



**EuroClio**  
Inspiring History and Citizenship Educators



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# The Complexity of History

## Unpacking the past

**CONFERENCE  
PROGRAMME**

**EuroClio 29th ANNUAL CONFERENCE**  
Professional training and development course  
**Vilnius, Lithuania 20 - 22 APRIL 2023**

# MESSAGE FROM THE EUROCLIO PRESIDENT



Dear participants in the Euroclio 2023 Annual conference in Vilnius,

It is a privilege once again to be able to say welcome to the Annual Conference, to the members of Euroclio, old friends as well as those who for the first time have the chance of participating, and who will hopefully become new friends and acquaintances. It is the second conference post Covid and we hope that you are again back to thinking of the Annual Conference as a must to participate in.

The conference is, in terms of creating contact between educators all over Europe and the world, one of Euroclio's finest and most valuable traditions, and one which promotes our field of interest, but also creates friendships and valuable working partnerships across borders that otherwise divide us. Networking is one of the most obvious benefits of being present at the Euroclio Annual conference.

Euroclio is the largest democratic organization for history teachers in Europe and our hard working staff are constantly trying to create value for our members in Europe and around the globe. Since the pandemic Euroclio has grown in terms of members, projects and funding, so I can proudly say that more educators than ever benefit from our work.

This year we are assembled in Vilnius, a city with a rich history that in many ways reflect the long development and troublesome history of Europe as a whole. We should not forget that war has come to Europe again and is taking place nearer to us than we would like to think . Hopefully the work we are doing here in Vilnius will have a positive long term effect on the peace and prosperity of our continent. Therefore, make sure you remain open to new input and new people. Enjoy the workshops, debates, lectures and discussions, where we will share our insights with each other and with you!

To – for the second year running - 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 **city of Vilnius**.



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 **Go Vilnius**

We would like to thank the **Vilnius University**, the **Queen Morta School**, and the **Palace of the Grand Dukes of Lithuania** for their invaluable support in making the 29th EuroClio Annual Conference a reality.



Vilnius  
University



## SUPPORT FOR **PARTICIPATION**

The participation of educators from **Austria, Belgium, Bosnia, Denmark, Slovakia, Spain**, has been enabled by the **EVZ Foundation**, within the framework of the "Who were the victims of the National Socialists?" project.

The participation of workshop hosts from **Bosnia, Croatia, the Netherlands, Serbia** has been enabled by the **Dutch Ministry for Foreign Affairs** within the framework of the "Learning a History that is not yet History II" project.

The participation of educators and education professionals from **Belgium, Croatia, Czech Republic, Greece, Lithuania, Netherlands, Poland, Portugal, Romania, and Spain** has been enabled by the European Commission within the framework of the 360 Degrees of Democracy project, in partnership with the Evens Foundation.



on the basis of a decision  
of the Bundestag



Ministry of Foreign Affairs of the  
Netherlands

**Evens  
Foundation**



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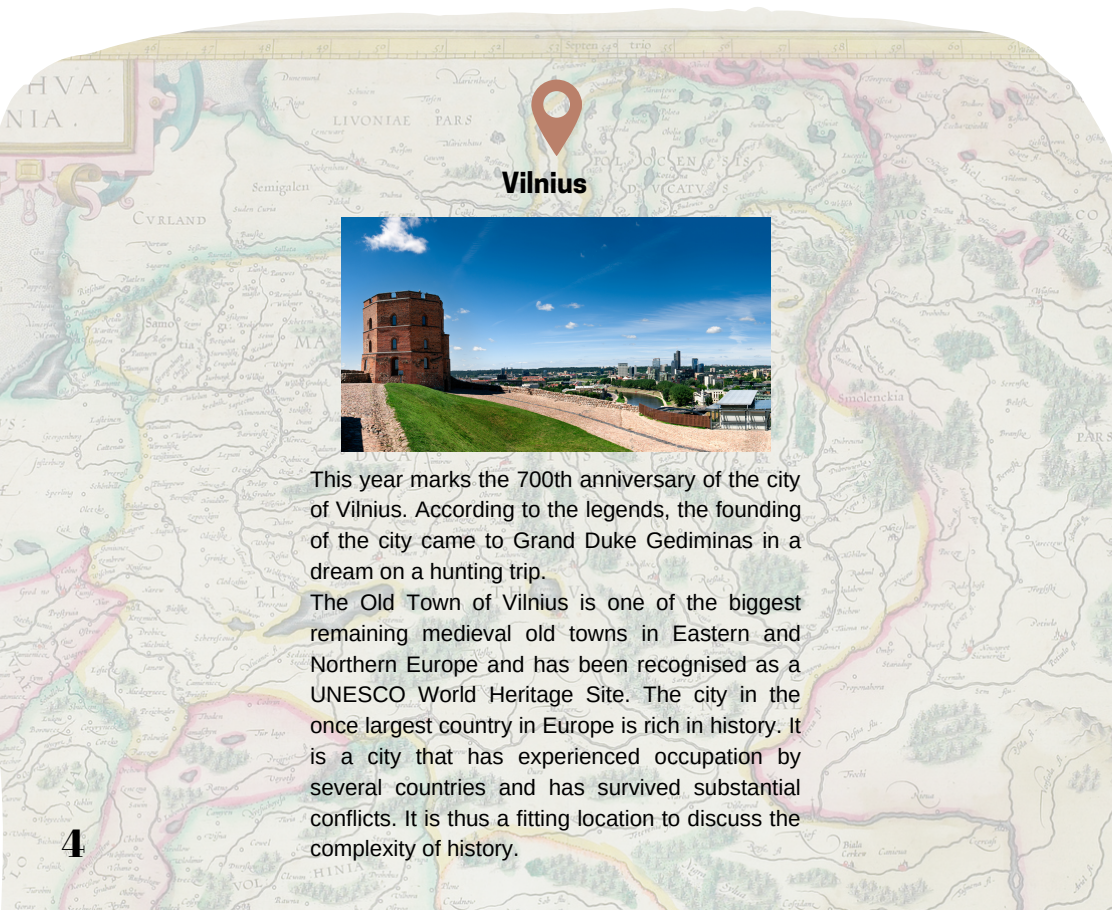
# ABOUT THE CONFERENCE

If you were to set out on a (digital) tour of the bulletins and social media accounts of History Teachers' Associations around the world of the last few years, this would show a series of common themes:

- the political (ab)uses and misrepresentations of history
- commemorations, monuments, and controversies surrounding them
- an active effort to showcase the diverse perspectives of national minority narratives
- the role of history education in raising a future generation of active and responsible citizens, able to understand the complexity of the past and present

To summarise it in one word, all our discussions deal with **COMPLEXITY**.

