

Els Thijsse



# 24<sup>TH</sup> EUROCLIO ANNUAL CONFERENCE

# INTERSECTIONS

HOW CAN HISTORY  
EDUCATION CHANGE  
TODAY?

2-7 APRIL 2017  
DONOSTIA-SAN SEBASTIAN



 **EUROCLIO**  
European Association of History Educators

  
ikastolenakartea

 Asociación Española  
del profesorado de  
historia y geografía  
[www.aephg.euroclio.eu](http://www.aephg.euroclio.eu)

History can be seen as a form of knowledge in which society negotiates, narrates, shapes and forms our conceptions of time and space. It helps us make sense of time through chronology. History traces the logic of how the present is influenced by the past. It captures our understanding of space and how humans have identified themselves as borders have been drawn, re-drawn and withdrawn. Professionals in the field of history, including curators, educators, guides, journalists and researchers are truly at the intersections of time (past and present) and space (local and global).

As a public good, school history education, is asked to answer to many needs: Learning how evidence-based history is constructed and should foster critical thinking. Facing difficult histories should instil values and attitudes needed for democratic citizenship. Attainment of a set of historical content knowledge should create belonging and cohesion.

These needs, perhaps more than most other school subjects, cannot be addressed without considering current cultural, economic, political and social realities. Behind these needs, there are many assumptions on how history education impacts on society today.

EUROCLIO, the European Association of History Educators, subscribes to the view that innovative and responsible history education indeed helps to build democracy, peace and stability in the world.

From our subjective vantage point in today's Europe, we recognise that this mission is far from achieved:

- Democracy is very much 'under construction';
- European cooperation is not the obvious vision it used to be after World War Two and the fall of the Iron Curtain with real possibilities for member states exiting the European Union;

- Human mobility is challenging society's capacity for cultural tolerance.
- An interdependent world of global information technology, communication, finance and trade brings humanity closer to one another than ever before, yet brings about new agents of power and repression.
- Wars at the edge of Europe are cause to much suffering and distress and seem endless, and all the while new environmental realities are taking shape.

Over six days, the conference will address the two key themes **Local vs. the Global: Community and Identity - Where do we draw the line?** and **Past vs. Present: History education and current affairs: Where does history start? Then, Now or Both?** Both themes serve to help us understand better the intersections of past and present and of local and global perspectives.

In order to better grasp the two key themes above, the conference will focus on activities, including on-site visits, workshops, panels, etc. on the two topics which feature prominently in today's world: **European Cooperation in Historical Context: Changing Europe through Decisions and Dilemmas,** and **Independence in an interdependent World.**

The conference is hosted by two Education Associations, AEPHG (Association of History and Geography Teachers in Spain and Ikastolen Elkarte (Association of Basque Schools), working in partnership together as EUROCLIO Member Organisations.

So, this year, the EUROCLIO Annual Conference asks the challenging question to history education professionals: What is our responsibility? Can the teaching of history help societies to deal, or even tackle such big issues? Does it still have a role to play? If so, is it currently fit to play that role? If not, what would need to change in order for it to create change? In all: How can history education change today?

# Message from the EUROCLIO president



Dear participants,

It is with a great pleasure that I welcome you to the 24th EUROCLIO Annual Conference. During the week's program, there will be lectures, discussions, visits, workshops and more. All of this is the work of the local partners AEPHG (Spanish Association of Teachers of History and Geography) and Ikastolen Elkartea (Basque Network of schools) who have collaborated excellently and have put in tremendous work into the realisation of the conference. In addition, our EUROCLIO professional secretariat has also put in many hours of work to ensure the success of this wonderful event. Now we are here in the charming and stunning Donostia – San Sebastian thanks to their effort.

May this event be inspiring for your work, and enable you to return to your homes with new ideas, experiences and connections.

Enjoy the week with an international group of old and new friends.

Lóa Steinunn Kristjánsdóttir, EUROCLIO president.

## At a glance

Sunday 2 April	Monday 3 April	Tuesday 4 April	Wednesday 5 April	Thursday 6 April	Friday 7 April
All day Arrival of participants	8:15 Registration	9:00 Society dealing with the past in History Education. Civil society initiatives Maria Naimska, Jordi Guixea, Ignacio Hernaiz	8:45 Departure to Gernika or Lasarte	8:45 Departure to schools	8:30 Registration for EUROCLIO General Assembly
15:45 Welcome and visit to San Telmo museum	9:00 Welcome words	10:30 Coffee break	9:30 On-site visits in parallel groups	9:00 Educational study visits	9:00 EUROCLIO General Assembly
17:45-18:25 Registration at city hall	9:30 Opening contributors Lóa Steinunn Kristjánsdóttir, President of EUROCLIO, Tatiana Milko, Head of History Teaching Unit at the Council of Europe	10:45 Session engaging young people with past and present. Learning history by doing it. EUSTORY Ignacio Herrera, Yolanda Trujillo	13:30 Lunch	10:00 'Key note' Mario Carretero, The Teaching of Local History (Collective Memory) Versus Global History	10:30 Coffee break
17:45 Walk to the city hall	10:00 Coffee break and international fair	Cases of civic engagement in discussion setting	15:00 On-site visits in parallel groups	11:30 Panel. How are controversial histories controversies reflected in politics and history education? Joke van der Leeuw Roord, Mario Carretero, José Alvarez Junco, Giles Trimlett, Ander Delgado	11:00 Discussion groups
18:30 Welcoming ceremony	11:00 Lunch and international fair	12:45 Lunch	18:00 Departure to Petritegi Cider House	12:30 Return to the venue and lunch	12:30 Lunch
Gero-Axular folk dance group	14:30 New Historiana website by Steven Stegers	14:15 Parallel workshops 2	19:15 Dinner at Petritegi with folk music	14:30 World cafe in the Teacher training University	14:00 Concluding session
19:30 Drinks reception	15:00 Thematic units in the new Historiana website: Changing Europe by Judith Geerling, Silencing Citizens through Censorship by Aysel Gojayeva	15:45 Coffee break		16:30 Conclusions of the day	15:00 Cultural visits
	15:30 Coffee break	16:15 Parallel workshops 3		Free evening	20:00 Gala dinner at Tenis Ondarreta Restaurant
	16:00 Parallel workshops 1	17:45 Conclusions of the day			
	17:30 Conclusions of the day	19:30 Dinner and International Pub			
	19:15 Reception and cultural night in the Provincial Council				

# PRACTICAL INFORMATION



- A** San Telmo museum
- B** City Hall
- C** Provincial Council
- D** Tennis Ondarreta Restaurant
- E** Doka (Donostia Kafe Antzokia)
- F** Codina hotel Meeting point
- G** Olarain hotel
- H** Carlos Santamaría centrum
- I** Univ. canteen
- J** San Sebastian bus station
- K** Teacher Training University (Magisterio) World Cafe, Meeting point: bus 2 on-site learning

## CONTACT INFORMATION:

Conference Manager: Aysel Gojayeva +31614613595  
 Judith Geerling +31 627200820  
 Local coordinator: Harri Beobide +34605744801

# Sponsors and Partners



# Participation support

**Council of Europe, History Teaching Unit** supports the participation of one expert who will facilitate the world café session on the position of history teachers in changing today.

**Open Society Foundations, Education Support Programme** supports the participation of the EUROCLIO Board and Director through the four year framework partnership agreement that the European Remembrance Unit has with EUROCLIO, 2014-2017.

**EU Connecting Europe Facility**, financing EUROPEANA, supports the participation of one EUROCLIO project manager.

**EU Erasmus+ Programme** partially supports the participation of two EUROCLIO project managers and three experts from Germany, Poland and the United Kingdom.

**EU Europe for Citizens Programme** supports the participation of seven trainers and participants from France, Germany, Hungary, Italy, Poland, Republic of Macedonia.

**EU Jean Monnet Programme** partially supports the participation of two EUROCLIO project managers, four trainers from Bosnia-Herzegovina, Cyprus, Luxembourg and the United Kingdom, and full participation of three participants from Albania, Estonia and Spain.



Co-funded by the Erasmus+ Programme of the European Union



# Historiana

## GEOGRAPHY AND HISTORY IN SECONDARY EDUCATION IN SPAIN

- Secondary education is divided into:
  - a) Compulsory Secondary (12-16)
  - b) Upper Secondary (16-18)
- Geography-History is an obligatory subject for the four years, and it is taught for 3 hours per week.
- The Ministry of Education of the central government writes the prescribed curriculum for each subject. Each autonomous education ministry can then add more topics and details to their own curriculum.
- The education laws change very frequently in Spain: There have been more than 7 reforms since democracy started in 1975. The latest education law (LOMCE 2013) is also in question.
- The latest education curriculum is based on competences. Our subject is closely connected with Civic and Social Competence.

### GEOGRAPHY-HISTORY CURRICULUM FOR SECONDARY (12-16) \*

**CIVIC AND SOCIAL COMPETENCE:** This competence involves understanding oneself, the group of which one is a member and the world in which one lives, through the acquisition, critical interpretation and utilization of the knowledge of the Social Sciences; It also includes the use of methodologies and procedures specific to Social Sciences to act autonomously and responsibly as a citizen in normal situations of life with the purpose of collaborating in the development of a fully democratic, solidary and inclusive society.

	1 <sup>ST</sup> GRADE (12-13)	2 <sup>ND</sup> GRADE (13-14)	3 <sup>RD</sup> GRADE (14-15)	4 <sup>TH</sup> GRADE (15-16)
CONTENT BLOCKS*	1. Common procedures related to basic transversal competences. 2. The world and natural environment . 3. Historical past: Pprehistory, first civilisations and Ancient Era. 4. Cultural expressions.	1. Common procedures related to basic transversal competences. 2. Human space. 3. Population and society. 4. Historical past: The Middle Ages.	1. Common procedures related to basic transversal competences. 2. Human space. Economic, social and political organisation. 3. Historical past: Modern state (15-18 <sup>th</sup> centuries).	1. Common procedures related to basic transversal competences. 2. Historical basis of contemporary society. 3. Main conflicts of 20 <sup>th</sup> and 21 <sup>st</sup> centuries. 4. Contemporary world. 5. Political organisation and geographical space. 6. Art, Culture and Science nowadays. Media.

\*Contents. The curriculum also has objectives related to the subject, assessment criteria and learning standards for each block.

\*When teaching Geography or History the topics are located in the World, Europe, Spain and each autonomy (i.e. Basque Country).

# SUNDAY 2 April

## 15:45 WELCOME

Welcome coffee to the Conference at San Telmo museum, Plaza Zuloaga 1. Participants can address a local organiser (page number 4).

## 16:00 OPTIONAL CULTURAL PROGRAMME

Visit to San Telmo museum.

San Telmo Museum, is a former Dominican convent, with a monumental 16th century building and a modern architectural extension. Inaugurated in 1902, it is the oldest in the Basque Country.

Working from the basis of its funds, almost totally related to Basque society, San Telmo has been renovated to become a **Museum of Basque Society and Citizenship**. The museum constitutes the memory for future generations and it is responsible for safeguarding and making citizens aware of the wealth of heritage that it holds so that everyone can enjoy and make use of it.



## 17:45-18:25 REGISTRATION

Opens at Donostia-San Sebastian City hall (Front door, Alderdi Eder gardens).

## 17:45 WALK TO THE CITY HALL

Meeting point: San Telmo Museum front door.

Donostia-San Sebastian City Hall was built in 1887 at the Gardens of Alderdi-Eder, to house the main casino, after banning the gambling in 1924. It is the venue of the Council since 1945.



