

# Memory and Identity: An overview on school curricula.



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Project Number

510410-LLP-1-2010-1-ES-COMENIUS-CMP

<b>1</b>	<b>Legal framework of education documents.</b>	<i>pg. 3</i>
	a · National vs regional education documents.	<i>pg. 3</i>
	b · Minimum requirements.	<i>pg. 5</i>
	c · Time framework for history classes.	<i>pg. 7</i>
<b>2</b>	<b>Structure of legal documents.</b>	<i>pg. 8</i>
	a · Objectives of history education.	<i>pg. 8</i>
	b · Content of history education.	<i>pg. 9</i>
	c · Acquired skills.	<i>pg. 11</i>
	d · Recommendations for the training conditions and methods in the domain of historical memory and identity.	<i>pg. 12</i>
<b>3</b>	<b>Content of legal documents in relation to memory and identity.</b>	<i>pg. 13</i>
	a · Education content in relation to memory and identity.	<i>pg. 13</i>
	b · Recommendations on skills in historical memory and identity to be acquired by pupils.	<i>pg. 14</i>
<b>4</b>	<b>Legal and organizational possibilities of introducing new educational content.</b>	<i>pg. 15</i>
	a · Introducing new themes and subjects.	<i>pg. 15</i>
	b · Training of specific skills in the domain of new themes and subjects.	<i>pg. 16</i>
<b>5</b>	<b>Practical conditions of completing curricula in schools.</b>	<i>pg. 17</i>
	a · Legal conditions of implementing memory and identity issues into school curricula.	<i>pg. 17</i>
	b · Practical conditions of implementing memory and identity issues into school curricula.	<i>pg. 18</i>



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The present document is aimed at presenting different aspects of school history curricula in six participating countries (**Spain, Italy, Norway, Poland, Slovenia** and **United Kingdom**) in relations to issues of memory and identity. The analysis begins by presenting an overview of legal framework of educational documents that serve as formal foundations of practical solutions implemented in subsequent countries. Accordingly, the analysis covers both national and regional regulations and their mutual relations. They are differently structured in subsequent countries due to the structure of their political system. This part of the analysis covers also minimum requirements in the education process as well as time framework for history classes.

The second part of the analysis is intended to discuss structure of legal documents as a framework in which practical solutions of teaching memory and identity in schools are implemented. It will further address objectives and content of history education in subsequent stages of the education system in participating countries. Particular attention will also be focused upon skills that need to be acquired by pupils in the didactic process. The part of analysis is concluded by providing a range of recommendations for the training conditions and methods in the domain of historical memory and identity.

The following part of the analysis is aimed at analysing the content of these legal documents in relation to memory and identity in the school curricula. A particular attention has been drawn upon formulating necessary recommendations as regards skills that need to be acquired by pupils in terms of historical memory and identity.

The fourth part of the analysis is devoted to proposing a range of legal and organizational solutions that may facilitate introduction of new themes and subjects into officially existing school curricula. The document identifies legal and formal criteria that make such implementation possible and then considers issues of historical memory and identity. It further discusses solutions aimed at providing training of specific skills in the domain of new themes and subjects to be introduced to the school curricula.

The final part of the analysis is intended to present practical conditions of completing history curricula in different schools, both their obligatory and facultative components. In particular, it discusses conditions facilitating introduction of themes of identity and memory into school curricula and possibilities of implementing education programs on these appealing issues.

The overview provided in the document is based upon analysis of a range of official documents and examinations of practical solutions implemented in all participating countries. They have been collected on the basis of a coherent set of questions, as decided by the partnership. The study of these materials was conducted by all partners participating in the project to address a situation in their countries. The analysis has been prepared on the basis of materials produced in national languages.

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## a · National vs regional education documents

The framework of school curricula is defined by a range of legal documents of different status. The system of education in all participating countries is coordinated by ministries of education. They are in charge of formulating curricula and issuing a range of documents facilitating their implementation. A situation in Spain, as compared with the remaining five countries, is significantly different. As this is a federal country, particular regions are given a relative freedom in building up their own school curricula.

A legal situation in **Italy** in this domain is defined by the Decree of the President of the Republic from 15 March 2010, no. 89 "Reform of the regulatory framework, organizational and educational system of secondary school", pursuant to Article 64, paragraph 4, of Decree-Law 25 June 2008, n. 112, ratified by Law 6 August 2008, no. 133. This is further specified by the Ministerial Decree of the Ministry of Education, University and Research from 7 October 2010, no. 211 laying down the "National Guidelines defining specific learning objectives for activities and teachings included in the plan of studies provided for Licei" by Article 10, paragraph 3, of the DPR 15 March 2010, no. 89, relating to Article 2, paragraphs 1 and 2, of the same regulations" (hereby called National Guidelines). The statement of National Guidelines for disciplinary subjects aims to define the ways in which each subject contributes to building up a pathway towards the fulfilment of multiple skills and competences.

