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EUROCLIO 27TH ANNUAL CONFERENCE
CONTROVERSY AND
DISAGREEMENT IN THE
CLASSROOM
A professional development course for history educators
10 - 14 NOVEMBER 2020 | BELGRADE, SERBIA
DRAFT PROGRAMME



Version 27 March 2020

Note for Participants

Dear Participant,

As you might already know, in order to face the recent Covid we have postponed the Annual Conference from its original dates (31 March to 4 April 2020) to the Fall 2020: the new conference dates will be 10 to 14 November 2020.

Below, you can see the draft programme for the new Annual Conference.

We are striving to ensure that the new programme is as close as possible to the original programme. In the programme below, you can see both sessions to be confirmed (**in yellow**) and the sessions that have already been confirmed (**in purple**).

We will update the programme every week.

We are looking forward to meeting you in Belgrade!

Best Regards,

The Conference team.

Monday 9 November

All Day	Arrivals
15:00	Pre-registration
15:30	“Underground Belgrade” tour – to be confirmed
19:00	Intercultural Dinner and Icebreaker Activities @Horizon

BRING SOMETHING, TRY SOMETHING!

Participants are invited to **bring a snack, sweets, or a beverage that is typical of their country or region.** You will be able to leave your contribution to the Intercultural Dinner at the registration table during pre-registration, or to give it to staff members at 18:30 (at the registration table).

Tuesday 10 November

08:15 Registration of Participants

09:00 **Official Opening**

@Atrium

Words of welcome from Steven Stegers, EuroClio Executive Director

Words of welcome from Lidija Šuica, Education for the 21st Century

Words of welcome from Aleksandar Todosijević, Udi – Serbian History Teachers' Association

Words of welcome from Miodrag Popovic, Director of the Tourist Organisation of Belgrade

09:45 **Keynote Lecture on Dealing with Controversy and Polarisation in the Classroom, Maarten van Alstein, Flemish Peace Institute**

@Atrium

Why is it important that we learn to disagree with each other? How can we teach young people to disagree in a democratic and peaceful manner? Starting from concrete cases in classroom practice, the key note lecture will build on empirical research, democratic theory and insights from conflict transformation to make a case for conceptualizing the school as a laboratory for democracy. In this view, the school is seen as a place where students – through a wide diversity of methods ranging from dialogue to artistic practice – can explore their differences in a constructive manner.

11:00 Coffee Break

11:30 **Project Presentations – projects to be confirmed**

@Atrium

12:30 Lunch

14:00 **Teaching Challenges in Learning to Disagree, Alice Modena, EuroClio**

@Atrium

In this session, the Learning to Disagree team will introduce the findings of the Needs Assessment that was carried out by the Georg Eckert Institute within the Learning to Disagree project.

14:20 **Learning to Disagree in Serbia, Marko and Lidija Šuica, Education for the 21st Century**

@Atrium

In this session, Marko and Lidija, who represent the Serbian partner in the Learning to Disagree project, will introduce the Serbian context in which the project unfolds. Focusing on controversies from a Serbian perspective, participants will acquire a better understanding of dialogues, debates and discussions in the Serbian history classroom, in preparation to the School Visits.

16:00

Coffee Break

16:30

Workshops round 1

Adopt a monument, Marjan de Groot-Reuvekamp

@Belgrade

By adopting a monument or war grave and organizing a commemoration thousands of children in the Netherlands are annually involved in the (local / regional) history of the Second World War, the tradition of commemoration and associated rituals. With the teaching materials of 'Adopt a monument' they explore the story of the monument, they reflect upon the importance of commemorating and celebrating and they design their own commemoration.

In this workshop we will explore the materials of 'Adopt a monument' and work with philosophical questions to stimulate a dialogue.

The workshop focuses on primary school, however the materials can also be used in lower secondary schools.

Controversial Street Names in Serbia, Lidia Suiča, Education for the 21st Century

@Forum

The activity deals with changing the names of streets in Belgrade. It will be a combination of reading information and understanding, based on historical data and legislative documentation. The objective of the activity is understanding democratic procedures in decision-making and respecting the cultural heritage.

