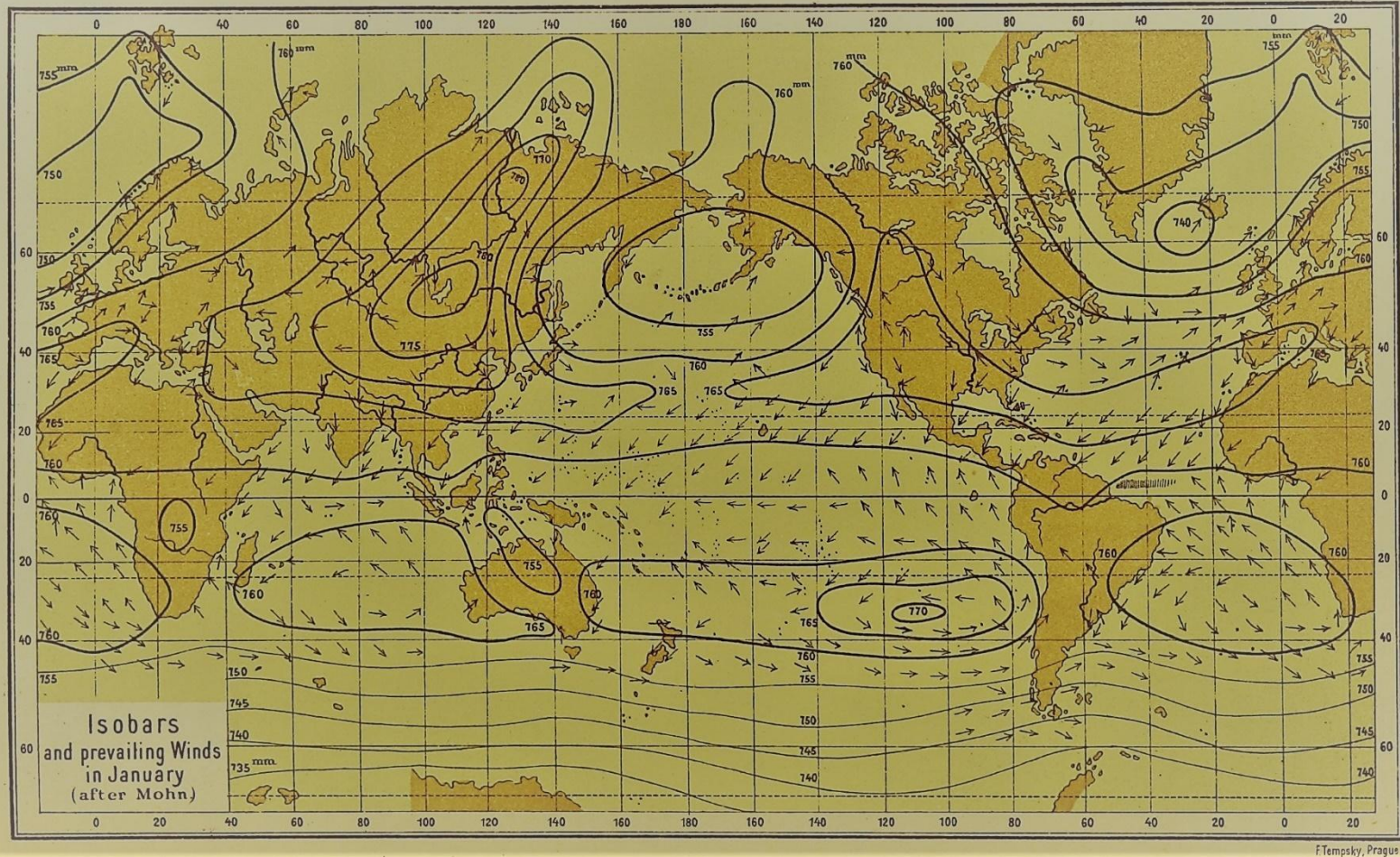


# Recommendations on the development of cross-border history education resources



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## Introduction

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In recent years, there have been several initiatives in which transnational history education resources were created. The people behind these initiatives meet at different occasions, but rarely have the opportunity to share their experience and learn from each other, despite the fact that many challenges are shared. EUROCLIO - European Association of History Educators, the Evens Foundation and the Northeast Asia History Foundation brought together people from across the world<sup>1</sup>, who successfully completed a transnational history education resources to:

- Share knowledge about project approaches, processes of drafting, reviewing, piloting and instruments needed and identify common - transferable “do’s and don’ts”.
- 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.
- Discuss the relation between such initiatives and the seeking of changes in society, including the role of government, media, and political stakeholders).

The recommendations that you see now, are the result of interviews and knowledge sharing by a group of global experts with hands on experience in the development of cross-border history education resources during April 22-23, 2018 in Marseille and desk research by Neeltje van Roessel as part of her research traineeship at EUROCLIO. The purpose of the recommendations is to stimulate further reflection on the process and approach of developing cross-border history educational resources and could be the start of a structured approach of sharing experiences between different initiatives.

## On terminology

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In these recommendations, the terms Joint History Textbook and cross-border history educational resources are used interchangeably. The preferred term of EUROCLIO is cross-border history educational resources because the resources that are created are very different in their nature, and are often no textbooks. The resources consist of activities, student material, teacher materials, historical sources, etc. The term Joint History Textbook, however, is easier to understand for people who are less interested in the educational aspects. The choice of term thus depends on who the audience is.

