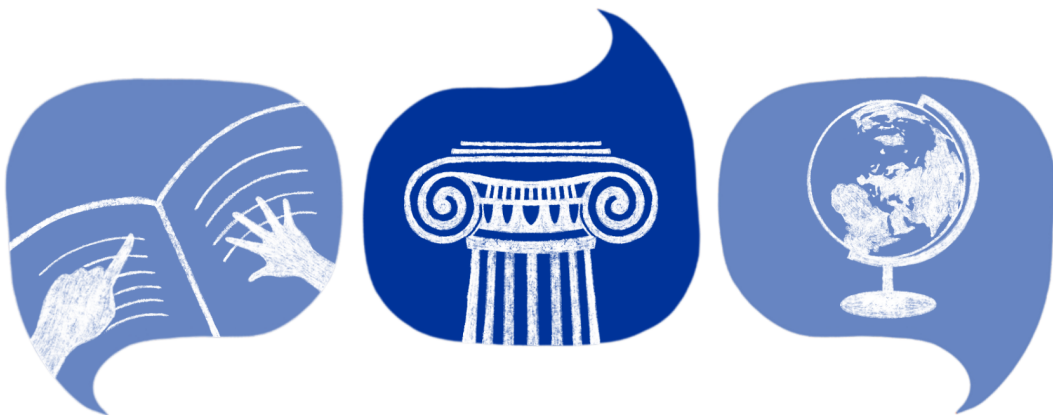




EuroClio
Inspiring History and Citizenship Educators



Clio'92



What is History for?

History and the present world

CONFERENCE PROGRAMME

EUROCLIO 28th ANNUAL CONFERENCE

Professional training and development course

Bologna, Ferrara 28 APRIL - 01 MAY

MESSAGE FROM THE EUROCLIO PRESIDENT



Dear participants in the EuroClio 2022 Annual Conference,

It is really great to be able to say welcome to old and new friends and members of EuroClio, for the first time in three years live! The actual contact between educators from all over Europe, and the world, is one of EuroClio's finest and most valuable traditions, and one which not only promotes our field of interests, but also creates friendships and valuable working partnerships across borders that otherwise divide us. For me personally, the annual conference in San Sebastian five years ago was where I

really understood the quality of the work EuroClio is doing.

It has been a challenging few years since we last met, but we at EuroClio are proud of how we have managed not only to survive the pandemic, but also exploit the possibilities that opened up with for instance a series of highly successful webinars, which will continue and remain a cheap and easily accessible way of bringing teachers together.

EuroClio remains the largest democratic organization for history teachers in Europe and I am proud to say that we – not least through the dedicated members of our secretariat - are constantly trying to improve our efforts and work to be of service to history teachers around the globe.

Just as the history of universities in Europe started in Bologna, we at this conference restart our General Assembly with exciting workshops, daring debates, interesting lectures and plenty of discussions, where we will share our insights with each other and with you!

To quote former president Mire Mladenovski:

*"Bring your good mood and good will for cooperation and you will go back home with extraordinary memories which we hope you will cherish for a long time!
Enjoy this week!"*

Lars Peter Visti Hansen
President of EuroClio

SPONSORS **AND** PARTNERS

The Annual Conference is organised with the support of the **EU Europe for Citizens Operating Grant** and of the **OSF General Support Grant**.



Co-funded by
the European Union



OPEN SOCIETY
FOUNDATIONS

We would also like to thank the **Municipality of Bologna, Bologna Welcome, the Liceo Laura Bassi, the University of Bologna, and the University of Ferrara** for their invaluable support in the organisation of the 28th EuroClio Annual Conference.

Con il patrocinio di:



Comune di Bologna



UNIVERSITÀ
DEGLI STUDI
DI FERRARA
- EX LABORE PROCTUS -



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DIPARTIMENTO DI STORIA CULTURE CIVILTÀ

SUPPORT FOR **PARTICIPATION**

The participation of educators from **Armenia, Croatia, Denmark, Hungary, the Netherlands, Poland, Serbia, and Slovakia** has been enabled by the **Evens Foundation**, within the framework of the "Sharing European Histories" project.

The participation of workshop hosts from **the Czech Republic, Belgium, Bulgaria, Latvia, and the Netherlands** has been enabled by the **Europe for Citizens** programme, within the framework of the "My Story Your Story" project, which is carried out by EuroClio, the Evens Foundation, and the Peace Centre Antwerp.

The **invitation-only breakout sessions planned for 29 April** have been enabled by:

- the **Council of Europe**, within the framework of the "Reference Framework of Competences for Democratic Culture";
- the **Observatory for History Teaching in Europe**.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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



OBSERVATORY
ON HISTORY TEACHING
IN EUROPE

Evens
Foundation

ABOUT THE CONFERENCE

In a twenty-first century when history is constantly being re-written to include the voices of people whose absence and perspectives are made more and more visible, also thanks to the discovery or analysis of new sources, there are several definitions of history available, each connected to a different function ascribed to this subject. For this reason, we believe that it is more beneficial and relevant to talk about why we teach history and, why not, why and how we should rewrite history, as opposed to trying to provide a static definition.

The conference will thus dive not only into the broad question “what is history for?”, but also *what is history for **us*** (members of the EuroClio Community, History/Citizenship Educators, Human beings living in the 21st Century), *what is it important to talk about history and about how we teach history **now**, and how do we use history as a **tool** to promote multiperspectivity, a better understanding of the present, and the development of democratic competences.*



Bologna



Bologna is one of the most beautiful and inspiring cities of Italy, where the first European university has been founded in 1088 AD, has much to offer in terms of intellectual, cultural, and historical legacy. Here, some decades ago, started a reflection about the methods and aims of history teaching that deeply influenced the Italian school system. At the core of this innovation was the idea that history teaching could consist in a part of a content's acquirement and in a part of a skill's development. Teachers of any school degree, from primary school to academia, took part at this process of renovation.



Ferrara



Ferrara has played an important role in the history of the country and it has a strong association with the House of Este who had major influence in Italy during the 1400's onwards. Records of a settlement in Ferrara date back to 753 AD, and in recent history, the city became part of the unified Kingdom of Italy. Due to its importance and links to the Este family, Ferrara features a myriad of beautiful historical buildings such as the Palazzo dei Diamanti, and also a host of superb public spaces such as the Parco Massari.

THE PROGRAMME AT A GLANCE

28
(BOLOGNA)

09:30 Official opening
10:00 Keynote Lecture on What is History for?
11:00 Coffee Break
11:30 Plenary Workshop
13:00 Lunch
14:30 Workshop round 1
16:00 Coffee break
16:30 Workshop round 2
18:00 End of the day
19:30 Dinner
21:30 Game Night

29
(BOLOGNA)

09:00 Student-led city visit
13:00 Lunch
14:30 Workshop round 3
16:00 Coffee Break
16:30 Workshop round 4
18:00 End of the day
19:30 Dinner
21:00 PubQuiz and Intercultural Night

30
(FERRARA)

10:00 World Café
11:00 Coffee Break
11:30 World Café - continued
11:30 Marketplace of Ideas
13:00 Lunch
14:30 General Assembly
14:30 Cultural Programme in Ferrara
20:00 Festive Dinner

1
(BOLOGNA)

10:30 Informal Networking
11:00 Panel Discussion
12:30 Lunch
14:00 Official Closing Ceremony

Evens Foundation

The Sharing European Histories initiative is carried out with the financial support of the Evens Foundation.