Graphic Novel as Educational Concept In Teaching About the Holocaust, Miško Stanišić, Terraforming

@Club M

During this workshop, participants will be introduced to Ester. Ester is a collection of novels and a teaching material, available online, its most important feature being a series of dramatized and illustrated stories about the Jewish victims killed in the Concentration Camp Semlin (Judenlager Semlin) at the Belgrade fairground area (known also as Sajmište) in the beginning of 1942.

The novels focus on young victims and their families, their pre-war lives, and their lives under the German occupation and during the Holocaust. The stories are based on true historical events and the people who experienced them. Ester graphic novels were created as a reconstruction and dramatization of history based on available fragments of personal stories, keeping in mind a certain target and age group.

Taking this approach, while keeping historical events and facts as central in the stories, we placed the main focus on the human aspects, feelings, and thoughts of the main characters, with the aim of engaging students on a different level by creating a purposeful tool for teaching and learning about the Holocaust.

Workshop 4 to be confirmed
[@Horizon](#)

Workshop 5 to be confirmed
[@Dijalog](#)

Workshop 6 to be confirmed
[@Atrium](#)

19:00 **Dinner**
[@Hotel Restaurant](#)

20:30 **Game Night**
[@Horizon](#)

SHARE YOUR FAVORITE HISTORY BOARD GAME WITH YOUR COLLEAGUES

EuroClio presents the first Annual Conference Game Night. Do you know of a fun, informative, engaging history-related board/cards game? Then, bring it to the Annual Conference. During the game night, challenge your colleagues, teach them how to play, and learn about new fun ways to tackle history.

If you would like to bring a game, or to suggest the EuroClio Secretariat one to bring, please reach out to charlotte@euroclio.eu. We will make sure to have the rules of the game printed in English, and to reserve a table for your game.

Wednesday 11 November

All Morning School Visits

Group A: Visit to the Third Belgrade Gymnasium

Group B: Visit to the Fourteenth Belgrade Gymnasium

Group C: Visit to the Experimental elementary school Valadislav Ribnikar

Group D: Visit to Faculty of Philosophy – University of Belgrade

All groups will depart at 09:00 from Hotel M.

13:00 Lunch

**14:00 Session on when history becomes personal, speakers to be confirmed
@Atrium**

Sometimes, topics tackled during history lessons become personal to the teacher or students. This often happens with controversial or sensitive topics, especially when related to events that are close to us or our families. During this session, participants will have the possibility to share their practical approaches to handling this situation.

15:30 Coffee Break

16:00 Workshops round 2

**In Europe Schools, Marian Heesen and Odette Toeset, VPRO
@Horizon**

During this workshop, Marian and Odette will introduce the toolkits on the themes of “How should we deal with migration?” and “How should we deal with the difficult past?” developed for the project In Europe Schools.

**Postwar dilemmas, Jakub Mańczak and Anna Brojer, Pilecki Institute
@Atrium**

Workshop deals with different topics connected with themes of conference. It shows, how radically borders of post-war Poland were changed and how it affected polish citizens. It shows how many polish citizens were expelled out of their homes during the war and met the end of the war on exile (and the reasons they stayed abroad or got back). Finally, it shows how personal fates were shaped by extremely complex political situation - two governments claiming their right to legal representation of the nation, Red Army occupation of polish territories, falsifying elections by communist and persecution of agrarian movement and all opposition. All those complex matters raise disagreement in classroom. We trying to "defuse"

the controversial topic by placing participants in shoes of different historical characters to show their motivations and situation.

On the Road - working on the topic of refugees with the help of short films, Juke Fluitsma, Amnesty International – to be confirmed

@Belgrade

Amnesty International has created different interactive lesson materials in English on the topic of human rights and migrants and refugees especially for secondary school teachers. In all of these materials, story-telling through short films plays a pivotal role. The assignments in the material evoke empathy and invite students to reflect on what it is like to leave your country and having to start all over again.

How to use the House of European History online resources to create a lesson plan on Conflict?, Laurence Bragard, House of European History – to be confirmed

@Club M

Many reasons can bring individuals and groups into confrontation with each other. At the same time, there are things we cannot achieve without others. This workshop will explore dynamics of war and peace. It highlights how Europe today is largely the result of both a history of war, occupation and destruction, and a history of solidarity, negotiation, and reconciliation.

Do not hesitate to give me your feedback about this.

Baltic way and communication, Stereotype and identity, and Nobel peace prize for the EU will be tackled during the workshop.

