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## A Key Pending Issue. Teachers' Opinions on Terrorism and Education

### Abstract

This article presents the results of a survey on terrorism and education given to Spanish secondary school teachers. The analysis concludes that, although most teachers recognise the importance of addressing terrorism in the classroom, its treatment remains insufficient and uneven. Among the reasons are curricular deficiencies, gaps in textbooks, lack of knowledge of specific teaching resources, and structural obstacles such as content overload and lack of time, especially in upper secondary school. Teaching experience shows that the topic is usually addressed indirectly and occasionally, but it also highlights its great potential for developing skills such as fostering critical citizenship.

**Keywords:** terrorism, secondary education, teachers, Spain

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## 1. Introduction

Terrorism is a controversial topic. It is so, first, because it has caused enormous suffering: nearly 1.500 people have been killed in Spain between 1960 and the present, and more than 5.000 were injured (Fernández Soldevilla, 2021). Second, because it generates strong polarization among democrats regarding how to address it, especially in relation to the management of its remembrance and its transformation into public memory. This disparity of narratives, produced by institutions such as the Memorial Center for the Victims of Terrorism, linked to the central administration, or Gogora, the Memory Institute dependent on the Basque Government, has repercussions in schools (Mota Zurdo, 2022). Finally, although it is a historical process that is practically closed, it remains recent in time and maintains pending issues, among which justice stands out, with numerous unsolved murder cases (Domínguez & Jiménez, 2023), and education.

Naturally, there are other controversial topics, such as the Civil War or Francoism, which must also be addressed in the educational sphere. We have resources that allow us to tackle them with guarantees (Ministry of Education, 2020), and the difficulties they pose should not dissuade us, but rather become an incentive. Education for peace does not teach to hide conflicts, but rather, precisely, to manage them democratically.

Like the episodes mentioned above, terrorism has been an element of utmost importance in our recent past. Its teaching does not imply only the learning of historical contents, but also the promotion of civic values and the delegitimization of the use of violence as a political instrument. Finally, there is a duty of memory toward the victims that education cannot ignore.

To date, the treatment of terrorism in classrooms is insufficient (López Romo & Rodríguez Fouz, 2026). First, it is absent or scarcely developed in educational curricula, both at the national and regional levels, unlike other periods and historical topics that do receive broader treatment. Second, textbooks address it superficially. In addition, the use of testimony as a pedagogical tool is not widespread, with reticences persisting (Gutiérrez-Pinell & Delgado-Algarra, 2025: 21). There is a lack of greater promotion of field trips, such as visits to places of memory or the carrying out of educational projects around them. Nevertheless, if this topic has not yet been implemented with the depth it deserves, it will be; it is a matter of time.

Throughout the following pages, we will address these issues in greater detail based on teachers' perceptions. Before delving into the matter, it is worth emphasizing the human dimension. The victims and survivors are still among us with their demands for memory, truth, dignity, and justice. Reading their accounts is healing (Jiménez, 2023): it allows empathizing with their suffering, contributing to non-repetition, forming critical citizens, and becoming aware that we have not always known how to defend those whose rights have been violated, not even from the educational sphere.

In a testimony given before students in February 2025, Alberto Muñagorri, who was mutilated by the explosion of an ETA backpack bomb in Rentería when he was 10 years old, stated:

In the school where I was, there was no difference in treatment [after the attack]. To give you an idea, it was an academy that was on the upper floor. I went with crutches. I had to climb the stairs. There was little sensitivity in general, but there was little sensitivity toward a victim of terrorism and toward a person with a disability as well. When I moved to 6th, 7th, and 8th of EGB, since I was a bit of a rascal, I didn't like studying much, they put me at the back. There was no teacher who said to me "Alberto, sit in front" [besides a leg, he had lost the vision in one eye]. Or in physical education class they told me, "well, if you can't, don't do it, stay in class". I said, "no, I want to do what my other classmates do". No teacher ever said to me, "hey Alberto, how are you? do you feel okay? do you have memories of what happened to you?" Never, never. In high school it was a bit more problematic because it was a high school controlled by the abertzale left where I had to see banners and such continuously (...). I think that in education, as in society, there were many shortcomings. I think that in that regard it has improved. Teachers are better prepared (...). In those times I don't know if it was that they didn't know how to handle it or we were insensitive or we didn't want to get involved, but I didn't feel that embrace from the educational world<sup>1</sup>.

In March 2025, Naiara Zamarreño, daughter of the PP councilor in Rentería Manuel Zamarreño, assassinated by ETA in 1998, shared her testimony with a group of schoolchildren from Álava. This is how she remembered the period after the attack:

Only silence reigned in our house. There were no laughs, no arguments. That's how we spent the months, even the years, I would say. In silence. I went to high school and still had to endure classmates shouting "gora ETA" at me every time they passed by my side when going up and down the stairs, or putting pamphlets from Ynestrillas, who was a leader of the extreme right (...). And I always in silence. My response was always silence, because I had already suffered enough to get into controversies (...). I have felt rejected in my town for many years (...). I have been working in that high school for two years. And I remember that the first time I entered not through where the kids enter, but through the teachers' door, an immense flashback came to me of those years when every Friday there were demonstrations. I voted in favor [of the abertzale left strikes] because I was afraid to disassociate myself. Images came to me of when they shouted at me in the hallways<sup>2</sup>.

1 Testimony of Alberto Muñagorri, 02/21/2025. Archive of the Memorial Center for the Victims of Terrorism.

2 Testimony of Naiara Zamarreño at the Memorial Center for the Victims of Terrorism, 03/27/2025. <https://www.youtube.com/watch?v=BfdTr8cMevc&t=4228s> (accessed: 12/26/2025).

The harassment did not end with the assassination. Often, families who remained in Euskadi had to face double victimization, derived from the contempt and hostility of their surroundings. Deep down, they were perceived as exogenous elements, to be excised from the community. The testimony of Adei Carrasco, son of Isaías Carrasco – former socialist councilor in Mondragón assassinated by ETA in 2008 – about the atmosphere in his school, is particularly illustrative in this regard: “They bullied me every day for being Isaías’s son (...). I really ended up very alone”. Besides making comments justifying the attack against his father, they made up a song about him. “It was something related to my mother. They messed with her and sang it quite often. Even in class... And the teacher said nothing”. His mother adds: “I saw that Adei was also not well because of an *andereño* [teacher]. One day, after a meeting with her, I told my son why he did those things that the *andereño* said. And he answered me: ‘Ama, you don’t realize that she hates me. That she hates me...’” (González, 2023).

We conclude this selection of quotes with the words of Vanessa Vélez de Pablos, PP councilor in Andoain, a town near San Sebastián, in the early 2000s: “I had to stop going to class at the university. I studied on my own with the notes I could get. I remember that the Econometrics professor, who was ‘from the movement,’ came out during the exam to ask my bodyguard who he was with” (cit. in López Romo, 2019: 165).

What we have just read prompts several reflections:

- 1) The four testimonies come from victims of ETA and their surroundings in Gipuzkoa, the province with the greatest weight of radical abertzalismo. They coincide in denouncing the social abandonment they have suffered, which adds to the pain directly derived from the attacks. There, part of the teaching staff, according to the reiteration of critical voices, has shown indifference and even greater closeness toward the perpetrators than toward the victims.
- 2) These problems have extended practically until the present, as illustrated by Adei Carrasco’s harsh account. Therefore, there remains a pending task of delegitimizing terrorism that affects society in general and teachers in particular.
- 3) The victims, far from falling into revenge, have given a display of dignity and civism. Some have managed to reconvert their trauma into experiences from which others can learn. Naiara Zamarreño and Alberto Muñagorri are part of the hundred victim educators that exist in Spain (López Romo & Ibarra Aguirregabiria, 2024: 33).
- 4) Terrorism took root especially in Euskadi and Navarra, where ETA had support that was as minority as it was persistent. But it affected all of Spain, leaving a trail of victims in all the autonomies. Besides ETA, which has been the bloodiest organization, GRAPO and ultraright and parapolice terrorisms also form part of that dark past, while the jihadist threat remains present.

- 5) Although the experiences recounted may seem distant in other latitudes, we can all fall into insensitivity toward vulnerable groups. Therefore, these voices offer warnings of universal value.
- 6) Below, the results of a survey conducted with Spanish secondary school teachers are presented, but it was worth underscoring that it is not just about figures: behind the data there are people who have suffered a lot.