SHARING EUROPEAN HISTORIES

The past is often a source of conflicting interpretations rather than easy consensus. Still, historical identity is central to relations between states and people in the here and now.

Understanding European history, like other histories, involves a continuous process of construction and deconstruction, writing and rewriting. At the same time, as the history of the European continent is marked by constant movement of cultures and populations, diving into it might well offer insights into how people in Europe interacted and lived together in the past.

We believe that opening up a space to engage with the dissonant and often conflictual nature of European history is the first step in discovering common positions or overcoming divisions while acknowledging existing differences. European histories are often seen as dividing the continent. With this project, a call for innovative ideas and projects should contribute to the understanding of young people regarding the complexity and multiplicity of European histories, and therefore better understand the continent itself.

BECOME A EUROCLIO INDIVIDUAL MEMBER!



For a minimum amount of only € 20 annually, you can now become an official Individual Member of EuroClio.

Expand your network, discover new possibilities, and get inspired by the largest global network of history educators and experts on the field!

As an individual member, you will:

- **have access to a discounted rate for in-person trainings**
All individual members can register to all EuroClio in-person trainings at a discounted rate.
Join us and meet Educators from all over Europe and beyond!
- **open up unlimited access to webinars**
Individual Members and Full Members have a free priority to join all webinars organised by EuroClio.
Follow us on our social media platforms to keep informed about our upcoming webinars!
- **receive a free subscription to the EuroClio Bulletin**
All Individual Members get a free online or, depending on the chosen individual membership fee, a hard-copy subscription of the EuroClio News Bulletin. The content is aimed at inspiring history educators all over Europe and beyond to become more informed about international happenings and developments.

...and many more benefits that will be announced soon!

These new membership services are provided by EUROCLIO as part of a strategic trajectory. Our primary goal is to meet the needs of history educational professionals as fully as possible. If you have more ideas on how to improve our membership services, feel free to contact us!

You can join EUROCLIO or read more on our website by clicking this link: <https://euroclio.eu/join-us/>

PRACTICAL INFORMATION

THE LOCATIONS OF THE ANNUAL CONFERENCE

in BOLOGNA



the EuroClio delegation in Bologna will be hosted at the

Hotel Gruppo Una - Bologna Centro

Viale Pietramellara, 41/43, 40121 Bologna (BO)

This will be also the pick up point for the shuttle to Ferrara on 30 April in the morning.



The official conference opening will take place in the

Auditorium Enzo Biagi

Biblioteca Salaborsa, Piazza del Nettuno, 3, 40121 Bologna (BO)



The parallel workshops will take place in the classrooms of the

Liceo Laura Bassi - Succursale I

Via Broccaindosso, 48, 40125 Bologna (BO)



All the meals and evening programmes will take place at

Scuderia - Future Food Living Lab

Piazza Giuseppe Verdi, 2, 40126 Bologna (BO)



The informal opening dinner on 27 April will take place at

Osteria al 15

Via Mirasole, 13, 40124 Bologna (BO)

in FERRARA



the EuroClio delegation in Ferrara will be hosted at the

Hotel Il Duca d'Este

Via Bologna, 258, 44122 Ferrara (FE)

This will be also the pick up point for the shuttle to Bologna in the mornings of 28, 29 April and 1 May.



The world café, marketplace of ideas, and General Assembly will take place at the

Dipartimento di Studi Umanistici - Università degli Studi di Ferrara

Via Paradiso, 12, 44121 Ferrara (FE)



The final festive dinner will take place at

Ristorante Raccano

Piazzetta Sant'Anna, 9, 44121 Ferrara (FE)

USEFUL CONTACTS

Emergency number: 112

Country Code: 0039

Taxi (Bologna): +39 051 372727

Taxi (Ferrara): +39 0532 900900

LET'S SHARE IT!



EUROCLIO



@EUROCLIO



@euroclio



#whatishistoryfor

CONTACT INFORMATION

Conference manager: Alice Modena

M: +31 638577648

Alice will be part of the EuroClio delegation in Bologna. Should you need immediate assistance in Ferrara, please reach out to:

Georgi Pavlov (+49 176 24094960)

PRACTICAL INFORMATION

BOLOGNA - FERRARA SHUTTLE SERVICE

As the Annual Conference takes place in Bologna and Ferrara, we have arranged a shuttle service for participants to transfer between the two cities. Below you can find the departure times for each shuttle, including information on the pick up points.

27

22:30 - Return shuttle from Bologna to Ferrara

Pick up point: Via Farini, corner with Piazza Galvani (Bologna)

07:30 - Shuttle from Ferrara to Bologna

Pick up point: Hotel Duca d'Este, Via Bologna 258 (Ferrara)

18:15 - First shuttle from Bologna to Ferrara

Pick up point: Via San Vitale, corner with Via Broccaindosso (Bologna)

23:00 - Second shuttle from Bologna to Ferrara

Pick up point: Piazza di porta San Donato, 5 (Bologna)

28

29

08:45 - Shuttle from Ferrara to Bologna

Pick up point: Hotel Duca d'Este, Via Bologna 258 (Ferrara)

21:00 - First shuttle from Bologna to Ferrara

Pick up point: Piazza di porta San Donato, 5 (Bologna)

23:00 - Second shuttle from Bologna to Ferrara

Pick up point: Piazza di porta San Donato, 5 (Bologna)

08:30 - Shuttle from Bologna to Ferrara

Pick up point: Hotel Gruppo Una, Viale Pietramellara, 41/43o (Bologna)

14:30 - First shuttle from Ferrara to Bologna

Pick up point: Piazza Castello (Ferrara)

17:15 - Second shuttle from Ferrara to Bologna

Pick up point: Piazza Castello (Ferrara)

19:00 - Shuttle from Ferrara to Bologna (Final Festive Dinner).

Pick up point: Hotel Gruppo Una, Viale Pietramellara, 41/43o (Bologna)

23:00 - First return shuttle from Ferrara to Bologna

Pick up point: Piazza Castello (Ferrara)

00:30 - Second return shuttle from Ferrara to Bologna

Pick up point: Piazza Castello (Ferrara)

30

1

09:00 Shuttle from Ferrara to Bologna

Pick up point: Hotel Duca d'Este, Via Bologna 258 (Ferrara)

15:30 - Return shuttle from Bologna to Ferrara

Pick up point: Via Farini, corner with Piazza Galvani (Bologna)

Should you prefer to travel between Bologna and Ferrara autonomously, please check out the train timetable on the website: <https://www.trenitalia.com/>. Generally speaking:

Train tickets from Bologna to Ferrara start from 4.75 €. The earliest train is at 07:12 and the last departure is at 22:01, and there are about 44 trains per day. The average journey is 35 minutes.

Train tickets from Ferrara to Bologna start from 4.75 €. The earliest train is at 07:11 and the last departure is at 16:11, and there are around 40 trains per day. The average journey is 35 minutes.

OPTIONAL PROGRAMME

WEDNESDAY 27 APRIL

Arrival of participants - Scheduled for the whole day

18:00 Pre-registration for Early Arrivals

@Hotel Gruppo UNA Lobby

19:00 Informal opening dinner

@Osteria al 15

21:00 Evening tour of the city

@Meeting point: Piazza Maggiore

PLEASE NOTE that participation to the Informal opening dinner and to the evening tour of the city is available upon registration only, and is currently **SOLD OUT**.

