



Annual Report European Association of History Educators



2015
The Hague

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Cover Photo: Participants at the international training seminar Teaching 1815: Rethinking the Battle of Waterloo from Multiple Perspectives.

About EUROCLIO

EUROCLIO - European Association of History Educators, established in 1992, supports the development of responsible and innovative history, citizenship, and heritage education as a way to promote critical thinking, mutual respect, peace, stability, and democracy. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies and connecting professionals across boundaries of countries, ethnicities, and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators, as well as producing and implementing innovative teaching tools. EUROCLIO has been able to define and pragmatically refine a methodology building on the practical work it has carried out. Its approach is process-oriented and as an association, it believes in reinforcing professional talents as fundamental resources for innovation and change. Its approach is process-oriented and believes in reinforcing professional talents as fundamental resources for innovation and change.



Above: Discussion becomes animated at the *History that Connects* workshop in Kosovo.

Executive Summary

In many ways, 2015 was a **year of consolidation**. It was a year for setting the principles and values of EUROCLIO into stone which will be used for reference by generations to come. This included the development of an **internal governance handbook** by the EUROCLIO Board, the pronouncement of the **Helsingor Declaration**, the online and multilingual publication of the **EUROCLIO Manifesto** on High-Quality History, Heritage, and Citizenship Education (adopted by the EUROCLIO GA in 2014 in Ohrid), and the creation of a **new EUROCLIO website** on the www.euroclio.eu domain. These are important building blocks which will form the foundation of the Association's work for many years ahead, and will be discussed in further detail in later sections of the Annual Report.

Several prominent projects wrapped up in 2015. A 4-year project in the Black Sea Region culminated in the publishing of **Crossroad of Cultures** (in Armenian, Azerbaijani, Georgian, Romanian, Ukrainian, and Russian), and an online module, **Internment Without a Trial**, was published as a result of a 2-year project on the use of internment by the Nazi and Soviet regimes. **Rethinking Waterloo from Multiple Perspectives** (in French and English) was also created following an international training, and disseminated to all schools in Wallonia Brabant.

2015 also saw the launch of several new projects. This included **Strategies for Inclusion** (funded by EU Erasmus+ KA2), **Silencing Citizens through Censorship** (funded by EU Europe for Citizenship), and **Decisions and Dilemmas: Learning about EU history through the lens of contemporary issues** (funded by EU Erasmus+ Jean Monnet). EUROCLIO also became a partner in several projects, becoming involved with the Centre for Democracy and Reconciliation in South East Europe - CDRSEE, Europeana, Instituto Parri, and Unitas.

This was also the second year of implementation of the EU Framework Partnership Agreement with EUROCLIO. This grant enables the Association to focus more of its actions on the more public issue of Remembrance. It also enabled the Association to provide a wide array of services to its members and the wider professional community and to be active throughout Europe and beyond. In addition, EUROCLIO acquired a grant from the Open Society Foundations Education Support Programme that provides strategic support to EUROCLIO. Unfortunately, EUROCLIO had no success in applying for the EU Horizon 2020 programme despite being partner in 11 proposals.

In order to organize all the actions of the Association, different areas are identified. The levels are framed as our Eight Areas of Work and this report will provide a comprehensive account of the achievement in each of these areas.

2015 in Numbers

22nd Annual Conference and Professional Training and Development Course in Elsinore, Denmark



International professional development seminar in Braine-L-Alleud, Belgium

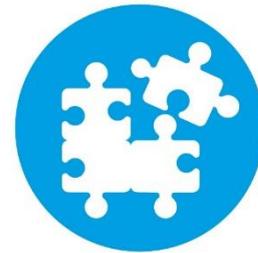


13 participating associations

Trainings, professional development workshops for innovative educational tools



11 cross-border (regional and/or thematic) training, professional development, and workshops in Belgium, Greece, the Netherlands, and the United Kingdom with over 400 participants.



18 peer-learning workshops and/or seminars in Belgium, Croatia, France, Georgia, Norway, the Netherlands, Spain, South Korea, and the United Kingdom with over 500 participants.

EUROCLIO General Assembly in Elsinore, Denmark



Representatives of **46** Member Associations

EUROCLIO Board Meetings



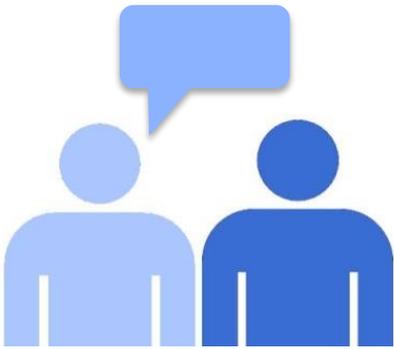
2 Board Meetings held in Denmark and The Netherlands