They highlight that history is complex because it is composed of multiple narratives and perspectives which are then interwoven together to create diverse and pluralistic societies composed of people with multilayered individual identities. Not only this: how we help develop the “necessary attitudes, dispositions, and ways of thinking in students to allow them to meaningfully engage with diverse perspectives from and about the past is (also) highly complex”.



This year marks the 700th anniversary of the city of Vilnius. According to the legends, the founding of the city came to Grand Duke Gediminas in a dream on a hunting trip.

The Old Town of Vilnius is one of the biggest remaining medieval old towns in Eastern and Northern Europe and has been recognised as a UNESCO World Heritage Site. The city in the once largest country in Europe is rich in history. It is a city that has experienced occupation by several countries and has survived substantial conflicts. It is thus a fitting location to discuss the complexity of history.

# THE PROGRAMME **AT A GLANCE**

# 19

**14:15** Pre-registration  
**14:45** Visit to Trakai Castle  
**19:00** Opening Dinner  
**21:00** Game Night

# 20

**08:45** Registration  
**09:15** Welcome Words  
**10:00** Plenary Workshop  
**11:00** Coffee Break  
**11:30** Workshop round 1  
**13:00** Lunch  
**14:00** Workshop round 2  
**15:30** Coffee Break  
**16:00** Keynote Lectures  
**17:45** End of Day

# 21

**All morning: Cultural Programme**

**13:30** Lunch  
**14:30** Parallel Sessions  
**15:30** Coffee Break  
**14:30** Workshop Round 3  
**19:30** Dinner, followed by Pub Quiz

# 22

**09:30** Panel Discussion  
**10:45** Coffee Break  
**11:15** Workshop round 4  
**12:45** Lunch  
**14:00** General Assembly | Cultural Programme  
**19:30** Final Festive Dinner

# WHO WERE THE VICTIMS OF THE NATIONAL SOCIALISTS?

We are excited to announce the Toolkit on Who Were the Victims of the National Socialists?

EuroClio partnered up with the Max Mannheimer Study Centre based in Dachau, Germany to develop a place-based learning Toolkit that encourages a youth-empowered approach to Holocaust Education. Based on the Local History Projects of five teams of educators and education professionals across Europe, the Toolkit offers a step-by-step guide on how to set up a Local History Project with your students. Providing historical information on different people that were persecuted by the National Socialists, your students can pick and choose a topic to explore further in their own community.

You can read more about the project and find the Toolkit via [euroclio.eu/projects/who-were-the-victims-of-the-national-socialists/](https://euroclio.eu/projects/who-were-the-victims-of-the-national-socialists/)

## 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



The EuroClio delegation will be hosted at the

**Radisson Blu Lietuva**

Konstitucijos pr. 20, 09308 Vilnius

This will also be the location for the opening dinner and the dinner on 21 April



The official conference opening and most workshop rounds will take place in the

**Faculty of History, Vilnius University**

Universiteto g. 7, 01122 Vilnius, Lithuania



The school visit will take place in the

**Queen Morta School**

Lukšinės g. 29, 11332 Vilnius



The General Assembly and parallel museum visit will take place at the

**Palace of the Grand Dukes of Lithuania**

Katedros a. 4, 01143 Vilnius



The final festive dinner on 22 April will take place at

**Grey Restaurant**

Pilies g. 2, 01124 Vilnius

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## USEFUL CONTACTS

Emergency number: 112

Country Code: 0037

Taxi: +370 626 66667

## CONTACT INFORMATION

Conference manager:

Alice Modena

M: +31 638577648

## LET'S SHARE IT!



EUROCLIO



@EUROCLIO



@euroclio



#unpackingthepast

# OPTIONAL PROGRAMME

## WEDNESDAY 19 APRIL

**Arrival of participants- Scheduled for the whole day**

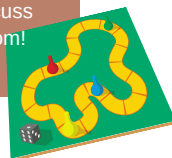
**14:15** Pre-registration for Early Arrivals @Hotel Radisson Blu Lietuva, Lobby

**14:45** Visit to Trakai Castle

**19:00** Opening Dinner @Hotel Radisson Blu Terrace

### 21:00 Game Night

After the success of 2022, Tommaso Piccinno and Matteo Masini from the University of Genova are coming back to the conference to host a new Game Night! Join us at the Radisson Blu hotel to play several historical or history-related board game and discuss with your peers the use of games in the classroom!



**PLEASE NOTE** that participation to the visit to Trakai Castle is available upon registration only.



## THE TRAKAI CASTLE

The town of Trakai used to be a political and administrative centre of the Grand Duchy of Lithuania.

Built in the 14th century on an island in Lake Galvė, its castle was a residence of the Grand Dukes of Lithuania. When it was damaged in the 17th century as a result of war, the building was not restored. Only at the end of the 20th century was the castle rebuilt and turned into a museum. The island is located around 30 km outside of Vilnius.



# CONFERENCE PROGRAMME

## THURSDAY 20 APRIL

Location: Vilnius University, faculty of History

08:45 Registration of participants

### 09:15 Official opening and welcome

**Steven Stegers**, EuroClio Executive Director

**Lars Visti Hansen**, EuroClio President

**Giedrius Mackevičius**, Chairman of the Board, Lithuanian History Teachers' Association

**Artūras Vasiliauskas**, Vice Rector, Vilnius University

10:00 'Unravelling the Complexity of the Past': How can we engage the classroom in addressing the complexity of history by effectively using questioning?

Plenary workshop hosted by **Ute Ackermann Boeros** (EuroClio Board, Historiana Teaching and Learning Team) and **Benny Christensen** (Historiana Teaching and Learning Team)

This workshop is based on the recently published Historiana narrative "The Art of Questioning in History Education". In this interactive workshop, participants are invited to collaborate in order to investigate the strategies of effective questioning by addressing complex issues and themes in the history classroom. In doing so, participants will work in groups, share ideas and discuss scenarios taken from their teaching practice.