23:00 (tentative)

Return shuttle from Bologna to Ferrara

We have arranged a shuttle at the end of the tour for all those participants who have booked their accommodation in Ferrara.



THE "BOLOGNA MAGICA" TOUR

The evening tour of the city will be curated by the "Bologna Magica" (Magical Bologna) project. The Bologna Magica project began in 1992, and is focused on exploring not only the history of the city, but also on the symbolism embedded in several buildings in the city, related to mythology, ancient sciences, alchemy, and philosophy.

Palickap, CC BY-SA 4.0, via Wikimedia Commons

CONFERENCE PROGRAMME

THURSDAY 28 APRIL

07:30 Departure of Shuttle to Bologna

@Hotel Duca d'Este (Ferrara) Lobby

The morning programme will take place at the Auditorium Enzo Biagi

09:00 Registration of participants

09:30 Official opening and welcome

Daniele Ara, Municipality of Bologna
Steven Stegers, EuroClio Executive Director
Lars Visti Hansen, EuroClio President
Paolo Ceccoli, EuroClio Ambassador

10:00 What is history for? From disciplinary epistemology to history didactics

Keynote Lecture hosted by Prof. Ivo Mattozzi, Università di Bologna

School texts provides a long series of data such names, places, years, sometimes with few or any interconnections other than the cause-effect relation, or the chronological consequence. The huge quantity of data which composes the history curricula let few possible cognitive approaches, which often reduce at one: mnemonically learning. Everything contributes to depict history as a static discipline, whose contents are given and immutable. These representations of history and its learning are misleading: their essences are the historical research and the development of a method of reasoning that can be called historical thinking.

In fact, historical education shouldn't consist in mnemonically learning series of facts, but in the acquirement of a complex of notions about the past and in the development of the skills which are essential to their elaboration.

According to this perspective, to improve its didactics is necessary to identify and analyse the mental competences that ground the historical thinking and the cognitive processes of which themselves they consist of. This is disciplinary epistemology, the grammar of historical thinking, and is crucial to teach our pupils not what to think, but how to think.

11:00 Coffee break

11:30 Investigating and supporting historical consciousness when studying European history

Plenary workshop hosted by Claudia Villani (Università di Bari) and Lucia Boschetti (Università di Bari)

ABOUT THE PLENARY WORKSHOP



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In this plenary workshop, Claudia and Lucia will report the results of this three-year project involving students of different ages. By asking the participants some of the questions of the revised Youth&History survey, they will show how teachers can use this tool to better understand both their own and their students' representations of the European past. They will also present some of the teaching materials developed to foster a historical perspective on the concept of European citizenship. Participants will play a game about citizenship in modern and contemporary times and reflect upon the contribution that history can give to citizenship education through its own disciplinary practice.

13:00 Lunch

@Scuderia

The afternoon programme will take place at the Liceo Laura Bassi

14:30 Workshop Round 1

1. Interactive maps and their advantages - *spatium.bg*

Nikolay Dunev (Active historical map foundation - *spatium.bg*)

2. Democratic transitions of 1989-1991

Aniek Smit (Peace Center Antwerp)

Bistra Stoimenova (EuroClio Board)

Dzintra Liepina (History Teachers' Association of Latvia)

Hilde Loos (Stedelijk Onderwijs Antwerpen)

Klara Hoskova (German School in Prague)

3. Conscience of the World - Raphael Lemkin's life and legacy

Jakub Mańczak (The Pilecki Institute)

4. Promoting diversity through studying religious heritage

Gijs van Gaans (Universiteit van Amsterdam ILO)

Jens Lenders (Fontys University of Applied Sciences)

See
at
page 13
details

16:00 Coffee Break

16:30 Workshop Round 2

1. *In Europe Schools*

Eugenie Khatschatrian (EuroClio Secretariat)

2. *Stories that Move. Toolbox against discrimination*

Karen Polak (Anne Frank House)

3. *Is discrimination possible in a football Golde Age? Two activities about football and discrimination during Fascist Era in Italy.*

Valerio Bernardi (Liceo Classico Orazio Flacco Bari)

see details
at page 14

18:00 End of the day

18:15 First return shuttle from Bologna to Ferrara

On Thursday night, we will host an optional programme for participants. We have arranged a (return) shuttle bus from Bologna to Ferrara for those participants who prefer to spend their night otherwise.

19:30 (Optional) Dinner

@Scuderia

21:00 (Optional) Game Night

@Scuderia

23:00 (Tentative) Return shuttle from Bologna to Ferrara

At the end of the Game Night, we have arranged a second return shuttle

JOIN OUR GAME NIGHT!

Travel back to the 1600s with us!

On **Thursday night**, Clio '92, the "Accademia del Tarocchino Bolognese", the University of Genoa's "Centro di Ricerca sul Gioco" (Research centre on games), and Glauco Babini (inventor of historical games) will be hosting an exciting game night!

Join us to learn more about historical (board and cards) games, learn their rules, and challenge fellow participants to a fight to become "EuroClio's top gamer"

PLEASE NOTE that participation to the dinner on the 28 of April, as well as to the Game Night, is available upon registration only. Register via email before 25 April to secure your spot!



Università
di Genova



CENTRO
DI RICERCA SUL GIOCO



WORKSHOPS **ROUND 1**

Thursday 28 April, 14:30 - 16:00

1. Interactive maps and their advantages - spatium.bg

In this workshop, Nikolay Dunev will present dynamic historical maps where the user can view the map changing with the change of time. Each change of the map is accompanied by additional information on the historical events that determined the change. By using the maps in this way, the user is no longer a passive observer, but becomes actively engaged with the content, ultimately understanding how the contemporary world is formed and making estimates on what the future trends are

Nikolay Dunev, Active historical map foundation - spatium.bg

2. Democratic transitions of 1989-1991

How can we use oral testimonies for teaching and learning?

In this workshop, we will demonstrate different ways how personal memories related to democratic transitions of 1989-1991 can be used in educational practice. The stories that we use in this workshop are shared by people who migrated (or fled) to Belgium during or after totalitarianism and democratic transition. They were collected by the Antwerp Peace Centre in the My Story / Your Story project, in which EuroClio is a partner.

Aniek Smit, Peace Center Antwerp
Bistra Stoimenova, EuroClio Board

Dzintra Liepina, History Teachers' Association of Latvia,
Hilde Loos, Stedelijk Onderwijs Antwerpen
Klara Hoskova, German School in Prague

3. Conscience of the World - Raphael Lemkin life and legacy

This workshop will focus on Raphael Lemkin - a Polish lawyer who coined the term "genocide" that led to the adoption of the Convention on the Prevention and Punishment of the Crime of Genocide by the UN General Assembly. It is an opportunity to engage in a discussion not only about the concept of genocide itself but also about the various examples of the crime throughout history and the importance of history for Lemkin. Moreover, we will reflect on the role of the law in shaping the conscience and the influence of the media on the behaviour of certain groups in society. Also we want to ask if Lemkin's mission was a success looking at historical events? What can and should we expect from international law?