Work by Board, Members, Ambassadors, and Staff members

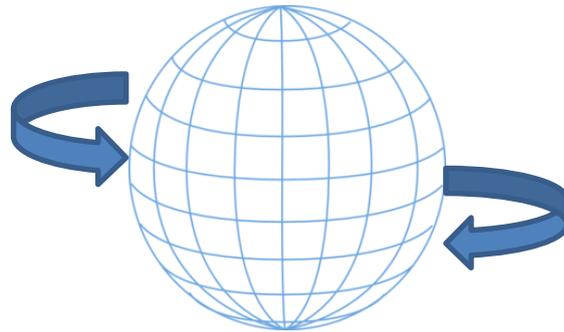


Training for **6,000+** history, heritage and citizenship education professionals and their peers

Outreach



Face to face outreach to **14,000+** individuals



Combined online outreach to almost **50,000** individuals

Eight Areas of Work

1. Providing Training

EUROCLIO works to provide training for history, heritage, and citizenship educators in order to support professional capacity building, create a cross-border dialogue through peer-learning, and contribute to policy-making from a grass-roots view.

In 2015, this took shape through the following activities:

- I. A 5-day **international visitors' programme**, [Internment without Trial](#), was organised and held by EUROCLIO, 7 - 12 February 2015 in the Netherlands. This was the first seminar of this series, and its focus was the learning of the history of concentration and internment camps for non-European heritage professionals. The programme allowed EUROCLIO to network and engage in dialogue with peers from non-European countries such as South Korea, Japan, and the United States. Thus, EUROCLIO's global connections and International History Network Programme were strengthened. Dissemination and promotion of the Multi-faceted Memory project was also made possible through a one-day programme with the core project team.
- II. From 13 - 15 February 2015, on the occasion of the bicentenary of the Battle of Waterloo, EUROCLIO held an **international training seminar** called [Teaching 1815: Rethinking the Battle of Waterloo from Multiple Perspectives](#). It was located in Braine-l'Alleud, Belgium, and 13 of EUROCLIO's Member Associations participated. During the training, education professionals in history, heritage, and citizenship gained the capacity to be able to teach the significance of 1815 as a defining moment in European history and to raise awareness among students of its importance. The connection between remembrance and history education was also underlined through visits and on-site learning. A publication featuring the same title as the seminar was published, making use of participants' contributions, made possible with the support of the Province of the Brabant Walloon.
- III. From 8 - 12 April 2015, EUROCLIO organised an **international training seminar** in Belgium in partnership with JCW Vilvoorde, within the context of the All Quiet project. Trainers from EUROCLIO Member Associations took part in the training, which aimed to contribute to the development of a working method and approach for students to search for stories about the Great War in their local environment. In addition, a teachers' guide was prepared on how to set up school projects about war, heritage, remembrance, peace, and democracy.
- IV. The **22nd Annual EUROCLIO Conference and Professional Training and Development Course** [Roads to Democracy: How Can History Education Pave the Way?](#) was held in Elsinore, Denmark from 20 - 25 April 2015. It was organised by EUROCLIO and its Member Association *Historielærereforeningen for Gymnasiet & HF* (Danish History Teachers' Association). All members were invited to take part in the Conference and the General Assembly was held on that occasion. The Conference served as a platform for cross-border dialogue, cooperation, and peer-



The participants of *Multi-faceted Memory* gather for presentation and discussion on the topic of internment camps under totalitarian 20th century regimes.

learning. Through this, history, heritage, and citizenship education professionals were able to increase their professional capacity through participation in lectures, workshops, discussion groups, on-site learning visits, teaching tools piloting sessions, etc. Key strategic partnerships between EUROCLIO and a vast array of national and international stakeholders such as the Council of Europe and the Fundamental Agency were established or reinforced.

- V. EUROCLIO was in Tallinn, Estonia 15 - 17 June 2015 for the second **international training seminar** *Internment without a Trial*, as well as a 3-day final event of the project *Multi-faceted Memory*. In Tallinn, on-site and online learning about Nazi and Stalinist camps was made possible with the cooperation of the Estonian Institute of Memory and the Estonian History Teachers' Association. The Croatian-, Estonian-, and Finnish History Teachers' Associations, Nova Doba, the All-Ukrainian Association of History, and the Social Sciences Teachers were represented in the project team. The training seminar, together with the final event, provided an international group of educators with new and practical knowledge about media-based remembrance education and on-site learning about local, national, and transnational history and heritage. The Open Educational Resources for the history classroom were also implemented through the testing of new resources developed within the *Multi-faceted Memory* project.

- VI. In August, a **Regional Summer School** called [Rethinking On-Site Learning by Finding the Local in the Global](#) took place in Mrkonjic Grad, Bosnia-Herzegovina within the EUROCLIO *History that Connects the Western Balkans* programme. Eight EUROCLIO Member Associations took part in the Summer School. From 26 - 30 August 2015, history, heritage, and citizenship educators from the Western Balkans learned more about implementing innovative and responsible approaches to their subject in the classroom. The Summer School contributed to regional cooperation, as well as the objectives of lifelong learning and transnational mobility, both of which are included in the Education and Training 2020 policy, as reflected in the South East Europe 2020 Strategy.

