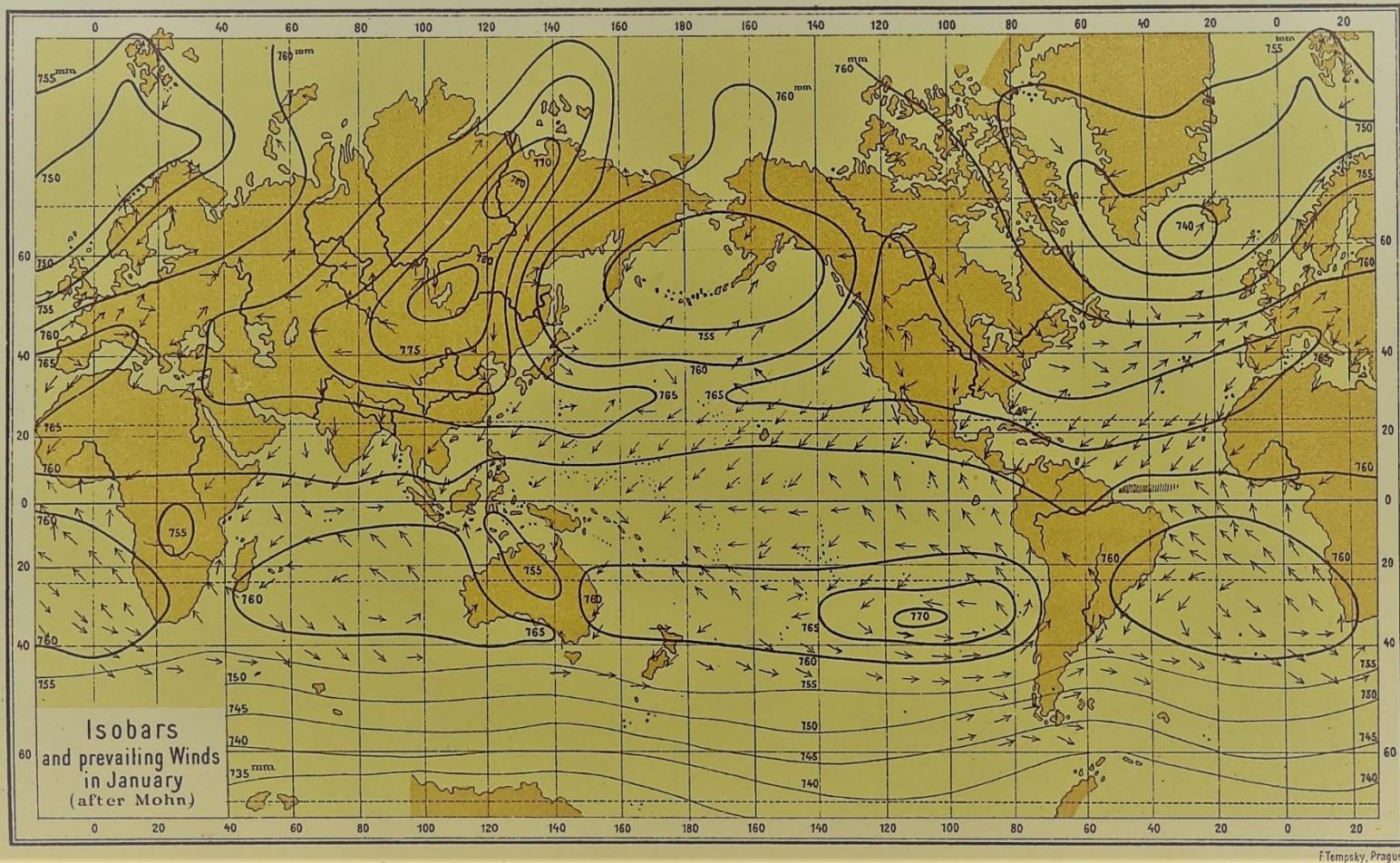


History Education beyond Borders

Mapping and Sharing Global Experiences in Developing and Implementing Cross-Border History Education Resources



Programme

Global Experts Group Workshop

22nd-23rd April 2018

Practical Information: Venues

There will be multiple venues that are in close proximity of each other during the course of the Global Experts Group workshop. Their locations are indicated on the map below.



