



INTERSECTIONS

How Can History Education Change Today?

24th EUROCLIO Annual Conference

2-7 April 2017 Donostia-San Sebastián (Spain)

European
Association of
History Educators



ikastolenelkartea

Asociación Española del
Profesorado de Historia y
Geografía

EUROCLIO – The European Association of History Educators is honoured to host its 24th Annual Conference and Professional Training and Development Course in Donostia-San Sebastian (Spain) between 2-7 April 2017 in cooperation with its two active members: AEPHG - History Teachers Association of Spain and Basque School Network - Ikastolen Elkartea.

The conference will be built around several key themes and topics to reflect on the prospects and challenges posed by the key question “How can History Education Change Today?” through a close look at the intersections of past & present, local & global perspectives. This thematic question is motivated by the current challenges Europe and the rest of the world is facing, where the role of history education comes into force.

We hope to welcome you at the 24th EUROCLIO Annual Conference which promises to be an event full of sharing, training, networking, and dialogue among history, heritage and citizenship educators from all over the world.

This paper will guide you through conference aims and preliminary programme.

Gipuzkoako
Foru Aldundia
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de Gipuzkoa



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GIPUZKOA

eman ta zabal zazu



UPV EHU



Donostiako Udala
Ayuntamiento de San Sebastián

EUSKO JAURLARITZA



GOBIERNO VASCO

HEZKUNTZA, UNIBERTSITATE
ETA IKERKETAK SAILA
KULTURA SAILA

DEPARTAMENTO DE EDUCACIÓN,
UNIVERSIDADES E INVESTIGACIÓN
DEPARTAMENTO DE CULTURA



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



Co-funded by the
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CALL FOR PARTICIPATION

EUROCLIO invites interested individuals to register in the conference before 31 January 2017.

Registration is possible via Eventbrite. For more information, the registration page, full or daily conference fees, and other logistics, please follow this link:

<http://euroclio.eu/event/san-sebastian/>

For queries, do not hesitate to contact Aysel Gojayeva (Project Manager) at aysel@euroclio.eu, or T: +31 703817836.

We look forward to your registration and welcoming you in beautiful Donostia-San Sebastian!



HISTORY TODAY

History can be seen as a form of knowledge in which society negotiates, narrates, shapes and forms our conceptions of time and space. It helps us make sense of time through chronology. History traces the logic of how the present influenced by the past. It captures our understanding of space and how humans have identified themselves as borders have been drawn, redrawn and withdrawn to shape how. Professionals in the field of history, including curators, educators, guides, journalists and researchers are truly at the intersections of time (past and present) and space (local and global).

As a public good, school history education, is asked to answer to many needs: Learning how evidence-based history is constructed should foster critical thinking. Facing difficult histories should instil values and attitudes needed for democratic citizenship. Attainment of a set of historical content knowledge should create belonging and cohesion.

These needs, perhaps more than most other school subjects, cannot be addressed without considering current cultural, economic, political and social realities. Behind these needs, there are many assumptions on how history education impacts society today.