## 18:30 WELCOMING CEREMONY

**Gero-Axular dantza taldea** will give the welcome to the participants.

Welcoming speeches by:

- **Eneko Goia**, Mayor of the city.
- **Miren Azkarate**, Councillor of Culture, the Basque Language and Education (tbc).
- Brief history of San Sebastian by local historian.

## 19:00 WORDS OF WELCOME

Welcome and launch of EUROCLIO25 by EUROCLIO director, **Jonathan Even-Zohar**.

## 19:30 RECEPTION CEREMONY

Accompanied by drinks, food and entertainment. Gero-Axular dantza taldea will delight the participants with Basque dances.



Gero-Axular dantza taldea was created in 2004 by some parents of Axular ikastola, with the intention of safeguarding and taking care of their culture but also developing future trends.

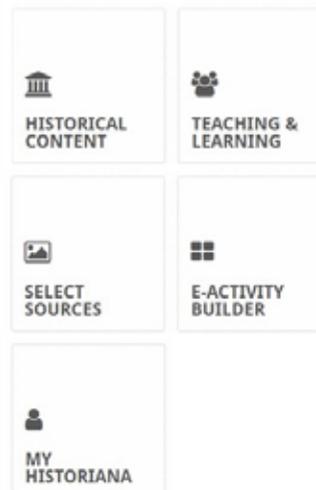
## 21:00 CLOSING OF THE RECEPTION CEREMONY

Departure to Codina and Olarain hotels by bus from the City hall front door (Alderdi Eder gardens).

### What to expect from the relaunch of Historiana?

The launch of the new Historiana website shows the result of a unique collaboration between specialists in history, education, and web-developers. The new front page provides free access to resources developed by and for history educators across Europe. You will find the first historical content resources **designed to help you and your students** to look at key moments in European history from multiple and cross-border perspectives, but also find ready to use learning activities and teaching strategies providing alternatives to traditional textbooks. EUROCLIO staff members Steven Stegers, Judith Geerling and Aysel Gojayeva, will present the new modules on World War 1, Changing Europe, and Silencing Citizens through Censorship, which have been developed in projects they led. On the new website, you can also test the builder for creating your own e-Learning Activities. **Curious what this is about?** Then also **join workshop 8!**

The launch of the new website and demonstration of the new modules will take place on **3 April**, at respectively **14:30** and **15:00**. The workshop on tools is workshop 8 and will take place at the same day at **16:00**.



**Historiana**

# MONDAY 3 April

Moderator of the day: **Mire Mladenovski**, member of the EUROCLIO Supervisory Board.

## 08:15 REGISTRATION

Hall of the main venue, Carlos Santamaria centre (Elhuyar Plaza 2).

## 09:00 OFFICIAL OPENING CEREMONY (AUDITORIUM)

Welcome speeches by:

- **Agustin Erkizia**, Vicerector of the EHU-UPV, University of the Basque Country, Campus of Gipuzkoa.
- Representative of the autonomous Education authority (tbc).
- **Luis Horrillo**, Vice President of the History and Geography Teachers Association of Spain.
- **Koldo Tellitu**, President of the Ikastolen Elkarte, Basque School Network.

## 09:30 OPENING CONTRIBUTIONS (AUDITORIUM)

- **Lóa Steinunn Kristjánsdóttir**, President of EUROCLIO, The European Association of History Educators.
- **Tatiana Milko**, Head of History Teaching Unit at the Council of Europe.

## 10:00 KEY NOTE SPEECH

**Mario Carretero**, Professor of Psychology, Autonoma University of Madrid:  
*The Teaching of Local History (Collective Memory) Versus Global History.*

## 11:00 COFFEE BREAK AND OPENING OF AN INTERNATIONAL FAIR

Andrestegi exhibition room

## 10:30 PANEL (AUDITORIUM)

Addressing controversial histories that are still a challenge for Spain. How these controversies are reflected in politics and history education?  
*Looking at cases of mass graves from the civil war, amnesty and pact of forgetting, the special relationship from Madrid to Galicia, the Basque Country and Catalonia*

Moderator: **Joke van der Leeuw-Roord** and **Mario Carretero**

Speakers:

- **Giles Tremlett**, fellow of the Cañada Blanch Institute, London School of Economics.
- **José Álvarez Junco**, contributor to El País and seminar co-leader of the Contemporary History of the Ortega y Gasset Research Institute.
- **Ander Delgado**, professor of the Teacher Training School of Bilbao, University of the Basque Country.

## 13:00 LUNCH BREAK AND INTERNATIONAL FAIR

Lunch in the university cafeteria, Topagunea.

## 14:30 LAUNCH OF THE NEW HISTORIANA WEBSITE (AUDITORIUM)

Steven Stegers, EUROCLIO programme director.

## 15:00 INTRODUCTION TO THEMATIC UNITS IN THE NEW HISTORIANA WEBSITE (AUDITORIUM)

- Changing Europe by **Judith Geerling**, EUROCLIO Project Manager.
- Silencing Citizens through Censorship by **Aysel Gojayeva**, EUROCLIO Project Manager.

## 15:30 COFFEE BREAK (ANDRESTEGI EXHIBITION ROOM)

## 16:00 1<sup>ST</sup> ROUND OF PARALLEL WORKSHOPS

Exhibition Room

### **Scholarly Rationalists or Involved Protagonists – how teachers can engage their pupils with modern political issues in the classroom.**

Workshop leaders: Neil Johnston & Nicholas Tyldesley, United Kingdom.

Underlining this workshop is a desire to explore the role of a history teacher, the values for which we want to teach, and how politics can be made more engaging for young people. Two case studies, namely the “Brexit”; and Scottish independence debates, referendums and aftermaths, will be used to address these issues. The workshop will address and share some key issues in history pedagogy and values education. Whilst it will further address many of the issues around independence and national identities that can relate to cross-European experiences and can resonate with concerns around Spanish regionalism. It will offer some strategies for engaging pupils with complex and serious contemporary issues and show that historians are at the cutting edge of political education.

Room 2

### **What are the benefits of interdisciplinary approach in education?**

Workshop leader: Weronika Kann, Poland.

Our goal is to inspire teachers to become interdisciplinary educators. We want to create an open platform to share insights from across disciplines and discuss examples of interdisciplinary teaching. Using the two ENRS projects as case studies, various ideas on how to combine different disciplines within history lessons will be presented. Participants will be encouraged to work in teams to exchange their experiences and develop their own proposals for methods of working with youths to help them learn about difficult aspects of the past and to understand how it affects the present. During the discussions and group-work we want to underline, that now more than ever, we need people from interdisciplinary backgrounds who can see beyond the limits of their own field and come up with innovative solutions to reach young people.

Room 3

### **Opening Europe’s Borders for People and border controls in a (post) Schengen world’.**

Workshop leader: Bojana Dujkovic Blagojevic, Bosnia-Herzegovina.

How did the migrant crisis shake the foundations and principles of the European Union? In the course of this workshop you will be introduced to an activity designed to help students think about the free movement of people in Europe. We will ask: to what extent does the Schengen agreement function? How much real freedom of movement is there within the EU? How is the EU dealing with the migrant crisis and how has the crisis influenced the ‘shaking’ of the EU foundations? Is the migrant crisis a problem for the whole EU or only for countries on the route? Students will also learn what is necessary for someone outside the Schengen circle to get a Schengen Visa. The activity is designed to enable students to investigate the enquiry question by learning about contemporary debates about these sub-questions. Students discuss and arrive at their own, evidence-based viewpoint.

Room  
1**Should we feel anxious about Europe's energy dependency?**

Workshop leader: Helen Snelson, United Kingdom.

Europe consumes 20% of the world's energy, but is only able to supply about half of what it needs. As a result the EU spends 350 billion per annum importing energy supplies. In this workshop we will look at historical examples of energy needs leading to both conflict and cooperation, and think about whether or not Europeans should feel anxious about our dependence on imported energy. You will be asked to think about how different historical examples affect your view on this question, and then try to synthesise an answer that reflects all that you have learned.

Room  
8**The impact of European trade policy on developing countries.**

Workshop leader: Ute Ackermann Boeros, Cyprus.

What are the moral dilemmas and decisions involving European trade policy and African chicken farmers? How can teachers motivate students to question their personal eating habits critically and place their personal choices within a global context? The activities of this unit provide the basis for a thoughtful and critical analysis about the impact of European trade policy on developing countries using the example of the export of European chicken meat to Africa. The role of European consumers and decision makers will be investigated using thought-provoking activities, which focus on cause and consequence, analytical as well as decision making skills within the context of a captivating topic.

Room  
7**Europeanising through Social Science in English.**

Workshop leader: Maite Garmendia Iruin, Basque Country, Spain.

As part of the Eleanitz multilingual project, of the Ikastolen Elkartea, we started to teach Social Sciences in English some years ago. The last steps of the project are based on CLIL methodology, focused in the learning of the content, and we underline and scaffold the English language as much as possible in order not to make language a trouble for the students. We have realised that teaching in English opens our minds, because as being able to use many other sources in the original version makes it easier to put examples, activities to work the historical empathy from a European viewpoint, not only local. That means that while we are teaching Modern and Contemporary history, we focus more and more in different European situations and we make students take decisions from different European perspectives, making them more aware of the same principles and feelings that others perspective on one.

Room  
4**Be the change you wish to see in the world.**

Workshop leaders: Helena Larrañaga and Nekane Goikoetxea, Basque Country, Spain.

During this workshop we will describe two examples, one from Mondragon University and the other from Laskorain Ikastola, a secondary school. Both teachers want to make students realise the problems that are around them, and make them involved in them, to start to be active and critical citizenship since school period. In the first part, we will describe a service-learning experience we carried out with some university students at Mondragon University. The second experience is focused on students of 14-15 years old. The focus, as the title suggests, is encouraging students to BE the change you wish to see in the world.

Room  
6**Find out how insanely easy creating your own online learning activities for history can be.**

Workshop leader: Steven Stegers.

EUROCLIO has worked with a group of history educators, professional web-developers, and Europeana on the design of tools that educators can use to create their own online learning activities for use in their history lessons. In this workshop you will find out how easy it is to use these tools, how you can find sources in the digital collections of archives, museums and libraries, and how you can share your own learning activities with colleagues and students. In addition, you will discuss the different ways in which others have used the tools, and will be given the floor to suggest tools that EUROCLIO should develop in the future.

Room  
9**New forms of Antisemitism in the Age of Social Networks.**

Workshop leader: Hubert Strouk, France.

The workshop will be set out of a precise medium which puts into perspective the treated subject, through contemporary photomontages found on social networks, and historical documents (since medieval era). Furthermore, the content of the workshop leads to discussions about the teaching tools that can be used by the teachers and/or the students.

## 17:30 CONCLUSIONS OF THE DAY (AUDITORIUM)

Moderator **Sinéad Fitzsimons**, member of the EUROCLIO Supervisory Board.

## 19:00 WELCOME AND CULTURAL NIGHT AT THE PROVINCIAL COUNCIL OF GIPUZKOA

Departure by bus. Meeting point: Codina hotel.

Welcome speech by **Markel Olano**, President of the Provincial Council of Gipuzkoa.

Guided visit, dance and music events with **Haatik**, **Messing** and **Luma**, and “pintxos” dinner. Part of the session will be organised in two parallel groups.

## 21:30 DEPARTURE

Bus provided to hotel Codina and Magisterio bus stop (near Olarain hotel).

**The Provincial Council building** was built in 1885 by José de Goicoa and it belongs to the Belle époque with other main buildings such as the City Hall. The arches running round the outside of the building link it to the other buildings of the Gipuzkoa Square. Its façade displays busts of famous people from Gipuzkoa: Urdaneta, Elcano, Oquendo, Lezo and Legazpi. Above these it there is the coat of arms of the province of Gipuzkoa.