## 2. The Survey

Between 2021 and 2025, the Memorial Center for the Victims of Terrorism has trained more than 1.300 secondary (ESO) and Baccalaureate teachers from across Spain on how to address terrorism in the classroom. These are courses, some in-person and others online, conducted in collaboration with the education departments of the autonomous communities or with the Ministry of Education.

The training, lasting approximately eight hours, includes a summary of the history of terrorism in Spain, an explanation of the objectives and benefits of this activity, the presentation of materials available to the educational community (teaching units, learning situations, audiovisuals, comics, etc.), and finally, a testimony from a victim educator to demonstrate the pedagogical potential of such an initiative.

Among the experts who participate recurrently are Florencio Domínguez, director of the Memorial; Belén Sanz, deputy director for Support to Victims of Terrorism at the Ministry of the Interior and coordinator of the victim testimony program in classrooms; Raúl López, head of Education at the Memorial; Ricardo Arana, former head of Education at CCOO Euskadi and co-author of teaching units on this topic; and Cristina Cuesta, victim educator. Daughter of Enrique Cuesta, assassinated by the *Comandos Autónomos Anticapitalistas* in San Sebastián in 1982, Cristina was a pioneering voice in working with secondary school students.

The accumulated experience from several years of courses led us to consider it interesting to develop a questionnaire to contrast what the enrolled teachers know and think: their prior background, their needs or shortcomings regarding what institutions or textbook publishers offer, the attitudes they perceive among other teachers, parents, and students, etc.

The form, which is reproduced in full in the final annex of this article, was created using Google Forms and sent to the teachers enrolled in the Memorial's courses during 2025. They had to complete it anonymously and online before receiving the training.

The initial hypothesis was that, although teachers are generally aware of the topic's relevance, they currently lack certain tools that would facilitate its effective handling in the classroom.

The 168 responses received from an equal number of teachers constitute a non-probabilistic sample. Obviously, they do not represent the entire Spanish educational system, but they provide a valid basis for identifying certain trends and allow us to propose a series of final suggestions. The ultimate goal is to contribute to ensuring that the phenomenon of terrorism, omnipresent in our recent history, receives the weight it deserves in educational curricula and in schools.

| Title                                                                   | Organizing Entity                                              | Format                | Dates                   |
|-------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------|-------------------------|
| Pedagogy and Memory in the Face of Terrorism                            | Junta de Andalucía                                             | Online                | 18/02/2025 - 20/02/2025 |
| Democratic Memory in the History Classroom                              | Government of Cantabria                                        | In-person (Santander) | 03/03/2025 - 26/03/2025 |
| Analysis and Prevention of Terrorism from the Educational Sphere        | Community of Madrid                                            | Online                | 09/02/2025 - 25/02/2025 |
| Pedagogy and Memory in the Face of Terrorism in the Valencian Community | Generalitat Valenciana, Ministry of Interior, Memorial and FVT | Online                | 21/10/2025 - 30/10/2025 |
| Memory and Prevention of Terrorism                                      | Memorial and INTEF, Ministry of Educación                      | In-person (Vitoria)   | 06/11/2025 - 07/11/2025 |

**Table 1.** Teacher training courses in which the survey was distributed to enrollees. **Source:** Own elaboration.

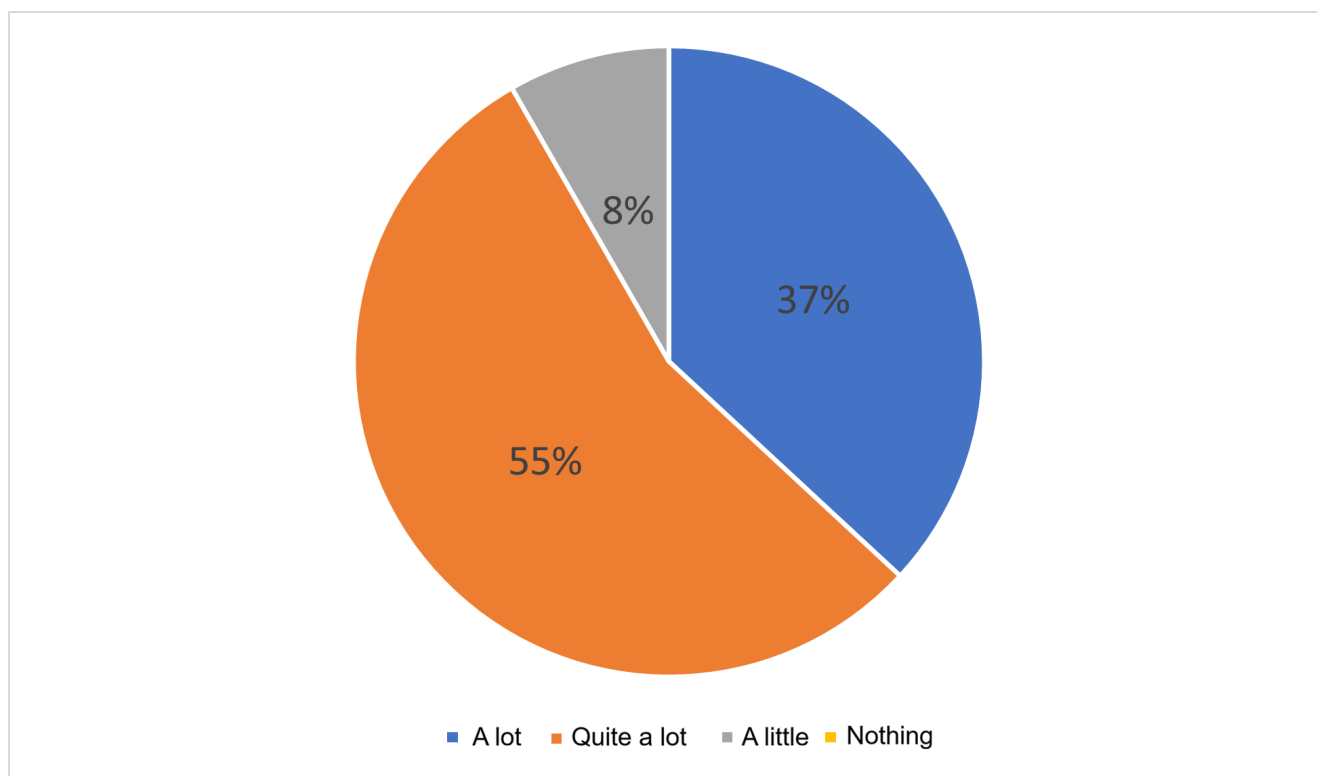
Regarding the profile of the participating teachers, the vast majority work in secondary education, with two primary teachers, two preschool teachers, and one vocational training teacher added. They come from all over Spain, although the geographical representation is not balanced: Valencians (61), Andalusians (52), Madrileños (26), and Cantabrians (12) stand out. Table 1 allows situating the territorial origin of the surveyed individuals. All courses were aimed at teachers from a specific region, with the exception of “Memory and Prevention of Terrorism”. In this last case, the organizers – the Memorial and INTEF (Ministry of Education) – invited three teachers from each autonomous community.

It has not always been possible to determine their specialty, but among those who indicated it, Geography and History teachers predominate (63). There are also teachers of Spanish Language and Literature (13), from the educational guidance department (11), of Religion (8), of Philosophy (5), from teacher training services (5), of Computer Science (4), of Economics (4), and of other languages: English (4), Valencian (3), French (3), and Latin and Greek (3).

The main age cohort corresponds to those born in the 1970s, totaling 64 of the 168 participants. At the time of completing the survey, they were between 46 and 55 years old. This is a group that retains direct memory of terrorism, although more from its final stage than from its beginnings. In 2010, the date of ETA's last assassination, they were between 31 and 40 years old.