## Why develop cross-border history education resources?

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Before looking at the recommendations that are focused on the actual development cross-border history educational resources, it is worth asking what the value of these resources is. After all, textbooks are becoming less relevant in the digital age, and it is harder to make links to curricula when you develop resources for use in different countries. Here are some reasons:

### **There is a need for a transnational approach to history education**

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<sup>1</sup> The list of global experts are included in the end of this document, for the names and details of the global experts. The meeting took place on 22-23 April 2018 as part of EUROCLIO’s 25<sup>th</sup> Annual Professional Development and Training Course “Mediterranean Dialogues” in Marseille, France.

A transnational approach to history education helps to overcome some of the biases and negative effects that can be a result of an exclusively national approach to teaching and learning history. It helps to counter the confirmation bias, break through echo chambers, and reduces the chance of stereotyping and negative portrayals of others. In addition, a transnational approach helps students to see the bigger picture of which their own history is part, and increase their knowledge of the history of their neighbours. A better understanding of the history of others is needed to move towards mutual understanding between community.

**A joint history textbook is a strong symbol.**

The successful completion of a transnational project is a strong symbol and proof that people can work together despite differences towards a common goal. A joint history textbook stands for cooperation, and has the potential to contribute to trust building between nations and people. Because of its symbolic power, joint history textbook trigger reactions, both positive and negative, from society, which can be used to start a dialogue about history.

**The effect on the professional involved in the development**

The development of cross-border history education resources has a positive impact on people who are involved in the development process: authors, editors, experts, peer-reviewers, etc. The creation of good educational resource requires a lot of skills, including research, referencing and attributing, copyright clearing, formulating questions, assignments, finding selecting and contextual historical sources and historical interpretations, designing rubrics for assignments and differentiating for different learners needs. The additional value of doing this in a cross-border setting is that it helps with breaking prejudices that exist in society among these professionals. By changing the way of thinking of teachers, you can also change the way of thinking of students. This is especially true when you work with high impacting people, such as curriculum designers, textbook authors, teacher trainers, assessment experts, board members or history teachers associations, and civic activists. In addition, working together is likely to lead to friendship, common understanding and trust among the writers and editors.

**A printed publication is a tangible result**

Although digital publications are increasingly common, there are still benefits of having a printed publication. With a printed publication it is easier to see and appreciate the size of the publication. In addition, having a printed publication make the result of the cooperation very tangible.

## Preparation

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Before starting with the development of a transnational history education resources, it is important to have a good understanding of the context. One must ask: How is history being taught at the moment? Which histories are included and excluded? How are the curricula and exams organised? Is history mandatory or not? For whom? Are history teachers free to use their own educational resources? Are there any limitations in their choice? What are the sensitive and controversial histories? Who are the main social and cultural groups in a country? Who are the civil society actors?

This research will help to make informed decisions on:

- Whom to partner with. Your partners need to agree on the focus of the project, the type of history education that you want to promote, need to have sufficient language



skills, need to have a strong professional network, be willing to learn, and should be intrinsically motivated.<sup>2</sup>

- Whom to keep involved and informed. You need to have a support group in order to have a systematic impact. A group of individual history educators, will not be able to achieve a systematic change, if they don't reach out to more people.
- The type of resources and choice of content: Here information about the curriculum, white spots, the teacher training system is crucial.

## Team and trust building

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Once you have done your research, you need to start building a team. It is a necessity that the team you built is inclusive. This diversity should not be limited exclusively to the dominant communities.

You need to find people who:

- Understand what you are trying to achieve.
- Are motivated to contribute.
- and able to deal with constructive criticisms.
- Are openminded.
- Are committed.

People who take on the role of a mentor or editor, also need to be:

- Good listeners.
- Able to motivate.
- Able to train others.
- Experienced.
- Knowledgeable.
- Able to deliver a finished product.

You will have a bigger impact if the group includes people with different professional backgrounds, mixing practicing teachers, teacher trainers, and academics. Ideally the group is also age and gender mixed and has people who are living and working in different places. The population as a whole needs to be tackled and the best way to approach them is through the educational system.

It can be challenging to find good team members with minority backgrounds or from outside the capitals or big cities. A reason for this is that opportunities for professional development tend to be skewed in favour of the majority and the centre. This means, that in order to be inclusive, a bigger effort is needed to also reach out to new people, and more professional development may be needed. Without this, you will just keep the elites in power.

When projects are running longer, it is important to remain open for new people to join, including new generations of teachers, in order to avoid in-crowd, and grow a professional community.

Team building is a key aspect of the development. This means that there should be room for social and cultural activities during work meetings, and sensitive and controversial

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<sup>2</sup> The lack of professionalism of partner and the lack of motivation were mentioned by several of the experts are challenges.

issues should be dealt with with care. The main motivating factors should be having a common sense of purpose and a strong belief that what is done together matters.

## Choosing a focus

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Once you have a team, it is important to decide on the focus of the publication to be made. If you already started with an idea in mind, you need to validate this with the team, to check the feasibility and ensure their buy in. Alternatively, choosing a focus is a great way of getting started with the team and develop a joint vision.

