



European Association of History Educators

**EURO CLIO**

## Responsible History Education, a Tool for Reconciliation?



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Executive Director of EUROCLIO  
The European Association of History Educators  
Beirut, Lebanon, 25 March 2011

 [www.euroclio.eu](http://www.euroclio.eu)

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## EUROCLIO ASSOCIATION

- Established in **1993**
- In 2011 **63** Associations of History and Citizenship Educators and **15** Member Organisations from **46** countries
- EUROCLIO represents approximately **25 000** history educators!
- Next General Assembly **9 April, 2011**, Krzyżowa, (near Wrocław) Poland

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## EUROCLIO MISSION

EUROCLIO supports the development of **Responsible** and **Innovative** History and Citizenship Education

by promoting

Critical Thinking, Mutual Respect, Peace, Stability and Democracy.



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## RESPONSIBLE HISTORY TEACHING

Making students understand that historical narratives

- ✓ Are based on **evidence, supporting evidence and cross-references**
- ✓ Are **multi-layered/multiperspective narratives**
- ✓ Are **interpretations**

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*History education helps students understand the world they live in and supports their orientation for the future.*



*“History is a rear window mirror, you must always check back but unless you keep focussed on the way ahead you’re going nowhere”*  
- Mural in Belfast


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What would I like to address?

- What is understood by reconciliation through history education?
- The traditional nation orientated historical narrative
- EUROCLIO identified 4 key-requirements
- Does EUROCLIO’s approach qualify for reconciliation through history education
- Who are the other agents responsible?


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Articulated requirements in academic literature for reconciliation through history education


- Enhancing **critical thinking**;
- Willingness **to question simplistic models**;
- Need **to challenge the dominant national narratives**;
- **Ability to disagree about interpretations** of the past and their implications for present social issues **without resort to violence**;
- Emphasis on more **positive experiences of living together**;
- Presence of **Empathical skills**
- Friendly relations between the members of the different ethnic groups.

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A traditional historical narrative  
Example Croatia, flying Croatian Air



Characteristics:

1. Victim hood
2. Pride
3. Little self reflection

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### The Four Points

- ❑ Professional Approach
- ❑ New Historical Paradigm
- ❑ Innovative Methodology
- ❑ Project Environment

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### From experience: Professional Approach

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### A Desire for Life Long Learning

### Professional Approach

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## From experience: New Historical Paradigm

Improved balance political, cultural, economic and social perspectives

New Content Gender Interpretation Environment

**New Historical Paradigm!**

Diversity Improved balance between geographical dimensions Migration

Everyday life European to a Global perspective Global Perspective

Human rights Democratic Attitudes

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## Aiming at a New Historical Paradigm

- Widening Perspective
- Alternative Themes and Topics
- Controversial and Sensitive History

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## New Content

Ukraine 1901-1938, The period seen through the eyes of an individual

Dimensions

Albania, Bulgaria and Macedonia, Understanding a Shared Past - Learning for the Future

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## History Teaching in Conflict and Post-conflict Areas

### Council of Europe Parliamentary Assembly Recommendation 1880

Adopted on 24 March 2010

.....activities implemented under bilateral and regional cooperation projects in post-conflict situations are geared **not only to developing strategies for history teaching vis-à-vis sensitive, tragic and controversial subjects, but also, as recommended by the Assembly, to highlighting other dimensions in this context, such as cultural history, the history of lifestyles, of positive interactions, etc.**

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## From experience: Innovative Methodology and Pedagogy

Engaging Pedagogy

Critical Thinking    Multi-perspectivity

**Innovative Methodology and Pedagogy!**

Democratic values and beliefs    Independent Attitudes    Use of Evidence

Skills and Competencies

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## Multiperspectivity

### BEGINNING OR THE END OF DEMOCRACY?

#### What Was the Meaning of Democracy in Yugoslavia after WW II?

Sources used in the workshop **reflect three different perspectives**: the opinion of Yugoslav communist leaders, the opinion of Yugoslav opposition leaders (abroad) and the opinion of foreign politicians.