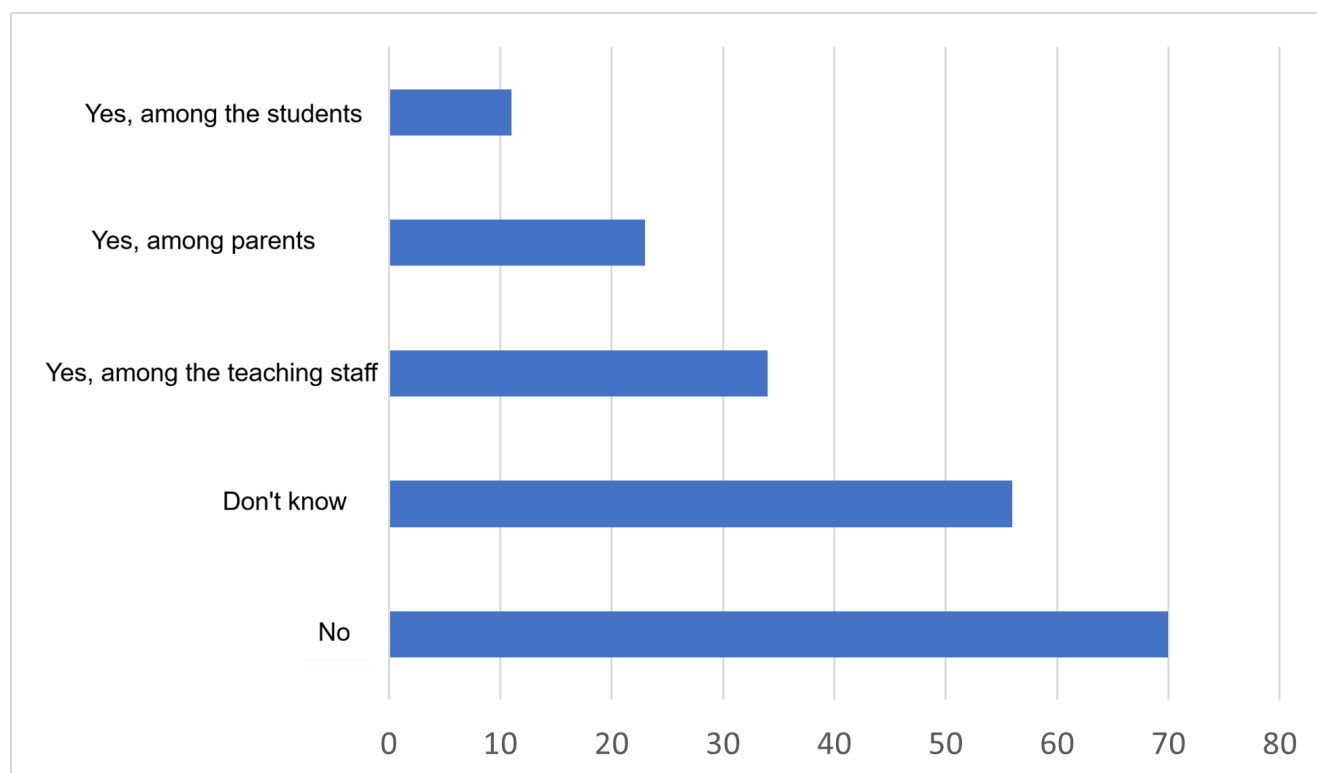
### 3. Teacher's Perceptions

Moving now to the analysis of the responses received, the first question focused on the degree of concern that terrorism generates among teachers.



**Figure 1.** Would you say that terrorism concerns you... **Source:** Own elaboration.

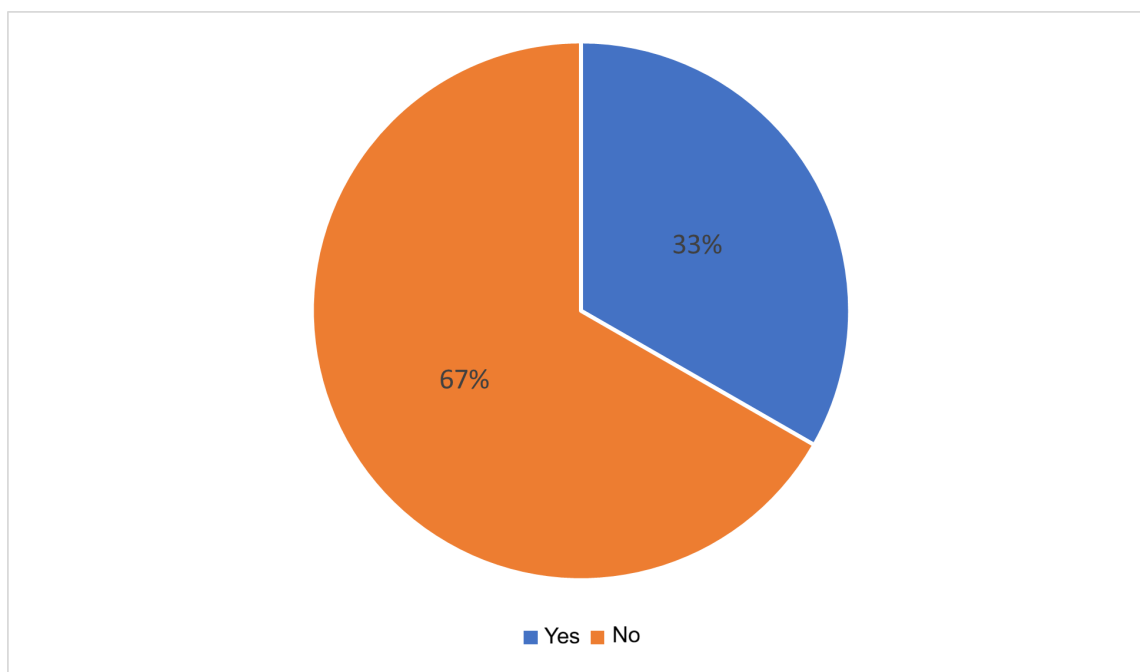
Only 14 of the 168 teachers (8.3%) show little concern, and none claim that terrorism does not concern them at all. The majority demonstrates high sensitivity to the topic, consistent with their voluntary participation in these trainings. In fact, this is a higher level of awareness than average. For comparison, a 2021 survey conducted by the Government of Navarra among ESO students asked: “Would you say that terrorism is a current problem?” 75% responded affirmatively, a notable figure but lower than the 92% of teachers in our survey who are very or quite concerned about this issue (Government of Navarra, 2021: 15).



**Figure 2.** Is there discomfort in addressing the topic of terrorism in classrooms? **Source:** Own elaboration.

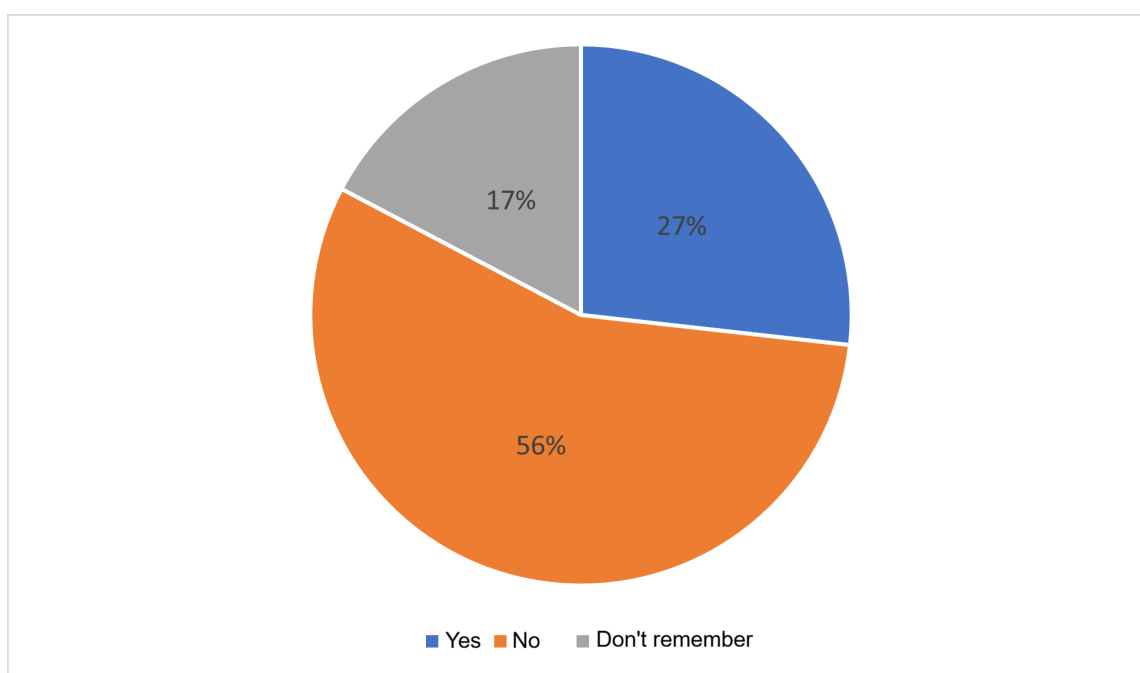
This question addresses one of the most relevant problems. Most teachers who perceive discomfort point to prejudices, doubts, or opposition from their colleagues in the staff room, while very few identify this feeling among their students (barely 11 out of 168, 6.5%). More discomfort is also perceived among parents than among students. On the other hand, 41.6% of participants detect no discomfort at all. The results would have been different had this same question been directed exclusively to Basque or Navarrese teachers.

