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Learning from the past: History, citizenship, and European Values

Person in charge	Hugo Verkest
Time frame	4 th February 2021 – 31 st December 2023
Capacity	6 persons
Description	This working group seeks to enhance the understanding of the relationship between history and citizenship education in developing the understanding, identification and adoption of European values by young people. History education can play a critical role in shaping the understanding of young people of current political, cultural and social challenges facing Europe. The role and influence of history powerfully shapes debates about identity, diversity, immigration, and democracy. The so-called 'history wars', which are a feature of political and public life in all European countries, have proven polarising and divisive. The working group will undertake comparative research to analyse how and in what ways the teaching of history and citizenship education in schools, colleges, and higher education institutions is designed and delivered. It will explore how the concept of 'learning from the past' can support and enhance the critical knowledge and skills to inform a shared identity amongst young people based on common European values.
Specialisation	political science, psychology, pedagogy, sociology, history
Methodology	A mixed methods approach will be adopted by the working group, who will work with the group leader to create an innovative research framework to deliver the aims and objectives.
Tasks	The working group will establish the schedule of work. As part of this process, they will identify a range of tasks to be undertaken.
Work plan	The WG work plan will be collectively created by its members after the group is established.
Outputs	The working group will establish the dissemination strategies to be adopted, including the identification of appropriate outputs. These will include meeting the outputs identified in the Network application.
Rationale	The working group will provide an important contribution to the overarching aims and objectives of the network. It will respond to the overarching ambition of the Network, to develop understanding of challenges to European values from populism, religious fundamentalism, anti immigration sentiment and other forms of discrimination, and their impact on particular groups of children and young people in different national contexts. It will do this by collating an evidential base from academic, government and civil society research that will inform best practice and identify gaps where policy and practice has not been successful. The working group will engage in a process of collective transnational learning through an exploration of the relationship and intersections between history and citizenship education in informing common values which can be articulated within European education systems. This will inform both pedagogical design and delivery, and policy-making with regards to youth democratic socialisation.

NOTES & REMARKS