“Keep calm and...”: The power of creating humorous and relatable history memes in the classroom, Nena Mocnik, Université de Cergy-Pontoise/ Université Paris – Seine – to be confirmed

@Forum

The workshop is inspired by the pilot version that was delivered by Tea Sindbaek and Tippe Esner in Denmark in 2019 in the frame of AgainNeverAgain project funded by European Commission, and the upscaling in Bosnia Herzegovina (2019). While the pilot project addressed histories of mass murder and genocide in relation to processes of othering and dehumanization of today; the second one dealt with the controversies related to the collective memory of the 1990s wars in the divided classroom in Mostar. The facilitator will first introduce the general idea of the tool and the two different, yet both controversial and emotionally loaded contexts where the tool has been tested. Participants will be then introduced hands-on to the “internet meme” as a concept or idea expressed through pictures, gifs, symbols, words, or anything else that is relevant to the creator of the meme and the audience they are sharing it with. By making their own memes, participants will be able to explore in what way this tool requires critical positioning toward the topic; releases creativity and fosters empathy but is at the same time fun, entertaining and engaging method, particularly close to the needs of today’s digital generations. Furthermore, participants will learn how the tool of memes and the

method of learning by creating memes allows to explore the ways of translating the controversial historical events through humor and by constructive confrontation of conflicting emotions, images and media.

Agreement and Disagreement: Teaching the Cold War to International Students, Stefania Gargioni, International School of Prague - to be confirmed

[@Idea](#)

The workshop aims to present an enquiry (a circle of lessons) focused on the Cold War. The enquiry is based on the IGCSE Cambridge syllabus and a particular focus on Cold War in Czech Republic, the location of the international school I teach. Due to the various nationalities of my students, the lessons aim to help students to discuss Cold War by unpacking all the elements concerned with their own national perspective.

19:00

Dinner

[@Hotel Restaurant](#)

20:30

Movie Screening: “Three Promises”

[@Atrium](#)

Thursday 02 April

All Day

On-site learning

OPTION A: KRAGUJEVAC MEMORIAL PARK

Kragujevac Memorial Park, also known as Šumarice Memorial Park is the site near Kragujevac, Serbia of the execution of an estimated 2,800 men and boys of the town by the German occupation forces on October 21, 1941, during World War II (Kragujevac massacre). Among the dead were hundreds of high school students. Monuments within the park include the monument to the murdered schoolchildren and their teachers (the "Interrupted Flight" monument) and many others. At the entrance to Šumarice Memorial Park there is a museum facility, called "Museum October 21st" which houses documents, relics/artifacts, a library and artwork related to the Kragujevac Massacre.

During this visit, participants will visit the Memorial Park, the nearby city of Kragujevac, and the Mausoleum of the Serbian Royal Family in Topola.

This group will leave at 08:00 from the Hotel. Return is expected at around 18:00.

OPTION B: WALKING TOUR OF BELGRADE CITY CENTER

The Belgrade city center walking tour will focus on the cultural heritage of the city from the Kingdom to the Social Federative Republic of Yugoslavia. In particular, it will focus on the different perspectives and narratives that are connected to street names, monuments, and buildings. Participants to the tour will have the opportunity to reflect on contested identity, connotation or legacy of the selected examples of cultural heritage. The tour will start from the Old Court, and then cover the Tašmajdan park (Quarry Park), the Church of St. Mark and the TV station building that was destroyed during the NATO bombing of Belgrade in 1999. On the way to the Square of the Republic, in the very center of the city, we will walk the Svetogorska street (Street of Holy mount Athos), which through history changed name several times. The final stop of the tour is the Square of the Republic as a historical space with its monuments and main cultural buildings (National theatre, National museum, etc.). From that point participants of the Annual conference could either visit National museum or further investigate the walking distance area (medieval citadel and park Kalemegdan, Cathedral church of St. Archangel Michael, Residence of Princess Ljubica from 19 th century, „Question mark“ as the oldest tavern from 19 th century, Bajrakli mosque from 16 th century). The distance from the starting to the ending point is ca. 3 km.

This group will leave at 09:00 from the Hotel. Return is expected at around 17:00.