21 April

16.30 – 19.00 Annual Conference Official Opening at Musee d'Histoire

2 Rue Henri Barbusse, 13001
Marseille, France

+33 4 91 55 36 00

www.musee-histoire-marseille-voie-historique.fr



19.00 – 22.00 Welcome Reception and Dinner at World Trade Centre

2 Rue Henri Barbusse, 13001
Marseille, France

+33 4 13 94 04 13

www.wtcmp.com



Practical Information: Venues

22 April

Club du Vieux Port

3 Place aux Huiles, 13001
Marseille, France

+33 4 91 33 19 46

www.clubduvieuxport.fr



23 April

Mucem

7 promenade Robert Laffont ,
13002 Marseille, France

+33 (0)4 84 35 13 13

www.mucem.org



Practical Information: Accommodation

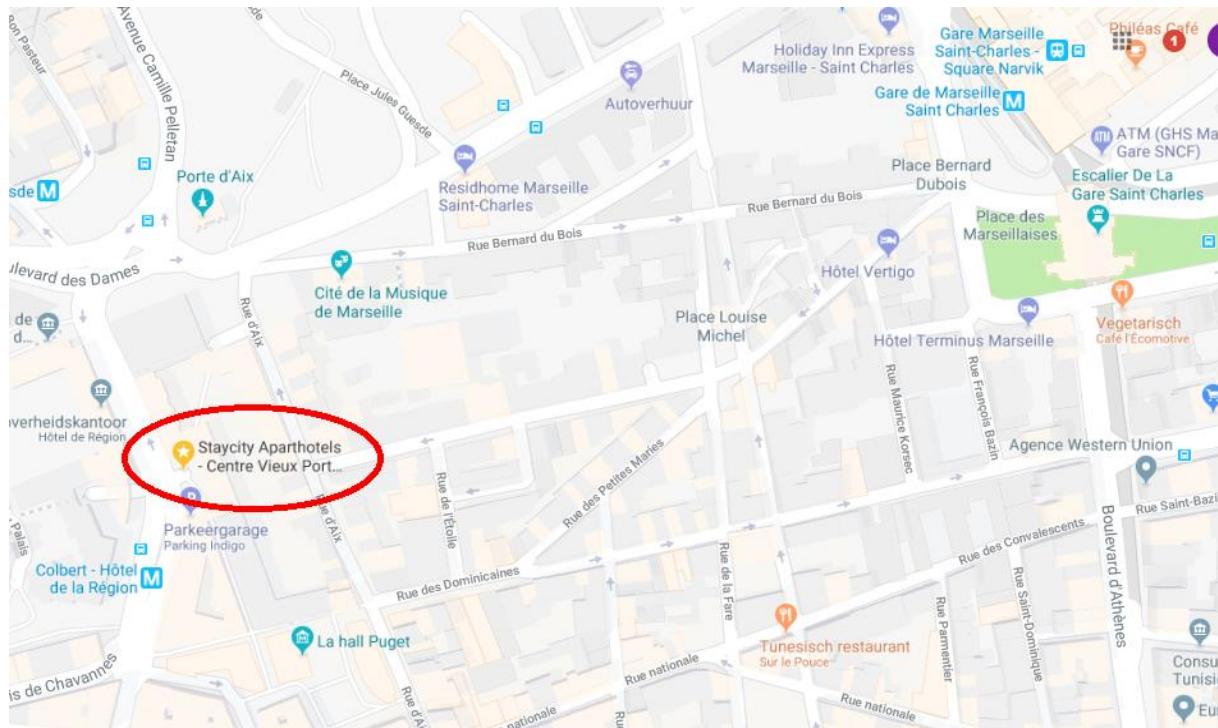
You will be staying at the StayCity hotel, which is about 250 meters away from the World Trade Center, and 500 meters from the train station.

Staycity Aparthotels - Centre Vieux Port

4 Place Pierre Bertas, 13001 Marseille, France

+33 4 91 87 82 20

www.staycity.com/marseille/centre-vieux-port/



About the Hosts

EUROCLIO - The European Association of History Educators

EUROCLIO is an umbrella association of more than seventy history, heritage, and citizenship educators' associations and other organizations active in the field. The organization was established in 1992 on request of the Council of Europe. Since then, EUROCLIO has worked in many European countries and beyond on a large variety of issues related to the learning and teaching of history. A special focus has been on countries in political transformation and in particular those with inter-ethnic and inter-religious tensions such as Bulgaria, Estonia, Latvia, Romania, Russia and Ukraine. It also worked in regions that have experienced recent violent conflicts such as Former Yugoslavia, Cyprus, Lebanon and the Caucasus. The work has brought together hundreds of historians and history educators to share experiences, to implement innovative learning about the past, discussing also sensitive and controversial issues and therefore creating new and inclusive historical narratives.

Evens Foundation

The Evens Foundation is a public benefit foundation based in Antwerp (Belgium), but active throughout Europe with additional offices in Paris and Warsaw. They 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, they 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. The foundation has 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. The Evens Foundation believes 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 their support to this event, the Evens Foundation wants 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.

Northeast Asian History Foundation

The Northeast Asian History Foundation was established in 2006 with the aim of building an infrastructure that can support the peace and prosperity through promoting a common understanding of the history of the Northeast Asian region, promoting the shared acceptance of a correct historical record by developing a systematic and strategic policy, carrying out long-term, comprehensive research and analysis and addressing the issues caused by incorrect views of history. The Foundation is aiming to be the central institution for research on the history of Northeast Asia, from ancient to modern times. They will also develop and propose policy alternatives with the goal of reconciling the differences in our histories and overcoming historical conflicts through research.



• 국, 영문



동북아역사재단
NORTHEAST ASIAN HISTORY FOUNDATION



About the Hosts

25th EUROCLIO Annual Conference and Professional Training and Development Course: Mediterranean Dialogues

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 this as the theme or its 25th Annual Conference. We have multiple questions to address. 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?

Purpose

The project is a means to create a structural conversation among expert-practitioners from around the world who seek to develop and successfully implement cross-border history education resources, with a specific eye to the reconciliatory 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. The project does not produce an academic research output, but rather opens a discussion about process and approach among those that have similar experiences in dealing with complicated, sensitive and controversial history on the cross-border level. 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.

Aims of the Global Experts Group Workshop

- To create an opportunity for knowledge sharing amongst developers of initiatives regarding cross-border history education resources;
- To identify best practices in the process of development and implementation of these initiatives;
- To create a comprehensive fact basis through mapping of the initiatives;
- To assess strategies on transnational cooperation regarding cross-border history education resources;
- To create draft recommendations for future cross-border history education initiatives

Sunday 22 April

Challenges and Opportunities, Similarities and Differences

Morning location: conference room 'Grand Salon'

