



*“Silencing Citizenship through Censorship: Learning from Europe’s Totalitarian and Dictatorial Past”*

EVENT REPORT

*Final Development Meeting*

*1-4 December 2016, Skopje*



*Silencing  
CITIZENS*



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## Executive Summary

On December 1<sup>st</sup>- 4<sup>th</sup>, 2017, members of the SCC Project team convened in the capital of Republic of Macedonia, Skopje. The History Teachers Association of Macedonia (ANIM) was co-organizer of this meeting together with EUROCLIO – European Association of History Educators. **Martin Liepach** (Verband der Geschichtslehrer Deutschlands e.V), **Enrico Cavalieri** (Istituto Parri), **Maria Laura Marescalchi** (Istituto Parri), **Caroline Morel** (The Association of Geography and History Teachers Public Education), **Harri Beobide** (Ikastolen Elkartea), **Jacek Staniszewski** (Instytut Badan Edukacyjnych), **Mire Mladenovski** (History Teachers Association Macedonia), **Biscera Screva** (History Teachers Association Macedonia), **Vodli Zsolt** (The Association of Hungarian History Teachers), **Jonathan Even-Zohar** (EUROCLIO), **Aysel Gojayeva** (EUROCLIO), and **Roger Tosbotn** (EUROCLIO) constituted the team participants of the meeting in Skopje that was the third and final development meeting of the project “*Silencing Citizenship through Censorship: Learning from Europe’s Totalitarian and Dictatorial Past.*”

The final development meeting had several aims. In addition to meeting and reviewing materials, the group conducted a workshop with the draft materials the project team have developed among local teachers and received feedback on these materials. Moreover, the Skopje meeting allowed the team to work on and improve learning activities and source collections, as well as discuss the further development of the elements in the project. Finally, the team members updated each other of the work everyone has been doing and divided tasks for the development of other aspects of the project.

Additionally, the participants had to start strategizing and thinking about the final training seminar that will be held during the EUROCLIO Annual Conference in San Sebastian in April 2017.

## PROJECT OVERVIEW

This project involves a transnational group of history and citizenship educators from EUROCLIO's member Associations in France, Germany, Hungary, Italy, Macedonia, Poland, and Spain in the development and implementation of students-driven projects on censorship in Europe's 20th century dictatorial and totalitarian regimes. The emphasis of the project will be on the history of Franco's Spain (1939-1975), Vichy France (1940-1944), Nazi Germany (1933-1945), Mussolini's Italy (1922-1943), the post-1945 Hungarian and Polish Republics and the Republic of Macedonia as part of the Federal Republic of Yugoslavia under the leadership of Josip Broz Tito. Over the course of the project the team members will develop engaging and thought-provoking resources on striking historical examples of censorship with their students through the collection, compilation and analysis of multi-perspective sources.



*Entrance Hall, Museum of Macedonian Struggle for Independence.*

### Welcome and cultural experiences in Skopje

After meeting preparations and arrivals in Skopje, but before the first official day of the meeting, the team was given a guided tour of the city centre. The tour took the group through the countless monuments placed in and around the town square, through the famous Stone Bridge, the Opera, and past the well-known museum of Archaeology and the Holocaust Memorial. The team was given a group tour of the Museum of the Macedonian struggle; the museum was in a beautiful building with a rich collection of interesting sources from Macedonia's struggle for independence, starting with the resistance

movements against Ottoman rule, and ending with the declaration of independence from Yugoslavia on 8 September 1991. After the museum, the city tour continued through the East-side of the river Vardar, exploring the ancient Old Bazaar area of Skopje where the team got together in a restaurant to enjoy a meal of traditional local food and socialize before the next day's hard work. During the dinner, the team reflected on the impressions of the earlier guided tour of the museum; an experience that showed only one perspective of the issue of Macedonian independence, but that at the same time was very much up-front about this fact.

