

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

EVENT REPORT

Development Meeting

10-12 June 2016, Budapest



**Silencing
CITIZENS**



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PROJECT OVERVIEW

This project involves a transnational group of history and citizenship educators from EUROCLIO's member Associations in France, Germany, Hungary, Italy, Macedonia, Poland, and Spain in the development and implementation of students-driven projects on censorship in Europe's 20th century dictatorial and totalitarian regimes. The emphasis of the project will be on the history of Franco's Spain (1939-1975), Vichy France (1940-1944), Nazi Germany (1933-1945), Mussolini's Italy (1922-1943), the post-1945 Hungarian and Polish Republics and the Republic of Macedonia as part of the Federal Republic of Yugoslavia under 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 organize 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.

EVENT REPORT

EXECUTIVE SUMMARY

From the 10th to 12th of June 2016, members of the Silencing Citizens through Censorship (SCC) Project team convened in the capital of Hungary, Budapest. The Association of Hungarian History Teachers (Történelemtanárok Egylete) and EUROCLIO co-organized the event. The participants of the meeting was **Martin Liepach** (VGD), **Enrico Cavalieri** (Istituto Parri), **Maria Laura Marescalchi** (Istituto Parri), **Caroline Morel** (APHG), **Harrie Beobide** (IE), **Jacek Staniszewski** (IBE), **Mire Mladenovski** (HTA Macedonia), **Biscera Screva** (HTA Macedonia), **Vodli Zsolt** (TTE), **Lazslo Edenyi** (TTE), **Jonathan Even-Zohar** (EUROCLIO), **Aysel Gojayeva** (EUROCLIO), and **Joyce Schäftlein** (EUROCLIO). This meeting in Budapest was the second development meeting of the project "Silencing Citizenship through Censorship: Learning from Europe's Totalitarian and Dictatorial Past."



The meeting had several aims, including to pilot the draft materials the project team have developed among local teachers. Moreover, an expected outcome of the meeting was to receive external feedback from the local teachers, and internal feedback from the group, in order to improve the materials that are to continue development. In addition, an aim of the meeting was to discuss the further development of the various elements of the project, to update the team members of the work everyone has been doing, and to divide tasks on the further development of other aspects of the project among the team members.

The meeting was attended by:

- 10 Core Team Members
- 3 EUROCLIO Staff Members
- 10 Presentations
- 4 Workshops
- 1 Management Meeting

1ST DAY – WELCOME, WORKING SESSION AND ACTIVE WORKSHOP WITH LOCAL TEACHERS

The first day of the development meeting was opened by Project Manager Aysel Gojayeve. She welcomed all of the team members and presented the progress the team members made in the months since the previous meeting. This warm welcome was followed by reflections of the project team on the challenges encountered in the past months since 1st development meeting in Bologna.

Since the last meeting, the team members piloted a workshop during the EUROCLIO Annual Conference named *'How to be a good censor in Belfast, March 2016'*. This workshop was very well received and the feedback was very useful. The general feedback from the audience evaluated the learning activity to be flexible and easily adaptable to other teaching situations. Harri Beobide, Caroline Morel and Martin Liepach also did piloting of their draft learning activities with their own respective students in their countries and collected feedback.

After a complete update on the progress of the project had been given, the team members presented their draft learning activities. Each team member was asked to prepare a short presentation of their ideas for learning activities and possible workshop activities for the afternoon. The team peer reviewed each other's materials and immediately afterwards, and integrated the feedback from this peer review session in their materials. During this working session, the team came up with a total of four workshops which would be divided into two rounds of two workshops.