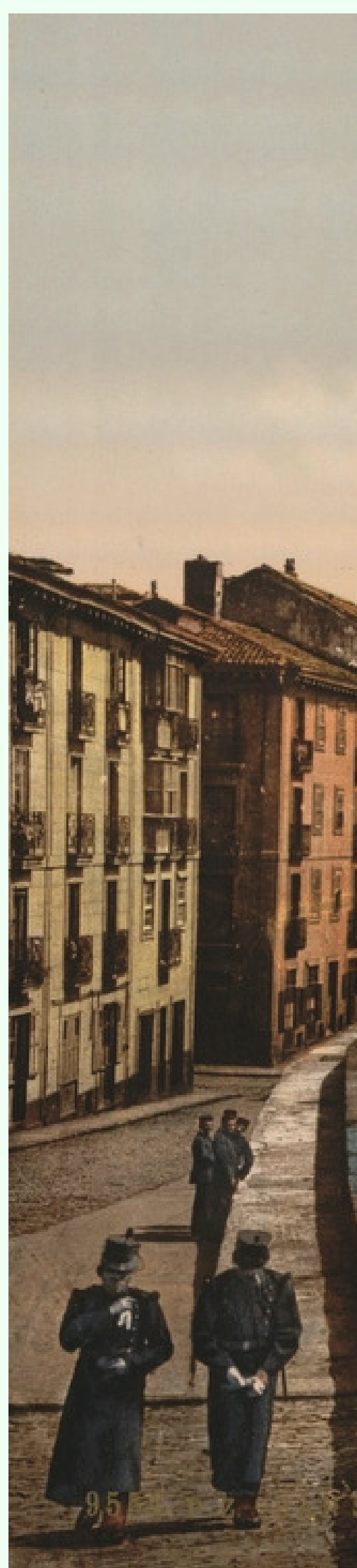
EUROCLIO, the European Association of History Educators, subscribes to the view that innovative and responsible history education indeed helps to build democracy, peace and stability in the world.

From our subjective vantage point in today's Europe, we recognise that this mission is far from achieved

Democracy is very much 'under construction'; European cooperation is not the obvious vision it used to be after World War Two and the fall of the Iron Curtain with real possibilities for member states exiting the European Union; Human mobility is challenging society's capacity for cultural tolerance. An interdependent world of global information technology, communication, finance and trade brings humanity closer to one another than ever before, yet brings about new agents of power and repression.

Wars at the edge of Europe are cause to much suffering and distress and seem endless, and all the while new environmental realities are taking shape.

So, coming year, the EUROCLIO Annual Conference asks the challenging question to history education professionals: **What is our responsibility? Can the teaching of history help societies to deal, or even tackle such big issues? Does it still have a role to play?** If so, is it currently fit to play that role? If not, what would need to change in order for it to create change? In all: How can history education change today?



CONFERENCE THEMES

Local vs. the Global: Community and Identity - Where do we draw the line?

Politics, language, culture, sports, religion, and indeed history, form markers on the basis of to which individuals conceptualise communities to which they feel a sense of belonging. People take their identities from these communities. In this conference, we wish to go beyond the most evident communities of all, the nation, and explore the role of history in the shaping of local and global communities and identities. In a globalised world, what world-views, values and beliefs to people share on a local level and how can individuals – facing global challenges and striving for global citizenship – form global communities?

Commentators have recently held that our societies are divided by nativists and globalists. The former being local and national communities that seek to preserve language, culture and identity, whereas the latter is formed by people who on a global level share values, but also seek to undermine the legitimacy of the local. This dichotomy seems problematic. As we seek for our students to be global citizens, as is stipulated in the UN Sustainable Development Goals as is affirmed by UNESCO's Incheon Declaration, do we risk an erosion of local and national belonging? History education, which is known to have the power to unleash young people's creativity, imagination and vision, can also be abused for creating exclusive and hateful mind-sets. Just how can it then develop global citizenship, while addressing the local community's needs? Or, do all the different perspective re-inforce young people's better understanding of the multi-layeredness of history and the multiperspectivity though which it is constructed?

Past vs. Present: History education and current affairs: Where does history start? Then, Now or Both?

The ongoing series of crises, embedded in global developments, such as the economic crisis, the refugee crisis, the crisis of countries not able to join the European Union and others voting to exit and the crisis of terrorism have recently accelerated divisions, reduced solidarity, and increased political tensions inside many countries which also triggered the rise of populist parties and nationalistic sentiments. These same sentiments have been also observed in states like Spain where the governments are decentralized and political and educational agendas are contested and discrepancy between local and national identities are challenging. A growing amount of political thought seems to be about passing judgement today in using historical analogies. Is violence at political rallies of Mr Trump an example of proto-fascism? Is the Europe-an Union's lack so-called democratic deficit an example of a totalitarian system in development? Regard-less of the political affiliation, these analogies could be seen to put a responsibility on history educators for explanation, context and learning. Do history, heritage and citizenship educators have a role to play in bridging all these complex current affairs with history? Is it not too sensitive and controversial? Or, should history educators be less ambitious and just work to get students to learn the body of knowledge ?