Jakub Mańczak, The Pilecki Institute

4. Promoting diversity through studying religious heritage

In this workshop participants will study several religious heritage objects from the southern part of the Netherlands, a region that remained predominantly Catholic after 1648 while the Dutch Republic was officially Protestant. In addition, Jews were also living in the region. Using historical information they will study the way these objects functioned within this strange religious context between 1848-1948. Did they change hands between the religious entities, how did that alter their appearance and what light does that shed on the relationships between them? Based on their analysis, participants are asked whether they would like to save the objects, destroy them or to repurpose them. In fact they will be asked to ascertain the significance of the objects in relation to the relationship of different religious communities in the region. Deciding what to do with them is connected to the history of the relationships between the several religious communities. At the end of the workshop, which is developed as an activity suited for secondary schools, the participants will reflect on the use of studying history through heritage to reflect on current issues.

Gijs van Gaans, Universiteit van Amsterdam ILO
Jens Lenders, Fontys University of Applied Sciences

WORKSHOPS ROUND 2

Thursday 28 April, 16:30 - 18:00

1. In Europe Schools

Diving into big events in recent European history to understand how these have shaped and continue to shape our present-day communities and societies all over Europe! That is what In Europe Schools challenges students to explore. Students step into the shoes of researchers, interviewers and documentary-makers to collect histories from their own surroundings and exchange these with their peers across the continent. How does this work in practice? In this workshop, EuroClio's long term initiative In Europe Schools will be presented in an interactive way, focusing on the different Education Kits, examples of exercises, and practical tips and tricks. At the end, you will also have the opportunity to sign up and follow the footsteps of 200 other schools in Europe!

Eugenie Khatschatrian, EuroClio Secretariat

2. Stories that Move. Toolbox against discrimination

This online, free, and multilingual toolbox helps student reflect on their own position in relation to discrimination in past and present and gives them insights into their own learning process. It contains five modules around different themes. In this workshop we will focus on the module Life stories that offers a glimpse into historical accounts of discrimination. The teaching material contains ten biographies, which were chosen to contribute to intercultural historical learning. Life Stories provides an opportunity to reflect on positive achievements in addressing discrimination and the things that haven't changed. Visible thinking strategies are integrated into the tool, helping students to look carefully at sources and understand how these are interpreted.

Karen Polak, Anne Frank House

3. Is discrimination possible in a football Golde Age? Two activities about football and discrimination during Fascist Era in Italy.

This workshop will focus on the fascist period in Italy. On the one hand, this is considered one of the "golden ages of Italian football" (Italy won twice the World Cup). On the other hand, this was a period of discrimination, especially against the Jews, but also women. Some episodes are quite known, but others less, especially those regarding the management of the football teams. Participants will discuss how, by engaging with local cultural heritage and football histories, students can learn to analyse primary sources and life stories, learning about national history in the process. They will discuss how football history is connected with political and social history and how also in sports discrimination could be a problem yesterday and today.

Valerio Bernardi, Liceo Classico Orazio Flacco Bari

FRIDAY 29 APRIL

08:45 Departure of Shuttle to Bologna

@Hotel Duca d'Este (Ferrara) Lobby

All Morning: Student-led city visits

After meeting in the main square of Bologna ("under the Neptune statue", the go to meeting point for the typical Bolognese) with some teachers from the Liceo Laura Bassi, participants will be divided in groups and begin a walking historical tour of the city. They will walk from landmark to landmark, where they will be greeted by secondary school students who, having "adopted" the landmark, will guide them through their visit.

Tours will be held in two slots, and participants will have some free time before or after the tour to see Bologna at their own pace.

More information on the city visit, including groups division and departure times is available in the handouts

13:00 Lunch

@Scuderia

The afternoon programme will take place at the Liceo Laura Bassi

14:30 Workshop Round 3

1. Engagement by the book? How learning materials can engage students in the past while addressing pressing issues of our time.

Anders Hassing (Columbus Publishing)

2. History games to play a democratic experience

Elena Musci (Università degli Studi della Basilicata)

Ilaria Truzzi (Università degli Studi di Milano)

3. Jewish Cemeteries of Europe as an Educational Resource

Dame Helen Hyde DBE (Foundation for Jewish Heritage)

Michael Mail (Foundation for Jewish Heritage)

Ninja Stehr (Centropa)

4. The Young Refugees of Villa Emma. A Forthcoming Exhibition

Elena Piazzoli (Villa Emma Foundation)

Maria Laura Marescalchi (Liceo Scientifico Tassoni, Modena)

In parallel: History as a tool to encourage the development of competences for democratic culture

This invitation-only workshop organized with the Council of Europe's Experts Working Group on History Education will briefly introduce the Reference Framework of Competences for Democratic Culture (RFCDC). It will focus on the Council of Europe "butterfly" and give a space for participants to share their experience teaching and learning "about, through and for" democracy. The aim of the workshop is to connect the work on RFCDC with history education, seeking advice and input from practitioners while sharing some of the Council of Europe's latest work in this field.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

See details at page 18

16:00 Coffee Break

In parallel: The Council of Europe's Observatory of History Teaching in Europe

The Observatory on History Teaching in Europe (OHTÉ) is an Enlarged Partial Agreement of the Council of Europe, whose mission is to promote quality education in order to enhance the understanding of democratic culture. The Observatory provides a clear picture of the state of history teaching in its member states, based on reliable data and facts on how history is taught, through regular and thematic reports. Since 2021, EuroClio is coordinating the experts group working on the regular report. During this session, participants will learn from the people working on the research what has been done, who is involved, and what is going to happen. We will identify how the research can be used, and discuss what can be done to have more impact in more countries.



OBSERVATORY
ON HISTORY TEACHING
IN EUROPE



16:30 Workshop Round 4

1. *Contested Histories*

Jadé Botha (EuroClio Secretariat)
Lidija Zupanac Suica (Education for the 21st Century)
Marie-Louise Jansen (Institute for Historical Justice Reconciliation)

2. *Student Engagement with the Cold War: Origins and Course*

Jim Diskant (Historiana Teaching and Learning Team)

3. *Studying present to understand the past: 'Ain Ghazal as a model of anthropological prehistoric archaeology*

Gary Rollefson (Withman College)

4. *When Walls Talk, what do you have to say?*

Pieterjan van Langenhove (House of European History)

see details at
page 20

18:00 End of the day

19:30 Dinner

@Scuderia

21:00 (tentative) First return shuttle from Bologna to Ferrara

We have arranged a return shuttle for those participants who do not wish to join the Pub Quiz.

21:00 Pub Quiz

@Università di Bologna

23:30 (tentative) Return shuttle from Bologna to Ferrara

At the end of the Pub Quiz, a second shuttle will be arranged

The new edition of the EuroClio Pub Quiz

The Pub Quiz tradition continues. After our first-ever online Pub Quiz, we are back with more questions on Pop Culture, knowledge of Bologna, Ferrara, and all things history, and many other engaging and surprising topics!

Meet your carefully constructed team and challenge your peers with six new rounds of questions.

Who will be the next Pub Quiz champion? Join us on to find out!



WORKSHOPS **ROUND 3**

Friday 29 April, 14:30 - 16:00

1. Engagement by the book? How learning materials can engage students in the past while addressing pressing issues of our time.

This workshop will introduce different approaches to problem based history education with the textbook in varying roles. It invites participants to sketch out how new learning materials for history education can engage students in reflections on the past in the present. It also addresses how to approach contested perceptions of the past that play a large and perhaps increasing role in democratic politics.

