

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

EVENT REPORT

Preparatory Meeting

2 – 4 October, The Hague



*Silencing
CITIZENS*



Co-funded by the
Europe for Citizens Programme
of the European Union



EUROCLIO, the European Association of History Educators, established in 1992, supports the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, mutual respect, peace, stability and democracy. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing and implementing innovative teaching tools. EUROCLIO has been able to define and pragmatically refine a methodology building on the practical work it carried out. Its approach is process-oriented and believes in reinforcing professional talents as fundamental resources for innovation and change. In 2014, EUROCLIO represents 73 independent and volunteer History heritage and citizenship Educators' Associations and related Institutes from 46 mostly European countries and reaches out to a network of at least 25.000 history, heritage and citizenship educators. In their daily work they contact up to 5.000.000 students and pupils per year.



The Association of Geography and History Teachers Public Education (APHG) was founded in 1910 by teachers, men and women from all over France to "study issues relating to the teaching of history and geography, and to group all the useful information for the proper physical organization of this teaching, educational and morals together, as well as defend the freedom of its members."

Today, A.P.H.G. has over 9000 members and / or subscribers on all levels of education. It is the spokesperson for the teachers of history and geography within the government/administration, teachers unions, parents' associations of students and the general public.



Euskal Herriko Ikastolak Europar Kooperatiba Elkartea revolves around education services for the Basque school network that is composed of 105 medium schools. The main services are the creation of material and textbooks for different subject, including History, and in-service teacher training.



ANIM or HTAM (History Teachers Association of Macedonia) is created with the main aim to help in the process of modernization of history teaching in Macedonia. HTAM (History Teachers Association of Macedonia) is organized on voluntary base and all teachers from primary and secondary school same as a different profile of historians with an interest in the field of improving and modernization of history teaching in Macedonia are free to participate. Until now more than 50 teachers whose involved in different activities on national and international level. Except the President, Board of HTAM has 4 more members, which are elected for 3 years.

HTAM's activities until now are connected with modernization of history teaching and establishing of network on national and international level.

- 1999 became member of EUROCLIO
- 2000-2003 common project with Albania and Bulgaria "Understanding a shared past, learning for the future" with EUROCLIO
- Playing us a resource persons, observers, experts on different events connected with history teaching
- 2007 national project "Retelling the history" with EUROCLIO
- Establishing of bulleting of our HTAM which is closed because of missing of financiers
- National project focused on students "Unity in diversity".



Historical Institute Parri Emilia-Romagna was founded in July 1963, in the groove and as an articulation 's regional INSMLI (National Institute for the History of the Liberation Movement in Italy), his first name was indeed Deputation for Emilia and Romagna for the history of the Resistance Movement and the War of Liberation. The Institute's roots date back to 1947, when Ferruccio Parri had decided to raise the problem of preserving the heritage of the Resistance, a decision that led to the founding dell'Insmli in 1949, years in which the resistance was not universally accepted, or what historical event as such, or as common and shared source of republican democracy.

In 2005, when they commence operations in new premises, the Institute held a conference organization that has submitted to the regional society and the city and brought into question the very nature, their vocations and interests, their services and projects. Participation and consensus expressed by the influential participants, representing institutions from the world of culture, academia, and communications were a confirmation and a new impetus for the work, the very life of the Institute.



The Association of Hungarian History Teachers (TTE) promotes and safeguards all history teachers' interests independently of which level they teach. Both Hungarian and foreign colleagues can join the organization.

The Association focuses its activities on various fields. We organize conferences, discussions, and workshops, give expert opinions, provide professional, pedagogical service for our members and safeguard our members' interests. Its primary aim is to raise the level of history education through the teachers' independent activities. It was founded in 1989. Its members come from all over the country, 1 from the capital. The total number of members is 427.

Our main aims are:

- Promoting the interests of our members
- Providing services to our members and everybody showing an interest through newsletters and domestic and international conferences
- Operating workshops on textbooks and teaching material reviews



Verband der Geschichtslehrer Deutschlands e.V.

Among the activities of the Association in addition to the interest and professional representation include the publication of the magazine "story for today. Journal of historical and political education" (Newsreel Verlag), the co-organization of the German historian day, the maintenance of international contacts and the organization of training courses. The association has a seat on the Committee of the Association of Historians of Germany and is also working actively with.

