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The European History Network



Tools, Strategies, Responsibilities
**Lifelong Learning
and
History**



Education and Culture DG



Life Long Learning



Creating a New Historical Perspective: EU and the Wider World

CLIOHWORLD

REPORT

II

CLIOHWORLD is supported by the European Commission through the Lifelong Learning Programme of its Directorate General for Education and Culture, as an Erasmus Academic Network for History of European Integration and the European Union in a world perspective. It is formed by 60 partner universities from 30 European countries, and a number of Associate Partners including the International Students of History Association.

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Tools, Strategies, Responsibilities

Lifelong Learning and History

in Higher Education



Education and Culture DG

Lifelong Learning Programme

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Contents

Introduction

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1

Lifelong Learning Strategies

European Union and European Integration History

5

World and Global History

7

ICT in History

8

Enhancing EU-Turkey Dialogue

8

Regional and Transnational History

10

Examples of Good and Interesting Practice

Adult/Mature Learners

11

Local History

11

National Language and Culture

12

Developing a Shared Historical Culture for Minority Groups
and Host Societies

13

Secondary School Teachers

13

Working Students

15

Police, Secret Service and Security Officials

17

Initiatives for the Third Age

17

Other Special Needs

19

Persons with Drug Addiction Issues

19

General Public

20

Radio Broadcasts

20

Television

21

Public Lectures

23

Civic Education

23

Children

24

Children's Universities

24

Little Dragon Mu

25

Introduction

Since the late 1980s, Erasmus has been the European Commission's key programme regarding higher education – universities, their students and their teachers, what they learn and what they teach. After the 'Socrates' era, it now forms part of the broader Lifelong Learning programme. This is not by chance, and it is not only a consequence of changes in the educational policies of the European Commission. That is its most immediate and evident context, but it is also part of an ongoing process of re-conceptualisation and development of the roles and responsibilities of universities in society.

Today it is not enough for higher education institutions to focus on their traditional tasks of *Bildung*, preparing each new cohort of young people for a future profession, in programmes lasting a fixed number of years and leading to a specific academic degree.

On the one hand, a major process of reorganisation and convergence has taken place, in the names of transparency, relevance and quality. This has come about thanks to ECTS and its tools, to the Bologna Process and the emergence of the European Higher Education Area, to the university-driven Tuning Process with its insistence on student-centred competence based learning – and to the insight, resourcefulness and hard work of all concerned, from Ministries to academics, administrators and students. The results are before our eyes: it is now possible for universities to organise both their mobility and their regular programmes in a shared and clearly understood way in all the 47 Bologna signatory countries.

On the other hand, this very process, by placing the student decisively at the centre of programme planning and delivery, has created new ways of thinking and new tools for facilitating other less traditional kinds of learning. Universities are now engaged in looking beyond their existing roles, and are invited to take up new functions in a wide social context.

Society in the 21st century requires education to become a continuous self-driven and creative process of exploration and acquisition of new competences and understanding. Fortunately the tools and methodologies developed for enhancing 'traditional' studies for the 'traditional' full-time student are also suitable for developing the role of universities in other directions as well. A lifelong learning perspective means offering paths for the proactive development of learning for people of all ages and ranks of life. Obviously universities will continue to focus on certain age groups – young and mature adults – but they are also invited to extend their activities, coordinating and expanding their offer towards new categories of learners, such as adolescents and children, usually in cooperation with schools, but sometimes organising their initiatives autonomously. In addition, universities often cooperate with and support activities for the 'Third Age'.

In this general picture, History has an important place, and those who practice and teach the historian's craft have particular responsibilities. There is an enormous demand for 'History' of various sorts, coming from different sectors of the public. This is evident from the success of television history broadcasts, television channels and historical films, not to speak of popular books and even best sellers, based on more or less imaginative – or even completely fictional – depictions of the past. Local bodies look for glorious historical 'facts' and venues which can be promoted to develop tourism. Cities advertise their museums, monuments and historical landmarks. Politicians both scrupulously and, more often, unscrupulously, use particular ideas and interpretations about the national or local past to generate visceral feelings of adhesion or revulsion with respect to individuals, groups and policies.

In other words, there is a strong demand for History, and History – or rather strong ideas about it – play a large role in the organisation of public opinion, the structure and practice of politics and the creation of individual and group identities.

Unfortunately, little of the response to this constant intense and widespread demand comes from professional historians, academics and researchers. In the view of CLIOHWORLD, it is essential that professional historians take seriously their responsibilities to convey a critical, balanced and documented view of the past. In many countries, including most EU member states, we find indications – whether recognised or not – of 'divided memory', of differing ways of narrating the national past which are reciprocally incompatible, and which will demand efforts at reconciliation, not only through establishing 'the facts', but also through the use of the historian's critical mindset, to understand the contexts in which events and processes occurred. In all countries, historians must take up their responsibilities, sharing critical and connected views of the past and bringing them into the public arena.

In other words it is more comfortable for academics to restrict their horizons to the academic and research milieu. In the CLIOHWORLD perspective, however, we believe that what we have found out about how History is used and abused obliges us to make every effort to set the record straight. Or rather to help make it possible for citizens of all ages to share a connected view of history, leading to reciprocal understanding, rather than continuing to cultivate the partial and divisive views of the past on which prejudice, hate and xenophobia are built.

It is not enough for the professional historian and researcher to generate new knowledge and insight: we must also find ways to communicate our insights and our ways of looking at the past to a broad public. To do this we must both observe what we call "historical culture" – the beliefs and broad networks of allusion and meaning which underpin widespread views – and find ways to engage the attention of a broader public and to initiate more effective forms of knowledge transfer. These are two of the key directions in which we believe our activities must develop in the future.

CLIOHWORLD has begun to work in this direction by mapping existing life-long learning initiatives and proposing new strategies and guidelines.

This Report is organised in two parts. The first comprises, in synthetic form, the proposals for Lifelong Learning elaborated by CLIOHWORLD's five Work Groups. These regard, in turn:

- the European Union, its history and that of the integration process
- World and Global History
- the role of ICT in History research, learning and teaching
- development of EU-Turkey dialogue, and of knowledge of the Ottoman Empire and the Republic of Turkey
- Regional and Transnational History.

The second part consists of a series of actual examples of good or interesting practice. These are organised under a series of headings that cover a number of target groups and themes:

Adult/Mature Learners

Local History

National Language and Culture

Developing a Shared Historical Culture for Minority Groups and Host Societies

Secondary School Teachers

Working Students

Policemen, Secret Service and Security Officials

Initiatives for the Third Age

Other Special Needs

Persons with Drug Addiction Issues

General Public

Radio Broadcasts

Television

Public Lectures

Civic Education

Children

Children's Universities

Little Dragon Mu

It has proven interesting and rewarding to work in a Lifelong Learning perspective. Amongst the CLIOHWORLD partners several universities and colleagues have substantial experience in this area. Other universities and individuals have until now been less engaged in this direction. We hope that the perspectives and experiences contained in this Report will be useful and inspiring for all.

