East and Africa? Indeed, as we write, we watch if 2011 will, indeed, turn out to be the Arab 1989? At the time of writing the crisis is only deepening, with consequent waves of new refugees spiraling out of the conflict zone.

We can only look back seriously over this 20-year period, because we have studied good history. In order to value the past properly, we need to be fascinated with the present. In order to understand the present, we need to value and study the past. History Education – as the compulsory shared memory – has a huge role in preparing us and generations to face the future.

Two years ago, the Europaeum and EUROCLIO reported the results of its first Connecting Europe through History Project, which focused on Essential Human Rights Moments and Documents in History. Human rights in Europe? Tolerance, Democracy, Citizenship, Critical thinking and Multi-perspectivity as European Values. This collected views of subjects, themes, moments and documents, which were being used in class-rooms to educate the next generation from all over Europe on the value and origins of Human Rights, and to foster a sense of citizenship underlying these values.

Now, over 2009-2010, the partnership was continued with a second project Connecting Europe through History Project entitled Experiences and Perceptions of Migrations with priming under the European Commission’s Europe for Citizens Programme as the second project in the series is entitled. A third valuable partner was added, the International Students of History Association (ISHA).

The full span of 10 conferences, seminars, workshops and lectures, organized under this latest project have produced a fascinating overview of how Migration relates to the learning and teaching of History, Citizenship and Heritage - and how it should relate. In addition, a dedicated website was set up to share the fruits of the debates, discussions and presentations. An international sample survey was also launched on of how migration is taught across European countries with interim results published here (pages 26-27).

Finally, during the closing event in Vienna, key repre-
representatives of the previous events came together to form an experts’ committee on Migration, which developed a set of policy recommendations study on the learning and teaching in History, outlined here (page 30). These recommendations are due to go before the 2011 EUROCLIO General Assembly and if endorsed, as hoped, they will gain weight and be disseminated, discussed and implemented, more widely.

**What and why do we teach?**

In his Introduction to Historiana, Professor Robert Stra- dling, the Chief-Editor, writes that the way people living in multicultural communities perceive each other is historically conditioned, influenced by ‘push and pull’ factors which have changed significant over history. This very much encapsulates our aims. To understand contemporary issues around migration, we must adopt clear historical perspectives, and look at these issues ‘comparatively’ and not nationalisti-
cally.

Over the course of their project, the three partners, along-
side the many local supporting centres, groups and institutes, have been able to gather young and old, native and non-na-
tive, scholar and parent, to explore this possible paradigm change in History education. Our views developed over the year. Our initial ideas that Migration ought to be taught more, turned into a deep conviction, that by doing good Migration History, we can illuminate 21st Century society.

We also came to see that having conflicting opinions, based on different interpretation of sources, is an enrich-
ment of history education, and not a problem. We have seen how the lens through which people identify others, is itself a product of history. Addressing the means to ensure that the next generation of young people recognizes this, should be a central aim of all History education.

We often describe each other as representing a collective religious, ethnic, linguistic or national identity. When these represent territorial origins, framing ‘the other’ was even stronger. In many European countries, xenophobia is on the rise. At least 15% of European citizens see the coming of perceived foreigners – even if they are natives and have lived in the community for generations – as the biggest threat to their prosperity and identity. It is the responsibility of European Civil Society to challenge such ideas, and to propose other ways of looking at features like guest-workers, illegal im-
migration, national identity, globalization, urban community, etc.

**Who teaches and who learns?**

There are many different ways to look at Migration His-
tory, and many scholars have contributed to many journals on many topics. In this Project, we cannot hope to cover every aspect, of course. We have set out, genuinely, to connect aca-
demics and teachers, and also to bring in students, all from many different fields, and to reflect together as citizens on what is needed.

Debates have varied in style and format. In some cases, teachers and education experts were asked to identify chal-
lenes to teaching more migration. Thus countries with a co-
lonial past, like the Netherlands and UK, to reflect on how Empire and Slavery is actually taught in schools. In Poland and Macedonia, however, the focus was to move towards a more open-minded, less nationalistic history curricula. In France, the debate centered around the issue of pedagogy and identity. Still others voiced concerns about the dangers of the instrumentalisation of History, turning history into inter-cultural-education, or even peace education.

Many also shared their personal migration histories dur-
ing our roundtable discussions, while others have put forward new arguments on what ought to be taught and how in schools. New ideas have been put forward, evaluated and in some cases also piloted.

Our target groups were also highly varied. In Helsinki, the project co-hosted the ISHA Annual Conference, which brought together over 80 students of History from many countries, to discuss Integration and Migration. The young researchers actively discussed history is taught - with some quietly admitting that they may even switch to become History teachers – as a result of the round table!