When asked to elaborate on their responses, we gathered diverse opinions. The following comment highlights two key aspects: fear and instrumentalization: “Unfortunately, it created terror among the population and has been highly politicized, which sometimes leads to arguments”. Others emphasize the danger of confusing the part with the whole, as well as the need to act delicately to avoid stigmatization: “There is a risk that students, influenced by prejudices or stereotypes, may associate terrorism with certain ethnic, religious, or national groups, achieving the opposite effect”. The difficulty of maintaining the necessary distance is also noted: “It is a very recent lived topic and remains very current today”. However, in the words of another teacher: “All controversial topics can generate discomfort, but they are the most necessary”.



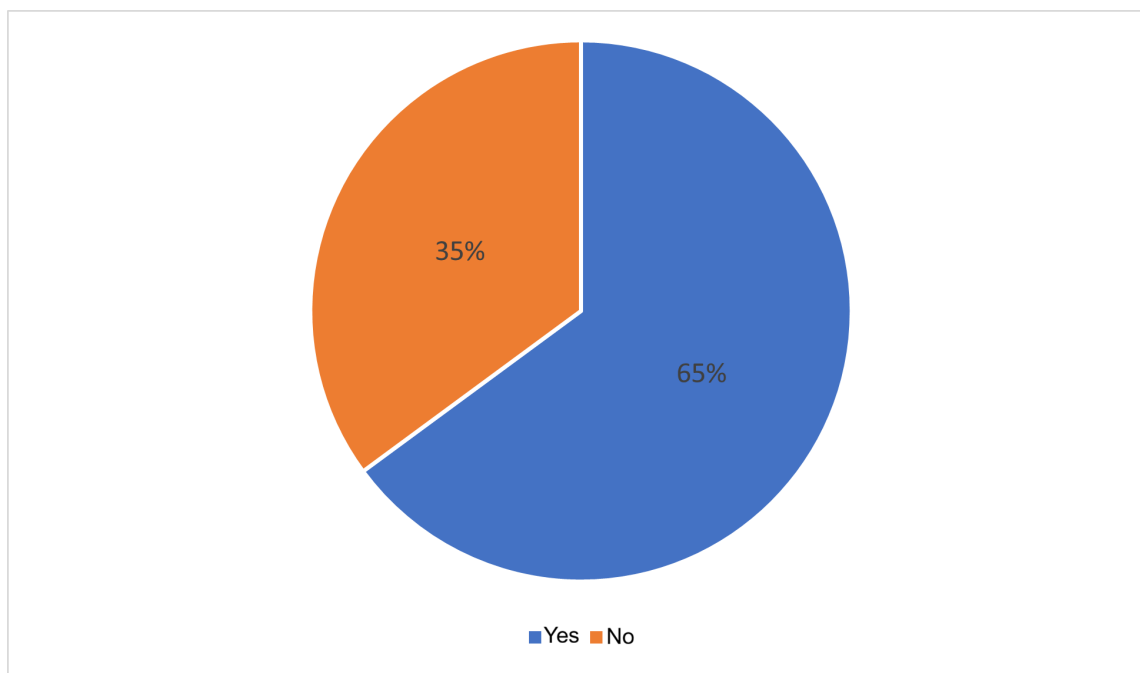
**Figure 3.** Have you received specific training in education for peace? (in your degree, master's, continuing education courses, etc.). **Source:** Own elaboration.

Education for peace provides a good foundation for addressing topics such as terrorism, as well as related issues like coexistence, tolerance, or bullying prevention. But in general, there is a deficit among teachers in this regard. It is not essential to have such a background, but it would be of great help. Among those who do have it, continuing education courses are mainly mentioned, more than knowledge acquired during the degree or bachelor's, and in some cases, also the master's.



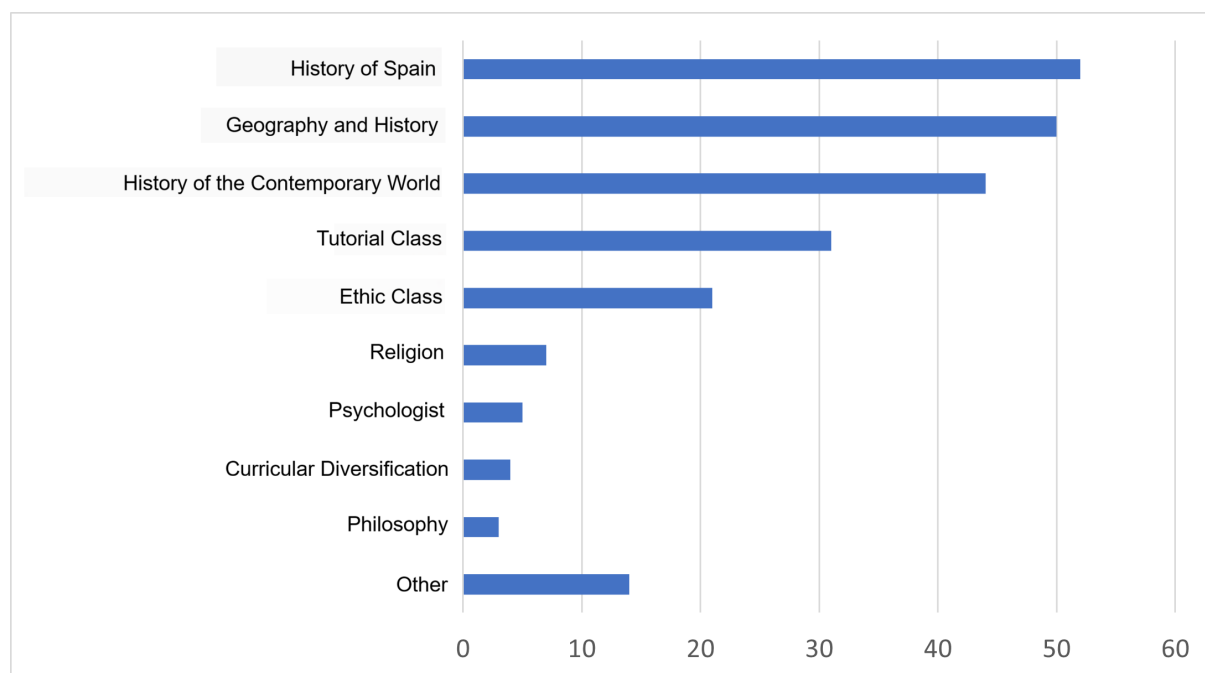
**Figure 4.** As a student, did you address the topic of terrorism in class? **Source:** Own elaboration.

One in four remembers having addressed the topic in class when they were a student. This is a minority percentage, although it was a violence of great magnitude, active at the time, occupying daily headlines, and therefore difficult to ignore. The incorporation of the topic into formal education is proceeding slowly and gradually, although it can be assumed that it will increase as historical perspective grows, it is considered closed as a cycle, and becomes a subject of study.