OPTION C: EXPLORING JEWISH BELGRADE IN THE FOOTSTEPS OF THE KALEF FAMILY

With Centropa's Serbian coordinator Jelena Krucicanin, participants will explore Belgrade in the footsteps of the Kalef family : they will visit several places in **Dorcol (Belgrade's Jewish**

district) connected to 20th century Jewish life in Belgrade, and to the story of the Kalef family in particular. Using the Centropa Kalef walking tour, they will read excerpts from the Centropa interviews with Matilda and Breda Kalef, two Jewish Holocaust survivors. Through these personal stories of one of Belgrade's oldest Jewish families, participants will learn more about what happened to the Jews of Belgrade during World War II.

Together with a professional tour guide, participants will also visit the **Jewish cemetery**, where they will be introduced to the general Sephardic Jewish history in Serbia;

we will end the excursion at **Staro Sajmiste** (Old Fairground), which today is an urban neighborhood of Belgrade, but during World War II, this used to be the site of a concentration camp („Judenlager Semlin“) where thousands of Serbian Jews - including members of the Kalef family - but also non-Jewish Serbian prisoners were detained and killed.

This group will leave at 09:00 from the Hotel.

19:00

Free evening in Belgrade

Friday 03 April

09:00 **Historiana Plenary Session**

@Atrium

During this session, participants will be introduced to the latest development of the eLearning environment historiana.eu, including the Variety of Viewpoints.

10:00 **Plenary Workshop on Assessment, Anthony Malone and Majella Dempsey, Maynooth University**

@Atrium

During this plenary workshop, participants will discuss and try out a variety of assessment methods.

11:15 Coffee Break

11:45 **Workshops round 3**

Conceptualizing multiperspectivity in history education, Bjorn Wansink, Utrecht University

@Dijalog

Multiperspectivity is popular term, but what exactly is meant with it remains often unclear. In this workshop we will explore the concept of multiperspectivity. Issues that we will address are: what does multiperspectivity means in terms of temporality, how can we understand multiperspectivity psychologically, what are moral, political and epistemological limits of multiperspectivity, what are design principles for teaching multiperspectivity in history, what perspectives do teachers address in the classroom?

In this interactive workshop we explore these theoretical issues and we will try to make them practical. Several models and activities will be proposed to understand this complex concept better.

Contested Histories in Public Spaces, Marie-Louise Ryback-Jensen, Institute for Historical Justice and Reconciliation, and Steven Stegers EuroClio

@Horizon

Borders in Europe and controversies about them, Ute Ackermann Boeros (Workshop to be confirmed)

@Dijalog

Workshop 4 to be confirmed

@Forum

Workshop 5 to be confirmed

@Belgrade

Workshop 6 to be confirmed

@Belgrade

13:15 Lunch

14:30 **Discussion tables on ‘What is Quality History Education? – do history educators agree?’**

@Atrium

During this session, participants will discuss what are the main features of quality history education, and how can EuroClio strive to promote them in its everyday work. The results of the discussion tables will feed into the revision of the EuroClio Manifesto.

The specific topics of the discussion tables will be confirmed soon.

15:30 **Plenary Session with Memorial de la Shoah**

16:00 Coffee Break

16:30 **Workshops round 4**

Using stories of the past to teach students about its complexity (I), Helen Snelson, Mount School York – to be confirmed

@Idea

The workshop will be focusing on using a variety of stories of people's lives to teach about the complexity of the past. The workshop will exemplify the strategy by using a collection of stories from the years 1989-2000 that have been collected from across the continent. By engaging with real people's memories, students can compare their similarities and differences and draw conclusions about what causes these. They can contrast the history in their textbooks with the remembered past and consider what makes for historical significance. We will draw out the broad principles from the specific example and consider how teachers can use the same approach with other topics and how they can gather their own collection of stories.

Using stories of the past to teach students about its complexity (II), Gentian Dedja, Albanian History Teachers' Association – to be confirmed

@Dialogue

Nowadays, students are influenced by the media and mostly from the hate spread among the people of different nationalities, colors, race, religious etc.

In this context history can help students not only learning about the events and facts, but to evaluate their citizen values of actual society. During this workshop participants will be introduced to different practices based on bringing historical figures and investigates them comparing not only in their historical contribution, but also the perception in different countries.

The historical roots of Islamophobia: when and where, Juan Carlos Ocaña, IES Parque de Lisboa – to be confirmed

@Horizon

Teachers should bring to the classroom one of the most pressing political problems in current Europe: the growing influence of extremism that leads or could lead to violence among European youth. Two main problems jeopardizes open and democratic European societies: Jihadist terrorism and radical right movements. Both social and political phenomena mutually feedback. The workshop will offer information and learning activities that can enable history and citizenship teachers to confront this issue.