Meanwhile in Europe’s old universities of Bologna, Ox-
ford and Leiden, high-level debates and papers were pre-
sented, deepening our understanding of just how much of a paradigm shift teaching migration history could be.

Representatives of national parent bodies attended the Eu-
ropean Parents’ Association annual conference, cosponsored with the Project partners, in Vienna, to discuss how History Education can help us better understand mobility and change. Including parents was a extremely valuable complement to the educational sphere that underpins pupils.

Overall, more than 150 teachers joined our events, es-
pecially in Bologna, Paris and Skopje, demonstrating huge commitment to engage in fresh training and thinking events, despite the fact that few can now get time off to attend teacher training, or to volunteer limited spare time for active partic-
ipation in History teachers activities. They remained eager to pick up on current debates and best-practice.

The Europe for Citizens Programme, that provided fund-
ing for this Project, aims to foster European citizenship, encourage shared awareness of the EU, and boost civic par-
ticipation. In this project, we have certainly achieved this, and many other aims of the Project not least by connecting our multipliers – the educators themselves.

These educators will now be encouraged to continue to foster the new climate of tolerance and inter-cultural dialogue, while taking more professional responsibility into their own hands – and spread the message that Humans have always moved around, have always explored, and are likely to continue.
How can migration be integrated into the history school curricula? How should this topic be taught in the classroom? What can we learn from past perspectives on migration to create a better future?

To address these issues, EUROCLIO, The Europeum and ISHA embarked on an 18-month project Connecting Europe through History – Experiences and Perceptions of Migrations in Europe, offering a series of nine conferences and workshops in a range of European member States.

Debates during these events created and reinforced connections between academics, teachers, students and parents – a special blend of civil society organisations – putting schools and education at the heart of society.

The key aim was to find ways to overcome the cultural differences that divide societies, caused in part by movements of people within and between national territories.

Challenges

During this conference series, a review committee of experts on Teaching of Migration in History Education was set up during the closing event in Vienna, on 20 November 2010, and it identified the following six challenges facing history educators when teaching migration in European classrooms:

1. We notice that where migration history is taught, the focus is set on negative concepts, for instance wars, persecutions, economic and social deprivation. This often entails a distinction between ‘us’ and ‘them’.
2. We observe that students and pupils from migrant backgrounds continue to be mainly labelled as immigrants, even when they have been living in the respective countries for more than one generation.
3. We observe that across Europe, existing European and national recommendations concerning multi-perspective approaches, innovative curricula, evaluations and examinations have not been implemented;
4. We consider that History Education is very much influenced by the dominant political climate, which can leave controversial issues untouched.
5. We observe that curricula and textbook designs are often overloaded, and often prescribed within narrow national perspectives.
6. We recognize that many history educators tend to be ‘colour/culture-blind’ in inter-cultural classrooms; and have difficulties in implementing the necessary approaches of historical thinking.

Recommendations

To address these challenges, our committee of experts then went on to make the following six recommendations:

1. History educators, curriculum developers and policy-makers should consider migration as an intrinsic part of human history and every-day life. To overcome the negative connotations surrounding migration, new narratives that are grounded, clear, and inclusive of migrant and non-migrant histories, have to be developed and integrated into school curricula.
2. The understanding of migration histories should be broadened through the inclusion of internal migration and mobility history into the discourse.
3. It is necessary for migrant students to present their own personal histories in the classroom, as all students are interested in their own history. An approach like this reflects an inclusive approach of teaching history.
4. Policy-makers and decision-takers should implement existing European and national recommendations, to support interdisciplinary approaches in education and to adjust curricula evaluation in accordance with the required changes/recommendations.
5. The development of flexible curricula has to be supported, giving history education professionals and practitioners the required pedagogical freedom.
6. It is highly necessary to develop pre-service training focusing on the pedagogical content of courses so teachers can learn to be creative and flexible. This involves developing wider approaches within national topics so that connections between local, regional, national, European and global levels, can be developed.

In conclusion, the Project team commend these recommendations for further discussion, research, and implementation.

The following experts, who took leading roles in many of the workshops and debates over the year, were involved in a Review Committee on the Teaching of Migration in History Education:

- Benny Christensen (Danish History Teachers’ Association)
- Najat Ouakrim (Finnish History Teachers’ Association)
- Vajda Barnabas (Hungarian History Teachers’ Association)
- Abdulcelil Gök (Turkey Association of History Educators)
- Tamara Janković (Croatian History Teachers’ Association)
- Elise Storck (Dutch History Educators’ Association - VGN)
- Paolo Cecolli (Italian History Teachers’ Association, LANDIS)
Today we take travel for granted. Now it seems unusual for people to be born, go to school, get a job and marry while living in one place. But once that was the norm with the privileged few travelling. Now most people live in one place and work in another. They will probably go to another city, or even another country, for their university education or vocational training. They will most probably spend some part of their adult life working in another country.

