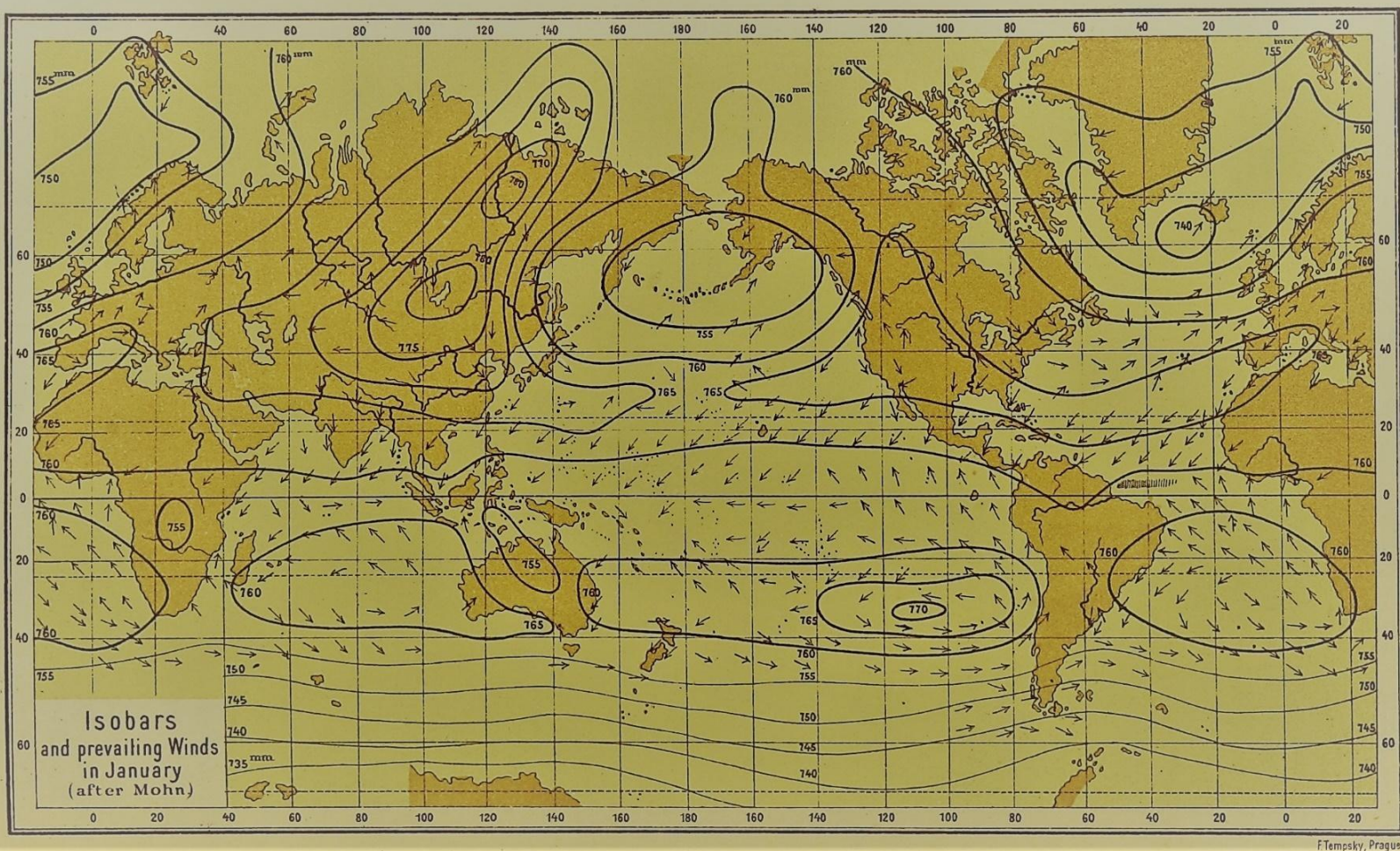# Recommendations on the development of cross-border history education resources

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EuroClio – European Association of History Educators

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evens foundation

동북아역사재단 NORTHEAST ASIAN HISTORY FOUNDATION

EuroClio Inspiring History and Citizenship Educators

Introduction

What is the aim of these recommendations?