Organization of the education system in Italy is laid down in the Ministerial Decree issued by the Ministry of Public Education on 22 August 2007 and entitled "Regulation laying down provisions to fulfill for compulsory education" under the Article 1, paragraph 622, of Law 27 December 2006, no.296.

A legal situation in this domain is additionally regulated by the reform of Istituti Professionali (Vocational Institutes), in accordance with Article 64, paragraph 4, of Decree-Law 25 June 2008, n. 112, ratified by Law 6 August 2008, no. 133 as well as the reform of Istituti Tecnici (Technical Institutes), in accordance with Article 64, paragraph 4, of Decree-Law 25 June 2008, n. 112, ratified by Law 6 August 2008, no. 133. A range of practicalities is formulated in guidelines for the transition to the new system (DPR 15 March 2010, Art. 8, paragraph 3 – Istituti Tecnici e Istituti Professionali – with a particular reference to Attachment A – a list of results of educational process in terms of knowledge and skills in the range of the first biennium. It comprises an overview of teaching history in upper secondary school and compulsory schooling.

A system of education in **Slovenia** is based upon documents issued by the Ministry of Education (2004) declaring that the European based curricula of general education to be introduced into secondary schools. They were designed by the National Education Institute that is in charge of monitoring and evaluating their implementation. They specify that exchange students are to participate in classes in the foreign partner school. Didactic contents in the form of cross-cultural connections are agreed upon in advance between partner schools and can include the presentation of the host country, its citizens, culture as well as presentation of the home town or region from various points of view.

The situation in **Spain** is significantly different as this is a decentralized state where the Autonomous Communities have the authority on educational issues. However, their authority is not complete since the national government establishes the framework of the educational system as well as specifies the minimum teachings in order to ensure a common education and graduation to all students in the Spanish territory. However, it is an educational authority in each Autonomous Community (regional level) that develops the curricula (objectives, basic competences, pedagogical methods and evaluation criteria) according to the state framework.

In the **United Kingdom** the National Curriculum for secondary schools (pupils aged 11–14) covers the following statutory topics: Art and design, Citizenship, Design and technology, English, Geography, History etc. Government-maintained schools in England are currently required to teach a statutory National



# 1 Legal framework of education documents

Curriculum aged all students aged from 5 – 14. There is also a Foundation Stage for children under 5 that sets out the main development and attainment stages expected of children at different ages. The curriculum for students aged 11-14 is known as 'Key Stage 3'. At the end of this stage (year 9 of secondary school) pupils take a Standard Assessment Test (SAT) to assess their progress. At age 14 students also choose which subjects to study to national examination standard, the General Certificate of Secondary Education (GCSE) which they take at age 16.

A legal framework of education in **Poland** is regulated by the Curriculum of Basic Education - a document issued by the Ministry of National Education on the 15th January 2009, in the statute no 4, position 17. It is set to define teaching of history at diverse educational stages (primary school, high school and upper secondary school) and specifies a range of variables such as aims of the training (both basic and detailed requirements), the learning content as well as recommended conditions and performance (in relation to the primary school).

In **Norway**, the Norwegian Parliament (the Storting) and the Government define the goals and decide about the framework for the education sector. The Ministry of Education and Research is responsible for formulating policy on primary and secondary education and training, while the executive subordinate agency called the Norwegian Directorate for Education and Training is responsible for implementing this policy.







## 1 Legal framework of education documents

### b - Minimum requirements

Legal documents specify conditions of conducting elementary education in subsequent countries as well as minimum requirements in terms of education duration and its content. The obligatory education in participating countries begins for children at the age of five or six. Significant differences are discernible as regards duration of the first stage of education. Depending upon individual countries, the first stage of education is completed for children between eleven and sixteen years of age. Accordingly, subsequent countries have chosen different paths of education at the next stages. For example, in Italy the school education is composed of two major blocks while in Poland is made of three blocks. In overall, obligatory education in all participating countries is set to be for pupils reaching the age of eighteen to nineteen years.

The national education system in **Italy** requires that education is compulsory for 10 years, that is for children from the age of six to sixteen. This overall duration of compulsory education covers obligatorily the first cycle of education (8 years) and the first two years of the second cycle. In addition, all children in Italy have been given a 'right/duty' (diritto/dovere) for education and training for at least 12 years in the education system or until a three-year vocational qualifications are granted by the time the person reaches 18 years of age.