**Haatik**, Basque Dance Company created in 2011 by Aiert Beobide, will show us through some dances, their intention to find bridges between the new dance styles and their roots in traditional Basque dances.



**Messing boskotea** is a metal quintet, formed in 2016 by students of Musikene, High School of Music of the Basque Country, under the direction of Vicente Enrique Boix. The five musicians coming from different parts of Spain are: David Aguilar Troyano & Andrea Mirado Guerrero (trumpets), Galder Oneca Fuentes (French horn), Luis Cortés Sahún (trombone) and Beñat Etxabe Merino (tuba).



**Luma bikotea**, is a duo formed by Nora López (violin) and Ane Ibarra (violoncello), both studying at the High School of Music of the Basque Country.

**25 EUROCLIO**  
European Association of Teachers' Education



## Save the Date!

### EUROCLIO's 3rd Regional Summer School

18-23 July 2017, Vlorë, Albania

Going Beyond Pride and pain?  
'History that connects the Balkans'

More information following soon on: [euroclio.eu/albania-summer-school](http://euroclio.eu/albania-summer-school)

# TUESDAY 4 April

Moderator of the day: **Riitta Mikkola**, member of the EUROCLIO Supervisory Board.

## 09:00 PANEL (AUDITORIUM)

*Society dealing with the past in History Education. Civil society initiatives.*

**Maria Naimska**, Project manager of European Network Remembrance and Solidarity (ENRS).

**Jordi Guixe**, Founding Director of the European Observatory on Memories (EUROM).

**Ignacio Hernaiz**, Director of Organization of Ibero-American for Education, Science and Culture (OEI).

Moderator: **Riitta Mikkola**, member of the EUROCLIO Supervisory Board and

**Jonathan Even-Zohar**, Director of EUROCLIO.

## 10:30 COFFEE BREAK (EXHIBITION ROOM)

## 10:45 INTERACTIVE SESSION (AUDITORIUM)

*Engaging young people with past and present. Learning history by doing it.*

Moderator: **Ignacio Herrera**, Director of Real Maestranza de Caballería de Ronda.

- General introduction to EUSTORY Iberian competition by **Ignacio Herrera** and **Yolanda Trujillo**, Industrial Engineering student, Valencia)
- 5 case presentations on different civic engagement projects

**Room 1** War Industries: F-14, the factory of the Salesians of Sarrià

**Room 2** Wall of Gandia. From protective wall to protected asset

**Room 3** The foundations of "La Casita". Remembrance of an agricultural and innovative past in the Navarre of the early twentieth century

**Room 4** European Youth Parliament

**Room 5** Fighting in favour of equality

## 12:15 CONCLUDING PANEL (AUDITORIUM)

Reflecting on students' inputs from the case presentations and discussion with the audience.



## 12:45 LUNCH BREAK (UNIVERSITY CAFETERIA)

## 14:15 2<sup>ND</sup> ROUND OF PARALLEL WORKSHOPS

Room 4

### Teaching Gender roles and equality.

Workshop leaders: Hanne Mortensen and Regina Olsen, Denmark.

We aim to address the subject of equality in various forms and how to teach this subject with a local and global view. This is a subject that is relevant in every European country but poses some challenges in regards to material and teaching skills. We would like to show how we teach the subject in our classes and provide insight in tools and methodology. It's a great subject for discussing different approaches and subjects and how they are taught across Europe. We will show our course design and engage the participants in developing their own course design. A design that would fit the curriculum in their country. We would finish up with exchanging ideas for teaching the subject of gender roles and equality.

### Why Europe Is A Must!

Workshop leader: Harry Rogge, The Netherlands.

In an interactive workshop participants are challenged to share their knowledge of post-war historic developments in European cooperation. Knowledge of the valuable post war history of the European institutions will lead to a better understanding of Europe and cooperation within Europe today. This is the core and "drive" of the workshop in this way proving that "History Education Can Change Today!" An urgent need for better understanding of history, content and operations of the European institutions based on essential knowledge will improve a better perception of the European Project/Process. For not knowing might result in not loving! In Dutch "Onbekend maakt onbemind!" – that is: Why Europe Is A Must!

### Multiple Choice Identity.

Workshop leader: Wim Kratsborn, The Netherlands.

This workshop explores and demonstrates multiple choice identity through the 'To-Gather' project. In To-Gather and the workshop, Europe is personified as a young female dancer. Especially the last 100 hundred years she was in trouble. During the two world wars it was hard for her to survive. She is a 'borderliner', who has often been brought out of balance by national feelings or ideologies and confronted with many dilemmas. Furthermore Europe is often blamed for the failure of others. There's not one Europe, but four quadrants of identities (Geert Hofstede). Inside a quadrant, big differences exist like in Spain and Catalonia. After all it's hard for Europe to be united and to find a way between the five turning points and the survival theses. She has to learn from historical mistakes related to nationalism and ideologies.

### The Challenges of Educating with Digital Technologies and Primary Sources.

Workshop leaders: Jaroslav Najbert and Čeněk Pýcha, Czechia.

The main aim of the workshop is to share our new innovative tool and to discuss the results of its empirical testing at 50 schools in the Czech Republic. The "HistoryLab CZ" is the working title of a new online learning environment. It currently offers analytical and interpretational tools along with historical photographs and texts. The learning environment attempts to make use of digital technology's potential to apply methodological elements of constructivist pedagogy. Scaffolding techniques are employed to deepen understanding and acquire skills by working with primary sources, rather than just using these sources as an illustration of an authoritative interpretation.

### Educational practice in Totalitarian Regimes: How effective is education as a tool to influence society?

Workshop leaders: Harri Beobide, Basque Country, Spain, and Bisera Sreva, Macedonia.

The learning activity we are going to present is part of the Historiana project Silencing Citizens through Censorship. The project, developed by nine teachers from different European countries, is composed by various learning activities, source collections and teaching strategies that can be found in Historiana so that teachers who want to teach this topic can do it easier. Throughout history, education has been a tool used by governments to mould citizens in their image by using the curriculum, compulsory textbooks to their advantage, etc. Based on this premise, in this learning activity you will learn about the aims that different past and present governments have of education - especially with regard to history education, analysing school materials, playing the role of a teacher under the auspices of censorship and discussing and agreeing on the objectives and change/continuity in history education.

### **What do we mean when we talk about cosmopolitanising? The challenge of articulating local attachments with global duties in today's world.**

Workshop leader: Ander Errasti Lopez, Spain.

This workshop aims to address, from a normative perspective, the alleged tensions generated between national attachments and the ongoing process of cosmopolitanisation. This will provide the audience with tools to better weigh particular and universal views when reflecting on historical facts. To do so, it will explore the recent debates about the implications and requirements of a cosmopolitan view. The overall aim will be threefold: (1) to present the basic conceptual and normative standards that define the tensions between local attachments and cosmopolitan debates, (2) to offer a standpoint that may help to make compatible a cosmopolitan view with an adequate recognition of diversity (or at least question the premises that currently rule that debate), and (3) analyse some case studies that may illustrate this approach.

### **Classrooms for Memory.**

Workshop leaders: Marina Redondo and Emilio Silva, Spain.

Everything that orbits around the search for the disappeared victims of Franco's dictatorship in Spain generates a kind of historical and Human Rights knowledge which is precious as a pedagogical tool. We will present the work carried out by the Association for the Recovery of Historical Memory in relation with Human Rights and the United Nations recommendations issued on this matter. This workshop aims to provide teachers with the tools needed to develop valuable and engaging didactic contents on the history of 20th Century Spain. From Lorca to the excavation of mass graves; from the Spanish Republicans who joined the Allies and freed Paris to those who ended up in concentration camps during World War II.

### **Europe as a Global Power.**

Workshop leader: Helen Snelson, United Kingdom.

This workshop focuses on a learning activity that has been developed as part of the Decisions and Dilemmas 2 project. During the activity, students research, compare and discuss two contrasting case studies. All students use the case study called: 'The European Union and Iraq War 2003 - a study of failure'. They then study an example of where European countries have been successful in wielding global power. Teachers can choose between two prepared case studies based on what they reveal, but also on the interests of their students, and also depending on if they wish to focus more specifically upon the European Union. The two case studies are: 'The European Organisation for Nuclear Research (CERN)' and 'The 2004 Enlargement of the European Union'. It is also possible for more able and interested students to research other suggested topics in order to debate the key question.

### **Economic Imbalances.**

Workshop leader: Guido Lessing, Luxembourg.

This workshop focuses on another learning activity that has been developed as part of the Decisions and Dilemmas 2 project. This activity primarily uses examples from different member states of the EU to learn about what kind of imbalances exist within the Union, their causes and consequences and possible solutions. At the end of the activity, students will be able to identify cases of economic imbalances across the European Union and within European countries. With the help of case studies they will learn to define possible causes and consequences of imbalances in specific historic contexts. Students will then learn to categorise these imbalances and discuss possible solutions for them. They will also understand which kind of dilemmas decision makers may face by tackling these problems. Finally, students will learn to study thematic maps on the distribution of GDP across Europe and its evolution for the period between 2008 and 2013 and write down their observations.

Room  
2

Room  
5

Room  
7

Room  
3

## 15:45 COFFEE BREAK

## 16:15 3<sup>TH</sup> ROUND OF PARALLEL WORKSHOPS

Room  
2  
1

### **Using moving images as sources of evidence to study about 20th century events: the Fall of the Berlin Wall as a case study.**

Workshop leader: Alexander Cutajar, Malta.

The content of the workshop revolves around the event of the Fall of the Berlin Wall as reported in moving images. The moving images shown will be discussed in terms of their potential for use as sources of evidence in the history classroom. Taking on the students' perspective, workshop participants will be asked to complete the worksheets given in relation to the moving images. They would also be asked to devise questions which they, as teachers, would want to ask students in class in order to analyse the moving-image extracts. The emphasis is on questions targeting both substantive and procedural knowledge. In this way, moving images will be analysed not only for the historical content they present but also as sources of evidence. These activities will act as a platform for discussing ideas, sharing experiences and concerns. Takeaway material will consist of website links and handouts which can be used in the classroom.

Room  
3  
2

### **Complex and Murderous Identities.**

Workshop leaders: Panos Pirpiris and Katerina Brentanou, Greece.

An interactive workshop aiming to show that: a) Despite the fact that each "individuals" identity is made up of a number of elements (which are clearly not restricted to the particulars set down in official records), we often tend to consider that he/she has one overriding affiliation that might legitimately be called their "identity" and b) when an element of one's identity is considered overriding (e.g. the nation, a religion, class etc.) various conflicts take place. In parallel the workshop focuses on the ways that can help people to broaden the way they perceive the "Other" and to adopt multiple perspectives, to promote pluralism, and to combat the idea that history is a single, unchangeable truth. The workshop's goal is to approach critically historical topics and to increase awareness upon active citizenship within the present complex contest.

Room  
1  
3

### **How to Teach a Historically Interlaced Thing.**

Workshop leaders: Sebyong Yoon and Ju-yeon Woo, Republic of South Korea.

This workshop deals with two cases that involve questions of "the place of man" and the ambiguous responses to nuclear usage in Korean society - which has been complexly determined by conflicting historical strata. The first presenter narrates a man who committed a crime in Japan and was tried in Korea, but sent to China. His life is destined to no place, due to historically conflicting intersections. The second presenter talks about Korean students' responses to nuclear use in different historical contexts, such as nuclear bombs in Hiroshima and Nagasaki and nuclear power plant. She will present her instruction examples used in class.

Room  
5  
4

### **Archives – open intersections for multicultural learning and global identities?**

Workshop leader: Markus Müller-Henning, Germany.