Progress and challenges since the last meeting:

- Unit Introductions for each Country is made.
- Translation of sources is difficult
- Testing of pilot materials was successful



Martin Liepach

Harri Beobide

Maria Laura Marescalchi

Jacek Staniszewski

The Four Workshops

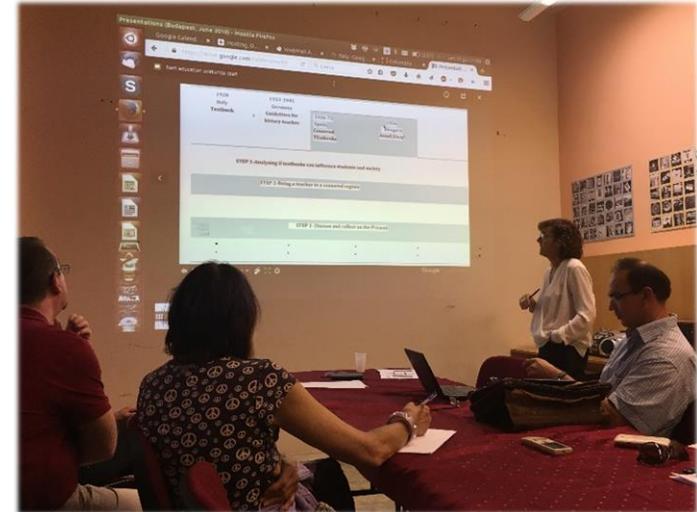
- **"What could they know?"**
- **"Education and Censorship in Totalitarian Regimes"**
- **"Forbidden Women"**
- **"Isn't it a great time for censorship?"**

WORKSHOP WITH LOCAL TEACHERS

In the afternoon, the Development team welcomed a group of around 15 local teachers. Following overall presentation of the project and a round of introduction, the local teachers were presented two rounds of workshops, each round consisting of 2 workshops. These workshops aimed to introduce the local teachers to the methodology and innovative approaches used in the developed educational resources and get views of the teacher's community on their content and use. The presented workshops were:

1. *'Isn't it a great time for Censorship?'* by Jacek and Zsolt
2. *'Education and Censorship in Totalitarian regimes'* by Maria Laura and Enrico
3. *"What did they know? Censorship and information about the deportation of Jews"* by Martin and Caroline
4. *Censorship and propaganda in Franco's Spain"* by Harri and Bisera

The workshops served as a good practice for the development team to test their materials, and collect the feedback which should serve to increase the impact and usefulness of the resources among educators and students from a wider European community. According to the assessment by the workshop participants they learned about new and innovative ways to teach about Censorship in an interactive and engaging manner. Most of them said that they would prefer these resources over the standard textbooks used in the classroom. However, the local teachers find the new changes in the curriculum as a limiting factor for the use of alternative teaching resources like the ones developed within this project. Therefore, according to the workshop participants, it is important to spread the word about the existence of these resources and encourage the educators to use new resources which promote critical thinking of students. All this feedback was noted down and spread among the team members after the meeting.



2ND DAY – REFLECTIONS ON THE WORKSHOP, HISTORIANA UNIT PRESENTATION AND MUSEUM VISIT

On Saturday 11 June 2016 the team had a full and busy meeting day. The project team had a chance to reflect on the feedback of local educators from the workshops. The reflection session was followed by an active working session which gave the team the chance to implement these thoughts and feedback directly in their learning activities.

ACTIVE WORKING SESSION

The aim of this session was to implement the feedback from the earlier piloting workshops and start the finalizing process of the learning activities. In this process the team had to complete the content of their activity and start thinking how this will fit in the Historiana context of a learning activity with a key question, learning objective, learning outcome and expected timeframe. The key element lying in the core of their work was that every educational resource has to have a transnational focus and should be useful in all project countries, not only in the country of the author who develops it.

All the materials were gathered and the relevant feedback from the workshops were integrated into the activities. Having the team together facilitated a good opportunity to share and search for good sources. The team members could help each other by offering different sources and case-studies from their own countries. This cooperation enhanced the transnational scope of the educational resources of the project. Within this working session, the team members worked in pairs in the development of their learning activities and progressed with their materials.