The first level in the education system is pre-primary school (scuola dell'infanzia). Interesting, it is not compulsory. In general, all children at the age between three and five by the 31st of December can be enrolled in this kind of school. Upon parents' request, and subject to specific conditions, it is also possible to enroll children who turn three by the 30th of April of the relevant school year.

The higher secondary level is also known as the second cycle of education. It comprises a range of schools such as licei, technical institutes and vocational institutes. It may also have a form of three-year vocational education and training courses (falling under the competence of the Regions), which are held in the recognized formative agencies operating nationwide.

Minimum requirements in the case of education system in **Slovenia** comprise several compulsory subjects that run over four years: Slovenian language, mathematics, a first foreign language, a second foreign language, history and physical education. The basic School Act specifies which subjects are compulsory in any given school and schools are obliged to offer a list of subjects, which pupils must choose in the higher years of their education process. Some of these subjects are compulsory for schools to offer, while some others are compulsory for pupils to choose. The National Council of Experts for General Education and the National Council for Vocational Education is in charge of defining the core content and objectives of the curricula. This is applied to the upper secondary education level. The curriculum of four-year (or less) technical upper secondary programmes has compulsory subjects in around 40% of Slovenian school hours while vocational upper secondary programmes meet these requirements in c. 20 – 25% of cases.

The following minimum requirements in compulsory education are in place in **Spain**: (a) Primary Education 6-11 years old; (b) Lower Secondary Education - 12-16 years old. The Upper Secondary Education is allocated for 17 – 18 years old pupils and it is not compulsory.

At **United Kingdom** independent (fee-paying) schools do not have to follow a compulsory national curriculum or guidelines, but most work towards standard public examinations at 16 and 18. An increasing number of independent schools offer the International Baccalaureate. Pupils can choose to leave formal education at 16 or alternatively can study for further exams or vocational qualifications at either school or college. In the last few years more options have been introduced for young people who do not want to study



## 1 Legal framework of education documents

beyond 16 but want to learn a trade, such as modern apprenticeships or work-based learning programmes in which young people train 'on the job' and the employer is supported financially to train them.

As regards history education in the **Polish** education system, the three-year gymnasium course is obligatory. The history curriculum is further continued during obligatory course in the first year of high school.

Children in **Norway** start school at the age of six. The compulsory primary and lower secondary school last for ten years. Compulsory education is divided into two main stages: (a) primary school (years 1–7) and (b) lower secondary school (years 8–10). After the 10th year of a lower secondary education, pupils may move on to upper secondary education, which provides three years of general education or vocational training.





## 1 Legal framework of education documents

### c · Time framework for history classes

History curricula in subsequent countries are generally focused upon history of Europe with a special interest in national history. The world history is also taught but to a largely limited degree. At the first level of education (the 1st through 3rd year), elements of history are often connected with social issues. More systematic history classes only begin much later. For example, in **Poland** they start for children at the age of 10. The curriculum is generally characterized by chronological and linear presentation of the past events. Duration of the obligatory history education differs significantly in participating countries and it is within a range of one to three hours per week.

The history curriculum in Italian education system is focused upon presentation of the European past. At the same time, it draws particular attention to civilizations others than the Western ones throughout the entire pathway. It is intended to cover complex relationships among different cultures of the twentieth century.

The **Slovenian** curriculum includes three compulsory historical topics and four optional topics for each year. Teachers have the right to choose one or two optional topics. Without any doubts, history classes emphasize the European perspective and focus upon different aspects of European history. In the upper secondary education 280 hours are planned for history lessons: two hours per week during four years of education at this level.

The time framework for history classes in **Spain** differs in particular segments of education. The Primary Education (in all years) is focused upon natural, social and cultural environment; the Lower Secondary Education (in the 1st, 2nd and 3rd year) is directed to teach geography and different historical periods from prehistory to Middle Age. In the 4th year, pupils are obliged to study a period from the 18th century to 1950. Education in the Upper Secondary Education (2nd year common to all students) is focused on Spanish history, while the following year covers contemporary history (Social Sciences modality).

In **United Kingdom** time framework for history classes is a compulsory subject only up to the age of 14. Students who do not choose to study history to GCSE level will do no further study of the subject beyond the age of 14.

The gymnasium course in **Poland** in subsequent three years of education includes a general history from prehistoric times to the end of the First World War (1918). The obligatory high school course in the first year of its curriculum covers the period between 1918 and 1989.

The **Norwegian** regulations require that 256 teaching hours in the lower secondary school be spent for social studies. Interestingly, they do not specify how many hours should be spent on each main subject area, including history, geography and sociology. As a general rule, time spent for teaching each of these subjects is usually equal.