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| 09.00 | Welcome of the Global Experts with coffee |
| 09.30 | Introductory presentations by representatives of EUROCLIO and the Northeast Asian History Foundation |
| | Speakers |
| | <ul style="list-style-type: none"> • Jonathan EVEN-ZOHAR, Director of EUROCLIO – European Association of History Educators; on the History Education beyond Borders project and draft recommendations. • Lee CHANG WOOK, Representative of the Northeast Asian History Foundation; on the cooperation with EUROCLIO. |
| 09:45 | Presentation on the challenge of cross border history education in East Asia by Jeong-In KIM, History Professor at Chuncheon National University. Initiative: Tri-lateral committee: A History to Open the Future: Modern East Asian History and Regional Reconciliation (2005) and Modern and Contemporary History of East Asia written by Korea, China and Japan (2012) |
| 10.00 | Informal introductions of the Global Experts |
| 10.30 | Discussion Panel 1: Promoting Peace and Reconciliation |
| | <ul style="list-style-type: none"> • Bojana DUJKOVIC-BLAGOJEVIC (Bosnia-Herzegovina) Ambassador of EUROCLIO – European Association of History Educators. Initiative: Once Upon a Time...We Lived Together (2014) • Eyal NAVEH (Israel), History Professor at Tel Aviv University. Initiative: Learning Each Other's Narrative (2005) • Qasim ASLAM (Pakistan), Entrepreneur. Initiative: Partitioned Histories (2016) • Mire MLADENOVSKI (Macedonia), Vice President of EUROCLIO – European Association of History Educators. Initiatives: Understanding a Shared Past (2003), Retelling the History of Macedonia (2007), Ordinary People in an Extraordinary Country (2008) and Once Upon a Time...We Lived Together (2014) |
| | Moderator: |
| | <ul style="list-style-type: none"> • Steven STEGERS, Programme Director of EUROCLIO – European Association of History Educators |
| 11:30 | Coffee Break |

Sunday 22 April continued

- 12:00 **Discussion Panel 2: Enhancing Multi-Perspectivity**
- Meena MALHOTRA (India), Director at The Seagull Foundation for the Arts. Initiative: Teaching Divided Histories (2016)
 - Mare OJA (Estonia), Ambassador of EUROCLIO – European Association of History Educators. Initiative: Integration in Society/We in Latvia (2004)
 - Igor KAKOLEWSKI (Poland), Professor at University of Warmia and Mazury. Initiative: Europa – unsere Geschichte (2016-2017)
 - Christiane BRANDAU (Germany), Public Relations Coordinator at Georg Eckert Institute. Initiative: Europa – unsere Geschichte (2016-2017)
- Moderator:
- Blandine SMILANSKY – Ambassador of EUROCLIO – European Association of History Educators. Educator at House of European History (Brussels)
- 13.00 Cocktail buffet lunch at Club du Vieux Port in the Salon Vieux-Port and BAR Lounge
- Afternoon location: conference room 'Grand Salon'*
- 14:00 **Dialogue Tables: What are the do's and don'ts for Cross-Border History Education Resources?**
- Facilitators:
- Joke VAN DER LEEUW-ROORD – Founder and Special Advisor of EUROCLIO – European Association of History Educators
 - Steven STEGERS – Programme Director EUROCLIO – European Association of History Educators
 - Blandine SMILANSKY – Ambassador of EUROCLIO – European Association of History Educators. Educator at House of European History (Brussels)
 - Jonathan EVEN-ZOHAR, Director of EUROCLIO – European Association of History Educators
- 14:00 Introduction to the Dialogue Tables Session: Aims, Procedure and Roles
- Topic 1: Process, Development and Implementation**
- Aim: To share knowledge about project approaches, processes of drafting, reviewing, piloting and instruments needed and identify common, transferable “do's and don'ts”.
- 14:15 Round one of discussions in four groups

Sunday 22 April continued

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| 14.35 | Round two of discussions in four groups |
| 15.05 | Plenary sharing of conclusions by the four facilitators on the results of Topic 1. |
| 15.15 | Coffee Break |

Topic 2: Looking back, looking forward

Aim: To reflect on particular challenges (e.g. unexpected events, controversies which arose during the process), document how the project achieved to deal with them and derive ‘unwritten rules’ for leaders of such projects.

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| 15:45 | Discussions in four groups |
| 16.15 | Plenary sharing of conclusions by the four facilitators on the results of Topic 2. |
| 16.30 | Break |

Topic 3: The Bigger Picture

Aim: To discuss the relation between such initiatives and the seeking of changes in society, including the role of government, media, and political stakeholders)

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| 16:45 | Concluding Panel Discussion: <ul style="list-style-type: none"> • Loizos LOUKAIDIS (Cyprus), Project Manager at Association of Historical Dialogue and Reconciliation – Building a Home for Cooperation, the role of History for building a civil society dialogue, involving media. • Snjezana KOREN (Croatia), History Professor at Zagreb University – Joint History Project, the role of political (lack of) support. • Guillaume LE QUINTREC (France), Textbook Author. Initiative: Histoire/Geschichte (2006), the role of governmental support • Daniel HENRI, Senior Professor at Lycée Henri-IV. Initiative: Histoire/Geschichte (2006) • Tatiana MILKO (with John HAMER and Luisa BLACK) – Initiative: Shared Histories for a Europe without Dividing Lines (2014), the role of the intergovernmental level. |
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Moderator:

- Joke VAN DER LEEUW-ROORD, EUROCLIO Founder and Special Advisor

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| 17.45 | Final reflection challenge of the day: In search of the ingredients for these projects to bring real changes in society. |
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| 18.30 | End of the day |
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| 19.30 | Common Dinner at Club du Vieux Port in the Salon Vieux-Port |
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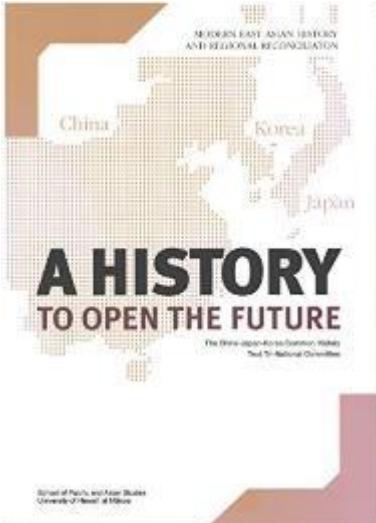
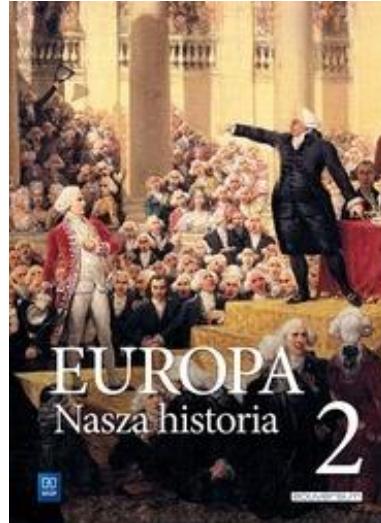
Monday 23 April (part of the 25th Annual Conference programme)