Ann Katherine Isaacs
University of Pisa

Guðmundur Hálfðanarson
University of Iceland, Reykjavik

Lifelong Learning Strategies

EUROPEAN UNION AND EUROPEAN INTEGRATION HISTORY

With its numerous and intense implications in everyone's daily life it is hard to find a subject with more impact in contemporary societies than the history of the EU and European Integration. History of European Integration and of the European Union is therefore not a question only related to history students or future history professionals, but one that arouses interest and curiosity in general. Without going any further, within a scope of 27 countries, people are no longer just French, German or Greek. We are all, simultaneously, members of a larger – and continuously expanding – entity: the European Union. In the process of shaping our new identities it is essential to provide citizens of all ages and in numerous different contexts with opportunities to increase their knowledge and understanding of a complex process as well as to encourage openness towards this changing world.

Promoting broad and transversal teaching and learning strategies on History of European Integration and of the European Union will lead to thoughtful, well-informed and active citizens, socially committed to sustaining integration and social cohesion. Amongst many other skills it will:

1. increase the critical understanding of Europe's past, present and future and its role in the wider world;
2. enable individuals at all stages of their lives to pursue opportunities across Europe, promoting mobility;
3. help to go beyond the narrow national point of view, breaking out of the common "one-way perception";
4. improve awareness, respect and appreciation of diversity and multiculturalism;
5. increase awareness of, and respect for points of view deriving from other national or cultural backgrounds;
6. promote a deeper understanding of political or religious conflicts, migration movements, minorities, etc.;
7. enable citizens to find the way through a huge amount of information, frequently contradictory;
8. to be aware and critical about the way information is used depending on the context.

In this strategy universities have a major role not only regarding their usual targets, students of the first, second and third cycles, but also in reaching out to a much broader audience: this means planning open access for anyone who might be interested. The first step is to identify the potential publics interested in studying the history of European integration and of the European Union. The second step is to understand their demands and needs, matching the different requests of different learners according to their ages, background, levels of skill and responsibility. In this sense the major challenge is to design courses tailored to the target groups.

Regarding the first step one can easily identify large groups to whom to address specific courses and/or materials based on their ages and/or on their particular profiles:

- Children
- Young adults
- Mature students
- Third age students
- Secondary school students
- First cycle, second cycle and third cycle (of non-history programmes)
- History teachers in secondary education
- Migrant communities
- Minority communities
- Civil servants (from the cultural sector; foreign and frontier affairs)
- Journalists
- Lawyers, economists or diplomats
- General public

Beyond the formal learning settings such as the usual seminars, lectures, independent and guided study, Lifelong Learning courses should emphasise teamwork, fieldwork and practical approaches in general. In the particular case of history of European integration and of the European Union, oral history can and should play a major role because one way or the other we are all actors in these historical process.

To reach a broader public classes should as much as possible occur within a flexible calendar such as evening seminars, free courses, summer courses, intensive or part-

time courses within or outside traditional spheres of education such as schools and universities. So the idea of an “Academic Inn” – academic discussions in an informal atmosphere – or the use of games can be useful for learning activities dealing with the history of European integration and the European Union. At the same time Lifelong Learning strategies regarding history of European integration and of the European Union have to exploit the potential of ICT and its key role although naturally taking into account the different ways in which individuals interact with digital technologies at different stages of life. Beyond boosting distance learning/e-learning, the use of Word Wide Web resources is of great help with regard to this particular subject, especially for teaching and learning in a non-formal setting. In fact, one can access online a huge amount of quality and targeted materials, many of them provided by the European Commission and translated into all members’ languages. Amongst many others we indicate the Jacques Delors European Information Centre: eurocid portal (<http://www.eurocid.pt>) is a good example, offering completely different materials to many different sorts of publics.

WORLD AND GLOBAL HISTORY

IMPORTANCE FOR LIFELONG LEARNING

In a world characterized by ever increasing levels of globalization, the insights of World and Global History are becoming ever more relevant. Thus World and Global History has become of fundamental relevance for non-history students and others not destined to become professional historians.

Strategies for LLL in World and Global History can be both formal and informal but we believe it is opportune to establish them as a form of cooperation in the already opened processes of promoting citizens’ skills with respect to World and Global History knowledge, this is to say in the conviction that there exist diversities and specific views of historical world realities or global interconnections depending on different sociopolitical cultures and periods or even on different geographical areas. In order to fulfil this cooperation process the CLIOHWORLD Working Group 2 (WG2) has considered sectoral needs and possibilities along citizens’ lives and has transformed them in reference to three main purposes or objectives based on disseminating the content of our reader; *World and Global History: Research and Teaching*, our bibliography of World and Global History, and other teaching and learning materials:

These objectives include:

- The need to question stereotypes in relation with different historical cultures

- To respond to the growing interest in the long-term causes and agents of globalisation
- To promote new, critical and inclusive views of World and Global History

The content of the mentioned reader and mainly its Toolbox section, which includes “Perspectives and World Views and World History in Texts and Maps”, can be translated to different languages and incorporated into the CLIOHWORLD website to be used as a foundation for dialogues organized by civil societies and organizations and also for courses organized by different universities as specific courses to offer to mature students.

LIFELONG LEARNING STRATEGIES

- open university courses (using WG2 materials such as maps and classical texts with introductory texts that group members translate to their own languages and publish online; may be used also by teachers in secondary education)
- special days, courses and/or seminars for history teachers
- volunteer work: lectures of WH/GH for different target groups (e.g. journalists, political decision makers, prison inmates, etc.)
- consultancy work for various research users (policy makers, those in charge of cultural institutions and the like).

ICT IN HISTORY

ICT plays a key role in Lifelong Learning Strategies. It facilitates both formal and informal education and it provides opportunities for the updating of professional knowledge skills in a non-formal setting. It encourages student-centred and interactive learning and the continuing acquisition of skills and knowledge.

In order to fully harness the potential of ICT within the LLL context we must, however, consider the diverse nature of online communities. We need to think carefully about the different ways in which individuals interact with digital technologies at different stages of the life course and create materials and employ methods which correspond to these in a rapidly changing digital world. We must also consider inequalities in access to digital technology.