Though initiatives to create cross-border history education resources are becoming relatively more common, there are few opportunities for the authors and editors of these initiatives to exchange their experiences, or to give advice to other professionals who are heading out on the same track. Such initiatives often work in isolation from one another, and "reinvent the wheel" as they run into similar challenges and seek to find solutions. These recommendations aim to counteract this tendency, by compiling into one document the knowledge, ideas, and experiences of authors and editors of cross-border history education resources from across the globe, and thus to support future initiatives.

There is no single "correct" way of undertaking the difficult process of developing cross-border history education resources, but these recommendations aim to identify the challenges and offer potential solutions in the hope of easing the process for future initiatives.

How were these recommendations made?

These recommendations are the result of interviews and group knowledge-sharing meetings conducted since 2018 with a global group of authors, editors, and coordinators of cross-border history education resource development projects. This input by the global expert group was in addition supplemented by desk research conducted by Neeltje van Roessel as part of a research traineeship at EuroClio. The collection of these experiences was funded by the Northeast Asian History Foundation, the Evens Foundation, and EuroClio – European Association of History Educators.

What are cross-border history education resources?

To begin, let us divide this term into its two basic parts: "cross-border" and "history education resource." A history education resource can be a textbook, a set of lesson plans or activities, a sourcebank (a curated compilation of sources), or anything else that a teacher can readily use in their classroom for history teaching. Many such resources are developed in national (within one country) contexts all the time, to help teachers plan and implement their teaching.

A *cross-border* history education resource is when such a resource is made by people from different countries together as a team. Each member of the team, being from different countries, thus brings a unique perspective to the history which will be dealt with in the resource. The joint Israel-Palestine textbook developed between Israeli and Palestinian historians on their common history is an example of a cross-border history education resource.

Why are cross-border history education resources important and needed?

History education resources are merely a medium for transferring historical narratives which underpin a country or society's worldview, as well as self-understanding within it. All national historical narratives are intertwined with those of their neighbours. Peoples trade, engage in war, form alliances, or otherwise interact, to their own benefits and detriments, but inevitably their histories feature their neighbours in one way or another. National (single-country) history education resources are more likely to depict their neighbours in ways which are biased and uninformed, or prejudiced and stereotypical. As a result, such approaches can lead to "othering" of neighbours, and reinforcing divisions and distance, rather than encouraging closeness and building community across borders.

Cross-border history education resources can counteract such "othering", and instead "re-humanise the other". By breaking down barriers between peoples and societies, these initiatives can contribute to trust-building and reconciliation where once there was conflict or misunderstanding. Critics of cross-border history education resource development point out that such initiatives are bound to lead to disagreement. However, this disagreement precisely is the crux of the purpose and meaning behind these initiatives. Through discussing and negotiating the historical narrative which will be put forth by the resource, the authors and editors come to understand what are the main points of contention between their different points of view, which sometimes lie at the centre of the two countries' or societies' wider geopolitical disagreements.

The completed product thus becomes a tangible symbol of the fact that the above is possible, that people from the two groups can work together, despite differences, towards a common goal. Even if ultimately unsuccessful (and these recommendations will explore such examples as well), the attempt represents one first step in the difficult process towards mutual understanding.

Furthermore, national history education resources can be more narrow in their scope. Cross-border history education resources put historical narratives into a broader perspective, and make students more aware of the similarities between different nations' experiences. This in turn leads to a more holistic and nuanced historical narrative, which is more likely to depict the diversity of experience which is closer to the reality of the lived history than a single dominant narrative.

Recommendations

Identifying the Context

The first thing that a team should consider before embarking upon such an initiative is the context. The purpose of this section is for you to know what kinds of different contexts exist and be able to identify your own, and reflect on how this is likely to affect your project. These considerations will help you anticipate and prepare for the challenges that are likely to arise, and make better decisions for the overall project design. Be aware that the contexts between two countries will be different, and these differences must be taken into account when designing the project.