KNOWLEDGE-DEEPENING

ACTIVITIES

In order to better grasp the two key themes above, the conference will focus on activities, including on-site visits, workshops, panels, etc. on the two topics which features prominently in today's world:

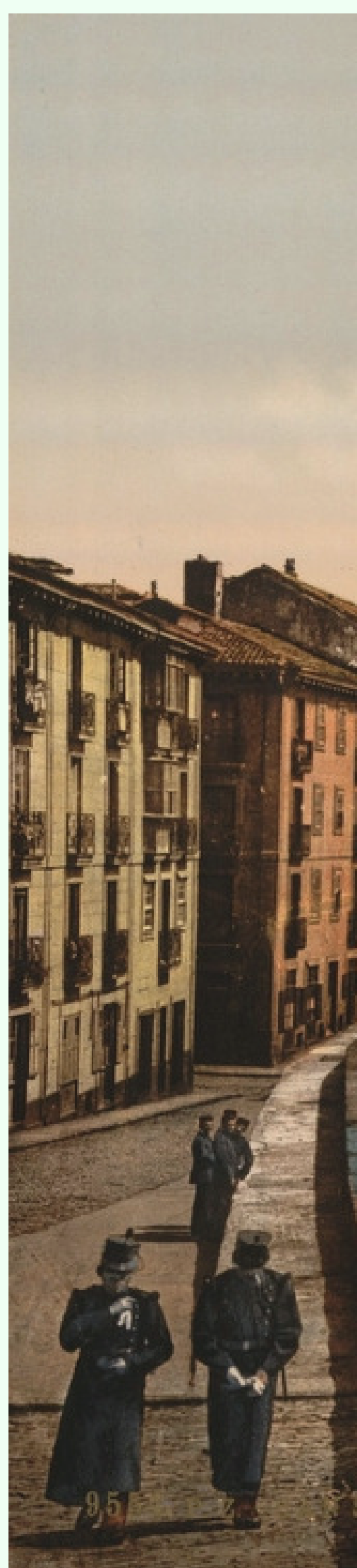
Topic 1: European Cooperation in Historical Context: Changing Europe through Decisions and Dilemmas

History in Europe has left a long trail of war, bloodshed, ruthless regimes of dictatorship, torture, discrimination, racism, terrorism, and deeply rooted ethnic, cultural and religious conflict. Most bloody and harmful wars and genocide that humanity ever experienced rose and happened in Europe, in a continent which is now perceived as one of the most peaceful continents of the 21st century to where thousands of refugees aspire to come at the cost of their lives. This has been to a big extent an achievement of the European Cooperation and the decision of EU member states to pool their sovereignty. Nevertheless, EU, being a mosaic of different states with different cultures, and identities, ever since its establishment has been striving to balance between common European identity and national identities to harmonize its laws and adopt common policies on several issues towards the achievement of its mission. But this has never been easy. It has been a history full of meetings, moments, treaties, documents, referenda and criteria. In other words: a boring history. But how can the complex history of negotiation, of decisions and dilemma's be taught in a way which promotes young people's understanding and sense of agency?

Topic 2: Independence in an interdependent World

One specific part of the European Cooperation process has been the promotion of decentralization in supranational cooperation, which has changed some of the dynamics of sovereignty and independence. In Spain there are some supporters of the independence in Catalonia and in the Basque Country. In Italy there is a separatism movement in the most richest regions in the north, encouraged for the Liga Nord, against the southerners, which was called the Mezzogiorno. In Belgium, the sharing power and wealth between Flanders and Wallonia are constantly causing political tensions. In France, there is a separatism movement in Corsica. In the United Kingdom there was a referendum in Scotland and more recently a referendum in the United Kingdom voted to take the country out of the European Union. Moreover, the refugee crisis has divided even more the European positions about the European project and especially the Treaty of Schengen which allows free cross-border movement across the Union. It seems however that this development is not something which is unique to Europe. All across the world, local communities – whether they are a majority group in a nation-state or not at all represented as a minority, tensions around self-determination are one strong example of the role history has on the lo-cal/global intersections.

