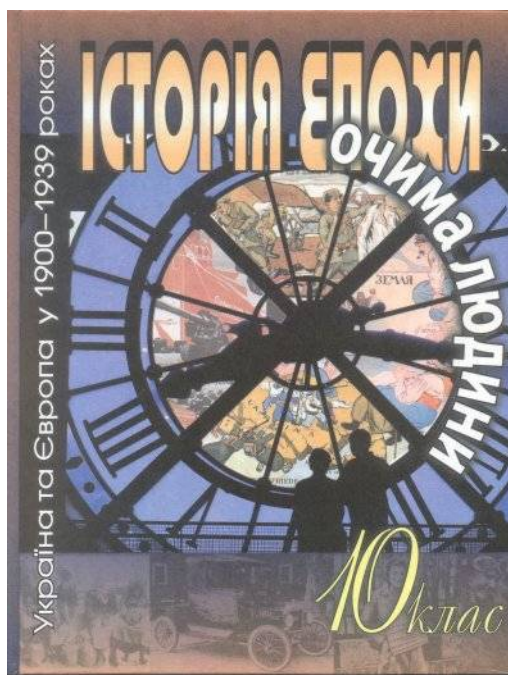


New Times, New History
A EUROCLIO/MATRA/NOVA-DOBA project
on the Innovation of History Education in Ukraine
UA004301

FINAL REPORT

1 June 2001 – 1 June 2004



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Joke van der Leeuw-Roord
Huibert Crijns

EUROCLIO
Juliana van Stolberglaan 41
2595 CA The Hague
The Netherlands
Tel & fax: +31 70 3853669
EUROCLIO-mail: huibert@euroclio.nl

Polyna Verbitska
Iryna Kostyuk

NOVA DOBA
Halytska Str. 1/5
790008 Lviv
Ukraine
Tel: +380322 743455
Fax: +380505 195758
E-mail: doxa@mail.lviv.ua

Contents:

1. Final Report
2. Planning and implemented time schedule
3. Versions of key questions
4. Programme final symposium and seminar
5. Programme symposium and final seminar
6. Evaluation form Symposium
7. Evaluation form Project
8. List of project participants
9. List of participants symposium and final seminar

Extra:

10. Textbook *History of the epoch through the eyes of an individual. The history of Ukraine and Europe from 1900 – 1939.*
11. Doba Magazine, May 2004, special methodological edition on the project

1. Introduction:

In 2000, while submitting the project, we wrote that Ukraine was one of the new states in Central and Eastern Europe that is building a new identity and a new position in Europe. School history was made a key topic in the Ukrainian process of nation building. This choice gave history also the position of the most politicised school subject.

In the project we looked into this role of history education with focus on contributing to stability and democracy in Ukraine, especially regarding the different regions and ethnic and linguistic communities within the country, but also regarding the relations with the neighbouring countries. The school history textbook, *History of the Epoch. The Period seen through the Eyes of an Individual. Ukraine and Europe 1900-1939*, which is the result of this project, mirrors these specific elements. Such approach to history teaching puts high demands on the history educators and requires a high level of professional sophistication of those who teach. History educators therefore need professional organisations, which can act as agents of change. Independent Associations of History Educators, belonging to the EUROCLIO network, have in many countries in Europe proved to be able to act as effective initiators and multipliers of fundamental innovations in history education. NOVA DOBA, the All Ukrainian Association of Teachers of History and Social Studies had already shown similar capacities and this project therefore also focused on further strengthening this organisation. A strong NOVA DOBA would be a vital agent in the process of innovation and professionalisation of the Ukrainian history educators.

2. Aims and activities of the project

Aims:

The EUROCLIO/MATRA project in Ukraine was aiming for the strengthening of cooperation and innovation in the field of history education in Ukraine. The project focused on two aspects:

- To create a shared responsibility and commitment for innovations in history education in Ukraine between the authorities, teacher training institutions, and the All Ukrainian Association of Teachers of History and Social Studies NOVA DOBA.
- To reinforce the professional qualities in the fields of history education and management of the Regional Association of Teachers of History and Social Studies NOVA DOBA.

Seminars:

The aims of the project were reached through the common development of innovative educational materials for history education in Ukraine by a mixed group of experts from NOVA DOBA, the Ministry of Education of Ukraine, Universities and the Academy of Sciences, Teacher Training Institutions and EUROCLIO. The authors of the educational material were guided and advised by this broad group of experts during three seminars. These seminars consisted of active workshops and working groups in which different modern principles and approaches for history education were presented, studied and examined in which way they are applicable for history education in Ukraine, and how they can be included in the educational material under development.

Educational materials:

The development of *History of the Epoch. The Period seen through the Eyes of an Individual. Ukraine and Europe 1900-1939* guided the discussion about aims, content and teaching approaches of history education in Ukraine into concrete results and outcomes. These results and outcomes were presented in a one day symposium of 200 participants and a two day seminar of 100 participants to a wider audience of teachers, teacher trainers, curriculum developers, policy makers and media and made available for teacher training use.

The project has started its activities in June 2001 and lasted initially for two years. The educational materials developed quickly into a textbook format and the authors were much motivated to develop this textbook into materials which would be generally applicable in history education in Ukraine. Therefore the project management applied for a project extension of one year. This extension was granted by the Netherlands Ministry of Foreign Affairs. The project has finally run now for three years till May 2004.