Most school learning takes place in an interaction between students, teachers and learning materials. This dynamic, which must take the diversity of students as well as teachers into account, makes the art of teaching a no-size-fits-all-endeavor. One of the attractions of the history textbook is that it can provide a solid and, in some countries, even state approved foundation for the learning situation. This may still be the case, however, even if the history book (print or digital) leaves behind a canonical master narrative in favor of a problem based approach where students are engaged by current issues and contested views of the past.

Anders Hassing, Columbus Publishing

2. History games to play a democratic experience

An educational game is an activity expressly designed for the context of a classroom and it is based on two stages: the playing activity and a following debriefing. Applied at history didactics, it aims to deepen an historical context or event through the exploitation of a precise gaming method. (Musci 2006). During the gaming activity, the students learn new contents by interacting actively with them, developing at the same time historical and social expertises. (Tibaldini 2020).

This workshop will consist of a short presentation of some educational games experimented in many Italian classes. The presentation will be followed by a gaming session: the participants will play a game called «Star power», it is an activity that enables to play the dynamics arising among different social status and among the people who aim to achieve a position of power (Cecchini, 1993). A game master introduces the challenges, and the players react to them. To achieve a victory and thus end the game, the players must share their ideas and assumptions and listen to one another, to finally deal on the solution to adopt. The game will be followed by a group debrief.

Elena Musci, Università degli Studi della Basilicata
Ilaria Truzzi, Università degli studi di Milano

3. Jewish Cemeteries of Europe as an Educational Resource

This workshop will introduce a project focused on mapping, protecting, and engaging with Jewish Cemeteries in Central and Eastern Europe. It will be run by Centropa and the Foundation for Jewish heritage, and aims to acquaint participants with the educational potential of European Jewish cemeteries. It will begin with an introduction of the project, including the screening of a short video, and then engage participants in several collaborative activities aimed at learning more about the Handbook on Jewish cemeteries in the classroom

Dame Helen Hyde DBE, Foundation for Jewish Heritage

Michael Mail, Foundation for Jewish Heritage

Ninja Stehr, Centropa

4. The Young Refugees of Villa Emma. A Forthcoming Exhibition

In this workshop, the hosts will introduce the story of the young refugees of Villa Emma. After learning more about their stories of loss, escape, welcoming, rescue and crossing borders, participant to the workshop will work together to reflect on how an exhibition on the topic could be built by the Fondazione Villa Emma. They will reflect on the skills, attitudes, values which are worth enhancing when it comes to the connection between past and present starting from the story of the young refugees; which kind of critical understanding of the nowadays world can be achieved through the knowledge of the story of the young refugees; which hints/materials should be provided to visitor-students in order to ease the connection between past and present.

How can we spark a connection between past and present which has educational relevance and effectiveness? How can we use the stories of Villa Emma to prompt historical thinking? How can we engage students from different backgrounds, and especially with a migrant background?

Elena Pirazzoli, Villa Emma Foundation

Maria Laura Marescalchi, Liceo Scientifico A. Tassoni Modena

WORKSHOPS **ROUND 4**

Friday 29 April, 16:30 - 18:00

1. Contested Histories

How should modern society react to monuments dedicated to controversial historical personalities, events, and phenomena?

In the last few years, there has been an exponential rise in controversies over historic monuments, statues, names of streets and other physical representations of complex historical narratives in the public space. The Contested Histories project developed by IHJR and EuroClio, its host institution, has catalogued more than 500 disputes around the globe. This workshop will look at how contestations can be used in the classroom to teach students not only about the history linked to these symbols but about what they tell us about our societies today. After a presentation of the Contested Histories project, participants to this workshop will engage with a lesson plan on the topic of culture of remembrance and civic activism. This lesson plan is based upon the materials from the Contested history project, with the purpose being to highlight the significance of the culture of remembrance, public monuments and the reasons for their re-evaluation.

Jadé Botha, EuroClio Secretariat

Lidija Zupanic Suica, Education for the 21st Century

Marie-Louise Jansen, Institute for Historical Justice Reconciliation

2. Student Engagement with the Cold War: Origins and Course

Using the materials from the Cold War module in Historiana participants will discuss a number of cooperative ways for students to access this material so as to encourage a rich environment of classroom discourse, including a jigsaw, a socratic seminar, and a debate. Since this material about the Cold War provides students with multiple perspectives, this workshop provides teachers with strategies to encourage critical thinking, reflective learning, and democratic discourse. While it appears to be indisputable that “by 1947, any hope that the war- time Allies might continue to cooperate in peacetime was unrealistic. Two superpowers had emerged with political, social, economic and ideological systems that were fundamentally at odds, and were now engaged in a struggle for global supremacy”, it is still important for students to assess individual and governmental responsibility, as well as missed opportunities that may have led to other outcomes so that the overarching questions of this workshop are: “Can the responsibility be placed on one side more than the other? If so, why? What other voices could have influenced these developments? What moments were there for different outcomes?”

James Diskant, Historiana Teaching and Learning Team

3. Studying present to understand the past: 'Ain Ghazal as a model of anthropological prehistoric archaeology

In the first half of this workshop, participants will discuss Neolithic history and archaeology. The discussion will be led by Gary Rollefson, the archaeologist who found and excavated the site of 'Ain Ghazal for decades.

In the second half of the workshop, attendees will identify the connections between the Neolithic period and present which could be highlighted during a school lesson, referring to practical aspects of 'everyday life' today and in the past.

This connection could be exploited in both the sense: starting from an actual issue and looking if it was present also in the life of prehistorical communities, and evaluating its impact on them; or focusing on the past to track back some aspect of our present time, like our social, political, environmental, or even artistic behaviour.

Gary Rollefson, Withman College

4. When Walls Talk, what do you have to say?

Posters function as vehicles to inform, but also educate and even manipulate. They reflect the societal struggles for ideas, power, or wealth and they give a powerful voice to citizens on different social, cultural or political issues. In other words, posters can be agents and witnesses of ideological confrontations in the European history, reflecting the situations of the moment and providing us with a rich record of European stories. From the idea of the poster to its impact, what was the historical context of the poster? Who produced it? What was its intended audience? This workshop will address these questions in the context of the 4th Temporary Exhibition When Walls Talk that you can visit in Brussels from April 30th to November 13th. Participants will learn about European history through unique posters related to human rights, migration, elections, conflicts, sports and cultural milestones. Participants will also learn how to help their students identify whether a poster is intended to be a source of information or a tool for manipulation. Knowledge, argumentation and creativity are intertwined to achieve this goal.

Pieterjan van Langenhove , House of European History

SATURDAY 30 APRIL

08:30 Departure of Shuttle to Ferrara

@Hotel Gruppo UNA Bologna Centro

The programme in Ferrara will take place at the University of Ferrara

10:00 World Café on Connecting Schools and Museums for History and Citizenship Education

Emily Wegner, History Co:Lab

Leonard Schmieding, Staatliche Museen zu Berlin



Learning Science has long proven how learning that is based on projects, inquiry, place and play is key to students' success. Museums are therefore perfect partners for schools to build engaging learning environments. In this world café, we will host brainstorming sessions on how to use specific models of museum learning with museums around you and your classes.

