

CONFERENCE PROGRAMME



Mediterranean

MARSEILLE, FRANCE

21-26 APRIL, 2018

EUROCLIO 25th Annual Conference and
Professional Training and Development
Course



Dialogues

**Teaching History
Beyond our
Horizons**



About the Conference

The Mediterranean Sea has often been depicted as the cradle of world civilisations. The sea is known in English and the Romance languages as the sea “between the lands”, but historically the Mediterranean Sea has gone by many names. The Romans have called it Mare Nostrum (Our Sea); in Arabic and Turkish the sea is often referred to as the White Sea (al-Bahr al-Abyad and Akdeniz, respectively); in Hebrew, it is called Yam Gadol (Great Sea), and in German Mittelmeer (Middle Sea). (David Abulafia, *The Great Sea: A Human History of the Mediterranean* (Penguin Books 2011), p. xxiii.)

Since Antiquity, the Mediterranean Basin has been the centre for the three monotheisms, flourishing civilisations, migrations, the development of cultural, scientific and economic exchanges, but also for the intersections of wars. Today, unfortunately, the Mediterranean Basin is the theatre of a humanitarian crisis that has challenged the collective leadership around the sea.

To understand the current challenges around the Mediterranean, history, heritage, and citizenship education has a key role to play. That is precisely the reason why EUROCLIO and APHG have decided to choose “Mediterranean Dialogues: Teaching History beyond our Horizons” as the theme for its 25th Annual Conference.

Questions addressed are:

How can we make current challenges understandable through the Mediterranean Region’s history?

How can we work towards truly meaningful Mediterranean dialogues?

Can history education allow us to look beyond our European horizons?

And, how can we teach history by looking beyond our horizons?

Many of the current challenges in European and Mediterranean societies are rooted in a paradigm of the “clash of civilisations”. However, contrary to this interpretation of the past, the Mediterranean has also been a space for openness and sharing, and for envisioning a common history and a dialogue of civilisations. The conference takes a closer look at the essential role the Mediterranean has played throughout both the faraway and recent past. In Marseille, the port city which finds itself in the vortex of a humanitarian crisis, “Mediterranean Dialogues” presents an opportunity to open a conversation about European Union border policies and the historical context of (forced) migration.

Guided by three main themes, the conference provides a wide range of activities, including on-site learning, active workshops, key-note speeches and panel discussions, and cultural events.

A common heritage

The conference addresses topics such as cultural exchanges, the emergence of Mediterranean civilisations. Can one speak of a shared, African, Asian, and European past in the Mediterranean? From a European perspective, where does the Mediterranean end, and Europe begin?

War and peace in the Euro-Mediterranean region

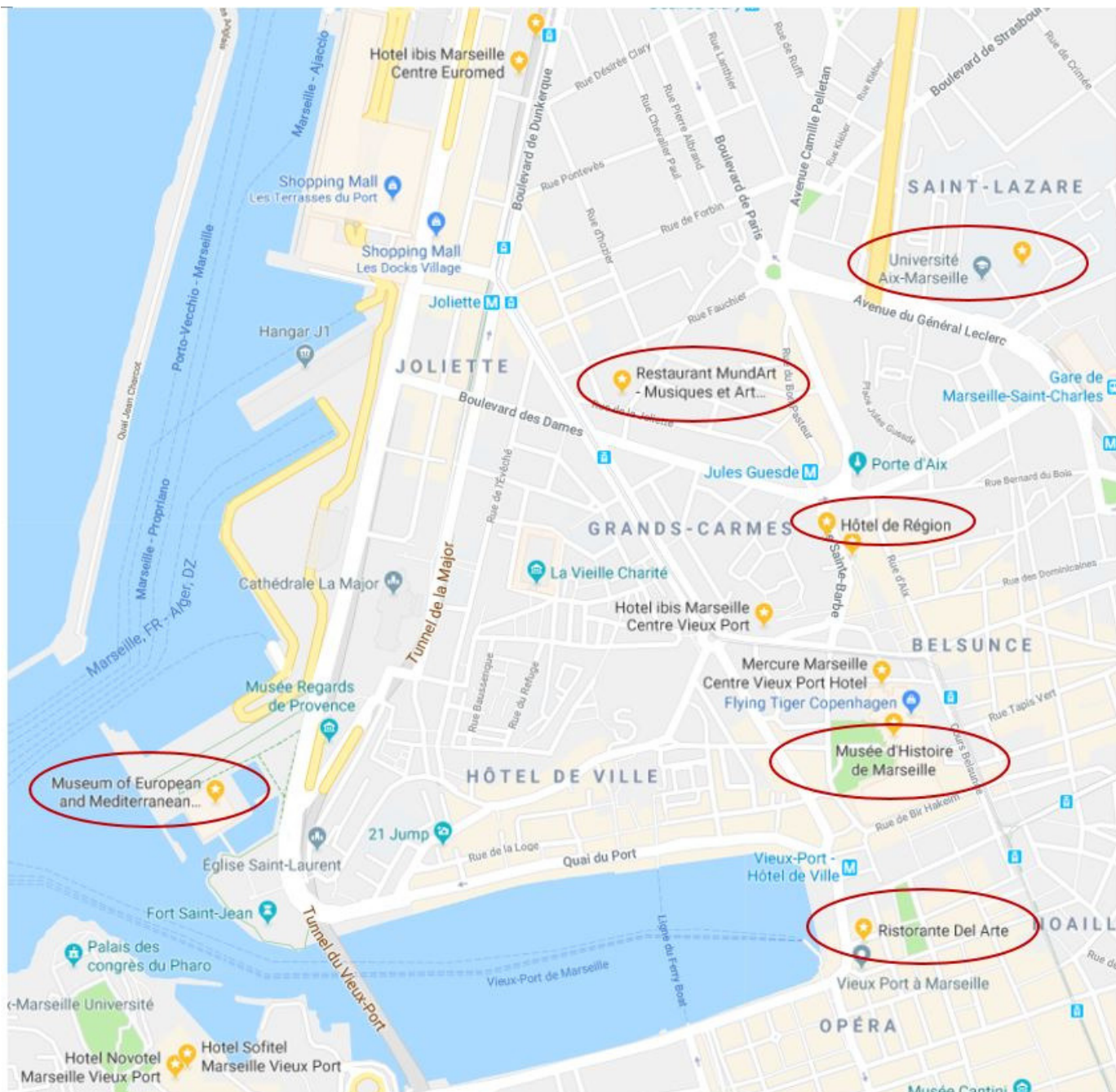
The year 2018 marks the centenary of the end of the First World War. The conference addresses the history of conflicts and wars in the Mediterranean, and specifically the First World War. Throughout its history, armies have moved across the region, and borders have changed. The turmoil of the past persists today.

People on the move?

Migration between all sides of the Mediterranean has shaped the region to what it is today; indeed, it has been a crucial part of its history. “Mediterranean Dialogues” explores questions of power in the context of migration, and asks how economic imbalance and European Union border policies affect the Mediterranean as an open, shared space.

Programme at a Glance

| | Saturday 21 April | Sunday 22 April | | Monday 23 April | Tuesday 24 April | Wednesday 25 April | Thursday 26 April |
|-----------|--|-----------------------------------|--------------------------|-------------------------|----------------------------|--|---|
| Venues | Musée d'Histoire de Marseille & World Trade Center | On-site Learning: Camp des Milles | On-site Learning: Toulon | Mucem | High school Marseilleveyre | Musée d'Histoire de Marseille | University Aix-Marseille, St Charles Campus |
| Transport | | 08.15 from Hotel StayCity | | | 07.45 from Hotel StayCity | | |
| Morning | | Site Visit Workshop | Museum Visits | 09.00 Welcome Panels | Presentations Workshops | 09.00 Panels Key Note | 09.00 General Assembly Discussion Tables |
| Lunch | | | | Lunch | Lunch | Lunch | Lunch |
| Afternoon | 14.15 Opening of Registrations 16.15 Welcoming and Key-Note | | | | | Panels Breakout Session 18.15 Group Picture | Cultural Visits in Marseille |
| Diner | 19.30 Intercultural Reception | Free Evening | | 19.30 Dinner at Mundart | 18.30 Dinner at Mundart | 18.30 Dinner at Hotel de Region | 20.00 Festive Dinner |
| Evening | | | | Pub quiz | | | |



CONTACT INFORMATION

Lost? Send a message to us!

EUROCLIO

Jonathan Even-Zohar: +31 642210668

Jaco Stoop: +31 623783184

Alice Modena: +39 3493364925

APHG

Ann Laure Lieval: +33 686401305

Caroline Morel: +33 662898817

#MEDITERRANEANDIALOGUES

Screen-addicted? Sharin gis Caring!

During the Conference, we will upload media to [@EUROCLIO](#) social media. In case you wish to share pictures or thoughts about the conference online, please use our hashtag.

SOCIAL INFORMATION

Lonely? Join your colleagues!

With the exception of Monday 23 April, no activities have been programmed after the dinners. We would like, however, to suggest you to use the free time to connect with your colleagues.

The Vieux-Port Area is filled with small pubs and bistrots where you can spend your evenings and nights after dinner. However, we would like to suggest the pub 'The Queen Victoria', situated in 1 Place aux Huiles, as a meeting point.



Sponsors & Partners

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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l'enseignement
un avenir par l'éducation populaire

Lycée Marseilleveyre



MINISTÈRE
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ET DE LA RECHERCHE



Organisation
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pour l'éducation,
la science et la culture



mémoire et solidarité

BIBLIOTHÈQUE ARCHIVES
LA CONTEMPORAINE
MUSÉE DES MONDES CONTEMPORAINS



Commission
européenne



MUSÉE
D'HISTOIRE
DE MARSEILLE

Marseille
OFFICE DU TOURISME
ET DES CONGRÈS

ef
evens
foundation

Fondation
pour la
Mémoire
de la
Shoah



GLOBAL
CENTRE FOR
PLURALISM CENTRE
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PLURALISME

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Networking
Arab
Civic
Education



الشبكة
العربية
للتعليم
المدني



Royaume des Pays-Bas

국, 영문



동북아역사재단
NORTHEAST ASIAN HISTORY FOUNDATION



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

OPEN SOCIETY
FOUNDATIONS



Les
Rendez-vous
de l'histoire

Mémorial
de la SHOAH
Musée,
Centre
de documentation

Aix*Marseille
université
Initiative d'excellence



United Nations
Educational, Scientific and
Cultural Organization

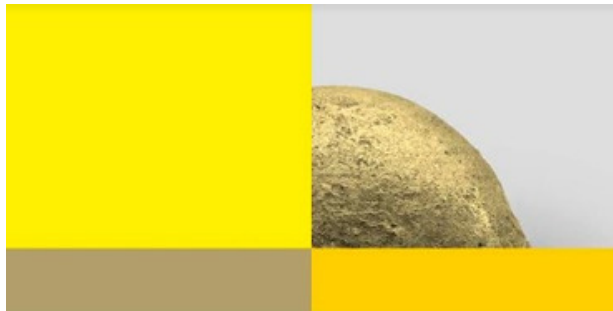
Under the patronage of
UNESCO

«CONNECTIVITE»

The Mediterranean Gallery is getting a new look, and its second section will house a new semi-permanent exhibition. Connectivities tells the story of the great Mediterranean port cities of the 16th and 17th centuries: Istanbul, Algiers, Venice, Genoa, Seville and Lisbon were the strategic sites of power and trade in a Mediterranean that saw the birth of the modern era, between great empires and globalization.