Level of government control

The context of every cross-border history education resource initiative falls somewhere on a spectrum of high governmental control to low governmental control, which affects the amount of freedom that an initiative can have in determining the format and content of their product. Determining how much control the local education authorities have, and how they are likely to respond to your project, is important to figure out what are realistic expectations to have, the level of danger, and what kind of product is likely to be successfully implemented.

In a high-control context, there is likely to be a single mandatory state textbook for each subject and each grade, i.e. there are not many possible textbooks, but only one. Teachers must teach this content and a single interpretation of this content.

- In this context, you must ask yourself what are the chances of a cross-border history education resource being accepted by the state. Will it be able to be used? Might it be deemed unacceptable, or even banned? In this context, actors might need to exercise caution, and the level of danger that actors on both sides might experience will be different. Implementation might also be challenging for a new textbook, since it is unlikely to replace a single state-sponsored textbook. An 'unofficial' resource that complements and provides additional tools for teachers, like a sourcebook, might be more useful (see below for different types of products).

In a low-control context, textbooks may be screened for quality but many are considered acceptable by the state, not only one. Teachers have the freedom to choose the textbooks they use and have freedom to choose some or all content.

- In this context, there is much more freedom to select a type of product to create. This decision can then be made more in response to the type of history didactics present in the context, which is described in the next section.

Type of history didactics

How is history being taught at the moment in the context? This is a set of factors that informs how a cross-border history education resource project can fit into the existing history didactics. These are some questions you can ask yourself about the didactics in your context:

- Which "histories" are included and excluded?
- How are the curricula and exams organised? Is history mandatory or not? For whom?
- What are the expected master narratives?

- Are there certain tropes that are expected in your historical narrative, that you will have to grapple with?
- What are the sensitive and controversial histories of the master narratives?
- Who are the main social and cultural groups in a country? Who are the civil society actors?

Choosing the Type of Product

There are several types of educational resources that you can create, such as ready-made lesson plans, teaching methods, source collections, student and teacher books. See each type described briefly below:

1. Narrative-based textbook
   a. Single integrated narrative
   b. Side by side narratives
2. Ready-to-use lesson plans. These are easier to use by teachers, but have a narrow scope in terms of content. In that case, a conscious choice is made about how far you want to make explicit links to the curricula. Educational resources that are not directly linked to the curriculum can often still be used for teacher training, or at least be used to demonstrate how educational resources could look like.
3. Sourcebook. These are more flexible in their use, but they do require more work from the teachers who should use them.

Use of the textbook as model lessons in pre-service and in-service teacher training institutes could be an alternative. These institutes tend to have more freedom in their choice of topics, teaching materials and teaching methods compared to schools. In these cases, the cross-border history education resources can help to support the move from a teacher to a student-oriented way of teaching.

Designing the Project

In general terms, a project developing cross-border history education resources goes through 5 stages. The following table outlines the stages (to be expanded upon in the Development section), and offers a breakdown of the amount of time recommended to dedicate for each stage, in percentage and in number of months for a hypothetical 3-year project:

1. Drafting: 50-60%   18 months
2. Feedback:
   a. Peer review & piloting   15%   6 months
   b. Editing   10-15%   3 months
3. Translation & design: 10-15%   3 months
4. Dissemination: 15%   6 months

In the planning of a project, it is important to keep the following in mind:

- **Don't overpromise**, be too ambitious, or set unrealistic goals for the project.
- **Don't rush for result**: high-quality results take time.

Making the Team

Knowledge of the context will also make it clearer whom to partner with and whom to keep informed, but not directly involved in the team. Your partners need to agree on the focus of the project, the type of history education that you want to promote, need to have sufficient language skills, need to have a strong professional network, be willing to learn, and should be intrinsically motivated. Outside of the

immediate team, you need to have a support group with some impact in order to be able to achieve a systematic change and reach more people. Keep in mind that different countries will have different contexts dictating who can join such a project. In high-control contexts, education authorities might have to be involved.

Teams require good balance. A strong team composition, where different people (practicing teachers, teacher trainers, and academics) can bring different value to the team, and complement one another, is important for success.