Migration dynamics have reached schools, leading to reforms of curricula in Germany. In the first part the workshop presents a survey about current changes of curricula for history studies in Germany, exemplarily outlined about the political significance of a multicultural education in teaching history and about the democratic importance of working in an archive in the state of Hesse. Based on empirical and personal data, the second part of the workshop focuses the increasing importance of multicultural learning for identity and development, which supports processes of integration, both for Germans and migrants. One key topic concentrates on the still underestimated opportunities of archives for democratic key skills and learning processes like dialogue, discourse, communication etc. Therefore, the conference of EUROCLIO will continue successfully the cooperation between archives and the European teacher association for the 3rd time.

Room  
6**Differentiated Instruction in Social Studies and History Education in Turkey.**

Workshop leaders: Mustafa Öztürk, Abdullah Saydam and Cevdet Kırpık, Turkey.

Differentiated instruction is a pedagogical approach to teaching that encourages the adaption of teaching and learning processes in accordance with the needs of students in the class. This workshop is designed to introduce the works carried out in the context of a project funded by the EU and Turkish Republic on differentiated instruction in social studies and history education. The workshop consists of three parts; the challenges and the projects responses to those challenges will be introduced in the first part. In the second part, the participants will be able to observe how a differentiated instruction takes place by actively engaging an exemplar lesson. The last part focuses on the ways to achieve differentiated instruction including reflections from the participants.

Room  
9**Silencing Citizens through Censorship: Kristallnacht workshop.**

Workshop leader: Martin Liepach, Germany.

In November 1938, Germany erupted into violence. The organized pogrom was launched by the Nazi government and promoted by the German press as an act of “indignation”. The event is also known as “Kristallnacht” or “night of broken glass” which refers to the fragments of shattered window glass that littered the sidewalks in front of the Jewish shops that been vandalized during the night. The Nazi propaganda did not waste any time in trying to depict the shooting as the product of Jewish anti-German conspiracy. But what kind of information could a German take from the newspapers? What were possible different ways of information and communication about this event? The workshop presents a learning activity which has been created in the Silencing Citizens through Censorship Project.

Room  
7**Comics in the History Classes.**

Workshop leader: Isabel García-Velasco, Spain.

Comics are a versatile tool that can be used with a didactic purpose in the History classes. One of the main advantages is that we can count with the positive attitude of the students who engage with the activity. During the last years, the comic world has become fashionable between young people and teachers have to seize it. Neurodidactics shows us how important the use of active methodologies is - where students take an active role in class. Comics allow students to develop some of the key competences such as, communication in their mother tongue or in a foreign language if we use it in bilingual classes, digital competence due to the use of the ICT, learning to learn, or cultural expression. Furthermore they enjoy the classes, having fun while learning History, because we can only learn what excites us.

Room  
4**Rebuilding Europe after World War 2.**

Workshop leader: Helen Snelson, United Kingdom.

This workshop demonstrates a learning activity that has been developed as part of the Decisions and Dilemmas 2 project. The activity involves a scripted drama with 30 differentiated character roles, suitable for students of varied reading abilities. The script is designed to be acted out in a classroom. It forms the catalyst for class discussion, analysis and the evaluation of arguments put forward on the formation of the EU and the role of its Founding Fathers. It will help students to learn that Europe has a long history of internecine conflict, in which no European country has been blameless. That the Second World War inflicted unprecedented damage and suffering across the continent, and that this, and the post war/Cold War era with its threat of imminent nuclear destruction, made more urgent the impulse towards European unity.

**17:45 CONCLUSIONS OF THE DAY (AUDITORIUM)**Moderator **Sinéad Fitzsimons**, member of the EUROCLIO Supervisory Board.**19:15 DINNER FOLLOWED WITH THE PUB QUIZ AT DOKA**

Meeting point: Codina hotel to walk to Doka (Erregezaintza 20).

# WEDNESDAY 5 April

## ON-SITE LEARNING DAY

### GROUP 1

08:45 DEPARTURE TO GERNIKA

**Point of departure:** in front of the Codina Hotel (Zumalakarregi 24).

10:30 ARRIVAL AND VISITS

**Group 1A:** Visit to Gernika Peace Museum, then the Old Assembly House.

**Group 1B:** Visit to the Old Assembly House in Gernika, then the Peace Museum.

12:45 DEPARTURE FOR LUNCH

13:30 LUNCH

In Lezika jatetxea.

### GROUP 2

08:45 DEPARTURE TO LASARTE-ORIA

**Point of departure:** in Magisterio, Teacher Training University (Tolosa hiribidea 17).

09:30 ARRIVAL AND VISITS

Gogora institute travelling Remembrance Square.

- Welcome and explanations
- Workshop in four groups

11:45 DEPARTURE FOR LUNCH

### GROUP 1

15:00 DEPARTURE TO LASARTE-ORIA

16:30 ARRIVAL AND VISITS

Gogora institute travelling Remembrance Square.

- Welcome and explanations
- Workshop in four groups

18:45 DEPARTURE FOR DINNER

19:15 DINNER AT PETRITEGI CIDER HOUSE

With the bertsolari **Mikel Mendizabal** and **Estanga's siblings** playing trikitixa.

### GROUP 2

15:00 DEPARTURE TO GERNIKA

15:30 ARRIVAL AND VISITS

**Group 2A:** Visit to Gernika Peace Museum, then the Old Assembly House.

**Group 2B:** Visit to the Old Assembly House in Gernika, then the Peace Museum.

17:45 DEPARTURE FOR DINNER

21:15 DEPARTURE TO THE HOTELS

Drop off provided to hotel Codina and Magisterio bus stop (near Olarain hotel).

The **Gernika Peace Museum** is a theme museum setting out the culture of peace. It was inspired by the tragic bombing of Gernika on 26th April 1937 (Spanish Civil War). The museum has a specialised documentation centre and department of education. The mission of the Gernika Peace Museum Foundation is to preserve, display, publicise, conduct research and educate visitors in the basic ideas of the culture of peace, and the past and present relation of this culture to history.



For centuries Gernika has been the meeting place for the people of Biscay. In olden times, each parish sent its representatives to discuss the common problems of the Territory. These meetings were held under the Tree of Gernika and were called the General Assemblies of Biscay. These lasted until 1876, when the old laws which governed life in Bizkaia, the Fueros, were abolished. The General Assemblies were recovered and reinstated in 1979. The **Assembly House** and the **Tree of Gernika** are presented to us like living symbols of the history of the Basque people.

**Gogora**, the Institute for Remembrance, Coexistence and Human Rights, is a forum where victims and society can share their remembrance of the past with a view to helping to build peaceful coexistence. One of their events is their travelling exhibition **Remembrance Square**, a project to foster citizen participation for a democratic reconstruction of memory. This square has the objectives of disseminating and sharing the memory through an exhibition and driving a reflection constructed among all of us, providing a space where the general public can leave their accounts, and work on the memories by driving dynamics in order to share critical reflections on the past.



**Petritegi** Cider House or Sagardotegia, has been making cider for centuries using traditional methods. From mid-January to late April, the Txotx ritual draws Basques to the cider houses, where they can try typical dishes based on cod, T-bone steak and the season's cider straight from the barrel itself before it is bottled, in a glass clinked together in a friendly toast. The cider houses, surrounded by apple orchards, are restaurants usually located in the same farmhouses where the cider is produced. In Hernani and Astigarraga, less than ten kilometres from San Sebastian, there are over 100 cider houses.

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# THURSDAY 6 April

## 08:45 SCHOOL VISITS

### Secondary GROUP 1 & Primary

Santo Tomas Lizeoa (bus 1, meeting point Codina hotel, Zumalakarregi 21).

### Secondary GROUP 2

Axular Lizeoa (bus 2, meeting point in front of Codina hotel, Zumalakarregi 24).

### Vocational school

CEBANC (public bus, meeting point: in front of Codina hotel, Zumalakarregi 24).

### University

Faculty of Education (walking, meeting point Kaori Restaurant, Zumalakarregi 23).

## 12:30 RETURN TO VENUE AND LUNCH (UNIVERSITY CAFETERIA)

This part of the programme is hosted by Teacher Training Institute Magisterio, with the support of **Alex Ibañez**, Associate Professor of Social Science Education at Teacher Training University (EHU-UPV).

## 14:15 WORLD CAFE (TEACHER TRAINING UNIVERSITY, MAGISTERIO, OÑATI PLAZA 3)

*Position of history teachers in changing today in partnership with the Council of Europe.*  
Meeting point: Hall of the main venue Carlos Santamaria.

Facilitated by **Dean Smart**, Council of Europe Expert and **Jonathan Even-Zohar**, Director of EUROCLIO.  
(Coffee, tea provided during the session).

## 16:30 CONCLUSIONS OF THE DAY (TEACHER TRAINING UNIVERSITY)

Moderator **Sinéad Fitzsimons**, member of the EUROCLIO Supervisory Board.

## FREE EVENING

### STRATEGIES FOR INCLUSION

MAKING HIGH QUALITY EDUCATION MORE INCLUSIVE AND ACCESSIBLE



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# FRIDAY 7 April

Moderator of the day: **Lóa Steinunn Kristjánsdóttir**, President of EUROCLIO.

**08:30 REGISTRATION** (HALL OF CARLOS SANTAMARIA VENUE)  
for EUROCLIO General Assembly.

**9:00 EUROCLIO GENERAL ASSEMBLY** (AUDITORIUM)

**10:30 COFFEE BREAK** (EXHIBITION ROOM)

**11:00 DISCUSSION GROUPS**

Participants can choose the suggested session by the speakers.

**Room 1 Teaching Sensitive and Controversial Issues.**

Discussants: **James McBride** (Northern Ireland) and **Henk Bolk** (The Netherlands).  
In this session, the discussants will share their practices and ideas on the role of history teachers in dealing with sensitive and controversial issues and seek to identify the future role EUROCLIO, its member associations and the individual educators can play to strengthen this important dimension.

**Room 2 History Teachers Associations +/- The State.**

Discussant: **David Kyng** (Denmark).  
In this session, we start our discussion by learning from the example set by Denmark, where the association has quite a lot of freedom to set the way in which history is taught, and seek to find what elements of this model should be noted and take forward in future advocacy.

**Room 3 Local histories for global understanding, global histories for local understanding.**

Discussants: **Amaia Lamikiz** (Basque Country-Spain) and **Marian Heesen** (The Netherlands).  
Looking at the opportunities and limitations for history education to reach out from the 'comfort zone' of the national perspective, the local and the global are two sides of the same coin. In this session, we engage with this topic through the lens of a teacher in the school and the students' experiences and worldviews, but also consider the implications for history teachers and education policies.

**Room 4 Teachers as Researchers.**

Discussants: **Sinéad Fitzsimons** (Northern Ireland) and **Marjan de Groot-Reuvekamp** (The Netherlands).  
In this session, teachers and researchers can meet and plan ahead for their common work within the framework of the Special Interest Group (SIG) Teachers as Researchers. This group aims to bridge the gap between academic research and the day-to-day classroom practice by engaging teachers to join existing research projects or apply to join ones that are being planned.

**Auditorium Content Language Integrated Learning (CLIL) - an opportunity for better history education?**

Discussants: **Philip Ball** (Basque Country-Spain) and **Xavier Gisbert** (Spain).

This session offers an opportunity to have a look at the whole process of CLIL - Content and Language Integrated Learning and analyse the pros and cons, the resources allocated, the specific teacher training offered looking at examples from a project in the Basque Country and a bilingual programme in Madrid.

**Room 9 Citizenship and Human Rights - an opportunity for history to make a difference?**

Discussants: **Monika Baar** (The Netherlands) and **Joke van der Leeuw Roord** (The Netherlands).