Display with all the books competing in the history textbook competition 2004



Joke van der Leeuw-Roord and Irina Kostuyk together with Oleksander Dubas, director of the publishing house 'genesa', showing the new textbook

3. General Problems

1. Production of the book

- *Traditional academic approach*
Many representatives of the official historical science in Ukraine were not well acquainted with the innovations in European history education. It was difficult for the Ukrainian experts to be agents of change at first. A lot of pulling and pushing was necessary to reach this result. The coordinators and authors' team have been allocating much time and energy to make the academic and methodological establishment moving towards a more innovative process. The lack of will for innovation of the establishment confused the authors several times, and brought them into a difficult position towards the authority of ministry, historians and methodologists
- *Time pressure*
The development of a history textbook is a lengthy and complicated task. The wish of the authors to deliver a high quality product and the continuous development of their own ideas results in an ever changing concept of the book. This process is finally halted by the deadlines of the project, but causes an enormous stress for the authors and coordinators in last project year, as all the latest ideas and approaches have to be included.
- *No try-out period*
Since the maximum time span of MATRA projects was reduced from four to three years It is not possible in this kind of projects to include a try-out period, in which the textbook is tested for a few months in schools and after that improved again for the final version. Although part of the materials was tried in a rough format in history lessons in Ukraine, there was no possibility to do this systematically. A try-out period could have improved the quality of the materials and, even more important, could have increased the involvement and level of training of history teachers in Ukraine.
- *High demands of project work*
Participation in our projects as an author or national coordinator is a heavy burden. The participants have to do this on top of their normal work as teachers, teacher trainers, historians and/or parents, as they cannot risk their jobs for a project. The commitments of the project are enormous and this demands a lot of goodwill from partners, families and directors to devote a lot of time and energy to the project. Some of the initial project participants were not able to meet the demands and therefore left the project.
- *English Language skills*
The English language skills of the Ukrainian project participants improved less than we hoped for throughout the project. This limited the communication, especially with the authors and the Ukrainian experts. For professional communication interpretation was necessary and as a result organised. Unfortunately therefore leisure communication was limited.
The lack of command of English limits the dissemination of the project results on an international level. For language courses time and money were not available.
- *Multicultural Ukraine*
A balanced representation for the Austrian, Polish, Czech and Rumanian parts of Ukraine took a serious effort. It was difficult to disconnect the history of present day Ukraine from

the Soviet history of Ukraine. The multicultural character of Ukraine, including its Jewish population, misses an in depth coverage. An European dimension is presented.

- *Restricted time for authors meetings*

To develop a history textbook as a truly common project with a group of authors living in different parts of such a large country, regular authors meetings have to be planned and budgeted. The necessity for separate authors' meetings, besides the ones planned before the professional development seminars was underestimated in the planning of the project. The problem was overcome by economizing on the travel and board and lodging costs, and organizing fewer meetings than necessary, but this slightly limited the outcomes of the process.

2. Dissemination

- *Limited implementation strategy for lack of teacher training*

The possibilities for implementation of the project results were limited in this project proposal. From the early start of development of this project EUROCLIO and Nova Doba aimed for teacher training as an integral part of the project. Unfortunately the Netherlands Ministry of Foreign Affairs has for different reasons decided not to honour this request. A later attempt to include teacher training in the project extension was rejected because of the high costs. However we still feel that in a big country like Ukraine with 50 million inhabitants a well-built implementation strategy is needed to extensively disseminate the project results.

3. Circumstances in Ukraine

- *Distances in Ukraine*

Ukraine is a big country with a limited and outdated infrastructure and transport system. For valid political reasons the authors selected were living in different cities in Ukraine. This meant that for project meetings the different participants had to travel long distances in primitive circumstances at slow speeds. This is time and energy consuming and contributed to the burden of the participants.

- *Financial administration and taxes*

In the beginning of the project, we severely struggled with the Ukrainian administration and tax regulations. Both EUROCLIO and Nova Doba had to find their way to solve these issues. This caused some stress as both organisations did not want to get involved in any kind of illegal activities which could seriously backfire on the project, the organisations and individuals. Nova Doba part time employed a professional bookkeeper from the project budget. She found the ways to deal with the administration and to circumvent real problems. For EUROCLIO the main consequence was that we had to transport quite big amounts of cash money to Ukraine, an activity that is dangerous and could have caused legal problems if we would have done it openly.

4. Activities and other Outcomes

- **The School Textbook *History of the Epoch. The Period seen through the Eyes of an Individual. Ukraine and Europe 1900-1939*. Published by Publishing House Geneza, Kiev, Ukraine in 2004**

This 255 page school textbook focused on pupils from 16-18 is published in Ukrainian in April 2004, as result of the 3 year project. 5000 copies were printed on the project budget and meant for the implementation and training activities of the project. An extra amount of 5000 books are printed by the publishing house for the commercial market.

The textbook gives evidence of the process of change the team has been able to capture. The initial focus of the team, and especially that of the Academic historians, was to support the strengthening of the national identity of Ukraine. However through lengthy debates and reconsideration of the aims and objectives, finally a book appeared which assessed the developments of the Ukrainian lands during the first four decades of the Twentieth Century, placed in a European context.

The team of authors and experts was able, despite different opinions, backgrounds and places of residence to produce a coherent book, which is innovative in content as well as in learning approaches.

- **Innovation**

The leap that was taken in this project, between the new textbook and the existent academic and educational culture is enormous. The project had positive influence on the development of knowledge and skills of the Ukrainian experts. This was reflected in their practice and their publications and is positively influencing the general developments in history education in Ukraine at the moment.

- **Official approval**

The book received official approval by the Ministry of Education and Science of Ukraine and is allowed to be used in every Ukrainian classroom.

- **Educational nomination**

The book was nominated by the publishing house Geneza as entry for the competition for the best educational and historical publication of the year 2004.

- **Pedagogical Support through the Magazine *Doba***

The book is accompanied by a special edition of the magazine *Doba* (46 Pages). This volume acts as teacher guide and contains background information about the book and the project, theoretical and didactical articles and practical suggestions for teachers and students. It was printed in 2000 copies. Each of the 200 participants in the Dissemination Symposium in May 2004 in Kiev received this special edition. The methodological recommendations were sent to the regional branches of the Association Nova Doba; to specialists of in-service teacher-training institutions for wider dissemination; to teachers of about 200 schools from different regions of Ukraine that ordered it and are planning to use it in their practice next school year.

- **Development and Training Seminars**

4 Development and training seminars were organised with the full project team, including national and international specialists and observers of history educators. The seminars aimed to train the project team in innovative approaches to the learning and teaching of history and to discuss and improve the outline and the successive drafts of the textbook.