### a · Objectives of history education

A scope of history education in participating countries is surprisingly similar. It is focused upon chronological and chorological aspects (placing particular events in time and space) as well as analysis and interpretation of prehistoric events (differentiation of informative, explanatory, and evaluation aspects). Of special significance is also contemporary experiencing of the past as well as its impact upon the presence.

Objectives of history education in Italy comprise explanation of historical events and processes along with their temporal dimension. However, equally important is the second dimension of history, namely space. Hence, it is stressed that history has a geographic dimension and human geography requires also temporal coordinates. Both dimensions (time-space) must be integrated in the teaching practice. Using a basic lexicon, pupils are requested to rework and present different themes in a systematic way, which have previously been discussed in the class, paying particular attention on how they had been connected with each other and capturing elements of continuity, affinity or difference-discontinuity among different social entities. They also need to grasp general characteristics of governmental institutions, legal and political systems, kinds of society as well as artistic and cultural production. In this regard, a special attention is focused upon themes of citizenship and republican values.

The purpose of the history curriculum in **Slovenia** is to trigger higher motivation and participation of students who shall in turn obtain qualitative and lifelong lasting knowledge of history. A thematic approach embedded in the system, along with a choice given to the teachers, allows larger autonomy and provides a chance for their own professional development.

The **Spanish** education system requires the pupils to acquire the necessary knowledge, skills and attitudes to understand the world they live in, their numerous physical, social and cultural aspects as well as the past collective experience and social space.

In **United Kingdom** the curriculum is broad and there is scope with this age group to introduce the concept of historical memory, particularly relating to oral sources and eyewitness accounts through the focus on evidence and historical enquiry.

In **Poland**, the history education objectives comprise basic requirements in relations to pupils' skills to be acquired in the education process. These comprise historical chronology (temporal and spatial framework), analysis and interpretation (a pupil is to see relations between information, explanation and outcome and is in a position to explain the causal relationship). Pupils must also be in a position to build up a historical narrative based upon a range of historical sources. The detailed requirements refer to tasks that should be undertaken in case of a specific learning content.

The curriculum in **Norway** includes many narrative elements so pupils are in a position to conceptualize the development and change over the years. Additionally, pupils at all levels of education are asked to "create narratives" about people in the past and "tell others about" the development within one particular area.



## 2 Structure of legal documents

### b · Content of history education

A majority of the history school curricula in some participating countries is focused upon political history presented in a chronological order. Such situation is characterized for **Norway** and **Poland**. However, their focus can be significantly different in other countries. In **United Kingdom**, the curriculum is concentrated upon relationships between particular parts of the country as well as between UK and other nations.

A major goal of the history teacher in Italy is to make the pupil acquire a range of precisely defined skills throughout the entire school curricula. Consequently, at the end of the five-year pathway, the pupil must be in a position to place scientific discoveries and technological innovations in historical, cultural and ethical framework and be fully aware of the historical nature of knowledge. Furthermore, he must be able to critically analyze contribution of both science and technology to the development of knowledge and values, and change the life style and manners of culture fruition. Of special significance is recognition of the interconnection among economic, social, institutional, and cultural phenomena and their local/global dimension. The pupil must also be able to establish links among local, national, and international cultural traditions, both in the intercultural perspective and for the expansion of study and work mobility. He also needs to be aware of social value of his own activity and be able to effectively take part in public and cultural life at a local, national and communal level. Additionally, it is expected he will know how to judge different facts and structure his behavior according to a value system concordant with the constitution principles and with international human rights acts. He will also need to recognize geographical, ecological, and territorial aspects of natural and anthropic environment as well as connections among demographic, economic, social, and cultural structures and transformations occurred over time.

In the **Slovenian** system, a specified number of hours is devoted to cover subsequent historical themes focusing upon knowledge and understanding of historical events, processes, ideas, problems, relationships, concepts, etc. Furthermore, the development of skills and capabilities is also to cover intertwined relations between different behaviours, opinions, and viewpoints. Competences such as digital literacy, communication in a mother tongue, mathematic skills, basics in science and technology, social and citizenship values, cultural consciousness and expression are also to be achieved. Furthermore, a special attention is also focused upon selected key concepts and ideas, assessment methods and evaluation types, correlation among school subjects and cross-curricular themes, teaching methods, extracurricular activities, alternative forms in subject teaching as well as teaching materials and literature.

The content of history education in **Spain** is focused upon social and personal attitudes and values. These are to be acquired by studying and analysing various themes in social sciences, geography and history aimed at revealing historical foundations of contemporary society, major conflicts in the 20th century and the first decade of the 21st century. These comprise art, culture, science, and mass media. By carefully studying and analysing processes and mechanisms characteristic for social sciences, geography and history, pupils are to acquire social and personal attitudes and values. Of special importance are historical roots of the present Basque Country and Spain, crisis of the Old Regime, building and consolidation of a liberal state, economic and social transformations in the 19th century and in the first half of the 20th century followed by crisis of the liberal state, the Second Republic and the Civil War, the Franco's dictatorship, transition to democracy and democracy of today's Spain.