How do movements which rally for Independence, sovereignty, freedom, feature in history Education? How does the past legitimise the present in these situations and what is the role of historians and educators ?

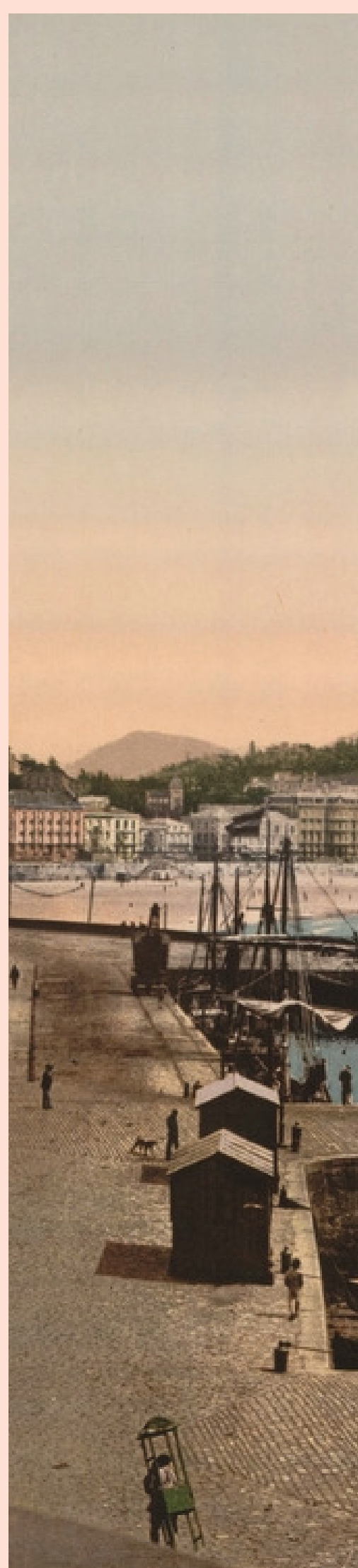


IMPORTANCE OF HISTORY AND CITIZENSHIP EDUCATION

High quality education, as recognised by the European Union, Council of Europe and UNESCO, needs teachers that can deal with complex classroom realities and adopt new methods and tools. One of the main tools today in Europe for schools and teachers to invest in this critical professional development is the Erasmus+ programme, which explicitly seeks to invest in teachers in dealing with diversified groups of learners. In particular, through projects focused on student-centred and problem-based active learning using multidisciplinary and inter-disciplinary approaches and through fostering critical thinking skills. The EUROCLIO Annual Conference is a unique professional development course which has been addressing these learning outcomes for over two decades.

Following the common trend of EUROCLIO annual Conference within the specific context of Spain, this conference will take way the following tangible outcomes

- Increased participation and dialogue in European Community of History, Heritage and Citizenship Educators.
- Raised awareness of cultures and identities through field trips, and reflection on the teaching of history across Europe.
- Access to new partnerships, including schools, local, regional, national and international educational authorities and institutes in different fields and sectors.
- Recognition of developed competences in history education through lifelong learning in the international context.
- Access to innovative history education tools from across Europe with a focus on education of the history of European cooperation and current affairs.
- Improved English-language competence through facilitated and engaged dialogues.
- Understanding the role of history education in changing the world and complexity of relationship between times, space, identities in a historical context.
- Conference report for wider dissemination, including educational resources, and academic papers.