Beyond these tasks, the association strives to take up current issues of historical and political education and thus its content contribute to a modernization of the discipline. For this purpose, the following working groups are in respective cooperation with scientific institutions and funded by various foundations formed.

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PREPARATORY MEETING

“SILENCING CITIZENSHIP THROUGH CENSORSHIP: LEARNING FROM EUROPE’S TOTALITARIAN AND DICTATORIAL PAST”

THE HAGUE, 2 – 4 OCTOBER 2015

Statistics:

- 8 Core Team Members
- 5 EUROCLIO Staff Members
- 10 Presentations
- 2 Workshops
- 1 Management Meeting



PROJECT OVERVIEW

This project involves a transnational group of history and citizenship educators from EUROCLIO's member Associations in France, Germany, Hungary, Italy, Macedonia, Poland, and Spain in the development and implementation of students-driven projects on censorship in Europe's 20th century dictatorial and totalitarian regimes. The focus will be on the history of Franco's Spain (1939-1975), Vichy France (1940-1944), Nazi Germany (1933-1945), Mussolini's Italy (1922-1943), the post-1945 Hungarian and Polish Republics and the Republic of Macedonia as part of the Federal Republic of Yugoslavia under Tito. During the project the team members will develop engaging and thought-provoking resources on striking historical examples of censorship with their students through the collection, compilation and analysis of multi-perspective sources. Students with their teacher will then organise local public events such as exhibitions or debates to showcase the cases they researched in a way that questions the resonance of such history today.



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**WHAT WAS THE
PREPARATORY MEETING ABOUT?**



The Preparatory Meeting was the kick – off meeting for the project “Silencing Citizenship through Censorship: Learning from Europe’s Totalitarian and Dictatorial Past.” The project’s acronym is SCC.

The meeting had several aims, including getting the core team members to get to know each other and agree on clear lines of management and communication for the whole project.

The meeting was also meant to help the participants get a clearer vision of what the project process and results will be and how they will concretely contribute.

It initiated the processes of collaborative work, peer-learning and transnational cooperation that will unfold during the project.

Additionally, the participants came up with an official logo for the project, an exceptional initiative witnessed for the first time for a EUROCLIO project.



INTRODUCTION TO EUROCLIO, TO PARTNER ASSOCIATIONS AND TO THE EUROPEAN UNION'S EUROPE FOR CITIZENS PROGRAMME

After welcoming the participants on 2nd of October, the meeting started with a presentation by Jonathan Even – Zohar, EUROCLIO Director who introduced everyone to EUROCLIO and its activities. He also spoke about the Remembrance as a key issue.

After the presentation, the participants started a discussion about key questions for the each type of history education in their countries.

Later, Jonathan also spoke about the Europe for Citizens Program as a programme which includes the actual SCC Project.
(http://ec.europa.eu/citizenship/europe-for-citizens-programme/index_en.htm)