Several countries have already or are in the process of adapting their curricula to first and foremost serve the purpose of citizenship and/or human rights education. But where does this leave history? This session offers an opportunity to discuss the topic of citizenship and human rights. The specific focus is on two (often interconnected) groups: people with disabilities and stateless people.

**12:30 LUNCH** (UNIVERSITY CAFETERIA)

**14:00 CONCLUDING AND LOOKING FORWARD** (AUDITORIUM)

Moderators: **Sinéad Fitzsimons**, member of the EUROCLIO Supervisory Board and **Jonathan Even-Zohar**, director of EUROCLIO.

**15:00 CULTURAL VISITS**

- **Walking tour of Historical Memory from the City** (Bus). Meeting point: entrance of Carlos Santamaria.
- **San Telmo Museum** (Bus). Meeting point: entrance of Carlos Santamaria.
- **Albaola, the Sea Factory of the Basques** (Bus+boat). Meeting point: entrance of Carlos Santamaria.
- **Education Museum** (walking). Meeting point: entrance of Carlos Santamaria.

**17:30 DEPARTURE**

End of the Cultural programme and departure to Codina and Olarain hotels by bus. Meeting point: Alderdi Eder gardens.



**A**lbaola, the Sea Factory of the Basques is located at the entrance of the Bay of Pasaia, close to the ancient steam dredger Jazikibel and situated in a renovated shipyard. In this magical and hidden place, the ship writing carpenters repair and build boats with high historic and ethnographic value. Albaola factory evokes many sea odysseys lived by the Basque people along the New World through the whale hunters and their vessels. You can visit the whaling ship construction of the replica of one of its most famous ships: 16<sup>th</sup> century whale ship SAN JUAN.

The University of the Basque Country, at its Donostia-San Sebastian campus, houses the **Museum of Education**, which won the Manuel Bartolomé Cossío prize in 2015 for its work in maintaining educational heritage. The museum's objective is to "recover, safeguard, and make the historical memory of education in the Basque Country public." traveling through the different phases of education and Basque language teaching in the Basque Country. You will visit classrooms of different periods, and educational materials through history.



San Sebastian intended as an invitation to the dynamic and critical memory of our past in an effort to understand what happened from the summer of 1936. To this end, the proposal is to meet the physical space and the time in which the events occurred and to display the commemorative items that have been placed to remember some of those sufferings. So we can ask: How was it possible that the streets of our city to became battlefield? Why hundreds of people killed violently in places that are so familiar? What places compared to those who spent every day were locked / as thousands of Donostiarras? History awaits us just around the corner and we will find it in a **walking tour of historical memory of the city** for 1h30.

## 20:00 GALA DINNER (TENIS ONDARRETA RESTAURANT)

Departure to Gala Dinner by foot. Meeting point: Codina hotel (19:45).

Reception drinks (from 20:00).

Performance by CiAnogusano (from 21:30).

Music offered by Nøgen (from 22:30).

Continuation with music (until 24:00).



The **Tenis Ondarreta Restaurant** is located in the Tennis Club of San Sebastian, near Ondarreta beach, and offers a nice view of the Bay of Donostia. Sitting inside you will have a view of the tennis court. The restaurant is pleasant, with elegant decoration. It has also a Pub, Wimbledon English Pub, where you can have a beer in an English atmosphere.

**Cianogusano** (Paolo Di Gianvincenzo & Ion Zumelaga Goyoaga) gets together around the clown in 2011 developing an absurd comicity in a continuous research of... who knows, so the researching continues. They will offer us a small piece of their art: A priest blesses every single crumb of bread that an individual throws to the pigeons. An irreverent trans gestural show.



**Nøgen**, young music group composed of Markel Idigoras (Vocals and Ukulele), Ane Negueruela (Vocals), Alex Irazusta (Guitars), Olatz Cuevas (Bass) and Jokin Guilisagasti Mendivil (Drumms).

# Biographies EUROCLIO Board

**Paolo Ceccoli**



Paolo Ceccoli (Italy) studied philosophy at the University of Milan and started his career as a history and citizenship teacher in 1986. After, he became an Italian literature and language teacher for ten years. Since 1997 he teaches philosophy in secondary school. He holds a Master of Arts in history education from the University of London. He is a co-author of two history textbooks and author and co-author of several general history education books. He has also participated in several EUROCLIO programmes including the E-Story and the Silencing Citizens through Censorship projects. He is particularly interested in contributing to EUROCLIO's work through Historiana contributions and editing, reflection and spreading of a discussion about content and language integrated learning in history teaching and promoting discussion and educational tools for teaching controversial historical matters. From his election onward he has advocated a better involvement of South Western countries.

**Sinéad Fitzsimons**



Sinéad Fitzsimons (Northern Ireland) is a history and social studies teacher, who is currently completing her PhD in the area of citizenship and history curriculum at Queen's University Belfast in Northern Ireland. Her work primarily looks at how students construct their sense of national identity while attending international schools in Europe. At the university, Sinéad also contributes to a Children's Voice research team and teaches on the initial teacher training program. In addition, she is a professional development tutor in the area of Literacy for Learning, which trains teachers to incorporate literacy development across all subject areas. Prior to her time in Belfast, she was a history teacher at the International School of Brussels. Sinéad has also completed her Master's in inclusive history curriculum at the University of Toronto. She has worked on several projects and research teams related to citizenship and identity in education in cities such as Toronto, Brussels, Tokyo, The Hague and Stockholm.

**Mire Mladenovski**



Mire Mladenovski was born in 1967 in Macedonia. He graduated from the History Department of the Faculty of Philosophy in Skopje in 1991. Since 1992 he has been working in a primary school. He participated in a number of international conferences and projects on local, regional and international level. He is a co-author and an editor of supplementary teaching material for secondary schools such as the textbook "Understanding the past, learning for the future" and the CD which has the same title. Furthermore, Mire has been editor of teaching material for secondary schools in Bosnia and Herzegovina, Croatia and Serbia "Ordinary people in extraordinary country", team leader in the Project "Retelling the History" and coordinator in the project "History that Connects". He is an expert in employing information- and communication technology in education since he is currently involved as an editor in a web application initiative of EUROCLIO: Historiana – Your Tool to the Past. Besides, he is one of the founders and currently President of the ANIM (History Teachers Association of Macedonia).

**Riitta Mikkola**



Riitta Mikkola (Finland) has graduated from the University of Tampere as a historian and teacher of history and social studies. She has been teaching in both lower and upper secondary schools in since 1994. At the moment she teaches history, social studies and Russian language in Karakallio School in Espoo. She has been the chairman of Finnish HTA 2006-2011 and vice chairman 2012-2016. Since 2012 she has been the chief editor of the Finnish HTA's quarterly magazine Kleio.

**Lóa Steinunn Kristjánsdóttir**



Lóa Steinunn Kristjánsdóttir (Iceland) graduated from the University of Iceland as a historian and teacher of history and political sciences. She has been a history teacher in Menntaskólinn við Sund, upper secondary school since 1989, holding the positions of Head of the History department and director of Social Sciences at intervals. She has been at teacher trainer from 1996 and is an active member of the board of History Teachers Association of Iceland. She has participated in EUROCLIO's activities and programmes since 2002, and is a contributor to Historiana on rights and responsibilities. She joined the board of EUROCLIO in 2012 where she has been in the membership committee, vice-president and represented the association on several occasions. She is the current president of EUROCLIO since 2016.

**Frank van den Akker**



Frank van den Akker (the Netherlands) brings a wealth of international experience in senior positions as well as a considerable international network, having served Shell for over 30 years. He worked across Europe throughout his career and was based in Asia for many years. Nowadays, he runs social-entrepreneurial activities in parallel to an advisory practice, focussing on corporate governance and management as well as international relations. Frank currently holds a number of executive and non-executive board positions, predominantly for not-for-profit organizations and NGO's. Though an outsider in history teaching, some of the board roles he is holding are in Education. He joined the EUROCLIO Supervisory Board early in 2016, with main focus on financial and governance matters as well as international relations. Frank is also holding a position on the board of the Dutch National Association of Board Directors, the board of the Dutch National Register and is a member of the European Governance Policy Committee of the European Confederation of Directors Associations, based in Brussels.

## Biographies EUROCLIO Secretariat



**Jonathan Even-Zohar** is Director at EUROCLIO, where he has been employed since 2006. Over these ten years he has worked predominantly on large history and education projects in Bulgaria, Cyprus, the former Yugoslavia and Turkey. In close cooperation with History Teachers Associations, curriculum developers and educational authorities he has overseen projects where social transformation, capacity building and conflict prevention were key drivers. On the European level, his expertise includes association governance, civil society development, cross-order professional development, fundraising, advocacy and public discourse on the history education. He has an MA degree in History from Leiden University, relating to world-historical perspectives in history education. Looking ahead on the work of EUROCLIO, his main interests are global history, remembrance education and intercultural and inter-religious dialogue. He is married with one daughter.



**Judith Geerling** is Project Manager at EUROCLIO, where she has been employed since 2013. She has been working on the online educational platform Historiana including several thematic projects, managed project teams working on inclusive education and history education projects and summer schools in the Western Balkan region in cooperation with member associations and partners. She has an MA in International Relations at the Rijksuniversiteit Groningen, the Netherlands, and an MA in Conflict Studies and Human Rights at the University of Utrecht, for which she did three months of fieldwork in Sierra Leone, Africa. Her area of expertise is conflict prevention and sustaining peace in conflict-affected regions and therefore she is very interested in the role history education can play in this.



**Aysel Gojajeva** is currently a Project Manager at EUROCLIO where she has been working since August 2010. She has been involved in planning and managing EUROCLIO's International training and professional development courses including Annual Conferences, and managing multifaceted and thematically diverse projects on history or citizenship education. Her projects mainly addressed capacity building and training of educators, and development of innovative educational resources. The geographical scope of projects and initiatives she has been involved have been covering Europe, South Caucasus, and Central Asia. She completed her bachelor degree in the methodology of teaching foreign languages, mainly English and French at University of Languages in Azerbaijan. Her master degree was on the topic of European Union – interdisciplinary studies at University of Leiden in the Netherlands. Her field of interest lies in the role of educational development in social transformation which she finds a lot of parallels with in the work she is doing at EUROCLIO.



**Steven Stegers** is Programme Director at EUROCLIO, where he has worked since 2006. In his time at EUROCLIO, he has focused predominantly on projects in which educational resources are being developed as part of a collaborative process. He has worked for several years as coordinator of projects seeking to innovate history, citizenship and cultural education in the Black Sea region, and North Africa and the Middle East. Steven led the development of Historiana – one of EUROCLIO's flagship projects, and its first development of online educational resources. He is experienced in managing projects, public speaking, fundraising and advocacy, and has been involved as an expert for several intergovernmental organisations and the International Baccalaureate. He has an MSc degree in Social and Organisational Psychology from Leiden University, and studied history including a honours class on Environment and Global History. His main interests are history, media literacy, design and cooking. He is married and lives in The Hague.



**Jaco Stoop** is Network Coordinator at EUROCLIO. He has been working at the Association since November, 2014. He is responsible for managing outreach efforts, including communication channels such as this website, social media and the monthly newsletter. Besides that, he is responsible for Membership as well as the management of several (global) projects. Because of his academic background in Arabic language studies and the history of the Middle East, he is involved in projects that are situated in the Euro-Mediterranean region. In addition, he is the Anna Lindh Foundation Head of Network in the Netherlands. Jaco obtained a BA in Languages and Cultures of the Middle East, and is finalising an MA in Modern History and International Relations (both at University of Groningen). He also studied and lived for 1.5 years in Cairo, Egypt.