ENHANCING EU-TURKEY DIALOGUE

Academic historians have both opportunities and obligations in developing Life Long Learning material and courses, introducing the results and insights of their research to the general public. It is impossible, however, to provide a single formula for such Life Long Learning initiatives, aimed at enhancing EU-Turkey dialogue, as they will necessarily vary according to the particular context. The subject of such courses, the content of the teaching material, the depth of the analysis, etc., will vary, reflecting the place of the teaching, the age of the students, their social and educational background. To take one example, the concerns, interest, and preconceptions of potential students are very different in Cyprus from those in Sweden, as the historical relations between these societies and the Ottoman Empire/Turkey have been very different through the centuries. The aim of all such LLL initiative should be the same, however: to make the students aware of the complex and deep interactions between the Ottoman Empire/Turkey and 'Europe' – however defined – in the past, and how the history of modern Turkey and the EU has been interlinked for centuries. This is of particular importance for students living in regions which belonged to the Ottoman Empire in the past, because this history is often glossed over in the national (and nationalist) narratives which inform the great majority of people about their past.

The target groups for such LLL initiatives span the whole spectrum of people, ranging from the young to the mature, from the highly educated to those who have only elementary education. Groups such as school teachers – both in elementary and secondary schools – and journalists should be targeted, because they serve a crucial role in shaping people's visions of history. Prospective tourists, travelling from Turkey to EU countries and vice versa, are also an ideal target group, because 'cultural tourism' is growing in popularity as travelling becomes easier. Finally, we must mention Turkish immigrants in Europe or people of Turkish descent living in the EU, who often learn very little about the history of their country of origin.

Quality criteria for developing EU-Turkish Dialogue

One of the most effective methods of developing the EU-Turkey dialogue is through increasing the students' awareness of the interconnectedness of "Europe" and "Turkey" through the centuries. In essence, this means to question the ways in which historians and the teaching of history has constructed the

“other” as different from – and unrelated to – “us”, and thus either it is ignored or deemed as unessential for the study of EU or Turkish history.

General Criterion:

We recommend that the course unit/module or programme:

- a. emphasize how beliefs and ideologies affect the construction of historical narratives and highlights how perspectives and interpretations stemming from different national and cultural backgrounds influence the study of history.
- b. provide knowledge of European history, including Ottoman/Turkish history, in a comparative perspective.
- c. deal with the interaction (cultural, social, economic, political) between the Ottoman Empire and other European empires in specific chronological periods.
- d. develop awareness of the on-going nature of historical debate and research in European and Ottoman/Turkish history.
- e. highlight how perspectives and interpretations stemming from different national and cultural backgrounds influence EU-Turkish relations.

REGIONAL AND TRANSNATIONAL HISTORY

The CLIOHWORLD Working Group 5 considered that schoolchildren and senior citizens might study changes over the last fifty years in a specific region, with a focus on migrants into a region versus those already there; on memories of regions; and on collecting oral histories, with field trips. This might be organized as follows: three generations of people; inviting people to share memory (including conflicting memory, either of a generational nature, or otherwise) of a particular space, preferably a contested space, and ask them to write about this – its hybrid identity; ask them to address public commemorations relating to it (e.g. how they remembered the Aberfan disaster in Wales, 1966); its memorialization in a commemorative garden; different strategies of commemoration – conflicting commemorations. Also they might consider what grandparents might tell their grandchildren about an event, and likewise what they might tell university teachers about the same event.

This project would also focus on strategies in regard to oral history and public history. Another possibility might be to compile an on-line reader of material illustrating this kind of project.

Examples of good and interesting practice

Adult/mature learners

LOCAL HISTORY

“Ortschronistenseminare” (seminars for local historians): the archive of the province of Salzburg (“Salzburger Landesarchiv”) offers seminars for local historians twice a year. Here basics in the work of historians, especially how to work with local sources, are taught by experts. The idea is to improve the quality of books dealing with local history that are very popular and much appreciated by the public. The topics that are dealt with are reading sources, doing oral history, working with statistical data, information on available sources and many more. During the seminars books that have been published in the last six months are evaluated by academic scholars. The idea is to create an increased awareness of quality in historical research. As the seminar is organized by the archive where the local historians often work for months there is a broad acceptance. More than 30 people come to these seminars regularly. Scholars from university and other academic institutions take part as presenters.

Ewald Hiebl, University of Salzburg, Austria

In the framework of the (now suspended) MA in Regional Histories at University of West England, we developed two modules, which could be taught for two constituencies: the general public with a specific interest in a local or regional history theme and MA students studying modules for their degree. The idea was to combine a stand-alone course with an accredited module.

“Recording Life Histories: Oral History” was taught over two Saturday workshops. While interested non-students had to pay a stand-alone fee for the course, it was part of the package of the MA provision for MA students. MA students did the same work during the workshop, but had to provide a substantial piece of work, including an essay on Oral History as a historical method and technique, and a self-conducted oral history interview followed by a reflective essay about the experience in order to receive the credits for this module.

“Cabot’s Bristol” operated on similar lines: two guided tours through medieval and early modern Bristol were open to the fee-paying public and to MA students. The latter, however, had to supplement these tours by a portfolio of written and assessed coursework.

The idea was to open academia to the general public and also to whet their appetite to embark on an MA.

Initially, the uptake of these modules was good (in both instances in double-figures). The university has now decided that the MA had not recruited the critical mass of fee-paying students, and the MA itself is suspended. The courses, however, are still offered to the general public.

The UK has a long tradition of mature students, and in the past UWE had recruited their MA students among the constituency of retired people with an interest in History and professionals who wanted to add a degree to their qualifications. These students were often part-timers, who were taught in the evenings, to enable them to study while working and/or running a family. This tradition also helps to sharpen the understanding of the tutors for the challenges that part-timers face including the inhibition to return to academic work that they had left a long time ago or never experienced before.

Raingard Eßer, University of West England Bristol, United Kingdom (now at University of Groningen, Netherlands)

NATIONAL LANGUAGES AND CULTURES

Summer courses at Vilnius University are designed to meet various needs. Some courses, such as Yiddish language and literature in Lithuania might answer quite specific needs while the 10 day course on the key features of Lithuanian domestic and foreign policy might be of interest for students with various educational backgrounds. The duration of the courses varies from one to four weeks and though all of them have slightly different requirements they are targeted at both students and those who left universities a long time ago but are still interested in learning. There are courses in Lithuanian language (of different lengths), Russian language (of different lengths), intensive courses in Asian languages and on the European Union; there is a Summer programme in Yiddish. The History Faculty collaborates with the Jewish study centre to organise these courses.

