

Resolution of the First World Congress for School History Teachers

Today, there is a growing understanding in the world that history lessons should teach schoolchildren to think independently and critically, learn to form and defend their own opinions, look for answers to ambiguous questions, and learn to disagree on controversial issues. This is crucial for democracies. On the other hand, we observe that the content of school curricula and textbooks in different countries of the world often becomes part of the political conjuncture, and history in this context ceases to be a science, and is turned into a means of achieving political goals instead.

The organizers and participants of the Congress are convinced that the holding of international events such as this congress and, in general, the development of international cooperation on history education will have a positive impact on the quality of teaching history in schools in different countries throughout the world and will contribute to overcoming historical stereotypes.

This cooperation will also help to ensure access to quality education, reduce inequalities and to make societies more just, peaceful and inclusive.

To that end, the participants of this Congress consider it necessary:

1. To increase the number of hours allocated for the study of national and world histories in school curricula.
2. To involve students in the design of educational policies, resources and practices.
3. To develop curricula, exams and textbooks that are based on a multiperspective approach to teaching and learning history, which will allow students to research and consider different points of view and historical interpretations. We are convinced that this will contribute to personal development of students.
4. To enable the continued professional development of in-service teachers, including teacher leave. Current teachers should have unrestricted access to academic research and methods of teaching history.
5. To set up an international committee aimed at advancing the teaching and learning of history at secondary schools on some key issues of world history. Such a committee could become an important component in the development of international pedagogical cooperation. Teachers can benefit from this cooperation within the framework of advanced teacher training courses.
6. To hold biannual international summer schools for young history teachers and students of pedagogical universities.
7. To hold a quinquennial World Congress of School History Teachers, supported by the international committee.
8. To facilitate cooperation between teachers, methodologists, textbook authors, and other representatives of the pedagogical historical community to enable the exchange experiences. To make the outcomes of this cooperation accessible for the international community of history educators.
9. To attract other countries to cooperate with the Council of Europe Observatory on History Teaching in Europe, in which 17 countries are already participating at the moment.