## Biographies Conference Committee



**Harri Beobide** graduated in Modern History from the University of Deusto. She has worked as a Secondary school teacher in the ikastola of Andoain and in Jesuitas school. She is currently writing and coordinating the Social Sciences school-materials of the Ikastolen Elkarte (Federation of Ikastolas -Basque medium schools) in Basque and English in a competence-based curricular framework. She also coordinates the teacher training service of Secondary teachers. She teaches on the master's degree in Secondary Teacher Training courses focused on methodology at the University of Mondragon and the University of the Basque Country. She participated in various local and European conferences regarding the teaching of history, especially through a foreign language, and participated actively in the organisation of the 24th EUROCLIO Annual Conference held in Donostia-San Sebastian in 2017, Historiana teaching event (Madrid 2014), Euroclio International Training Seminar (San Sebastian 2013). She has taken part also in the Historiana project Silencing Citizens through Censorship.



**Mikel Errazkin** has bachelor degrees in Social and Cultural Anthropology and Industrial Management Engineering and Master's Degree in Development and Management of Methodological Didactic Innovation Projects. He is currently part-time lecturer in the Faculty of Humanities and Educational Science of Mondragon University and writing the material and textbooks for the History and Social Sciences within the Federation of the Basque Schools. Furthermore, he has worked in different research areas of Anthropology, Ethnography and Archaeology for Aranzadi Society of Science, such as recovery of the Historical Memory of the Civil War in Spain, and responsible of five Europeans projects bringing up the historical memory to school and non-formal education, such as "Sharing European Memories at School (SEMAS)".



**Luis Horrillo**, member of AEPHG since 2008, Vice President of AEPHG since January 2016. He is a Geography and History teacher in Cervantes secondary school Madrid, in a bilingual educational environment since 2014. He taught in different schools in Madrid since 2005. On European level, he worked with EUROCLIO on different projects, and has been involved in the organization of the 24th Annual Conference in Donostia-San Sebastian (2017) together with Harri Beobide from Ikastolen Elkarte. He has an MA degree in History from Autonoma University Madrid, relating to Spanish nationalism, and is currently studying his PHD based on international affairs from 1909 to 1950. He organized two conferences related to the WW1 and International Affairs.



**Alfredo López** obtained his bachelor's degree in Modern and Contemporary History from the Universidad Autónoma de Madrid (1984) and a PHD from Universidad Complutense de Madrid (2001). He is a secondary school teacher (Ministry of Education, 1985-1994. Community of Madrid 1996-2017) and professor in the Universidad Carlos III de Madrid, Faculty of Arts, Communication and Documentation (2003-2017). He is author of several books and articles about History and Education, and has participate in some lectures, round tables and educational events all over Spain, and Europe. From 1994 to 1996, he was Professional Education Expert in the Ministry of Education, and External Expert in elaboration of materials, coordinating and teaching professional courses for teachers and evaluation of online courses for official certification in the same Ministry. Since its foundation in 1991, he is member of the AEPHG (Asociación Española del Profesorado de Historia y Geografía).

# Biographies Speakers



**José Álvarez Junco** is a Spanish writer and history, is professor emeritus of Thought History and Political and Social Movements at the Universidad Complutense, Madrid. Between 1992 and 2000, he held the Prince of Asturias Chair at Tufts University (Boston), and led the seminar on Iberian Studies at the Center for European Studies at Harvard University. He was also Director of the Center for Political and Constitutional Studies until May 2008 and by virtue of that position, State Councillor. He is a contributor to *El País* and co-leads the seminar on Contemporary History of the Ortega y Gasset Research Institute. In 2016 he published a new book, "Useful Gods. Nations and Nationalism", where he condenses his investigations on the subject of nationalism, as well as theories with more presence at the moment, trying to rationalize a historical-political problem characterized by its emotionality.



**Mario Carretero** is Professor at Autonoma University of Madrid and Senior Researcher at the Facultad Latinoamericana de Ciencias Sociales FLACSO, Argentina. He has carried out extensive research on history education. His recent books are *Palgrave Handbook of Research in Historical Culture and Education* (2017) (co-edited with S. Berger and M. Grever) and *Constructing Patriotism* (funded by the Guggenheim Foundation) (2011). He has been Santander Visiting Scholar at Harvard University (D. Rockefeller Center of Latin American Studies) and Bliss Carnochan Visiting Fellow at Stanford University (Humanities Center).



**Ander Delgado** has a Degree in History by the Autonomous University of Madrid and Ph.D. in Contemporary History by the University of the Basque Country. Now he is a professor of the Department of Social Sciences Didactics, of the Teachers Training School at the University of the Basque Country (Campus of Lejoa). His research issues have been related with the transformation of politics and nationalism in the Basque Country in the Nineteenth and Twentieth centuries. He has published several books on these topics and articles in reviews such as the European History Quarterly, *Historia Contemporánea*, *Ayer* or *Journal of Social History*. He has also researched about Basque Schools (Ikastolas) and pedagogical movements during the Sixties and Seventies and has published articles in reviews such as FORUM: for promoting 3-19 comprehensive education o History of Education. Nowadays, He is developing a research line about History syllabus and history textbooks during the democratic period in the Basque Country.

**Sinéad Fitzsimons** (See EUROCLIO Board Biographies)



**Jordi Guixé i Coromines** is a historian, founding director of the European Observatory on Memories (EUROM) of the University of Barcelona Solidarity's Foundation, and associate professor. With a Ph.D. in Contemporary History from both the University of Barcelona and Paris III, he is currently a member of several research groups, such as the Centre National de la Recherche Scientifique-Institut des Sciences Politiques du Socials (CNRS), and numerous others. In 2016 he was elected vicechair of the Board of the International Committee of Memorial Museums in Remembrance of the Victims of Public Crimes (IC-MEMO), one of the 31 committees of the International Council of Museums (ICOM). He has written numerous publications on history and memory and has curated several exhibitions and films. Since 2012 he is the director of EUROM – a network promoted by the University of Barcelona which analyses remembrance policies developed in different countries and promotes new proposals linked to the multiple memories of our recent past.



**Ignacio Herrera** is the Director of Real Maestranza de Caballería de Ronda and is a consultant in cultural policy and strategy. He holds a bachelor's degree in Scenography & Art Direction, and a Doctorate in Communication Sciences from the Complutense University of Madrid. He is an alumnus of the Strategic Management program at IE University Madrid and is currently finishing a Research Master's in Cultural Law at Carlos III University in Madrid. Specializing in the design and management of arts and cultural projects and institutions, before joining the Real Maestranza he served as Director of the Castillejo Foundation in Madrid, and Cultural Director of the Instituto Cervantes in Paris. He is a founding partner of the consultancy firm Cultural Strategy S. L. and the author of "The Cervantes Institute: the first 20 years", among others. He is a promoter of the EUSTORY competition in Spain in 2008 and the Iberian competition in 2012. From 2010 to 2014, he was as Member of the EUSTORY Steering Committee, headquartered in Hamburg.



**Tatiana Minkina-Milko** is currently Head of the History Education Unit in the Council of Europe. In her work she is responsible for the development of intergovernmental projects which bring together 50 countries Party to the European Cultural Convention. She is also actively involved in the development of bilateral and regional co-operation programmes particularly in Cyprus. The programmes conducted by Ms Minkina-Milko are focused on the following areas: the preparation of curricula for schools and higher education establishments, on the development of new teaching tools and interactive approaches aimed at teaching history on a basis of multiperspectivity with a view of strengthening diverse inclusive societies. By her education Tatiana Minkina-Milko is a historian (Phd in history). She was a professor at the historical faculty of the Moscow State University. Her scientific profile was linked to the research of intercultural relations. She is also the author of a number of publications on intercultural communication and teaching history in conflict and post-conflict areas.



**Maria Naimska** is a coordinator of the Hi-story lessons. *Teaching & learning about 20th-century European history* project at the European Network Remembrance and Solidarity. She holds degrees from the Institute of Political Science and from the Centre for Studies on the Classical Tradition, both at University of Warsaw. She also studied in Athens. She specialized in management of cultural and educational projects. Maria is deeply interested in innovative and creative solutions for the educational system as well as finding creative tools in non-formal historical education. Her free time is dedicated to the trainings of retrieving.



**Dean Smart** is a teacher trainer at the University of the West of England in Bristol, UK. He works with postgraduates training to teach History to 11-18+ year olds. His doctorate (2006) relates to the visual representation of ethnic minorities in English History textbooks, and ethnic diversity and multicultural education are amongst his key interests. His publications relate to support for teachers, classroom practice and BBC and England's Past for Everyone. He is Secretary of HTEN (the UK's History Teacher Education Network) and a member of the Editorial Board of the *International Journal of History Learning, Teaching and Research*. He has worked with EUROCLIO projects as an advisor in the Russian Federation and the Republic of Macedonia, and currently serves as Editor of the EUROCLIO journal *The Bulletin*.



**Giles Tremlett** is a journalist, author and historian based in Madrid, Spain, who has spent most of his career writing for The Guardian and The Economist. He is currently Contributing Editor at The Guardian and Fellow of the Cañada Blanch Centre at the London School of Economics. He is author of three works of history and non-fiction that have been translated into half a dozen languages. He was also Madrid Correspondent for various Spanish broadcasters, as well as writing for several Spanish newspapers, including El País and El Mundo. He was co-founder and curator of the Docubeats documentary project at The Guardian and El País. In 2012 he was voted Correspondent of the Year by the Madrid International Press Club. He has been a guest lecturer at numerous universities, including Oxford, MIT and Stanford. He graduated in Human Sciences at the University of Oxford in 1984 and has also studied at the Universities of Barcelona and Lisbon.



**Joke van der Leeuw-Roord** is a Historian and founding President, Special Advisor and former Executive Director of EUROCLIO. She worked from 1972 till 1993 as a history teacher, teacher trainer and history advisor in the Netherlands. She has special expertise on innovative and trans-national history, heritage and citizenship education and initiated and coordinated a multitude of national and trans-national capacity building projects for history and citizenship educators and historians across Europe. She is currently Board Member of several International Organisations related to cultural heritage and education. She has been actively involved in setting up the Europeana Network Association in 2014 and elected in the first Member Council.

## Biographies Contributors



**Bidane Abad** studies at San Jose Jesuitak school. Her hobbies are dancing, reading and watching series. She would like to study law and international relations.



**Ute Ackerman** studied History, English and Italian at the University of Tübingen, the University of Newcastle, and the University of Pisa, and graduated in 1997. She moved to Cyprus where she has been teaching History at various English-medium private schools. In 2012, she earned a Masters of Arts in International Relations and is currently doing a PGCEi with Nottingham University. During her teaching career she has been teaching mainly at GCSE and A-Level and attended numerous workshops and seminars organized by EUROCLIO and local associations and NGOs.



**Irene Apesteguía Liñán and Sonia Pérez Aranguren** are students at IES Julio Caro Baroja, Pamplona. They are now studying 2nd Bachillerato (Humanities and Social Sciences). They have not yet had time to develop their Curriculum Vitae, but, as students, they are intensively involved in various projects and activities of the high-school: orchestra, debates and Olympics, School Board, festivals, etc. In their spare time, they also participate in several volunteering activities.



**Monika Baár** is Associate Professor in History at Leiden University. She holds MA degrees in History, Literature and Linguistics from ELTE University, Budapest, the Central European University Budapest and the School of Slavonic and East European Studies, London. She completed her doctoral thesis in Modern History at Oxford University in 2002 and thereafter held research and teaching positions in Berlin, Essex, Canberra, Edinburgh and Groningen. Her postdoctoral research addressed the history of Central and Eastern Europe. At present she directs the European Research Council-funded project *Rethinking Disability: the Global Impact of the International Year of Disabled Persons (1981) in Historical Perspective* which seeks to mainstream the hitherto neglected subject of disability in research and education. In a broader context her current research and teaching interests revolve around the history of human rights with special attention to groups with vulnerabilities and citizens at times of crisis.