11:00 Coffee break

### 11:30 Workshop Round 1

**1. History, visualization and media**

Giedrius Mackevičius (Lithuanian History Teachers' Association)

**2. Postcards from a Buffer Zone**

Evie Grouta and Kemal Asik (Association for Historical Dialogue and Research)

**3. Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints**

Luke O'Donnell (University of Galway)

**4. Teaching History that is not yet History II**

Ana Radakovic

Catherine Savitsky

Dea Maric

**5. Parallel Histories**

Ann-Laure Liéval (EuroClio Board)

Theo Cohen (Parallel Histories)

13:00 Lunch

## 14:00 Workshop Round 2

**1. The successful transformation of Lithuania towards an independent country along the perceived stigma of Soviet heritage.**

Robertas Ramanauskas (Lithuanian History Teachers' Association)

**2. How should we communicate and commemorate controversial past events: the 'Klaipėda Revolt' (1923) case study**

Antanas Jonusas (Lithuanian History Teachers' Association)

**3. The Role of Testimonies in Unpacking the Past**

Monika Mezei (Zachor Foundation)

**4. 'Who's afraid of group work?' The opportunities and challenges of using group work to promote dialogue, discussion, and debate to learn about the complexity of the past**

David Ingledew (University of Hertfordshire)

**5. Tending to emotions when unpacking the past**

Nathalie Sirois (Global Centre for Pluralism)

15:30 Coffee Break

## 16:00 Keynote Lectures

hosted by Tamara Eidelman (EuroClio Ambassador) and Georgiy Kasianov (Maria Curie-Skłodowska University)

Moderated by Joke van der Leeuw (EuroClio)

There are various approaches that can help us and our students discover and appreciate what makes history complex, and that can support us in navigating this complexity. Using the methodologies of dialogue, debate, and discussion, questioning our sources, and embracing our emotions, we can identify the political (ab)uses and misrepresentations of history, give voice to minorities, and become active citizens.

During the keynote lecture, our two speakers Tamara Eidelman and Georgiy Kasianov will discuss all these aspects of history education, focusing on how the complexity of history and controversial histories are tackled in the Russian and Ukrainian contexts.

To follow: Screening of the documentary "Books not Bombs"

## JOIN OUR BOOKS NOT BOMBS CAMPAIGN



<http://bit.ly/3ZISUaS>

The war has had a severe impact on education in Ukraine. Thousands of educational institutions are damaged, hundreds are completely destroyed and many students and teachers have fled to other countries. Those students and teachers who remain in Ukraine have limited access to the internet and many have experienced severe trauma. Despite the war, there has been a school reform going on in Ukraine which started in 2018. As part of the reform, a new textbook was created. With our Books not Bombs campaign, we aim at fundraising for the printing of new copies, and to create new editions of the textbook for other grades. Join us in this campaign!

# WORKSHOPS **ROUND 1**

Thursday 20 April, 11:30 - 13:00

## 1. History, visualization and media

History is a story about the past. The media is a tool that takes away the monopoly of knowledge and interpretation of the past. Visualization takes us away from the traditional sources of knowledge of the past. Meme culture erases the classic boundaries between areas. These kinds of stories and images spreading in the media become serious competitors for professional historians and teachers. As a result, the problem of critical thinking arises as to whether historical knowledge is capable of overcoming the visualized narratives offered by the media.

**Giedrius Mackevičius**, Lithuanian History Teachers' Association

## 2. Postcards from a Buffer Zone

The Ledra Palace area in the buffer zone is open to public and can be accessed by all. The area has a diverse history which allows the exploration of the multiple layers of history. While navigating through this space; the buffer zone can be used as a location to discuss a number of questions related to peacebuilding, conflict and dark tourism. The activity aims to provide some background information about the buffer zone through the study of different sources. Participants will create postcards for the buffer zone while taking into consideration the various ethical dimensions when visiting sites of dark tourism. The activity will provide participants with a comprehensive understanding about a unique space in the context of Cyprus, the manifestation of multiple narratives within a physical space and a good practice for experiential and participatory learning while also providing space for creativity.

**Evie Grouta and Kemal Asik**, Association for Historical Dialogue and Research

## 3. Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints

The provision of education represents a microcosm of society directly or indirectly including: ministries, industry, academia, community actors, teachers, school management, students and their parents - all stakeholders in such eco-systems. It makes sense, therefore, to consider education settings as suitable locations to attempt to explore how contested histories can be explored and how that exploration can impact the communities that surround, shape and respond to life in their time. In this workshop, participants will explore how contested histories can be situated in second-level classrooms when under the constraints of this ecosystem with a particular focus on curricular constraint. Case studies will be used to showcase how this process works from both a teacher's perspective and a student's perspective - along with practical tips!

**Luke O'Donnell**, University of Galway

#### 4. Teaching History that is not yet history

A teacher's guide with strategies designed to help teachers teach history in the countries of the former Yugoslavia about the recent history, including the wars of the 1990s. This is part of the Learning History that is not History project, which was awarded the Global Pluralism Award in 2019. During the workshop, the authors would share some of the strategies that can be used when history becomes very personal and/or emotional for the teachers and/or students.

**Ana Radakovic**, Learning History that is not yet History  
**Dea Maric**, Croatian History Teachers' Association  
**Catherine Savitsky**, EuroClio

#### 5. Parallel Histories

Parallel Histories offers a new way to study the history of conflict – history which is still contested, controversial and relevant. Our teaching methodology challenges students to examine the source evidence and debate alternative interpretations before coming to their own view. These are skills which not only help young people with the study of history but also prepare them to become active citizens in healthy pluralistic democracies. It is based on confronting narratives on the same topic. In this workshop we will introduce you to our website and resources (our videos, source collections, lesson plans), our methodology, and you will prepare a debate then debate on one of the following topics: a Great Leader or the Israeli-Palestinian conflict. Please have look on our website before the workshop: <https://parallelhistories.org.uk>.