- VII. Already in 2015, the preparations and promotion for the **EUROCLIO 23rd Annual Conference and Professional Development Course 2016 in Northern Ireland** began. Several online meetings were held for the EUROCLIO Board and Secretariat and the Conference Organising Committee of history, heritage, and citizenship educators from Northern Ireland. During these meetings, a clear Conference concept was developed, emphasizing the relevance and opportunities of a cross-border European approach to history, heritage, and citizenship education in practice. Strategic partnerships with national and international stakeholders who are active on (history, heritage, and citizenship) education in Northern Ireland were also established. Moreover, the Conference Organising Committee was prepared for association building, advocacy, networking, and event organisation.
- VIII. A core team of history educators developed **Historiana digital learning tools** through three online core group meetings and three online steering committee meetings within the *Innovating History Education for All* project. The meetings took place throughout 2015, and gave the participants the possibility to work on the digital learning tools together to contribute to the overall goal: making teachers and educators more digitally confident and able to develop ICT skills and digital literacy in their students. Logically, the meetings provided for further development and expansion of Historiana as a quality transnational online learning portal for history, heritage, and citizenship education.
- IX. Two development meetings with Historiana contributors within the *Decisions and Dilemmas* project were held with one occurring in Braine-l'Alleud, Belgium on 18 January 2015, and one occurring in The Hague, Netherlands on 6 June 2015. The focus of these meetings were to develop materials pertaining to learning about the EU in a historical context, so students would gain an understanding of the context in which the EU came about and the reasons for its creation.

2. Development of Innovative Teaching Tools

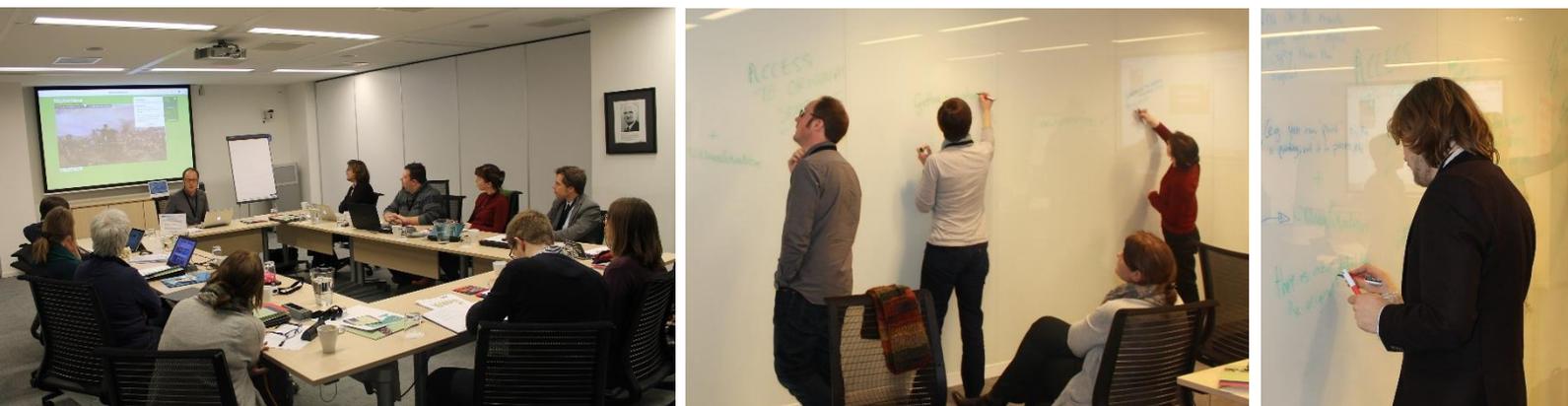
EUROCLIO works to develop innovative and ready-to-use teaching tools for history, heritage, and citizenship educators in order to promote open access to quality educational resources, support national and European digital learning policies, and increase professional capacity through collaborative development and implementation.

In 2015, this took shape through the following activities:

- I. In the first half of 2015, the **Historiana module *Internment without a Trial*** on Nazi and Stalinist internment and concentration camps was finalised and disseminated by a mixed team of school educators and museum/memory sites educators in the EUROCLIO Remembrance project *Multi-layered Memory*. The module consisted of five learning activities, five thematic source collections, and guidance for teachers on on-site learning related to concentration and internment camps. Working on the module also created a new capacity for developing teaching tools and training peers for a core group of five history, heritage, and citizenship educators. The accessibility of the Open Educational Resources for history, heritage, and citizenship educators was also increased.
- II. In early 2015, as a result of the project [Sharing History, Cultural Dialogue: Strengthening capacities in cultural education in the Black Sea region](#), **30 cross-border teaching modules** on shared historical experiences in the Black Sea region in the 20th century were finalised, publicised, and disseminated. Multiple EUROCLIO Member Associations took part in this project, and the development meetings were held in cities throughout the Netherlands, Ukraine, Moldova, Armenia, Azerbaijan, and Georgia. The modules provide teachers with cross-border, classroom-ready material on culture, history, heritage, and remembrance to develop critical thinking skills among students. Through collaborative work, better knowledge, and understanding of the shared past of the region, intercultural dialogue was improved. Within the EU Eastern Partnership area, this project and its modules contributed to the improved integration of the region through the development of bottom-up understanding of EU standards for competence-based education.
- III. **Over 20 learning activities and a collection of sources** were created on various themes related to recent European history and remembrance by volunteer history educators within the EUROCLIO network and EUROCLIO trainees. Representatives of over 10 member associations were involved in the creation of these tools. Previously, these representatives had not been involved in the development of Historiana content in 2015. The materials contributed to the overall goal to make teachers and educators more digitally confident and able to develop ICT skills and digital literacy in their students. All activities are available on www.historiana.eu.
- IV. All throughout 2015, a team of school educators and EU history experts within the EUROCLIO project *Decisions and Dilemmas* has been working on the development of a **Historiana module on the history of EU integration** called *Changing Europe*, which places the emergence of the post-1945 European cooperation in its proper