**Alex Benitez** lives in a small village called Aretxabaleta, located in the South of the province of Gipuzkoa, in the Basque Country. He studies in the school of Almen and likes practicing sports and hanging out with friends in his free-time. He took part in the last session of European Youth Parliament, in Donostia. It was a great experience and he had a great time, because he had the chance to meet new people and come up with new ideas.



**Phil Ball** was brought up in England but moved to the Basque Country in 1991. He works mainly for the Federation of Basque Schools, based in San Sebastián. He has been involved in several European projects, and has written a wide variety of CLIL textbooks for the Basque Schools' social science syllabus (studied in English). The new English textbook series that he co-wrote ('Subject Projects 2') was nominated for the Innovation Award at the ELTONS in London in 2016. He also teaches methodology to university lecturers who wish to teach through English and is the Module leader on the MA CLIL course run by NILE in Norwich, England. He has co-written a new book about CLIL with Keith Kelly and John Clegg, called 'Putting CLIL into Practice' (Oxford University Press 2015).

**Harri Beobide** (See Local Team Biographies)



**Henk Bolk** is a History teacher at the Lorentz Casimir Lyceum, Eindhoven, where he coordinates foreign study trips. His school has a long tradition in taking their students to Vienna, Rome, Barcelona, Krakau, the Normandy beaches, and even China and India. He also likes to take his students beyond the curriculum into special projects bringing experts into the classroom. He calls this 'the X factor in education'. Henk studied contemporary history and economics at Utrecht University, The Netherlands



**Katerina Brentanou** has been working in Greek Secondary Education for 27 years as teacher of Greek Literature, Greek Language and History. She holds a PhD in History of Theatre and a Master of Arts in Theatrical Studies, University of Athens, Greece. She also has been trained on counselling and vocational guidance in University of Athens – Department of Pedagogical Studies and she has followed a 3-year-course on "Drama and acting" in drama school of Keratsini. She has been a teachers' trainee for many years and she has worked as a school advisor. She is specialized in the use of drama techniques as a teaching method. Several books and articles of her have been published. Nowadays she is working at the European School of Luxemburg II.



**Miquel Conesa Torrandell** is a student at Salesians Sarrià, Barcelona. He's studying a scientific bachelor's degree. He plans to study biomedical sciences in the Pompeu Fabra University in Barcelona. During his first year in Salesians Sarrià, he worked on a history project called "War industries: F-14, the factory of the Salesians of Sarrià", with three more people, two schoolmates and his tutor, Lourdes Nieto. This project was awarded with the third prize in Eustory competition, and it's been a great experience for Miquel and his group. At this moment he is finishing his bachelor's degree and preparing his self for the selectivitat exams.



**Lide Crespo** lives in Aretxabaleta, a small town from the Basque Country. She is 17 years old and is studying Scientific Btxiler at Arizmendi Ikastola. Her biggest problem nowadays is that she has to decide what to study when she finishes her studies here, and she has no idea about what to choose! She took part in the last session of European Youth Parliament, in Donostia.



**Alexander Cutajar** is a PhD candidate at the University of York, researching the use of moving images as a means of developing students' historical understanding. He teaches history in a Maltese state secondary school and is a visiting assistant lecturer at the Faculty of Education, University of Malta. He is also secretary and treasurer of the History Teachers' Association (Malta). He has participated in various international conferences and workshops about history education. His areas of interest include: history pedagogy, curriculum and assessment.



**Elodie Deschamps** studied at the public university of Paris X, where she got a bachelor degree in Foreign languages (Spanish and English). Then she did a Master to become a teacher in Deusto University. She also studied Translation and Interpreting in the public University of the Basque Country. She is working at San Jose Jesuitak school in Durango, teaching English, French and Social Science in Secondary.



**Marjan de Groot-Reuvekamp** is a lecturer of history education and didactics at Fontys University for Applied Sciences, School for Child studies and Education in 's-Hertogenbosch. She has been President, Vice-President and Treasurer of EUROCLIO. She organized several seminars for Dutch Teacher Trainers and in 2010 she was project manager of the organizing committee for the Annual Conference of EUROCLIO in Nijmegen. She is co-author of a textbook on teaching history in primary education that is widely used in Dutch colleges and universities. Since 2012 she is working on her PhD on the Improvement of the understanding of historical time for pupils aged 6 -12, on which she published several articles in scientific journals and journals for teachers.



**Bojana Dujkovic-Blagojevic** graduated from Department of History at the Faculty of Philosophy, University of Banja Luka, where she obtained her Master as well. She was working in parallel as a history teacher and for an NGO for several years. She was one of the founders of the supplemental teaching materials for history and a co-author of a textbook for Culture of religions. During her long cooperation with EUROCLIO, actively worked as a trainer in the projects that are focused on culture of remembrance and in improving the capacities of history teachers. In 2014, she was appointed as a EUROCLIO Ambassador.



**Ander Errasti Lopez** obtained a BA in Philosophy at University of Barcelona (UB), MA in Political Philosophy at the Pompeu Fabra University (UPF) Business Administration Diploma at the UB, Advanced LLM in Legal Sciences at the UPF. He is finishing his PhD in Humanities – Ethics and Political Philosophy – at UPF. His research is focused on a normative analysis of Ulrich Becks' Cosmopolitanism. He has been a Visiting Student at the Department of Politics and International Relations at Oxford University. He has been working at the Basque Institute of Democratic Governance since 2013, where he has organised several conferences, publications, and research activities. He has published several opinion articles on local and international newspapers and participated on both local and national radio programmes. Finally, he is a member of the GISME group at the UB since 2010 where he has organised several dissemination activities, including collaborations with the Prado Museum, the Spanish Foundation of Science and Technology or Jakiunde (the Basque Academy of Science and Humanities).

**Mikel Errazkin** (See Local Team Biographies)



**Amaia Esperesate**, student of Almen School, is 16 years old and lives in Aretxabaleta, located in the Basque Country, in the north of Spain. She likes playing basketball and hanging out with friends. She took part in the last session of European Youth Parliament, in Donostia.



**Isabel García-Velasco** is a bilingual Social Sciences teacher, Coordinator of the Global Classrooms program and member of the Telefónica Foundation Sextante teamwork at IES Sapere Aude (Madrid). She has a degree in Art History, and is an expert in Art and Antiquities and has a master's degree in Management of Educational Centers. She is a member of the Spanish Association of History and Geography Teachers (AEPHG) She is passionate about ICT and active learning and methodologies such as the PBL, Flipped classrooms or gamification and is convinced that educating means working for the future.



**Maite Garmendia**, graduated in 1996 from the University of The Basque Country. She is a classroom teacher of secondary in San Benito school in Lazkao. She has experience in teacher training as she worked as a teacher trainer in the Ikastolen elkartea for 8 years and is the coordinator of the exchange programs with foreign schools in her school with Normandy and Italy.



**Xavier Gisbert Da Cruz**, holds a degree in French Philology by the Universidad Complutense de Madrid. After a long teaching career, he was appointed as Director of Cabinet of the Secretary General of Education of the Ministry of Education, Culture and Sport. He has been Director of the Regional Centre for Innovation and Training 'Las Acacias' of the Region of Madrid, Director General for Quality Improvement in Education at the Education Department of the Regional Government of Madrid. He has also been Director General for Evaluation and Territorial Cooperation at the Ministry of Education, Culture and Sport. He has held the post of Education Counselor at the Embassy of Spain in London and later on at the Embassy of Spain in Washington. He has promoted the International Conference on Bilingual Education (CIEB) in Madrid and has been Director of the International Conference on Teaching of English in Educational Centers in Valencia.



**Nekane Goikoetxea** works as a teacher at the Faculty of Humanities and Education of Mondragon University since 2009. She has gained a Ph.D from the University of the Basque Country (2006) in Pedagogy. She postgraduated in Contemporary Culture (2016) and has a Bachelor Degree in Basque Language (1994). Her research efforts have been devoted to studying basque culture and language. She has written some contributions in specialist reviews and she have been engaged in different projects to support basque language.



**Marian Heesen** is a history teacher and international coordinator at Lyceum Sancta Maria in Haarlem, The Netherlands. After fifteen years of teaching History, she started to feel uneasy about the obligatory history curricula in schools. These became more Western – and European centric every time the changes were made. More teachers felt this way, and this caused them to start a group of teacher in secondary and higher education dedicated to the promotion of world history in classrooms. The group organises two or three meetings per annum. Specialists in the field of world history or non-western history are invited to give lectures, examples of good practices in classroom situations, and we always have lively discussions on the possible applicability in our lessons. The world history committee is recognised as an official committee of the Dutch Association of History Teachers since 2015.



**Neil Johnston** BA, Med, MBA; has substantial experience in teaching in Scottish schools: History, RE, Citizenship. He has active involvement in Holocaust Education via consultancy with the Gathering Voices. He is active in the Political Literacy Project (Stevenson Trust/University of Glasgow) looking at the implications of lowering the age of suffrage for the 2014 Scottish referendum. He is a member of the History Teachers' Association of Scotland.



**Weronika Kann** is a history education specialist and the coordinator of the Sound in the Silence project at the European Network Remembrance and Solidarity. Before that, she was the coordinator of many educational and cultural projects in Poland. She is a graduate of Warsaw University and holds a master's degree in East European Studies. Interested in photography and contemporary art, her master's thesis analysed political performance art of the Russian art group "Voyna".



**Wim Kratsborn** was a history teacher at the Hanze University Groningen from 1971 till 2012. He has completed his doctorandus degree at the University of Groningen in 1978. He also worked for 10 years in secondary education as a teacher in social science. Since 2005, he has been the project leader of the international educational KA-4 project 'To-Gather' about the identity development of young people from 3 to 25 years. Nine European countries and Lebanon and Syria were involved. Over 45 years he has learnt to use his multi-talents in education and the Arab world. He focuses on using different end synchronized teaching and learning styles that are passion driven, digital, spiritual, sustainable and informal.



**Cevdet Kirpik** gained his master in 1998 (Karadeniz Technical University) after a research of the social and economic life in the city of Trabzon from 1643-1644, and his Ph. D. in 2004 (Süleyman Demirel University) researching 'the workers and labor movement in the Ottoman Empire (1876-1914)'. Dr. Kirpik has a wide variety of research fields like Modern History and History Education. He started his career in the early 1990s as primary school teacher and became history teacher in high school. Dr. Kirpik has been working at Erciyes University since 2006. Since 2012 Dr. Kirpik is associate professor and he is currently director of Graduate School of Educational Sciences and Institute of Strategic Research at Erciyes University.



**David Kyng** is chair of the Danish History Teachers Association. He was a member of a committee under the ministry of education with the task of making a draft for the Statutory course requirements for history teaching in the Danish gymnasium. He has taught history, social and political science at Viby Gymnasium since 1989.



**Amaia Lamikiz Jauregiendo** graduated in History at the University of Deusto and defended her PhD. at the European University Institute, Florence. She has worked as lecturer at the University of the Basque Country and is currently working as history teacher at the Santo Tomas Lizeoa. She was awarded the 2007 Agustín Zumalabe scholarship by the Basque Studies Society in order to study the role of historical memory in history teaching. She has recently collaborated in several international research projects with articles dealing with the social and cultural history of the Basque Country.