Loreta Skurvydaite, University of Vilnius, Lithuania

Although my husband knew Portugal and was already studying Portuguese before we retired here, I had no knowledge of the language or of the country. A one-month summer course at Coimbra University at beginner level gave me the basics of the language and introduced me to the main elements of Portuguese history and some of the principal sites and monuments. Wishing to improve my language skills, I enrolled in the annual course at intermediate level, which offered eleven hours a week of language, laboratory and conversation. I was surprised to discover that the course also included a total of eight hours a week

of History, Art History and Geography taught in Portuguese at a first-year undergraduate level. These classes were not integrated into the language teaching, but were obviously intended to provide background information on Portuguese culture. They proved very rewarding in themselves, offering the opportunity not only to acquire new knowledge but also to listen to accomplished speakers explaining technical subjects in Portuguese. Largely because of these complementary classes, following the course for a whole year demanded a considerable investment of time and effort, but it proved to be worthwhile. In addition to improving my understanding of the preoccupations and assumptions of the Portuguese people, it brought other unexpected benefits. Being newly retired we had found a certain lack of structure in our daily life, and as expatriates we were cut off from day-to-day social contacts. The experience of “going back to school” provided an intellectual stimulus, a structured working week and the opportunity to make friends. As a result we have acquired not only a reasonable working level of Portuguese and useful information about our environment, but also confidence in our new lives.

Barbara Smith, student in the university of Coimbra's programme on Portuguese language and culture

DEVELOPING A SHARED HISTORICAL CULTURE FOR MINORITY GROUPS AND HOST SOCIETIES

I recently made a public speech on Multilingualism in Turkey. In the foundation of the Turkish Republic, language (Turkish in this case) was considered as one of the main factors uniting the people from many different ethnic backgrounds speaking other languages in the domestic environment. Consequently, it was determined as the official language of Turkey and took place in the constitution. During recent discussions on rights claimed by the citizens of Kurdish origin, the right to education in the mother tongue has been much voiced. During these discussions there were two arguments which mislead common people in the so-called implementation of multilingualism. The first issue was linguistic in nature: many people believed that you can have only one mother tongue and if you use that language you cannot be fluent in any other language; and the second issue was more political: if a country has two or more official languages, people think it is destined to disunite.

Shortly before the elections in June 2011, the question of multilingualism was raised by many parties. In those days, the People's Republican Party was holding a series of lectures for the youth section, so they would go to districts and talk to voters during campaigns. When I was asked to give a lecture on a current problem, I, therefore, chose to speak about multilingualism and various sides of

it. There were 35-40 young people in the audience. Since they represented a political party, they were of different ethnic, gender, educational, and professional backgrounds.

The contents of my speech were as follows. People who are monolingual usually consider that monolingualism is the norm and that others who speak more than one language diverge from the norm. This is specifically valid in the western world where the languages spoken in a country are fewer than in the rest of the world. For that reason, my speech was organized starting from a definition of multilingualism and the roughly estimated number of languages present in the world. Another topic of discussion was the reasons for multilingualism such as imperialism, colonialism, migration, etc. An indirect but important subject regarding multilingualism is endangered languages. The discussion of what happens when people stop speaking a language for a variety of reasons, what we lose if a language becomes extinct, brings a new perspective which in normal, everyday life we do not pay much attention to. Many examples on this subject have been taken from a book titled *Vanishing Voices: the Extinction of the World's Languages* by Suzanne Romaine & Daniel Nettle (2000). This subject brings us to language planning, which is not just linguistic but also a historical and political issue. There is again a misconception regarding which language or variety to choose over the other. Many people think that some languages are “richer” or more “suitable” to be used as an official language or a lingua franca. In this short lecture one of the aims was to raise awareness of people about the potentials of languages in this regard. The language planning activities such as purification of Turkish and the change of alphabet into Latin were discussed in detail.

The final part of the speech presented practices of multilingualism in various parts of the world and concluded that human being are endowed with a language acquisition device which enables them to acquire as many languages as they are exposed to, learning and using the mother tongue is everybody's right. However, one language is not alternative to the other.

The audience contributed with questions and comments. Most of the questions were on human potential regarding multilingualism. There were also questions about different applications in other countries. They have also brought up the reactions against different minority languages providing examples from the Arabic speaking community as opposed to Kurdish speaking community. A summary of this speech has been published in a newspaper.

Hatice Sofu, Çukurova University, Adana, Turkey

SECONDARY SCHOOL TEACHERS

In October 2008 we created an inter-departmental center called CLIC (*Corsi e Laboratori Interculturali per la Cittadinanza* [Intercultural Courses and Seminars for Enhancing Citizenship]). It was based on the Faculty of Humanities. The main objective of the Centre was to stimulate the interaction between the University and the immigrants/foreign citizens in Italy and to enhance knowledge about citizenship in young people/students through LLL courses and other initiatives. The initiative was an answer from the University to the political and civic situation of Italy: the country is now facing many difficulties in accepting and integrating foreigners from outside the EU and similar problems subsist with regard to people born in Italy to immigrant parents. In many schools, those children of immigrants, whom we call the G2 (second generation) form a great portion of the students in each classroom and in many cases there are classes where the majority is formed by G2 students. Thus, secondary school teachers really need to have Lifelong Learning training in order to manage the new situation.

The first step in the CLIC activities was organizing a LLL Course for Secondary School Teacher held in Rome. Forty teachers attended the seminars, starting in October 2009 and ending in June 2010.

The course was organized by CLIC with the cooperation of Associazione Pro-teo Fare Sapere, an Association of School Teachers (affiliated to the CGIL workers' union), recognized by the Italian Ministry of Education to hold formative courses in LLL.

13 meetings were held with the participation of professors from Rome Three University specialized in different field of research. The seminars were focused on the following subjects:

- Introduction to LLL;
- Identity/difference;
- Religion and identity;
- Religion and secularism;
- Cosmopolitanism and localism;
- Global and local;
- Subjects and citizens;
- Public and private;
- Philosophy of translation;
- Multiculturalism and Italian language learning;
- Racism and antiracism.

Each meeting was divided in two parts. In the first one there were face-to-face lectures or speeches by the teacher, whereas the second part was organised as a

seminar, with interaction and direct participation of the secondary school teachers. Each speaker gave the audience a bibliography on the subject, and the material produced by CLIOHnet/CLIOHnet2/CLIOHRES/CLIOHWORLD and available on the website was fruitfully used. The participation of the professors from the University was really enthusiastic and the debates were very lively.