11:00 Coffee break

11:30 Continuation of World Café

In parallel Marketplace of Ideas

The Marketplace of Ideas

Learn about some of the amazing projects that are brewing in the EuroClio Community!

In parallel with the World Café, we will be hosting the next edition of our Market Place of Ideas. During the Marketplace, several participants to the conference will present their projects and initiatives in a series of informal sessions.

This year's edition of the Marketplace will include "stalls" from:

- Richárd Fodor (Hungarian Historical Society Teachers' Division)
- the European Jewish Cemeteries Initiative, represented by Dame Helen Hyde DBE and Michael Mail (Foundation for Jewish Heritage), and Ninja Stehr (Centropa)
- the Historiana platform, represented by Alice Modena
- the project "VICTOR-E", represented by Paolo Villa and Rossella Catanese (University of Udine)
- ...and many others!



13:00 Lunch

Afternoon: parallel programmes

EuroClio General Assembly

14:15 Opening of Registrations
for official delegates

14:30 Opening of the **General
Assembly**

15:45 Coffee Break

16:15 Continuation of General
Assembly

17:00 (expected end of the
General Assembly)

Cultural Programme in Ferrara

14:30 (optional) shuttle from Ferrara
to Bologna

We have arranged a return shuttle for
those participants who do not wish to
join the cultural programme

@Ferrara, Piazza Castello

OR

14:30 Guided tour of Ferrara

@Ferrara, Piazza Castello

17:15 (optional) shuttle from Ferrara to Bologna

we have arranged a shuttle from Ferrara to Bologna for those
participants who wish to freshen up before the final dinner. Please
remember that it takes about 45 minutes to 1 hour to reach the drop off
point in Bologna.

@Ferrara, Piazza Castello

19:00 shuttle from Bologna to Ferrara

this shuttle is dedicated to all participants who have returned to
Bologna to freshen up, and will drop you off directly at the
venue of the final festive dinner.

@Hotel Gruppo UNA Bologna Centro

20:15 Final Festive Dinner

@Ferrara, Restaurant Raccaro

Wear comfortable shoes and dance with us as we celebrate a
successful Annual Conference, the 30th Anniversary of
EuroClio, and all the amazing members of the EuroClio
Community.

Two return shuttles from Ferrara to Bologna, one at 23:00 and
one at 00:30 have been arranged.



NOT
INTERESTED IN
ANY OF THESE
SHUTTLES? Let
Alice, Andreas,
or Jadé know!

SUNDAY 1 MAY

09:00 Departure of Shuttle to Bologna @Hotel Duca d'Este (Ferrara) Lobby

10:30 Informal networking over coffee

@Scuderia

11:00 Panel Discussion: 30 years of EuroClio and the future of history education

As we wrap up EuroClio's 28th Annual Conference we also celebrate EuroClio's 30 years anniversary and ask ourselves: what next for history education? What challenges and opportunities do we see looking ahead for the next 30 years?

We will discuss this with panelists:

Emily Wegner (History Co:Lab)

Joke van der Leeuw-Roord (EuroClio Founder and Special Advisor)

Jonathan Even-Zohar (lecturer Rijnwardt Academy, Amsterdam University of the Arts)

12:30 Lunch

14:00 Official Closing Ceremony

14:45 End of the Conference

15:30 (optional) return shuttle from Bologna to Ferrara

we have arranged a final shuttle to accompany all participants who will be staying in Italy for another couple of days to Ferrara



HOW DID **WE** DO?

The 28th EUROCLIO Annual Conference has reached its end, and we would like to know: how did we do?

For this reason, we have designed a feedback form, which we would like to use to collect your feedback on each session of the conference.

This year, we have decided to print out copies of the form, which are part of your conference package. In this way, we hope you will be able to fill in the form when your impressions on the training are still fresh.

Should you prefer to fill in the form at a later stage, you can find it also at this link:

<https://forms.gle/BtbxRX26Jjx1riwm6>

The form is completely anonymous. In case you would like to leave a more structured feedback, you are welcomed to write to us at alice@euroclio.eu.

CAN'T GET ENOUGH OF US?

HERE ARE SOME WAYS TO STAY INVOLVED!



PAST TIMES A EUROCLIO PODCAST

The EuroClio Podcast 'Past Times - Talking and Teaching History' is a podcast series for and by history educators. The aim of the podcast is to discuss topics and ideas that are relevant for the teaching of history, to inspire each other and learn from some of the great minds that are part of our community. Past episodes include Sam Wineburg on digital media literacy skills, Arthur Chapman on "Powerful Knowledge", how to handle emotions in the classroom, assessment - along with plenty other episodes! The podcast can be streamed on Anchor.fm, Spotify, Google Podcast and other listening services.

CONTESTED HISTORIES



The IHJR's project on **Contested Histories in Public Spaces** is a multi-year initiative intended to address controversies over statues, memorials, street names and other representations of disputed historical legacies in public spaces. The objective of the Contested Histories project is to provide decision-makers, policy planners, educators, and other stakeholders with a set of case studies, best practices and guidelines for addressing historical contestations in an effective and responsible manner.

Recently, the project launched their new website! Check it out to learn more about upcoming lectures and (virtual) tours: contestedhistories.org

CALL TO ACTION!

HOW DO YOU BRING **PUBLIC HISTORY** TO YOUR CLASSROOM?

Do you have a teaching practice to share that takes into consideration pupils' preferences/choices/opinions regarding the contents or forms of teaching/learning? That turns pupils' attention to the history around them, from bottom-up activities such as historical re-enactments, social archives or book clubs, through commercial products, e.g. videogames, songs, podcasts, magazines, memes or clothes, to various faces of the politics of history, such as monuments, celebrations or public statements? That sheds light on the places and gives voices to the groups and individuals so far marginalized or neglected in history education? That includes in the teaching process the role of the past and present public(s) of historical events and historical narratives (e.g. in reading and analysing primary and secondary sources or in producing narratives – written, oral, audio-visual – addressed not only to the teacher but also to the wider and divergent publics)?

then, we are looking for you! Please, reach out to **Birgit Göbel** or **Andreas Holtberget** during the Annual Conference, or email us at secretariat@euroclio.eu. We will be happy to set up an interview to collect your practice as part of our project Critical History!!

CALL TO ACTION! HELP US BETTER UNDERSTAND WHAT **CHALLENGES** DO TEACHERS FACE IN THEIR DAILY PRACTICE

Our eLearning Platform Historiana is built following the principles of Human Centered Design. This means that the wishes and needs of teachers and students are leading all our choices in terms of content and functionalities. Through research and co-creation, we develop ideas and prototypes, take small steps and test.

To better put you and your students at the center of the future developments of Historiana, we need to get better insight in what problems and challenges you face in your daily life as a teacher.

In Bologna and Ferrara, we will take the first step in understanding this better. We have set up a collection poster in all our conference locations, together with several sticky notes and writing supplies. Whenever you see the poster and the sticky notes, please take a few minutes to:

- reflect on the question **"What are the 3 biggest challenges you face when working with lesson materials that were developed by a third party?"**
- grab a sticky note
- let us know what the challenges are!

If you would like to know more about this call to action and future developments of Historiana, reach out to **Alice** during the conference, or via email at alice@euroclio.eu.