historical context. The development meetings were held in Braine L’Allaud (Belgium), The Hague (the Netherlands), and York (UK). Through these meetings, the module cooperation between academia and schools in the field of EU studies and EU history took place. Due to the extension of the project which supported this publication, the material was uploaded online in early 2016, and is currently available on www.historiana.eu.

- V. A core team of history educators within the EUROCLIO project *Innovating History: Education for All* met multiple times in The Hague to make **initial designs for new Historiana digital learning tools**. These new tools will create grassroots contributions to EU policy on education and culture through the development and implementation of Open Educational Resources. In addition, they facilitated the reuse of European digitised cultural heritage for educational purposes, developing teachers’ capacity and confidence to do online learning, while in turn also increasing the digital literacy of their students. The meetings provided for further development and expansion of the Historiana website as a transnational online learning portal for history, heritage, and citizenship educators.
- VI. From 20 April - 1 December 2015, EUROCLIO held an **Open Competition for the design of Historiana learning activities**. These activities were then launched at the EUROCLIO Annual Conference in Denmark. The winning learning activity, created by Tatjana Juric, a history teacher from the Gymnasium of Banja Ljuka, Bosnia and Herzegovina, was featured on Historiana. She was also invited to give a workshop at the EUROCLIO conference on *Reimagining Remembrance & Dealing with the Legacy of a Violent Past* in Belfast on 19-24 March 2016, with the costs for travel and stay fully covered by EUROCLIO.



The core team of history educators working in the IHEA project meets 18 February 2015 to discuss the implementation of online learning tools.

3. Researching into the Needs of the Target Group

EUROCLIO bases its work on research which studies the needs of history, heritage, and citizenship educators in order to better understand the challenges and opportunities in the field of history, contribute to knowledge about the development of a European dimension, and enhance communication and cooperation worldwide.

In 2015, this took shape through the following activities:

- I. Throughout 2015, the Polish Institute of Educational Research was responsible for an **analysis of the needs of history educators**. The institute, located in Warsaw, used focus groups, surveys, and interviews to gain a better understanding of the challenges and opportunities that the use of new technologies in history education entails. In particular, this showed which tools and activities in *Innovating History Education for All* should be prioritised. Additionally, EUROCLIO's work on cross-border European history and heritage and European cultures of remembrance for education practitioners increased in relevance.
- II. **Two research internships** were provided by EUROCLIO in 2015 for students at the Masters level at Erasmus University in Rotterdam. The students were stationed at the Secretariat office in The Hague, and supported EUROCLIO staff and the Historiana content team by enriching the content of the [Historiana](#) website with historical sources providing multiple perspectives on turning points in European history (notably, for example, [Napoleon Bonaparte](#) and [WWII](#)). The interns also increased accessibility to historical sources from a broad variety of origins, helping them to deepen understanding on the shared history of the continent.
- III. From 1 January - 15 April 2015, a **pan-European online consultation** on *Roads to Democracy: How can History Education Pave the Way?* was disseminated online and its results analysed. There were 47 respondents. The results of this consultation were presented during the EUROCLIO Annual Conference in Denmark. This direct consultation with the members greatly improved the democratic functioning of EUROCLIO. The cross-border, comparative field research uncovered similarities, differences, and common challenges, and provided evidence on the contribution of history, heritage, and citizenship education to democracy-building and the promotion of democratic citizenship.
- IV. As a result of the project *Sharing history, Cultural Dialogue: Strengthening capacities in cultural education in the Black Sea region*, EUROCLIO publicised and disseminated **field research on history teaching** as a contribution to cultural education in Armenia, Azerbaijan, and Moldova. This research provided the EUROCLIO network and its members with up-to-date and accessible information on the status of history education in several countries neighbouring the EU. This information opened paths for cross-border communication and cooperation among educators from within and outside the EU, as well as contributing to the bottom-up implementation of the EU Neighbouring Policy.

4. Governing a Democratic Association

EUROCLIO works to sustain itself as an Association where history, heritage, and citizenship educators invest in governance that supports evidence-based policy-making, democratic participation in all levels, and enhancing the opportunity for members, management, and Board to implement the mission.