**Ann-Laure Liéval**, EuroClio Board  
**Théo Cohen**, Parallel Histories

## WORKSHOPS **ROUND 2**

Thursday 20 April, 14:00 - 15:30

#### 1. The successful transformation of Lithuania towards an independent country along the perceived stigma of Soviet heritage.

The history of the Republic of Lithuania, from its beginnings at the time of the Sajūdis rallies to the current situation within the context of the Russian war in the Ukraine, has been developing along two lines, running in parallel, but also intersecting.

Difficult and often painful experiences during the Soviet era on a personal, family, community and state level resulted in the endeavor to compensate for lost opportunities. This is accompanied by an attempt to create a framework aimed at preventing a repetition of a situation similar to that of the Soviet era. At the same time, there is an attachment to the Soviet model of Russian culture, ranging from typical Russian humor to some sort of inferiority complex. This results in complex political, economic and cultural behavior, trying to find a balance between autonomy and the tendency to respond to the 'will from above'.

**Robertas Ramanauskas**, Lithuanian History Teachers' Association

## 2. How should we communicate and commemorate controversial past events: the 'Klaipėda Revolt' (1923) case study

The workshop will be centred on communication and commemoration of controversial past events that are usually labelled as 'end justifies the means', as famously said by Niccolò Machiavelli. The so-called 'Klaipėda Revolt' of 1923 is a textbook example of such events. The government of Lithuania took advantage of a favourable international situation in January 1923 and took the 'Memelland' by force in a staged revolt. Lithuania was also successful in solidifying its hold on the Memelland internationally and controlled it until March 1939. The 'Revolt' is seen as a brave and necessary action for the newly built nation-state of Lithuania. Who knows whether Lithuania had Klaipėda today if the revolt never happened - Lithuanians usually say? But can we still glorify the past events which we most probably would not justify by the standards of today's international law? Or do we simply need different means and ways to communicate and commemorate those kinds of events needed?

Antanas Jonusas, Lithuanian History Teacher's Association

## 3. The Role of Testimonies in Unpacking the Past

During the 90-minute workshop participants can learn about the USC Shoah Foundation's online educational platform (iWitness), its pedagogical aims and methodology and its possible use in the classrooms. The workshop introduces how the use of full-life video testimonies of genocidal violence of the 20th century can be an effective tool in unpacking the past and addressing historical complexity. The topics of the platform's educational activities are varied: students can learn about different aspects of the Holocaust and other genocides, history of civil right movements and revolutions, propaganda of dictatorships, literature and arts, etc. Therefore, the activities can be used in different curricular subjects or extracurricular programmes.

Monika Mezei, Zachor Foundation

## 4. 'Who's afraid of group work?'

### The opportunities and challenges of using group work to promote dialogue, discussion, and debate to learn about the complexity of the past

Collaborative learning through group work is a key pedagogical approach in enabling students to articulate their thinking, share and discuss ideas, and construct meaning with each other about history and citizenship. In addition, group work can be instrumental in helping students to learn how to disagree, to develop skills in arguing different historical perspectives through constructive and engaging debate. However, in recent years the use and validity of group work has been challenged by some exponents of cognitive science/direct instruction and the impact of the Covid pandemic upon the physical environment of the classroom. The workshop will explore the value, the practical use, as well as the challenges of using group work to learn about the complexity of the past and to promote dialogue, discussion, and debate in the history classroom. The workshop will feature an example lesson, on the 1919 Paris Peace Conference, which attendees will participate in, to highlight the value and use of group work in history learning. It will also draw upon the author's own EdD research on secondary history teachers' use of dialogue in history lessons, which highlights the importance of multiperspectivity in history learning, to explore further both the rationale and challenges of using group work to develop students' historical thinking and understanding through dialogue, discussion, and debate.

David Ingledeu, University of Hertfordshire

## 5. Tending to emotions when unpacking the past

When courageously delving into the complexity of history with students, everyone involved can expect to eventually experience moments that can prove as challenging on an emotional level as they are cognitively. Engaging in difficult and controversial topics, disagreeing respectfully, staying curious and inquisitive when our perspectives and identities become part of the conversation are all skills that have an emotional component. What place does this component have in our understanding of how we teach? Why is it important to acknowledge the visceral emotional (as well as cerebral) responses that are elicited while doing this work? This workshop offers an overview of key evidence-based principles and strategies to help you thrive as you support your students in developing a cognitively flexible mind and fostering critical thought.

**Nathalie Sirois, Global Centre for Pluralism**

# FRIDAY 21 APRIL

**09:15** Meet up in the Cathedral Square

## All Morning: Parallel Cultural Programme



**12:45** Meet up at Radisson Blu Hotel and Departure to Queen Morta School

**13:30** Lunch

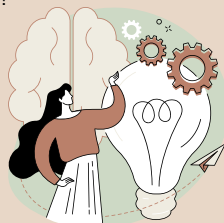
### 14:30 Inspiration Session

The Annual Conference is a great opportunity to learn more about projects and initiatives carried out not only by speakers and workshop hosts, but also by fellow participants!

Join us for a series of flash presentations, and learn what your colleagues have been up to and what they have in store for the future!

The Inspiration Session will include presentations from:

- Liene Ozolina
- Richárd Fodor
- Benny Christensen
- Jim Diskant
- ...and many more!



### In parallel: School Visit

Alternatively, participants will have the opportunity to discover the Queen Morta School, a private school that encompasses primary as well as secondary education.

The school that is celebrating its ten year anniversary, prides itself in using an original education system developed by its founder, Dr. Austėja Landsbergienė.

Join this visit to learn more about the school and its approach to education or simply to enjoy the beautiful interior and educational art.



**15:30** Coffee Break

# OPTIONS FOR CULTURAL PROGRAMME

Friday 21 April, 10:00-12:00

## 1. City Tour

Join our local guide to discover the beautiful and historic city of Vilnius. The tour will take you to the most important sights of Vilnius as well as let you simply enjoy its beauty and historical Old Town. Starting from the Cathedral Square the tour will take you among others past Vilnius Cathedral, the Jewish quarter, and the Presidential Palace.

## 2. Museum of Occupations and Freedom Fights

The Museum of Occupations and Freedom Fights was founded in 1992 and is situated in the old KGB headquarters. As such the museum is mostly focused on the 50-year long Soviet occupation but equally contains an exhibition on the German occupation during the Second World War. Visitors can see the KGB prison, several exhibitions on conflicts and resistance in Lithuania and much more.

