**Z. Fynn-Morten Heckert**

**Sesioni përmbyllës: Reflektime dhe udhëzime për të ardhmen**

I would like to offer some reflections and summary like and summarize the main points that were raised during the seminar. In terms of content to a bit digest the very rich program and insights that we had yesterday and this morning. So first of all of course we are very pleased and its very important initiative to enhance the teaching about the communist past and also the repression that it entailed practically and to build an educational program on the side of the Authority is a very valuable task. That can enrich the informal education of citizens but also the formal education of students and contribute to the democratic competences and democratic education and culture in the country. So to summarize the main point I think we heard besides learning about the political history of the establishment and the evolution of the communist regime.

It’s very important to also provide a human dimension of the everyday life in communism and to offer a micro perspective which is important actually for several reason so it’s not only this is for example a very good way to make students relate better to the history to increase the interest because when we talk about everyday life and the perspective of ordinary people let’s say it is less distant. History becomes less distant appears less distant than when the focus is ex exclusively laid of course on the political dimension and history is connected to political figures, leaders and geopolitical developments and part of this is of course also all to look into the different experiences that people had in this time gender different age groups the children for example of people to that time family affiliations and consequences of political orientations and actions also before the communist past for example maybe here very interesting to shed light on in the teaching and here of course there. The perspective of the persecuted is also very important and a key element which to make the citizens and the learners familiar with the repression and the concrete consequences of such actions not only on a macro level on society level and in terms of the how it kind of stabilized the regime and the grab to power but also to see how this really affected the persons directly in their everyday life which they will find are parse not too much different to their own lives and to see also the consequences it has for their personal lives this allows them to also understand more on an emotional level. What this kind of repression did to the people and to relate to such histories to strengthen their commitment also to oppose to totalitarian tendencies in society and to be active citizens promoting democracy and participating as active citizens but how can we do. This a mix of online and offline format is probably some good solutions as we heard also during the seminar today. So interviews with survivors can keep the stories alive of survivors of such repression and this is especially important in an environment where of course these citizens become older and will not be available life in future for an indefinite time so joining forces with civil society organizations here could be of course also key and to benefit from the rich work that has been done for example that as we heard from QUO. Also by introducing besides the files, personal stories of survivors is an important counter pole because it while the files have the perpetrator perspective and thus you kind of read of histories of the person well through the lenses of the security well through the lenses of the semi which kind of objectifies well the persons who were dealt with this actually gives back the agency also to the survivors and to the people persecuted by the regime and thus makes them the subjects of their own histories. Besides this developing education games can be an engaging way for students to understand the perspective of the prosecutors, the dilemmas, they face in a life-threatening environment actually and here it might be valuable to also think of the format so we saw that creating smaller mobile phone based games for example might be valuable to provide a wider access to such games. It’s also less budget intents to develop such games and when they’re shorter also easier to integrate in the teaching.

Third it of course important to prepare educational materials tailor to the needs of the students and also here different age groups and their needs are to be taken into consideration here we heard for example that for younger students and learner’s symbols might for example working with symbols rather than for example historical photos that might be more disturbing can be more appropriate way to familiarize with the topic without psychologically straining their too much for we heard that. The construction or the reconstruction of memorial sites is a very important aspect and it can be done in several ways for example of course physically but we saw also for example from the Berliner example that you can also do digital reconstructions of sub spaces and also integrate for example files except files survivor test testimonies in this to really create a rich and engaging environment for the learners and of course here it’s important as we heard. It’s not always the case to also put the perspective of the survivors of the victims in focus of such remembrance without assuming the role of the perpetrators here filed trips to such or the integration of such reconstructed models can be very valuable endeavors to pursue to teach these histories. Five we need activities that need to be designed in ways that they activate their critical thinking so learners shall be given the different materials and sources based on state of the art research international and national to be able to confront different sources different narratives and to be able to together with their teachers actually come to a balanced ad well informed conclusion regarding the topic and here of course active learning is a very important point. That giving the learners the kind of the agency to educate themselves of course with the guidance of the teachers as research also show that this is very engaging way to foster the critical thinking skills of the learners and by doing this of course it also strengthens their resilience to manipulations to of such histories for perhaps other agendas which may also serve not the most democratic agendas. So six it is also important to understand the European dimension of such histories. So to understand that is similarities but also differences if one looks in other countries of Europe for instance and also to benefit of course from the rich expertise of other such projects and teaching agendas in other countries and to closely cooperate with such organizations which are experienced in the filed as all here it was practically well. It was practiced during this seminar already and I would very much ask and encourage all stakeholders also who are connected online internationals to stay available for cooperations. In all of this it is also it might be worthwhile not only to portray the persecuted as passive victims but also to speak about resistance and resilience to stress their agency which helps to actually humanize them and foster identification with identification with the victims and survivors and gives tem also back a piece of dignity let’s say which was taken by of course dehumanizing them objectifying them and persecuting them.

Last but not least it is important to train the teachers accordingly in such ways that they are capable of engaging in this journey let’s say with the students which if one focuses critical thinking the outcomes are not always certain in the classroom discussions and teachers need to be prepared to engage in a meaningful manner in such topics and to put the learners in the focus of such teaching. Here of course the cooperation with not only with international organizations but also with teacher training, institute are of course key to such endeavors and last but not least it’s again to stress the need to cooperate with the white coalition of stakeholders also in the country so as we heard also. The role of media can be very important and we heard also from the Slovene experience that radio formats on a regular level could be perhaps something that could be a way to kind of in an interesting way to portray those histories and discussions to a broader audience that might perhaps not actively pursue museum visits or similar kinds of educations activities and I think with this I would like to pass it over to Mrs. Sula chairwoman.