### Choosing the type of product

There are several types of educational resources that you can create, such as ready-made lesson plans, teaching methods, source collections, student and teacher books. Ready-made lesson plan are easier to use by teachers, but have a narrow scope in terms of content. In that case you have to make a conscious choice about how far you want to make explicit links to the curricula (which is difficult to do, if you also want to advocate for curricular change). Educational resources that are not directly linked to the curriculum can often still be used for teacher trainings, or at least be used to demonstrate how educational resources could look like. Teaching methods and historical source collections are more flexible in their use, but they do require more work of the teachers who should use them.

Another choice to make is to publish the publication in digital or online form and open or closed format. The advantage of a printed publication is that you can more easily bring this to meetings, the downside is that the costs for printing are high. The same goes for the use of colours. Most joint history textbooks are designed in A4 format, so that teachers can print part themselves. The publication in open formats and open licenses supports the use of the textbook by educators, because they can adapt the resource to their needs. If you want to use open formats, you should also use open licenses, such as creative commons, so that teachers who are making adaptations, are not putting themselves at risk of infringing copyright.<sup>3</sup>

### Choosing the content

The content can be organised thematically, chronologically or based on disciplinary concepts. It is better not to treat subjects that are highly sensitive or controversial when the countries are post-conflict and when the authors are not yet experienced in developing

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<sup>3</sup> Some authors are reluctant to publish their lesson in open formats, because they are afraid that the resource will be used in a way that they do not approve. Protecting the work with copyright, however, does not prevent this from happening. At the same time, the use of open licenses does not mean that authors give up their moral rights. This means that if others adapt the educational resource in a way that the original author does not intend or approves of, the original author cannot be held responsible for this use.

educational resources. After some years of common work, for a second project, it is possible to discuss more controversial and sensitive topics. It is better to start with topics that are related to everyday life, and to choose topics that connected countries in the past, and are relevant across borders (such as migration, environment, and empires). Taking the curricular requirements into account from the onset of the programme will help with implementation later on.

A focus on common elements of shared history, such as the use of censorship as a means of repression by totalitarian regimes, enables students to make meaningful comparisons. These comparisons can help students with their analysis and therefore lead to a better understanding of history and help them make links to the present adding new meaning to teaching and learning history.<sup>4</sup> When certain histories are too sensitive for students or their teachers to address these directly, exploring histories with a similar dynamic may help.

### Choosing learning outcomes

For any educational resources, it is important to have clarity on the learning outcomes that you want to achieve and the methods you want to use. Here the disciplinary concepts for teaching and learning history, the competences for a democratic culture, the transversal and key competences are useful references. We believe that the educational resources should teach students how to think, and not tell them what to think. This implies critical thinking skills, the use of active learning methods, and competence based assessments.<sup>5</sup>

### Choosing teaching methods

One way of supporting students in their thinking is the use of historical enquiries. Michael Riley, Director of the Schools History Project, defines historical enquiries as follows: “A *historical enquiry is a planning device for knitting together a sequence of lessons, so that all the learning activities - teacher exposition, narrative, source-work, role-play, plenary or whatever - move toward the resolution of an interesting historical problem by means of a substantial motivating activity at the end*”.

Here are some tips from the experts group on the choice of focus:

- Do take curricular requirements into account from the onset of the project;
- Don't include anything that would stop the publication from being published;
- Don't try to reach consensus; and
- Don't pretend that there is one national version of history.

## Values

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<sup>4</sup> This principle is used for Genocide Prevention. The rationale is that students who know what elements Genocides have in common, are better able to recognize when a society is on the path towards Genocide, and therefore also better positioned to prevent this from happening.

<sup>5</sup> You can find more information on the teaching methods and tools in the part “Draft and Develop”.

The extent to which textbooks should teach values is debated. Because the choice for content, sources, methods, can never be value free, it is better to be transparent about the values to underpin the development of the textbooks.

- Be transparent about the values that drive the project;
- Comply with the professional ethics of historians;
- Don't lose sight on core mission (compromise); and
- Don't idealize, but be clearly based on values.

## Action planning

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Once you have made a decision on the focus and nature of the publication, you can make an action planning. For this you need to take into account the level of experience of the different team members.

Here are some tips from the experts group

- Don't be too ambitious.
- Don't overpromise.
- Don't rush for result.

To ensure the quality of the publication, it is recommendable to take peer-review, piloting, editing and proofreading into account.

When the publication is multilingual, you also need to check the quality of the translation, take into account that the designer needs to apply the design in different languages, and that the application of the design to different language editions needs to be checked.

You should also make decisions about copyright clearance, templates, standards for the use of images (such as minimum resolution or formats), a policy on including links, and the allowed size of each lesson in a publication. This will help to give clear instructions to the authors and avoid frustration and inefficiencies later in the process.

## Stakeholder management

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The experts had different ideas on the role of various stakeholders, such as media, donors, government, but also on the level of involvement of institutional partners: Some found that the involvement of these stakeholders in the project can lead to much use of the publication or even educational reform. Others found that these stakeholders could have a negative effect on the project. It can lead to self-censorship or negative media attention.

## Professional development

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Depending on the level of experience of the group of authors, it is needed to invest in professional development.

### Level of historical thinking

Working on cross-border history education resource is much easier when authors have a high level of historical thinking. This means a good understanding of how historical narratives are constructed and can be deconstructed, how to work with historical sources, and how to take historical perspectives.

### **Developing educational resources**

Not all authors have experience in developing their own educational resources, and not all authors who do have this experience, have created educational resources that others should use. Developing educational resources requires skills in: writing instructions, writing historical information, selecting sources, referencing, using active methods, phrasing questions, making assessment criteria, thinking about the layout of a page.