## Focus of day 1: Reviewing the progress of educational resources, peer-review and steps towards their finalization

The official meeting started with providing the important updates in the project since the 2<sup>nd</sup> development meeting. During this session, the project manager Aysel Gojayeva touched upon the developments and achievements as well as the challenges that have been so far encountered during the project implementation. In the course of 1 year, a lot of significant achievements were made, and the team has succeeded to present good quality educational resources with a transnational focus and reached out to a diverse community of educators, students, parents, civil society etc. the project has also successfully recruited the language editor who will work closely with the authors to ensure a clear and understandable language for the European students and educators. The project team was also happy to hear about the official acceptance of the project extension which in their view will enhance the project outcomes and visibility. Besides to a lot of achievements, the project has also faced some challenges one of which was noted to be 'time'. With this challenge in mind, the project team were invited to discuss the amount of work expected before the official end of the project and agreed what has to be prioritized. This discussion encouraged the project team to make a decision on the list of educational resources which are aimed to be finalized and become a part of the Historiana unit. Before going to present and peer-review the educational resources which have been selected for the finalization, the project team were introduced to the technical requirements of the Historiana programme into which the final project materials have to comply with.

After the presentation on technical requirements the authors presented the current state of their educational resources which gave them an opportunity to hear the views of their colleagues and EUROCLIO managers. In presentation sessions, each team member gave a short presentation of the materials they had developed, and the challenges, successes and feedback they had received from piloted materials. This proved very useful, as it dealt with both the general impressions of the material, but also incorporated feedback from the experiences other team members had with piloting the material in their respective countries. The session provided the team members with feedback on the format of their materials, the scope and the degree of multi-perspectivity of the sources, and suggested improvements for the technical aspects of the materials and ideas from others in the team on how to continue the development.

All presented educational resources were found very rich and interesting in content. The authors agreed that all materials have to go through Historiana technical requirements and language editing in order to be ready to be uploaded to Historiana unit. The rest of the afternoon allowed the authors to focus on the improvement of the feedback collected from the peer-review session, and work together with their peer authors. The hard work of the team was rewarded with a visit to “Macedonian Village”, a complex of hotel accommodation and restaurants built in the traditional Macedonian architecture of the 19<sup>th</sup> and 20<sup>th</sup> centuries placed on top of Mount Vodno, a mountain towering over the city of Skopje.



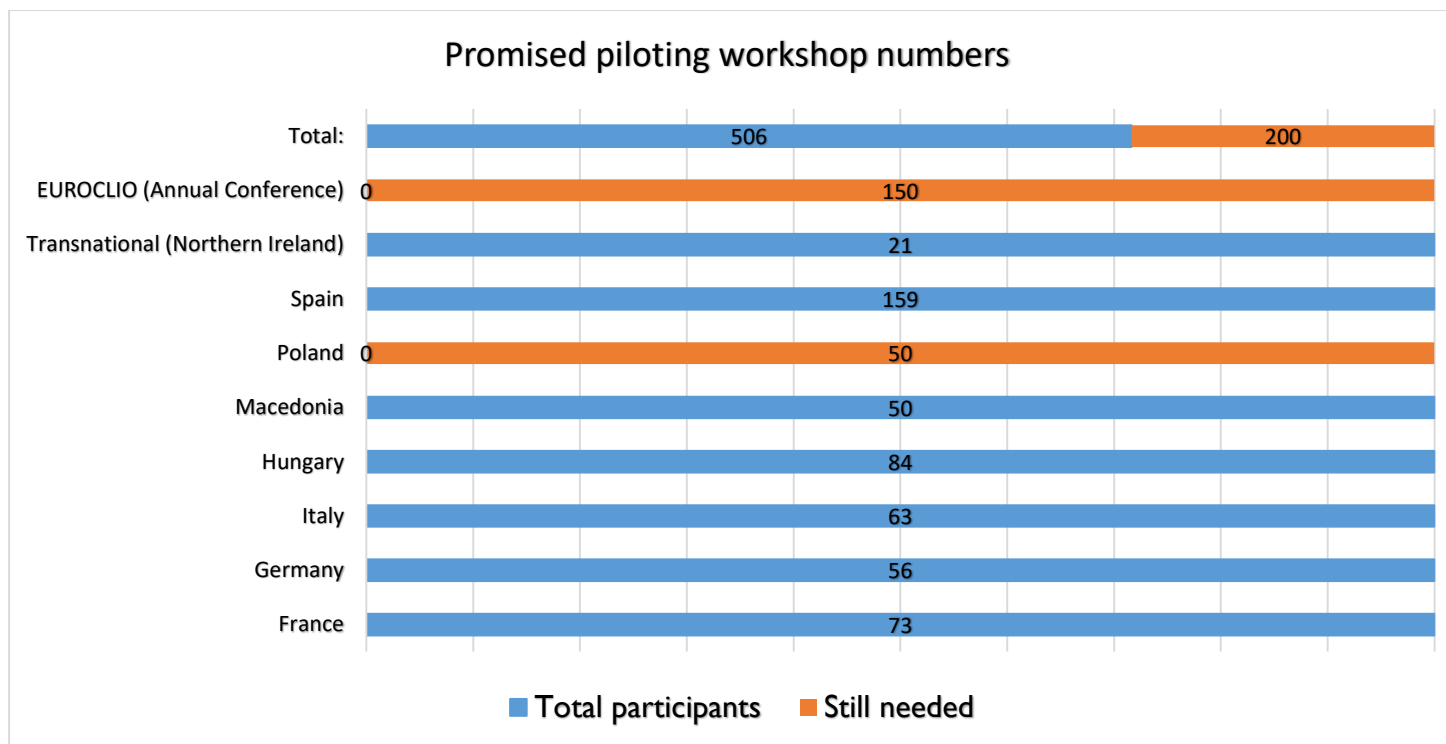
*Authors reviewing the progress of educational resources*

