



BACKGROUND DOCUMENT

(Includes background information on the theme, role, and organizers of the conference)

22nd EUROCLIO Annual Conference Professional Development and Training Course



Roads to Democracy.

**How can History Education Pave the
Way?**

Elsinore (Denmark)

Konventum Conference Centre

20-25 April 2015

What is the EUROCLIO Annual Conference?

The EUROCLIO Annual Conference is a unique platform and annual event combining cutting-edge **IN-SERVICE TRAINING** for educators from over 50 countries in and around Europe with facilitated networking, dialogue and sharing of expertise. Each year **since 1992** EUROCLIO organises, in cooperation with one of its Member Associations, a big international meeting as professional training and development course on a topic that is Europe wide relevant for school History education. Until now 21 EUROCLIO Annual Professional Training and Development Conferences have taken place annually in the past two decades with a growing success: starting with 60 people from 4 countries in Scotland in 1993, the participation reached up to 160 participants from 45 countries in 2005 in Latvia and 2006 in Malta, 200 people from 50 countries in Turkey and Germany, and 165 people from 38 countries in the Republic of Macedonia in 2013 and once again over hundred educators in and around Europe are expected in the **22nd EUROCLIO Annual Conference for the first time in Denmark** for the first time in the history of EUROCLIO .

The promotion of **EUROPEAN VALUES** and the connection to the most contemporary challenges in education are an important concern. The EUROCLIO Conferences invite participants to reflect on untouched or sensitive issues such as the history of everyday life (Estonia 2001) or the history of minorities (Prague 2002); to evaluate the role of history education in the promotion of active citizenship (Malta 2006) or Human Rights (Slovenia 2007); to address civic society challenges such as national identity (Scotland 1999), intercultural dialogue (Cyprus 2009), Teaching common European History, Themes, Perspectives and Levels (Netherlands 2010), Looking at History through a Variety of Lenses (Turkey, 2012), Reflecting Remembrance (Germany, 2013), Cultural Heritage (Republic of Macedonia, 2014), and this time **Democracy and History Education** in Denmark in 2015.

The Format of the EUROCLIO Annual Meetings is a **combination of theory and practice through academic lectures and interactive workshops on innovative classroom practices**. The organisers always put a great care in setting up an intensive and rich in content programme to which contribute a wide range of local and international experts in History Education. Representatives of national and transnational educational authorities are often contributing. The programme also offers **ON-SITE LEARNING through study visits to schools and historical places**, and gives room to discussions and informal exchanges between participants.

The EUROCLIO Annual Meetings are capacity building events providing **TRANSNATIONAL TRANSFER OF KNOWLEDGE AND EXPERIENCE**. Lectures, workshops, discussion groups and study visits stimulate participating history educators to implement innovative teaching practices in their classroom and to work towards a framework for a common European approach for school history. Participants improve their knowledge of foreign cultures and get acquainted with new educational contents,

services, and methods. Participants to the EUROCLIO Annual Meeting have testified afterwards that they felt inspired and stimulated to share with other colleagues and with their students what they learnt. People feel empowered to set up activities and contribute to follow-up events or to the next

Why is this conference needed?

What does Democracy mean today and what will it mean for those who are now attending schools? When we consider the impact of the near-collapse of Europe's financial system in recent year, where do we start to teach for democracy? When we consider military interventions at the edges of Europe, how can a balanced and common understanding of Europe's history reflect on this? When Democracy is more than 'the vote', what mindset should students across Europe and beyond develop. How could history contribute to this?

Democratisation

European processes in the 19th century lead to creation of democratic society, what was the role of civil society activism. Should this be revisited in the light of the developments after 1989 in the development of democracy in the former communist part of Europe. Moreover, as the world 'grows flatter' and globalization molds global urban cultural values, how does civil society, for example history teachers association carry the change?

Citizenship

What makes a good citizen in a democracy? History Education has been developed as a school subject that fosters critical thinking, but also a transmitter of behavioural values, of attitudes and dispositions. It has gone beyond a subject driven by knowledge retention. What is the role of history in providing the social and civic skills (such as intercultural communication, critical thinking, problem-solving, entrepreneurship) to young people today?

EUROCLIO aims to support History and Citizenship Educators by allowing them to extend their network, build their expertise, share their concerns and to together develop cross-border ways forward as professionals working to responsibly and innovatively clarify the past, present and future to the next generation of learners. This conference will help a next generation of learners become critical and open-minded thinkers.

Why in Denmark?

The partnership between EUROCLIO and Danish History Teachers' Association traces back to the beginning of 1990's when Danish History Teachers Association acted as one of the Founding Members of EUROCLIO.

EUROCLIO has been cooperating with the Danish History Teachers' Association in a variety of activities and projects in Western Europe, Black Sea, and Balkans since 2001. Members of the Danish History Teachers' Association have shown high professionalism and skills on acting as experts and consultants in several translational EUROCLIO projects in and beyond Europe and were actively engaged with the work and further network of EUROCLIO as well as other international initiatives. Danish History Teachers' Association influenced significantly on the creation and sustaining a large and extended network of history and heritage educators in Denmark, able and very willing to host the 22nd EUROCLIO Annual Professional Development Conference. Full support and strong interest demonstrated by the professional Member Association such Danish History Teachers' Association encouraged EUROCLIO this time to bring more than 100 History, Heritage and Citizenship educators across Europe to focus on roles and conducting of Democracy in History Education in Denmark.