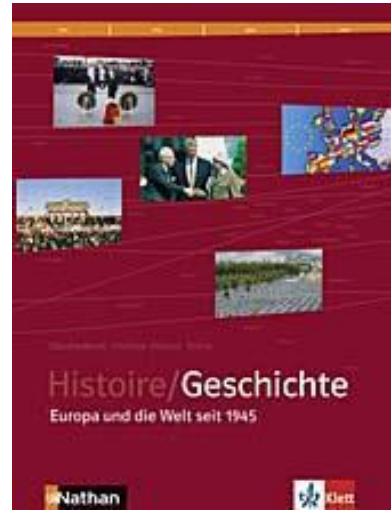
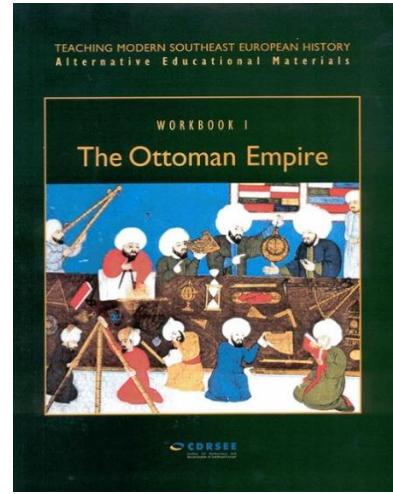
Our Shared Past in the Mediterranean

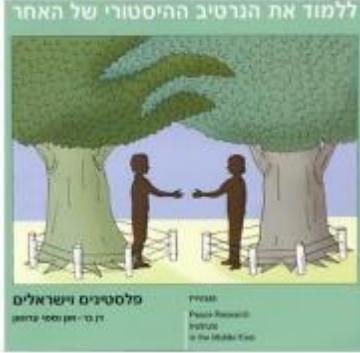
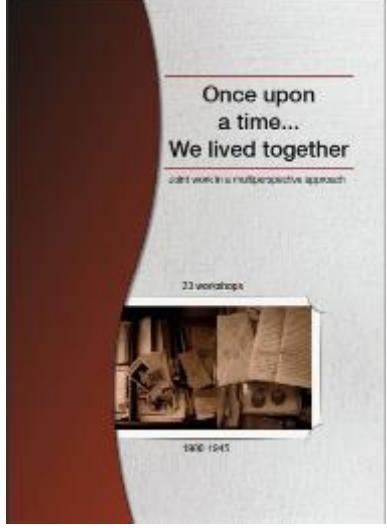
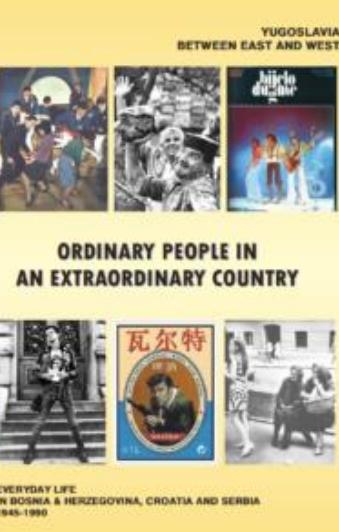
Morning location: Mucem Mediterranean Gallery and Temporary Exhibitions

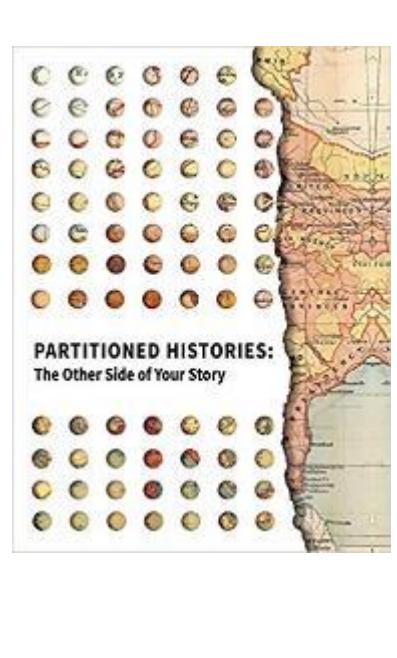
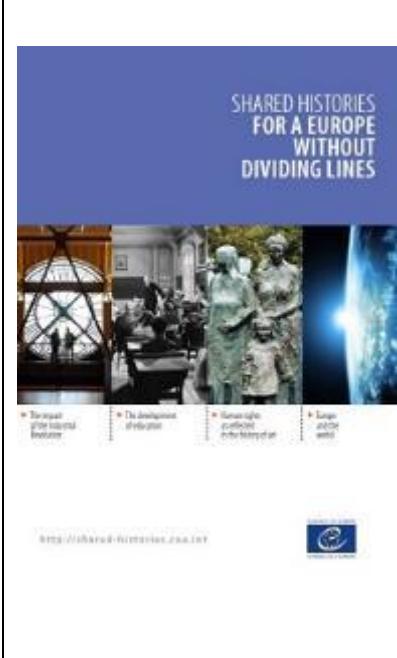
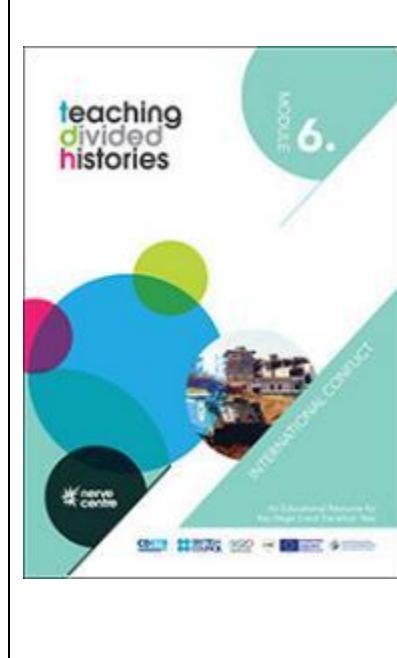
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| 08.00 | Registration of participants |
| 09.00 | Welcome and introduction to Mucem's Mediterranean Gallery and Temporary Exhibitions |
| 09.30 | Opening Panel: Our shared past in the Mediterranean – examples of bridging history education <ul style="list-style-type: none"> • Mostafa HASSANI-IDRISSI, Professor of History Didactic, University Mohammed V of Rabat. • Joan BRODSKY SCHUR, Curriculum Developer, New York City. • Loizos LOUKAIDIS, Association for Historical Dialogue and Research • Eyal NAVEH, History Professor, Tel Aviv University. <p>Moderator:</p> <ul style="list-style-type: none"> • Joke VAN DER LEEUW-ROORD, EUROCLIO Founder and Special Advisor |
| 11.00 | Coffee break |
| 11.30 | Closing session of the Global Expert Group on draft recommendations <i>room information to be confirmed</i> |
| 13.00 | Lunch |
| 14.30 | <i>Main Annual Conference Programme continues (see full programme)</i> |