BIOGRAPHIES OF THE BOARD



Lars Peter Visti Hansen (Denmark) has been a history and English teacher since 1992 and has co-authored textbooks about The Crusades, Islam and Christianity in the Middle Ages, as well as European and World History. In addition to publishing textbooks, he also works on improving the effects of teaching through teaching materials and methods. He is especially interested in the way that background and national perspectives influence the perception of history.



Ann-Laure Liéval (France) has been teaching History, Geography and CLIL in Lycee Fenelon, Lille since 2005. He is also a member of APHG (French national Association of History and Geography teachers), which is a member of the EuroClio network, and she became involved with EuroClio in 2018, when she helped organise the 25th EuroClio Annual Conference in Marseille. Recently, she has been part of projects "Learning to Disagree" and "In Europe Schools".



Bistra Stoimenova is chair of the Bulgarian History Teachers Association, teacher trainer and lecturer at Sofia University, and chief editor of the Bulgarian HTA Journal. Her interests include modern history, multicultural and civic education, ICT in teaching, and active strategies for learning. She has taken part in EuroClio projects "Understanding a Shared Past, Learning for the Future", "Teaching 'Europe' to Enhance EU Cohesion", "Decisions and Dilemmas 3", and "Learning to Disagree".



Ute Ackermann Boeros (Cyprus), MA, PGCEi. History and Theory of Knowledge Educator at the IB Diploma level and Department Head for Social Studies at the American International School in Nicosia, Cyprus. Her focus is 20th century history, with an emphasis on developing a methodology for creating source collections for students. More recently, the focus of her work has shifted increasingly to curriculum development and creating inclusive, concept- and inquiry-based teaching resources. In 2020, she presented on EuroClio's Online Course for Online Teaching about the use of primary sources in online history teaching.



Frank van den Akker (Netherlands) served Shell for over 30 years. He now runs social-entrepreneurial activities in parallel to an advisory practice, focusing on corporate governance and management as well as international relations. Frank holds a number of board positions, predominantly for not-for-profit organizations and NGO's. He joined the EuroClio Supervisory Board early 2016, with main focus on financial and governance matters as well as international relations.

BIOGRAPHIES

EUROCLIO SECRETARIAT



Steven Stegers is the Executive Director of EuroClio. He has developed and coordinated international projects to enhance history and citizenship education since 2006, and has been an advisor for the Council of Europe, the Global Centre for Pluralism, the European Commission, KAICIID Dialogue Centre, the OSCE HCNM and the International Baccalaureate. He has also coordinated the development of the award winning Historiana platform.



Alice Modena is Deputy Director and Professional Development Coordinator at EuroClio, where she has been working since September 2018. She oversees all online and offline training programmes, including EuroClio Annual Conferences and online courses. She is also Historiana project manager. She holds a BA in International and Diplomatic Sciences, a MA in Human Rights and Multilevel Governance and a Master in Global Marketing, Communication, and Made in Italy. She is especially interested in the role of intercultural competences to promote social inclusion.



Andreas Holtberget is Project Manager and Communications Officer at EuroClio, where he has been working since June 2019. He coordinates all outreach efforts, cooperations with the Council of Europe and UN-MICT, and manages projects such as Critical History, Football Makes History II, and the initiatives in Sri Lanka and Kyrgyzstan. He has previously worked with the United Nations Institute for Training and Research (UNITAR) and the Graduate Institute of International and Development Studies in Geneva. He has MAs in European Studies and in International History.



Catherine Savitsky is Project Manager and Fundraiser at EuroClio, where she has been working since December 2019. She oversees fundraising activities of the organisation, manages EuroClio projects in the Western Balkans, Visegrad region, Central Asia, and South Korea, and develops EuroClio's impact assessment mechanism. She holds a BA in History and European Studies and an MA in Russian and European Affairs from the University of Toronto. She is particularly interested in post-Soviet and post-Yugoslav transitions, as well as the politics of public memory.



Eugenie Khatschatrian is Project Manager and Operations Coordinator at EuroClio, where she has worked since January 2020. Together with the Executive and Deputy Directors, she is responsible for the day-to-day management of the organisation as well as strategy development. She manages the In Europe Schools, Sharing European Histories, and Who Were the Victims of Nationalism Socialism? projects. She holds a BA in European Studies from the University of Amsterdam and an MSc in International History from the London School of Economics.



Jadé Botha is Project Manager and Research Coordinator of the Contested Histories project, which she has worked on since April 2021, as well as the African Changemakers Program, in partnership with Leeds University, The Johannesburg Holocaust and Genocide Center and Salzburg Global Seminar. Originally from South Africa, Jadé holds a BA in International Justice from Leiden University College. Her main fields of interests are critical legal theory, post-colonial theory, transitional justice and the African Union.

BIOGRAPHIES **SPEAKERS**



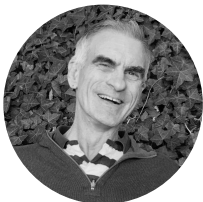
Valerio Bernardi is a history teacher at the Liceo Classico Orazio Flacco Bari (a secondary school focused on teaching the Humanities). He has been working with EuroClio for a while, including as a team member and trainer within the project Learning to Disagree, and as a developer of educational resources in the project Football Makes History, where he started to explore how (local) football stories can be used as a door opener to promote historical thinking.



Lucia Boschetti is a PhD student in History at the University of Bari, a teaching assistant in Contemporary History and History of Contemporary Europe, and is currently teaching History and Philosophy in high school. Her research investigates the participation of Italian experts in conferences on history education organized by the Council of Europe and the parallel development of history education debates in Italy from the 1950s to the end of the 20th century.



Paolo Ceccoli has been a history and citizenship teacher since 1986. He holds a Master of Arts in history education from the University of London. He is also co-author of two history textbooks and author and co-author of several general history education books. He is particularly interested in Historiana, content and language integrated learning in history teaching, and promoting discussion and educational tools for teaching controversial historical matters.



James A. Diskant, Ph.D., is a historian of modern German History and a retired high school history and government teacher. As the author of student-based curricula, he has been an active member of history and pedagogical associations, including the World History Association and the National Council for the Studies, where he led workshops for teachers. He currently lives in Berlin, Germany and is a member of EuroClio's History and Learning Team and contributor to World History Commons.

BIOGRAPHIES **SPEAKERS**



Nikolay Dunev is Team Manager of spatium.bg, an interactive historical map. He is a law graduate from Sofia University who graduated from the national high school for ancient languages and culture in Sofia, Bulgaria. He is interested in history, geography and new technical solutions, particularly the development of spatio-temporal databases such as spatium.bg. Map lover and collector.



Gijs van Gaans (MA) studied history and religious sciences at the Radboud University. After teaching history and Latin at a secondary school he is now employed as a teacher trainer and lecturer in didactics for the subjects of history and religious education, both at Fontys University of Applied Sciences and Amsterdam University.



Anders Hassing holds a MA in History and Political Science from University of Copenhagen and is the director of the Danish educational publisher Forlaget Columbus. He has edited numerous history textbooks and written on the didactics of history as well as textbooks himself. He has also worked as an upper secondary teacher in history and social studies at Ørestad Gymnasium in Copenhagen and as a consultant for the National Museum and the Danish Broadcasting Corporation.