The **British** history curriculum is focused upon different histories and changing relationships through time of the peoples of England, Ireland, Scotland and Wales as well as the development of political power from the Middle Ages to the 20th century. European and world history, the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies is also to be systematically dealt with.



## 2 Structure of legal documents

The history curriculum of **Polish** education system is clearly focused upon political history. It is required the pupils be acquainted with history of major dynasties, political and military alliances, conflict and warfare, in particular major battles and military conflicts. In particular, elements in Polish history that are to built national cohesion and identity of the country are to underlined. Teaching of these themes is mainly factual and causal explanations are provided as the only mode of approach to the past. Pupils need to be in a position to provide a causal explanation of different processes and event that are discussed in different stages of the history education in gymnasias and high schools.

In primary and lower secondary education in **Norway**, historical events are presented in a chronological order. The first stage of education is devoted to Norwegian history and some basic element of the world history. In the years 1 to 4, the focus is on Norwegian history in the period from the Stone Age to the Viking Age (AD 800). The following years 5 through 7 concentrate upon the period from the Viking Age to the end of the Danish dominance around 1800 AD, paying particular attention to the Enlightenment and its impact upon European culture. The subsequent years 8 to 10 cover Norwegian and world history from around 1750 to the present. As a rule, the period between 1750 and 1914 is to be discussed in year 8, the period between 1914 and 1945 in year 9 while the period after 1945 until to the present in to be dealt with in year 10.





## 2 Structure of legal documents

### c · Acquired skills

Generally speaking, it is assumed that pupils completing the history course need to be in a position not only to have basic historical competences and knowledge of particular historical periods but also they should be able to think historically, that is to understand cultural, ethnic and religious conditions and circumstances of the historical process.

It is required that **Italian** pupils know the main events and transformations in different historical periods, both in Europe and Italy, starting in ancient times until present. These are to be presented in the framework of the world global history (at the end of the liceo pathway). They need to know how to make a proper use of different lexicons and be able to provide interpretation of historical actors' motivations and actions. Additionally, they have to learn to read and assess the value of different sources. In more general terms, they need to consider history as a meaningful context of the past to better understand the roots of the present. This is to be achieved by critical debate and comparison between a wide range of perspectives and interpretations.

The historical curriculum in **Slovenian** schools is designed in a way facilitating gradual acquaintance of pupils with appropriate level of knowledge, competences and skills leading to the development of non-cognitive attitudes. Furthermore, pupils are to be learned the foundations of scientific reasoning in various fields while developing an interest for deepening and upgrading their theoretical knowledge.

In **Spain**, the major focus of historical curricula is on identification of processes and mechanisms of social phenomena as well as the interrelation of political, economic and cultural variables. Pupils must be in a position to acquire a range of different skills such as identification, location and analysis of geographical diversity of large socioeconomic areas, as well of Europe, Spain and the Basque Country; identification and placing in time and space the most significant processes and events in the world and European history; identification and assessing cultural and artistic heritage in the Basque Country and other cultures; recognition themselves as unique human beings being aware of these cultural values that made them part of the Basque society and other groups; analysis and awareness of the most important problems of contemporary societies; application of the most common tools, concepts, techniques and procedures of social sciences; recognition of democratic societies and values in which they are based; identification, analysis and explanation of time and location of major events, processes and figures in Spanish and Basque history; recognition of interrelation between political, economic and cultural factors in the historical development of Spain and the Basque Country; knowledge of the basic rules of the Spanish political system and the democratic values on which it is based; as well as construction of a plural and integrating image of the present Basque and Spanish society.

The history curricula in the **United Kingdom** is focused upon learning the chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and consequence as well as interpretation of historical facts and processes.

The **Polish** history curriculum is dominated by political history and chronological scheme of the past. It is clearly embedded in a mode of classical historiography but at the same time is to realize its scientist agenda. Accordingly, it is required that pupils get acquainted with operational thinking focused on characterizing, explaining, erudite enumerating, causal conceptualizations and locating subsequent events in time and space.

**Norwegian** schools are focused upon exploring historical remains and sources, assessing them critically, and paying particular attention upon their interpretation. In particular, acquired skills are characterized by such ideas and values as cause, consequence, differences, and similarities. Several skills are also mentioned under the "basic skills" rubric and include work with causes and effects, recognition of the content of meaning in text, images, film and artifacts as well as explicit discussion of values of different categories of information and historical sources.