The participants of these seminars were from Kiev, Lviv, Luhansk, Rivne, and Zaporizhzhya in Ukraine and from Austria, Bulgaria, Estonia, Latvia, The Netherlands, Russia and the United Kingdom. 3 Seminars were organised in Kiev, and 1 in Lviv, despite the fact that the management team was based in the last city. Kiev was chosen more often as meeting place in order to enable people from the whole country to participate. The bus and railway conditions within and with Ukraine are of such nature that regular meetings in Lviv would considerably have contributed to higher costs and even higher time allocation, than the project already displays.

- **Authors Development Meetings**

These 10 meetings brought together the authors group, which were based in several areas throughout the country in order to give them the opportunity to study, comment and discuss the draft materials and to be sure that coherence remained between the work of the different authors and the 4 chapters of the book.

The author group, the main editor of Geneza Publishing House, project expert Oleksandr Udod and the project coordinators met twice in August 2002 and August 2003 to study, comment and discuss the draft materials thoroughly. For these meetings all materials were translated in English.

- **Editorial team meetings**

In order to develop a coherent book the work of an editorial team was necessary. This team consisted of project author Yuriy Komarov, and project coordinators Iryna Kostyuk and Polina Verbytska. Authors Andrey Osmolovskiy and Viktor Mysan gave their continuous recommendations during this period. This group met together with representatives of the publishing house 7 times between January and November 2003.

- **International symposium and seminar *New History in a New Age: Innovative Approaches and Material on History Education*** organised in cooperation with the Ukrainian Ministry of Education and Science.

The symposium *New History in a New Age: Innovative Approaches and Material on History Education* was organized on May 14, 2004 in *the House of the Teachers* in Kiev. 200 history and history education specialists from the Ukrainian Ministry of Education, The Academy of Science, The Universities of, Teacher training Institutes of, Teacher In-service Training institutes and schools all over Ukraine were informed about the content and trained in the possibilities of the new history textbook *History of the Epoch. The Period seen through the Eyes of an Individual. Ukraine and Europe 1900-1939*. The aims of the Symposium were to present the project, its ideas and approaches and the new textbook to a wide audience of officials, experts, historians, teachers and journalists and to train a group of history teachers how to use the book in their history lessons.

In the opening speakers Polina Verbytska, president of the Association *Nova Doba*; Pavlo Polyanskyi, head of the Principal Dept. of the Content of Education of the Ministry of Education and Science of Ukraine; Huibert Crijns, Senior project manager of *EUROCLIO*, Katharina Barbadym, representative of the Royal Netherlands Embassy in Ukraine, Professor Stanislav Kulchytskyi, Chairman of the Institute of History in Ukraine, National Academy of Sciences and Oleksandr Udod, publisher in Publishing House "*Geneza*" took the floor and reported and reflected positively on the project and the textbook.

A press conference was attended by a variety of local and national press and in the afternoon participants had the opportunity to attend 10 different workshops, carried out by the Ukrainian authors as well as by the international experts from Austria, Bulgaria, Russia and Scotland.

The symposium was on May 15 and 16, 2004 followed by a training seminar for a group of 70 key figures in the learning and teaching of history. They were specialist in history education from a variety of (educational) universities, heads of local branches of NOVA DOBA and the team

members. The participants of this seminar had the opportunity to follow a more in depth training about the content and ideas of the project materials. This seminar was concluded with evaluative and reflective exercises for the project team.

Observers from EUROCLIO projects in Croatia, Estonia, Latvia, Rumania, Russia and Serbia participated also in the symposium and seminar. They were deeply impressed by the quality of the materials, the project group members and the content and activities of symposium and seminar.

- **Wide dissemination of the school textbook and the teacher guidance**

All 200 participants of the symposium received a copy of the textbook and the special feature copy of the magazine. Each of the participants also received an order form for 30 free copies for school use. Sets of textbooks and methodological recommendations were sent to all regional branches of the Association Nova Doba; to specialists of in-service teacher-training institutions for wider dissemination; by teachers from about 200 schools from different regions of Ukraine which sent the orders and will use it in their practice next school year.

In August 2004 Nova Doba will organise a training seminar in civic education for 50 teachers from different regions of Ukraine and workshop on project materials will be given in the framework of it. The aim of the seminar is to further disseminate and implement the school textbook within the history teaching community of Ukraine.

- **A strengthened Nova Doba, the All Ukrainian Association of Teachers of History and Civic Education.**

The project positively influenced the growth of the Association in the establishment of its reputation among the teachers and official educational structures. It also helped to improve the professional skills not only of members of our Association but also of teachers of history in general. Members of Association are involved in the work of Ministry Commission on History Education. Also members of Association participated actively in discussions for the new syllabus and new curricula for History education.

Wide dissemination of the project results via various mass media proves that Nova Doba as a teachers' NGO is an important and very active player in the democratization process of the Ukrainian society. In the 3 year (2001-2004) the Association showed a 25 % growth in members. The project group run several activities for the Association on the project.

The international relations of Nova Doba with several EUROCLIO members were strengthened due to the project. A study visit to Scotland, strengthened the special relations with the Scottish Association of Teachers of History. (An article about this visit was published in the EUROCLIO Bulletin 18, 2003) Another close cooperation took place when a group of Danish history teachers, members of the Danish History Teachers Association visited Ukraine in 2003. After mutual visits and contributions there is also close cooperation with the Bulgarian and the Moscow History Teachers Associations.

The attendance of several other international conferences, among others in Tallinn, Prague, Bologna, Cardiff and York built links with a variety of organizations and individuals in the European history education community. Members of Nova Doba got a chance to conduct workshops based on their own project materials at different EUROCLIO events. These workshops were assessed very well by their professional international audience. This demonstrates the development of quality in thinking and working in Nova Doba and put the Ukrainian Association really on the map of European History Education.