## 3. Gediminas' Tower

Located on a hill overlooking the city of Vilnius, Gediminas' Tower is the symbol of Vilnius. Within the tower, visitors are guided through exhibitions showcasing the history of the city. Come on the tour and visit the interactive exhibiton "Views of the timeline through the windows of Gediminas Castle". In honour of the 700th anniversary of the city, there is also a temporary exhibition: "Letters of Gedimin: Then and Now" which includes Gediminas' original copy of the letter that is said to be the beginning of Vilnius as a city.

## 4. Centre for Civil Education

The Centre for Civil Education is the perfect spot to learn about the country of Lithuania. The exhibitions showcase the country's political system, population and history. Next to these, the centre also has temporary exhibitions such as "Time of Change: Theater, Music, Cinema and Art 1985-1995".



## 16:00 Workshop Round 3

### **1. Role Plays and Perspectives Activities in the Contested History Classroom**

Maureen (Mimi) Stephens (Brown University)

### **2. Teaching the Apartheid with literary texts: segregation and protest in the life and the works of Athol Fugard**

Stefania Gargioni (Forest International School in Paris)

### **3. What do the questions we ask tell us about ourselves?**

Lars Peter Visti Hansen (EuroClio Board)

### **4. How to make better use of sources in history teaching**

Yosanne Vella (University of Malta)

### **5. Bringing digitised history closer to the classroom**

Alice Modena and Jodie van 't Hoff (EuroClio)

17:30 End of the day and return to Vilnius by bus

19:30 Dinner

@Radisson Blu Restaurant

21:30 Pub Quiz

## The EuroClio Pub Quiz

The Pub Quiz tradition continues. After the success of previous pub-quizzes we are back with more questions on Pop Culture, knowledge about Vilnius and the Baltic states, history (of course!) and many other fun and engaging 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 to find out!



### EuroClio Podcast

Past Times - Talking and Teaching History

[anchor.fm/euroclio](https://anchor.fm/euroclio)



AVAILABLE ON SPOTIFY

## THE EUROCLIO PODCAST

Want more of Annual Conference Keynote speaker Tamara Eidelman? Have a listen to Past Times episode 16 "The Road to Totalitarianism". Tamara shares her experience teaching about totalitarianism, her own school education in the Soviet Union, as well as the current war and situation in Putin's Russia.

Scan the QR code or click the link below to access our full Podcast backlog!



<http://bit.ly/3IS00pQ>

# WORKSHOPS **ROUND 3**

Friday 21 April, 16:00 - 17:30

## **1. Role Plays and Perspectives Activities in the Contested History Classroom**

The session will introduce two Choices Program curriculum units: Confronting Genocide: Never Again and the Syrian Civil War.

Each unit uses a different pedagogy to support student inquiry and discussion of complex historical issues. Participants will try out an (abbreviated) lesson from the Confronting Genocide unit, preview a Perspectives Activity from the Syrian Civil War unit, and discuss ways that the methodology in each unit can be adapted to other topics and various classroom settings. A digital copy of each unit is provided.

**Maureen (Mimi) Stephens**, Brown University

## **2. Teaching the Apartheid with literary texts: segregation and protest in the life and the works of Athol Fugard**

The workshop looks at the teaching of Apartheid in secondary school. Stefania will use the literary work of Athol Fugard as an historical source to explore not only the policy of segregation in South Africa, but also the protests issued against that. The work of Athol Fugard – a bunch of dramatic pieces looking at segregation and his work with South African Black actors – represented a unique way to use literature as historical sources and to promote students' evidential thinking.

**Stefania Gargioni**, Forest International School in Paris

## **3. What do the questions we ask tell us about ourselves?**

In this workshop participants will discuss the role of multiperspectivity in the classroom, and how this can be promoted by questioning the (primary) sources provided within the textbook. Using examples lifted from Danish textbooks, participants will discuss the relevance of the topics at hand today and their (ab)use in the political discourse. The discussion will focus on the formulation of different questions that interrogate the same source, and on reflecting on what can we learn about ourselves from the questions we pose.

**Lars Peter Visti Hansen**, EuroClio Board

#### 4. How to make better use of sources in history teaching

The presenter of this workshop is a history teacher trainer who is constantly trying to find better ways to teach history in schools. History Sources are now very much part of history teaching in most countries and traditional just lecture type history teaching is thankfully a rare occurrence. It is now time to move from good use of sources to even better use of sources in the classroom. This workshop will discuss with participants how a history teacher can move from using sources to elicit information or to build a narrative towards using sources to show how history works.

**Yosanne Vella**, University of Malta

#### 5. Bringing digitised history closer to the classroom

In this workshop, participants will discuss how digital tools such as Historiana can help engage students and grab their attention by making the topic at hand relevant for them. After a brief introduction of new Historiana functionalities, participants will have the possibility to explore the eLearning Activity builder, creating their own activities that have high quality sources at their heart. By the end of the workshop, each participant will have created their own draft activity on the topics of colonialism, imperialism, or nationalism, and received feedback from their peers.

**Alice Modena**, EuroClio  
**Jodie van 't Hoff**, EuroClio

# WORKSHOPS **ROUND 4**

Saturday 22 April, 11:15 - 12:45

## **1. Revolutionary Voices, The Youth's Perspective**

In this interactive workshop, you will have the opportunity to learn about the intricacies of podcasting from a producer on the youth history podcast, Untextbooked. Additionally, you will have the opportunity to design your own mock podcast episode.

**Fernande Raine**, History Co:Lab  
**Sydne Clarke**, Untextbooked

## **2. Who were the victims of the National Socialists? A place-based learning approach for youth-lead Holocaust education**

This workshop focuses on place-based learning as a methodology for teaching the Holocaust in a way that empowers young people to take ownership of their own learning process. Some of the teachers that took part in the project will share their experiences implementing local history projects in their schools, where students are encouraged to follow their interests and engage with the history of their own neighbourhood, city or region. We will explore the advantages of grounding learning experiences in local communities and collaborating with institutions such as museums and archives, which challenges students to form a deeper understanding of their own surroundings and place in the world. We will discuss how this methodology not only helps students to learn about diverse groups impacted by National Socialism and the Holocaust across Europe, but also allows them to develop skills such as communication, critical thinking, empathy and respect, drawing on the Council of Europe's Reference Framework of Competences for Democratic Culture.

