

Denise Bentrovato, Secretary

Dr Denise Bentrovato (Ph.D. History) is the co-director of the African Association for History Education (AHE-Afrika) as well as a researcher and extraordinary lecturer in history education in the Department of Humanities Education at the University of Pretoria. Currently, she is also a research fellow in the History Department at the University of Leuven and a visiting Assistant Professor in the Department of History and Social Sciences at the Institut Supérieur Pédagogique de Goma in eastern Congo. Her research combines an interest in history education, memory politics and identity formation, and primarily focuses on post-colonial and post-conflict societies in Africa, including Rwanda, Burundi, DR Congo, South Africa, Zimbabwe, Liberia and Sierra Leone. An important part of her work centres on examining educational responses to historical wrongs within the framework of nation-building and transitional justice processes. Throughout her career, she has worked both in academia and for international organisations and NGOs in Africa and Europe, including UNESCO.

Recent publications:

- 1) D. Bentrovato & K. Van Nieuwenhuyse, "Confronting 'Dark' Colonial Pasts: A Historical Analysis of Practices of Representation in Belgian and Congolese Schools, 1945-2015," *Paedagogica Historica*, (2019) 1-28.
- 2) D. Bentrovato, "'Decolonizing the Mind'? Historiographical Perspectives on Modern Imperialism and Colonialism in Zimbabwean Post-Colonial History Textbooks (1980s-Present Day)," K. Van Nieuwenhuyse & J. Pires Valentim (eds.), *The Colonial Past in History Textbooks: Historical and Social Psychological Perspectives* (Charlotte, NC: Information Age Publishing, 2018), pp. 177-197.
- 3) D. Bentrovato, "Teaching History under Dictatorship: The Politics of Textbooks and the Legitimation of Authority in Mobutu's Zaire," B. Bevernage & N. Wouters (eds.), *The Palgrave Handbook of State-Sponsored History after 1945* (Houndmills, UK: Palgrave MacMillan, 2018), pp. 307-321.
- 4) D. Bentrovato, "Beyond Transitional Justice: Evaluating School Outreach Programmes and Educational Materials in Post-War Rwanda and Sierra Leone," C. Ramírez-Barat & M. Schulze (eds.), *Transitional Justice and Education: Engaging Children and Youth in Justice and Peacebuilding through Educational Media, Curricula and Outreach* (Göttingen: V&R Unipress, 2018), pp. 67-94.
- 5) D. Bentrovato & J. Wassermann, "Mediating Transitional Justice: South Africa's TRC in History Textbooks and the Implications for Peace," *Global Change, Peace & Security*, 30(3) (2018) 335-351.