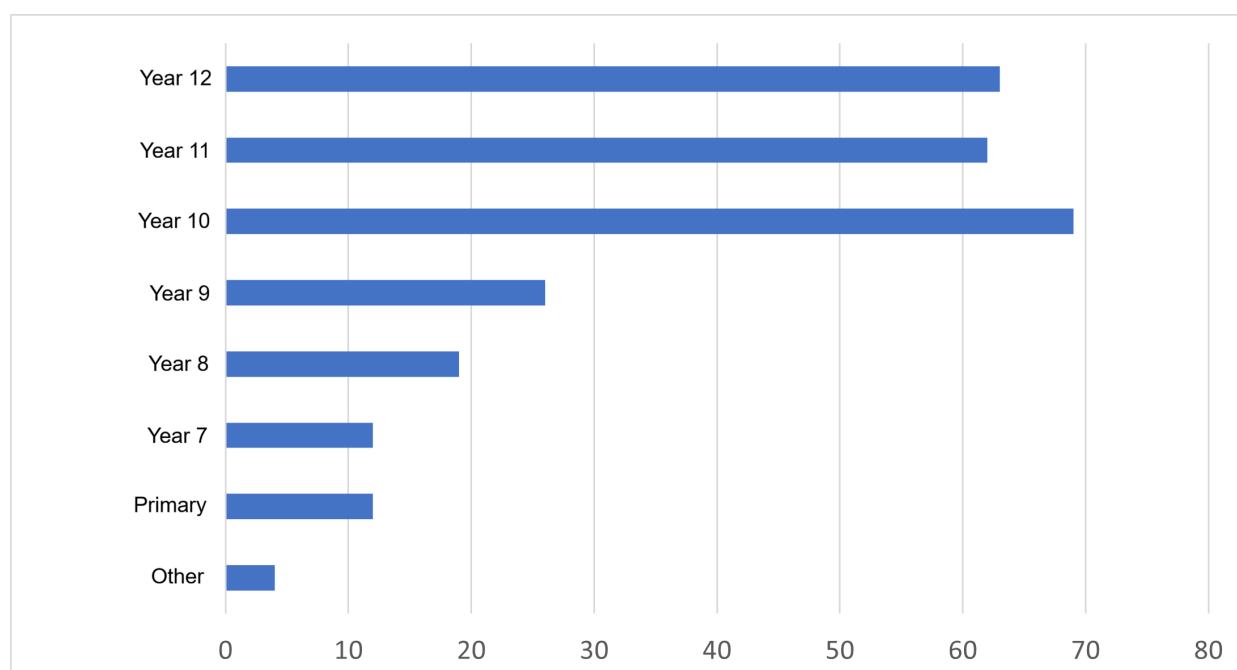
**Figure 5.** Now as a teacher, do you address the topic of terrorism in class? **Source:** Own elaboration.

35% of the teachers who enroll in courses on education and terrorism still do not apply it in the classroom. It can be assumed that the training will serve as an impetus for them to decide to implement it. The 65% who already do so are well above average. Although data from other regions are lacking, in Euskadi – where it is most needed – barely a quarter of educational centers address human rights issues through the example of the closest politically motivated violence (Eskubidez, 2023: 8-9).



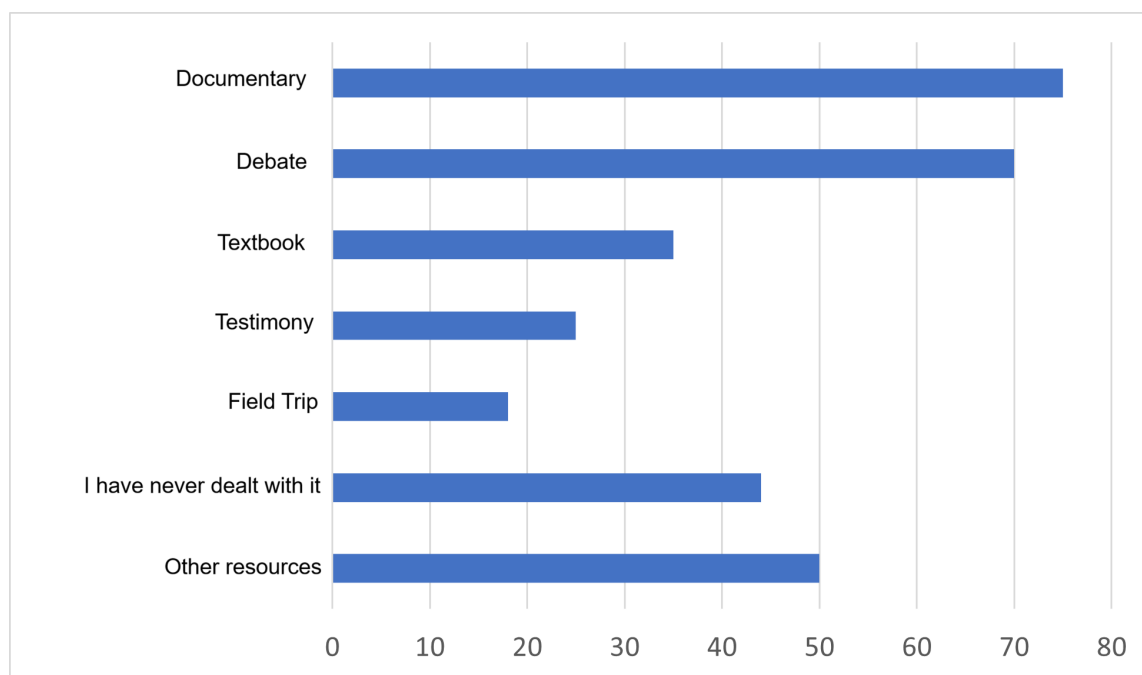
**Figure 6.** If your answer is yes, in which subject? **Source:** Own elaboration.

In which subjects is it addressed? History subjects predominate: Geography and History in 4th ESO, History of Spain in 2nd Baccalaureate, and Contemporary World History in 1st Baccalaureate, in that order. The notable presence of the topic in tutoring sessions is striking, even above subjects like Ethical Values or Philosophy. This has an explanation: in that space, teachers can carry out activities for group cohesion, address coexistence, prevent violent radicalization, etc. It is an area that offers some margin and freedom, and allows working on an issue that, if better integrated into curricula, would be addressed more frequently in conventional subjects.



**Figure 7.** If your answer is yes, in which grade? **Source:** Own elaboration.

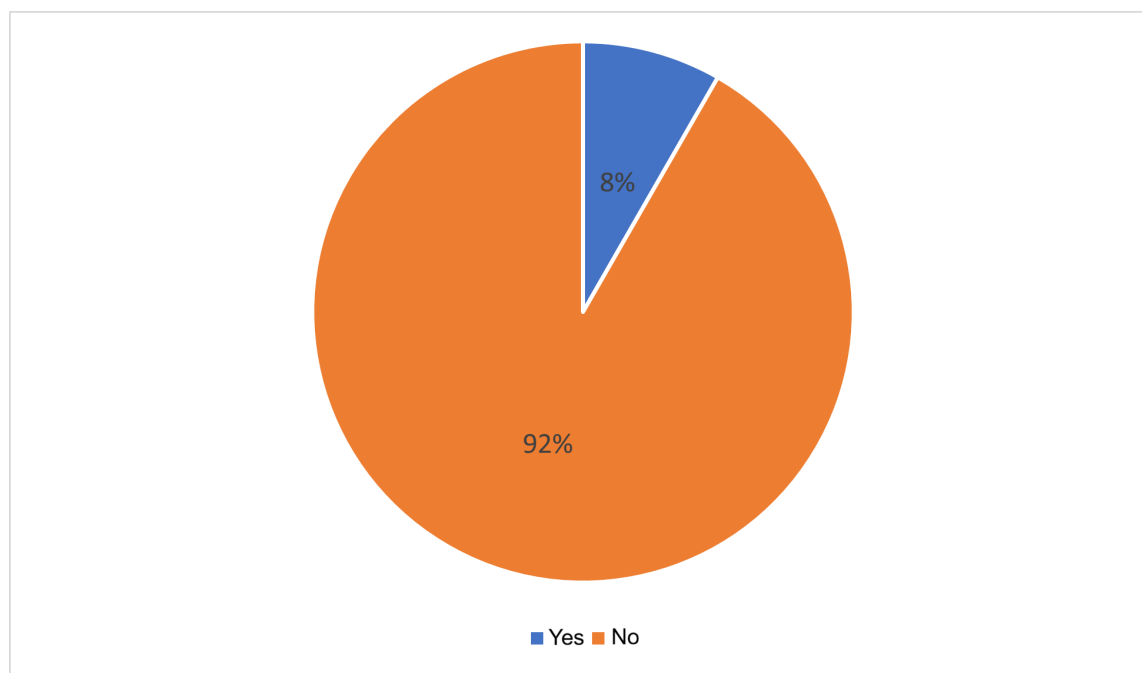
The most suitable grade for addressing the topic is 4th ESO. It is the last compulsory level, and most students are already between 15 and 16 years old. Not all students reach senior high school, and moreover, difficulties arise due to the need to prepare numerous contents for the university entrance exam (PAU). Some teachers begin addressing terrorism already from primary or 1st ESO. However, when asked their opinion, the majority considers that the most appropriate is to work on the topic in 4th ESO, chosen by 141 of the 168 participants (83.9%), followed by 1st and 2nd Baccalaureate, with 77.4% and 72.6%, respectively.