- **A professionalized Centre for History and Civics Education**

The project helped NOVA DOBA to further professionalise its headquarters and to become an ever updating and upgrading centre for the learning and teaching of history in Ukraine.

In the early days of the project, NOVA DOBA moved into a new, very historical and well placed venue. However the state of the building and office needed a lot of repair and refurbishments. The MATRA project revenues for the organisation together with grants from other donors such as the Koerber Foundation in Hamburg and Mershon Centre of Ohio State University, Council of Europe, US State Department of Education, CIVITAS International enabled NOVA DOBA to create an well supplied, professional and active centre for history education and civic education.

- **Magazine on the learning and teaching of history**

5 issues of the magazine on the learning and teaching of history *Doba* were published during the project (1500-2000 copies of each) and disseminated information, ideas, material of the project and EUROCLIO activities. These issues contained announcements on the project and its materials and 11 different articles and contributions by coordinators, authors, and project experts specifically on the project.

- **Other dissemination and publications**

Information on the project was put on the Nova Doba website in two languages (Ukrainian and English).

An article about the visit of Nova Doba authors to Scotland in EUROCLIO bulletin nr.18.

2 Articles about the project and materials of the textbook were published in the national magazine *History in the Schools of Ukraine* (2 issues),

An article about the realization of the project was published in the newspaper *Today*.

EUROCLIO published regularly about the project on the EUROCLIO website, EUROCLIO Newsletters, EUROCLIO Bulletin and in the EUROCLIO Annual Reports of 2001, 2002 and 2003.

In lectures in France, The Netherlands, Russia, the UK and the USA, the project was used to exemplify innovation processes in the learning and teaching in Europe

- **Improved relations with educational authorities and institutions**

Non-Governmental Organisations are a new phenomenon in Ukraine. The official bodies in Ukraine were not used to cooperate with such organisations and until recently have not always been very receptive towards the new NGO's. The relations of NOVA DOBA with the official government institutions had to be developed.

Although Nova Doba doubted about the possibilities to develop a more equal partnership with the Ministry of Education and science, the project clearly showed it was possible. This resulted in the full participation of Raisa Yevtoshenko, expert for history of the Ministry, in the project and the very positive attitude of Pavlo Polyansky, the Director for Secondary Education, and historian by background.

As evidence of this improved partnership, the Ministry of Education and Science asked Nova Doba in 2003 and 2004, to organise, on behalf of the Ministry, Council of Europe seminars on history education in Ukraine.

- **Improved International Involvement and Network**

The project enabled history educators from Ukraine to go abroad and share with their colleagues in other parts of Europe experiences, challenges and opportunities in the learning of history. This was very important as generally traditional history education learns in the first place about the uniqueness of countries and tend to oversee how much people have in common. These international contacts made the team in Ukraine aware that they are by far alone in their troubles and opportunities and offered a wide variety of incentives, ideas and inspiration. The international outlook in the textbook found its base in the international exchange policy of the project.

At their turn project members were asked twice to organise workshops for an international audience of almost 40 different countries. Their workshops *from history through the eyes of state to history through the eyes of an individual* (2003) and *Ukrainization. Ukrainians as a Minority in their Country* (2004) were evaluated with a respective **3.7** and **3.0** out of a scale **1-4**

The project group has been involved in the following international events.

1. Stability Pact Project seminar in Bulgaria, November 2001.
2. The organisation, on behalf of the Ukrainian Ministry of Education and Science of the Council of Europe seminar on new approaches and new textbooks for History Education in Lviv in March 2003

The organisation, on behalf of the Ukrainian Ministry of Education and Science of the Council of Europe seminar on History Curriculum Development in Lviv in July 2004

3. Workshops on the project and the textbook in the EUROCLIO Annual Conferences and Professional Development Seminars *School History on the Move. Changes in the Learning and Teaching of History in the Decade of Educational Reforms*, March 2003, Bologna/Castel San Pietro, Italy.

Small Countries, Big Issues, April 2004, Cardiff, Wales, United Kingdom.

4. Workshops and lectures in EUROCLIO seminars in Riga, Latvia and Moscow, Russia.
 5. Organisation of Study Visit of 60 members of the Danish Gymnasium History Teachers Association to Lviv, September 2003
 6. Participation in the Council of Europe seminars in Yalta, Ukraine on Teaching about the Yalta conference of 1944.
 7. Participation in EUROCLIO events in Sofia, Bulgaria; Prague, Czech Republic; Moscow, Russia; Bologna, Italy; Cardiff, Wales, UK; Edinburgh, Scotland, UK; Brashov, Rumania
 8. Study visit of 3 members of the project team to Scotland, 16-23 September 2002
- Participation in the Annual History Teachers Education Network Conference in July 2003 in Warwick, UK.

Розділ I. Світ всього у XX столітті

§ 1. ТАК ПОЧИНАЛОСЯ СТОЛІТТЯ

Мовою фотографій



1

На фотографії автомобіль. Це наустріч кінному світаку. Оскільки перші автомобілі створювали багато шуму, нові нарядно ламалася, а кіпніни вимушені були їх притримувати. Якщо ж машина ламалася, водіям глузуливо кричали: «Іді на коня!»

Як працювати з джерелом

Перед вами надзвичайно відоме фото, але для багатьох сучасників виглядало дуже символічно.

У цьому посібнику ви часто зустрічатимете із різноманітними фотографіями. Важливо пам'ятати, вони не є лише ілюстраціями до тексту. Вони також самостійні джерела, які надають інформації не менше, а іноді навіть і більше, ніж текст. Тому важливо завжди користуватися порівнянням підходом до їх вивчення/дослідження.