### **Cooperation and communication skills**

An important part of professional development is being able to express opinions in a constructive way, being able to listen carefully to what is being said, to be tolerant to ambiguity. It is important that team members are able to be honest with each other, but express themselves in a way that is acceptable for the other. Everyone should feel safe to express their opinions or concerns.

Here are some tips from the experts group

- Do ask people from different countries to work on concrete lessons and activities (instead of asking them to only peer-reviewing each other).
- Do expose people to the narrative of the other, because acquaintance is a precondition for recognition.
- Do make a glossary of terms that are important. Do give this glossary to interpreters and translators to improve their understanding of the language.

## **Draft and develop**

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The actual development of a joint history textbooks starts with the development of draft materials. One challenge for the development of a joint history textbooks is that the authors, because they are coming from different (country) context, are more likely to disagree, than the developers of regular textbooks. Disagreements typically focus on interpretations of history, the selections or reliability of sources, use of terminology, or history didactics.

It is easier for authors to agree on a selection of historical sources and questions and activities for students than on certain historical interpretations. This is especially true when the authors are committed to a multiperspective approach to teaching and learning history. Joint history textbooks that consist of historical sources, questions, and student activities, do not present a singular historical interpretation, but support students to make their own conclusions.

In addition, joint history textbooks that are being developed using such an approach are more likely to be accepted by educational decision makers which is an important precondition for the textbooks to be used in practice.

Historical sources are the raw materials for a historian to work with and therefore an indispensable tool in the toolbox of authors of joint history textbook authors. These sources can be used to bring history alive, as evidence to support historical interpretations, but also to present a range of experiences and a variety of perspectives.



Historical sources are not representing the view of the author, they are tools to support the teaching and learning.

Historical sources include, but are not limited to official documents, testimonies, newspaper articles and newsreels, speeches, cartoons, posters, music, monuments and video footage. Textbooks that make a use of wide range of source materials, are more likely to appeal to a wider variety of students.<sup>6</sup>

Historical interpretations, especially when the authors disagree with interpretation is also valid, is a useful tool for textbooks. Confronting students with different historical interpretations forced them to think critically for themselves, and realise that historical knowledge is developed as part of a debate and that historical interpretations can change in the light of new evidence. In some cases, the authors of joint history textbooks, decided to make the existence of different historical interpretations explicit by showing “a variety of viewpoints” or “book of different opinions”.

Authors sometimes need to present historical information to help students make sense of the history textbook. This can be the case with captions for sources, maps and figures, but also to introduce assignments. It is important that the historical information that is included in the history textbooks are up to date with the available historical research and terms are chosen wisely.

Here are some tips from the experts group

- Do use multiperspective sources. Multiperspective sources are often not part of the history education system and by offering this you can open the eyes of teachers and students and help them think critically.
- Do use active learning methods.
- Do add definition of terms that otherwise may not be understood.
- Do check the facts that are presented in the textbook.
- Do change statements into questions. This helps students to think for themselves.
- Do include a list of references for the different sources used. It will help those who would like to get more information and is needed to make sure the research is transparent.
- Do use a range of different source types in your selection of sources.
- Don't be too academic, but do care about the reliability of the information that you use.
- Don't use terms like “us” and “them” or “we” and “they” in the textbooks.
- Don't use more authored text than is needed.

## Learn and listen

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Reviews by academics, peers and students and pilot of the draft materials are important tools to ensure the quality of joint history textbook. Academics can highlight information that is outdated and share relevant research in their field of expertise. Peers can comment on the alignment of the educational resources and the learning outcomes, highlight sensitivities and inaccuracies, and recommend changes in the design. Students can indicate what they think of the textbook, what they found difficult or easy, and whether there was anything that was unclear.

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<sup>6</sup> For more ways to make history education suitable for all students, see EUROCLIO's recommendation on Strategies for Inclusion, and apply the principles for Universal Design for Learning.

Piloting helps textbook authors to find out whether the timing for the activities works in practice, whether all the student resources that are needed are there, and whether the instructions for the teachers are clear. If the authors are teaching themselves, they could pilot the materials themselves before asking others to pilot the materials. In order to get more feedback, an extra person could be asked to observe the lesson and comment.

A challenge for piloting of joint history textbooks is the use of different languages. The purpose of the piloting is to improve the textbook, which means that this is not yet the final version. In an ideal case, the materials that are piloted are translated and tested in different languages, but this requires time, money and/or effort.

Because the publication of a joint history textbook can lead to strong reactions by the general public, it could help to have a public conversation before the publication. The outcome of this conversation will inform the dissemination strategy.

Here are some tips from the experts group

- Do review the materials by academics, teachers and students to ensure that the information is accurate, language understandable and the design of the lesson works.
- Do pilot the material in practice to ensure that the time indications are correct and the instructions are clear.
- Do check how representatives of the general public react before launching the publication.

## Work with authors and editors

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Being part of a team that works on a joint history textbook is not a full time job and therefore the work on the textbook will compete with other priorities. It is only possible to reach a final product when people are motivated. Face to face meetings usually help to keep authors motivated. This is especially true when there is a good balance between work and fun. These meetings should stimulate friendships between authors and editors, and other key stakeholders. The professional networking effect that this has, and will have a positive effect on the sustainability of the project.