Taking The Mediterranean and the Mediterranean World in the Age of Philip II as its foundation, the exhibition follows in the footsteps of historian Fernand Braudel and approaches this 16th and 17th century Mediterranean region not as an object of study with strict chronological limits, but rather as a character with a lengthy story to tell, even extending into the contemporary period.

Inviting visitors to leap backward in time, this urban history continues today, through changes to contemporary port territories like the megalopolises of Istanbul and Cairo and the metropolises of Marseille and Casablanca. This exhibition shows expanding cities as places where influxes, connections trade and therefore power converge and intensify.



« Or »

Discover the new exhibition « Or » presented at Mucem from Wednesday 25 April 2018 to Monday 10 September 2018.

Combining history and contemporary creations, this exhibition brings together masterpieces testifying to the fascination of Euro-Mediterranean civilizations for gold, fascination which is more than three thousand years old.

Archaeological objects (ingots, funerary masks, ornaments ...), objects from the collections of Mucem (professions related to gold, reliquaries, ritual objects ...), films and documents, as well as works of art, will be displayed. The exhibition will feature, in addition, modern and contemporary art, including Ossip Zadkine, Victor Brauner, Yves Klein, James Lee Byars, Louise Bourgeois, Jean-Michel Othoniel, Johan Creten, Liza Lou.

The dialogue between archaeology, history and contemporary creations will enable us to understand gold in its oneiric imagery, political symbolism, and creative luminosity.

The exhibition will be presented in a free pre-opening on Tuesday 24 April, from 16.00 to 21.00.

21 APRIL: OPENING

21 APRIL, 2018

MUSÉE D'HISTOIRE DE MARSEILLE

14.15 Registrations

16.00 Words of Welcome

Fabrice DENISE, director of Musée d'Histoire de Marseille

16.30 Words of Welcome

Lóa Steinunn KRISTJÁNSDÓTTIR,
President of EUROCLIO – European
Association of History Educators

16.50 Words of Welcome

Frank COLLARD, president of APHG -
Association de professeurs d'Histoire et
Géographie.

17.10 Words of Welcome

Tatiana MILKO, Head of the History
Teaching Unit, Council of Europe

**17.30 Key-note lecture: Object
Lessons in Global Microhistory:
Rewatching the 1934
assassination of King
Alexander of Yugoslavia in
Marseille**

Keith BROWN, Professor of Politics and
Global Studies, Arizona State University

**19.30 Intercultural Reception
at World Trade Center**

Opened by APHG Members Caroline
MOREL & Ann-Laure LIEVAL



SUNDAY 22 APRIL ON-SITE LEARNING

CAMP DES MILLES

8.15

DEPARTURE BY BUS

From Hotel StayCity

9.30

**SITE VISIT AND WORKSHOP
IN TWO GROUPS**

Through a rich and compelling collection of displays, audiovisual pieces and illustrations, the museum recounts the complex history of the Camp des Milles and of the men, women and children who experienced it. The tour will focus on history, remembrance and reflection, also through the number and diversity of artworks produced by the interned. explained by the many artists and intellectuals (Max Ernst, Hans Bellmer, Lion Feuchtwanger and others) who channeled their creativity to resist the persecution and dehumanization to which the interned were subjected.

12.30

LUNCH

18.00

RETURN TO MARSEILLE

Free Evening

TOULON

8.15

DEPARTURE BY BUS

From Hotel StayCity

10.30-16.30

MUSEUM AND SITE VISITS

In two groups.

With its military port, its arsenal and its exceptional natural environment, Toulon was nicknamed by Vauban "the most beautiful bay in Europe" and remains, still today, one of the two main French naval bases. During the excursion "Toulon, the Mediterranean at War", you will discover the maritime tradition and the military history of the city by visiting the National Navy Museum, the memory of the arsenal of Toulon. After an ascent, by cable car, to the summit of Mont Faron, offering a unique view of the harbour, you will visit the Memorial of the landing and the liberation of Provence which, recently renovated, traces an essential event of the Second World War: the Allied invasion of Southern France on 15 August 1944.

12.30

LUNCH

18.00

RETURN TO MARSEILLE

Free Evening

EUROCLIO – European Association of History Educators unites more than seventy history teachers' associations and history education institutes from over forty, mostly European countries, and represents over 25.000 historians and history education professionals. Since 1992, the association has worked with thousands of educators to support innovation and responsibility in history education in Europe and beyond, in ways that allow students to learn how to think critically, have empathy and be curious about the world around them and how it came to be. National member associations in post-conflict areas have worked together to overcome large differences of opinion and transform the subject from a weapon into a tool for living together in peace.



THE PROGRAMME OF 23 APRIL IS MADE POSSIBLE THANKS TO THE FOLLOWING PARTNERS

EVENS FOUNDATION PRESENTS
**CONFLICT
MATTERS**
IN HISTORY EDUCATION



The Commission has Representations in all 28 EU countries. The Representation in France has offices in Paris and Marseille. Their role is to explain EU policies, be a source of EU-related information for government and other authorities, teachers and stakeholders; offer press & media services ; speak for the European Commission as its voice, report back to the Commission in Brussels on important political, economic and social developments in France. On 23 April, the Representation provides the interpretation.

The Evens Foundation is a public benefit foundation based in Antwerp (Belgium), but active throughout Europe with additional offices in Paris and Warsaw. We initiate and support projects, and award biennial prizes that contribute to the progress and strengthening of Europe based on cultural and social diversity. In doing so we aim for a European dimension not only in our mission but also our methods.

For the past 10 years the foundation has been actively supporting educational projects in the field of conflict transformation. We have also initiated the **Conflict Matters** conference and platform to explore and share pioneering ideas and good practices that allow to turn conflict into an educational opportunity.

History, and by extension history education, very often is a source of conflicting interpretations, not of easy consensus. We believe that opening up a space to engage with the dissonant or even conflictual nature of history is the first step in discovering common positions or acknowledging existing differences. With our support to this event, we want to draw attention to the importance of conflict in history education and take a closer look at initiatives that succeed in engaging with divisive history in a transformative way.

Networking
Arab
Civic
Education



الشبكة
العربية
للتعليم
المدني

NACE provides spaces for exchange of knowledge and tools in order to advocate for Civic Education in the Arab Region. By inspiring and engaging a variety of stakeholders to participate actively in constant renewals of the social contract, NACE assumes the responsibility to contribute to cohesion and communality on local, national and international levels

PARTS OF THE PROGRAMME ENCOMPASS ACTIVITIES OF THE
FOLLOWING EUROCLIO PROJECTS

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



The **Decisions and Dilemmas III: Making Learning about the EU Motivating and Meaningful** project is a continuation of the previous projects Decisions and Dilemmas I and II. It aims to further support educators across Europe in teaching about the European Union in a motivating and meaningful way that resonates with students. We hope that through this, students will become more aware and active in Europe's democracy. The ambition of this project is to make educators, and thus students, aware of the importance of the EU and the complexities that accompany policy and decision making in the EU.

The **Europeana Digital Service Infrastructure phase 3 (DSI3)** project will continue the work of its predecessors DSI1 and DSI2 in tackling the question of "how to unlock the potential for use of digital heritage for (history) education?". Within this, there will be a focus on web development and the further integration of Europeana and **Historiana** (www.historiana.eu) in order to make them more user-friendly, thus allowing for their optimal use in history education. The project will aim to develop teaching resources across the two platforms, as well as teacher training guides on the use of these platforms and resources.

국, 영문



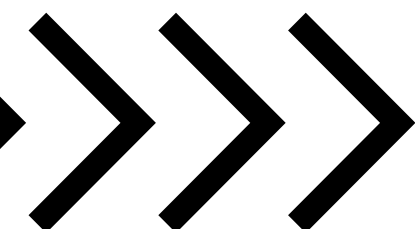
동북아역사재단
NORTHEAST ASIAN HISTORY FOUNDATION

The project **History Education Beyond Borders: Mapping and Sharing Global Experiences in Developing and Implementing History Education Resources** is a means to create a structural conversation among expert-practitioners from Europe and Northeast Asia who seek to develop and successfully implement cross-border history education resources, with a specific eye to the re-conciliatory potential of history education. It is best characterized as a project which brings experienced editors and authors of cross-border history education resources together, challenges them to share their experiences in a structural way, as to identify best practice and document the approaches in a practical way so that they become transferable. As editors or authors of such resources, they are not a neutral group of researchers, but themselves active stakeholders and certainly also can be seen as active civil society.



OPEN SOCIETY
FOUNDATIONS

The **Moving History in the Mediterranean** project is a continuation of earlier EUROCLIO collaboration in the North Africa and Middle East Region, most notably the Annual Conference of 2012 in Antalya, the Learning about (y)our Past project, conducted with member associations in Cyprus and Lebanon, and various channels of cooperation developed over the last 10 years with non-governmental and inter-governmental stakeholders. This year, the support helps to mobilise to the conference history and citizenship educators, in close cooperation with the Networking Arab Citizenship Education group (NACE).



MONDAY 23
APRIL

OPENING

Introductions by Mucem

08.15 REGISTRATION

09.00 WELCOME TO MUCEM

Denis CHEVALLIER, Head of Research
and Teaching Department
Nelly ODIN, Public Education:
"Challenges and objectives of an
educational policy in a museum of
civilisation

Auditorium

PANEL 1

Our Shared Past in the

Mediterranean: Examples of
bridging history education.

Moderator: **Joke van der**

Leeuw-Roord (EUROCLIO
Founder & Special Advisor)

09.30 MOSTAFA HASSANI-IDRISSI

Mediterranean, a history to share
EYAL NAVEH

Learning each Others Narrative

LOIZOS LOUKAIDIS

Home for Cooperation

JOAN BRODSKY-SCHUR

Our Shared Past in the Mediterranean

11.00 COFFEE BREAK @ THE FORUM

Auditorium

PANEL 2

**Teaching Islamic History and
Values**

Moderator: **Nelly Corbel**

(Networking Arab Citizenship
Education) - **Supported by**

Rendez-vous de l'Histoire

11.30 DOMINIQUE VALERIAN

Example from Islamic History

JULIEN LOISEAU

Example from Islamic History

DALIA ASSEM

Networking Arab Citizenship Education

BRUNO BOYER

Memorial de la Shoah's work in the Med

13.00 LUNCH @ THE FORUM

Auditorium

MONDAY 23
APRIL

PANEL 3

Understanding the
Humanitarian Crisis of
Migration.

Moderator: **Oscar van Nooijen**
(International Baccalaureate)

14.30 **EDOUARD SCHMIDT**

European Commission

SOPHIE BEAU

SOS Méditerranée

SYLVIE GUILLAUME

Member of European Parliament, S&D

Opened by **Alan Dumort** of European Union Representation
in Marseille which provides translation support

16.00 **COFFEE BREAK@THE FORUM**

PANEL 4

Europe. Our History?

Moderator: **Steven**

Stegers (EUROCLIO

Programme Director) Part of:

Evans Foundation: **Conflict**

Matters in History Education

16.30 **ALAIN LAMASSOURE**

Member of European Parliament, EPP

T. SERRIER & J. VOGEL

Europe. Notre Histoire

BLANDINE SMILANSKY

House of European History

CHRISTOPHER ROWE

Historiana - Your Portal to the Past

BREAKOUT

Teaching History in the 21st
Century - what should
teachers be concerned
about?