## Focus of the day II: Reflecting on the process of project's implementation and deciding on next steps

The morning part of this day was dedicated to evaluating indicators of success written in the project application, agreeing on internal communication procedures and mode of working, discussing attendance at annual conference in San Sebastian, and reflecting on how to best implement the feedback gathered through both piloting and peer-reviewing during this meeting. As the project period as extended 3 more months, this session served to provide the project team members with an overview where the project stands now, what has been completed and what work still expected and where help is needed.

A review of the current status of how the project planning was panning out was followed by an update from the team members on what still needs to be done in the project. Overall, EUROCLIO has expressed its satisfaction for the quantitative and qualitative achievements obtained with the support of the project team members. The team has done very well with cooperating closely in the development as well as piloting of the draft resources of their peer authors in their countries. This has helped to get the views of students and educators on the use of the project materials outside the country where it is developed and enhance the transnational aspect of the materials. In the case of outreach, the project has reached out to significant amount of people, and plans to cover even more in coming period of the project. The graph below shows the status in terms of numbers as of December 4<sup>th</sup>, 2016. EUROCLIO expects to reach to around 200 more stakeholders at the annual conference in San Sebastian (2-7 April 2017), and there are already plans made for the piloting in Poland to take place.





*Status of piloting numbers, stakeholders reached.*

After the review session, the team held a management meeting in order to make decisions on how to plan the finalisation of the resources.

Besides to managerial issues, the team discussed the life after the project ends, and brainstormed on different ways on following up on the project results. One of the concrete ideas they have come up with is the decision to draft a common statement that reflects on the bigger picture of what censorship in today's Europe is – from the viewpoint of responsible history educators. Moreover, the team shared reflections about their experiences with the progress and implementation of the project.



*The team shared reflections about the process and implementation of the project.*

#### What could be better?

- Earlier help with technical issues and copyright clearances
- Providing example “models” of how the learning activities and source collections would look like when finished

#### What did the project bring to you on a personal level?

- Knowledge about education strategies, multiple perspectives, and transnational sources in my own teaching
- Gained many new international friends
- Learned a lot about being part of an international project, specifically about how others build their didactical processes

#### What went well?

- The project was well-organized and allowed everyone to express their opinions
- The team work and developed materials were of high quality
- Some of the materials are already being used by teachers which is a testament to the high quality of the developed materials.