## 2 Structure of legal documents

### d · Recommendations for the training conditions and methods in the domain of historical memory and identity

As regards recommendations for training conditions and methods in the domain of historical memory and identity, solutions developed in subsequent participating countries differ considerably. Despite these differences, it is commonly stressed that of particular usefulness is work on concrete projects and tasks completed in groups, which are set to teach historical reasoning and make possible to capture a significance of historical memory.

The use of face-to face lessons is recommended for implementation in **Italian** schools. This type of method is becoming more and more common as it makes possible to introduce the problem solving approach and teach cooperation skills, simulations, role playing, and group discussions. This approach is not intended to replace more traditional methods but is aimed at enriching the didactic process by diversifying and individualizing its shape. This can certainly be helpful to meet expectations of different kinds of users, often dissatisfied with traditional teaching methods being too scholastic, by linking them with individual practice and experience. In the initial stage of education at the first level of vocational training, the class preparation involves increasingly more common use of not conventional teaching techniques and methods. Therefore, the challenge for courses on historical memory and identity is to design the learning process in such a way as to integrate the above mentioned solutions with the accomplishment of knowledge and skills of a cultural and technical-vocational kind. Some supporting solutions are outstandingly useful in this regard. These comprise, among others, internships, laboratory activities, or the transversal use of ICT techniques in teaching a range of different subjects.

The **Slovenian** recommendations for the training involve drawing particular attention on a thorough and appropriate explanation of historical events, processes and concepts that may contribute to increasing interest in various facets of history by pupils participating in the project.

Educational activities in **Spanish** schools shall promote learning competence, team work and research methods application. Small research projects, monograph approach and interdisciplinary projects involving different areas are also to be promoted. Teaching and learning process is to be focused on competences related to knowledge acquisition, integrating concepts, process and attitudes with a problem solving approach. The project based work shall facilitate the competence transfer as well as interdisciplinary approach. Didactical activities shall promote reading skills, proper public communication and the use of ICT. The history curriculum in the United Kingdom is broad and there is scope with this age group to introduce the concept of historical memory, particularly relating to oral sources and eyewitness accounts through the focus on evidence and historical enquiry. The requirement to 'explore ways in which the past has helped shape identities, shared cultures, values and attitudes today' is also very relevant.

The history curriculum in **Polish** schools provides a room for implementing additional didactic contents. Accordingly, it is possible to introduce a range of issues referring directly to historical memory and identity from different historical periods. It is recommended to integrate these aspects with otherwise conducted didactic process making them to supplement and enrich its content.

The **Norwegian** history curriculum pays particular attention on one of the competences. Accordingly, pupils shall be able to "present important features of developments in Norwegian history in the 1800s and the first half of the 1900s", but there are no details as to what these important features are. Another useful recommendation requires pupils to "prepare questions on major international conflicts in the 1900s and in the present century". However, no specific conflicts are mentioned, not even the world wars in which they might have taken place. The latter example is even less detailed than the former one leaving a lot of room for the teacher to introduce relevant examples and compare them with historical memory and identity.



#### a · Education content in relation to memory and identity

Issues related to historical memory and identity are not explicitly spelled out in the history school curricula in all participating countries. However, these are discernible indirectly while discussing particular themes in different historical periods.

Historical memory in the Italian curriculum is not explicitly mentioned and does not constitute any educational priority.

In case of **Slovenia**, the newly implemented history curriculum resigned from the previously dominant chronological approach and introduced a new thematic-chronological-progressive approach. However, curricula for different types of school do not introduce historical memory as their deliberate element. The most problematic was the 20th century history due to a lack of time at the end of school year.

Similarly, the scholar curriculum for secondary education in **Spanish** schools makes no reference to memory and identity, as related concepts. In the first years of education (primary) an implicit reference to identity is present. It is not surprising as this stage of education is aimed at building up a personal and social identity. In the lower secondary education, identity is also included as an educational concept. Analysis of the upper secondary education revealed some indirect references to the concept of historical memory without providing any straightforward discussion of it.

In the **UK** curriculum there is plenty of scope for using historical memory. It is contained in AQA Exam Board Course A and Edexcel GCSE Course A: The Making of the Modern World.

Similarly as in **Italy**, the **Polish** history curriculum does not have any direct reference to either memory or identity issues.

Analysis of the history curriculum in **Norway** has not revealed any references to historical memory and identity in the history competence aims. However, there are by all means many references to ideology, values, identity and the use of sources, but these remain articulated at relatively general level.