16.30 **WORKSHOP/CONSULTATION**

Council of Europe project **Educating for
Diversity and Democracy. Quality
History Education in Contemporary
Europe**, led by Luisa BLACK, John
HAMER, Jonathan EVEN-ZOHAR

18.15 **GROUP PICTURE (OUTSIDE)**

19.00 **DINNER @ MUNDART**

20.00 **PUB QUIZ @ MUNDART**



Auditorium

Auditorium

Salle Khamsin

CHAIRS OF THE DAY

Mire Mladenovski (EUROCLIO) & Daniel Micolon (APHG)

Tuesday 24 April

7.45

DEPARTURE BY BUS

From Hotel StayCity (Vieux Port Area)

9.00

OPENING CEREMONY

Claire MORICONI, Director of Lycee Marseilleveyre
Gerald ATTALI, Inspector for History and Geography
Daniel MICOLON, APHG Aix-Marseille

9.20

PRESENTATION EUROPEAN INITIATIVES

eTwinning by Veronique SARRIER and Claire MORVAN
EUSory by Till MEYER

10.00

COFFEE BREAK

Information Market

10.30

WORKSHOP ROUND 1

See workshop division overview

1 Olivier Rabasse (FR)

Mémoires de la Guerre
Civile d'Espagne
Salle 7 201

2 Steven Stegers

The Human Impact of
World War 1: Living
with Disability
Salle 7 202

3 Judith Geerling

Opening Europe's
borders: How did the
migrant crisis shake
the EU?
Salle 7 203

4 Weronika Kann

Building a common
language of empathy -
teaching about past,
present and future
Salle 7 207

5 David Laniado

Contropedia: Critical
Learning through
Wikipedia's Edit
History
Salle 7 208

6 Laetitia Vion, Pascal

Coget (FR)
Actions proposées par
l'ONACVG au public
scolaire
CDI

12.00

LUNCH

School Cafeteria

 **Lycée Marseilleveyre**


académie
Aix-Marseille
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DE L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE



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la science et la culture

Membre



Écoles
associées
de l'UNESCO

Tuesday 24 April

13.30

WORKSHOP ROUND 2

See workshop division overview

7 Karim Houfaid (FR)

The documentary's place in the historical narrative

Salle 7 201

8 Heike Bormuth

Inclusion and Historical learning - Diagnostics as a Chance

Salle 7 202

9 Katerina Brentanou

Touring Operatic Troupes in the Mediterranean

Salle 7 203

10 Laurence Bragard, Blandine Smilansky

The Power of the Real: Learning about migration at House of European History

Salle 7 207

11 Frederique Baron (FR)

La guerre d'Algérie dans les collections de la Contemporaine

Salle 7 208

12 Nayla Hamadeh, Jihane Youssef

Francis Challenging the peace treaty for a more sustainable future

Salle 7 206

15.00

COFFEE BREAK

School Cafeteria

15.30

WORKSHOP ROUND 3

See workshop division overview

13 Joan Brodsky

Women across the Mediterranean: From the French Salon to the 1st Women's Movement in Egypt

Salle 7 201

14 Anne Tabak

Political pressure on the curriculum - a case study about the national anthem

Salle 7 202

15 Ulrich Schnakenberg

Treating controversial subjects as controversial

Salle 7 203

16 M. Riotto, Yo-Shik Kang, Dae-Gwang Bang, Oh-cheong Kwon

Korean case of teaching history beyond borders

Salle 7 207

17 Yves Rollin (FR)

Présentation du Relais de la Mémoire juniors

Salle 7 208

18 Frederic Abecassis and Jean-Marie Genard (FR)

- La Traversée (2006)

Salle Polyvalente

17.00

CONCLUSIONS OF THE DAY

Followed by Departure by Bus

18.30

DINNER

Restaurant MundArt

 **Lycée Marseilleveyre**


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WEDNESDAY 25 APRIL

This morning will be in French with Translation

Chairs of the Day:

Hélène AURIGNY (APHG) & Paolo CECCOLI (EUROCLIO)

08.30 • Registration

Musée d'Histoire

09.00 • Panel

France-Germany. Teaching History for Europe. The Franco-German encounter in history textbooks in the European context

Ulrich BONGERTMANN, Rainer BENDICK, Martin STUPPERICH, Guy PERVILLE

Moderator: Marc CHARBONNIER

10.15 • Coffee Break

10.45 • Panel

The memories and history of the Algerian War, from one bank to another.

Fabien BENEZECH, Guy PERVILLE, Fatima BESNACI-LANCOU

Moderator: Marc CHARBONNIER

12.15 • Key-Note Lecture

Policy-making out of History: Case of the Armenian Genocide

Vincent DUCLERT



CULTURAL VISITS



01

LE PANIER

Local High School Students will guide you through this historical neighbourhood.

13.00 Lunch: Restaurant Mundart
14.30 Pick-up from the Restaurant

02

MUSÉE D'HISTOIRE

Explore the museum, meet with the resident educators and engage with new programmes.

13.00 Lunch: Restaurant Del Arte
14.30 Meeting at Museum Lobby

03

COMMUNITY KLEBER

Visit the community center, discover public education programmes.

13.00 Lunch: Restaurant Mundart
14.30 Meeting at Community Centre

18.30 Dinner at Hôtel de Région: Madame Caroline POZMENTIER, vice-president and international relations manager, will have the pleasure to represent Monsieur Renaud MUSELIER, President of the Region Provence-Alpes-Côte d'Azur

THURSDAY 16 APRIL

University of Aix-Marseille, Saint Charles,
Room 1

Chairs of the Day: Loa Kristjansdottir &
Mire Mladenovski



08.30 Registrations of
Delegates

09.00 25th EUROCLIO
General
Assembly

11.00 Coffee Break

11.30 Discussion Tables

- Enhancing the Intercultural Dimension of Education Practices (Henk Bolk)
- Why Europe is a Must (Harry Rogge)
- Setting the EU Education Agenda Together (Ludovic Collin)
- Teachers as Researchers (Marjan de Groot-Reuvekamp)
- The Industrial Heritage web site, its potential on education (Jordi Marti Hennenberg)
- Why teaching the others' history? - Examples of teaching Turkish history in a Danish classroom (Peder Kragh)

13.00 Lunch @
University
Restaurant

14.30 World café
session **Looking
at history and
memory through
the lens of
pluralism**

EUROCLIO, in partnership with the Global Centre for Pluralism, an international research and education centre based in Ottawa, Canada with the mandate to advance respect for diversity, invite participants to engage in an interactive session on promoting pluralism (i.e. respect for diversity) through history education.

16.30 Conference
Closing
Ceremony

20.00 Festive Evening
with Reception
and Dinner at
La Piscine

TALK CREATE SHARE

Workshop round 1

MÉMOIRES DE LA GUERRE CIVILE D'ESPAGNE, hosted by Olivier RABASSE

Cet atelier aura pour but de présenter comment on peut montrer à des étudiants qu'il y a eu et qu'il demeure largement une mémoire officielle, celle des vainqueurs ; et aussi de montrer comment toute une mémoire occultée tente depuis la fin du XX^e s de reprendre la main, par delà le révisionnisme puis l'amnésie nationale. Nous nous intéresserons d'abord à la mémoire officielle imposée par la dictature de Franco et à sa manipulation de symboles et de lieux de mémoire ; nous aborderons ensuite comment l'Espagne de la Transition démocratique a fait le choix du compromis voire de l'amnésie ; nous présenterons les débats qui traversent la société espagnole depuis la Ley de Memoria de 2007 et sa laborieuse application.

THE HUMAN IMPACT OF WORLD WAR 1: LIVING WITH DISABILITY. HOW TO USE QUALITY SOURCE MATERIALS FOR ONLINE LEARNING ACTIVITIES?, hosted by Steven STEGERS

This workshop will focus on the consequences of WW1 for the people who fought, especially those who were injured. How did they adjust to their new lives and cope with the traumas of the war. Participants will be introduced to sources that provide insight in the jobs that these people did, the changed appearance that resulted from the injuries, and the changes in the position that they had. These sources are handpicked for their educational value from the Europeana Collections. In the second part participants will work together to create online learning activities that make use of these sources and the interactive tools developed by EUROCLIO.

OPENING EUROPE'S BORDERS: HOW DID THE MIGRANT CRISIS SHAKE THE FOUNDATIONS AND PRINCIPLES OF THE EU?, hosted by Judith GEERLING

In this workshop you will be introduced to an activity designed to help students think about the free movement of people in Europe. It makes use of one of the materials developed for and published on Historiana. You will be asked to consider to what extent the Schengen agreement functions, how much real freedom of movement exists within the EU and how the EU has been dealing with the so-called "migrant crisis", the large flow of migrants across the Mediterranean. You are also challenged to think about to what extent this has shaken the EU foundations. The activity is designed to enable students to investigate the inquiry question by learning about contemporary debates about these sub-questions.

BUILDING A COMMON LANGUAGE OF EMPATHY - TEACHING ABOUT PAST, PRESENT AND FUTURE, hosted by Weronika KANN

While extended empathy is recognized as a fundamental tool for historical understanding, it is rarely explicitly named among the skills which are to be taught in the history class. How we, as teachers and educators, can work with pupils to involve them in empathetic procedures of historical research? Do the recommendations suggested in the teaching manuals facilitate activation of empathy among students? Together, we will reflect on different ways in which history teachers can benefit from historical empathy by employing it as a teaching tool in the classroom.

CONTROPEDIA: CRITICAL LEARNING THROUGH WIKIPEDIA'S EDIT HISTORY, hosted by David LANIADO

Wikipedia articles are not static pieces of knowledge, but can be edited (almost) anytime by anyone. The quality of Wikipedia is made possible by the struggle over its content. Such conflict behind the articles tends to reflect societal debates on the corresponding topics, but is not immediately visible to the public. Contropedia is an automated tool aimed at making the log of changes easily accessible through a visual interface that allows users to identify the elements that aroused more dispute and activity, and to explore the development of a topic within an article. This workshop will inspect the main controversies in selected articles, and comparing different language editions. Finally, we will discuss possible ways of using Wikipedia and Contropedia in the classroom.

ACTIONS PROPOSÉES PAR L'ONACVG AU PUBLIC SCOLAIRE : ZOOM SUR LE JEU DE L'OIE SUR LA CITOYENNETÉ ET LE CONCOURS BD BULLES DE MÉMOIRE, hosted by Laetitia VION and Pascal COGET

Dans le cadre de sa mission « Mémoire », l'Office national des anciens combattants et victimes de guerre (ONACVG) participe activement à la transmission de la mémoire des conflits contemporains et à l'éducation citoyenne des jeunes générations. A cette fin, l'ONACVG imagine et met en œuvre des opérations pédagogiques et culturelles empruntant tous les vecteurs possibles: expositions thématiques, concours scolaires, théâtre, témoignages, sport, colloques, visite des lieux de mémoire, édition de dépliants, etc. Cet atelier sera l'occasion de présenter aux congressistes les différents supports et actions pédagogiques proposés par l'ONACVG au public scolaire et de découvrir plus précisément deux d'entre eux: l'exposition et le jeu de l'Oie sur le thème La Citoyenneté, ainsi que le concours BD « Bulles de Mémoire, les grands conflits du 20^{ème} siècle racontés en bandes dessinées » proposé chaque année aux collégiens et lycéens et jeunes de niveau équivalent.