To establish a mutual trust and understanding and a safe area where participants can work are necessary for the development of joint history textbooks. Participants need to understand that they are working toward the same goal, for the good of all and that there is not a hidden agenda. It is important that the persons in charge of the management of the project know how the people involved in the development feel about the project, the publication and each other.

Even when you work with very motivated people, there is always something that can happen that prevents an author from delivering what is needed. Because of this is better to plan for the development of more materials that you committed yourself to (so that some can be skipped) and connect consequences to not delivering (so as no participation in the next meeting).

It can be expected that not all team members have the same level of professionalism. Some will be more experienced than others. When there is a big difference, investing in professional development at the start of the project may help to reduce the differences and avoid later frustrations. The editing of material is always difficult. Strong edits usually come at the costs of a loss of ownership of the author of his/her work. If professional

development is part of the process, it is important to be modest in terms of the expected outcome (when this concerns a final publication).

Here are some tips from the experts group

- Do choose the meeting place carefully. If a place is very sensitive: Do meet on neutral ground. If necessary, outside the country. This will prevent the meeting from being blocked.
- Do ask team members to prepare and present during face to face and online meetings. This will help to monitor progress and stimulate the team members to deliver.
- Do invest in social and team building activities as part of the development process. This is especially true for face to face meetings where the best bonds are formed.
- Do give authors and editors a fair fee (to be paid upon completion). This is an acknowledgment of their work and helps to ensure delivery.
- Do pay attention to the way feedback is given. Ensure it is constructive. This is crucial for motivation.
- Stay in regular contact with the authors. This will help to monitor progress and to demonstrate an interest.

## Dealing with sensitivities

A challenging aspect of the development of joint history textbooks are sensitive issues. History is sensitive when people have an identity connection with this. Examples of sensitivities are: National heroes, religious history, (recent) wars, territorial disputes, mass atrocities and colonialism. Triggers for conflict about sensitive issues are: terms (especially if they assign blame or guilt or are related to group identity), images (especially if they portray historical figures or groups very positively or negatively), maps (especially if these represent geographical claims).

When you do encounter sensitive issues with the team, there are several things you can do: You can look for a compromise, juxtapose the different narratives, or state that there is a disagreement. In many cases, you can use the controversy as a learning opportunity and explore the reasons why people disagree.

Because it can be difficult to anticipate which issues are sensitive, you can ask representatives of the different groups to review each other's work and flag what might be sensitive. When there is a real argument, it can help as an external advisor for advice.

Here are some tips from the experts group

- Use terms consciously, know what the terms you use mean (for different people).
- Be wary of either/or discussions. The reality is often more complex.
- Be careful with generalisations.
- Involve independent experts for advice.
- Turn controversies into historical enquiries.

## Translate and publish

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Once the authors (and editors) agree on a final version, the joint history textbook needs to be translated, designed and published.

For the time planning of the translation and publication, take into account that before the design can be applied to the different language version, the material needs to be translated and to be proofread.

There are some points of attention

If the designer is not familiar with all languages that are used in the application, it is also needed to check whether the design has been applied correctly to the different versions.

If the textbook includes figures, tables and maps that are specifically designed for this publication, these need to be translated as well.

For the translation of terms it matters whether a term is used as a quote or as part of an authored text. For example, the “Second World War (Eastern Front)” is also referred to as the “Great Patriotic War” in the Soviet tradition. If this term “Great Patriotic War” is used in a historical source, the historical terms need to be kept as it contains valuable historical information and historical sources need to be translated as truthfully as possible.<sup>7</sup> For an authored text, one should strive to use terms that are both neutral and clear; these are two requirements that sometimes can be contradictory.

In case that the texts are difficult to read for students, for example because the texts are too long or use terms that are outdated, these texts can be adapted or modernised, but it needs to be clear that this has been done.

Here are some tips from the experts group

- Do proofread translated materials.
- Do budget for translation. Otherwise the lack of translation will be an obstacle for use.
- Do ensure that maps, figures and info graphs designed for publication are editable (to allow for publication in multiple languages).
- Don’t underestimate the language sensitivity.
- Don’t underestimate time that is needed to deal language.

## Train and promote

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Once the joint history textbook is published, people need to know that it exists and how to use it. Joint history textbooks, after all, are supplementary materials, they are not official history textbooks. It can be challenging for joint history textbooks to have an impact beyond the capacity building of the people involved.

Most joint history textbooks are developed as part of a project, with the support of international actors. The implementation and dissemination, however, depends on local actors. The impact of the project therefore very much depends on the ability and commitment of the local actors to use and promote the use of the textbooks.

Because of this, it helps to involve high impacting individuals in the development of the joint history textbook. These people can be teacher trainers, curriculum developers, assessment experts and board members of teacher associations. More important than the position people have, however, is their stance towards the approach adopted by the joint history textbooks, and their willingness to learn and ability to cooperate. Also, it is

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<sup>7</sup> In this case, when the historical term is used in the historical source, it would be appropriate to add an explanation of this term, to ensure that students do not lose the meaning.

important that the people involved in this development will continue their professional career where they are based.

Because the joint history textbooks are designed for use in different educational systems it will be more difficult for teachers to make links to the different curricula. Making a comparison between the content of the textbook and the curricula and detailing these curricular links per curriculum (which can be multiple depending on the country context) helps educators to make use of the textbooks.