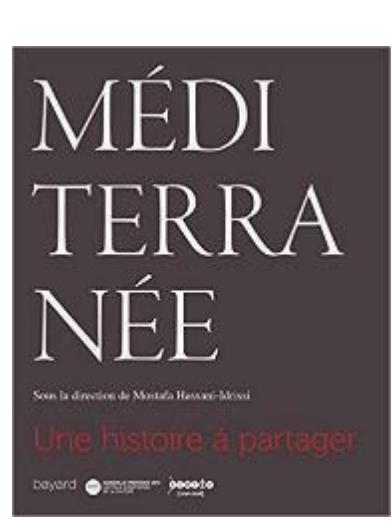
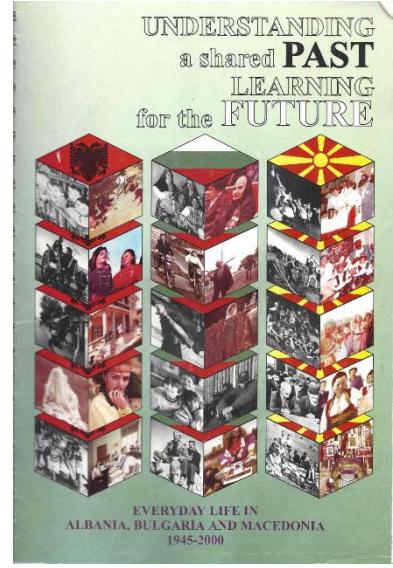
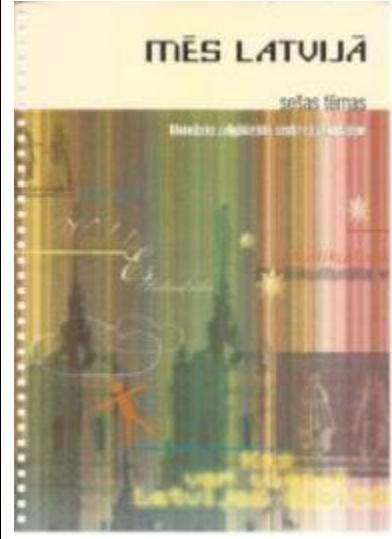
Publications of Cross-Border History Education Resources

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|  <p>A HISTORY TO OPEN THE FUTURE The China-Japan-Korea Foundation, Warsaw Text Tri-National Committee School of Politics and Asian Studies University of Warsaw at Miechów</p> |  <p>MƏDƏNİYYƏTLƏRİN KƏSİŞDİYI YER Qara dəniz regionu Əlavələr və XIX-XXI-ci əsrinə dayanır Arxaval-şəhər döyüşkənlər</p> |  <p>EUROPA Nasza historia 2</p> |
| <p><u>A History to Open the Future (2005)</u></p> <p>Modern East Asian history and regional reconciliation. The main focus of the project is on politics and government. The publication was realised in the form of a textbook for students in secondary school.</p> | <p><u>Crossroad of Cultures (2015)</u></p> <p>Socio-political developments in countries of the Black-sea region in the 19th and 20th century. The publication was realised in the form of a textbook and teacher's guide for students and teachers in secondary school.</p> | <p><u>Europe. Our History. (2016)</u></p> <p>Ancient history until the end of the medieval times and early modern history until 1815, in West and East Europe. The publication was realised in the form of two textbooks for students in secondary school and gymnasium.</p> |

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|  <p>Histoire/Geschichte Europa und die Welt seit 1945</p> <p>Nathan Klett</p> |  <p>TEACHING MODERN SOUTHEAST EUROPEAN HISTORY Alternative Educational Materials</p> <p>WORKBOOK I The Ottoman Empire</p> <p>CORSEE</p> |  <p>LEARNING ABOUT (Y)OUR PAST</p> <p>History lessons for intercultural citizenship in the EuroMed region</p> <p>TEAM</p> |
| <p>Histoire/ Geschichte (2006)</p> <p>Europe and the world from ancient history to modern times. The publication was realised in the form of three textbooks for students in secondary school.</p> | <p>Joint History Project I (2005) & II (2016)</p> <p>Modern and contemporary Southeast European history from the Ottoman conquest of the Balkans, in the 14th century, up to this day. The publication was realised in the form of six workbooks for students in secondary schools across the Balkans.</p> | <p>Learning About (Y)our Past (2017)</p> <p>Heritage, citizenship, civil war, identity and diversity in the Euromediterranean region between the 8th and the 20th century. The publication was realised in the form of digital teacher instruction, student instruction and worksheets for students and teachers in secondary school.</p> |