**Figure 8.** If yes, in what ways have you worked on the topic of terrorism with students? **Source:** Own elaboration.

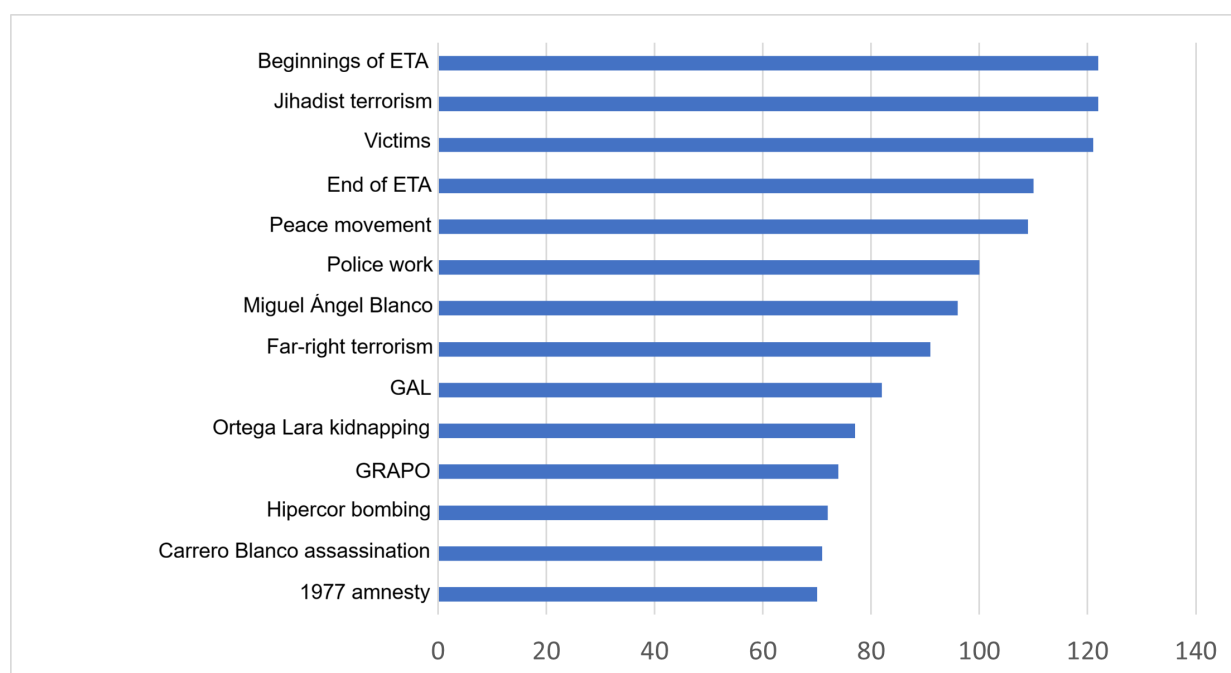
This question allows us to verify quite concretely what is being done in classrooms and what could be done. Curiously, the majority of teachers (44.6%) resort to movies, documentaries, and series. It is not known for certain if these are the most used resources in class, but the most known and cited works are *Patria* (50), *La infiltrada* (38), and *Maixabel* (18). The preference for audiovisual treatment indicates that terrorism is still not considered an ordinary content within the curriculum.

The second most used method is debate (41.7%), which implies that students should document themselves beforehand, for example, through internet research. Only in third place, and at a considerable distance from the previous two options, appears the textbook (20.8%), a basic resource for teachers, which evidences certain shortcomings in this area. The following question allows us to delve deeper into this last issue.



**Figure 9.** Do you consider that the textbooks you use include sufficient content (information, graphs, photos, activity proposals, testimonies...) on terrorism? **Source:** Own elaboration.

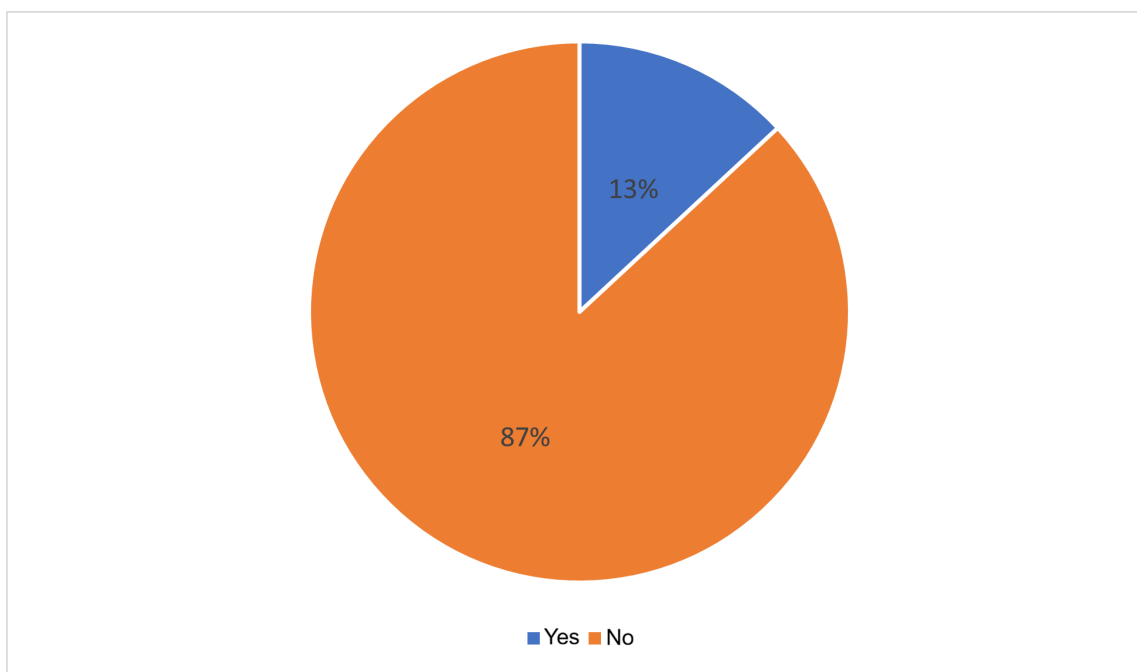
The opinions collected on this are consistent with the fact that an overwhelming percentage of teachers (92%) consider the content on terrorism in textbooks insufficient. Below are some examples that reflect the dominant tone: “It is barely given importance”; “the concept is not addressed”; “it should be addressed with more activities”; “in general the information is superficial”; “because it happens like with all of Spain’s History of the last 60 years. It is always left for the end and many times publishers treat it superficially”.



**Figure 10.** What specific aspects do you think should be addressed in the classroom with students? **Source:** Own elaboration.

What specific aspects do teachers consider should be addressed in the classroom? The majority mention the victims, jihadism, and the origins of ETA. At a second level of relevance appear the end of ETA, the civic and pacifist movement, police work, and the kidnapping and murder of Miguel Ángel Blanco. Approximately half of the respondents also point to the GAL and far-right terrorism, while somewhat fewer mention the activity of GRAPO or the assassination of Carrero Blanco. This last datum is striking, as it is one of the few terrorism-related contents that usually appears in textbooks.