**Helena Larrañaga** Rodriguez is a teacher in Secondary education at Laskorain ikastola, Tolosa since 1998. She got a degree in English philology at the University of the Basque Country. She has been teaching a wide range of subjects such as Social Sciences, English, Basque, drama – which have given her an open-minded view when dealing with teenagers in both secondary education and baccalaureate. She is currently in charge of the secondary education department and actively involved in different community and citizenship work projects, both social and cultural.



**Xabier Latorre** studied English Philology at the University of Valladolid. He has been a teacher at Arizmendi Ikastola for 35 years. In these last years He has been involved in CLIL methodology and have been teaching Social Sciences, History and Science Sense in English. In 2012 the school started taking part in European Youth Parliament programme as a way of making our students aware of the European citizenship. He expects that their school will go on taking part in this project and others that can be interesting for the human development of our students.



**Guido Lessing** earned a Master of Linguistics from the University of Paris VIII and of History from the University of Constance (Germany). Currently, he is a secondary teacher for History and Civics in Luxembourg (since 2003) and teacher trainer for future civics teachers. Previous to his job in Luxembourg, he had the chance to gain teaching experiences in the two big neighboring countries of the Grand-Duchy, in France and in Germany. He first got involved with EUROCLIO through a research project on History and Civics textbooks and the way the European Union is represented.



**Martin Liepach** finished his PD in political science at the FU Berlin in 1995. Since 1999 he has been teaching at lower and upper secondary level at the Liebigsschool in Frankfurt. He is also working at the Pedagogic Centre of the Fritz Bauer Institute and the Jewish Museum Frankfurt, of several supplementary teaching material for secondary schools and scientific seminars at the Goethe University of Frankfurt. He is author of the Annual EUROCLIO Conference in Erfurt/Germany in 2013. Between 2012 and 2014, he was an elected member of the organization team for Committee. Currently he is Vice-president of German History Teacher Association in the Federal State of Hessen, Germany.



**Paula López Plaza** is a History and Geography Teacher at Abecé School (Gandia). Paula holds a bachelor's degree in History, with Archaeological Specialty, from University of Valencia, where she also got her PGCE. Over a period of ten years she worked in several archaeological excavations across the Valencian Community. Starting as draftsman and assistant, she ended her field work career as Excavation Director, such as the 16th century Franciscan Monastery found in Alzira. Her students' "Gandia Walls: from protective wall to Protected Good" work won 2nd prize at EUSTORY Competition for student research in history.



**Paula Martín Melo** was born in 2002 in Gandia, Valencia. She is the eldest daughter of two children. Paula is currently doing the third year of Compulsory Secondary Education at Abecé School in Gandia. She was awarded with the special prize for her Academic Achievement by the Valencian Community. Paula is a diligent, hard-working and persevering person who is able to work with a group of people in a team. In her spare time, she enjoys reading, listening to music and being with her family and friends. Her passion is Athletics and she is part of a local team and participated in the National Cross Championship. She is a member of the team which achieved 2nd prize at 2016 EUSTORY Competition.



**James Mc Bride** is a retired History teacher from Northern Ireland with over 30 years experience of dealing with contentious issues in the classroom. He is a graduate of Queens University Belfast with a degree in History and Politics and a PGCE in Education. Jim spent most of his teaching career in Derry where he was involved in peace and conflict resolution work which involved cross community projects with local schools. He has been involved in the development of the NI History curriculum to help place a greater emphasis on the importance of Irish History. Jim has also written support material for teachers and students as well as being the co-author of the first textbook for GCSE History in N.Ireland. At present Jim is Secretary of HTANI which was set up after the EUROCLIO Conference in Belfast last year.



**Hanne Mortensen** teaches history and Danish literature and language at KVUC (Københavns VUC). She completed a master's degree from University of Copenhagen. She has over 10 years of experience teaching students from the age of 16+, and is a current board member of the Danish History Teachers Association.



**Markus Müller-Henning** is a historian, and recently retired history teacher and director of studies at an upper-level secondary school – holding the roles of Head and emeritus of the education department of the Hessisches Hauptstaatsarchiv Wiesbaden. He has been the former principal representative in Hesse regarding the German Federal President's annual history competition; and is an active member of the History Teacher Association in Germany.



**Jaroslav Najbert** studied history and journalism at Charles University in Prague and is working on his PhD. in the field of history education. He teaches history, social science, and civic education at the secondary grammar school Gymnázium P írodn í škola. He is a lecturer and school projects' coordinator at the Institute for the Study of Totalitarian Regimes in Prague, Department of Education. Last but not least, he is a co-author of teaching aids and the co-writer of a book that investigates and expounds upon the ways in which memory and eyewitness accounts of the past can be incorporated into modern and contemporary history curriculum for elementary and secondary schools.



**Lourdes Nieto** is a history teacher at Salesians de Sarrià, Barcelona. Lourdes has been teaching history as well as English to A Levels students for more than 20 years. She holds a bachelor's degree in Geography and History, from University of Barcelona and a certificate of proficiency in English. Since 2000, she has been involved in research projects with students and she supervised a project entitled *War Industries: F-14, the factory of the Salesians of Sarrià*, which was awarded with the third prize in EUSTORY competition 2016. Currently she's working on several research projects focused on the Spanish Civil War.



**Regina Olsen** teaches History and Danish literature and language at Nordfyns Gymnasium in Sønderø, Denmark. She completed a masters degree from University of Southern Denmark. She has over 10 years of experience teaching students from the age of 16+, and is a current board member of the Danish History Teachers Association.



**Mustafa Öztürk** studied at the University of Nottingham and gained his Master's (1999) and Ph. D. (2000) there in School Improvement and Teacher Education respectively. Dr. Öztürk's research areas are Geography, Social Studies, History and Citizenship Education and Teacher Training. He began to work at the Faculty of Education at the Selcuk University in 2005 and then moved to Erciyes University in 2006. He is currently an Associate Professor and Associate Director of Graduate School of Educational Sciences at the Erciyes University. He has got involved with many projects on history, social studies and civic education.



**Sonia Pérez Aranguren** is a student at IES Julio Caro Baroja, Pamplona. She is now studying 2nd Bachillerato (Humanities and Social Sciences). She has not yet had time to develop their Curriculum Vitae, but, as a student, she is intensively involved in various projects and activities of the high-school: orchestra, debates and Olympics, School Board, festivals, etc. In her spare time, she also participates in several volunteering activities.



**Petra Petean** studies at San Jose Jesuitak school in Durango. She lives in Durango with her family. She practices handball and enjoys going out and partying with her friends. Looking further ahead, she would like to study Spanish or French philology to become a translator or an interpreter.



**Joan Puig Thomson** was born in 2001 in Valencia. He grew up in Gandia and studies 4th grade. His surname Thomson comes from his mother who is Scottish, so he has been able to speak English since he was very young. Joan has always travelled to Scotland since he was little. He likes playing rugby in his free time for the local team and he has always been interested in technology. This year he collaborates with other classmates in a research for 2017 EUSTORY Competition.



**Āeněk Pycha** is a lecturer at the Institute for the Study of Totalitarian Regimes, Department of Education. He is the co-author of several educative applications (e.g.: [socialismrealised.eu](http://socialismrealised.eu)), and he is interested in memory and media studies. He is working on his PhD. in the field of public history.



**Marina Redondo** is a secondary school English teacher at CEIPSO Príncipes de Asturias and Professor of Didactics of the English language at Máster in Teacher Training, Universidad Rey Juan Carlos. She is also a volunteer of the Association for the Recovery of the Historical Memory and a member of AEPHG.



**Harry Rogge** is a geographer with a master degree from the University of Amsterdam. He has been actively involved in secondary education for forty years as a teacher, Director, Head and Advisor, both nationally and internationally. He has also been the Secretary General of the European Association of Geographers and the Vice Chair Education and Culture Commission at INGO's Conference of the Council of Europe. Currently he is a senior advisor in internationalisation at Quadraam Group of Schools near Arnhem - this involves 13 schools of secondary education. Harry is also chair of the National Film Festival for Students (NFFS). He has a large interest in history and has a longstanding relationship with EUROCLIO. Harry loves to share his drives and beliefs in Europe and in international relationships in education.



**Abdullah Saydam** gained his Master in 1989 after a research of the 'National war of Trabzon', and his Ph. D., after his thesis of the Crimean and Caucasus immigration (1856-1876). His research area is Modern History but has produced many works on history education. Professor Saydam was head of the department 'Primary Education' at the Erciyes University between 2003 and 2007 and dean of the Faculty of Education at the same university between 2005 and 2012. In the years 2003 and 2006 Saydam was associate professor and since 2006 professor of the Faculty of Education. He has got involved with many projects on history, social studies and civic education.



**Emilio Silva Barrera** holds a degree in Sociology and Political Science from the Universidad Complutense de Madrid. He has spent most of his working life in journalism. He is grandson of the first disappeared of the Franco's dictatorship identified by a DNA test. In 2000 he co-founded the Association for the Recovery of Historical Memory. He has written numerous articles on history and memory and is co-editor of two books: "The Memory of the Forgotten", Editorial Ambito, 2004; And "Historical memory and construction of citizenship", Editorial Postmetropolis, 2016. He is also the author of the book: "The graves of Franco, Chronicle of a Relief" (Editorial Temas de hoy, 2005).



**Helen Snelson** is the learning editor for EUROCLIO's Historiana programme. She studied History at the University of Oxford and is now a lead History teacher and teacher trainer in York. The Mount School, York, where Helen teaches, is a partner in the EUROCLIO IHEA project. Helen is also part of the UK Historical Association's Secondary School Committee and she presents regularly at events such as the UK Schools History Project conference.



**Xabier Soto** is 16 years old and studies at San Jose Jesuitak (Durango). He practices athletics and plays basketball as a hobby. In the future he would like to study to be a teacher like his mum. He lives with his parents and has an older brother called Mikel.

**Steven Stegers** (See EUROCLIO Secretariat Biographies)



**Hubert Strouk** is an agrégation holder and a history and geography teacher in Toulouse. He is also a lecturer at the Mémorial de la Shoah in Paris.



**Yolanda Trujillo Adriá** is from Aldaia (Valencia) in Spain and is 23 years old. She is in her senior year of her Bachelor's Degree in Aerospace Engineering at the Polytechnic University of Valencia and in the first year of the Bachelor's Degree in Law at the National University of Distance Education. At 16 years of age, she got the third position in the EUSTORY contest of history for young Europeans with the work "Clara Campoamor" – the woman who made it first possible for women to vote in Spain in 1931. Since this, she has participated in numerous EUSTORY projects of history and European identity and she started to be interested in politics, where she has been involved in a political party. At university she managed to become President of the Student Council of the Design School and member of the Governing Council of the University.



**Nick Tyldesley** BA, MA, Dip Ed Man, PGCE, MCIP, FHA; has substantial experience in teaching history, humanities and politics at a secondary level. He is further experienced in school improvement, inspection, educational consultancy and networking. He lectures for the Historical Association. Areas of academic study include: European history and literature, and film studies.

**Joke van der Leeuw-Roord** (See Speakers Biographies)



**Ju-yeon Woo** is history teacher of Yeongdeungpo High School in Korea. She majored in English education and history at the university. She has acted as a member of National History Teachers' Association. She has worked with history teachers at vocational schools to create supplementary textbooks for vocational school students, and she wrote a book on Korean-Japanese Modern and contemporary history with Korean and Japanese history teachers.



**Sebyong Yoon** is a history teacher at Yuseong Bio-Science Highschool in Daejeon, Korea. He is a member of the History Teacher's Association of Korea. He majored in history teaching and Chinese modern history. He had finished his doctoral course in Kongju National University with his dissertation, "The History Education in Contemporary China - Focused on the Analysis of the Context and Ideology of History Textbooks". He has worked in secondary education for 18 years, and lectures on history teaching in Korea National University of Education.



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