The colleagues who took part of the project as speakers were:

Aureliana Alberici (Lifelong Learning and Adult Education), Marcella Arca (Geography of Landscape and the Environment), Gianfranco Bonola (History of Religions), Anna Bozzo (History of Arabic-Islamic Civilisation), Francesca Brezzi (Philosophy of Religions), Sara Cabibbo (History of Baroque Culture and Society), Michele Capasso (History of Philosophy), Alfonso Celotto (Constitutional Law), Paolo Di Rienzo (Theories and methods of adult learning), Roberto Finelli (History of Philosophy), Ugo Fracassa (Theories of Literature and Cultural Methods), Mara Frascarelli (General Linguistics), Michela Fusaschi (Cultural Anthropology), Dario Ippolito (Common Law), Carla Lo Cicero (Ancient Christian Literature), Giacomo Marraao (Theoretical Philosophy), Carla Masetti (Cartography), Renato Moro (Contemporary History), Franca Orletti (Socio-Linguistics), Carla Noce (History of Ancient Christianity), Catia Papa (Contemporary History), Valentina Petrioli (Geography of Landscape and the Environment), Giovanna Pistorio (Constitutional Law), Francesco Pompeo (Social Anthropology), Gian Luigi Prato (History of Judaism), Annarita Puglielli (General Linguistics), Enrica Rigo (Common Law), Eleonora Sciubba (General Linguistics), Paolino Serreri (Continuing Education), Maria Rosario Stabili (History of Latin America).

This list shows clearly the very multidisciplinary approach of the course. The experience has been greatly appreciated by the school teachers and also by the University and we are now trying to continue this CLIC LLL programme.

Manfredi Merluzzi, University of Rome Three, Italy

WORKING STUDENTS

Part time studies (studies by correspondence) at the Faculty of History. Our faculty has a History programme for daytime and part-time students. Usually part-time students are those who have already graduated, already have work experience and want to continue studies. Some of them never studied History before. Some of them are working in spheres connected to History, museums and cultural heritage and they need to renew their knowledge and have a diploma with certain qualifications. My colleagues and I hold lectures for these students on a regular basis but with separate timetable with respect to regular university classes.

Loreta Skurvydaite, University of Vilnius, Lithuania

POLICE, SECRET SERVICE AND SECURITY OFFICIALS

The Department of History at Uppsala University offers a 7,5 ECTS course in political extremism for the Swedish police, the Secret Service and the Swedish Anti-Persecution Authority. The course was created as a result of a dialogue with the National Police Council and the Department of History. The Council had recognized the need to further educate different categories within the law enforcement personnel in issues concerning political extremism and hate crime. The aim was (and is) to identify, prevent and deal with different kinds of hate crime in a more effective way.

The course deals with the background and history of anti-Semitism, anti-Zionism, Islamophobia, homophobia and racism, and how these kinds of ideas have developed and changed over time. Special emphasis is given to different kinds of extremist organisations, both on the right and the left fringes of the political spectrum, their background, ideas and organizational methods.

The course is now a part of the on-going competence improvement programme for police personnel. The course is given as an evening course running for 15 weeks every autumn and it accepts 20-30 persons as students every year.

György Novaky, University of Uppsala, Sweden

INITIATIVES FOR THE THIRD AGE

Almost every year I participate in courses organised by the 'Senioren Academie': courses for people of 50 years and older. Next year the course is about the growing influence of Asia in the world: my contribution is about regionalisation in Asia in comparison to Europe and Japan, and Asian soft power. In reality, in my experience, this LLL teaching is very similar to the usual way we organise courses in the university: a set of lectures and a seminar that discusses the literature. So far 50 people have signed up for this course. I enjoy doing it: a lot of the students have interesting backgrounds and the debates can be quite lively.

Janny de Jong, University of Groningen, Netherlands

Vilnius University collaborates with the non governmental Third Age University. Teachers of our Faculty several times have held lectures for the students of this university. The Library of Vilnius University organizes free excursions for senior people.

Loreta Skurvydaite, University of Vilnius, Lithuania

In recent years many Spanish and Catalan Universities have promoted different kinds of academic activities for third age people through the so-called *Aules d'Extensió Universitària per a Gent Gran*, AUGG [Mature Peoples' University Extension Classrooms]. The pioneering role in these initiatives was assumed more than 30 years ago by the French sociologist Pierre Velhàs at the University of Toulouse Le Mirail and in Spain by groups of retired people led by the Galician universities. Groups of Catalan retired people soon joined these initiatives and formed some mobile associative units that later made agreements with some Catalan Universities. Since the late 1980s the University of Barcelona has been promoting its AUGG and its development has transformed it into one of the most visible University flagships with nearly 4,000 registered participants, with its Chorus and Theatre Group, with its quarterly magazine and with many different cultural activities such as trips and regular visits to exhibitions.

The AUGG of the University of Barcelona also maintains active institutional relations with the Catalan and the Spanish Confederations of Third Age Peoples' Classrooms – respectively the AFOPA and the CEATE – and with the International Association of Universities of the Third Age – the AIUTA. It is not difficult to relate its impressive networking development with the demographic characteristics of 21st-century society. The increasing numbers of people who retire at the age of 65 on average and in good physical and intellectual shape has created new collective demands that our societies have tried to answer in many different ways. Quite another thing is the qualitative evaluation of the reality of these mature students. The AUGG is the result of the active initiative and sustained work of a group of people who have devoted their efforts to putting together more than ninety full time university professors and lecturers – 90% of the AUGG's teaching staff – and some leading figures from different intellectual areas. The result is an annual programme organised in three History cycles (Medieval, Modern and Contemporary) and frequent weekly talks on Philology, Anthropology, Botany, History of Art, Economy, Law, Medicine, Astronomy, Science History, Journalism, Ethnology and any other contemporary subject of common interest, such as “Today's Social, Economic and Financial Crisis”.

I have experienced this mature people's institution as a professional teacher for more than 10 years, always with talks about a subject defined in more recent times such as historical perspectives on gender equality matters. The whole experience has been gratifying – always dominated by the contagious, enthusiastic atmosphere that these groups of mature students – more than 75% are women – bring to these daily activities. As a result, my talks have always insisted not so much on encyclopaedic knowledge as on widening civic and historical culture with new and critical skills. The results have always been better than I expected

and this is a consequence of the common and active sense of life and desire for collective or individual improvement that these mature students manifest.

Susanna Tavera, University of Barcelona, Spain

Other special needs

PERSONS WITH DRUG ADDICTION ISSUES

Recently I had an important experience teaching World History in a rehabilitation centre for persons addicted to drugs. An agricultural complex transformed exemplarily into a modern center hosting about 60 persons, “Exodus” is situated in a plain, near Larissa, a town in central Greece. In this complex, the persons addicted to drugs live deliberately “imprisoned”, under a central rehabilitating concept which requires them to be busy all day in the fields, in tasks of cleaning, cooking, typing their newspaper, doing carpentry work, and participating in art, literature and history lessons.

When I was asked by the director of this centre if I was willing to offer voluntarily a cycle of World History lessons, I accepted, with a touch of panic: how could I best approach persons whose situation seemed so unknown to me? I decided intuitively to deal with them as normal students and try – maybe harder than usual – to attract their interest and attention in order to be useful to them.