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PRESENTING THE HISTORIANA UNIT

Saturday afternoon Jonathan Even-Zohar (EUROCLIO Director) presented the team with the Historiana Unit. During this presentation, Jonathan presented the team to the format of EUROCLIO's Historiana website and the unit "Silencing Citizens through Censorship" that will eventually feature on this website. Jonathan explained the team that each unit has a general introduction followed by chapters which has its own small introduction and the educational outputs. During this session, Jonathan gave an exemplar structure of how the unit for the 'Silencing Citizens through Censorship' could look like. This helped the team to envisage where their educational resources will feature in the end and will be publicly available.

Key Questions:

1. What was Censored and why?
2. What were the tools and methods to censor and to avoid being censored?
3. Who was involved and affected, and how?
4. What is the legacy?
5. What is the bigger picture

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The structure of the unit was set up. Based on the five Key Questions that were determined during the Bologna meeting, each key question will formulate a chapter of the unit. Each key question will have a general introduction into the question and the content of this chapter. Following this introduction, each chapter will feature several educational resources in the form of content information, learning activities, source collections or teaching strategies. In this session, Jonathan explained the formats of all these educational resources. Collecting all the input for this unit throughout the project, Jonathan had made a list for a proposed unit overview. Hereby included was a list of all educational resources which could be developed within the project. With the extensive amount of sources the team gathered in the first part of the project, several source collections can be created. The team members all provided ideas for learning activities before and during the meeting and even some ideas for teaching strategies were given. This all resulted in a

list of 38 educational outputs that the team can choose from to develop within this project. The team members have expressed their interests for the key topics they would like to develop. The complete team thus set up a unit structure including all outputs for the Historiana Unit. The format of the educational resources will be source collections, learning activities or teaching strategies.



VISIT TO THE 'HOUSE OF TERROR'

After a long day of hard work, the team went to an on-site learning visit to the 'House of Terror', a museum dedicated to the present the two bloody periods in Hungarian History namely the Fascist and communist regimes in the 20th century. This museum is also meant to serve as a memorial to all the victims of these regimes. It is located in a building that was the former headquarter of the ultra-right party during the Second World War and its basement was a prison. This places the commemoration and museum itself in a historical building. Before entering the real museum, our tour started in the main hall, where a real life World War Two tank was positioned before a wall with the faces of many victims of the regimes. This commemoration made a deep impression on the team. Guided by a museum guide, the tour continued through the whole museum, showing many aspects of the fascist and communist regimes in Hungary. Many rooms had short clips, music, photos or other materials that showed the impact on the country. At the same time, this gave the team a good impression of how censorship was used during these times. Posters, newspapers, video's all showed some connection to the project subject. The team found interested to get familiar with sources and methodology used by the museum, and reflected on their observations following their visit.



3RD DAY - MANAGEMENT MEETING

On the third and final day of the development meeting, the focus was on the management meeting which meant it consisted of a small brainstorming session about the coming period of the project, followed by the next steps, tasks, decisions and results of this meeting. Aysel Gojayeva presented a possible timeline for the activities and deadlines to the team which will cover the next period until the next meeting in Skopje in December 2016. This timeline included the tasks for the team members and some possible timeslots for online communication. One of the most important aspects of this meeting was the discussion for the final training seminar of the project. The team supported the idea of extending the project period in order to use the opportunity of the EUROCLIO Annual conference as a launch of the project results. The conference will bring in together more than 100 history, heritage and citizenship educators across Europe which is an excellent platform for dissemination, and training with the educational resources of the project. In the view of the project, this would enhance the project's impact and visibility.



In terms of content of the educational resources, the team has decided to keep the original sources and provide the translation of the whole or a part of the source. This way, the educators and students can access the sources in the original as well as in English language.

The meeting has been concluded with reflections on the expected outcomes of this meeting and decisions on the next steps have been agreed on.

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NEXT MEETING: 1-4 DECEMBER 2016, SKOPJE, MACEDONIA



The next development meeting will take place in Skopje, Macedonia between 1 and 4 December 2016.