Strong Attitudes

- **Motivation**. Identify *why* people want to join the project. Are people motivated for the right reasons? Do they want to join the team for the travel, the prestige, and the fee, or because they have genuine motivation to create a high-quality product. The latter should be prioritized, because demotivated people can demotivate motivated people.
- **Open-Mindedness**. In a project where the likelihood of disagreements are high, the team should prioritize open-mindedness. How open are people to new ideas or interpretations? To constructive criticism? To making changes to their own work? To learning something new? To being proven wrong?

Strong Skills

- **Historical thinking.** This means a good understanding of how historical narratives are constructed and can be deconstructed, how to work with historical sources, and how to take historical perspectives.
- **Writing didactical materials.** Some historians or history teachers may be very knowledgeable about history, but are unable to translate this knowledge into useful activities for teachers to use. Team members who will write the resources should be able to create high-quality didactical materials with instructions that are easy for others to follow. This skill includes writing instructions, writing historical information, referencing, using active methods, phrasing questions, making assessment criteria, thinking about the layout of a page.
- **Researching, in particular work with sources.** Team members should ideally be aware of the difference between primary and secondary sources, and also be able to differentiate between reliable and unreliable source materials.
- **Intercultural communication.** Because they will be working in a multicultural team, team members should have the ability to understand and respect differences between cultures. Different cultures have different expectations in terms of respecting deadlines, editors' jurisdiction, and what makes a high-quality resource. Team members should thus enter a project expecting differences to arise, and be able to communicate and find common ground. being able to express opinions in a constructive way, being able to listen carefully to what is being said, to be tolerant to ambiguity. It is important that team members are able to be honest with each other, but express themselves in a way that is acceptable for the other. Everyone should feel safe to express their opinions or concerns.

Strong Network

- **Impact for implementation**. Some team members can be valuable because they have a strong professional network, and can increase the chances of successful implementation if they have contacts at their local Ministry of Education, for example.

- **Impact for dissemination**. Other team members may have a wide network of history teachers in their contacts list, and can successfully promote a training event, or convince more teachers to use the materials developed in the project.

Different roles within a team

- **Coordinators.** These will be the organisers, managing logistical and administrative elements of the project, including finances, event management, and team management. In addition to the above skills, these team members should have strong organisational skills, be prepared to manage conflict between the team, and keep the overview of the project and its timeline.
- **Authors.** These will be the team members drafting the materials. They will be responsible for the delivery of a particular section of the final product.
- **Editors.** These team members will be responsible for tying the sections drafted by the authors together into one coherent product. People who take on the role of an editor need to be more experienced and more knowledgeable than the average author. They also need to be good listeners, able to motivate, able to train others, and able to deliver a finished product.

Factors to keep in mind for team composition

- **Language.** Which language will you work in? If you are able to afford interpretation, then you don't have a big problem, especially if interpretation can be simultaneous and thus not take up a lot of time. If you can't afford it, then you need to choose a work language. This should be a language that most of the team can speak well, and neutral in its status. This is not always possible to achieve. For example, Russian is a common language in the post-Soviet countries, but may be perceived as the "language of the enemy" or a colonial language.
- **Diversity.**
  - *Age and Experience.* A team is stronger when it is composed of members at different stages of their professional life, combining the expertise of more experienced members with the fresh ideas and outlook of less experienced members. This also allows new members to gain professional development and take on more responsibilities in future.
  - *Gender balance, minorities and geographic distribution.* For the product to represent different experiences in the historical narrative, the team involved should represent this diversity as well. It can be challenging to find good team members with minority backgrounds or from outside the capitals or big cities, because opportunities for professional development tend to be skewed in favour of the majority and the centre. In order to be inclusive, you have to make an effort to reach out to new people, and support them where they lack the skills the majority might already have.
- **Openness for new team members.** When projects are running longer, it is important to remain open for new people to join, including new generations of teachers, in order to avoid in-crowd, and grow a professional community.

People Management

This section offers guidance on how to manage the team from drafting to finalisation. These tips do not apply to a specific stage, but should be kept in mind throughout the process.