AIMS AND OBJECTIVES

The conference has the following aims and objectives

To engage in a Europe-wide debate on the role of history education in changing today with a closer look at Spanish as well as international context. To compare and contrast the intersections of past and present and of local and global perspectives from the historical context.

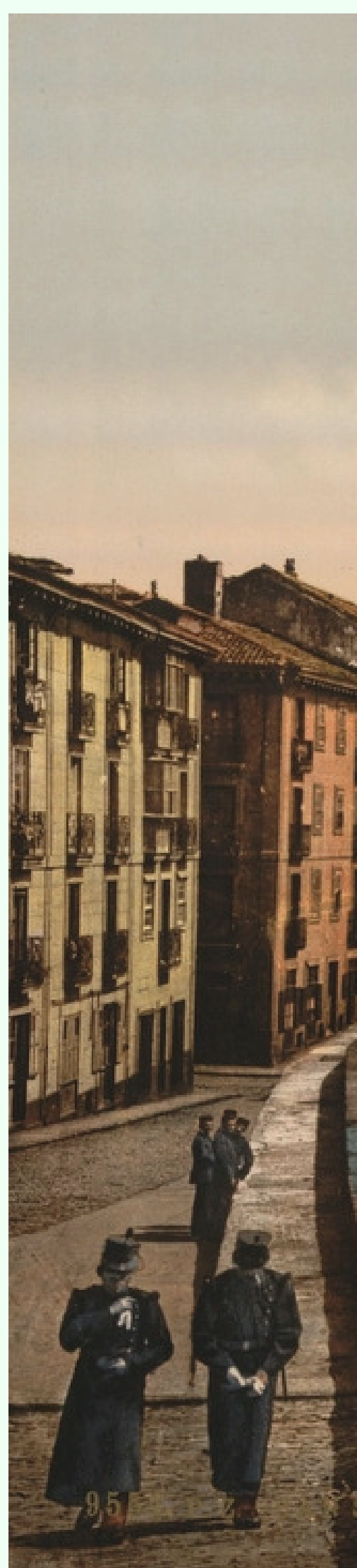
To share educational initiatives which help young people to better debate and formulate an opinion around key questions addressed at the conference.

To exchange innovative tools, methods and professional knowledge with all other Educators in Europe to aid teaching locally and in their own countries. To develop a common understanding of innovative and responsible history education as a bridge for education for reconciliation, peace education, responsible citizenship, intercultural education and human rights education. To disseminate and explore implementation of innovative history teaching resources and guide-lines produced by national, international, NGO's and intergovernmental organisations.

To transform the shared experiences of integrated and cross-border history education in diverse societies into tangible guidelines for European educators and policy-makers.

To explore the role of local (educational) authorities in bridging cultural/historical viewpoints in decentralized governments taking the example of the Spain and the Basque country.

To strengthen synergies between EUROCLIO and history educators in and across Spain in order to strengthen the capacity building and professional development of local educators.





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PRELIMINARY PROGRAMME Donostia-San Sebastian (Spain) 2-7 April 2017



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THEMATIC FRAMEWORK

Key Question:

**How can
History
Teaching
Change
today?**

- Three Workshop Rounds from the participants
- Presentation Council of Europe Project on Competences for Democratic Culture
- 4 Workshops of the Council of Europe Project on Quality History Education in the 21st Century.
- World Cafe
- Panel with Students
- How do they understand the world today through history education
- General Assembly

**SPECIFIC
THEMATIC
PROGRAMME**

**Local vs. the
Global:**
Community and
Identity - Where do
we draw the line?

Past vs. Present:
History education
and current affairs:
Where does history
start? Then, Now or
Both?

TOPIC 1: European
Cooperation in
Historical Context:
Changing Europe
through Decisions
and Dilemmas

Dialogue Table on
European Identity –
does it feature?
Should it?
Response to
Eurosceptic rise?

School Visits: How do schools in the Basque
country negotiate local, European and global
diversities?