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|  <p>למוד את ההיסטוריה ההיסטורית של הארץ שניהם בלב המזרח במשך 1000 שנה - 13.11 PROJECT: Peace-Building IN THE MIDDLE EAST</p> |  <p>Once upon a time... We lived together Joint work in a multiperspective approach 23 workshops 1900-1945</p> |  <p>YUGOSLAVIA BETWEEN EAST AND WEST ORDINARY PEOPLE IN AN EXTRAORDINARY COUNTRY EVERYDAY LIFE IN BOSNIA & HERZEGOVINA, CROATIA AND SERBIA 1945-1990</p> |
| <p><u>Learning Each Other's Historical Narrative (2005)</u></p> <p>Both sides of the Palestinian-Israeli conflict in the 20th century. The main focus of the project is on political events, migration, war and peace talks. The publication was realised in the form of a textbook for students in secondary school starting at age 15, and a teacher's guide.</p> | <p><u>Once Upon a Time...We Lived Together (2014)</u></p> <p>Sensitive and controversial history in former Yugoslavia in the period 1900-1945. The publication was realised in the form of 23 workshops for pupils of final grades of primary schools and students of gymnasiums and vocational secondary schools.</p> | <p><u>Ordinary People in an Extraordinary Country (2008)</u></p> <p>History of every-day life in socialist Yugoslavia from 1945-1990. The main focus of the project is on political life, standard of living and mass culture. The publication was realised in the form of 20 workshops for students in secondary school.</p> |

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|  <p>PARTITIONED HISTORIES: The Other Side of Your Story</p> |  <p>SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES</p> <ul style="list-style-type: none"> ► The impact of the imperial frontier ► The development of religion ► Human rights justified in the history of art ► A Europe without walls <p>http://shared-histories.eu/en/</p> |  <p>teaching divided histories</p> <p>SYNTHESIS 6.</p> <p>INTERNATIONAL CONFLICT</p> <p>An Educational Resource for Key Stage Three Secondary School</p> |
| <p><u>Partitioned Histories (2016)</u></p> <p>Politics, government and partition in Bangladesh, India and Pakistan in the period 1857-1947. The publication was realised in the form of a textbook for students in secondary school.</p> | <p><u>Shared Histories for a Europe without Dividing Lines (2014)</u></p> <p>Chief interactions and convergences, which have characterised the development of Europe as a spatial entity and created the conditions for European construction. The publication was realised in the form of an e-book, to be used for teacher training.</p> | <p><u>Teaching Divided Histories (2016)</u></p> <p>Culture, citizenship, identity and conflict in Ireland, Northern Ireland and overseas regions they came in contact with in the 19th and 20th century. The publication was realised in the form of digital workbooks and textbooks for students in secondary school.</p> |

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|  <p>MÉDI TERRA NÉE</p> <p>Sous la direction de Montaïa Hassan-Messi <i>Une histoire à partager</i></p> <p>bayard   </p> |  <p>UNDERSTANDING a shared PAST LEARNING for the FUTURE</p> <p>EVERYDAY LIFE IN ALBANIA, BULGARIA AND MACEDONIA 1945-2000</p> |  <p>MĒS LATVIJĀ sejās tēnas</p> |
| <p><u>The Mediterranean, an history to be shared (2013)</u></p> <p>International history of the Mediterranean from prehistory until the Arabic spring. The main focus of the project is global historical movements and connections. The publication was realised in the form of a textbook for teachers and trainers.</p> | <p><u>Understanding a shared Past – Learning for the Future (2003)</u></p> <p>Changes and continuity in everyday life in Albania, Bulgaria and Macedonia from 1945-2000. The publication was realised in the form of a resource book for teachers.</p> | <p><u>We in Latvia: Six Themes (2004) & Integration of Society in Estonia (2004)</u></p> <p>Latvian society, identity and multicultural environment in the period [?]. Integration of society in Estonia to promote mutual understanding and tolerance. The publications were realised in the form of a textbook for teachers.</p> |

Global Experts



Bojana Dujkovic Blagojevic graduated from the Department of History at the Faculty of Philosophy, University of Banja Luka, where she obtained her Master as well. She was working as a history teacher and simultaneously for an NGO for several years. She is one of the founders of the history teacher's association of Bosnia-Herzegovina, EUROCLIO HIP, where she holds the role of Project Manager. Bojana is the author of supplemental teaching materials for history and a co-author of a textbook for Culture of religions. In 2014 Bojana was appointed as a EUROCLIO ambassador. During her long cooperation with EUROCLIO, she has coordinated projects, developed teaching materials and acted as Editor in Chief for the publications for the Balkans.



Christiane Brandau coordinates the public relations work for the joint German-Polish history textbook "Europe. Our History" at the Georg Eckert Institute for International Textbook Research – Member of the Leibniz Association in Braunschweig. Previous activities have taken her to Wrocław as a cultural manager for the ifa (Institut für Auslandsbeziehungen), to the DAAD Branch Office Warsaw and the Technical University Warsaw and to Berlin, where she worked on the Polish desk in the European Department of the Federal Foreign Office and as head of the Berlin liaison office of the Foundation for German-Polish Cooperation. She studied Western Slavic Studies, History of Eastern and South Eastern Europe and German as a Foreign Language in Leipzig and Warsaw.



Daniel Henri has studied at the Ecole Normale Supérieure, and is now a senior history teacher at the Lycée Henri-IV in Paris. He acted as co-director of the French-German history book 'Histoire-Geschichte' from 2008 to 2011.