Internal team-building and motivation. Fun is serious business. Social events during a work meeting are vital to growing bonds between team members. Communication channels open up, and people feel more comfortable and relaxed around one another, which can lead to easier workflow, higher trust, and

resilience to criticism and conflict. In short, when people are friends, they work better together, and you are more likely to create a better product and to enjoy the process. For this reason, it is important that you have people who can start the fun and make others feel comfortable. You want to manage them, though, and ensure that there isn't so much fun that no work is being done. You also want to ensure that the very hard-working people aren't creating too strict or harsh of an atmosphere.

Being part of a team that works on such an initiative is not a full-time job and therefore the work on the textbook will compete with other priorities. It is only possible to reach a final product when people are motivated. Face-to-face meetings usually help with this, especially when there is a good balance between work and fun. These meetings should stimulate friendships between the team, which will ensure a level of sustainability for the project if the team members want to continue working together.

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

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

It can be expected that not all team members have the same level of professionalism. Some will be more experienced than others. When there is a big difference, investing in professional development at the start of the project may help to reduce the differences and avoid later frustrations.

Here are some tips from the experts group:

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

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

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

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

Here are some tips from the experts group:

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

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

Development of the Resource

In this section, we will outline recommendations for how to approach every stage of the development process, from drafting, to peer review and piloting, to editing, to translation and design, to dissemination of the final product.

Stage 1: Drafting

To prevent rewriting in later stages, it is best to make standards clear from the beginning. This might mean creating templates or standards. For example, you may set minimum resolution or format requirements for images which will be used by authors as sources. You may make a guideline on the length of each section, its intended purpose, tone, and style. This will help to give clear instructions to the authors and avoid frustration and inefficiencies later in the process.

One challenge for the drafting stage is that the authors, coming from different contexts, are more likely to disagree on interpretations of history, the selections or reliability of sources, the use of terminology, or selected history didactics. It is easier for authors to agree on a selection of historical sources and questions and activities for students than on certain historical interpretations. Resources that consist of historical sources, questions, and student activities, do not present a singular historical interpretation, but support students to make their own conclusions. In addition, resources developed using such an approach are more likely to be accepted by educational authorities in high-control contexts, which is an important precondition for the textbooks to the used in practice.

Historical sources are the raw materials for a historian to work with and therefore an indispensable tool in the toolbox of authors of cross-border history education resource authors. These sources can be used to bring history alive, as evidence to support historical interpretations, but also to present a range of experiences and a variety of perspectives. Historical sources are not representing the view of the author, they are tools to support the teaching and learning. Historical sources include, but are not limited to official documents, testimonies, newspaper articles and newsreels, speeches, cartoons, posters, music,

monuments and video footage. Textbooks that make a use of wide range of source materials, are more likely to appeal to a wider variety of students.

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

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

All sources must be copyright cleared. This means that the owners of the sources (for example, the photographer who took the photo) have given their consent for the sources to be used in the educational materials, if the source is not already free to use.

Here are some tips from the experts group

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

Stage 2: Peer Review, Piloting, and Editing

Once the materials are finalized, they must be peer-reviewed and piloted. The goal of peer-review and piloting is to receive feedback for improvement. Peer-review means that the materials will be read and critiqued constrictively by the other members of the team. Piloting means that the materials will be tested in real classrooms to 'try them out' and see how students respond. If there is anything in the materials that doesn't work, the authors can rework and improve based on the feedback.

During peer-review, it is also important that all team members become familiar with and are comfortable with the content of other authors, because their name will be attached to the final publication and they will be associated with the project's product. If there is anything in the publication that they feel uncomfortable being associated with, this is the right moment to indicate this.

The editing of material is always difficult. Strong edits usually come at the costs of a loss of ownership of the author of his/her work. A balance must be struck between ensuring a high-quality product and ensuring that all authors feel appreciated and take ownership in the product. If authors are new to this type of work, then some space must be given for their professional development, and expectations must reflect the fact that they are inexperienced.

Here are some tips from the experts group:

- Do pay attention to the way feedback is given, and give guidelines in advance for methods of giving feedback. Ensure it is constructive. This is crucial for keeping motivation.
- Stay in regular contact with the authors throughout the process. This will help to monitor progress and ensure that an author does not work too far in the "wrong" direction.