**Project Team**, EVZ  
**Eugenie Khatschatrian**, EuroClío

### 3. Reading public spaces

How to question public space(s) as a medium and what are the sources we can use and how? We walk around elements of public spaces every day and so do our students. Many times without noticing or understanding what is surrounding them and what is its role in interaction with and reproduction of cultural values. We will look at different elements/structures of public spaces and discuss and try various approaches on how to use them (statues, monuments, squares, buildings and specific sites) in school history/classroom practice.

**Juraj Varga**, EuroClio Board

### 4. Engaging with the history of religion through filmmaking: The RETOPEA project and the docutube-method

This workshop demonstrates how young people can explore sensitive and potentially controversial historical topics relating to religion through the creative process of making short documentary-style films (so-called 'docutubes'). It will show how this approach can actively engage young people (aged 13-18) in learning about religious diversity in the past and present. It will share examples and resources developed by the EU-funded international RETOPEA ('Religious Toleration and Peace') project and include an interactive taster session of the docutube-method. We will also explain how teachers can access and work with the freely available RETOPEA resources to use the methodology themselves. These include the project website (<http://retopea.eu>) and an online course that provides practical guidance to those seeking to run docutube workshops.

**John Wolffe**, The Open University  
**Stefanie Sinclair**, The Open University

### 5. Learning about the transition period: how to deal with public memory about the communist past in the history classroom?

What is a transition period? How to teach/learn competing memories when dealing with the recent past? The workshop focuses on issues related to public memory, dealing with the communist past, and competing memories in three countries: Bulgaria, Poland and Lithuania. Throughout different types of sources that represent diverse perspectives and the use of active methods of learning participants will reflect how this topic could be explored in class. The workshop is based on the outcomes and learning activities in the framework of the project "Transition Dialogue 2019-2021. Dealing with change in democratic ways" Participatory approach to dealing with transition in post '89 Germany and Eastern Europe with new concepts for the European civic education.

**Bistra Stoimenova**, EuroClio Board

# SATURDAY 22 APRIL

Location: Vilnius University, Faculty of History (Morning)  
Palace of the grand Dukes of Lithuania (Afternoon)

## 09:30 The Complexity of Baltic History

Panel Discussion:

- Karsten Brüggemann
- Loreta Skurvydaitė
- Speaker to be confirmed

Moderated by: Marjan de Groot Reuvekamp (EuroClio Ambassador)

In this panel discussion, we will pick up the conversation started by Tamara Eidelman and Georgy Kasianov during the Keynote Lecture, using the guiding questions: (1) what are the elements that make the history of the Baltic Countries complex? (2) how is this complexity tackled in the classroom?, to interrogate us about the fascinating history of Lithuania, Latvia, and Estonia.



10:45 Coffee break

## 11:15 Workshops Round 4

### 1. *Revolutionary Voices, The Youth's Perspective*

Sydne Clarke (Untextbooked) and Fernande Raine (History Co:Lab)

### 2. *Who were the victims of the National Socialists?*

Project Team, Eugenie Khatschatrian (EuroClio)

### 3. *Reading Public Spaces*

Juraj Varga (EuroClio Board)

### 4. *Engaging with the history of religion through filmmaking: The RETOPEA project and the docutube-method*

John Wolffe and Stefanie Sinclair (The Open University)

### 5. *Learning about the transition period*

Bistra Stoimenova (EuroClio Board)

## What do you know about the common history of the Visegrad Region?

The second half of the twentieth century drifted Czechs, Hungarians, Poles and Slovaks to the same, less fortunate side of the iron curtain. The four nations experienced similar life under communist dictatorships and met the same challenges when the change of regimes ended the communist block.

Discover how teachers from the Region approach their shared history in the classroom with the Teachers' Guide and eLearning Activities developed in our Online Teaching in the Visegrad Region project!!



<http://bit.ly/3lVa4hE>



12:45 Lunch

### Afternoon: parallel programmes

EuroClio  
General Assembly

visit of the Palace of the  
Grand Dukes of Lithuania

**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)**

**14:30 Guided tour of the Palace**

What was for a while the political, diplomatic, administrative and cultural centre of the Grand Duchy of Lithuania, was destroyed at the beginning of the 19th century. It was only in 2002 that the reconstruction of the Palace started and the museum was officially opened in 2009.

Participants will have the possibility to wander around this beautiful building and get to know more about the history of Vilnius.

**19:30 Final Festive Dinner and Official Closing**

@Grey Restaurant

Come join us at Grey Restaurant, where we will celebrate yet another successful Annual Conference, dance the night away, and announce the title and location of the 2024 Annual Conference!!



### How did you find the Annual Conference?

**Let us know and help us improve for the next edition!**

As our Annual Conference reaches its end, we would like to ask you to take a few minutes to reflect on the four days past, and to let us know your thoughts.

How did you find the programme? And the location? Was there too much food? Too little? Would you have preferred to do something else altogether? **Scan the QR code on this page or go at the link provided below** to share your feedback with us.

Your thoughts will help us assess our work, and will become a guideline for the planning of the Annual Conference of 2024.

The form will be available from 22 April until 22 May.



<https://bit.ly/3zdYMI1>

# CAN'T GET ENOUGH OF US?

HERE ARE SOME WAYS TO STAY INVOLVED!

## JOIN THE NEXT CYCLE OF IN EUROPE SCHOOLS

Based on the success of the first cycle of In Europe Schools, we are happy to share that a new round has been launched! This time, you can also choose a new Education Kit: Fake News and Disinformation! Would you like to be part of this unique exchange programme? Get in touch with us via [eugenie@euroclio.eu](mailto:eugenie@euroclio.eu) or take a look at the resources at [euroclio.eu/projects/in-europe-now/](http://euroclio.eu/projects/in-europe-now/). For more inspiration, we invite you to take a look at the documentaries made by students in the previous cycles on the In Europe Schools YouTube Channel! See you soon!