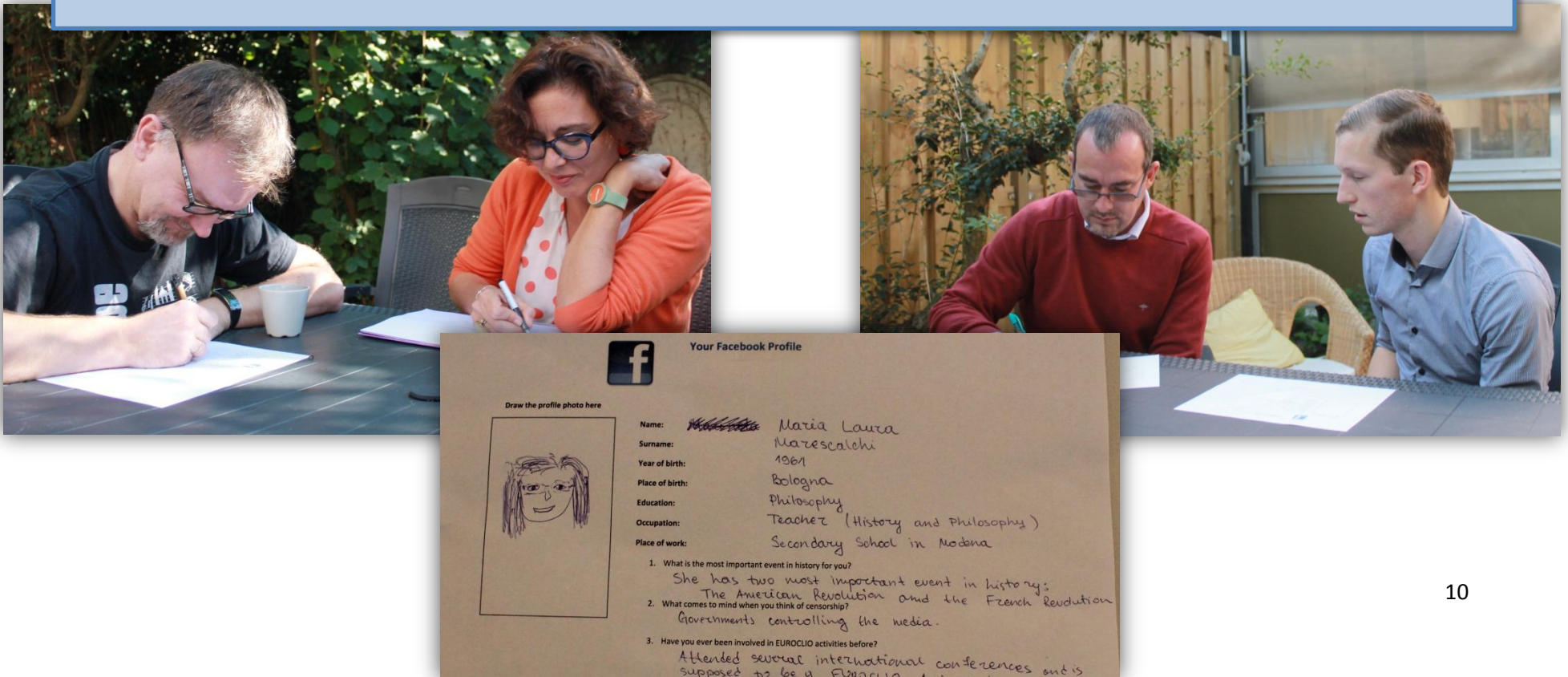
After an Ice – Breaker activity, Aysel Gojayeve (EUROCLIO Project Manager) presented the project and each of the participants gave an introductory presentation for their associations.



ICEBREAKER ACTIVITY

Before engaging a session for establishing plans for future development of the project, the EUROCLIO Staff proposed an Icebreaker activity for the participants, called Facebook Profiles.

Eight people who were introduced to each other for the first time now, used this activity to acquaint with one another and by that, to establish a base for future, fruitful cooperation.



INTRODUCTION TO HISTORIANA, BRAINSTORMING SESSION AND

CO – CREATION WORKSHOP

The second day of the meeting began with a presentation about Historiana (<http://historiana.eu/>), held by Steven Stegers (EUROCLIO Programme Director).

He presented the rationale behind the platform, as an online alternative to a European textbook. The main issues that were introduced were how learning activities are made, how to deal with copyright, how and where to search for sources and how to make source collections. (<http://la.historiana.eu/la/>)





Once the participants were introduced to Historiana and to the concept of learning activities, they engaged a session of brainstorming, which resulted in developing a concept with three categories of guidelines.

After they were divided in three groups in accordance with the concept, they took part in a workshop and established a sound base of ideas for future development of the project.



5 Themes - Key Questions + Subthemes

Censorship is a range of actions taken by an authority to silence or limit, in part or full, to communicate, express or act freely, on issues that it considers... (the possibility)... "harmful".

1. What was censored and why?
 - Ideology
 - Sensitive
 - Criticism of
2. What were the tools and methods?
 - Education
 - Legislation
 - Police, Agencies & Other
 - Use of violence/control
 - Media
3. Who is involved and affected?
 - Individuals
 - Groups
 - Party/Politician
 - Bureaucracy
 - Outsiders
 - Opposition
4. What is the legacy?
 - Political culture (trust in authority, privacy, etc.)
 - Memory/remembrance vs. history
 - Media
5. What is the Bigger picture?
 - Who is the authority today?
 - Comparison with other censorship
 - Silencing or flooding information?
 - Outlook to the future

Timeline of case
Introduction with cases
 History of Censorship - Europe

Learning Activities on the Topics

Group I.

- a comparative analyses of propaganda sources and source the actual events
- role play - portraying the censors & censored (example: in Spain the church was in France)
- saying something without saying it
 1. present the source
 2. ~~analyse~~ try to censor it
 3. show the censored source (the actual)

Group II.