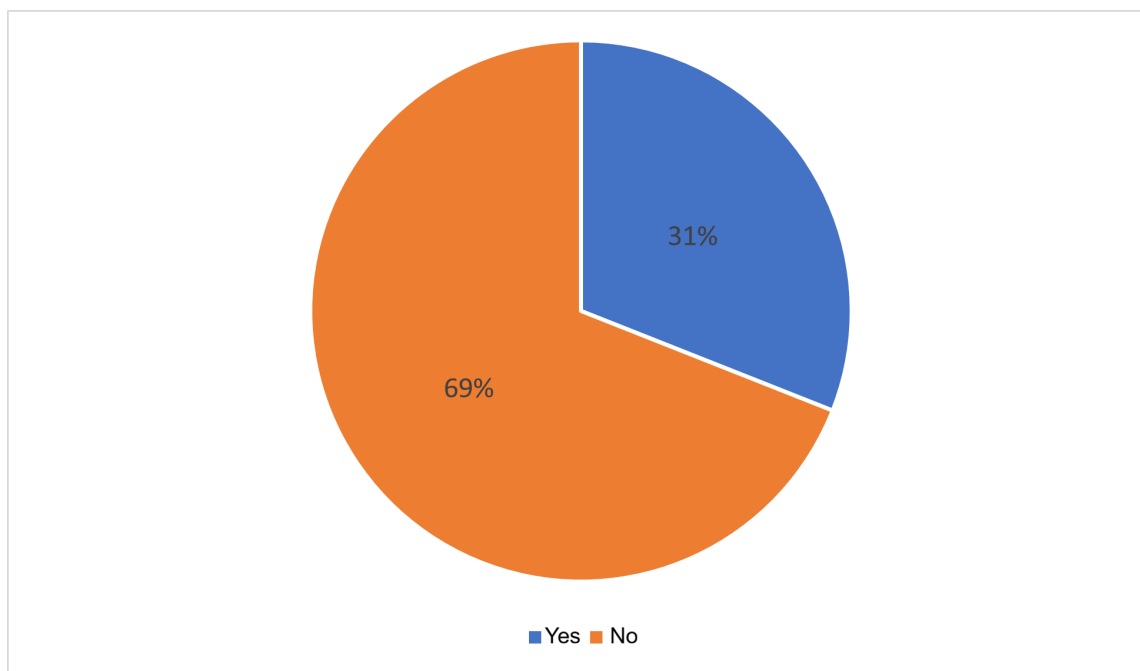
It is also noteworthy that Miguel Ángel Blanco, considered one of the most emblematic victims of ETA and whose kidnapping and murder provoked enormous social upheaval – constituting a historical milestone – is not cited by a higher percentage of teachers (57% do so). Instead, there is a predominant preference for a generic approach to the reality of the victims (72%), over the individualization of specific cases, despite the fact that the latter is often an effective way to deepen any historical or ethical content. Finally, it should be noted that, had this question been posed exclusively to Basque teachers, the presence of the GAL would likely have been greater, being an aspect that, in any case, should also form part of students' knowledge.



**Figure 11.** Do you consider that the educational curriculum includes sufficient content on terrorism?

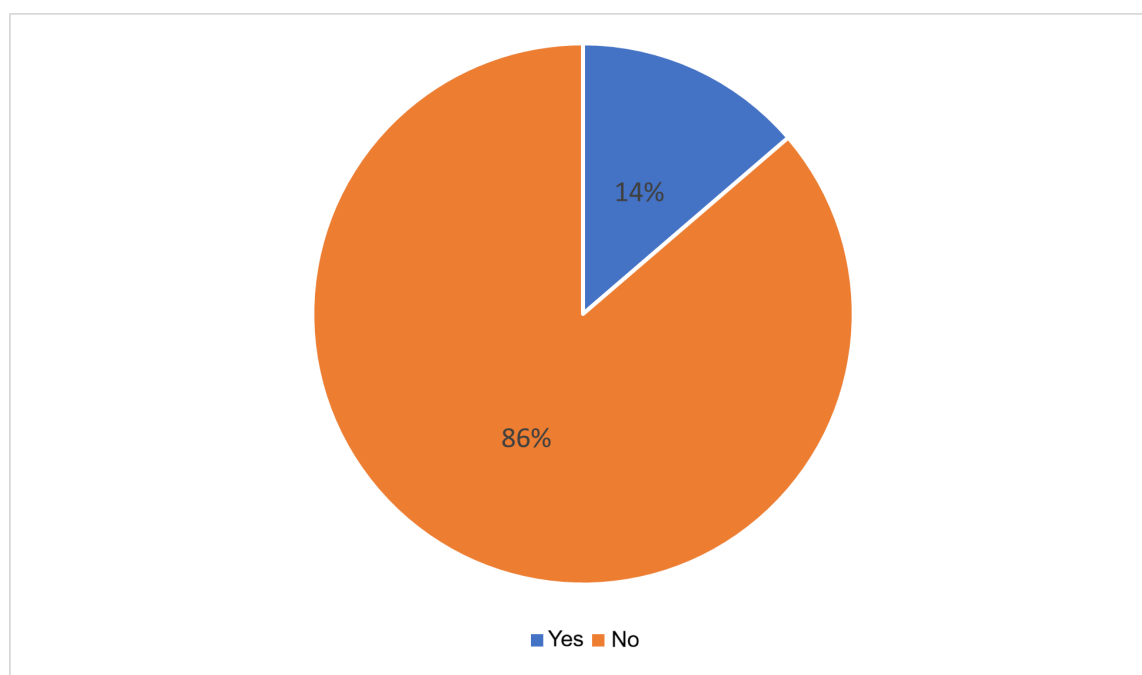
**Source:** Own elaboration.

One of the main reasons why textbooks address the phenomenon of terrorism insufficiently is that the same occurs in the official curricula on which they are based. This is perceived by a large majority of the surveyed teachers (87%). Among their opinions, messages such as the following are repeated: “lacks depth”; “not addressed enough”; “not included”; “some brushstrokes”; “very much in passing”; “overloaded curriculum”; “it is at the end of the curriculum, which is difficult to reach”.



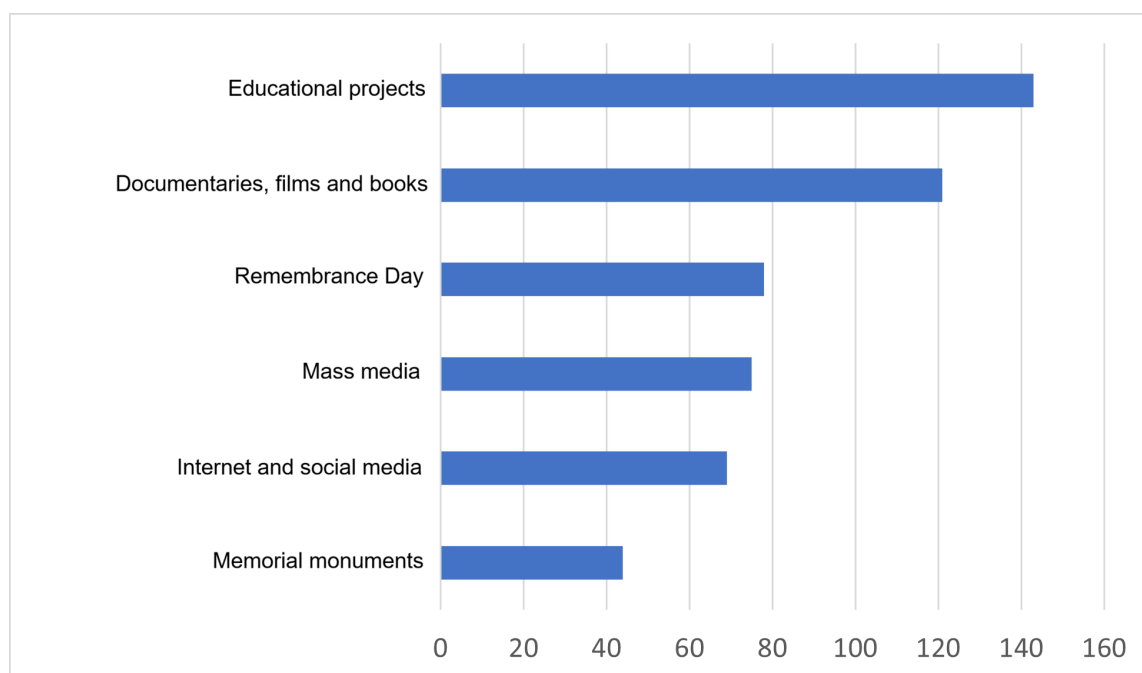
**Figure 12.** Is there sufficient time throughout the course to address the issue of terrorism in the classroom as it should be? **Source:** Own elaboration.