We regularly fly long distances to go on holiday, or for work reasons, and we tend to forget how difficult this used to be, even in the recent past when Europe, and the world as a whole was divided by the Cold War. The countries people choose to go to often reflect long-standing historical ties. People from former colonies often want to live and work in the former colonial power. They share a language, and there will be strong cultural ties between the two countries.

However the reasons we choose to leave our homeland and settle in another country are usually complex. Historians talk about ‘push’ and ‘pull’ factors - pushing us to leave our homelands, pulling us towards another country.

People often leave a country because they have very little choice. They may belong to a community which is resented or mistrusted by those in power. They may be trying to escape persecution for their identity or beliefs. Or perhaps years of economic hardship force them to look elsewhere.

At the same time, they may be attracted to another country because of economic opportunities and the shortage of labour there, or because of a reputation for religious and political tolerance. These are the ‘pull’ factors and they can be just as complex when it comes to trying to understand population migrations at any particular time in history.

There are two main results of this inward and outward migration. First, if you look at the populations of the United States, Canada, Australia, New Zealand, and other New World countries, you will find large numbers whose ancestors came from Europe over the 19th and 20th centuries.

You only have to pick up a telephone directory and look at the Italian, German, French, Dutch, Russian, Polish and Greek names. In some cases, the émigré populations are now larger than the populations in their countries of origin.

The peoples of Europe have played an important part in shaping the history and development of the countries to which they emigrated. At the same time, we must also recognise the role played in the development of these countries by those people who were transported there as slaves or prisoners, and had no choice in the matter.

The second result of these population movements has been that most of us now live in multicultural communities, particularly if we live in larger European cities. Many countries include 10–15 percent of their population who are first and second generation migrants. For small states, such as Luxembourg, Liechtenstein and Monaco, the proportions can be much higher.

It is very important to understand that how people living in such multicultural communities perceive each other, is historically conditioned. People’s perceptions change over time because the ‘push’ and ‘pull’ factors that encouraged migration, also change.

Countries where some people now complain that immigrants are “taking their jobs”, in fact, invited the migrants to come and do jobs that local people are unwilling to do. Similarly, countries that now turn away political refugees, and prefer to regard most of them as economic migrants, once had a proud record for offering protection from prosecution and torture.

To understand many of the contemporary issues around migration of people we need an historical perspective and we need to look at these issues comparatively. And not just from a national perspective. That is why we have come up with the new idea of Historiana, as a new online tool that can help give us perspective, understanding and explanation.

Dr Robert Stradling, Editor-in-Chief, Historiana

Travel is no longer the preserve of a privileged few
Historiana ‘to open up our pasts’

Historiana is a major new online multimedia tool focusing and extending the study of common themes in History and Heritage. It has been designed as a joint initiative by EUROCLIO, and the Netherlands Institute for Heritage for educational purposes to be used in classrooms, museums and heritage settings. The aim is to provide a plurality of perspectives with respect for inter-state and intra-state diversity, and to explain complexities in understanding history and heritage using multiple perspectives to increase historical awareness.

Historiana will not aim to be encyclopaedic or comprehensive, but will create new opportunities for Historians, History teachers, students, pupils, and those who simply love History, and allow them to compare historical and heritage items across time and space, thereby revealing new connections, differences and similarities. Currently, more than 24 countries are involved in bringing this project to life.

The material is being designed in such a way as to stimulate users to think critically on historical and heritage issues and, simultaneously, to acquire key learning and study competences, through exposure to a wide range of sources, including political cartoons, posters, testimonies, maps, images, pictures of buildings, newspaper articles, interviews, audiovisual sources and other types of historical sources.

The first two themes currently in development are People on the Move, and Rights and Responsibilities. The website is currently organized around these, and five other themes: Conflict and Cooperation, Life and Leisure, Work and Technology, Ideas and Ideologies, and The Environment.

Please visit new site on www.historiana.eu. The main language is English. It is a free service.

One step back in England?