Dame Helen Hyde is a Trustee of the National Holocaust Centre and Museum and the Holocaust Education Trust, and an Advisor to the Holocaust Memorial Day Trust. Her career includes being Headteacher of Watford Grammar School for Girls, setting up the Refugee to Recovery Forum assisting immigrants in Watford, chairing the education work stream for the Prime Minister's Holocaust Commission. In 2012, Helen was made Dame Commander of the British Empire for services to national education and Holocaust education.



Klara Hoskova is currently writing her PhD thesis on multiperspective history teaching in the Czech Republic since 1989 and has experience coordinating international school projects with the Council of Europe, the UNAOC, and the Goethe-Institute. In 2019, she attended and presented at the conference "Another Brick in the Wall", co-organized by EuroClio.

BIOGRAPHIES **SPEAKERS**



Marie-Louise Jansen is an independent consultant who works with EuroClio and the OSCE High Commissioner on National Minorities, and has directed research for the 2021 publication, *Contested Histories in Public Spaces: Principles, Processes, Best Practices* by the International Bar Association. She previously worked at the Salzburg Global Seminar as director of the Holocaust Education and Genocide Prevention program, and currently manages the Institute for Historical Justice and Reconciliation.



Jens Lenders (MEd) studied history at both the HAN University of Applied Sciences and Fontys University of Applied Sciences. He has taught history and social sciences at a secondary school and is now employed as a teacher trainer and lecturer in didactics of history at Fontys University of Applied Sciences.



Dzintra Liepina is a teacher of History and Social Sciences. She holds a Master's degree in Education. Currently, she teaches History and Political Science at the Natalya Draudzina Gymnasium in Riga. She also acts as a teacher trainer and is the author of several publications, teacher guides and teaching aids. Dzintra Liepina has been involved in several projects of EuroClio as a local coordinator and expert, is a former Board member of EuroClio. From 2006 to 2007 she was a chair of the History Teachers Association of Latvia



Michael Mail is the Founder and Chief Executive of the Foundation for Jewish Heritage and has had a 35 year career in the charity sector with senior roles in several leading UK-based charities. He sits on the Board of Brussels-based Future for Religious Heritage chairing its Governance Committee, and was Vice-Chair of Jewish Heritage UK. Michael has assisted the European Association for the Promotion of Jewish Culture on its cultural routes programme under the Council of Europe. Michael is also an award-winning author with three published novels.



Jakub Mańczak studied twentieth-century totalitarianisms from a philosophical and cultural point of view at the University of Warsaw. Since 2016 he has worked at the Pilecki Institute in Warsaw, first as a researcher, and from 2018 as an educator. He is an advocate of non-orthodox methods in teaching history, such as games, situation-based workshops and Oxford debates. In his professional path he works both with students and teachers, in Poland and abroad. In his free time he is engaged in amateur theatre and loves all kinds of movement, from hiking to dancing.

BIOGRAPHIES SPEAKERS



Ivo Mattozzi is a professor at the University of Bologna. He teaches methodology and teaching of history. He has given lectures in Italy, Spain, Brazil and Argentina and was the president of the history association, "Clio '92". His articles and publications have been translated into Spanish, Portuguese and Greek.



Elena Musci is a researcher of education, history and heritage, specifically on history teaching through the use of games and the connection between history and media. At the moment she is a regular professor of history and teaching at the faculty " Scienze della Fomazione Primaria" at the Università della Basilicata. She cooperates with the publishing company of Laterza and is a counsellor for schools and societies that work with heritage.



Karen Polak is a senior staff member at the Anne Frank House, the international coordinator of Stories that Move: Toolbox against Discrimination, a project supported by the European Commission and the EVZ Foundation. Karen is a historian who for fifteen years she was a member of the Dutch delegation to the International Holocaust Remembrance Alliance (IHRA), where she chaired the Committee on the genocide of the Roma. Karen Polak is on the international advisory board of the House of the Wannsee Conference.



Gary Rollefson is an American prehistoric archaeologist specialising in Near Eastern archaeology. He is known for having discovered Ain Ghazal, one of the most important archaeological sites related to Neolithic. He has held various teaching positions throughout the United States, Jordan and Germany since 1970. Currently, he is Professor Emeritus of Anthropology at Whitman College in Walla Walla, Washington, and Professor Emeritus of Anthropology at San Diego State University.



Aniek Smit works on oral history research for the content team of the Red Star Line Museum in Antwerp, Belgium. Previously, she worked at the Vredescentrum/Peace Centre Antwerp as coordinator of the European remembrance project My Story/(Y)Our Story on democratic transitions of 1989 in Eastern-Europe. She has also previously worked as a researcher and lecturer at different universities regarding the themes socioeconomic history, migration history, colonial history and oral history.

BIOGRAPHIES SPEAKERS



Ninja Stehr studied History at the University of Hamburg with a focus on media, gender, and culture in the 20th century. After graduating with a Master degree, she did a traineeship in a studio for exhibition design in Berlin, where she specialized in museum education and editing. In March 2020, joined Centropa Hamburg's team to assist our education programs.



Ilaria Truzzi is a Master's student in Archaeology at Università degli Studi di Milano. Since 2016, she cooperates with Clio '92 on projects such as historical readings at the library of Bergamo and didactical laboratories about ancient board games in primary schools. She has participated in board games festivals and conferences such as The Board Games Studies Colloquium. Her thesis is focusing on ludic objects such as dolls, knucklebones and other toys discovered in young adults and newborns burials in the archaeological site of Empúries in Spain.



Pieterjan Van Langenhove is an Art Historian who also holds a degree in Tourism Management. He specialised in 'multivocality' of heritage sites. He currently assists the Learning Team at the House of European History by contributing to the organisation and content development of the formal and informal programmes.



Claudia Villani, PhD in Contemporary History, teaches Cultural History and History Didactics at the University of Bari. Between 2004 and 2008 she taught history and philosophy in high school. She is presently working on topics including contemporary popular and historical culture, reframing of popular historical narratives, global cultural history of Europeanism and internationalism, public history and digital humanities, historical consciousness, and culturally responsive teaching and memory literacy.



Lidija Zupanic Suica is a teacher, teacher trainer and director of NGO Education for the 21st Century. She has also worked as a project manager, coordinator and consultant on various national and international projects. Her experience in the field of curriculum design, textbook writing, and teacher training is extensive and profound. She is experienced in developing and implementing competency-based educational programs on national and international levels.

ABOUT THE ORGANISERS

EuroClio

EUROCLIO was established in 1992 to support the development of responsible and innovative history, citizenship, and heritage education as a way to promote critical thinking, mutual respect, peace, stability, and democracy. It implements projects and activities with over 25.000 history educators from over 50 countries in the fields of cultural heritage, peace and cultural heritage, democracy and civil society, digital learning, inclusion and diversity, European and world history, peace and reconciliation and remembrance.



Clio'92

Clio '92

The association CLIO '92 was formed by a group of history teachers in 1998 with the aim to deepen and boost the theoretical and applied research on issues of teaching and learning of history. Their ambition is to keep the history taught strongly linked to the history of the experts. His positions on the teaching of history have occurred in the theses published in 2000 in the first issue of "The Notebooks of Clio", updated in the national assemblies of the shareholders are held annually and published in the website of www.clio92.it.

SEE YOU SOON!

Click [HERE](#) to register to this webinar series, which will begin on 11 May and end on 29 June.

We will announce the location, dates, and theme of our next Annual Conference soon! In the meanwhile, we hope to see you at our upcoming webinar series!