In 2015, this took shape through the following activities:

- I. On the 25th of April 2015, the [EUROCLIO General Assembly 2015](#) took place. The General Assembly is open to all EUROCLIO Members. The Action Report and Result from the previous year (2014) and the plans for the current year (Action Plan and Budget) were shared. Members exchanged specific challenges, needs, and interests in regard to the situation of history education, memory, and remembrance in their respective countries. Participants also voted for new Board Members and New Membership Applications, and the Audit Committee was introduced. Through the General Assembly, EUROCLIO is consolidated as a member-led organisation.
- II. In October 2015, EUROCLIO organised a First Meeting, and until the end of the year provided on-going coordination for the **Advisory Board of the Reflecting Remembrance Programme**. Coordination involved supervising the work, validating its relevance and quality, and helping to achieve the biggest possible positive impact. Through this programme, knowledge and expertise on the conceptual and practical relevance of EUROCLIO's work on history, heritage, and citizenship education is increased. External quality for the Programme was assured because priorities were advised and the action plan and the results of the *Multi-faceted Memory* project were reviewed. European-wide cooperation between stakeholders in the fields of education, research, policy-making, and civil society work related to remembrance was also established.



Member associations and representatives gather for a debate during the EUROCLIO Annual Conference 2015 in Elsinore, Denmark.

- III. **Three Board Meetings** were held in 2015 to enable the Board to monitor the implementation of the 2015 work programme and to ensure the truly democratic and European-wide functioning of the Association. The Board met in Elsinore (Denmark), The Hague (the Netherlands), and online via Skype. In order to be cost-effective, the Board implemented a strategy for more online board meetings throughout the year. The Board Meetings demonstrate the democratic, effective, and professional functioning of the organisation. The Meetings also create the possibility for the EUROCLIO Board and Secretariat to have regular discussions on the strategic vision and actions of EUROCLIO.
- IV. To have streamlined governance with focused work on key areas of concern and action, **Board Committees** on Finances, Policy, and Membership are needed, but also needed to be coordinated. This coordination also resulted in a more effective cooperation between the EUROCLIO Board and the Secretariat.
- V. A **policy handbook on internal governance of the Association** was developed. The handbook was created to be a central point to accessing information, enabling EUROCLIO to better function as an effective, self-improving, and professional organisation. It also contributed to the sustainability of the organisation through documentation and the sharing of knowledge and information. Having this central point of reference has increased the capacity of the Association to hire new staff members, trainees, and Board members, and to facilitate the cooperation between people who are already professionally involved with EUROCLIO.
- VI. Every year, EUROCLIO welcomes new [Ambassadors](#). These are people who, over a long period of time, have shown great commitment to EUROCLIO, and are asked by the Board to become an Ambassador. This provides a wider pool with an increased feeling of investment in the Association. In 2015, 31 Ambassadors represented EUROCLIO in lobby, network, and advocacy activities on multiple levels in a total of 109 engagements.
- VII. From January until the end of May 2015, the **internal and external quality assurance mechanisms** were further developed and implemented. This was done through the external review process of the *Sharing History, Cultural Dialogues* project. A wide set of indicators were used via questionnaires, reflections, interviews, and pilot schemes to carry out the internal assessment of EUROCLIO events. Experienced peers were invited to monitor and assess EUROCLIO activities, such as [Dr. Wim van Meurs](#) from Radboud University (Nijmegen, the Netherlands) for the *Sharing History, Cultural Dialogues* project. These internal assessments will help to further develop procedures on how to achieve the highest possible impact and to enable EUROCLIO to be an effective, self-improving, and professional organisation. Good assessments will also lead to more recognition and visibility of EUROCLIO as a professional expertise provider.

5. Disseminating Information and Engaging the Public

EUROCLIO works to inform history, heritage, and citizenship education professionals, peers, and partner organisations. It aims to increase opportunities for EUROCLIO Members to be able to reach out to a European/international level, sustain a positive and vibrant online community of members, partners and peers, and increase awareness of the work of EUROCLIO as wide as possible.

In 2015, this took shape through the following activities:

- I. In 2015, EUROCLIO's website (www.euroclio.eu) was redesigned and improved. The website is now updated weekly, as well as offering more (clear and updated) information about EUROCLIO projects, members, partners, and resources. All members have access to the website and it is a platform to upload information about each association. A new website means increased awareness of the 32,000 visitors from more than 150 countries about policies, projects, and opportunities for history, heritage, and citizenship education in Europe and beyond. It also means a new active flow of knowledge transfer relevant to EUROCLIO's work.
- II. 11 [newsletters](#) were spread through EUROCLIO's network, which allows a wide audience to be reached with information about history, heritage, and citizenship education, as well as the role of EUROCLIO in particular. EUROCLIO can now disseminate information about the Association to an international audience. The regular and trusted communication flow increased opportunities for professional development, cross-border dialogue, and civil society capacity-building.
- III. 13 **direct mailings** were sent to specific groups among members and other stakeholders (educators/partners/educational authorities) to share relevant news in a targeted way. This increased awareness on project and training opportunities, consultations, educational resources, relevant research, or achievements by EUROCLIO and other stakeholders in the field of remembrance.
- IV. EUROCLIO's **social media channels**, such as its [Facebook](#) and [LinkedIn](#) groups, were further expanded and developed. Through these channels, EUROCLIO facilitated cross-border discussion and debate among 3,200 members of the Facebook group from all over Europe and beyond. The channels were also used to have a better integration in EUROCLIO's activities.
- V. EUROCLIO's [Twitter](#) was also weekly updated to spread EUROCLIO news, but also through *History Education in the News*, raising awareness on the presence of history education in the public discourse, significantly through remembrance. It provided EUROCLIO with an increased ability to notify and react to relevant issues raised in the media. There was online debate, which was led in a constructive way, especially with individuals and organisations interested in EUROCLIO's work and ideas but not yet familiar with it.

6. Project Acquisition

EUROCLIO works to raise funding at the European, national, and local levels with the aim to increase opportunities for EUROCLIO Members to be able to reach out to stakeholders at the European/international level, sustain EUROCLIO's long-term programmes and their impact, and increase local ownership and build capacity of EUROCLIO Member Associations to raise funding.

In 2015, this took shape through the following activities:

- I. EUROCLIO submitted **8 project proposals as a lead partner**, of which 4 were approved (50% success rate). These proposals were submitted to EU funding programmes such as Erasmus +, Europe for Citizens, EuropeAid, as well as non-EU donors such as UNDEF and the Austrian Ministry of Foreign Affairs. They were aimed to further develop EUROCLIO's long-term work, as well as supporting EUROCLIO staff learning mobility and increasing the participation of EUROCLIO members in its activities.
- II. EUROCLIO was also involved as a partner in 21 additional proposals of which 4 have been accepted. Most notably, EUROCLIO was invited to take part in 14 consortia who prepared applications for Horizon 2020 funding. In total, 4 of these projects were accepted, none of which were Horizon 2020.
- III. Numerous **exploratory meetings** were organised, and **letters of inquiry** were sent out to foundations working in the field of remembrance, embassies, and other potential supporters, in order to obtain support for members' participation and small local activities, as well as to increase opportunities for educators to work on a variety of issues related to this theme in a cross-border fashion.
- IV. EUROCLIO extended its **support to member associations** who were applying for local and regional grants in order to promote high quality history, citizenship, and heritage education.



The EUROCLIO Secretariat, based in The Hague, Netherlands, is a small group of staff dedicated to their Member Associations, and work diligently to ensure the smooth running of EUROCLIO.



Participants at the 6th Annual International NGO Conference on History and Peace in Seoul (left) and Iryna Kostyuk, Ambassador to EUROCLIO with other participants at the Networking European Citizenship Education (NECE) Conference *'Us' and 'Them': Citizenship Education in an Interdependent World* (right).

7. Advocacy

EUROCLIO works to network with key stakeholders and advocate its principles and mission to policy makers in order to be recognised as a stakeholder in the fields of European education, citizenship, heritage, remembrance, entrepreneurship, digital learning, reconciliation, and development cooperation, sustain EUROCLIO's long-term programmes and their impact, and create sustainable partnerships with inter-governmental and non-governmental organisations.

In 2015, this took shape through the following activities:

- I. At both the **European and national levels**, EUROCLIO was advocating to influence policy-making agendas to advance the recognition of high-quality history, heritage, and citizenship education as a valuable contribution to the professional, social, and personal development of young people. For example, EUROCLIO was actively involved in the **Europe for Citizens Structured Dialogue Group** and **Remembrance Network** by participating in activities and contributing to the programme's life. EUROCLIO also helped to continue and reinforce its strategic partnerships with the future House of European History, the European Network for Remembrance and Solidarity, the EUSTORY History Network of Young Europeans and multiple heritage institutions (museums, archives, libraries, memory institutions) and intergovernmental organisations such as the European Commission, the Council of Europe, UNESCO, the OHCHR, the RCC Education Reform Initiative South East Europe, and the OSCE.
- II. EUROCLIO has also been moving forward and looking beyond 2015 by **exploring future opportunities** to develop activities in relation with commemorations of defining moments in European history.
- III. In total, the EUROCLIO leadership had **72 meetings** throughout the year, with 525 engaged partners.

8. Providing Professional Expertise

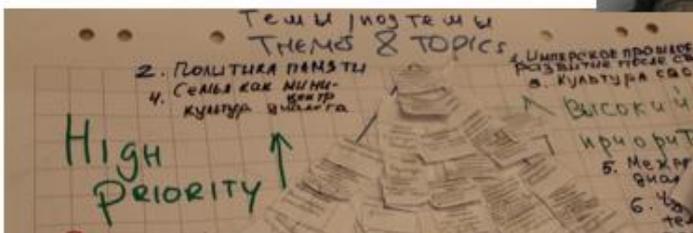
EUROCLIO works to be a connector and provider of professional expertise in order to (1) be recognised as a centre of excellence (2) to contribute to the dissemination and implementation of EUROCLIO's long-term programmes and (3) ensure the organisation remains open to learn and develop through external engagements in a continuous way.