## DISCOVER THE **CONTESTED HISTORIES** INITIATIVE



The Contested Histories Initiative (CHI) studies disputes over statues, street names, and other historical legacies in public spaces with an aim to identify principles, processes and best practices for decision-makers, civil society advocates, and educators confronting the complexities of divisive historical memory. Currently, the Contested Histories database includes more than 520 case studies in over 123 countries around the world, looking at the history of the sites together with how the contestation has developed and the decision-making processes behind it. Every month new cases are published on the website, and soon a new map will be launched, which will allow for the comparative research of the database.

## CALL FOR APPLICATIONS REGRANTING SCHEME FOR **REGIONAL COOPERATION** AND **PAN-EUROPEAN GATHERING**



EuroClio and the Evens Foundation are welcoming applications for the Regranting Scheme! Do you represent a member organisation of EuroClio? And would you like to partner up with other member organisations in your region or are you interested in organising a pan-European gathering for history teachers? You can soon apply to the **Grant for Regional Cooperation (6000 EUR)** or the **Grant for the Pan-European Gathering (52000 EUR)** to host between August and November in 2023. For information on how to apply, you can reach out via [eugenie@euroclio.eu](mailto:eugenie@euroclio.eu).



## WILL WE SEE YOU ONLINE?

Starting in May, we will be hosting a total of twelve high-level keynote addresses on a variety of themes. In particular, we will host six lectures that will focus on pedagogy and teaching, and six lectures focusing on content knowledge and historical events.

### Webinars to develop content knowledge

**May 2023 – The Troubles and the Good Friday Agreement**

**June 2023 – The experience of Women and Children during wartime**

**Fall 2023 – An introduction to the History of South America**

- September: Pre-colonial empires and civilisations in Central and South America
- October: Colonial empires of South America
- November: Independence and Decolonisation in South America
- December: Central and South American history from the independence until today

### Webinars to discuss teaching approaches and pedagogy

**May 2023 – The use of Video Testimonies in the classroom**

**Summer 2023 – Fiction in the classroom**

- June – Dystopian literature in the classroom
- July – Historical fiction in the classroom

**September 2023 – Worldbuilding**

**October 2023 – Fashion and History**

**November 2023 – Climate and History**



You can find more information on [EuroClio's online offer for 2023 on our website \(click here\)](#).

# 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.



**Juraj Varga**, trained as educator and historian, has focused on the development of learning and teaching materials and teacher training programs on regional, national and European levels since 2014. He founded the NGO Centre for Education and Innovations in Slovakia in 2017 and acts as its Chairman. At EuroClio, he has been active in various projects: "Learning to Disagree", "Online Teaching in the Visegrad Region", "Sharing European Histories", and most recently, "Who were the victims of National Socialists?".

# 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.



**Paula O'Donohoe** holds a BA in Social and Cultural Anthropology and an Erasmus Mundus MA in European Studies. She is currently doing her PhD on the intergenerational transmission of memories in Spain at Universidad Complutense de Madrid. Some of her previous research interests are dissonant heritage and the narration of memories. Paula started with EuroClio in 2022 and is Project Manager & Research Coordinator.

## BIOGRAPHIES **SPEAKERS**



**Benny Christensen** served as a board member of the Danish History Teachers' Association from 1997 to 2003 and was chairman of the International Committee from 1999 to 2003. He has taken part in a number of annual conferences, also moderating workshops, and has acted as a EuroClio expert on many occasions. He is currently a member of the Historiana Learning Group, and works for the Council of Europe as an independent expert in the intergovernmental project "Educating for Diversity and Democracy: Teaching History in Contemporary Europe."



**Evie Grouta** is the Project Officer of the Association for Historical Dialogue and Research. She holds a BA in Primary Education from the University of Cyprus and an MA in Museum Studies, with a focus on Museum Education and Communication, from the University of Leicester. She has developed educational programs in museums and archaeological sites, worked in afternoon schools and taught traditional dances. Since 2018 she works in AHDR on peace education and history education projects with students and teachers from across the divide.



**Kemal Aşık** is the Project and Outreach Development Officer of the Association for Historical Dialogue and Research. Since 2018 he has worked in AHDR on peace education and history education projects with students and teachers from across the divide. Kemal holds a BA in English Translation and Interpreting and a MA degree in Communications and Media Studies. Kemal has previously worked as a research assistant and as a translator for various projects and civil society organisations.

# BIOGRAPHIES SPEAKERS



**Luke O'Donnell** is a qualified history teacher and former print journalist, whose undergraduate studies comprised history and political science. He currently lectures with Galway University's Access Programme, is a writer/researcher with the university's School of Education, and co-ordinates the Irish National History Competition's judging panel. As fascinating as he finds history's curricular content, Luke's foremost passion is helping equip and upskill young historians with greater disciplinary literacy (the historian's toolkit), earlier in their learning pathway.



**Theo Cohen** is a teacher in History and Geography in Lyon (France) as well as a trainer in a History programme designed for future education professionals at the Universities of Lyon 2 and Lyon 3. Since 2018, he has been developing and editing Parallel Histories resources to a French-speaking audience in Europe. Indeed, he is regularly challenged by the opinions, passion and sensitivities of pupils and students when it comes to teaching controversial issues in History such as the Israeli-Palestinian conflict.



**Ana Radaković** is a Ph.D. student and research assistant at the History Department, Faculty of Philosophy in Belgrade. Her thesis explores the European dimension and development of historical consciousness in history teaching in Serbia from 1990 to 2020. She is a Vice-president of the organisation "Education for the 21st century", a member of the Research Steering Committee for EuroClio's project Learning History that is not yet History II, and a researcher in the "Museum of the nineties" initiative.



**Dea Marić** teaches graduate level courses on History Teaching at the Faculty of Humanities and Social Sciences, University of Zagreb. She is a PhD candidate at the same institution and her proposed doctoral research deals with youth representations of national history. Her main research interest is the social role of history education in the context of post-conflict societies. She is President of the Croatian History Teachers Association and an active member of EuroClio.



**Tamara Eidelman** is a Russian activist, historian, and history teacher who now lives in Lisbon due to the Russian invasion of Ukraine. Her critical approach towards teaching history in Russian as well as her use of innovative teaching methods such as her successful YouTube channel on Russian and World history make her the ideal candidate to open our conference on the complexity of history and set the tone for a conference focused on methodology.