Отже, визначимо своєрідний алгоритм (послідовність кроків) дослідження фотоджерел:



1. Спитайте, що ви бачите на фотографії (не шкодуйте часу на список - найкраща пам'ятка вами деталь може мати важливе значення)
2. Які предмети, речі зображені на фото? Як і ник автор, на вашу думку, хотів показати найбільш виразно? Чому?
3. Що роблять, чим займаються люди, зображені на фото?
4. Особливу увагу зверніть на те, чи люди позували для цієї фотографії спеціально. Чому саме в цей момент і на цьому місці опинилися людина з фотоапаратом?
5. Чи є на фото явиста текстова інформація (плакати, реклама, підписи)? У якому зв'язку вона знаходиться з рештою зображень?
6. Якщо вам не відома дата фотографії, спробуйте за всіма можливими ознаками якомога точніше визначити час її появи.
7. Зовнішній слід брати до уваги, як співвідносяться інформація з фотографії з інформацією з інших джерел (текст, статистика, карикатура тощо), та намагатися створити цілісне уявлення.
8. Якщо ж джерела суперечать одне одному, то спробуйте з'ясувати - чому. Яку нову інформацію дає представлений різник джерел? Як і ник впливає у вас більшу увагу, чому?
9. Отже, яку максимальну інформацію ви можете отримати, розглядаючи фото? На які запитання фотодокумент не може тати відповіді? Якої інформації бракує?

1. За цим алгоритмом проаналізуйте фото 1 та поясніть, чому воно було символічним. Дайте йому назву.

Розділ I. Світ всього у XX столітті

§ 1. ТАК ПОЧИНАЛОСЯ СТОЛІТТЯ

2. Проаналізуйте подані фотоджерела. Що об'єднує усі ці фото? До якої сфери життя вони належать; а які сфери не відображені?






2

3

Геврі Форд у своєму авто. США, 1896 р.

Перший успішний політ. США, 1903 р.






4

5

Центральний телефонний вузол Глазго. Шотландія, 1890 р.

Прокладення трамвайної колії. Велика Британія, 1905 р.

6

7

Шахта рудника, Україна у складі Російської імперії, 1912 р.

Перемога на вокзалі у Глазго. Шотландія, 1916 р.

8. Evaluation and feed back

A Symposium and seminar in Kiev, Ukraine, 14-16 May 2004 (Feed back of 178 participants, 5 = very much, 1 = not at all)

- The symposium gave me good background information about the new history textbook (4.9).
- I like the project and the school textbook (4.9).
- History education in the Ukraine needs projects and text books like the one presented in the symposium (4.9).
- The symposium gave good opportunity to exchange ideas with an open mind (4.8)
- The symposium supported possibilities for wider dissemination and implementation of the textbook. (4.5)
- The symposium offered me a good insight in the background of the project (4.2)
- The symposium is a good model for teacher training (4.2)
- The symposium shared good practice in history teaching (4.1)
- The symposium offered concrete techniques how to teach history using multiperspectivity (4.1).
- The symposium strengthened the national network of history educators in Ukraine (3.9).
- The symposium offered concrete techniques how to teach history using active approaches (3.7)
- The symposium strengthened the international network of history educators in Ukraine (3.2)
- The symposium offered assessment techniques which aim to improve the objectives of innovative teaching (1.6)



Participants of the Final seminar, Kiev Ukraine, May 2004

B Evaluation of the project by the project participants

Textbook:

- The textbook supports the love of learning history through multicultural and multiperspective approaches**(5)**
- The textbook helps *pupils* to form their own judgements and opinions **(5)**
- The textbook fosters independent and reflective learners and support the new educational approach not teaching but learning **(4.7)**
- The textbook enables *teachers* to promote democratic practices, human rights, the rule of law and peace **(4.5)**
- The textbook is directly applicable in classroom practice **(4.5)**

Team:

- The total project team was a good cooperative team**(4.8)**
- Our national project team was a good cooperative team**(4)**

Project Seminars

- The project seminars shared good practice in history teaching and provided co-operation and exchange of ideas with an open mind**(5)**
- The participants in the project were able to attend international events**(5)**
- The project seminars created a group of innovative teachers and teacher trainers and historians familiar with a multiperspective approach in the learning and teaching of history and willing to apply the new approaches in their profession**(4.2)**
- The project seminars supported possibilities for wider implementation of information and communication technology in Ukraine**(3.8)**
- The project seminars offered assessment techniques which aim to improve history education**(2.5)**

The Network

- NOVA DOBA acquired more members as a result of the project **(5)**.
- The cooperation of NOVA DOBA with teacher training institutes in Ukraine is improved as a result of the project **(5)**
- The relations of NOVA DOBA with the Ministry of Education in Ukraine are improved as a result of the project **(5)**
- The international network of NOVA DOBA is strengthened as a result of the project **5**
- Existing networks of history educators in Ukraine are strengthened as a result of the project **(4.8)**

International dissemination on the project and the Learning and Teaching in Ukraine

EUROCLIO website

Extensive project information on the EUROCLIO website

EUROCLIO Bulletin

Bulletin 15, 2001 *A Changing world, the Significance of Everyday Life in the Learning and Teaching of History with Focus on the 20th century.*

- Article on Nova Doba

Bulletin 16, 2002 *History Inside and outside the Class Room.*

- Article on training seminar in Kiev

Bulletin 17, 2002 *Rich and varied Diversity. The learning and Teaching about Ethnic, Religious and linguistic Minorities in History.*

- Article on training seminar in Lviv

Bulletin Editor 18, 2003 *Looking Outwards, looking Inwards.*

- Article on the study visit of Ukrainian project participants to Scotland.
- Article on training seminar in Kiev

Bulletin Editor 19, 2004 *School history on the Move. Changes in History Teaching and Learning in the Decade of Educational Reform.*

- Article on the workshop by Ukrainian project participants during the EUROCLIO Annual Meeting in Bologna

EUROCLIO Newsletters

Continuous reports and announcements in each EUROCLIO Newsletter (6 issues a year)

EUROCLIO Annual Report

2001, *Teaching History in Europe: A challenge and an Opportunity*

2002, *Widening Horizons*

2003, *History on the Move,*

Other international publications

Claudia Fischer, *Writing about History without Historical Pathos? Some Remarks on the best Contributions to the 1998 Students' Competition on Ukrainian History* in Leeuw-Roord, Joke van der (ed.), *History for Today and Tomorrow. What does Europe mean for School History?* Vol. 2, EUSTORY Series 'Shaping European History' Koerber Foundation(page 115-140) (Hamburg 2001).