My audience consisted almost exclusively of men, 20-40 years old, both Greeks and immigrants – people who had long lived outside the usual social rules, having lost the joy of life, their dignity, the control of their body and will. For these reasons, I soon decided on the topics of my lessons:

- The agricultural revolution, with the formation of the first villages and cities – and of laws;
- Hinduism with its emphasis on bodily and emotional self control;
- Buddhism with its respect for happiness, in a context of personal fight for inner morality and compassion;
- The European Enlightenment with its search for happiness in a society composed by citizens respecting themselves and one other’s rights and obligations;
- the Bushido code of Japanese samurais with its absolute concept of personal dignity and self control;
- Some biographical cases: Magellan, Captain Cook and Benjamin Franklin, with their devotion to creative and meaningful targets.

The lectures proved to be successful and were very much liked by the audience. When asked why they evaluated the lectures so high, they answered, among other things, that they found fascinating and powerful the simple way these had been

done: a teacher, in front of a big map of the world, without power point and complicated technological support, simply using the mightiest weapon a teacher has: ΛΟΓΟΣ (Greek/ LOGOS), e.g. thoughtful speech, meaningful narration.

Teaching is, I think, a love affair. And as in love, we need during the lesson, teacher and audience, to look into each others' eyes and read each other's lips and expressions – as, I believe, the great teachers in human history, from Confucius and Socrates to Buddha and Jesus Christ, have done. Pictures, music, diagrams can wait to be presented at the end of our lectures, as a revision. Besides, who in our times needs so many pictures? Our students are the generation of pictures. They have seen millions of them in their life. What they are missing, I think, is not pictures but the immediate contact, the power of thinking through others' thoughts and narration. Narration itself creates in our imagination much more powerful pictures – something we all know out of the disappointment, for example, we have so many times felt seeing in a film a story we had previously read in literature or heard told by a gifted narrator.

Teachers are, in my opinion, not information givers; they are, most of all, messengers. With their ΛΟΓΟΣ they offer to their audience not so much knowledge – whose validity is always at stake and its end far beyond any human beings' capacities – but a hand pointing to a human universe. I believe this is what has made, throughout human history, our profession so valuable to human societies.

Maria Efthymiou, University of Athens, Greece

General public

RADIO BROADCASTS

History is a popular topic in Austrian radio, especially in the culture channel "Ö1" (Österreich 1, Austria one). There is a daily (Monday to Friday) history show that deals with one topic in 5 series. Many of the traditional and well established education programmes such as the "Radiokolleg", "Salzburger Nachtstudio" and "Dimensionen" are on historical issues. They reach 40,000 to 70,000 people: that is more than the largest Austrian stadium can host.

Of course dealing with history on the radio is different from writing academic texts or giving lectures in the university. Even for a high level programme such as "Ö1" – and obviously for entertainment programmes – the way of presenting history has to include a certain amount of entertainment. That does not mean fun in this case but using an easy language that evokes pictures in the heads of the listeners, telling stories – not only history, but creating elements of suspense, for example by contrasting different views of historians with regard to historical

issues. Often it is useful to work with music and sounds in order to make the story that is told more lively.

Normally there is not much feedback on my radio features, except those dealing with contemporary Austrian history, migration and integration and the European Union. This shows how contested these topics are. For example the civil war in Austria in 1934 is still an important topic that divides the memories of the two major Austrian political parties, the Social Democrats (SPÖ) and the Christian-Conservatives (ÖVP).

Ewald Hiebl, University of Salzburg, Austria

“Būtovės slėpiniai” (“Mysteries of Existence”) was a TV programme, an intellectual game show with fiction elements and historical/factual material, hosted by the two renowned professional historians, professor Edvardas Gudavičius and professor Alfredas Bumblauskas.

The TV programme was shown from 1993 to 2004. It had a great impact on understanding of history and helped to fight old nationalistic and other stereotypes. Unfortunately stereotypes are not easy to break down. This programme was and still is used in history teaching and is considered to be the first and so far the only successful example of visual historiography in the Lithuanian context. The authors of this programme, professor E. Gudavičius and professor A. Bumblauskas were working at the Faculty of History in Vilnius University. Professor A. Bumblauskas is still working, and professor E. Gudavičius has already retired. Both authors were awarded with National Lithuanian Prize for this programme in 1998.

Loreta Skurvydaite, University of Vilnius, Lithuania

TELEVISION

It is widely known that public history is an efficient way advertising scientific history produced in Universities or Institutions and Research Centres. There are a lot of different tools used for public history such as books, DVDs, television shows, radio presentations etc. One of the most effective of them is the use of TV channels. The famous historical series on BBC, the History Channel and many documentaries on National Geographic Channel are only some examples of the success using mass media to reach large groups of people.

In Greece 2011 a big production on the Greek War of Independence (1821) was broadcast on one of private national TV stations (SKAI Channel). It was a production of eight one-hour episodes followed by a one hour discussion with

experts, mostly historians. More than 700,000 viewers watched the production every week. For Greece, it was certainly a great success for the TV station.

From the very beginning, though, a strong reaction against the production spread over the country. The reason was that, according to the scenario, the domination of the Greek peninsula by the Ottoman Turks was not just a period of constant pain and slavery, but also as a time of peaceful coexistence at least in some cases and areas. Additionally, the continuity of the modern Greek nation was challenged by the historians who worked as advisors and was presented as a cultural rather than a racial continuity, shaped namely in the era of the European and Greek Enlightenment. Some right wing political parties, part of the Greek Church and hundreds of anonymous blogs on Internet started a vast campaign against the production. The production team received hundreds of mails with insults and threats. A small demonstration by opponents of the film was even organized every week outside the studio.

On the other hand there was also strong support for the film from the Greek historical community, teacher's associations, journalists and many social groups. On Internet a vote by supporters of the film gathered more than 3.500 followers in a day.

So, the question is why was there such a big discussion for a film? It is true that most of the opinions expressed in the film were well known and have been taught in Greek Universities for the last three decades. There was nothing really new or shocking, as a famous Greek historian wrote in a leading newspaper. But it is also true and shocking that professional historians, universities and experts are not the only mediators between historical knowledge and the community. Hundreds of social groups, blogs on Internet dedicated to history, ambitious amateur journalists linked with political parties write, shape and reshape their own version of history. History is definitely a good product for the market. The more glorious the Greek historical past you create, the more success you have.

But as time passes (the production finished several months ago), it is encouraging to see that I still receive some emails from people who want to express their support. As someone wrote to me, at least now all the Greeks will know what happened in 1821. I can say that there is a big distance between our realities, the expert's reality, and what people believe about the past. Despite of some discomfort during the last months, I strongly believe it is our task to participate in high standards initiatives like the one I mentioned. I insist that people need more time to understand the dimensions of a complex past, but eventually most of them can distinguish quality from the rubbish. All of us very well know that this debate is not really about the past. It is mainly about the future.