Focus of the day II: Spreading the word among local educators and engaging into active workshop with them

The afternoon part of the second day was dedicated to the session with the local educators.

After welcoming words from the History Teachers Association Macedonia (ANIM) representatives Bisera and Mire and project manager at EUROCLIO Aysel Gojayeva, the team was updated on recent development and the current status of the project progression.

After the general presentations, two of the authors; **Harri Beobide** and **Maria Laura Marescalchi**, lead a workshop based on the learning activity *Forbidden Women* which gives insight into how the role of how women were manipulated, censored, and their lives shaped during various authoritarian regimes in the 20th century.



*The mixed teams of SCC members and Macedonian history educators and students as participants in the piloting.*

The piloting workshop was a diverse and interactive one, with 22 participants mostly from Skopje, one from Gostivar, and three from Stip. It was a diverse group consisting of students, teachers, and teacher trainers. After first working in groups and looking at different sources from the learning activity, the workshop participants posted their answers and findings in the form of an exhibition. When all groups had finished their part, they could all take part in a gallery walk and discuss and ask questions to members from other groups.



*Macedonian participants examining the results from the other group's exhibitions.*

In general, feedback from participants was positive; the activity was well-received, interactive, engaging, and offered multiple perspectives. A majority of the teachers said they found the material interesting enough to use it in their own teaching due to its relevance and gender focus, and were happy with the amount of different sources; both in type and in content. Some of the suggestions for improvement were to add more sources, to combine the activity with other activities such as visiting museums and adding more digital solutions to the activity.

The educational resources developed in this project will be embedded to the Historiana portal which will be relaunched during the upcoming EUROCLIO Annual Conference in Donostia-San Sebastian (2-7) April.

### Conclusions and next steps

After several days of hard work in the conference room in Hotel Solun in Skopje, where the team got to update each other on the progress of their activities, present and peer-review draft materials, share their experiences from piloting, visit the Macedonian museum of struggle, visit the traditionally built Macedonian Village, and go through project deliverables, and hold a piloting of the learning activity Forbidden Women, make decisions about the way forward of the project, and reflect on how the project had been going. A considerable amount of important decisions were made over the course of the final development meeting in Skopje:

The team has decided to develop a common statement reflecting on what the bigger picture of censorship in today's Europe from the viewpoint of responsible history educators looks like. Moreover, it was decided and confirmed that the launch of the project will take place in **San Sebastian on the 2<sup>nd</sup>-7<sup>th</sup> of April (EUROCLIO's 24<sup>th</sup> Annual Conference)**. Slots are reserved for 2 workshops from the SCC project to be showcased in San Sebastian. In addition, the team has decided to finalize 9 learning activities, 4 or 5 source collections, and 2 teaching strategies. All of the materials will go through technical improvements, language editing with language editor **Benny Christensen**, and to be optimised for the use of European youth at the secondary education. EUROCLIO will assist the development team and the language editor if any difficulties arise. Finally, the team will continue to hold online meetings in smaller groups towards the launch of the project in San Sebastian.

## Next steps

As the project moves into its final phase, the team members are working hard on incorporating the feedback received from piloting and reviewing the materials. In addition, more piloting is expected in the beginning of 2017, as the team finalizes and prepares for the full project launch and workshop at EUROCLIO's annual conference in San Sebastian. The Annual Conference is the 24<sup>th</sup> of its kind for EUROCLIO, and deals with the topic of "How Can History Education Change Today?"

EUROCLIO and the SCC team welcomes anyone and everyone to have a look at the preliminary programme and concept note for the annual conference, and to register for the conference if it appeals to you. Read more about it the [EUROCLIO website](#).



Els Thijsse

Local  
Past  
Present  
Global

# INTERSECTIONS

How Can History Education Change Today?  
24th EUROCLIO Annual Conference  
2-7 April 2017 Donostia-San Sebastián (Spain)