In 2015, this took shape through the following activities:

- I. On 24 March 2015, Prof. Antoon de Baets, EUROCLIO Chair for History and Human Rights at the University of Groningen, was inaugurated. Through this connection, a better integration of higher education with the professional (civil society) world was created.
- II. Through the EUROCLIO Founder and Special Advisor's membership of the Association Board of the Europeana Foundation and the Georg Eckert Institute for International Textbook Research, EUROCLIO was able to provide expertise on high-quality history, heritage, and citizenship education. The cooperation resulted in a frequent transfer of knowledge and expertise, and an increased connection across sectors and disciplines that have to do with European history and remembrance.
- III. In 2015, **61 lectures and workshops** were provided by the EUROCLIO Board, staff, and Ambassadors through which the recognition and visibility of EUROCLIO expertise was greatly expanded. It also allowed the Association to explore new opportunities for strategic partnerships, and allowed EUROCLIO to engage face-to-face with an audience of 7,444 people.
- IV. The **International History Network**, a new platform aimed to stimulate collaboration on innovative and responsible history education for peace and democracy world-wide, was launched in April 2015 during the 22nd EUROCLIO Annual Conference in order to receive feedback from the participants there.
- V. **12 Master's level traineeships** were hosted for students from numerous countries, in history or related fields. In line with the vision of the European Charter on Apprenticeships, they acquired work experience in an international NGO environment providing new skills for new jobs, including critical thinking, generating ideas, ability to question, decision-taking, practical, social-, civic-, and digital competences.
- VI. A series of **training activities** were attended and organised as part of the EUROCLIO Erasmus +KA1 project *New Skills for More Impact: Building EUROCLIO as a Learning Organisation*. EUROCLIO staff was equipped with new competences which were used to increase the quality and relevance of the programmes and services.

Full List of Running Projects in 2015

- Anna Lindh Foundation, Head of Network (2011-2017)
- Sharing History Cultural Dialogues (2011-2015)
- Training Primary School Educators in Human Rights Education (2013-2015)
- Decisions and Dilemmas 1 (2014-2015)
- History Matters, or Touching History Education in Kosovo (2014-2015)
- Multi-faceted Memory (2014-2015)
- Innovating History Education for All (2014-2017)
- Rethinking History Education (2015)
- Decisions and Dilemmas 2 (2015-2016)
- Silencing Citizens through Censorship (2015-2016)
- Strategies for Inclusion (2015-2018)
- Football: Memory and Inclusion (2015-2020)



EUROCLIO Board Members 2014-2015

- Marjan de Groot-Reuvekamp (The Netherlands), President
- Mire Mladenovski (Macedonia), Treasurer
- Semih Aktekin (Turkey), Secretary
- Erwin Capitain (The Netherlands), Financial Advisor
- Peder Wiben (Denmark)
- Lóa Steinunn Kristjánsdóttir (Iceland)
- Paolo Ceccoli (Italy)

EUROCLIO Board Members 2015-2016

- Marjan de Groot-Reuvekamp, (The Netherlands) President
- Lóa Steinunn Kristjánsdóttir (Iceland), Vice-President
- Mire Mladenovski (Macedonia), Treasurer
- Semih Aktekin (Turkey), Secretary
- Erwin Capitain (The Netherlands), Financial Advisor
- Peder Wiben (Denmark), Communications Officer
- Paolo Ceccoli (Italy)
- Riitta Mikkola (Finland)

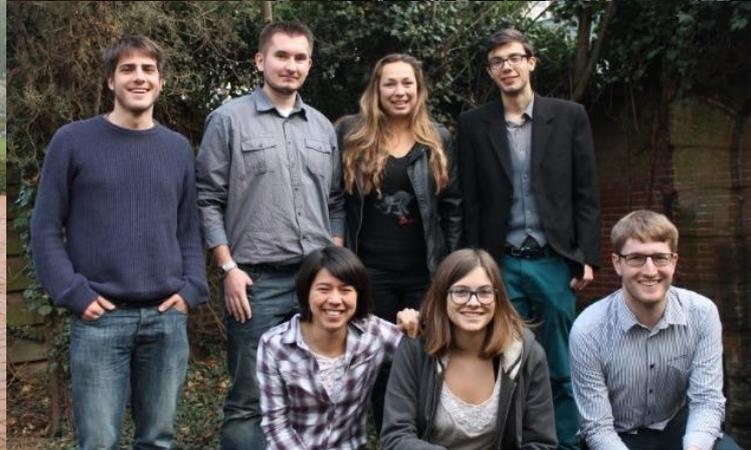
EUROCLIO Secretariat Professional Staff in 2015