Workshop round 2

DOCUMENTARIES' PLACE IN HISTORICAL NARRATIVES, hosted by Karim HOUFAID

The workshop will be based on a series of 7 documentaries Mr. Houfaid is developing, dedicated to the "Heirs of the Great War". It will touch the role of docu-testimonies, which consist in the collection of personal perspectives about the Great War. In this way, History is approached through the perspective of subjective narratives, giving a human face to Great Historical Moments, without excluding the word of the experts.

INCLUSION AND HISTORICAL LEARNING - DIAGNOSTICS AS A CHANCE, hosted by Heike BORMUTH

This workshop will show how the inclusive society relates to historical culture as well as historical learning and which demands it places on both. It assumes historical tasks and a positive task culture to be the starting point for the implementation of those demands. The workshop will introduce a diagnostic tool, which is currently being developed at the University of Hamburg: It proposes a set of subject-specific didactic criteria as well as general pedagogical and special needs education criteria that are parallelly applied, to determine the skills within a whole set of learners and the specific challenges and levels of demand a historical task holds.

TOURING OPERATING TROUPES IN THE MEDITERRANEAN IN THE LATE 19TH CENTURY, hosted by Katerina BRENTANOU

This presentation concerns the touring operatic troupes in the Mediterranean in the late 19th century. In this period the Western culture, characterized by the Industrial Revolution and the industrialization of societies, is the dominant culture and moves rapidly towards the East. The road it follows is the Mediterranean Sea, the one that has been set through the centuries as the main route of cultural and commercial exchange. Among the cultural goods, that travelled through the Mediterranean, is Melodrama [term derived from the combination of Greek words "melos" (= music) and "drama" (=theater) or Opera, as it is usually called in international terminology.

THE POWER OF THE REAL: LEARNING ABOUT MIGRATION AT THE HOUSE OF EUROPEAN HISTORY, hosted by Blandine SMILANSKY and Laurence BRAGARD

The power of observing and handling 'the real' is one of the most unique experiences that a museum learning department can offer. To address the issue of migration with young people from across Europe, the House of European history uses objects and documents that tell stories of past lives lived, acting thus as gateways to the past. During the workshop, some of these objects and documents are presented, raising questions on their empathetic power and capacity to tell a story.. The workshop will be an opportunity to reflect on and discuss the role of original objects and documents to develop authentic historical understanding among young people.

LA GUERRE D'ALGÉRIE DANS LES COLLECTIONS DE LA CONTEMPORAINE : DIVERSIFIER LES APPROCHES, hosted by Frederique BARON.

Pôle de référence national et international pour l'histoire contemporaine et les relations internationales des XXème et XXIème siècles, La contemporains conserve de nombreuses sources relatives à la guerre d'indépendance algérienne et sur de multiples supports : imprimés (presse, publications à faible tirage, tracts, brochures etc.), archives privées, sources militantes, photographies, affiches ou encore archives orales. Cette diversité des sources permet d'envisager plusieurs approches possibles : croisement sources écrites/archives orales ou iconographiques approche militante du conflit, droits de l'homme et justice (fonds de la CIMADE, de la LDH, archives d'avocats militants). L'atelier permettra d'aborder quelques exemples d'exploitation possibles de ces sources pour aborder la période de la guerre d'Algérie.

CHALLENGING THE PEACE TREATY FOR A MORE SUSTAINABLE FUTURE: TEACHERS AS AGENTS OF CHANGE, hosted by Nayla HAMADEH and Jihane YOUSSEF

The 'civil war' in Lebanon officially ended in 1990 with a peace agreement that mandated unifying history textbooks as a means to bring the nation together. Almost three decades later, these textbooks are still non-existing while grassroots initiatives are taking the lead. The aim of the Lebanese Association for History (LAH) is to develop historical thinking so that students learn to consider many narratives, respect the right of others to remember stories from the past, and build on the past to address current challenges. The workshop offers an opportunity to exchange innovative tools and methods that have proven successful in the Lebanese context, and that could easily be used cross border to build towards a more sustainable future.

Workshop round 3

WOMEN ACROSS THE MEDITERRANEAN: FROM THE FRENCH LITERARY SALON TO THE FIRST WOMEN'S MOVEMENT IN EGYPT, hosted by Joan BRODSKY

History reminds us that dialogue and cultural exchange across the Mediterranean has had a long history, but the role of women is rarely factored into our understanding of this exchange. This workshop follows the trajectory of Arab women into the public sphere where they advocated for a variety of rights at the turn of the last century. The movement coincided with efforts at this time to throw off Egypt's colonial status. We will explore a variety of activities using documents, and also apply Visual Thinking Strategies to relevant artworks and photographs. All of these approaches bring together a more accurate picture of women's advocacy across the Mediterranean.

POLITICAL PRESSURE ON THE CURRICULUM - A CASE STUDY ABOUT A NATIONAL ANTHEM, hosted by Anne TABAK

What can we teachers do when politicians not only impose quality standards on education, but also want to intervene in the actual content of history education? In The Netherlands is a recent call for re-introducing to sing the national anthem in class. This will be our case study. Together we will explore our possibilities to make something good out of such tendencies. And we will see how relevant this is for our Mediterranean and European context.

TREATING CONTROVERSIAL SUBJECTS AS CONTROVERSIAL – INDOCTRINATION, HISTORIC “FACTS”, MULTIPERSPECTIVITY AND POST-MODERN “ANYTHING GOES”, hosted by Ulrich SCHNAKENBERG

"How to discuss sensible issues in the classroom? Instead of overwhelming the students, we want them to learn the facts, to analyse different perspectives, to enable them to agree with /reject certain opinions by giving arguments, to judge independently, to critically assess – not learn by heart any “official” interpretation – or even to take over the political view of the teacher. Through analyzing political cartoons on “Mediterranean” issues that can be used in the history classroom (Islam, refugees, Near East, dictatorship), we will discuss the main propositions of the so-called Beutelsbach Consensus (1. Prohibition against Overwhelming the Pupil; 2. Treating Controversial Subjects as Controversial).

THE KOREAN CASE OF TEACHING HISTORY BEYOND BORDERS, hosted by Maurizio RIOTTO, Yo-shik KANG, Dae-gwang BANG, and Oh-cheong KWON

Three history teachers from Korea, mediated by Maurizio Riggio, Italian professor of Korean Language and Literature at University of Naples (IT) will perform a workshop including an active demonstration of learning, revolving around the theme of sharing Korean national policy and school education on the subject of East Asian history, aiming at insightfully overcome discord and conflicts arising from differing perceptions of history. The aim of the workshop is to build an infrastructure in European region that can support the peace and prosperity through promoting a common understanding of the history of the Northeast Asian region, to promote the shared acceptance of a correct historical record, and to address the issues caused by incorrect views of history.

PRESENTATION DU RELAIS DE LA MEMOIRE JUNIORS, hosted by Yves ROLLIN

Présentation du "Relais de la Mémoire juniors", dispositif qui fait collaborer et se rencontrer régulièrement, les délégations d'une douzaine de lycées de cinq pays européens.

LA TRAVERSÉE (2006), OU QUAND LE CINÉMA DONNE À VOIR "LES TROIS ÂGES DE L'ÉMIGRATION ALGÉRIENNE EN FRANCE", hosted by Frederic ABECASSIS and Jean-Marie GENARD

Screening of a documentary with English subtitles. After the screening, a discussion will be held in both English and French. Le film documentaire d'Elisabeth Leuvrey (60 minutes, 2010), entièrement tourné sur le bateau assurant la traversée de Marseille à Alger, est aussi une subtile adaptation de l'article classique du sociologue Abdelmalek Sayad. Au fil des entretiens avec les passagers se dessinent les lignes de frontière entre deux mondes et leurs effets. L'atelier permettra l'étude conjointe d'un film et d'un article de référence qui a posé un modèle d'évolution de l'émigration algérienne en France. Il ouvrira la réflexion sur l'enjeu de la comparaison entre les migrations coloniales et post coloniales et les migrations actuelles.

Biographies

EUROCLIO BOARD

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 (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.

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.

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).

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 (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 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.

CONFERENCE CONTRIBUTORS: SPEAKERS, WORKSHOP HOSTS, MODERATORS

Alain Dumort - Alain Dumort is head of the European Commission Representation office of the European Commission in Marseille since September 2016. He has been previously director of the audio-visual service of the European Union and led a number of departments on strategy, education, culture and cinema. He joined the European Commission in October 1991 as chief economist on telecommunication and information markets. He started working in the oil business and energy markets modelling. Alain Dumort is a regular lecturer on communication and economics at the University of Aix-en-Provence-Marseille, Grenoble and Brussels. He was associate professor of economics of new media at the School of International Relations, University of Southern California, Los Angeles.

Alain Lamassoure - Né le 10 février 1944 à Pau, Alain Lamassoure est député européen du Parti populaire européen (PPE) pour la circonscription Île-de-France. Diplômé de l'Ecole Nationale d'Administration, on compte parmi ses fonctions précédentes celles de député, de ministre des Affaires européennes au sein du gouvernement d'Edouard Balladur, de ministre du Budget et de porte-parole du gouvernement d'Alain Juppé. Membre de la Convention européenne présidée par Valéry Giscard d'Estaing, il fut également vice-président du Mouvement européen France et longtemps impliqué dans la vie publique du pays basque. Au Parlement européen, Alain Lamassoure est membre des commissions du budget, des affaires constitutionnelles et des affaires économiques. Il est par ailleurs le vice-président de la délégation française du PPE.

Anne Tabak - Started as an art historian specialized in early modernism, the educational aspects of making exhibitions were more appealing, so she converted herself into teaching. History teaching to her is sharing the enjoyment and being aware of so many different stories and perspectives. And in this always look for common grounds. She loves working in groups and see deeper learning happening. The last 15 years, she worked at a common Dutch secondary school, a private school and as teacher trainer in history. Currently she is working at the International School in The Hague, Netherlands, teaching humanities and history.

Blandine Smilansky - works for the House of European History, a museum under the auspices of the European Parliament which opened in May 2017 in Brussels. She coordinates events and partnerships and contributes to develop learning programmes for audiences of all ages and backgrounds as a member of the education department of the museum. Previously Blandine worked for the EUROCLIO

Secretariat in the Hague and in Brussels, where she gained experience in developing and delivering complex pan-European projects related to the implementation of innovative and responsible history, heritage and citizenship education through the capacity-building and cross-border cooperation of educators from various countries. Blandine Smilansky studied history and cultural management in France.

Bruno Boyer – Head of International Relations at the Memorial de la Shoah in Paris, dedicated to the Holocaust.

Chris Rowe - born in 1941 near Liverpool, studied History in Liverpool, London, Vienna and at Brown University in Providence, Rhode Island from which he received a graduate fellowship. After his studies he worked as a History teacher at both Grammar Schools as well as University. He has been the head of the History Department of Wistantley Sixth Form College for twenty-five years and after his retirement in 2002 Chris Rowe became a History consultant, providing in-service training for History teachers in the UK and Europe-wide. Besides his involvement with EUROCLIO he also works as an international expert for the Council of Europe History projects. For more than thirty years Chris Rowe has been involved in A-level history examinations and until today works as principal examiner. He is author and co-author of several text books and teaching resources that mainly deal with British, American and 20th century Europe.