Stage 3: Translation and Design

Once the authors (and editors) agree on a final version of the publication, it needs to be translated, designed and published. For the time planning of the translation and publication, take into account that before the design can be applied to the different language version, the material needs to be translated and these translations proofread for quality by team members who speak the given language fluently, so they can indicate any potential issues. These are some points of attention:

- If the designer is not familiar with all languages that are used in the application, it is also needed to check whether the design has been applied correctly to the different versions.
- If the textbook includes figures, tables and maps that are specifically designed for this publication, these need to be translated as well.

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

The quality of the translation must be checked, as a minor mistake in translation can have resounding effects on the project if it concerns a sensitive issue. Also, take into account that the designer needs to apply the design in different languages, and that the application of the design to different language editions needs to be checked.

Here are some tips from the experts group:

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

Stage 4: Dissemination and Training

Once the cross-border history education resource is published, people need to know that it exists and how to use it. Cross-border history education resources, after all, are supplementary materials, they are not official history textbooks. It can be challenging for cross-border history education resources to have an impact beyond the capacity building of the people involved.

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

Because of this, it helps to involve high impacting individuals in the development of the cross-border history education resource. These people can be teacher trainers, curriculum developers, assessment experts and board members of teacher associations. More important than the position people have, however, is their stance towards the approach adopted by the cross-border history education resources, and their willingness to learn and ability to cooperate. Also, it is important that the people involved in this development will continue their professional career where they are based.

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

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

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

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

Here are some tips from the experts group:

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

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

Acknowledgements and Contributors

EuroClio – European Association of History Educators is a non-profit civil society organisation established in 1992 with support of the Council of Europe to build bridges between history education professionals from all parts of the then recently reunited Europe. As an umbrella association, EuroClio connects history and citizenship educators' associations from more than 40 countries. It and actively works to support the needs of educators and promote multiperspectivity in history teaching as a way to build democratic competences in students, and promoting critical thinking, mutual respect, peace, stability and pluralism. The EuroClio Secretariat manages and facilitates projects which empower local teachers to develop innovative educational resources and undertake professional development, as well as conducting research into current needs of educators and representing these needs at the European level. EuroClio holds official UNESCO NGO status and is a member of the INGO Forum of the Council of Europe, the DARE Network, and the Lifelong Learning Platform.

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

Evens Foundation is a public benefit foundation based in Antwerp (Belgium), but active throughout Europe with additional offices in Paris and Warsaw. They initiate and support projects, and award biennial prizes that contribute to the progress and strengthening of Europe based on cultural and social diversity. In doing so, they aim for a European dimension not only in our mission but also our methods. For the past 10 years the foundation has been actively supporting educational projects in the field of conflict transformation. The foundation has also initiated the Conflict Matters conference and platform to explore and share pioneering ideas and good practices that allow to turn conflict into an educational opportunity. History, and by extension history education, very often is a source of conflicting interpretations, not of easy consensus. The Evens Foundation believes that opening up a space to

engage with the dissonant or even conflictual nature of history is the first step in discovering common positions or acknowledging existing differences. With their support to this event, the Evens Foundation wants to draw attention to the importance of conflict in history education and take a closer look at initiatives that succeed in engaging with divisive history in a transformative way.

Contributors

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Catherine Savitsky is Project Manager at EuroClio, where she has been working since 2019. She works on projects in the Western Balkans, Eastern Europe, and Central Asia which develop teaching resources, train teachers, and advocate for education reform, with the ultimate aims of conflict resolution and cross-border dialogue. Her academic background is in studying curriculum and textbook politics in the Western Balkans, and 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.

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

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

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Dirk Sadowski has been a research fellow at the Leibniz Institute for Educational Media, Georg Eckert Institute since January 2010. He coordinates the German-Israeli textbook commission. He studied Israel studies, Jewish studies and modern history at the Humboldt University and Free niversity in Berlin and at the Hebrew University, Jerusalem. From 1998 to 2001, he worked as project manager in the Israel Office of the Friedrich Ebert Foundation in Herzliya. From 2001 to 2009, he was research associate at the Simon Dubnow Institute for Jewish history and culture, Leipzig, where he also worked as assistant to the director until November 2006. In June 2008, he received his PhD from the University of Leipzig with a doctoral thesis examining an area of educational history. His research interests are in the fields of Haskalah (Jewish enlightenment) and enlightened Jewish pedagogy, early modern Jewish lifeworlds and Hebrew printing from the 15th to the 18th centuries. Dr. Sadowski also specializes in Israeli history and society.