The project can be successful when the government is passively helping or supporting. However, if the government is more active, the changes that are being sought in the educational system would go much faster. In the ideal case scenario, the educational authorities help to promote the use joint history textbooks. This can be done through the approval of the textbook by the ministry of education, but also by disseminating information about the publication to schools and/or pre-service and in-service teacher training institutes. To achieve this it helps to involve government representatives early in the process.

In at least one case, the joint history textbook, was banned by the educational authorities. In this case it is still possible to spread the material in a non-official ways, often through the internet. However, this is of course not the intention, especially because it puts the teachers who uses the material at risk.

Obstacles to widespread use and implementation are the lack of dissemination materials, therefore it is important to also take these costs into account when planning.

Here are some tips from the experts group

- Do think about dissemination from the outset selection of topics and designing the budget.
- Do take into account the fact that publications can be banned serious.
- Do make explicit to teachers where there are curricular links.
- Do inform all stakeholders, even critical ones, but don't go too public.
- Do work with civil society, such a history teachers associations, to reach out to wider audience.
- Don't allow donors to intervene in the content, the development process and the choice of people.

The experts did not agree on the role of the media. Some found it very useful to involve media from the onset, and a guarantee to reach people and get attention. Others were concerned that media involvement would create an unsafe environment for development of the textbook. Some had experienced media who abused the situation to make some kind of breaking news that often does not reflect what is actually happening.

## Mismatch with the educational system

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When the difference between the educational systems and the methods used in the textbook is too big, this can also prevent teachers from using the textbook. This can be the case, when the system is focussed purely of memorialisation of the facts, methods are teacher centred, and the selection of content alienates parts of the population. Making a joint history textbook that would fit the system, in these cases, would compromise the aims of the project.



In these cases, we have to accept that the textbook will have limited use in classroom practice. Exams or strict requirements to use one textbook only will stand in the way of the joint history textbook being used. If this is the case, the team that is working on the joint history textbook, should advocate to change the exams as well.

As long as the textbook is made in line with modern educational practices, use of the textbook as a model lessons for professional development in pre-service and in-service teacher training institutes, could be an alternative. These institutes tend to have more freedom in their choice of topics, teaching materials and teaching methods compared to schools. In these cases, the joint history textbooks can help to support the move from a teacher to a student oriented way of teaching.

At the very least, the textbook can help to further the debate on how history education should ideally look like. The availability of the textbook in local languages, and the existence of people who were directly involved in the development of the textbooks, will help to the advocates for this change.

In cases where educational reform is needed for the joint history textbook to be used in practice, cooperating with NGO's is even more important than in other cases. Civil society can work through a bottom up approach. For a project to be faster, have more quality and reach more people it needs support from both bottom-up and top-down. Some sort of dialectic approach from top-down and bottom-up is required.

Here are some tips from the experts group

- Do make sure that the publication makes use of modern educational practices;
- Do use the publication for initial and pre-service teachers training.
- Do work together with local NGO's that support your mission and/or establish professional networks of history educators.

## Conclusion

There is not a correct way of developing joint history textbooks and these recommendations reflect the experiences of a limited number of experts. All of them, however, have hands on experience in the development. It is the hope of the authors that some of their lessons learned can be of use for anyone who would like to make a new textbook.

## EUROCLIO - The European Association of History Educators

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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

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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.

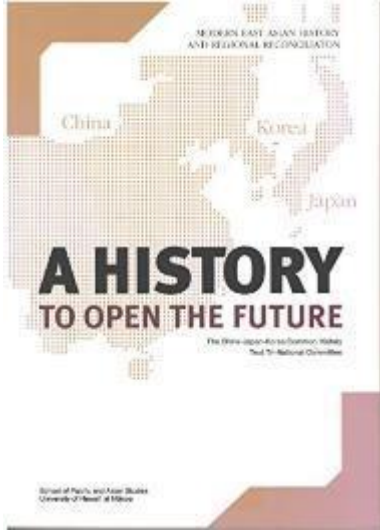

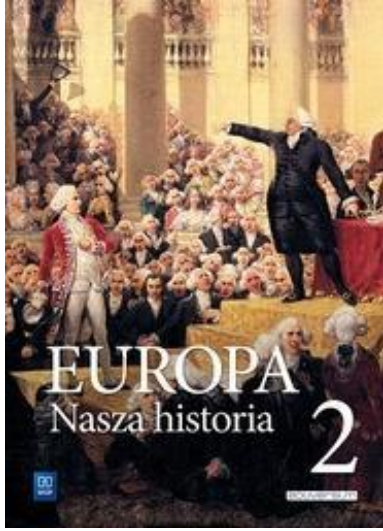
## Northeast Asian History Foundation


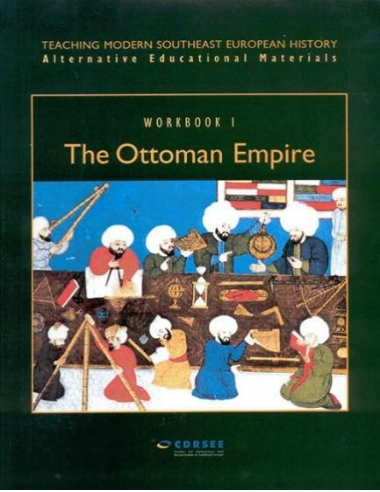

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The Northeast Asian History Foundation was established in 2006 with the aim of building an infrastructure that can support the peace and prosperity through promoting a common understanding of the history of the Northeast Asian region, promoting the 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.