At our present day, as a state and society, Denmark proves a well developed culture of civil society and a unique structure to teaching history in Europe. The process of Democratization, and the role of citizens, individually and collectively, is a road for all our societies. As seen in the history of civic engagement through education in Denmark, as well as the turbulent recent developments in Europe and its immediate neighbourhood, education, notably history education is a crucial element here, not just for Democracy as a final stage, but as a process of emancipation and development.

The conference will stimulate the analysis and discussions on the role of history education in Denmark on paving the way to Democracy and highly developed culture of civil society through giving the participants the opportunity to compare and contrast the history of the democratisation, citizenship, the role of history education and civil society from a Danish, as well as European and Global Perspectives.

Why in Elsinore?

The decision for hosting the 22nd EUROCLIO Annual Conference in **Elsinore** was driven by the rich history of globalization and its importance as the trading city in Europe. Elsinore, stands as one of the European cities standing on ages of global history for which history and heritage became concrete drive for development.

Nowadays, the essence of the city has been transformed from the age-old shipping industry to a globalized city which correlates the medieval and early modern history and art in itself. Elsinore is the city which is surrounded by the narrowest water between Denmark and Sweden which has throughout history has been the toll-booth for trade on the Baltic Sea.

In addition to all these, the city holds an immense natural beauty, with forest-covered and ancient castles.

During the conference, the participants will get an opportunity to explore the authenticity of culture, history and heritage of the city and engage in critical analysis with the heritage and museum educators on the field.

What are the conference aims?

1. To compare and contrast the **history of the democratisation**, citizenship and civil society from a Danish, European and Global Perspective.
2. To engage in a Europe-wide debate on the role of **history education in the promotion of democratic values, citizenship and civil society volunteering** in historical and contemporary contexts.
3. To disseminate and explore implementation of **innovative history teaching resources** produced by amongst others EUROCLIO, UNESCO, the Council of Europe and the European Wergeland Centre.
4. To engage with institutes and cultural entrepreneurs active in the **cultural heritage for engagement** of young people and school-going children
5. To develop a **common understanding of innovative and responsible history education** as a bridge for education for democratic citizenship, peace education, intercultural education and human rights education.
6. To transform the shared experiences of integrated and cross-border history education in diverse societies into **tangible guidelines for European educators** and policy-makers.
7. To share best-practice **tools and methods of the Danish History Teachers Association** with all other History Teachers Associations in Europe, including: Association Management, Inspired Volunteering and Sustainability

What are training objectives and attained outcomes?

The conference will provide a platform of intercultural exchange in which the participants will actively learn, share best practices, and network. The core group of teachers and heritage educators will be involved in manifold activities that will empower them to engage their students and other target groups with critical debate from multiple perspectives promote pluralism, and combat the idea that history is a single, unchangeable truth.

EUROCLIO and the Danish Association of History Educators greatly look forward to taking these matters in a hands-on fashion, not letting ourselves get caught in webs of politicized debate, but freely engaging each other as History, Heritage and Citizenship Education Professionals with a keen eye on progress.

The conference will lead to the following tangible outcomes

1. Increased participation in European Community of History Educators
2. Improved English-language competence through facilitated and engaged dialogues
3. Raised awareness of cultures and identities through reflection on the teaching of

history across Europe

4. Access to new partnerships, including schools, local, regional, national and international educational authorities and institutes in different fields and sectors.
5. Recognition of developed competences in history education through lifelong learning in the international context.
6. Access to innovative history education tools from across Europe with a focus on education for democratic citizenship.
7. To transform the shared experiences of integrated and cross-border history education in diverse societies into tangible guidelines for educators and policy-makers

What is the Thematic Programme?

During the conference, the general theme is broken down into six unique day-themes, where the programme is structured to foster a shared thinking process. The conference will try to answer a series of questions through interactive panels and a varied range of thematic workshops. These themes are developed as special programmes:

Denmark, Democracy and History

Participants will be welcomed to Elsinore by the hospitable Mayor and the knowledgeable director of the Municipal History Museum, as well as the leadership of EUROCLIO and the Danish History Teachers Association. The focus is to set the context for the remainder of the course. This contextualization and orientation will be provided by David Kyng, President of the History Teachers Association. Moreover, It is important that when we gather in large numbers, we open the possibility for enjoyment and relaxation. A special Nordic icebreaker with intercultural programme will make sure of this.

19th Century: Roots of Democratisation?

Social Scientists have studied processes of democratization thoroughly, and it is clear that the European 19th Century, including the changes in power structures, popular revolutions, but also technological innovation in the consumption of energy, means of communication and access to health care and education are all instrumental in the creation of our modern democratic societies. Herein lies the example of Denmark as a case-in-point for Europe and beyond. History Teachers participating in our course will gain in-depth knowledge on the transformative century from a world-historic perspective.