Claire Morvan - started to work for eTwinning in July 2011. Her main activity, as Communication Manager, is to define the communication strategies for eTwinning, the biggest community of teachers in Europe. Originally from Corsica (France), Claire holds a Master's Degree in Law and Journalism from the Paul Cézanne University of Aix-en-Provence (France). Before joining European Schoolnet, Claire worked with the SALTO YOUTH Resources centres in Brussels from 2008-2011, being responsible for its institutional communication and public relation. Prior to that, Claire worked as an International Adviser within the national network of Youth Information Centres in France from 2007 to 2008. She also founded the NGO « On est pas des moutons » creating a monthly TV show broadcast on regional TV and done entirely by young people with fewer opportunities.

Dae-gwang Bang - history teacher at Korea University High School, the high school affiliated to Korea University's College of Education in Seoul. I have obtained a bachelor's degree and a master's degree, as well as completed a doctoral program all majoring in History Education at Korea University's College of Education. Being very interested in the field of evaluation, I have done a lot of work related to examination. Thus, I have participated in the process of writing national history test questions several times, such as participating in writing the questions for the history tests (Korean History, East Asian History, and World History) of the College Scholastic Ability Test (CSAT) administered by the Korea Institute of Curriculum and Evaluation (KICE) on four occasions.

Dalia Assem - Phd in comparative political science. Studied at (Cairo University & Justus Liebig University in Germany). Founder and director of The Organization for Egyptian Empowerment and Development" (OREED). Founder & Advisory board member for the Network Arab Civic Education (NACE). Certified trainer and researcher.

David Laniado - is senior researcher at Eurecat, Centre Tecnològic de Catalunya, in the Digital Humanities group. He received his Ph.D in Information Engineering in 2012 from Politecnico di Milano, with a thesis on "Social production of knowledge by online communities". His main research field is computational social science, and the analysis of collective behaviour in digital platforms, with a particular focus on conversation and discussion patterns, controversies and deliberative processes, gender issues and the social effects and implications of algorithms and interfaces.

Dominique Valérien - is Professor of Islamic Medieval History at the Université Lumière-Lyon 2 since 2011. He is associate professor of history and a former member of the French School of Rome. He has attained his PhD at the Université Paris 1 Panthéon-Sorbonne with a thesis on “Bougie, Maghreb port at the end of the Middle Age”, and is authorized to lead researches since 2010. His current researches are focused on the history of Medieval Maghreb, Economic History, relations between Islam and the Latin world in the Mediterranean, History of navigation and ports, piracy in the Mediterranean. He is member of CIHAM (Centre Interdisciplinaire d’Histoire et d’Archéologie Médiévales) and associate member of the Laboratory of Medieval Islam in Paris (Laboratoire Islam Médiéval).

Edouard Schmidt - Policy Officer, European Commission, DG Migration and Home Affairs. Edouard Schmidt (LL.M.) started his career in the European Institutions in 2006 assisting several judges of the Court of Justice and General Court of the European Union as well as as an Administrator in the Directorate-General for Translation. Edouard moved to the Asylum Unit of DG Migration and Home Affairs of the European Commission in 2014 where his focus has been with the Dublin Regulation. He is now working in the Migration Management Support Unit of the same DG which focuses on the support to Greece and Italy in the response to the current migration challenges.

Eyal Naveh - is a professor of history at Tel Aviv University and at the Kibbutzim College of Education. He served as the chairperson of the department of General History at Tel Aviv University, (2012-2016) and is the head of the Academic Council at the Kibbutzim College of Education. He teaches U.S. history, modern Israeli history, and History education. He also taught US and Israeli history in Israel and abroad. Professor Naveh received his PhD from UC Berkeley, USA. Beside his academic publications he wrote 7 textbooks to the Israeli public school system. His last four books are Reinhold Niebuhr and Non Utopian Liberalism (Sussex Academic Press, 2002); Histories: Toward a dialogue with the Israeli Past (Babel Publications, 2002) [Hebrew]; United States – an Ongoing Democracy, (Open University Press, 2007) [Hebrew]; and Side By Side – Parallel Histories of Israel and Palestine, (together with Sami Adwan and Dan Bar-On) (New Press, 2012). He is the co-director of PRIME and the coordinator and adviser of the Israeli-Palestinian two narratives history project. His new book Past in Turmoil – Public Debates over Historical Issues in Israel, appeared few months ago.

Loizos Loukaidis - holds a BA in Primary Education from the Aristotle University of Thessaloniki, Greece and an MA in Peace Education from the UN mandated University for Peace where he specifically sought to examine the viewing of History Teaching as a vehicle for promoting a Culture of Peace. Loizos has extensive experience in the education sector both as a Primary School Teacher and a Peace Education researcher and activist. In December 2016 Loizos was appointed by the President of the Republic of Cyprus as member of the Bi-communal Technical Committee on Education in the context of the ongoing peace negotiations.

Fabien Benezec – Agrégé d'histoire géographie. Professeur en section Bacibac (bac franco espagnol), Lycée Beaussier, La Seyne-sur-Mer. Doctorant en histoire contemporaine (Sciences Po Rennes/Université de Rennes 1). Chargé de cours vacataire Sciences Po Aix.

Fatima Besnaci Lancou - Docteur en histoire moderne et contemporaine (Paris-Sorbonne 4); spécialiste de la guerre d’Algérie et ses suites Membre du Conseil scientifique du Mémorial du camp de Rivesaltes (66) et de la MHeMO - Maison d’Histoire et de Mémoire d’Ongles (04), Prix Seligmann contre le racisme.

Frank Collard - ancien élève de l’ENS de Fontenay Saint-Cloud, agrégé d’histoire, docteur en histoire et HDR de l’université de Paris I, professeur d’histoire du Moyen Âge à Reims puis, depuis 2006, à Paris Nanterre. Recherches sur les savoirs et les pouvoirs à la fin du Moyen Âge et sur le crime de poison à l’époque médiévale. Membre de l’APHG depuis 1983, président de la Régionale de Reims entre 2005 et 2015, président de l’APHG depuis janvier 2017.

Frederic Abecassis – Working for Rhône-Alpes Laboratory for Historical Research.

Frederique Baron – Working for La Contemporaine.

Guy Perville - Professeur émérite d'histoire contemporaine à l'Université de Toulouse Jean-Jaurès, historien spécialiste de la guerre d'Algérie. Il va publier fin 2018 un nouveau livre aux éditions Vendémiaire: *Une histoire iconoclaste de la guerre d'Algérie et de sa mémoire*.

Heike Bormuth - studied History and English for a Teacher's Degree at the University of Mannheim from 2007 to 2012. Afterwards she pursued her Ph.D. in Early Modern History at the same university, where her research focused social aspects of church patronage during the English Reformation. Bormuth also worked for the university administration and as a lecturer at the department of International Cultural Studies. Since late 2017 she has been working for Prof. Dr. Andreas Körber within the teacher competencies project ProFaLe at the University of Hamburg. Her position is located at an intersection of inclusion and history didactics.

Jakob Vogel - since 2011 Full Professor for European History at Sciences Po Paris. He held before a professorship at the Univ. of Cologne and has worked as a Deputy Director of the Centre Marc Bloch Berlin von 2006 to 2008. His fields of study are European History (18th to the 20th c.), History of nations and nationalism, Colonial History, History of Knowledge and Science, of transnational Experts and their global circulations. He is co-editor together with Etienne François, Thomas Serrier and others of the volume « Europa. Notre histoire » (Paris, Les Arènes, 2017) in which he was responsible for the 3rd part of the book about the entanglements of European and global memories. Forthcoming: with Valérie Assan and Bernard Heyberger (eds.), *Minorités en Méditerranée au XIXe siècle. Identités, identifications, circulations*, Rennes: PUR 2018.

Jean-Marie Genard - Professeur agrégé d'histoire, ancien élève de l'ENS rue d'Ulm, Jean-Marie Génard a enseigné 20 ans à Blois dans le secondaire, avant de rejoindre le festival Les Rendez-vous de l'histoire en 2004 comme responsable des rencontres pédagogiques et scolaires et programmateur du cycle cinéma. Il préside aussi à Blois depuis 22 ans l'association de cinéma art et essai Ciné'fil, et depuis 10 ans l'association citoyenne Europe Ensemble qui oeuvre à la compréhension des enjeux de la construction européenne.

Joan Brodsky Schur - is a curriculum developer, author, and consultant. She is a former board member of the Middle East Outreach Council in the United States, and Instructor for a program held in Morocco for the Bank Street College of Education, NYC. She has published two books for high school students about Arab Americans, in addition to lesson plans that appear on the websites of the Hagop Kevorkian Center for Near Eastern Studies of New York University, and the Center for Muslim-Christian Understanding of Georgetown University. Her work for classroom teachers also appears on the websites of the Public Broadcasting Service and National Archives, USA. She is a contributing curriculum designer for Our Shared Past in the Mediterranean.org, and currently serves as Social Studies Consultant to the City and Country School in New York City.

John Hamer – is currently director of AlphaPlus Ltd, a UK based educational consultancy, and Chair of the Heritage Education Trust. He also acts as an expert consultant on history teaching, civic education and assessment to the Council of Europe, the Organisation for Security and Cooperation in Europe (OSCE) and other international and government organisations. A former history teacher, he was for 14 years a member of Her Majesty's Inspectorate of Schools in England. Amongst other appointments, he supported the development of national curricula and examinations in history, political education and citizenship, and was responsible for monitoring the teaching of history and political education. He has

lectured and written extensively on history and civic education and was a joint author of two of the Council of Europe's recent publications, *Shared histories for a Europe without dividing lines* and *Developing a culture of co-operation when teaching and learning history*. In the last 20 years he has worked on a wide variety of projects in central and eastern Europe, the Middle East and southern Africa.

Joke van der Leeuw-Roord - 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.

Judith Geerling – is Senior 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.

Julien Loiseau - Aix-Marseille Université, specialized in Islamic history in Medieval Times, Member of IREMAM (Institut de recherches et d'études sur les mondes arabes et musulmans).

Karim Houfaïd - A man of theater and encounters, Karim Houfaïd has a curious and benevolent look on the beings around him. And it is this generous look that he puts at the service of documentary cinema. He is currently working on a series of 7 films dedicated to the heirs of the Great War: a series entitled "The New messengers of Memory." Karim Houfaïd assumes the singularity of his point of view: a man's view of theater, sensitive to people, their life course, and their sensitivity. This personal journey, Karim Houfaïd puts it in the service of a documentary of a new kind: while the fashion is with the docufiction, it defends the form of the docu-testimony, which consists in collecting the word of others in what it is fragile and moving, a vibrant word that illuminates in its own way the Great History. With this sensitive and poetic approach, Karim Houfaïd proposes to approach History from the perspective of subjective narratives, giving a human face to the many fragments of the Great History without excluding the word of experts.

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 counseling 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 is specialized in the use of drama techniques as a teaching method. Nowadays she is working at the European School of Luxemburg II as a Greek Language Teacher.

Keith Brown - Director of the Melikian Center for Russian, Eurasian and East European Studies, and Professor of Global Studies, at Arizona State University (ASU). Previously, he taught at Bowdoin College, the University of Wales, and Brown University, where he also served as Director of the Brown International Advanced Research Institutes (BIARI) from 2010 to 2014. Dr. Brown has also been Senior Fellow at the US Institute of Peace, Visiting Fellow at the University of Connecticut Humanities

Institute, and Fulbright Fellow in Macedonia in 2012-13. His research has focused primarily on politics, culture, and identity in the Balkans, with a particular emphasis on relations between Macedonia, Greece, and Bulgaria. His solo-authored scholarly work has explored the comparative politics of history-writing (*The Past in Question*, 2003), and analyzed the nature of violence in the making and breaking of community (*Loyal Unto Death*, 2013). Dr. Brown is currently working on an oral history of local democracy activism in late Yugoslav Macedonia and its after-effects. He holds a B.A. in classics from the University of Oxford and an M.A. and Ph.D. in anthropology from the University of Chicago.