Polina Verbistka *School History education for the Development of Democracy in Ukraine*, in Roberts, Martin (ed), *After the Wall. History Teaching in Europe, 1989-2003*, Vol. 4, EUSTORY Series 'Shaping European History' (Page 62-69) Koerber Foundation (Hamburg, 2004)

Ukrainian survey for Leeuw-Roord, Joke van der (ed) *History Changes. Facts and Figures about History Education in Europe since 1989*(The Hague, 2004)

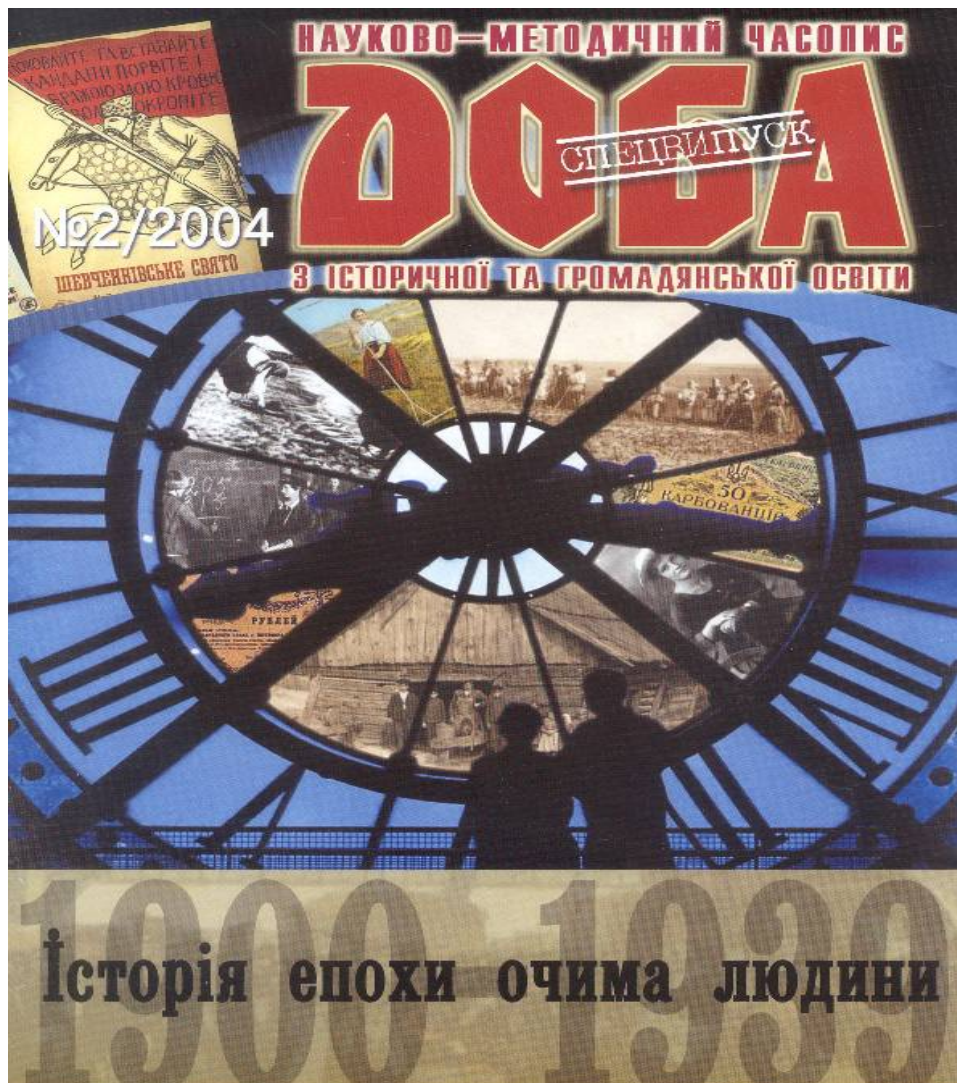
Lectures on the project:

- 4-6 July 2002 Annual Conference organised by the HTEN, the Association of the UK History Teacher Trainers, Edinburgh, Scotland, UK;
- 11-12 July 2003 Edgehill Campus, Lancashire, UK Lecture on using textbooks as tools for change in Central and Eastern Europe, using examples from Ukraine
- Moscow, Russia 2002, Council of Europe Conference
- Paris, France 2002, UNESCO Conference on
- 29 April 2004, class at West Point US Military Academy, on history education in post Soviet-Societies, using Ukraine as the main example.
- Washington, USA, 2004, Library of Congress conference on