- Jonathan Even-Zohar (The Netherlands), Director
- Steven Stegers (The Netherlands), Programme Director (& Deputy-Director)
- Blandine Smilansky (France), Senior Manager
- Aysel Gojayeva (Azerbaijan), Project Manager
- Judith Geerling (The Netherlands), Project Manager
- Jaco Stoop (The Netherlands), Network Coordinator

EUROCLIO Secretariat Trainees in 2015

Pieter Baeten (Belgium), Heather Campbell (United States), Ella Hogg (United Kingdom), Stefan Hoogendoorn (The Netherlands), Attila Hromada (Slovakia), Ben Kealey (United Kingdom), Samantha Maat (The Netherlands), Ivan Markovic (Croatia), Sara Martin (Spain), Mateo Martinez (Spain), Thomas Rettig (Germany), Bisera Screva (Macedonia), Jaco Stoop (The Netherlands) and Hanae Taguchi (France).

Pictured on next page. Top to bottom, left to right: Jonathan Even-Zohar (Director), Blandine Smilansky (Senior Manager), Judith Geerling (Project Manager), Aysel Gojayeva (Project Manager), Steven Stegers (Programme Director and Deputy-Director), Jaco Stoop (Network Coordinator), Trainees (Bisera Screva, Anne van der Tas, Stefan Hoogendoorn, Samantha Maat, Heather Campbell), Incoming Board Members (2015-2016), Trainees (Top: Mateo Martinez, Ivan Markovic, Ghislaine Kokshoorn, Attila Hromada, Bottom: Hanae Taguchi, Sara Martin, Ben Kealey), Antoon de Baets (EUROCLIO Chair), Joke van der Leeuw-Roord (Founder and Special Advisor), Trainees and Staff (Pieter Baeten, Ella Hogg, Jaco Stoop, Blandine Smilansky, Steven Stegers, Aysel Gojayeva, Judith Geerling, Jonathan Even-Zohar, Thomas Rettig).



Annual Financial Report

FINANCIAL RESULT

In 2015, EUROCLIO secured sufficient resources from its EU operational grant, core support from the Open Society Foundations, various project and partnership activities, membership fees and several small donations and consultancy assignments, to close the year with a small positive result of € 4,045.

Costs were in control as staffing at the EUROCLIO Secretariat was initially decreased as Senior Manager Blandine Smilansky left to work as Educator at the House of European History, yet later Jaco Stoop was hired as Network Coordinator. Operational expenses were slightly reduced compared to 2014. Several projects were closed with a cost overrun. In total, the projects have generated an overrun of about € 80,385. The overruns are mainly due to extra hours spent by EUROCLIO staff members, since EUROCLIO sets its quality and performance standards very high. In some cases, these are partially related to higher costs in project activities. The funding of these overruns is presented as self-financing and EUROCLIO staff members decided as they did also in previous years to waive their overtime rights, by which they are really supporting the financial health and continuity of EUROCLIO. The Board is grateful for this gesture. The Organization investment policy is not to invest in shares or other insecure investments.

In November 2014, the Board and Management agreed on a multi-annual strategy to build up this reserve in order to create a security buffer. The purpose is to have at least the needed internal resources to allow for an orderly and low-risk downturn, in case such a downturn for whatever reason is deemed to be unavoidable. In generally acceptable governance codes guidelines are mentioned as for example to have a buffer providing at least for one year the costs of the permanent staff and other legal obligations. The operating reserve also allows the organisation to better face challenges in temporal cash-flow and lack of liquidity. The Board will continue the policy to allocate positive results to an operational reserve aimed to secure the capacity to carry out the mission.

INTERIM PROJECTS AND MEASURES

The positive result in 2015 was possible thanks to measures enacted throughout the year, based on interim projections in May and September.

These projections showed higher expenditures than expected were necessary during the year in several projects. Most notably, the EU-funded projects *Sharing History Cultural Dialogues in the Black Sea Region* and *Multi-Faceted Memory* and for the execution of the Annual Conference in Denmark.

The measures taken by the Board included the cancellation the physical board meeting, scheduled for September and a full review on the financial management of the organisation. This internal review elaborated how spending is planned. The Board's financial advisor studied all the issues together with the management and external bookkeeper and a set of recommendations related to cost planning, financial management and monitoring were made and put in place.

IMPROVED AWARENESS AND NEW INVESTMENTS

The effect of the 2015 financial year on the future is the increased awareness of the financial management as well as the Board on the need for more detailed cost planning and continued interim projections. For the budget of 2016, additional specifications have been made. Moreover, programme budget lines are in place to better be able to plan further coherent implementation and handle possible contingencies.

Over the last several years, EUROCLIO has extended its international profile, programming and networking. The result is that the organisation is more and more invited to join project proposals, attend events, and share its expertise. While the Secretariat Staff is eager to embrace all relevant opportunities, it will seek in 2016 to be more strategic about the choices made, more aware of the commitments which follow and more eager to involve members as a way to spread the responsibility and decentralise the amount of time and energy invested.

Disclaimer

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