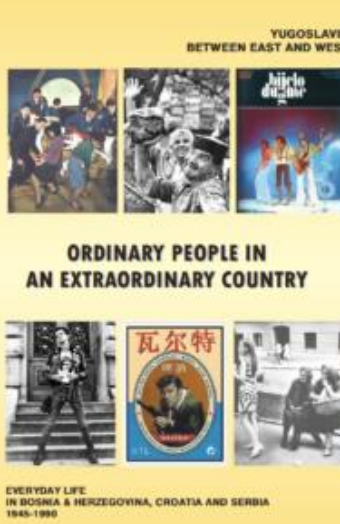
The Foundation is aiming to be the central institution for research on the history of Northeast Asia, from ancient to modern times. They will also develop and propose policy alternatives with the goal of reconciling the differences in our histories and overcoming historical conflicts through research.

## Publications of Cross-Border History Education Resources

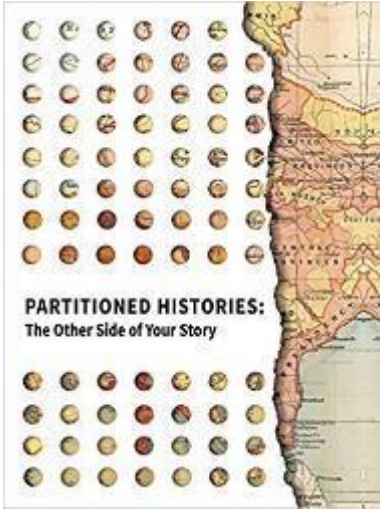

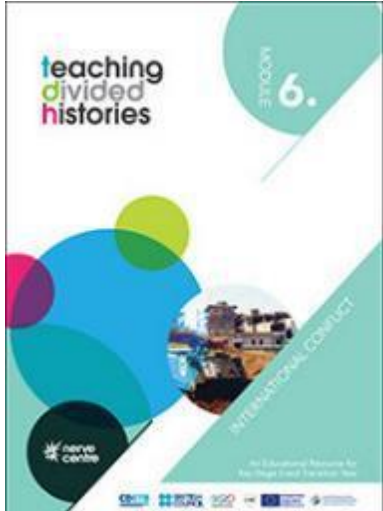
		
<p><a href="#"><u>A History to Open the Future (2005)</u></a></p> <p>Modern East Asian history and regional reconciliation. The main focus of the project is on politics and government. The publication was realised in the form of a textbook for students in secondary school.</p>	<p><a href="#"><u>Crossroad of Cultures (2015)</u></a></p> <p>Socio-political developments in countries of the Black-sea region in the 19<sup>th</sup> and 20<sup>th</sup> century. The publication was realised in the form of a textbook and teacher's guide for students and teachers in secondary school.</p>	<p><a href="#"><u>Europe. Our History. (2016)</u></a></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>


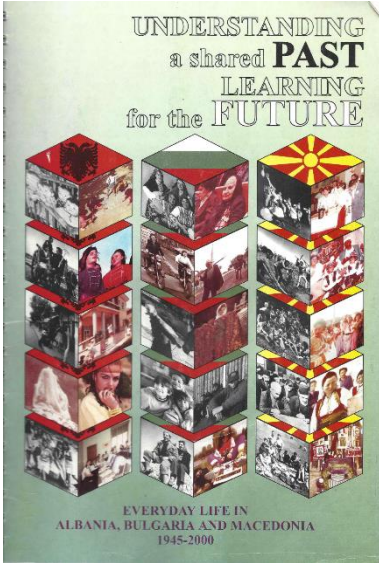

		
<p><a href="#"><u>Histoire/ Geschichte (2006)</u></a></p> <p>Europe and the world from ancient history to modern times. The publication was realised in the form of three textbooks for students in secondary school.</p>	<p><a href="#"><u>Joint History Project I (2005) &amp; II (2016)</u></a></p> <p>Modern and contemporary Southeast European history from the Ottoman conquest of the Balkans, in the 14<sup>th</sup> 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><a href="#"><u>Learning About (Y)our Past (2017)</u></a></p> <p>Heritage, citizenship, civil war, identity and diversity in the Euromediterranean region between the 8<sup>th</sup> and the 20<sup>th</sup> 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>ללמוד את הנרטיב ההיסטורי של האחר</p> <p>פלטפורמה ישראלית מרכז המחקר והידע במכון ויצמן למדע</p>	 <p>Once upon a time... We lived together</p> <p>joint work in a multiperspective approach</p> <p>23 workshops</p> <p>1940-1945</p>	 <p>YUGOSLAVIA BETWEEN EAST AND WEST</p> <p>ORDINARY PEOPLE IN AN EXTRAORDINARY COUNTRY</p> <p>EVERYDAY LIFE IN BOSNIA &amp; HERZEGOVINA, CROATIA AND SERBIA 1945-1990</p>
<p><a href="#"><u>Learning Each Other's Historical Narrative (2005)</u></a></p> <p>Both sides of the Palestinian-Israeli conflict in the 20<sup>th</sup> 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><a href="#"><u>Once Upon a Time...We Lived Together (2014)</u></a></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><a href="#"><u>Ordinary People in an Extraordinary Country (2008)</u></a></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>