This is a post-script to the debate on history teaching in the UK, featured in our round-table feature (see pages 15-18)

Announcing a review of the National Curriculum for England in mid-January 2011 the Secretary of State for Education in England, Michael Gove insisted that a greater emphasis should be put on ‘facts’ in order to prevent “children growing up ignorant of one of the most inspiring stories I know - the history of our United Kingdom.” Incorrectly arguing that the “current approach we have to history denies children the opportunity to hear our Island story,” Gove argued that it was a shame that the majority of young people cease studying the subject at age 14 in the UK.

Whilst teachers of History will be pleased to hear that the subject is considered important, the Government’s intended ‘back to basics’ approach carries a number of contradictions: their new style of Academy schools need not follow the National Curriculum, nor do private (fee-paying) or ‘Free’ (parent-founded) schools.

The Minister also talks about freeing teachers to take control and removing prescription. Yet, he is also seeking to focus on the new curriculum to be introduced very quickly, focusing on what should be taught. How, teachers ask, can such promised freedom (and the current curriculum gives them considerable freedom) be reconciled with being told what to include?

Teachers also ask why a ‘dead white men’ story is being reintroduced now at the expense of the bigger picture that places a broad narrative of British History into a sensible European, and wider, context: British schools already teach mostly British history.

They also wonder why it is that while schools across Europe envy the skills, concepts and processes approach, and the varied teaching and learning strategies used in the UK, the Minister is oblivious to evidence from his own independent inspection service, Ofsted, that History is actually consistently very well taught in schools - but is being squeezed by other subjects and the pressure for schools to achieve exam passes.

The curriculum review panel, possibly carefully chosen by the government to give them the answer they want, will report to Ministers after a short and restricted consultation. So, perhaps it is time for England’s history teachers and other researchers to contribute to express an opinion on the future of the past.

Dean Smart, UK History teacher trainer, and teacher
Private Halls, dates its foundation officially to 1249, University of Oxford, Great Britain. There are about 38,000 students. The Rheinische Friedrich Wilhelms Universität Bonn (University of Bonn, Germany) at 20 locations throughout Finland. The University offers English. Besides Helsinki, the University has operations but was transferred to Helsinki in 1828. The University Helsinki was established in Turku in 1640, though teaching at Oxford is known to date back to 1096, and the first overseas scholar arrived in 1096.

The Universidad Complutense of Madrid, Spain. The Universidad Complutense de Madrid was founded in 1293 on the bank of the river Henares. In 1836 it transferred to then capital, Madrid. Today there are two campuses located at Mocloa and Somosaguas, offering a wide range of degrees and courses including 70 formal degrees from the faculties of Humanities, Mathematics and Natural Sciences, Health Sciences and Social Sciences. - in particular European Studies, International Relations, Management and Communications.

University of Leiden, Netherlands. This institution was abolished after 1945 and the Czech Charles University revived. After 1989 democratic structures and administration were restored and new disciplines have since emerged.

University of Leiden, formerly Leiden, founded in 1575 by the States of Holland, as a reward for the town's brave resistance against the Spanish, at the behest of William of Orange. Currently, Leiden University consists of 9 faculties, a School of Management, and a Graduate School of Teaching. It is known for its international character and numerous programmes offered in English.

Univerzita Karlova V Prague, Czech Republic. Univerzita Karlova V Prague, founded in 1348, was divided into Czech and German institutions by the Vienna government in 1882. Closed during the war, the German institution was abolished after 1945 and the Czech Charles University revived. After 1989 democratic structures and administration were restored and new disciplines have since emerged.

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EIFFEL TOWER - SYMBOL OF MIGRATION AND MOVEMENT

The Eiffel Tower is named after its architect and builder who in fact took his name from the range of mountains in Germany - because he was descended from Germans, who had migrated to France during Napoleonic times. They were originally named Boenickhausen, adding Eiffel along the way, and Alexandre Gustave Eiffel was the first to drop the original German part.

The Tower was built for the 1889 World Exhibition precisely as a symbol of internationalism - and 100 years after the French Revolution. A key factor in Paris winning the rights to the Exhibition in the first place was due to its rapid industrialisation in the 1800s, in turn spurred on by the unprecedented numbers of migrants arriving in Paris since the 1840s. It is estimated more than 200 million have visited Paris since 1889 - and perhaps every single one has been to see the Tower: just as well it was never dismantled as planned!

It stands 325 metres high, weighs 10,100 tonnes, with 18,000 pieces of iron held together by 2.5 million rivets, and continuing the theme of movement its four pillars correspond to the four compass points. The Eiffel Company did good business sending portable engineering ‘kits’ all over the world - and there at least 30 duplicates worldwide. Since its heyday, Paris, with the Tower, remains a mecca for migrants, whether great artists or economic migrants from north Africa Maghreb.

WWW.CONNECTINGHISTORY.EU