Historiana
Presentation of the
Unit
6 EUROCLIO
workshops from
Decisions and
Dilemmas 2 Project

TOPIC 2:
Independence in an
Interdependent
World

Key Note: Takes
example of Spain in
Global perspective,

Two EUROCLIO
Workshops
from Silencing
Citizens trough
Censorship project

Visits to sites and
museums: How do
the museums and
sites bridge
past/present and
how to they address
autonomy

SUNDAY 2 APRIL

During the day Arrival of the participants

15:45 Welcome at San Telmo museum by organizers

16:00 Optional cultural programme: visit to San Telmo museum

17:45 - 18:25 Registration at city hall

18:00 End of the tour and walk to the city hall

18:30 Welcome by the city hall by the Mayor of the city: Eneko Goia

Brief history of San Sebastian by the city hall (tbc)

Words of welcome by EUROCLIO President: Loa Kristjansdottir

19:00 Welcome reception accompanied by drinks, food, and entertainment

20:30 Closing of the reception ceremony

MONDAY 3 APRIL

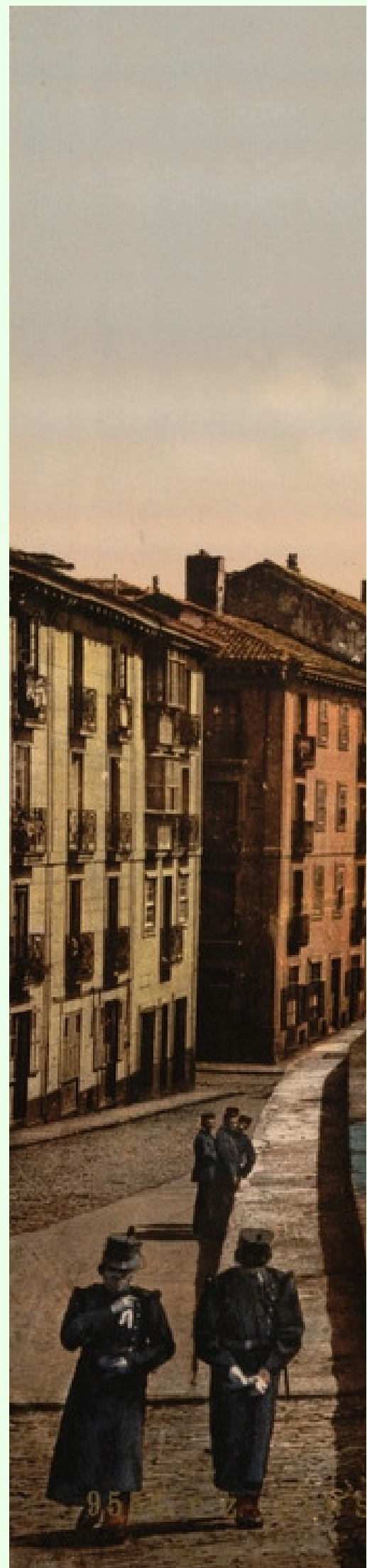
08:15 Registration

09:00 *Official opening ceremony. Welcome speeches by:*

- **Director of EHU-UPV University of the Basque Country**
- **Representative of the autonomous Education authority**
- **Cristina del Moral**, President of the History and Geography Teachers Association of Spain
- **Koldo Tellitu**, President of the Ikastolen Elkarte, Basque School Network

09:30 Opening contributions:

- **Loa Kristjansdottir**, President of EUROCLIO - The European Association of History Educators
- **Tatiana Milko**, Head of History Teaching Unit at the Council of Europe



10:00 Key note speech by **Mario Carretero**, Professor of Psychology, Autonoma University of Madrid on **"Where does local history end and global history start?"**

11:00 Coffee break and opening of an international fair

11:30 Panel on **"Addressing controversial histories that are still a challenge for Spain. How are these controversies reflected in politics and history education?"**

Looking at cases of mass graves from the civil war, amnesty and pact of forgetting, the special relationship from Madrid to Galicia, the Basque Country and Catalonia