Laetitia Vion and Pascal Coget - Memory and Communication Coordinators of ONACVG for the Provence-Alpes-Côte d'Azur region. Laetitia VION and Pascal COGET, Memory and Communication Coordinators of ONACVG for the PACA region, are in charge of advising and supporting the ONACVG departmental directors in the realization of their memory projects, but also to initiate projects at the regional and to participate in the valorization of the national memory places and military cemeteries of the territory.

Laurence Bragard – is the School responsible of the House of European History's learning team. She developed, with her team, a range of educational offer online and onsite for students 6 to 18 years old. The museum, which opened in May 2017, has the vocation to reflect on the trans-national aspect of European History. The development of critical and creative thinking skills in those that utilise our resources is a central aim of our work.

Luisa Black - was a university teacher in Lisbon, Portugal, and was responsible for the Initial Teacher Training (History), focusing mostly teaching methods and the supervising of trainees in schools. Working as expert for the Council of Europe since 1996, Luisa Black was involved in bilateral, regional and intergovernmental projects in various countries (Cyprus, Bosnia, Azerbaijan, Czech Republic, Moldova, Kosovo, Russia Federation, Ukraine, Hungary, Austria, Serbia, Romania, Norway and Estonia) delivering keynote speeches, leading interactive workshops, written education materials and reports. Currently Luisa Black is a Member of the Council of Europe's expert group on Competences for Democratic Culture, is also involved in the Council of Europe's intergovernmental project Educating for diversity and democracy: teaching history in contemporary Europe, and is a member of the drafting team that is revising the Global Education Guidelines, a Council of Europe North-South Centre handbook for educators to understand and implement global education.

Marc Charbonnier - Secrétaire Général adjoint de l'Association des Professeurs d'Histoire et de Géographie (APHG), Secrétaire adjoint de la Rédaction de la revue *Historiens & Géographes*. Professeur d'Histoire-Géographie au Lycée Emmanuel-Mounier (Châtenay-Malabry).

Martin Stupperich - *Ehrevorsitzender des Niedersächsischen Geschichtslehrerverbands* / Président d'honneur de l'Association des Professeurs d'Histoire de Basse-Saxe.

Maurizio Riott - Since 1990 Prof. Maurizio Riott has taught Korean Language and Literature at Naples' "L'Orientale" University. After obtaining a Master Degree in 1982, at Palermo National University, he took a Ph.D Degree in 1988 at Rome National University. He also completed a Ph.D. course at the Department of Archaeology of Seoul National University. He is a member of AKSE (Association for Korean Studies in Europe), Korean Archaeological Society, Korean Historical Society, and IAKLE - International Association for Korean Language Education. He also is member of Editorial Boards of several scientific journals.

Mostafa Hassani-Idrissi - is a professor at Mohammed V University in Rabat, and an expert at the Royal Institute for Research on the History of Morocco. Mr. Hassani-Idrissi is Co-founder of the International Association for Research in Didactics of History and of Social Sciences (2012-2015). He has participated in numerous international research projects on history teaching and its social function.

Nayla Hamadeh - educational consultant. Her work focuses on history and citizenship education. Nayla is currently President of the Lebanese Association for History (LAH) which she cofounded in 2013. She is currently involved in the planning and implementation of a variety of projects focusing on advancing a disciplinary approach in history education. Her work focuses the role of education in building sustainable peace. In the past few years, she has participated in a number of global programs and conferences. Since 2000, Nayla has been involved in planning and facilitating teacher a number of training programs in Lebanon. Previously, she worked in the Educational Resources Center at International College (IC), Beirut, where she coordinated the curriculum guide project as well as teachers' professional development programs advancing a student-centered, problem-based, experiential and collaborative classroom model.

Nelly Corbel - with over 10 years of experience in capacity development, conference moderation and program management in the fields of Civic Education, Citizenship Development and Higher Education reform in Europe, North America, North Africa and the Middle East, she has served in a number of leadership positions and boards providing expertise for project advancement and policy recommendations. Currently, Corbel is the founding executive director of Global Civic Consulting, the co-founder of the Lazord Foundation, the secretary of the Networking Arab Civic Education founding committee and a member of the advisory board of Networking European Citizenship Education. Prior to this, she served as the associate director of the Gerhart Center for Philanthropy and Civic Engagement at the American University in Cairo. Franco-Egyptian, Nelly Corbel is an alumna of the Harvard Kennedy School (Strategic management for leaders of non-profit), the American university in Paris (MA -International affairs) and the Institut Catholique de Paris (MA - Conflict sociology).

Oh-cheong Kwon - Currently teaching Korean History at Gajeul High School in Seoul, I am particularly interested in the subjects of historical conflicts and reconciliation, history clean-up and remembrance, as well as various experience activities for students. I wrote a textbook named *Knowing the Japanese "Comfort Women"* (published by the Ministry of Gender Equality and Family) in 2015 and a textbook titled *East Asia Peace Education* (published by Seoul Metropolitan Office of Education) from 2016 to 2018. Since 2010, I have been carrying out exchanges on history between South Korea and Japan and hosting East Asia Youth Camps with students from South Korea, China, and Japan since 2013.

Olivier Rabasse

Oscar van Nooijen - an educationalist with experience in international curriculum design and innovation, secondary school leadership and teaching, and higher education admissions and advancement. Currently leading the development of History and Global Politics at the International Baccalaureate, he previously worked as a secondary school history teacher and in university administration in the United Kingdom. His particular academic interests are in early modern European and world history, architectural history, and twentieth century political and urban history. Before joining the IB in The Hague, he was involved local politics in the UK, and was for ten years a member of Oxford City Council.

Rainer Benedick - French and history teacher. He wrote his PhD thesis about the representations French and German history textbooks gave from World War I. He was co-editor of the French-German history textbook "Histoire/Geschichte". Since 2018 he is staff member of the education service of the German War Graves Commission (regional association Brunswick).

Sophie Beau - est co-fondatrice de l'association européenne de sauvetage en mer SOS MEDITERRANEE. Elle est directrice générale de la branche française de l'association et vice-présidente du réseau européen SOS MEDITERRANEE. Titulaire d'une maîtrise en anthropologie et d'un diplôme de 3e cycle en sciences politiques, elle dirige des programmes sociaux et humanitaires depuis une vingtaine

d'années. Elle a notamment travaillé comme responsable de programmes pour Médecins Sans Frontières et Médecins du Monde sur de nombreux terrains de crise en Afrique, au Moyen-Orient et dans le Caucase, ainsi que dans les sièges de ces ONG en France, aux Pays-Bas et aux Etats-Unis. Elle a également dirigé des équipes médico-sociales et accompagné les acteurs de la lutte contre l'exclusion en France - associations, collectivités territoriales et fondations. Co-fondatrice de l'association SOS MEDITERRANEE en mai 2015 avec le capitaine de marine allemand Klaus Vogel, elle est directrice générale de l'association en France et vice-présidente du réseau européen qui compte aujourd'hui quatre associations (Allemagne, France, Italie, Suisse).

Steven Stegers - 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.

Sylvie Guillaume - Femme politique, citoyenne engagée, européenne convaincue, militante des valeurs progressistes et humanistes: ce sont quelques-unes des façons de résumer mon parcours et mes combats politiques. Depuis la fin des années 80, je suis impliquée dans la vie politique au sein du Parti socialiste, que j'ai dirigé dans le département du Rhône entre 1993 et 2003. Dans le même temps, j'ai été successivement secrétaire nationale aux questions de société, aux droits des femmes puis au développement du parti. Au Parlement européen depuis 2009, je me suis engagée particulièrement dans la commission parlementaire LIBE, qui traite des questions de Libertés civiles, de Justice et d'Affaires Intérieures. Mes sujets d'expertise sont donc l'immigration, les droits de l'Homme, la protection des données personnelles. En 2014, je suis devenue Vice-Présidente du Parlement, en charge notamment des questions d'informationcommunication et du Registre de transparence. Concernant le droit d'asile, j'ai été désignée fin 2015 rapporteure de la proposition de la commission visant à établir une liste commune de l'Union européenne de pays d'origine sûrs.

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 multi-perspectivity 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.

Theo Cohen - French teacher of History and Geography in an High School located in the the metropolitan area of Lyon, France. Half of my time is dedicated to European sections where I am teaching my subjects in English to students aged between 15 to 18 years old. Graduated of two Master Degrees, one in Policy and Strategy of International Public Actions from the University of Lyon III and one and in Geopolitics from the French Institute of Geopolitics (Paris VIII), I did part of my studies in the Hebrew University of Jerusalem, in Israel. Today, being a teacher in History and Geography, I am particularly challenged by the representations, the passions and sensitivity when it comes to the

teaching of the Israeli-Palestinian conflict to High-School students. Therefore, my goal is to develop a French version of the « Parallel Histories » project, a wonderful web-based pedagogical tool created by Michael Davies, an English History teacher from Lancaster, UK.

Thomas Serrier - Professor of Contemporary German history, Université de Lille, Chief Editor "Europa. Notre histoire" (Les Arènes, 2017). Thomas Serrier, né en 1971, a suivi des études à Paris et à Berlin (Université Libre et Université Humboldt). Il a soutenu sa thèse à Paris 8 en 2010 et son Habilitation à diriger des recherches à l'École pratique des hautes études en 2014. Ses recherches portent gravitent autour des régions frontalières et des mémoires transnationales en Europe.

Till Meyer - studied German literature, philosophie, and history. He worked as teacher and journalist, since 1990 Director German French center Maison de Rhénanie-Palatinat in Dijon. The Fédération des Maisons franco-allemandes is a network of german-french centers in France, emerging from communal or regional common initiatives or from common initiatives from universities in France and Germany. The federation is complementary to the Goethe Instituts in France and started projects like mobiklasse.de, German French volunteer services, and the German French history competition for pupils Eustory.fr.

Ulrich Bongertmann - a German high school teacher and the acting chairman of the Association of German History Teachers (VGD). Bongertmann studied history, Latin and philosophy in Münster. After that he became a teacher in Osnabrück and Hildesheim. In 1993, he went to the Rostock Study Seminar as Head of History and Latin and taught at the Rostock City School. At the same time, he has also been a subject specialist for the subject of history and Latin of the Ministry of Education in Mecklenburg-Vorpommern with responsibility for the framework plans and teacher training. Since 2012 he is the federal chairman of the Association of German History Teachers. Bongertmann published teaching practical and history didactic contributions mainly to the German postwar history.

Ulrich Schnakenberg - Dr. Schnakenberg has worked as a research assistant at the department of modern history at the University of Kassel, Germany. Since 2006, he has been a teacher of history, civic studies and English at a German Gymnasium (secondary school). Since 2014, he is also a teacher trainer in Essen. In addition to that, he is offering courses on the teaching of history, posters, cartoons and CLIL (content and language integrated learning) at the University of Duisburg-Essen. He has published articles, books and teaching aids on topics such as "Islam and the West" and "history in cartoons" and collaborated on history textbooks.

Veronique Sarrere - Directrice Atelier Canopé 13 – Marseille.