#### b · Recommendations on skills in historical memory and identity to be acquired by pupils

Issues pertaining to historical memory and identity are introduced to school curricula depending upon needs of subsequently discussed themes from different historical periods. In case of **Poland**, these can only be tackled while obligatory didactic content is covered. A different approach is advocated in the **United Kingdom**, where these issues are implemented in parallel to major themes as it is believed that such approach is to facilitate better understanding of major facets of European and world history.

In **Italian** schools a special attention should be paid upon activities that lead to consideration of different kinds of sources, study of historic documents or comparison of various interpretations. They should make possible to understand the ways in which researchers build up the plot of history, use a range of sources, providing explanatory accounts and rejecting competing ones.

Pupils in **Slovenian** schools should be more encouraged to use various historical sources referred to historical memory as well as chronicles, yearbooks, biographies, memoirs, diaries, letters and the like.

Certain skills referring to memory and identity in **British** schools history should be taught through a combination of overview, thematic and depth studies, and pupils should learn to identify and understand the major events, changes and developments in British, European and world history covering at least the medieval, early modern, industrial and 20th century periods.

Implementation of additional issues into the school curricula in **Poland** is badly needed assuming obligatory didactic content is to be dealt with. This would facilitate developing of idiosyncratic skills on the basis of the above mentioned content.

There is a room for implementing additional issues into the history school curriculum in **Norway**. This may improve critical-thinking abilities and contribute to “the development of identity and ethical, social and cultural competence, and ability to understand democracy and democratic participation”. Accordingly, education shall “help increase the knowledge and understanding of the national cultural heritage and our common international cultural traditions” and at the same time “promote democracy, equality and scientific thinking”.

### a · Introducing new themes and subjects

As mentioned in the previous section, pupils in participating countries are exposed to history at a relatively early stage of their school education. The historical education, however, is delivered in a range of different formats. Different forms of activities are implemented at the early stages of education including visiting of museums and walks in cities and their surroundings. This makes possible to directly expose pupils to the past and show how it influences the present. Pupils in higher classes used to visit archives where they can get acquainted with historical documents and their interpretation.

The national educational framework in Italy is in accord with last European provisions and regulations. While accepting more traditional attitudes to scholarly institutions, it provided them with significant autonomy in choosing the most suitable procedure and methods to achieve educational goals imposed by the Ministry. The learning modalities are left to the discretion of the teachers, even if some general methodological lines have been set out. The teacher himself can present educational projects, which have to be approved by the relevant School Council.

Teachers in **Slovenian** schools are aware of importance of historical memory and identity and they recommended these issues be added as auxiliary subjects in the 3rd and 4th class as a part of experimental program, which will be implemented in school year 2012/2013. The subject is named Historical memory of the Slovene people and will be implemented as extra hours added to history lessons. It will be supported by special groups appointed for a chosen level and with a special teaching team. A total number of school hours is 280 in two years. The curriculum is still in a preparatory phase. This new subject was confirmed by the Ministry of Education and Sport in 2010 and will help to complement themes from the current curriculum.

The **British** government plans to reduce the amount of guidance and materials offered to schools and believes that schools should be free to use their own professional judgement about how they teach (the National Curriculum is currently under review). History is one of the subjects in the second phase of the review. The consultation for history will be led by Professor Simon Schama, working with Prof David Cannadine and Prof Niall Ferguson. All three are media historians who have made popular TV programmes about history.

Any attempts to introduce historical memory and identity into the history curriculum in the **Polish** education system must comply with regulations formulated in the Curriculum of Basic Education. No general discussion regarding practical aspects of the didactic process has been conducted to date.

A situation in **Norway** is significantly different. In objectives of the history curriculum it is stated that the individual should gain "insight into how society in general influences attitudes, knowledge and actions and how the individual can influence society and his or her own life situation".



### b · Training of specific skills in the domain of new themes and subjects

History curricula in participating countries are characterized by explicit attempts to teach understanding of the past and its impact upon contemporary world. Accordingly, particular attention is focused upon critical thinking, communication, and understanding of the European unity (**Italy, Spain**). Equally important is also explanation of needs to recognize the past as a means for understanding the presence.

An international exchange of students is encouraged in **Italy**, in particular within the Comenius Program. This shall facilitate a possibility to enhance learning experience in different countries of Europe, promote the concept of European identity, and obtain competencies required for pupils' personal growth. Their active participation is strongly enhanced, though without giving indications on how that should be accomplished, if not by new teaching methods.

In **Slovenia**, a country of relative short history of sovereign statehood and fresh memory of the war as well as significance of various media in building up national identity, there is a potentially good climate for introducing historical memory in schools. At the same time, events from more distant past are difficult to remember and perhaps critical approach is missed. As regards acquiring a range of specific skills by students, it has to be mentioned that Slovenia needs a curriculum which would not be subordinated to the results of the final exam (Abitur) but directly to acquiring knowledge and skills.