Eleanor Rowan is a PhD candidate in Education at Utrecht University. Her research interests include interest- and identity-development in education, historical narratives and national identity, and transformative and innovative learning experiences. She has a BA in English Literature and Spanish from Victoria University of Wellington, New Zealand, and a MSc in Educational Sciences from Utrecht University. Originally from New Zealand, she has lived and worked in Chile, Australia, and now the Netherlands. She has taught English literature and history at university level, and worked in online course design. She is currently working with EuroClio on a research project examining best practices in transnational history textbook development and the variety of contexts these projects can occur in.

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

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

Iryna Kostyuk has 30 years of teaching experience as a History and Social Studies teacher and 14 years as a teacher trainer. She cooperated with the Ukrainian Association of Teachers of History, Social Studies and Civic Education "Nova Doba" from its creation in 1997. From 2001 to 2004 she was one of national coordinators of the European-Ukrainian project "New times, new history", initiated and supported by EuroClio (MATRA program of Ministry of International Affairs of Netherlands). During the last 10 years she participated in numerous Ukrainian and international seminars on issues of historical and civic education, including Council of Europe seminars on Ukraine on standards, curricula, and textbooks problems. She was a member of the History component of the working group of the new standard and curriculum under the Ministry of Education of Ukraine in 2011 and 2012. She also has worked on projects with the Anne Frank House, the Institute of the Visual History of USC, and USA in Ukraine. Iryna is a co-author of several teaching materials and articles. As a teacher trainer she has held about 70 seminars in the different regions of Ukraine.

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

John Hamer is currently a director of AlphaPlus Ltd, a UK based educational consultancy, and Chair of the Heritage Education Trust. He also acts as an expert consultant on history teaching, civic education and assessment to the Council of Europe, the Organisation for Security and Cooperation in Europe (OSCE) and other international and government organisations. A former history teacher, he was for 14 years a member of Her Majesty's Inspectorate of Schools in England. Amongst other appointments, he supported the development of national curricula and examinations in history, political education and citizenship, and was responsible for monitoring the teaching of history and political education. He has lectured and written extensively on history and civic education and was a joint author of two of the Council of Europe's recent publications, Shared histories for a Europe without dividing lines and Developing a culture of co-operation when teaching and learning history. In the last 20 years he has worked on a wide variety of projects in central and eastern Europe, the Middle East and southern Africa.

Joke van der Leeuw-Roord founded EuroClio in 1992, and since she has acquired recognition as an international expert on innovative and trans-national history, heritage and citizenship education. She has initiated and coordinated a multitude of national, trans-national capacity building projects for history and citizenship educators and historians worldwide. Currently she is Vice President of the Europeana Foundation, the European Digital Heritage Collection and on-line platform for knowledge exchange between librarians, curators, archivists and the creative industry, The Hague, The Netherlands

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

Loizos Loukaidis holds a BA in Primary Education from the Aristotle University of Thessaloniki, Greece and an MA in Peace Education from the UN mandated University for Peace where he specifically sought to examine the viewing of History Teaching as a vehicle for promoting a Culture of Peace. Loizos has extensive experience in the education sector both as a Primary School Teacher and a Peace Education researcher and activist. His research interests include Education for a Culture of Peace and History Education. He has conducted research for the Association for Historical Dialogue and Research (AHDR) (Policy Paper: Rethinking Education in Cyprus; How to Introduce Gender in History Teaching); the Council of Europe (Developing a Culture of Co-Operation when Teaching and Learning History); EuroClio (Learning About (Y)our Past); the Open University of Cyprus; the Mediterranean Institute of Gender Studies and the University of Cyprus. In December 2016, Loizos was appointed by the President of the Republic of Cyprus as member of the Bi-communal Technical Committee on Education in the context of the ongoing peace negotiations. In this context, he has authored and developed 'Imagine', an educational program on Education for a Culture of Peace which has so far brought together 1200 students between the ages of 6 and 18 from all communities in Cyprus.