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.



Guillaume le Quintrec has studied at the Ecole Normale Supérieure, and is now a senior history teacher (professeur de chaire supérieure) at the Lycée Fénelon in Paris. He is an editorial director at Nathan Publishing House, which makes textbooks for secondary education. Together with Mr. Henri, he was co-director of the French-German history book 'Histoire-Geschichte' from 2006 to 2011



Igor Kąkolewski has been a Professor at the University of Warmia and Mazury in Olsztyn (Poland) since 2011 and since 2014 he also became deputy director of the Centre for Historical Research in Berlin, Polish Academy of Sciences. He has given trainings in Poland, Austria and Germany, and was a visiting professor at the University of Mainz (Germany, 2008), State University of Wisconsin (Madison USA, 2001-2002), and research fellow at King's College, University of London (1997-1998). He is an author and co-author of Polish textbooks for teaching history at the elementary and middle school level.



Jeong In Kim has obtained a doctorate degree in Korean Modern History from Seoul National University and has been a professor at Chuncheon National University of Education since 2004. She was a co-writer for the books 'A History to Open the Future' and 'A New Modern History of East Asia' by the Korea-China-Japan common history text tri-national Committee. Her research interest is the history of democracy in Korea and East Asia.

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.

His research interests include Education for a Culture of Peace and History Education. He has conducted research for the Association for Historical Dialogue and Research (AHDR) (*Policy Paper: Rethinking Education in Cyprus; How to Introduce Gender in History Teaching*); the Council of Europe (*Developing a Culture of Co-Operation when Teaching and Learning History*); EUROCLIO (*Learning About (Y)our Past*); the Open University of Cyprus; the Mediterranean Institute of Gender Studies and the University of Cyprus.

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. In this context, he has authored and developed 'Imagine', an educational program on Education for a Culture of Peace which has so far brought together 1200 students between the ages of 6 and 18 from all communities in Cyprus.



Mare Oja has been working at Tallinn University as a lector of history didactics since 2004. She has worked at school as a teacher of history, civics and philosophy (1983-2007), in the system of the Estonian Ministry of Education as advisor on history and social science (1993-2010). Her main task was to coordinate the process of curriculum development in social science (1996, 2002 and 2010), to develop the National Examination Test in history, examination test after the basic school and level works in history, to assess textbooks from a methodological point of view, and to organize teacher-training courses. She is the author and editor of several teaching materials. She has been the founder, chairman and member of the board of the history teachers' association of Estonia (1993–2012). Mare Oja has PhD on topic “Changes in history teaching since the 1980s up to nowadays” (2016).



Meena Malhotra is trained as a Graphic Designer, but is actually a peace builder and educator in her daily life. Meena Megha Malhotra is Director at The Seagull Foundation for the Arts and over the last decade she has set up several initiatives under Seagull's PeaceWorks project—a project that works through arts and culture, with young minds and with educators, to foster a spirit of peaceful coexistence, mutual respect across differences, and equality thus catalysing social change. PeaceWorks has worked with scores of students and teachers, in India and across the border with schools in Pakistan and Bangladesh.



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).

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.



Qasim Aslam is the CEO and founder of The History Project, a social enterprise based out of Pakistan. The History Project curated a disruptive approach to teaching critical thinking through dual narrative history and published their last book known as 'Partitioned Histories: The Other Side of Your Story' at Harvard University. The History Project's programs have been adopted by over 60 campuses across Pakistan and over 3,000 students have graduated through their programs. Qasim has been nominated 30 under 30 changing classrooms globally by International Literacy Association.



Snježana Koren is Head of Chair for History Didactics at the History Department of the Faculty of Humanities and Social Sciences, University of Zagreb, Croatia. She holds a PhD in modern and contemporary history from the same university. She worked for a number of years as a history teacher and teacher trainer and was an examiner at the state exams for history teachers. At the Faculty of Humanities and Social Sciences, she teaches courses in history didactics and modern and contemporary Croatian history. Her research interests and the areas in which she has published extensively include the politics of history and memory in socialist Yugoslavia and its successor states, history of historiography and history education, comparative analysis of history textbooks and curricula, initial teacher training in Europe, intercultural education etc. Since 1999 she has been involved in several international and Croatia-based projects dealing with the above-mentioned topics. In 2015–2018 she was the head of the working group for making a proposal of the new history curriculum in Croatia. Snježana Koren has published two books (*Politics of history in Yugoslavia 1945 – 1960: the Communist Party of Yugoslavia, history teaching, and historiography; What is history teaching? History education, ideas about learning and teaching, and learning outcomes*), numerous articles and book chapters, as well as several textbooks dealing with the 20th century history.



Yosuke Watanabe has studied Japanese studies at the National University of Singapore. His areas of research include: grassroots reconciliation efforts between Japan and Southeast Asia (regarding the Second World War); commemoration of the Nanyang Volunteers (*Nanqiao Jigong*) in Singapore, Malaysia and China; history education and war commemoration in post-war Singapore; Singapore's collective memory of the Second World War; and Japanese education policy under its rule of Singapore. Right now he is a Visiting Fellow at the Center for Asia-Pacific Partnership on Osaka University of Economics and Law.

Observers



John Hamer John Hamer is currently a 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.

Katie O'Brian is a Program Officer in Global Engagement at the Global Centre for Pluralism in Ottawa, Canada. She works on the Centre's education program, which aims to make respect for diversity a key pillar of a values-based approach to education. She also manages the Centre's History and Memory program. In partnership with EUROCLIO since 2016, the History and Memory program has engaged numerous stakeholders in Kyrgyzstan to promote pluralism through history education. Prior to this, Katie worked for the Governor General of Canada where she managed a national travelling exhibit. She also lived in Taiwan for five years where she worked as an English language teacher and conducted ethnographic field research for her MA in International Development and Global Studies (University of Ottawa), focusing on how Filipina caregivers in Southern Taiwan build community and demand the recognition of their human rights.