Vincent Dulcert - Agrégé d'histoire, il obtient son doctorat, préparé sous la direction de Dominique Kalifa, à l'Université Paris Panthéon-Sorbonne en 2009. Il a été de 1999 à 2013 professeur agrégé à l'École des hautes études en sciences sociales, à présent il est devenu membre titulaire du CESPRA. Cependant il donne toujours cours à L'EHESS. Il a aussi été chargé de conférences à l'ENA. Le 24 avril 2013, il est nommé à l'Inspection générale de l'Éducation nationale. En octobre 2016, Najat Vallaud-Belkacem, ministre de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, le nomme à la présidence d'une mission d'étude sur la recherche et l'enseignement des génocides et crimes de masse.

Weronika Kann - history education specialist, since 2016 project and communication manager at European Network Remembrance and Solidarity. Before that, project coordinator of many educational and cultural projects in Poland. She worked with non-governmental and public institutions in Poland, such as National Audiovisual Institute and Contemporary Art Foundation In Situ. Graduate of Warsaw University – master's degree of The Centre for East European Studies. She studied history of Eastern Europe and Russia, contemporary issues, economy, culture, and social, ethnic, religious, ethnological

and political issues. Interested in photography and contemporary art – the topic of her master's thesis was the political performance art of the Russian art group "Voyna".

Yo-shik Kang - was born in March 1960 in Geumsan, in the South Chungcheong Province, and went onto studying History Education at Seoul National University in Seoul for my undergraduate and graduate courses. I started my career in 1984, firstly as a teacher in different high schools such as Kyunggi High School and Seoul Science High School, then as a supervisor and senior supervisor at the Seoul Metropolitan Office of Education, deputy principal of Banpo High School, before finally changing to my current position as principal of Yeouido High School. I have participated in the production of high school history textbooks and various history education materials. My current fields of interest are History Education and School Management.

Yves Rollin - a été président de « l'association pour la Mémoire et des Déportés et des Résistants d'Europe » de 2008 à 2018. Cette association créée par les époux Farnoux, Yvette et Abel, tous deux résistants et déportés, est le support du dispositif « Relais de la Mémoire juniors ». Professeur d'allemand à l'origine, Yves ROLLIN a été Principal de collège de 1983 à 1996, à Colombelles (14) puis à Vaulx-en-Velin (69) et Proviseur de lycée de 1996 à 2012 dans quatre établissements marseillais. La présentation du Relais de la Mémoire juniors, dispositif qui fait collaborer et se rencontrer régulièrement, les délégations d'une douzaine de lycées de cinq pays européens, fera l'objet d'un atelier lors du Congrès Euroclio 2018.

| NAME AND SURNAME | COUNTRY | INSTITUTION | EMAIL |
|----------------------------|------------------------|---|---------------------------------------|
| Vojsava Kumbulla | Albania | Albanian History Teachers' Association | vojsavakumbulla@gmail.com |
| Blandine Smilansky | Belgium | House of European History | blandine.smilansky@europarl.europa.eu |
| Claire Morvan | Belgium | eTwinning Brussels | claire.morvan@eun.org |
| Edouard Schmidt | Belgium | European Commission | Edouard.SCHMIDT@ec.europa.eu |
| Laurence Bragard | Belgium | House of European History | laurence.bragard@europarl.europa.eu |
| Marjolein Delvou | Belgium | Evens Foundation | marjolein.delvou@evensfoundation.be |
| Sylvie Guillaume | Belgium | European Parliament | sylvie.guillaume@europarl.europa.eu |
| Bojana Dujkovic-Blagojevic | Bosnia and Herzegovina | EUROCLIO-HIP | bojanadujkovicblagojevic@gmail.com |
| Edin Radusic | Bosnia and Herzegovina | University of Sarajevo / EUROCLIO-HIP | radusicedin@yahoo.com |
| Elma Hasimbegovic | Bosnia and Herzegovina | History Museum of Bosnia and Herzegovina / EUROCLIO-HIP | hasimbegovice@gmail.com |
| Bistra Stoimenova | Bulgaria | Bulgarian History Teachers' Association | stoimenovabistra@gmail.com |
| Katie O'Brian | Canada | Global Centre for Pluralism | katie.obrian@pluralism.ca |
| Nathan Bowers-Krishnan | Canada | Global Centre for Pluralism | nathan.bk@pluralism.ca |
| Loizos Loukaidis | Cyprus | Association for Historical Dialogue and Research | loizos.loukaidis@ahdr.info |
| Maria Georgiou | Cyprus | UCL Institute of Education | m.georgiou.14@ucl.ac.uk |
| Ute Ackerman Boeros | Cyprus | American International School in Cyprus | boeros@cytanet.com.cy |
| Helena Štajglová | Czech Republic | Vysočina Education Jihlava | helena.stajglova@seznam.cz |
| Olga Drapalova | Czech Republic | CZECH SCHOOL INSPECTORATE | drapalova.csi@seznam.cz |
| Alexandre Bernier | Denmark | Aurehoej Gymnasium | ab@aurehoej-gym.dk |
| Amalie Lundsteen | Denmark | Greve Gymnasium | ggalu@greve-gym.dk |
| Astrid Lund | Denmark | Aurehoej Gymnasium | ahl@aurehoej-gym.dk |
| Benny Christensen | Denmark | Danish History Teachers' Association | bennyclo@gmail.com |
| Berit Langdahl | Denmark | Aurehoej Gymnasium | bl@aurehoej-gym.dk |
| Henrik Ohlesen | Denmark | Aurehoej Gymnasium | oh@aurehoej-gym.dk |
| Jakob Erle | Denmark | Networking Arab Citizenship Education | jakob@erle.dk |
| Jesper Kaalund | Denmark | Aurehoej Gymnasium | jk@aurehoej-gym.dk |
| Lars Peter Visti Hansen | Denmark | Frederiksborg Gymnasium | Lars.Visti.Hansen@skolekom.dk |
| Peder Jacob Ellehave Kragh | Denmark | Greve Gymnasium | ggpkr@greve-gym.dk |
| Soeren Thorbjørn Svendsen | Denmark | Greve Gymnasium | ggsts@greve-gym.dk |
| Søren Vig | Denmark | Aurehoej Gymnasium | si@aurehoej-gym.dk |
| Trine Loo | Denmark | Aurehoej Gymnasium | tf@aurehoej-gym.dk |
| Dalia Assem | Egypt | Networking Arab Citizenship Education | dalia_zaid@hotmail.com |
| Dina Abou Zeid | Egypt | Media Vision Co. | dinaabouzeid@hotmail.com |
| Elhossein Mahmoud | Egypt | | elhossein@hotmail.com |
| Rana Gaber | Egypt | Ambassadors for Dialogue | rana.gaber@gmail.com |
| Samia Bibars | Egypt | League of Arab States | samiabibars5000@hotmail.com |
| Madis Somelar | Estonia | Estonian History Teachers' Association | madissomelar@gmail.com |
| Mare Oja | Estonia | Tallinn University / EUROCLIO | mareoja@tlu.ee |
| Pille Rohla | Estonia | Estonian History Teachers' Association | madissomelar@gmail.com |
| Teele Jurtom-Lukasin | Estonia | Estonian History Teachers' Association | madissomelar@gmail.com |
| Tii Luuk | Estonia | Estonian History Teachers' Association | madissomelar@gmail.com |
| Riitta Mikkola | Finland | EUROCLIO Board | riitta.mikkola@nic.fi |
| Tiina Kärkkäinen | Finland | Finnish History Teachers' Association | tiina.karkkainen@edu.hel.fi |
| Abdellatif Yahiaoui | France | Student | |
| Ann-Laure Lieval | France | APHG - Lille | a.lieval@cegetel.net |
| Benjamin Pouplier | France | Student | |
| Bruno Boyer | France | Memorial de la Shoah | bruno.boyer@memorialdelashoah.org |
| Caroline Morel | France | APHG / Lycee Jean Perrin Lyon | kalala.morel@gmail.com |
| Caroline Pozmentier | France | Region Provence-Alpes-Côte d'Azur | |
| Clara Marboeuf | France | Student / La Cadenelle - Marseille | clara.mbf@gmail.com |
| Claude Ferreira | France | Education Nationale | ferreira.claude1@wanadoo.fr |
| Daniel Henri | France | Co-director of the French-German History textbook | danhenni@mac.com |
| Daniel Micolon | France | APHG / Lycee Marseilleveyre | micolon.daniel@neuf.fr |
| David Lopez | France | Lifelong Learning Platform | dlopez@laligue.org |
| Dominique Mattei | France | APHG - Aix-Marseille | dmattei2505@gmail.com |
| Dominique Valerian | France | Les Rendez-vous de l'Histoire | dominique.valerian@yahoo.fr |
| Elisabeth Bayle | France | Student | e.bayle@cadenelle.com |
| Elisabeth Ferreira | France | Ministère de l'éducation nationale | elisabethfer04@gmail.com |
| Elodie Paci | France | Student / La Cadenelle - Marseille | elodiepaci@icloud.com |
| Emmanuel Mathiot | France | APHG Alsace | emathiot@ac-strasbourg.fr |
| Fabien Benezech | France | Region Academie Nice | Fabien.Benezech@ac-nice.fr |
| Fatima Besnaci | France | Sorbonne University | fatima.besnaci@gmail.com |
| Frederic Abecassis | France | École normale supérieure de Lyon | frederic.abecassis@ens-lyon.fr |
| Frederique Baron | France | La Contemporaine | frederique.baron@lactemporaine.fr |
| Guillaume Mondin | France | Student | |
| Guillaume Le Quintrec | France | Co-director of the French-German History textbook | lequintrec.guillaume@neuf.fr |
| Guy Perville | France | | |
| Hélène Aurigny | France | APHG - Aix-Marseille | helene.aurigny@wanadoo.fr |
| Isabelle Petot | France | APHG Aix-Marseille | isabelle.petot4@free.fr |
| Ivy Vo | France | Networking Arab Citizenship Education | |
| Jakob Vogel | France | Sciences Po Paris | jakob.vogel@sciencespo.fr |
| Jean-Marc Fevret | France | APHG - Aix-Marseille | jeanmarcfevret@yahoo.fr |
| Jean-Marie Génard | France | Les Rendez-vous de l'Histoire | pedagogie-cine@rdv-histoire.com |
| Julien Loiseau | France | University Aix-Marseille | julien.LOISEAU@univ-amu.fr |
| Karim Houfaïd | France | Independent Producer and Director | khoufaïd@yahoo.fr |
| Laetitia Vion | France | ONACVG | laetitia.vion@onacvg.fr |
| Marc Charbonnier | France | APHG - Ile de France | charbonnier.marc@wanadoo.fr |
| Mounia Ahamada | France | Student / La Cadenelle - Marseille | mouniaahamada7@gmail.com |
| Ms. Abecassis | France | | |
| Muriel Hoohs | France | APHG - Aix-Marseille | mhoohs@gmail.com |
| Nelly Corbel | France | Networking Arab Citizenship Education | nellycorbel@gmail.com |
| Oceane Di Meo | France | Student / La Cadenelle - Marseille | oceane.dimeo@hotmail.com |
| Olivier Rabasse | France | Lycee Jean Aicard, Hyères | orabasse@hotmail.fr |
| Pascal Coget | France | ONACVG | pascal.coget@onacvg.fr |
| Sabrina Attia | France | Student | sabrinaattia33@gmail.com |
| Sophie Beau | France | SOS Mediterranee | s.beau@sosmediterranee.org |
| Tatiana Milko | France | Council of Europe | Tatiana.MILKO@coe.int |