Pupils in **Spain** must build up their learning process to acquire numerous concepts and skills (critical thinking, summaries, communication, etc.) and attitudes (value of the diversity, respect for others, awareness on active citizenship). The class should not be a mere exposition of event. Pupils should also obtain information from all types of secondary sources and they must be in a position to analyse different formats such as maps, charts, statistics, images, texts, etc. A special significance is given to text analysis, preferably primary sources, aimed at getting direct contact with the past.

Schools in the **United Kingdom** explore ways in which the past has helped shape identities, shared cultures, values and attitudes today. The role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the historic past (appreciate and evaluate, through visits where possible) is also reiterated.

One of the major objectives of the pupil in the system of education in **Poland** is to "explain the importance of past for better understanding of the present world". A subject-oriented approach to building up pupil's own historical narration is highly encouraged. It is aimed at training them to explicitly present their own arguments in favor of supporting the advocated interpretative stance.

Pupils in **Norway** should "find examples of events that have helped shape modern Norway, and reflect on how society might have been different if these events had developed differently". It is necessary to provide examples of controversial historical topics and discuss and elaborate on conflicting causal explanations of historical events. Pupils are also required to examine how their own ideas about the past have been shaped and discuss the factors that cause people to have different perceptions of the past. They need also be in a position to provide examples and discuss and elaborate on how exhibitions, relics, anniversaries or celebrations of particular historical events are important for the present.

### a · Legal conditions of implementing memory and identity issues into school curricula

Teaching of various aspects of historical memory and identity in schools looks differently in subsequent participating countries. They are treated marginally in **Poland** and are only implemented when obligatory didactic contents are completed while in **Slovenia** and **Great Britain**, these are treated as intrinsic elements of the didactic process.

In Italy the objectives prefixed by the Sharing European Memories at School project are in line with criteria and principles at the root of analyzed documents, despite the fact that concept of historical memory has not been explicitly mentioned. The curriculum in **Slovenia** also provides alternative approaches such as projects (may be interdisciplinary), excursions, fieldwork, museum work etc. A similar situation also exists in **Spain**. The official educational documents confer, and also encourage, to each school the capacity of developing and completing the curricula.

**British** schools can choose a syllabus from one of several exam boards which offer different approaches and content. The History GCSE curricula offered by the two main exam boards cover the following subjects: AQA Exam Board Course A and Edexcel GCSE Course A: The Making of the Modern World.

A situation in **Poland** looks significantly different. Introducing additional themes and issues into the school curriculum is only possible when obligatory requirements, spelled out in this document, are met. At the same, it recommended to train particular skills on the basis of this content as well as develop new content.

The national curriculum in **Norway** is legally binding for all state schools (however, within this framework the local authorities). Schools and teachers can influence the implementation of the education and training concerning how the training is to be organised, what working methods should be used in the training, the distribution of content between years 8, 9 and 10, and the concrete content of the training.





### b · Practical conditions of implementing memory and identity issues into school curricula

Teachers in schools in countries participating in the project are in a position of choosing appropriate methods of teaching elements of historical memory and identity. This choice is at the discretion of individual teacher or the school council. In all cases, however, teacher has a right of choosing an individual teaching mode.

Each scholarly institution in Italy has a chance to adopt the methodology to be elaborated in the project, as it itself will be implemented in the class curricula. However, individual solutions are in hands of initiatives of single teachers or institutes at a local/provincial level. The educational approach we suggest makes reference to learning of historical events (facts and dates), allowing pupils not only be active participants but also to understand through history – in particular personal and local – situations in the past, consequences of actions undertaken within the European framework, the significance in the present world as well as consolidation of the concept of European citizenship through historical resemblances and differences with the other European countries, going back to the learning principles and objectives provided by the Ministry.

Teachers in **Slovenia** have a relatively large autonomy to decide how to implement the curriculum. In accordance with teaching capacities and students' needs and interests, the schools decide which specific subjects should be emphasized. In **Spain**, it is up to the schools to include the memory concept in their own curricula project and modification of the official curricula. In **Britain** students who choose to study history to formal exam level take a two-year course assessed through a combination of exams and course work.

As regards case of **Poland**, it is required to pay particular attention to these paragraphs that could potentially enhance a possibility of expanding these themes that refer to historical memory and identity. Furthermore, it is recommended to take into consideration these excerpts that facilitate a possibility of undertaking actions and educational projects referring to historical memory and identity.

Each school in **Norway** provides its pupils with textbooks that have been selected by teachers at that particular school. There is very little research on what kind of criteria teachers use when choosing textbooks. The core curriculum sets out the foundations for the education in terms of values, culture and knowledge.

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