Iakovos Michailidis, University of Thessaloniki, Greece

PUBLIC LECTURES

Five years ago I started as a volunteer activity to teach World History to broader audiences than University students. Until now, more than 1500 persons have attended these lectures (which, usually, form a cycle of 14-16 lectures of three hours each). I usually give these lectures in different Communities and Cultural Centres in Athens and other cities of Greece, but, my experiences among the prisoners and drug addicted persons are by far the most significant (although, for them, the cycle of lectures was shorter than the usual one).

The cycle of these lessons normally consists of

- two lessons on the deep history of the human species: our nomadic past as food gatherers and hunters, the simple society without significant hierarchy society those groups had; the formation of languages, of the groups of languages and their dissemination through the centuries and millennia.
- two lessons on the Agricultural Revolution: when and where this Revolution happened – or did not happen – worldwide; what were the main foods cultivated in each macro-region (wheat, rice, corn etc.); the much more complicated societies that were then created; the invention of writing; the administration of the new societies; their new economic and cultural achievements.
- five lessons on the great religions (Hinduism/ Buddhism/ Confucianism/ Taoism/ Zen/ Zoroastrianism/ Judaism/ Christianity/ Islam): their central beliefs and developments; their schisms; their geography and demography in time; the mentalities they produce.
- five to seven lessons on the basic historical facts concerning India, China, Japan, Russia, Western Europe and Americas.

Through the History of the above regions and countries as well as through the history of religions, I have the opportunity to speak about parts of the History of Africa and Australia as well.

Maria Efthimiou, University of Athens, Greece

CIVIC EDUCATION

The master-programme in “Politische Bildung” (civic education) started in 2009 at the University of Linz and was very popular from the beginning. Now nearly 200 students attend the courses. They cover all age groups and various professional backgrounds: people from 21 to 70, students, teachers, politicians, policemen, public officers, businessmen and others. It is noteworthy that civic education in Austria is closely linked to history as in the secondary school both

subjects are combined as “history and civic education”. In addition contemporary history is an essential part in discussions about civic education, especially the debates about Austrian contemporary history, for example on National Socialism, political violence in the First Republic and the creation of a cooperation of Chambers, especially the Chamber of Commerce and the Chamber of Labour, as the “Sozialpartnerschaft” (social partnership) that is seen as a typical way to solve problems in a consensual way.

Ewald Hiebl, University of Salzburg, Austria

Children

“CHILDREN’S UNIVERSITIES”, “CHILDREN’S CITIES”

Vilnius University has organized school for children from 8 to 12 years old since 2009. There are winter (January-February) and summer (May-June) semesters. Five lessons are organized each semester. Each faculty can propose teachers for this university. Teachers from our Faculty teachers participate each semester. Children receive a diploma.

Loreta Skurvydaite, University of Vilnius, Lithuania

Normally in July every 2 years there is a “Kinderuniversität” (children’s university) at Salzburg University that lasts for four days. Scholars from university give courses. There are courses on Ancient History and on daily life in medieval times, especially of knights and peasants. The latter is offered by the Department of German Language. The children’s university is held in the lecture halls of the university.

A second project in which the University of Salzburg is involved as a partner is the “Kinderstadt” (children’s city) that exists in the first two weeks of the summer holidays (second and third week in July). It is situated in the Icing Hall and the surrounding park. Here the children (from 7 to 14 years) organize their own city with a town hall, a mayor that is elected, their own currency, jobs, an office for the unemployment, a TV-channel, a museum, a university and many more institutions. Children “work” for these institutions and get paid. They can spend their money for a boat trip or the hairdresser. This project is seen as entertainment but also as a kind of civic education. Especially the work for the museum and the university has a historical dimension. Adults are present to supervise the project but the decisions are taken by the children. Adults are allowed to visit the children’s city for half an hour, they get a visa from the children for this.

Ewald Hiebl, University of Salzburg, Austria

Little Dragon Mu

A number of initiatives have been based on our history book for children, *The First Book of Little Dragon Mu. Mu Visits Europe*, authored by Ann Katherine Isaacs and illustrated by Ursula Joell Mathers. The book contains a CD which gives the text in 36 languages. Both the story itself and its availability in so many languages has made it very effective for conveying the central message that the history we learn in school constitutes a fundamental part of our personal and collective identity, and that people coming from other countries have different understandings of the past. The hero of the book is the prototypical immigrant who finds himself in a human, linguistic and even architectural environment which he does not understand.

In October 2008, the French version of the Mu book was made into a DVD with original music, and used as the basis for one sector of the History booth, organised by CLIOHRES and CLIOHWORLD, of the French Ministry for Research's key event for the French presidency of the EU, the Ville Européenne des Sciences. In the "Citadelle de l'Histoire", part of the walls were panelled with illustrations from the Mu books, and children and adolescents could watch the DVD which was streamed continuously while listening to the music, or else they could sing along with Wim Kratsborn, of the Hanze University, Groningen, who had created a medley of songs called "The Mu Mix". This initiative was extremely successful: in three days more than 2000 children and young people met Mu, and on the second day – held in the Grand Palais – Dragon Mu was designated mascot of the entire event.

Wim Kratsborn has used Little Dragon Mu widely as a means of reaching children and young people, making them feel less isolated, and to help them get in touch with their feelings. He has used theatricals in Riga to help young people understand their situation if their parents have had to leave the country for economic reasons. Little Dragon Mu has been used in several lifelong learning projects funded by the European Commission, such as "To-Gather. European Multiple Identity Project" and "MCI: Multicultural Identities". For example, in the context of the 'To-gather' project, we find that on 3 September 2010, in the "Route Identity, step 1 | Age group 3-6", a "The Story of Mu" event was held. This is described as follows: "Little Dragon Mu visits Europe, where he has some problems in integrating. In the end, he is respected as a migrant with his own history and culture".

Katherine Isaacs has used the book in elementary school settings. In the case of the public elementary school of Ghezzano, Pisa, the Mu personage and book were used in a particularly well-structured way. The initiative was taken by the teachers of two classes, and some of the parents. The proposal was to develop

a series of activities based on the Mu story in order to enhance the children's understanding of diversity and their empathy towards others. The teachers first had the children read the book, in the Italian version, and discuss it. They made posters and drawings of Mu, his family and his story. The roles of Mu, his mother and father, his teachers and his European classmates were assigned to the various children. They acted out the story and afterward discussed their feelings.