Moderated by **Joke van der Leeuw Roord**, EUROCLIO Special Advisor and **Mario Carretero**, Professor of Psychology, Autonoma University of Madrid

Panelists: **Charles Powell**, Director of the Elcano Royal Institute and Professor of History at CEU San Pablo University, and **Giles Tremlett**, Journalist, author, contributing Editor at The Guardian - **To be confirmed**

13:00 Lunch break and international fair

14:30 Launch of the new Historiana website by **Steven Stegers**, EUROCLIO Programme Director

15:00 Introduction to thematic units in the new Historiana website

- Changing Europe by **Judith Geerling**, EUROCLIO Project Manager
- Silencing Citizens through Censorship by **Aysel Gojayevea**, EUROCLIO Project Manager

15:30 Coffee break

16:00 1st round of Parallel workshops:

- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Bojana Dujkovic-Blagojevic (Bosnia-Herzegovina) on 'How the migrant crisis shakes the foundations of the European Union'
- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Ute Boeros Ackermann (Cyprus) on 'The EU and trade in a global context'



- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Helen Snelson (United Kingdom) on 'Are Europe's energy needs more likely to lead to conflict or cooperation?' tbc

- More workshops by educators will be added

17:30 Conclusions of the day

19:30 Cultural night in the Miramar Palace with 'pintxos' dinner

TUESDAY 4 APRIL

Moderator of the day: tbc

09:00 Panel on *"Society dealing with the past in History Education. Civil society initiatives"*

10:30 Coffee break

10:45 Interactive session on *"Engaging young people with past and present. Learning history by doing it"* lead of students and teachers

- General introduction to EUSTORY Iberian competition by **Ignacio Herrera**, EUSTORY Iberian competition

- Presenting specific cases of civic engagement in discussion setting

- Concluding panel panel with students based on presented cases

12:45 Lunch

14:15 2nd round of parallel workshops:

- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Kate Brennan (United Kingdom) on 'Rising from the Ruins: Rebuilding Europe after World War 2'

- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Helen Snelson (United Kingdom) on 'Europe as a Global Power'

- EUROCLIO Project Team Decisions and Dilemmas 2: Workshop by Guido Lessing (Luxembourg) on 'Economic Imbalances'

15:45 Coffee break

16:15 3rd round of parallel workshops

17:45 Conclusions of the day

19:30 Dinner followed with the Pub quiz at Doka



WEDNESDAY 5 APRIL

Study visits to among others:

The Peace Museum in Gernika:
which aims to bring visitors (schoolvisitors, schools, families, and other groups) closer to peace education, education in values, and the historic themes of the Museum (Spanish Civil War, the bombing of Gernika, exile and the history of Gernika-Lumo General in).



The Assembly House of Gernika:
Europe's oldest parliament, and the Tree of Gernika which is considered the leading symbol of Basque identity.



The Gogora Remembrance Square travelling exhibition:
A project to foster citizen participation for a democratic construction of memory.



THURSDAY 6 APRIL

09:00-12:00 Visit to schools in parallel groups (upon the selection of the participants)

- Primary school
- Secondary school
- Vocational school
- Teacher training institute

13:00 Lunch

14:30 World cafe on *"Position of history teachers in changing today in partnership with the Council of Europe"*

16:30 Conclusions of the day
Free evening

FRIDAY 7 APRIL

09:00 EUROCLIO General Assembly

10:30 Coffee break

11:00 Discussion Groups: Special Interest Groups / Action Planning / Partnership Building / Open sessions (participants can choose the suggested session by the speakers)

12:30 Lunch

14:00 Presenting the insights from the world cafe and building conclusions of the conference

15:00 Cultural visits:

- Tour of Historical Memory from the City
- Visit to San Telmo Museum
- City Tour
- Albaola - The Sea Factory of the Basques.

20:00 Gala dinner accompanied by dance, oral poems, and music



SATURDAY 8 APRIL

Departures