		
<p><a href="#"><u>Partitioned Histories (2016)</u></a></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><a href="#"><u>Shared Histories for a Europe without Dividing Lines (2014)</u></a></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><a href="#"><u>Teaching Divided Histories (2016)</u></a></p> <p>Culture, citizenship, identity and conflict in Ireland, Northern Ireland and overseas regions they came in contact with in the 19<sup>th</sup> and 20<sup>th</sup> century. The publication was realised in the form of digital workbooks and textbooks for students in secondary school.</p>

		
<p><a href="#"><u>The Mediterranean, an history to be shared (2013)</u></a></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><a href="#"><u>Understanding a shared Past - Learning for the Future (2003)</u></a></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><a href="#"><u>We in Latvia: Six Themes (2004) &amp; Integration of Society in Estonia (2004)</u></a></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>

## Contributors

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	<p><b>Blandine Smilansky</b> 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.</p>
	<p><b>Bojana Dujkovic Blagojevic</b> 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.</p>
	<p><b>Christiane Brandau</b> 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.</p>
	<p><b>Daniel Henri</b> 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.</p>

	<p><b>Eyal Naveh</b> 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 <u>Reinhold Niebuhr and Non Utopian Liberalism</u> (Sussex Academic Press, 2002); <u>Histories: Toward a dialogue with the Israeli Past</u> (Babel Publications, 2002) [Hebrew]; <u>United States - an Ongoing Democracy</u>, (Open University Press, 2007) [Hebrew]; and <u>Side By Side - Parallel Histories of Israel and Palestine</u>, (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 <u>Past in Turmoil - Public Debates over Historical Issues in Israel</u>, appeared few months ago.</p>
	<p><b>Igor Kąkolewski</b> 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.</p>
	<p><b>Jeong In Kim</b> 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.</p>
	<p><b>John Hamer</b> 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,</p>

	<p>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, <i>Shared histories for a Europe without dividing lines</i> and <i>Developing a culture of co-operation when teaching and learning history</i>. 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.</p>
	<p><b>Joke van der Leeuw-Roord</b> 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, EUCIS-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 Huib 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.</p>
	<p><b>Jonathan Even-Zohar</b> 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.</p>



	<p><b>Loizos Loukaidis</b> 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.</p> <p>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) (<i>Policy Paper: Rethinking Education in Cyprus; How to Introduce Gender in History Teaching</i>); the Council of Europe (<i>Developing a Culture of Co-Operation when Teaching and Learning History</i>); EUROCLIO (<i>Learning About (Y)our Past</i>); the Open University of Cyprus; the Mediterranean Institute of Gender Studies and the University of Cyprus.</p> <p>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.</p>
	<p><b>Luisa Black</b> 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 <i>Understanding a Shared Past, Learning for the Future, which included Albania, Bulgaria and Macedonia</i>. As a consultant for the Council of Europe, Luisa Black has organized large-scale projects in Bosnia &amp; Herzegovina and Kosovo. She wrote a <i>Manual for History Teachers in Bosnia &amp; Herzegovina</i> (2008) and <i>History Teaching Today, Approaches and Methods</i> (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 <i>Shared Histories for a Europe without Dividing Lines</i>, 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</p>

	the Global Education Guidelines, a Council of Europe North-South Centre handbook for educators to understand and implement global education.
	<b>Mare Oja</b> 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).
	<b>Meena Malhotra</b> 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.
	<b>Mire Mladenovski</b> 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).
	<b>Mostafa Hassani-Idrissi</b> is a professor at Mohammed V University in Rabat, and an expert at the Royal Institute for

	<p>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.</p>
	<p><b>Qasim Aslam</b> 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.</p>
	<p><b>Snježana Koren</b> 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 (<i>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</i>), numerous articles and book chapters, as well as several textbooks dealing with the 20<sup>th</sup> century history.</p>
	<p><b>Steven Stegers</b> 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</p>

	<p>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.</p>
	<p><b>Tatiana Minkina-Milko</b> 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.</p>
	<p><b>Yosuke Watanabe</b> 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 (<i>Nanqiao Jigong</i>) 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.</p>

## Observers

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	<p><b>Frank van den Akker</b> 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.</p>
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	<p>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.</p>
	<p><b>Katie O'Brian</b> 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.</p>
	<p><b>Lee Chang Wook</b> 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 <i>The rise of the Hanlin Academicians: The political history of the imperial secretaries during the Tang-Song, 783-1082</i>. 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 <i>The Cambridge history of China, volume 5: The Sung dynasty and its precursors, 960-1279</i> (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.</p>
	<p><b>Marjolein Delvou</b> 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</p>



	<p>innovative projects, bringing together partners with similar interests from across Europe, collaborating in European partnerships, and organising European conferences and workshops</p>
	<p><b>Nathan Bowers-Krishnan</b> 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.</p>
	<p><b>Seo Hyun-Ju</b> 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 <i>The Local Administration at the Lower Level in the Seoul Area Practiced During the Japanese Occupation Era</i>. She had worked in Seoul National University Kyujanggak Institute for Korean Studies as a researcher during 2002~2005 and Visiting Assistant Professor &amp; 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 <i>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</i>(2011), <i>An Analysis of 'Comfort Women' as Represented in Japanese Middle and High School History Textbooks</i>(2013), <i>The Coloniality of Administrative Organization and Operation; The Case of Colonial Seoul</i>(2014).</p>

# Interpreter

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	<p><b>Minuk Nam</b> 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.</p>
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