# BIOGRAPHIES SPEAKERS



**Antanas Jonušas** is a history and civics teacher at Vilnius Waldorf school and an International Baccalaureate history teacher at Queen Morta in Vilnius. He is a master of educational sciences, graduate of Vilnius University. He is taking part in teacher training programs as a lecturer, giving webinars on the teaching of history and civics. Antanas is known as a laureate of a prestigious "Meilės Lukšienės" award for teachers and a creator of his internet blog "Mokytojas Antanas" on Facebook.



**Mónika Mezei** teaches history and Latin at Berzsényi Dániel Secondary School, Budapest. She is a consultant and content developer for Zachor Foundation for Social Remembrance, an educational NGO in Hungary. She gained her MA and Ph.D degree at Eötvös Loránd University, Budapest. She is the author of several multimedia educational materials and a leader of seminars for teachers on using multimedia education resources in Holocaust Education. As a teacher-researcher, she takes part in exploring the impact of multimedia materials in teaching.



**David Inglelew** is Principal Lecturer in Education at the University of Hertfordshire, UK, where he is the Lead for Secondary Initial Teacher Education (ITE) and module leader for the History ITE programme. Following a career in the National Health Service, he trained and taught history in 11-18 state secondary schools in Oxfordshire and Berkshire, UK, for 14 years. He is the secretary of the History Teachers Education Network (HTEN) UK and is currently undertaking doctoral research on the use and rationale for educational talk/dialogue by secondary history teachers.



**Nathalie Sirois** leads the Global Centre for Pluralism's efforts to support educators and system leaders in making pluralism a lived experience in their specific contexts with a view to building inclusive societies resilient to fear and hate. She spent over 20 years in K-12 public education in a variety of roles, including community worker, teacher, instructional coach, consultant, and system leader. She has also contributed to a variety of professional learning collaboratives internationally in contexts such as Haiti, Lebanon, France, Morocco, and the Democratic Republic of Congo. Her journey has also brought her to offer training and to publish various resources on trauma-informed practice for educators and on educational leadership.

# BIOGRAPHIES SPEAKERS



**Prof. Georgiy Kasianov** is Head of the Laboratory of International Memory Studies at Maria Curie-Skłodowska University, Lublin, Poland. In the 2000s he was Head of the Department of Contemporary History and Politics at the Institute of the History of Ukraine in Kyiv, Ukraine. He is also the Director of the Institute of Education Development, the NGO in Kyiv, which worked as a think tank for education reform in Ukraine in the last decade. He is an author and co-author of more than twenty books and collections of essays.



**Mimi Stephens** joined the Choices Program in 2011 as the director of professional development. For more than 35 years, the Choices Program, which is part of the History Department at Brown University in the U.S., has provided secondary teachers with curriculum and short videos on a variety of contested international issues as well as U.S. and World History topics. Mimi's responsibilities include introducing teachers around the globe to the resources of the Choices Program, as well as overseeing outreach, marketing, operations, and sales of Choices curriculum.



**Stefania Gargioni**, has been an Erasmus Mundus Phd Fellow, completing research in early modern cultural history. She holds a PGCE from the University of Cambridge and MRes in Education from the University of English. She has been Head of English at Townshend International School (Czech Republic) and she is currently Learning Support and Assessment Coordinator at Forest International School, Paris.



**Yosanne Vella** is a Professor at the University of Malta and the History co-ordinator of the Faculty of Education. She is a historian and an expert in history pedagogy and her research and publications mainly focus on finding effective history teaching methods. She is the editor of the Maltese history textbooks and one of the associate editors of the "International Journal of Historical Learning Teaching and Research" published by the British Historical Association. She is the President of Malta's History Teachers' Association and she was Vice-President of Malta's Historical Society until 2019.



**Karsten Brüggemann** is the Professor of Estonian and General History at the School of Humanities of Tallinn University. He received his PhD in history from the University of Hamburg in 1999 with a study of the Russian Civil War in the Baltic region. In 2013, he defended his habilitation at the University of Gießen with a study on the perception of the Baltic provinces in Russian imperial culture. Before he joined Tallinn University in 2008, he was a research fellow at the Nordost-Institut in Lüneburg and Ass. Prof. at the Narva College of the University of Tartu.

# BIOGRAPHIES **SPEAKERS**



**Giedrius Mackevičius** is a Chairman of the Lithuanians History Teacher's association, author of textbooks, organizer of tasks for the Vilnius city History olimpiad, lecturer of the "Media Literacy for Multipliers" project.



**Prof John Wolffe** is Professor of Religious History at The Open University, a former President of the Ecclesiastical History Society and current President of the Religious Archives Group. He has particular interests in the role of religion in conflict and peacemaking, and in the application of historical insight to contemporary concerns. Together with Stefanie, and another colleague Dr John Maiden, he was responsible for The Open University's contribution to the RETOPEA project and is currently leading further development of this work funded by the Culham St Gabriels Trust and The Open University's Open Societal Challenges programme.



**Dr. Stefanie Sinclair** is a Senior Lecturer in Religious Studies at The Open University with a special research interest in religion, memory, identity, politics and education. She studied Protestant Theology and English Philology at the University of Heidelberg and completed an MA in 'Religion, Culture and Society' and a PhD in Religious Studies at Lancaster University. She is the Teaching and Learning representative on the executive committee of the British Association for the Study of Religion and The Open University's Academic Lead for the Scholarship of Teaching and Learning.



**Robertas Ramanauskas** is a long time Member of the Lithuanian History Teacher's Association Board, was the Chairman of the Board in 2020 - 2022. He is a co – author of history teaching materials, conducts seminars on the use of IT in history lessons, modern teaching, differentiation of education. He consults schools and teaches history and competence teaching. Known in Lithuania as a representative of historical science, he annually comments on history exam tasks.



# 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.

## Lithuanian History Teachers' Association

The History Teachers' Association of Lithuania (LIMA) is a non-governmental, voluntary organization. It has been established in 1992 by history teachers from different cities of the country. Eugenijus Manelis was the first president. LIMA has been one of the EuroClio founder organizations in 1993. The main aim of the association is to support and to develop modern forms of history education in Lithuania, to provide values of democracy and European cooperation.



# SEE YOU SOON !!