- role play - give the sources to the students, put them in position to censor and be censored
- interactive map of locations connected to censorship → cross-border, school exchange (categories of sources)

Group III.

- give a table with two columns:
 - 1 column with censored elements
 - 2 column with reason for censorship
 ⇒ connect
- randomized photos to be put in chronological order

THE CONCEPT OF GUIDELINES FOR THE HISTORIANA UNIT DEVELOPMENT ON “CENSORSHIP”

Following the co-creation workshop, the following key topics were extensively discussed, tuned and listed as key moment that are taught across the project’s participating countries. The topics are:

- Tito’s Yugoslavia
- Vichy France
- Polish experience of Solidarnosc
- Fascism in Italy
- Franco’s Spain
- Rise and rule of Nazism in Germany
- 1956 in Hungary

The GDR in Germany was also considered. Additionally, topics in other times and places (like decolonization, agencies) could be considered to be put in the “bigger picture”.

The co-creation workshop group on key-questions also decided on a workable definition of “censorship”: *Censorship is a range of actions taken by an authority to silence or limit, in part or fully the possibility to communicate, express or act freely, on issues that they consider “harmful”.*

Key Questions	Themes (SubKQ)	Examples
What was censored and why?	Ideology, way of life and values	Censoring intellectual works of competing ideologies
	Sensitive/Tactical Information (War)	Censoring/obstructing communication with “the other”/“the enemy”.
	Criticism of Regime on Policies	Censoring democratic voices in society on regular government policies.
What were the tools and methods to censor and to avoid being censored?	Education	Textbooks, curricula, teacher training, “who is allowed to succeed in education, who not”
	State security apparatus	Police, secret agencies, censor guidelines, collaborating citizens and blackmailing
	Coded communication	Jokes, secret newspapers, illegal radio, literature, music, media, etc
Who is involved and affected, and how?	Individuals	James Bond, Lech Walesa, etc.
	Groups of individuals	Civil servants, spies, counter-spies, , cultural workers (musicians, authors, etc), party officials, illegal movements, youth movement, outsiders
	Institutes	State, Church, Political Party, International organisations (e.g. Comintern)
What is the legacy?	Dealing with the Past	Political parties “cleansing” (lustration) Archives of state security Teaching history
	Culture and Society	Low trust in public authority, strict public policies to protect privacy, measures to secure democracy (and prevent authoritarianism), Self-censorship (“Don’t” say anything against “them”)
	Cultural Heritage	Memorialization (monuments, museums), Media and Memory
What is the bigger picture?	Why is this theme important?	Internet today – can we talk about silencing or rather how to deal with excess of information?
	Who are the authorities today and what is the outlook to the future?	To compare with other censorship across time and space?
	Does free speech take precedence over protection of fundamental right?	Religious rights, protection from blasphemy and hate speech vs. free (uncensored) speech

MANAGEMENT MEETING

On the last day of the meeting, the participants of the project along with the EUROCLIO Staff members held a management meeting in order to define some development details for the following project activities.

They finalized some contractual formalities, defined the responsibility differentials between the main and the other partners, agreed on the developed the time plan, etc.

A Facebook group was created on an initiative from the participants, so they can easily communicate in the meantime and share ideas about the content of the project.



REFERENCES:

- **EUROPEAN UNION'S EUROPE FOR CITIZENS PROGRAMME**
http://ec.europa.eu/citizenship/europe-for-citizens-programme/index_en.htm
- **HISTORIANA**
<http://historiana.eu/>
- **LEARNING ACTIVITIES ON HISTORIANA**
<http://la.historiana.eu/la/>
- **DECLARATION ON PROMOTING CITIZENSHIP AND THE COMMON VALUES OF FREEDOM, TOLERANCE AND NON-DISCRIMINATION THROUGH EDUCATION, PARIS, 17 MARCH 2015**
http://www.euroclio.eu/new/attachments/article/4307/2015-3-10_Declaration_EN.pdf
- **EUROCLIO'S DECLARATION ON HISTORY, HERITAGE AND CITIZENSHIP EDUCATION FOR PROMOTING CITIZENSHIP AND THE COMMON VALUES OF FREEDOM, TOLERANCE AND NON-DISCRIMINATION, HELSINGOR, 25 APRIL, 2015**
<http://goo.gl/PgULsG>

NEXT ON THE AGENDA:

FIRST DEVELOPMENT MEETING

22 – 24 January 2016,
Bologna, Italy



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