

**'... (By) encountering other histories and others' narratives  
that may contradict your own version,  
new information and insight will influence your attitudes.  
This is ... also the approach that may promote tolerance.'**

(Danish pupil's view on her history lessons, 2013)

*What can history education  
contribute to the prevention of  
radicalisation?*

***Benny Christensen***

# What is EUROCLIO

## the European Association of History Educators





**48 Independent Member Associations of History and Citizenship Educators and 22 Associated Members from 47 countries**

# Paris Declaration 17 March 2015

‘... to reinforce the role of education in promoting citizenship and the common values of freedom, tolerance and non-discrimination, strengthening social cohesion and helping young people become responsible, open-minded and active members of our diverse and inclusive society.’

# Paris Declaration → Helsingor Declaration

- 20-25 April 2015 in Helsingor, Denmark:
- 157 history and citizenship educators from 40 countries worked on a joint response:
- ***'The Paris Declaration call for actions is important, and history education can play a crucial role.'***

# EUROCLIO Mission

To support the development of **responsible** and **innovative** history, citizenship and heritage education as a way to promote **critical thinking, mutual respect, peace, stability** and **democracy**.



# 'Responsible' History Education

Helping students understand that History is:

- ✓ **An Interpretation:** finding evidence from (historical) sources, and cross-referencing it, in order to create peer-reviewed arguments which answer questions.
- ✓ **Complex:** every answer leading to new questions, with many inter-relationships and layers. Within the complexity, a narrative is always an instrument of selection.
- ✓ **Value-based:** responding to relevance and attitudes prevalent today.

→ **Multiperspectivity**



# 'Responsible' History Education

Developing School History in relation to:

- ✓ Public History and Historical Culture
- ✓ Academic History & Research
- ✓ (Political) Use and Abuse of History
- ✓ Values, Attitudes and Dispositions

**→ Developing Learned Historical Consciousness**

# Paris Declaration → Helsingor Declaration

- **In order to respond to the Paris calls for action we must:**
  - Develop new educational tools and resources
  - Support reforms , tuning ,and adaptation of official curricula and examination frameworks.
  - Create and foster networks of dialogue and cooperation.

# Paris Declaration → Helsingor Declaration

- **In order to do this we need:**
  - More student-centred education on identity, opinion-making and information in the digital age.
  - A pedagogy of cooperation and quality.
  - History education that reflects diversity.

# European History education today

## Curricula

### **Aims :**

Critical thinking, citizenship-building, democracy, tolerance, diversity

### **Final, official examinations:**

Centrally set, written ,  
focusing on reproduction of textbook facts,  
mostly about wars, politics, and men

**= *Mismatch between aims and examination frameworks***

# Danish history education practice

## Curriculum

### Aims :

Critical thinking, citizenship-building, democracy, tolerance, diversity

### Final, official examinations:

Locally set, oral ,

focusing on the aims above, by presenting, arguing, and discussing

Gymnasium/lycée *Topics* taught in a dialogue between the present and the past:

*Cultural encounters, Identities, Migration, Democracies, The Middle East*

**= An attempt to match aims and examination frameworks**

# Paris Declaration → Helsingor Declaration

**‘Our exams have to reflect  
daily life in the classroom  
and  
daily life in the classroom has to reflect  
(daily) life in society.’**

**Minister for Education in Denmark, 2009,  
Bertel Haarder**

**(BBC News, Wednesday, November 4, 2009)**

# The Paris Declaration and Responsible History Education

‘...to reinforce the role of education in promoting citizenship and the common values of freedom, tolerance and non-discrimination, strengthening social cohesion and helping young people become responsible, open-minded and active members of our diverse and inclusive society.’

‘... (By) encountering other histories and others’ narratives that may contradict your own version,  
new information and insight will influence your attitudes.  
This is ... also the approach that may promote tolerance.’

**History education can contribute in significant ways  
to the prevention of radicalisation**

# Paris Declaration → Helsingor Declaration

## Recommendations to the CULT Committee:

- Propose to the European Commission to simplify Erasmus+ mobility rules that prevent educators from taking the initiatives to develop professionally.
- Promote usage of Erasmus+ KA3 and Horizon2020 instruments as mechanisms that bring practice and policy together.
- Foster the House of European History as a facilitator of historical dialogue on migration and diversity in member states.
- Consult the Lifelong Learning Platform on the role of education vis-à-vis the security-agenda.
- Collaborate closely with Council of Europe and UN bodies in existing frameworks, such as 'Education for Democratic Citizenship/Human Rights Education' and 'Education for Global Citizenship'
- Consider that investment in education is long-term and does not yield quick results.



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