Press coverage

1.	Journal “Nova Doba”, #3, 2002, p. 6-15, circulation 1500	History of Every Day as a Methodological Problem Author: Oleksandr Udod
2.	Journal “Nova Doba”, #4, 2002, p. 7, circulation 1500	New History to the New Day Advertisements, announcements, publications
3.	Journal “Nova Doba”, #2, 2003, p. 32-33, circulation 1500	History of the Époque through the Eyes of an Individual
4.	Journal “Nova Doba”, #2, 2003, p. 34-35, circulation 1500	A Woman in the New Political Conditions A lesson from the textbook “History of the Époque through the Eyes of an Individual” Author: Victor Mysan
5.	Journal “Nova Doba”, #3, 2003, p. 15, circulation 1500	New History to the New Day Advertisements, announcements, publications
6.	Newspaper “Syegodnya” (Today) Circulation 85000	What Kind of History Should Children Learn at School Author:
7.	Journal “Nova Doba”, #1, 2004, p. 1, circulation 1500	New History to the New Day Advertisements, announcements, publications
8.	Journal “Nova Doba”, #1, 2004, p. 2-5, circulation 1500	Époque of Wars and Revolutions A lesson from the textbook “History of the Époque through the Eyes of an Individual” Author: Andrii Osmolovskyi
9.	Journal “Nova Doba”, #1, 2004, p. 6-7, circulation 1500	“Happy” Twenties A lesson from the textbook “History of the Époque through the Eyes of an Individual” Author: Yurii Komarov
10.	Journal “Nova Doba”, #1, 2004, p. 9-13, circulation 1500	Democracy and Dictatorship of the 30-ies. Human Dimension. A lesson from the textbook “History of the Époque through the Eyes of an Individual” Author: Yurii Komarov
11.	Journal “Nova Doba”, #1, 2004, p. 14-15, circulation 1500	A Historical Document as a Ground for History Teaching Author: Victor Mysan
12.	Journal “Nova Doba”, #1, 2004, p. 14-20, circulation 1500	School Historical Education – European Experience Author: Iryna Kostyuk
13.	Journal “Nova Doba”, #1, 2004, p. 1-44, circulation 2000	Methodological recommendations to the textbook “History of the Époque through the Eyes of an Individual” and information about the project “New History to the New Day”
14.	Newspaper “Osvita Ukrainy”(Ukrainian Education), #39 (21.05.04), circulation 177407	“New History to the New Day” Author: Iryna Podolyan Photos: Eleonora Zolotaryova
15.	Journal “History in Ukrainian Schools”, #4, 2002, p. 9, circulation 2640	History of the Époque through the Eyes of an Individual: Ukraine And Europe in 1900-1939 To the results of the international project “Innovations in

		the Ukrainian Historical Education” Authors: Polina Verbytska, Iryna Kostyuk
16.	Journal “History in Ukrainian Schools”, #4, 2002, p. 10-14, circulation 2640	The First World War: Human Dimension Authors: Yurii Komarov, Victor Mysan, Andrii Osmolovskyi, Serhii Bilonozhko, Oleksandr Zaitsev
17.	Journal “Nova Doba”, #3, 2004 (in edition), circulation 2000	International Symposium with the material of the textbook “History of the Époque through the Eyes of an Individual”
18.	May 14 - First National TV news	Information about Symposium and interview of Ukrainian coordinators (Polina Verbytska, Iryna Kostyuk)
19.	May 15 - interview on Radio-Era program	interview on Radio-Era program “ Stories about History” (Huibert Krijns ,Iryna Kostuyk, Viktor Mysan) -
20.	May 25, 26 - on First National radio program “Starshoklasnyk” (Highschool student)	Report and information about project Symposium and textbook
21.	May 10-15 – publication in official newspaper of the Ministry “Education in Ukraine”	big article about Symposium and textbook
22.	June 4,11,18 - on First National radio special program “Pedahohichni Rozdumy”(Pedagogical Thoughts)	information about project and textbook (three issues 15 min., Komarov,Osmolovsky,Kostyuk)
23.	June – publication in journal “History in schools of Ukraine” #4, continue of publications of extracts from textbook materials in #5.	report and information about project Symposium with photoes
24.	May - June – publication in local press (Lviv, Dnipropetrovsk, Rivne)	information about project Symposium and textbook



Doba Magazine, May 2004, special methodological edition on the project

Informational support of the international symposium of History teachers “New history in new age: modern approaches and new material to study history”

Informational agencies

Interfax
UNIAN
Ukrinform

Television

Inter (“Podrobnosti”)
1+1 (TSN)
UT-1 (“News”)
Novyi kanal (“Reporter”)
STB (“Vikna-novyny”)
STN (“News”)
ISTV (“Fakty”)

Interniuz

Radio

National radio company (UR-1)
World service “Radio “Ukraina”
Radio Era
Era-FM
Radio “Svoboda”
“Nashe radio-FM”

Newspapers

“Sevodnia”
“Fakty”
“Dzerkalo tyzhnia”
“Den”
“Kievskiy vestnik”
“Kyivskiy telehraf”
“Osvita Ukrainy”
“Khreshchatyk”
“Po-kyivsky”

Journals

“Knyzhkovyi Klub”
“Knyzhkovyi ohliad”
“Knyzhnyk-review”
“Znannia nauky”

List of sponsors and contributors

The following organisations and institutions cooperated in or contributed to the project:

- Academy of Sciences of Ukraine
- Anne Frank Foundation, The Netherlands
- Bulgarian History Teachers' Association
- Council of Education of Lviv Region, Ukraine
- Danish History Teachers Association
- Geneza Publishing House, Ukraine
- History Department of the University of Kiev
- In-service Teacher Training Institute of Bulgaria
- Institute of History, Ukraine
- Kyiv Institute of Internal Affairs, Ukraine
- Luhansk in-Service Teacher Training Institute
- Luhansk Pedagogical University Ministry of Education
- Ministry of Education and Science of Ukraine
- Moscow History Teachers Association, Russia
- National Pedagogical University, Ukraine
- Netherlands Embassy in Ukraine
- Netherlands Ministry of Foreign Affairs
- Scottish Association of Teachers of History
- Ukrainian State Forestry University
- University of Aberdeen, Scotland
- University of Reading, United Kingdom
- University of Vienna, Austria
- Zaporizzhya State University, Ukraine