After this work had been accomplished (over the period of two months), a date was set for meeting the author, who was invited to come to the school. The children prepared a list of questions in order to carry out an interview. The author organised some new activities. First the children listened to the Mu music, trying to hear the themes linked to each character, and to identify the emotional turning points in Mu's experience. Then each child was given a postcard of Mu, and a blank booklet, where he/she was invited to write a new Mu story (*The Second Book of Little Dragon Mu*), telling where Mu went and what he did. The nearly 60 new Mu booklets that resulted from this exercise gave interesting insights into how the story had been understood by each child, and into his/her fears and aspirations – as well as giving evidence of his or her level of information about geography and other countries.

Copies of the book have been given to immigrant families of Kurdish, Ivory Coast and Nepalese background to read to their children. The book has been passed around from one family to another, and even mailed to friends in abroad – as a temporary loan. All this seems to indicate that the book is useful for its intended purposes.

The book has also been published in Greece in the Greek language version.

Publications of the CLIOHWORLD Erasmus Academic Network

BOOKS

1. *Developing EU-Turkey Dialogue. A CLIOHWORLDReader*, Guðmundur Hálfðanarson, Hatice Sofu eds., Pisa 2010; second revised and expanded edition, Pisa 2011.
2. *Multiculturalism in Historical Perspective* (CLIOHWORLD-ISHA Reader I), Francesco Malfatti ed., Pisa 2009.
3. *Being a Historian. Opportunities and Responsibilities, Past and Present* (CLIOHWORLD-ISHA Reader II), Sven Mörsdorf ed., Pisa 2010.
4. *East and West. Bridging the Differences* (CLIOHWORLD-ISHA Reader III), Vedran Bileta, Anita Buhin eds., Pisa 2011.
5. *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs ed., Pisa 2011; second revised and expanded edition, *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs, Ewald Heibl, Luisa Trindade eds., Pisa 2011
6. *Myths, Heroes, Gender and Identities* (CLIOHWORLD-ISHA Reader IV), Aureliana Popa, Bogdan Rentea eds., Pisa 2011.
7. *World and Global History. Research and Teaching. A CLIOHWORLD Reader*, Seija Jalagin, Susanna Tavera, Andrew Dilleys eds., Pisa 2011, revised edition Pisa 2011.
8. *Regional and Regional and Transnational History in Europe. A CLIOHWORLD Reader*, Steven G. Ellis, Iakovos Michailidis, eds., Pisa 2011
9. *Guidelines and References Points for Learning and Teaching in the Areas of History of European Integration and of the European Union, World and Global History, e-Learning and Digitisation in History, Developing EU-Turkey Dialogue, Regional and Transnational History* (CLIOHWORLD Guide 1), Pisa 2011, second revised edition, Pisa 2011.

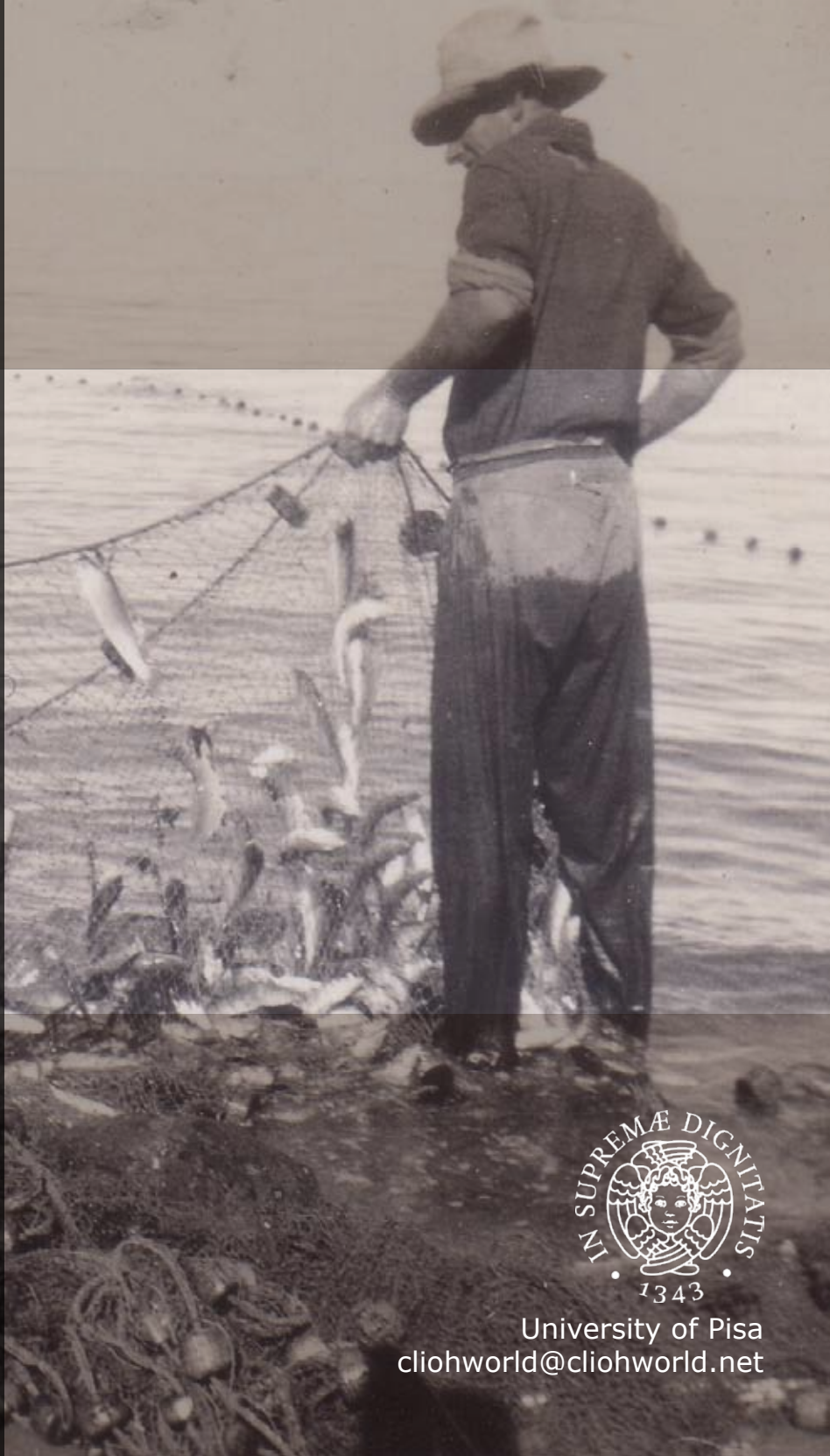
All the above are available in book form and for free download from www.clioeworld.net

Other Readers, reports, and learning/teaching tools are available in electronic form only and can be downloaded freely from the CLIOHWORLD website.

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