Using object biographies to foster curiosity and show the complexity of the past, Elisabete Pereira, Instituto de História Contemporânea, New University of Lisbon; University of Évora – to be confirmed

@Belgrade

The workshop will explain the strategy dealing with Europe beyond nationalism through the example of science. Science can bring people of different nationalities and ideologies together. Scientists cooperate despite political regimes; it is not political beliefs that determine relationships and connections of scientific work. The workshop explains, how to use scientific museum objects to teach history. The objects will be questioned and analyzed, which should lead to contextualization and understanding of the environment in which the object was used and the role of people.

History of/in/by/for the city. Using commemorative practices to teach that history is a constructed narrative, Joanna Wojdon, University of Wrocław – to be confirmed

@Forum

During the workshop, Joanna Wojdon will explain the idea behind the strategy of “Using commemorative practices to teach that history is a constructed narrative”. This strategy is focused on analyzing and deconstructing commemorative practices, such as “path of history”, historical plaques, monuments and inscriptions, street names etc. in order to determine what message(s) they carry, by whom and to whom they are formulated, whom and whose interest they serve and who is excluded, and possibly why. In addition, these commemorative practices are changing over time (e.g. how street names changed, what plaques were added, removed or renovated), in order to develop understanding that history in the public space is constructed and re-constructed for various reasons.

When you live in the borderland, workshop facilitated by EUscreen – to be confirmed

@Atrium

During our workshop participants will be invited to create ... you know what?... it will actually depend on you and your choices. It might be a cartoon, a short animation, sketchnote, e-gallery or just a poster. It is up to you. We want to use the opportunity to test with you newly developed different tools created to facilitate a discussion on what it is like to live on the border of nations, states, communities and from time to time face the identity question. Even if you don't want to. We will work with resource collection that was inspired by 3 short videos created as part of an international "In Between?" project. They incorporate local narratives as well as visual and audio documentation of research using the oral history method gathered in three different European locations - Mostar, Catalonia and the Polish-Lithuanian border. By making use of visual media, archival and new, the students will be able to make sense of and look critically at often complicated topics, such identity, mobility, and conflict. And also search for similarities of lives between people who have never met because they lived in different places and different times by a different borders.

The interactive learning activities and tools largely based on archival content coming from the EUscreen and Europeana collections are being developed as part of the (Re)Viewing European Stories project. It is an educational pilot coordinated by the EUscreen Foundation and the European Network Remembrance and Solidarity (ENRS) and funded by the Evens Foundation and supported by EUROCLIO. It aims to encourage and promote historical critical thinking among high school students and teachers.

Where is Europe?, Igor Jovanović and Vedran Ristić, HUNP – Croatian Association of History Educators – to be confirmed

@Club M

19:00 Dinner
20:30 Pub Quiz

CHALLENGE YOUR COLLEAGUES AND FIND OUT IF YOU HAVE WHAT IT TAKES TO BE THE NEXT PUB QUIZ CHAMPION

The Pub Quiz tradition continues. After an exciting Pub Quiz in Gdansk, Poland – featuring among other topics Pop Culture, knowledge of EuroClio, and knowledge of the history of Poland – you are invited to get together in carefully constructed teams and to challenge your peers with six new rounds of questions.

Who will be the next Pub Quiz champion? Join us on to find out!

Saturday 04 April

09:00

Interactive session on the Balkan Region – to be confirmed

@Atrium

In this session, participants will be introduced to the topic of controversy and disagreement in history education in the Balkan region.

10:30

Coffee Break

11:00

Workshops round 5

The limits of multiple perspectives: Building resilience to hate online, and Nicole Fournier-Sylvester and Katie O'Brian, Global Centre for Pluralism

@Horizon

Including divergent viewpoints is essential for pluralism - i.e. respect for diversity - to thrive. However, should limits be placed on some perspectives? The context in which many youth form ideas about identity is increasingly digital. As such, education programs should include tools to critically navigate online knowledge sources. In this workshop, participants will unpack the assumptions behind expressions of identity that do not respect difference (e.g., white nationalism or radical religious supremacy) or that use violence as a means of expression. Through interactive group work, participants will learn about digital safety, digital resilience and digital leadership and identify the logical fallacies most commonly used by hate groups online. This will allow them in turn to return to the classroom and help young people build resilience to hate speech and develop critical and historical thinking skills, while exploring issues around digital safety and inclusion.