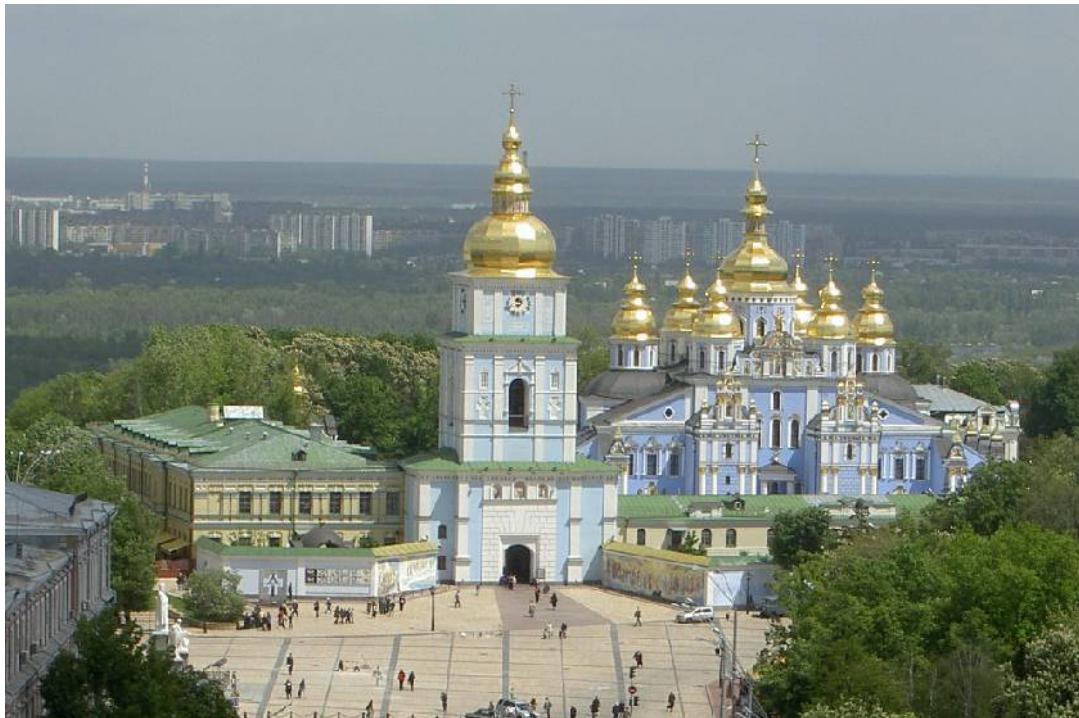


Group work in an active workshop during a seminar in Kiev

10. Conclusions

1. The aims of the project with Ukraine are more than fully accomplished. All partners involved, educational authorities, academic historians and history educators, operating on different levels, have recognised the added value of the innovative approaches towards history and history education.
2. A project duration of three years is a minimum time span for a process of change. The development of thinking, evaluation, reflection and action takes time. Without this time an internalisation of ideas can hardly take place, and change can only be superficial. An in depth confrontation with other ideas and approaches is essential for the process of change. International contacts are therefore vital.
3. The innovation approaches to history education, which include among others, critical analysing of written and visual sources, multiperspectivity, an open attitude towards others in society, and enhancing gender and international perspectives, are attractive enough to convince also historical traditionalists. The characteristics of this approach appeal to the fundamentals of historical study and research. Therefore innovators do not run the risk to be accused of abuse of history only to make it serve fashionable educational or political purposes.
4. Even in countries with a strong traditional history culture, processes of change can be initiated, discussed and implemented if a number of basic requirements such as good quality specialists, sufficient time, dedicated and vigorous management and a adequate budget are met.
5. The project provided Ukraine with the first example of the integration national history and World History on school level. It created for this purpose up-to-date innovative sources for both – students and teachers which can be used in the classroom..
6. The involvement of national experts in the project was important. The fact that well-known scholars acted as national experts during the project lifted the status of the project. The project had positive influence on the development of knowledge and skills of national experts which was reflected in their practice and publications and on general situation in the History education field of Ukraine. It is advisable to equalize the number of national experts with the number of European experts.
7. The project aim was to create a shared responsibility for the different actors in history education. Therefore the project included academic traditionalists as well as educational innovators. Initially this created a clear struggle between progress and traditionalism, with as complicating factors that the more innovative author group felt itself surrounded with their more traditional university teachers. Such strategy turns out beneficial, at the moment when authors feel strong enough to defend their own approach. However the outcome can be negative if the teachers are not able to withstand the pressures of the traditionalist Academics. The project gave evidence of a (far) greater willingness for change among history educators than among academic historians.
8. There is a positive attitude amongst history teachers to receive innovative ideas and to take responsibility in the development and implementation of this process of change.

9. Lack of English language skills of higher educated people hampers the development of society, government and science in Ukraine, as access to foreign information and communication with foreign people is limited. A much larger investment in language skills is required.
10. Travel and communication are still very complicated in Ukraine. The infrastructure for national travel is still very basic, which makes activities very time consuming. The connections to modern means of information and communication technology are limited. The project enabled people to travel and to have access to ICT.
11. Unfortunately wide implementation was not possible due to the allocation of the donor grant. In a large country as Ukraine a wider implementation strategy is necessary.
12. Multilateral projects for history are desirable in the region. Since 1989/1991 neighbouring relations have almost totally come to a halt with negative effects on the learning and teaching of national history. Academic and school history on Ukraine (and this counts for other states in the region as well) are not paying enough attention to the complexity of the regional relationships and nurture often a non-critical feeling of national victimisation.



One of Kiev's beautiful churches

Local dissemination, follow-up and sustainability

The project outcomes will be disseminated in the near future by:

- different seminars and activities of Nova Doba;
- next issues of the journal Doba;
- presentations and workshops in In-Service Teacher Training Institutes ;
- publication of examples of textbook materials in the national (educational) press
- preparation of CD-rom version of textbook

Possible future activities in Ukraine

Future project plans

- Teacher training seminars
To be able to use the full possibilities of the book the training of teachers is necessary. The project management is looking for a potential donor to finance training activities in Ukraine and will develop a project proposal
- Curriculum development
The present curriculum is old fashioned and focuses on traditional content. To make innovations in history education successful in the long term the curriculum has to be changed.

Future needs for history education in Ukraine

1. In-service teacher training seminars based on new European approaches in history education and on the project materials. The dissemination of the project results and innovative and democratic teaching approaches in Ukraine is still very limited.
2. Development of new textbooks continuing the approach of the present one on new topics (for example covering the epoch 1939-1991) and new age groups. Further development, elaboration and dissemination of project ideas and results
3. Development of a methodological guide based on new European approaches in history education for initial and in-service teacher training in Pedagogical Universities and teacher training institutions.