Beyond aspects that could be resolved, or at least partially corrected, through political initiative or professional involvement, there are also imponderables. The lack of time stands out especially, perceived by 69% of the teaching staff. This issue appears habitually in teachers' comments: "There is not enough time to address all the topics"; "the syllabus is what it is and the time is what it is"; "time is especially lacking"; "especially in senior high school courses, time is insufficient due to the syllabus"; "I think there is time if we work in relation to other things, elaborating our own curriculum and breaking the chronological line a bit". The last comment suggests possible solutions: resorting to transversality and specific treatment. Instead of devoting the same scarce time to each period, a specific aspect could be highlighted for in-depth exploration.



**Figure 13.** Would you say that you know sufficient resources or teaching materials on terrorism? **Source:** Own elaboration.

It is concerning that only 14% of the teaching staff know sufficient didactic resources. Among the materials cited by this minority are the teaching units of the Memorial, the websites of victims' associations, the RTVE archive, various documentaries, or works by Bakeaz (a Basque NGO focused on peace education). When asked what materials would be necessary or what resources they miss, numerous teachers mention the need for more interactive and audiovisual material.



**Figure 14.** In what ways to “work on the memory of the victims” or “learn from what happened”? **Source:** Own elaboration.

This question leads us beyond the strictly educational sphere, toward teachers' preferences on how to approach this topic in general terms. Nevertheless, the majority option remains the implementation of educational projects (89.4%), ahead of another prominent alternative: the promotion of documentaries, films, and books (75.6%). In contrast, less than half emphasize the need for measures such as monuments, the celebration of a day of memory, or the use of Internet resources – initiatives that, it should be recalled, already exist.

It is logical to think that the preference for educational projects stems from the fact that the responses come from teachers, but this is not an exceptional stance. Other surveys conducted among the general population point in the same direction, reinforcing the idea of education's central role in the social transmission of memory about terrorism. This is confirmed by the Euskobarómetro of July 2017, according to which 62% of Basques consider educational plans the preferred option (Euskobarómetro, 2017: 22).

#### **4. Conclusions: What to Do**

The analysis shows that the treatment of terrorism in the educational sphere remains insufficient, despite its relevance in Spain's recent history. Although a majority of the surveyed teachers are aware of the topic's importance and express high concern, there are significant shortcomings in official curricula, textbooks, and knowledge of specific didactic resources. Added to this are structural obstacles, such as lack of time and content overload, especially in senior high school, which hinder its systematic incorporation into the classroom.

The experience gathered in teacher training courses and in the survey of Spanish teachers presented here highlights that terrorism is addressed unevenly and, in many cases, indirectly, resorting more to audiovisual resources, debates, or tutoring sessions than to traditional curricular materials. Also notable is the perception of discomfort in part of the staff and the adult environment, in contrast to lesser resistance from students.

However, terrorism can be addressed as a whole-school project, as it lends itself to a transversal and interdisciplinary treatment. In Geography and History, it allows understanding the temporal evolution of the phenomenon; in Ethical Values, working on human rights; in Philosophy, analyzing the challenges that totalitarianism poses to humanism; in Language and Literature, reading and commenting on victims' testimonies; and likewise, in tutoring sessions and group dynamics, it is possible to contribute to the prevention of violent radicalization when behaviors suggest it. This interdisciplinary approach broadens the formative scope of addressing the topic.

Terrorism can also be tackled through active methodologies, such as cooperative learning, by organizing students into work groups. Likewise, it is possible to resort to innovative methodologies

such as service-learning: for example, inviting students to write open letters or literary compositions addressed to victims, with the aim of making them feel accompanied. In this way, students contribute to the community and perceive the social and civic meaning of the learning acquired in the classroom.

The treatment of terrorism is directly linked to a key competence: civic competence, oriented toward the exercise of responsible citizenship, the assumption of values proper to a democratic culture founded on respect for human rights, and critical reflection on the great ethical problems of our time. Complementarily, this type of activity also contributes to the development of other competences, such as digital competence and linguistic communication competence.

Finally, from a pragmatic perspective, if one had to guide a teacher who must face a broad curriculum in limited time, the recommendation would be clear: invest that time in working with the testimony of a victim of terrorism, duly contextualized beforehand. It is a resource with high pedagogical value, capable of integrating historical, ethical, and civic contents, and of generating reflection among students, in line with the well-known maxim of the 16th-century French humanist Sebastian Castellio: "To kill a man is not to defend a doctrine; it is to kill a man" (Zweig, 2002).

It is worth highlighting that testimonies are especially effective: listening to them contributes to delegitimizing the use of violence in politics, broadening young people's knowledge of the terrorist phenomenon, and generating a change in their perception, bringing them closer to the victims' experience (Jiménez et al., 2024: 28).

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## 6. Annex. Questionnaire on Terrorism (Teachers)

This questionnaire for secondary school teachers is anonymous, and the information collected will be used exclusively for academic purposes related to the educational work of the Memorial Center for the Victims of Terrorism. We appreciate your collaboration.

Note: Several questions allow the selection of more than one option (multiple response).

**\* Indicates that the question is mandatory**

Year of birth\*

Educational center\*

Subject area or department\*

Would you say that terrorism concerns you\*

A lot

Quite a bit

A little

Not at all

Have you received specific training on human rights? (in your degree, master's, continuing education courses, etc.)

\*

Yes

No

If your answer is yes, where and in what way?

Have you received specific training in education for peace? (in your degree, master's, continuing education courses, etc.)

\*

Yes

No

If your answer is yes, where and in what way?

As a student, did you address the topic of terrorism in class?

\*

Yes

No

I do not remember

Now as a teacher, do you address the topic of terrorism in class?

\*

Yes

No

If your answer is yes, in which subject?

Geography and History

History of Spain

Contemporary World History

Ethical Values

Religion

Philosophy

Psychology

Diversification

Tutoring

Other:

If your answer is yes, in which grade(s)?

Primary

1st ESO

2nd ESO

3rd ESO

4th ESO

1st Baccalaureate

2nd Baccalaureate

Other:

In what ways have you worked on the topic of terrorism with students? \*

I have never addressed it

Textbook

Testimony from a victim educator

Field visit (to a monument, museum, or memorial)

Debate

Screening of a documentary or film

Other teaching resources (video game, comic, etc.)

Other:

In which grade(s) do you think it would be appropriate to address the topic of terrorism in the classroom? \*

Primary

1st ESO

2nd ESO

3rd ESO

4th ESO

1st Baccalaureate

2nd Baccalaureate

Other:

What specific aspects do you think should be addressed in the classroom with students? \*

The origins of ETA

The assassination of Carrero Blanco (ETA)

The GRAPO

Far-right terrorism

The 1977 amnesty

The GAL

The pacifist movement and the social response to terrorism

The Hipercor bombing in Barcelona (ETA)

The kidnapping of José Antonio Ortega Lara (ETA)

The kidnapping and murder of Miguel Ángel Blanco (ETA)

Jihadist terrorism

The 11-M attacks of 2004

Police work against terrorism

The end of ETA

The victims: how many there are, in which period, by which perpetrators...

Other:

Is there discomfort in addressing the topic of terrorism in classrooms? \*

No

Yes, among the teaching staff

Yes, among the students

Yes, among parents

I do not know

Other:

Why?

Do you consider that the educational curriculum includes sufficient content on terrorism? \*

Yes

No

Why?

Do you consider that the textbooks you use include sufficient content (information, graphs, photos, activity proposals, testimonies...) on terrorism? \*

Yes

No

Why?

What do you think we should do in the future regarding our past of political violence? \*

Permanently work on the memory of the victims

Learn from what happened and then turn the page

Better not to stir up the past and forget

Other:

If your answer is “work on the memory of the victims” or “learn from what happened”, in what ways?

Educational projects

Monuments

Documentaries, films, and books

Day of Memory

Presence in the media

Internet and social networks

Other:

Have you read books or watched films, series, or documentaries on this topic in recent years? \*

Yes

No

Which ones?

Would you say that you know sufficient resources or teaching materials on terrorism?

\*

Yes

No

Can you give some examples of materials you know?

What teaching materials would be necessary in this regard? What is lacking or what do you miss?

Is there sufficient time throughout the course to address the issue of terrorism in the classroom as it should be?

\*

Yes

No

Any other observations or comments you wish to add.