| | | | |
|--------------------------|------------------|--|--|
| tbcc tbc | France | Lifelong Learning Platform | |
| Thomas Serrier | France | University of Lille | thomas.serrier@univ-lille3.fr |
| Till Meyer | France | Eustory | meyer@maisons-franco-allemandes.fr |
| Valentine Million | France | Student / La Cadenelle - Marseille | million.valentine@yahoo.fr |
| Véronique Sarrere | France | eTwinning France | veronique.sarrere@reseau-canope.fr |
| Victor Chicat | France | Student / La Cadenelle - Marseille | chicativictor@gmail.com |
| Vincent Duclert | France | Ministère de l'éducation nationale | Vincent.duclert@education.gouv.fr |
| Yves Rollin | France | Relais de la Mémoire | |
| Barbara Christophe | Germany | Georg Eckert Institute for International Textbook Research | christophe@gei.de |
| Christiane Brandau | Germany | Georg Eckert Institute for International Textbook Research | brandau@gei.de |
| Heike Bormuth | Germany | University of Hamburg | heike.bormuth@uni-hamburg.de |
| Maren Tribukait | Germany | Georg Eckert Institute for International Textbook Research | tribukait@gei.de |
| Martin Stupperich | Germany | Association of History Teachers of Lower Saxony | martin.stupperich@web.de |
| Rainer Bendick | Germany | Service for the Maintenance of German Military Graves | rainer.bendick@osnanet.de |
| Ulrich Bongertmann | Germany | Association of History Teachers of Germany | ulrich.bongertmann@t-online.de |
| Ulrich Schnakenberg | Germany | Universität Essen | uli.schnakenberg@web.de |
| Kiki Sakka | Greece | A.H.E.G. (Association for History Education in Greece) | vassilikisakka@gmail.com |
| Olena Sydorenko-Szabo | Hungary | Open Society Foundations | olena.sydorenko@opensocietyfoundations.org |
| Garðar Gíslason | Iceland | Menntaskólinn í Kópavogi | gardar.gislason@mk.is |
| Guðmundur Gíslason | Iceland | Fjölbrautaskólinn í Garðabæ | gudmundurg@fg.is |
| Hannes Ísberg Ólafsson | Iceland | Fjölbrautaskólinn Ármúla | hannes@fa.is |
| Heimir Björnsson | Iceland | History Teachers' Association of Iceland | heimir@flensborg.is |
| Kristófer Eggertsson | Iceland | History Teachers' Association of Iceland | kristofer13@gmail.com |
| Lóa Kristjansdóttir | Iceland | EUROCLIO Board | loakristjansdottir@gmail.com |
| Páll Vilhjálmsson | Iceland | Fjölbrautaskólinn í Garðabæ | pallv@fg.is |
| Sígmundur Thormar | Iceland | Sund College | sigmart@msund.is |
| Meena Malhotra | India | PeaceWorks | meghsmal@gmail.com |
| Eyal Naveh | Israel | University of Tel Aviv | enaveh@post.tau.ac.il |
| Rotem Hermon | Israel | CET | rotemh@cet.ac.il |
| Tamar Katz | Israel | CET | tamark@cet.ac.il |
| Alice Modena | Italy | EUROCLIO Secretariat | alice@euroclio.eu |
| Maria Laura Marescalchi | Italy | Liceo Scientifico Tassoni - Modena | marescal@tin.it |
| Maurizio Riotto | Italy | University of Naples "L'Orientale" | qapaghan@hotmail.com |
| Paolo Ceccoli | Italy | EUROCLIO Board | paolocceccoli3@gmail.com |
| Kazuya Asakawa | Japan | Tokaigakuen University | kasan@mac.com |
| Yosuke Watanabe | Japan | | watanabeyosuke@hotmail.com |
| Imad Sabi | Jordan | Open Society Foundations | imad.sabi@opensocietyfoundations.org |
| Lina Rabaia | Jordan | Open Society Foundations | lina.rabaia@opensocietyfoundations.org |
| Snjezana Koren | Kroatia | University of Zagreb | snjezana.koren@gmail.com |
| Jihane Youssef Francis | Lebanon | Eastwood Schools Beirut | jihane.francis@eastwoodschools.com |
| Nayla Hamadeh | Lebanon | Lebanese Association for History (LAH) | naylahamadeh@gmail.com |
| Guido Lessing | Luxembourg | ALEH Luxembourg | guido.lessing@education.lu |
| Katerina Brentanou | Luxembourg | European School of Luxembourg | katerina.brentanou@gmail.com |
| Daniela Nikolova | Macedonia | Museum of Macedonia | danielanikolova1@gmail.com |
| Mire Mladenovski | Macedonia | EUROCLIO Board | mire.mladenovski@gmail.com |
| Yosanne Vella | Malta | University of Malta | yosanne.vella@um.edu.mt |
| Mostafa Hasani-Idrissi | Morocco | Mohammed V University of Rabat | mostafahi@hotmail.com |
| Anne Tabak | Netherlands | International School, The Hague, The Netherlands | a.tabak@ishthe Hague.nl |
| Arnold Geurts | Netherlands | Farel College | geurtsa@farel.nl |
| Frank Van den Akker | Netherlands | EUROCLIO Board | frank.vandenakker@kpnmail.nl |
| Harry Rogge | Netherlands | EUROGEO | hrogge@ziggo.nl |
| Hellen Janssen | Netherlands | Association of History Teachers in the Netherlands | hjanssen@zwijsencollege.nl |
| Henk Bolk | Netherlands | Lorentz Casimir Lyceum Eindhoven | henkbolk@gmail.com |
| Ineke Veldhuis-Meester | Netherlands | EUROCLIO Ambassador | inekeveldhuismeester@gmail.com |
| Jaco Stoop | Netherlands | EUROCLIO Secretariat | jaco@euroclio.eu |
| Jan Van der Leeuw | Netherlands | Former Board Member of EUROCLIO Foundation | jan@vanderleeuw.eu |
| Joke Van der Leeuw-Roord | Netherlands | EUROCLIO Founder and Special Advisor | joke@vanderleeuw.eu |
| Jonathan Even Zohar | Netherlands | EUROCLIO Secretariat | jonathan@euroclio.eu |
| Judith Geerling | Netherlands | EUROCLIO Secretariat | judith@euroclio.eu |
| Marian Heesen | Netherlands | Lyceum Sancta Maria, Haarlem, The Netherlands | marianheesen@gmail.com |
| Marjan Groot-Reuvekamp | Netherlands | Fontys University of Applied Sciences | m.degrootreuvekamp@fontys.nl |
| Minuk Nam | Netherlands | University of Leiden | nautes03@naver.com |
| Oscar van Nooijen | Netherlands | International Baccalaureate Organization | oscar.vannooijen@ibo.org |
| Steven Stegers | Netherlands | EUROCLIO Secretariat | steven@euroclio.eu |
| James McBride | Northern Ireland | History Teachers' Association of Northern Ireland | j.mcbride@talk21.com |
| Sinead Fitzsimons | Northern Ireland | EUROCLIO Board | sfitzsimons15@qub.ac.uk |
| Elise Christensen | Norway | Center for Studies of Holocaust and Religious Minorities | e.g.christensen@hlsenteret.no |
| Kirsten Meadow | Norway | Norwegian History Teachers' Association | kirsten.meadow@gmail.com |
| Ms. Aslam | Pakistan | | |
| Qasim Aslam | Pakistan | The History Project | qasim@thehistory-project.org |
| Refat Sabbah | Palestine | Teacher Creativity Centre | refat@teachercc.org |
| Anna Brojer | Poland | Institute for National Remembrance | anna.brojer@ipn.gov.pl |
| Igor Kakolewski | Poland | Centrum Badan Historycznych | igor.kakolewski@cbh.pan.pl |
| Rebecca Denton | Poland | | |
| Weronika Kann | Poland | European Network Remembrance and Solidarity | weronika_kann@yahoo.pl |
| Luisa Black | Portugal | Council of Europe | blackluisa@gmail.com |
| Marta Torres | Portugal | APH - Portugal | aph@netcabo.pt |
| Dorin Stanescu | Romania | Societatea de Științe Istorie din România | dorinistorie@yahoo.com |
| Konstantin Bitukov | Russia | St. Petersburg Academy of In-Service Pedagogical Education | kbitukov@rambler.ru |
| Tatiana Koval | Russia | Russian Academy of Education, Moscow | nastiakovalt@mail.ru |
| Chang-wook Lee | South Korea | Northeast Asian History Foundation | dmar04@nahf.or.kr |
| Dae-gwang Bang | South Korea | Korea University High School | bdg21@hanmail.net |
| do-hyung Kim | South Korea | Northeast Asian History Foundation | bji@nahf.or.kr |
| Hyun-chul Kim | South Korea | Northeast Asian History Foundation | |
| Hyun-ju Seo | South Korea | Northeast Asian History Foundation | drhyunju@nahf.or.kr |
| Hyun-suh Jo | South Korea | Hwibong High School | |
| Je-yi Barn | South Korea | Northeast Asian History Foundation | bji@nahf.or.kr |
| Ji-hoon Yun | South Korea | Northeast Asian History Foundation | yunjihoon@nahf.or.kr |

| | | | |
|-----------------------|----------------|--|-----------------------------------|
| Jung-in Kim | South Korea | Chuncheon National University of Education | kji@cnue.ac.kr |
| Oh-cheoung Kwon | South Korea | Gajaeul High School | ochung15@naver.com |
| David Laniado | Spain | Contropedia | david.laniado@eurecat.org |
| Harri Beobide | Spain | Andoingo ikastola-ikastolen Elkartea | hbeobide@ehi.ikastola.eus |
| Idoia Orbe Narbaiza | Spain | GERNIKA PEACE MUSEUM FOUNDATION | hezkontza.museoa@gernika-lumo.net |
| Jordi Marti-Henneberg | Spain | Universitat de Lleida | marti.henneberg@geosoc.udl.es |
| Jordi Guixe | Spain | EUROM | jordiguixe@ub.edu |
| David Gonzalez | Spain | EUROM | david.glez81@gmail.com |
| Ricard Conesa | Spain | EUROM | rconesa@ub.edu |
| Ina Nyfelt | Sweden | Historielärarnas förening, Sweden | ina.nyfelt@uddevalla.se |
| Daniela Zunzer | Switzerland | Mindset Tours | daniela@zunzer.ch |
| Valentin Schönherr | Switzerland | MNG Rämibühl Zürich | v.schoenherr@sunrise.ch |
| Ghazoua Ltaief | Tunisia | Networking Arab Citizenship Education | ghazoua.ltaief@nacecommunity.org |
| Oifa Mahmoud | Tunisia | | Olfadm@yahoo.fr |
| Tarak Mahdhaoui | Tunisia | CICA EDUCA | mahdhaoui.tarak@gmail.com |
| Chris Rowe | United Kingdom | EUROCLIO Ambassador | chris.history@btinternet.com |
| Dean Smart | United Kingdom | University of the West of England | Dean.Smart@uwe.ac.uk |
| John Hamer | United Kingdom | Council of Europe | j.a.hamer@btinternet.com |
| Joan Brodsky Schur | United States | Education Consultant | jbschur@gmail.com |
| Keith Brown | United States | Arizona State University | keith_brown@asu.edu |