*Ordinary People in an Extraordinary Country, Yugoslavia between East and West - Every Day Life in Bosnia and Herzegovina, Croatia and Serbia 1945-1990*

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## New Pedagogy

### Innovative **communication tools**



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“There aren’t any icons to click. It’s a chalk board.”

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## HISTORIANA – Gateway to the Past

### An **Online** educational resource that goes beyond borders



[www.historiana.eu](http://www.historiana.eu)

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From experience:  
Last but not Least **Project Environment**

Ability to peacefully disagree

Relative Silence

**Time!**

Civic Courage

Trust

Stable and Responsive Conditions

Impartial Language

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Impact of Collective,  
Cross-community EUROCLIO Work in  
Macedonia

- On 16 March 2011, the **OSCE High Commissioner on National Minorities**, Mr. Volebaek has invited the History Educators Association of The Republic of Macedonia to join their OSCE project *Steps Toward Integrated Education in the Education System of the Republic of Macedonia* as result of the EUROCLIO project *Retelling the History*

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Impact of Collective,  
Cross-community EUROCLIO Work in  
Bosnia

- The **OSCE in Bosnia** invited EUROCLIO-HIP to become Associated member for the project called *History for the Future* with focus on establishing common outcome-based competences. In addition 2 other EUROCLIO-HIP members are invited as official representatives of the **Pedagogical Institute** from **Serbska** and the **University of Sarajevo**
- EUROCLIO-HIP is invited by the **Open Society Institute Bosnia-Herzegovina** to join a working group of the Sarajevo Canton that aims to develop teaching material for primary education.

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DECLARATION  
"History for the Sake of Reconciliation,"  
Lviv, Ukraine, January 14-15, 2011  
Organised by **NOVA DOBA**

*Ukrainian history gives testimony to our culture's richness, joy, and tragedy. Ukraine's story has been used as a means of reconciliation and social consolidation as well as source of division and conflict.*

*Unfortunately, in recent years, we have observed an alarming tendency for history to become simply a political battlefield. Ukrainian politicians use memory to mobilize the electorate, and to divide a society already divided and destabilized.*

*We historians-researchers and history teachers would like to suggest a new model: historical reconciliation. This model has dominated postwar Europe and has contributed to the establishing of the EU. By advancing this successful model, we are consciously working to integrate Ukraine into Europe.*

*We resolve not to place our past or future solely in the hands of politicians. We believe that citizens' social initiatives should play a crucial role in historical reconciliation. We are ready to bring our own victories, achievements, and international knowledge into a unified effort.*

The participants of the Ukrainian historians' meeting

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## Which other agents are also responsible?



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## Clearly..

- Dependent on **new high quality research**, distancing itself from the traditional and often stereotypical grand national narrative.
- Need for **transfer** of the new research.
- **Political will to take responsibility!**

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## SOCIAL NETWORKS

You can follow us on:

 <http://www.facebook.com/EUROCLIO.Association>

 <http://www.linkedin.com/company/euroclio---european-association-of-history-educators>

 <http://twitter.com/euroclio>

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EURO CLIO Professionalise Institutions Support History Education

Strengthen Lifelong Learning Promote Intercultural Dialogue

## EUROCLIO SECRETARIAT



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**EURO CLIO** Are we still able to digest it? Do we need better transfer strategies?  
Source NRC 12/3/2011




Meer en meer en meer wetenschap

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**EURO CLIO** Zsolt Sereghy

Sectarian Differences in the Narratives of Lebanese History Textbooks with Special Regard to the Naissance and Early Years of the Lebanese Republic



Magister der Philosophie (Mag. phil.)

[http://othes.univie.ac.at/10746/1/2010-08-10\\_0607415.pdf](http://othes.univie.ac.at/10746/1/2010-08-10_0607415.pdf)

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**EURO CLIO** Some European answers to produce trans-border histories.

- Academic History Commission and Textbook Germany/Poland
- Common History Books Germany/France 2008
- The History of Europe, 1992 (a common European Textbook)



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