How does History matter for Democracy today?

From the 19th Century, we jump to today, where we and our students live in an unprecedented world of information and communication. Today we will open the discussion beyond the traditional training conventions and seek to involve all the (150-200) participants in a common analytic reflection on the challenges for democracy

today, and to identify the tools history can offer. Combining reflective discussion, with exhilarating participatory and co-creationist output-driven exchanges of ideas and knowledge. The so-called World Café will last throughout the day, but also inviting a myriad of partner organisations to bring their resources and material, to be widely shared, accessed and disseminated for implementation in Europe's classrooms.

Can Local Heritage Education develop Citizenship?

In the process of social and cultural developments of towns in Europe, the ones that stand on ages of global history, such as Elsinore, history and heritage become concrete tools for development. On this day we are in the hands of the excellent professionals of the various museums, including the Maritime Museum (which is designed by New York award winning architect name), Municipality Museum (which developed innovative themes as Environmental History and public access to digitized historic sources as core tool) and the Technology Museum (which is actively engaged the youngest visitors as curators). On the banks of the Sont (narrow water between Denmark and Sweden which has for ages been the toll-booth for trade on the Baltic Sea) stands the castle Kronburg (indeed where Shakespeare imagined Hamlet had his existential breakdown), which also seeks engagement by inviting primary school students to create guided tours. Through structured engagement with the heritage and museum educators the participants will be able to explore just how exactly heritage education is in fact steering the process of historic consciousness while engaging the citizens from their earliest age in their direct social and cultural environments.

National Heritage Education for Global Citizenship?

The jump from the local to the capital is geographically short, but culturally large. Copenhagen is one of the world's significant capitals. Amidst royal grandeur one finds unique legacies of successful entrepreneurs who endowed the city with marvelous buildings of trade, commerce and industry. Also Denmark colonial heritage is visible amongst the many historic warehouses-turned-modern-apartments. On this day, the participants are challenged to think from the point of view of a large cosmopolital urban centre on the role of National History. Does it unite and support the creation of a common identity – is this a necessary ingredient for democracy? Various museums and sites, as well as the city itself will be visited, and guided tours will be provided by heritage and museum professionals themselves. All small groups will gather in the Danish Parliament where they can, hosted by the Chair of Parliament, discuss these issues with a range of Danish Members of Parliament.

How does School foster the European Citizenship?

Following such enriching days with visits to various locations, engaged debate and training on many educational tools and methods, both develop nationally in Denmark as internationally, we go back to the school environment. How are Danish schools organized? Is the Educational Systems itself Democratic? How are teachers coping with the aforementioned challenges? Through active classroom observation and

participation, the participants are able to eye-witness the addressed elements and competences, as well as reflect with the teaching staff. EUROCLIO, a democratic civil society organization itself, will also hold its General Assembly on this day – a testimonial to the strength of democracy and civil society.

Who will be organizing this conference?

EUROCLIO, the European Association of History Educators

EUROCLIO, the European Association of History Educators, established in 1992, supports the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, mutual respect, peace, stability and democracy. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing and implementing innovative teaching tools. EUROCLIO has been able to define and pragmatically refine a methodology building on the practical work it carried out. Its approach is process-oriented and believes in reinforcing professional talents as fundamental resources for innovation and change. In 2014, EUROCLIO represents 73 independent and volunteer History heritage and citizenship Educators' Associations and related Institutes from 46 mostly European countries and reaches out to a network of at least 25.000 history, heritage and citizenship educators. In their daily work they contact up to 5.000.000 students and pupils per year.

The Association works on preventing abuse of history by promoting respect for diversity, human rights, democracy and intercultural dialogue and collaboration between stakeholders. It stimulates the transfer of reliable academic historical knowledge and innovative educational theory and inspires methodological discourse to the school and training institute levels, and the development of history and citizenship curricula, teaching tools and assessment procedures. In order to achieve these goals EUROCLIO utilizes knowledge and experience transfer through peer-learning, exchange of expertise and a system of expert, peer and student reviewing.

The Danish History Teachers' Association

The Danish History Teachers' Association is the voice of history teachers in secondary schools and is independent of economic interests. The organization was established by history educators for history educators. The association organizes training for history teachers nationwide by residential courses, regional courses and courses abroad. The association participates actively in international cooperation, including EUROCLIO and the EUSTORY network, and supports the diffusion of democratic history teacher associations and educational resources. The association was active in a variety of

regions such as Western Europe, Black Sea, Balkans since 2001, in cooperation with EUROCLIO, holds rich experience with running projects in Bosnia and Herzegovina, Croatia, and Serbia, financed by the Danish Ministry of Foreign Affairs. The projects supported the founding of NGO History Teachers' Associations, the development of progressive history education, and regional cooperation and understanding. There are 1600 teachers, professors and other professionals working in education who are members of the association.

Roads to Democracy

How Can History Teachers Pave the Way?



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