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, Check Republic, Moldova, Kosovo, Russia Federation, Ukraine, Hungary, Austria, Serbia, Romania, Norway and Estonia) delivering keynote speeches, leading interactive workshops, written education materials and reports. Collaboration with Euroclio from 1998, she was one of the experts involved in the project *Understanding a Shared Past, Learning for the Future, which included Albania, Bulgaria and Macedonia*. As a consultant for the Council of Europe, Luisa Black has organized large-scale projects in Bosnia & Herzegovina and Kosovo. She wrote a *Manual for History Teachers in Bosnia & Herzegovina* (2008) and *History Teaching Today, Approaches and Methods* (2011), for Kosovo, both published by the Council of Europe. She was one of the authors and a member of the editorial and dissemination team of the interactive e-book *Shared Histories for a Europe without Dividing Lines*, launched in 2014, and is the author of the Evaluation Report of the project. 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.

Nathan Bowers-Krishnan Nathan Bowers-Krishnan works on the Global Analysis team with the Global Centre for Pluralism. His work focuses on complex issues relating to diversity, researching the drivers and impediments of inclusion to understand why some societies thrive while others fracture and fragment. Previously, Nathan worked with Aga Khan Foundation Canada, and The North-South Institute, where his research interests included emerging markets, trade and economic development policy, conflict and peacebuilding. Nathan has also worked as a Microfinance Specialist in Bangladesh with CARE, the Coady International Institute, and has consulted for several international development organizations and consulting firms. He holds an MA in International Relations with a focus on international law and global political economy from the University of Sussex and a BA (Hons.) from Queen's University.



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.

Facilitators



Joke van der Leeuw-Roord founded EUROCLIO in 1992, and since she has acquired recognition as an international expert on innovative and trans-national history, heritage and citizenship education. She has initiated and coordinated a multitude of national, trans-national capacity building projects for history and citizenship educators and historians worldwide. Currently she is Vice President of the Europeana Foundation, the European Digital Heritage Collection and on-line platform for knowledge exchange between librarians, curators, archivists and the creative industry, The Hague, The Netherlands and Founding Board Member of the Europeana Network Association. She is Secretary General of the Steering Committee of the European Civil Society Platform on Lifelong Learning, EUCLIS-LLL, in Brussels, Belgium; member of the Advisory Board of the Georg Eckert Institute in Braunschweig, Germany; member of the Advisory Board of the Institute for Historical Culture at the Erasmus University, Rotterdam, The Netherlands. She is Editorial Board Member of the Journal "Historical Encounters" and Mentor of WISE Learners Voice in Qatar. She has been decorated in 2009 as Officer in the Order of Oranje-Nassau and honoured with the Hub de Ruyter Award for Dutch History Education. In 2010 she was finalist for a WISE award. She is Honorary Fellow of the Historical Association in the United Kingdom and Honorary Member of the Bulgarian, Estonian and Georgian History Educators Associations.

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.



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

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

Hosts



Frank van den Akker 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, focusing 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.

Lee Chang Wook is a Director at the Office of External Affairs, Department of Exchange and Public Relations, Northeast Asian History Foundation. He has majored in Medieval Chinese history, particularly in the political institutional history of the Tang-Song dynasties. He has graduated from Beijing University as M.A. degree and has obtained Ph.D. at Binghamton University, New York, U.S.A. His topic for doctoral dissertation is *The rise of the Hanlin Academicians: The political history of the imperial secretaries during the Tang-Song, 783-1082*. He has worked at the University of Tennessee, Knoxville as a full time lecturer and has assisted Professor John W. Chaffee as an assistant director for *The Cambridge history of China, volume 5: The Sung dynasty and its precursors, 960-1279* (Cambridge University Press, 2016). He is mainly doing his research on the political institution, social elite, foreign relations and funerary inscriptions of imperial China during the Tang-Song period.



Marjolein Delvou has been working for the Evens foundation as a Programme Manager for nearly 10 years. She has a background in History (MA, University of Ghent) and International relations (MA, University of Antwerp). Her work for the foundation focuses on exploring the (educational) potential of disagreement and conflict to foster the development of political subjectivity and agency through education. She has extensive experience in identifying good practices, conceptualising innovative projects, bringing together partners with similar interests from across Europe, collaborating in European partnerships, and organising European conferences and workshops.

Seo Hyun-Ju is Chief at the Office of External Affairs, Northeast Asian History Foundation. She has been majoring in Korean modern history and graduated with Ph.D. in Korean history from Seoul National University in 2002. The thesis for a doctorate is *The Local Administration at the Lower Level in the Seoul Area Practiced During the Japanese Occupation Era*. She had worked in Seoul National University Kyujanggak Institute for Korean Studies as a researcher during 2002 ~ 2005 and Visiting Assistant Professor & Visiting Scholar in Cornell University from 2008.8 to 2009.2. She is doing researching in Korean modern urban history and 'comfort women', Japanese textbook problem. Her representative research achievements are '*Revised Education Guidelines and Description of Modern Korean History in 2011 Japanese Middle School History Textbooks- From the Opening of Japan to the First World War*'(2011), '*An Analysis of 'Comfort Women' as Represented in Japanese Middle and High School History Textbooks*'(2013), '*The Coloniality of Administrative Organization and Operation; The Case of Colonial Seoul*'(2014).

Interpreters



Minuk Nam is a PhD candidate in Korean Studies at Leiden University/LIAS in the Netherlands. She has particular interests in knowledge construction and translation in the 19th-20th centuries, writing national history, historical reconciliation, and history education in a particular context of East Asia. In 2015 and 2017, she taught a course "Historical Reconciliation in East Asia" at Leiden University for BA2 students.