**Znj. Urszula Bijoś**

**“Qasja e represionit në regjimet totaliatre në klasën e historisë – Pedagogji dhe Praktika”**

Good afternoon! Hello from Warsaw. Thank you very much for introducing me. Thank you very much also Mr. Morten Heckert for you really interesting presentation and thank you very much our Albanian partners for inviting us to take part in this panel. There’s a large group of teachers from Albania who’s follow our activity and we are very happy about it. Actually I would like to start from the chart to you know to keep your attention. I’ve been introduced as a project coordinator of the high story lessons online platform and this is the platform with teaching resources for history teachers and we recently led a survey in which we’re trying to research our target group. It wasn’t a big one but like 80 people took part and firstly we asked them which of the following topics you would need more resources to use to while working with the students and as you can see the replay which gained the like big majority of the votes it was about totalitarian regimes and I think it is a good news for us here in the room taking part in this seminar that there is a really there’s a need for the resources related to the totalitarian regimes. What I will talk about during the short presentation firstly I would like to talk about different approaches practiced by the ENRS our institution European Network Remembrance and Solidarity. Towards addressing repression under totalitarian regimes within the classroom and why this is important and secondly I’ll present are ready to use resources for teachers and educators which are available online.

Just few words about the ENRS so we are European Network so network of countries which are Poland, Germany, Hungary, Slovakia and Romania. Those are the countries marked in yellow but also the countries marked in blue those are our observer countries but also we are working with a lot of different institution across to Europe so you can see them on the slide and our activity focuses on the educational projects or but also projects who are designed for the academics. Actually we’ve got two traveling exhibitions which are travelling across the Europe and I think if you are into educational projects I’ll briefly speaker about the project which is called sound in the silence. This is a project in which students from different European countries they meet in one of the memory places and they have a workshop with artists and they prepare their final performance. This is the methodology which is used here is called history for art and next year 2024 we will meet in Romania in one of the memory places in Romania. So if you’re working with students or teachers you can stay tuned you can look for the application which will be available in February on our website and the next invitation already is that our like one of our most important project it’s called European remembrance symposium and next year we’ll meet actually in worse. So the topic of the conference it’s will be commemorating and narrating freedom and our goal is to meet to exchange our experiences about memory culture so that’s already an invitation. I already mentioned high story lessons website. You can see the address of the website here and these website is available in seven languages which are polish, English, German, Slovak, Czech, Romanian and Hungarian and with this project we are proposing ready to use teaching resources. We are involving historians to prepare them but also teachers we’re really to trying to give the floor to the teachers themselves for example they are speakers during the webinars so when they are testing some teaching resources they can show them already to other teachers they can speak how they used our teaching resources in practice and I’ll present briefly four approaches we are using in our daily work.

First one it would be the speaking about the memory culture. Here on the background you can see a photo of a pin with a black ribbon. This is the symbol. We are using to commemorate 23rd of august which is date for victims of the totalitarian regimes and we believed that using important days such as 23 August or 27th of January which is day of remembrance for the Holocaust. It made be the opportunity to raise selected topics and for example to in schools to speak about them only briefly we know that because might all it might be starting point for teacher a date within the school year but it won’t solve everything but of course the teachers they can propose the follow-up activities to the students after the day of commemoration. That’s what we proposed for the international day of Remember of the Holodomor which took place on 25th November so we prepared an essay presentation and lesson plan and because of the 90th anniversary of the Holodomor. So the great famine in Ukraine in 193 to 1933 why we believe that speaking about the Holodomor war. Was important first of all we would like to honor all the victims of the Holodomor but also we believed that the knowledge about the famine suffered gives us an in insight into the systematic and state organized violence. So students they can discover the state stages which led to the genocide and then learn how to recognize the symptoms of how the country is systematically falling into the totalitarian regime and to observe what’s going on around them and obviously the reason was that like during the times of the ongoing war we wanted to pay attention to the Ukraine history. So that’s why we proposed the presentation in which students can find the photos of the memory places like map short description and the aim is to young people to learn to analyze the public in which they’re living to know to see the memory places around them and secondly this approach might be more suitable for younger students because here you don’t need to show the historical photos which are very drastic for the photos from the great famine but they can learn through the symbols for example symbol of the wheat which is important for the Ukraine culture and for the great famine. The second approach is individual stories. I think it’s like very common for this 20 centuries history for the 23rd of Augustus we are producing a short spot, short video in which we are bringing back memory of one person for example last year it was Boris Romanchenko who was the Holocaust survivor and he died being 96 old, in March in Donetsk caused by the Russian invasion. Or for example the story of Elzbieta Ficowska. I think you can just discover her story through our traveling exhibition between life and death is very inspiring but I will move to the third approach which is critical thinking. I know during the seminar you spoke a lot about it here in the slide you can see the examples of titles of the lessons plan and article related to fighting disinformation. So you can see that it might help students to track biased informations and which influence the history of the 20th century so you can see historical fallacies in Nazi propaganda or in the communist propaganda so it equips the learners with tools to fight with this information in the historical context and here on the slide again you can see a chart from the survey. I already spoke about so we might see that encouraging critical thinking is the think which is very important for the teachers and that’s why we want to provide them with teaching resources. That’s why we also developed a lesson plan which is called 90 years of hiding the truth because we would want to show the Holodomor the great famine. As an example of the long-standing disinformation campaign and here students they can compare two press recalls about the great famine. There’s one journalist who saying that the great famine happened that their people dying in the soviet Ukraine which was called Garett Johns you might know them because it was very famous movie about him and another one who is called Walter Duranti who’s saying that it’s not true that of course there’s hunger but it’s not deadly for people and students they might took two press releases about the event and they can compare it and think for themselves which one is more reliable. Of course they can also analyze the soviet propaganda poster and answer the question whether it’s reliable or not. The last one fourth approach I called different sources materials we are just try to provide students with different source materials like propaganda poster, tweets, book covers, interviews and so on of course to developer student skills in analyzing various historical sources we know that it’s difficult for teachers. We’ve seen I read also the report of the observatory of teaching history that people there are claiming that using teaching resources materials is very important but they’re not very much actually always into using them but I think that we just cannot give up on providing people with source materials and it might be difficult to use it might be a long but maybe there are ways to show it in the interesting way in the classroom to.

You can see information about us the in the screen and my email so we are very much encouraging you to stay in touch. Thank you very much!