Luisa Black was a university teacher in Lisbon, Portugal, and was responsible for the Initial Teacher Training (History), focusing mostly teaching methods and the supervising of trainees in schools. Working as expert for the Council of Europe since 1996, Luisa Black was involved in bilateral, regional and intergovernmental projects in various countries (Cyprus, Bosnia, Azerbaijan, Check Republic, Moldova, Kosovo, Russia Federation, Ukraine, Hungary, Austria, Serbia, Romania, Norway and Estonia) delivering keynote speeches, leading interactive workshops, written education materials and reports. Collaboration with EuroClio from 1998, she was one of the experts involved in the project Understanding a Shared Past, Learning for the Future, which included Albania, Bulgaria and Macedonia. As a consultant for the Council of Europe, Luisa Black has organized large-scale projects in Bosnia & Herzegovina and Kosovo. She wrote a Manual for History Teachers in Bosnia & Herzegovina (2008) and

History Teaching Today, Approaches and Methods (2011), for Kosovo, both published by the Council of Europe. She was one of the authors and a member of the editorial and dissemination team of the interactive e-book Shared Histories for a Europe without Dividing Lines, launched in 2014, and is the author of the Evaluation Report of the project. Currently Luisa Black is a Member of the Council of Europe's expert group on Competences for Democratic Culture, is also involved in the Council of Europe's intergovernmental project Educating for diversity and democracy: teaching history in contemporary Europe, and is a member of the drafting team that is revising the Global Education Guidelines, a Council of Europe NorthSouth Centre handbook for educators to understand and implement global education.

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

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

Mire Mladenovski was born in 1967 in Macedonia. He graduated from the History Department of the Faculty of Philosophy in Skopje in 1991. Since 1992 he has been working in a primary school. He participated in a number of international conferences and projects on local, regional and international level. He is a co-author and an editor of supplementary teaching material for secondary schools such as the textbook "Understanding the past, learning for the future" and the CD which has the same title. Furthermore, Mire has been editor of teaching material for secondary schools in Bosnia and Herzegovina, Croatia and Serbia „Ordinary people in extraordinary country", team leader in the Project „Retelling the History" and coordinator in the project „History that Connects". He is an expert in employing information- and communication technology in education since he is currently involved as an editor in a web application initiative of EuroClio: Historiana – Your Tool to the Past. Besides, he is one of the founders and currently President of the ANIM (History Teachers Association of Macedonia).

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Qasim Aslam is the CEO and founder of The History Project, a social enterprise based out of Pakistan. The History Project curated a disruptive approach to teaching critical thinking through dual narrative

history and published their last book known as 'Partitioned Histories: The Other Side of Your Story' at Harvard University. The History Project's programs have been adopted by over 60 campuses across Pakistan and over 3,000 students have graduated through their programs. Qasim has been nominated 30 under 30 changing classrooms globally by International Literacy Association.

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

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

Tatiana Minkina-Milko is currently Head of the History Education Unit in the Council of Europe. In her work she is responsible for the development of intergovernmental projects which bring together 50 countries Party to the European Cultural Convention. She is also actively involved in the development of bilateral and regional co-operation programmes particularly in Cyprus. The programmes conducted by Ms. Minkina-Milko are focused on the following areas: the preparation of curricula for schools and higher education establishments, on the development of new teaching tools and interactive approaches aimed at teaching history on a basis of multi-perspectivity with a view of strengthening diverse inclusive societies. By her education Tatiana Minkina-Milko is a historian (PhD in history). She was a professor at the historical faculty of the Moscow State University. Her scientific profile was linked to the research of intercultural relations. She is also the author of a number of publications on intercultural communication and teaching history in conflict and postconflict areas.

Yosuke Watanabe has studied Japanese studies at the National University of Singapore. His areas of research include: grassroots reconciliation efforts between Japan and Southeast Asia (regarding the

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