How to teach and learn about reliable research to foster a good future for our society, Katharina Miller, Path2Integrity Project

@Belgrade

Path2Integrity has been designing learning cards to argue in favour of reliable research results and responsible research secondary school students, students as well as (future) researchers. These units are student-centred and use a dialogical approach, with role-playing and storytelling to foster trust in research. According to the statement by the ALLEA Permanent Working Group on Science and Ethics (2013), and “in view of recent events and debates, education in research ethics needs to be strengthened to ensure trust and confidence in scientific research.” Furthermore, “ALLEA argues in this statement that societies need to set aside or create resources (time, human resources, knowledge banks etc.), so as to ensure that all research is conducted by individuals who have the necessary literacy in ethics.” The learning cards empower its users all over Europe to understand how important such reliable research is, especially how important reliable research for society is.

This project receives funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824488

Using archival material to promote history education, Speaker to be Confirmed, United National International Residual Mechanism for Criminal Tribunals

@Idea

Disagreement through multiperspectivity in practice, Anna Huijgen, DENISE Amsterdam, Maayke de Vries, International School Almere – to be confirmed

@Atrium

History without disagreement would be boring, wouldn't it? Educators are challenged to teach students how to disagree in a respectful way while staying open-minded to new ideas and perspectives. In this workshop Anna Huijgen (DENISE Amsterdam) and Maayke de Vries (International School Almere) will use three approaches or “layers” to teaching disagreements (Wansink et al. 2018): multiperspectivity in the past; multiperspectivity between past and present and multiperspectivity in the present.

Addressing competing historical narratives in a diverse classroom, Gijs van Gaans, Fontys University of Applied Sciences – to be confirmed

@Forum

In diverse classrooms some historical topics can be quite sensitive. Discussing these subjects may sometimes even lead to heated debates, where emotions seem to be more important than sound arguments based on evidence. In some cases the history teacher might be reluctant to address these topics, because he or she doesn't know how to deal with these emotions. This workshop tries to provide tools not only how to understand the emotions, and the narratives

behind them, but also how to make them an explicit element in your classroom while maintaining a safe learning environment.

**Student Engagement with the Cold War: Origins and Course, Jim Diskant,
Historiana Historical Education Team – to be confirmed**

@Dijalog

Using the materials from the Cold War module in Historiana participants will discuss a number of cooperative ways for students to access this material so as to encourage a rich environment of classroom discourse, including a jigsaw, a Socratic seminar, and a debate. While it appears to be indisputable that “by 1947, any hope that the war-time Allies might continue to cooperate in peacetime was unrealistic. Two superpowers had emerged with political, social, economic and ideological systems that were fundamentally at odds, and were now engaged in a struggle for global supremacy”, it is still important for students to assess individual and governmental responsibility, as well as missed opportunities that may have led to other outcomes so that the overarching questions of this workshop are: “Can the responsibility be placed on one side more than the other? If so, why? What other voices could have influenced these developments? What moments were there for different outcomes?”

12:30

Lunch

13:45

Marketplace on Contested Cultural Heritage

@Atrium

Presentations by Marie Louise Ryback-Jensen, Institute for Historical Justice and Reconciliation, and Alessandro Rotta, OSCE – High Commissioner for National Minorities, and other speakers to be confirmed.

During this session, participants will learn about the research that EuroClio and the Institute for Historical Justice and Reconciliation have been doing to study contested histories in public spaces.

Then, they will have the possibility to reflect on how the teaching strategies presented throughout the Annual Conference can be applied to examples of controversial cultural heritage within their local context.

To prepare to this session, participants are asked to bring an image of an example of controversial street names/monuments/buildings in their country.

15:00

Plenary Conclusions and forward looking discussion

@Atrium

20:00

Festive Dinner with Live Music



JOIN US TO DANCE AND CELEBRATE A SUCCESSFUL
27TH ANNUAL CONFERENCE!

During the festive dinner, we will also officially launch the 28th EuroClio Annual Conference (Spring 2021). Stay tuned for more information!