



Stimulate Intercultural Dialogue

Promote Lifelong Learning

Support History Education

Empower Professional Network

Responsible History Education in a Globalizing Society

EUROCLIO's Roadmap towards Innovative History Education

EUROCLIO, The European Association of History Educators
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EUROCLIO, the European Association of History Educators, was established as an iNGO in 1993 to defend and promote responsible history teaching as an essential subject in the education of young people¹. The Association views history as the most important school subject for the political and civic development of young people. It is the most structured channel for developing historical awareness of societies, thus contributing to societal advancement in a constructive manner. History, however, has also been a subject open to negative interference; through propaganda and political indoctrination. No other school subject leads to such emotional debate in society, in politics and in the media. In the recent past, there are still many examples of how History can be misused for petty political objectives. EUROCLIO affirms that the past does not stop at national borders and that history education has a significant impact on how people look at the world around them. The Association propagates an approach to history education that smoothes out the ragged edges of nationalism and other ideologies, deconstructing historical myths and negative stereotypes putting traditional enemy-images into perspective. Moreover, EUROCLIO focuses on both diminishing tensions between countries and also tries to bring together different communities within countries by exploring the sometimes painful past through a safe environment and through a professionally guided and closely monitored process. In order to achieve these ambitions, school history demands responsible well-rounded professionals.

Most countries in Europe, and indeed beyond, have strong nationally-oriented history curricula and textbooks. The added value of EUROCLIO is that it has been bringing together since 1993 thousands of history, heritage and citizenship educators and historians from Europe and beyond to cross-border discuss and practice an all-inclusive approach to the study of the past. Such an exchange of ideas and perspectives is vital for the development of a European sense of belonging as basis for European citizenship in the 21st century. Since its foundation, EUROCLIO has, through its member Associations organised hundreds of capacity building activities throughout Europe and beyond. Professional teams have developed and implemented a variety of innovative, ready-to-use teaching materials and textbooks. Furthermore, a number of individual experts have been active in teacher-training and consultancy in many countries in Europe and beyond through EUROCLIO. The Association has acquired special experience with teaching history in politically sensitive regions.

All work within EUROCLIO is built on an internationally-oriented approach to the subject. This focus is furthered through the organization of training and knowledge-transfer, bringing together participants and expertise from a range of locations from North, South, East, and West Europe, and beyond. Through this process, EUROCLIO has facilitated the production of innovative and trans-national teaching resources and tools, stimulated modern language capacities, with a focus on English language as the language of international communication, without neglecting the value of other important languages within the framework of international communication.

Through developing and implementing international standards, discussing academic results and debating political influence in the subject, EUROCLIO opens a window of internationalism for its member Associations and their individual members, allowing the Association of Associations to function as **a Centre for the Advancement of History, Heritage and Citizenship Education**.

In order to fulfil the Association's aims and goals, EUROCLIO and its Members participate in the international discourse on the learning and teaching of history, heritage and citizenship through participation in events and stakeholders meetings, interviews, letters and articles in national and international media. EUROCLIO offers an intermediary position and facilitates dissemination of information to networks, organisations as well as individuals. EUROCLIO envisages to further this position becoming **the internationally recognized network, voice and focal point for responsible history, heritage and citizenship education in Europe and beyond**.

 **MEMBERSHIP**

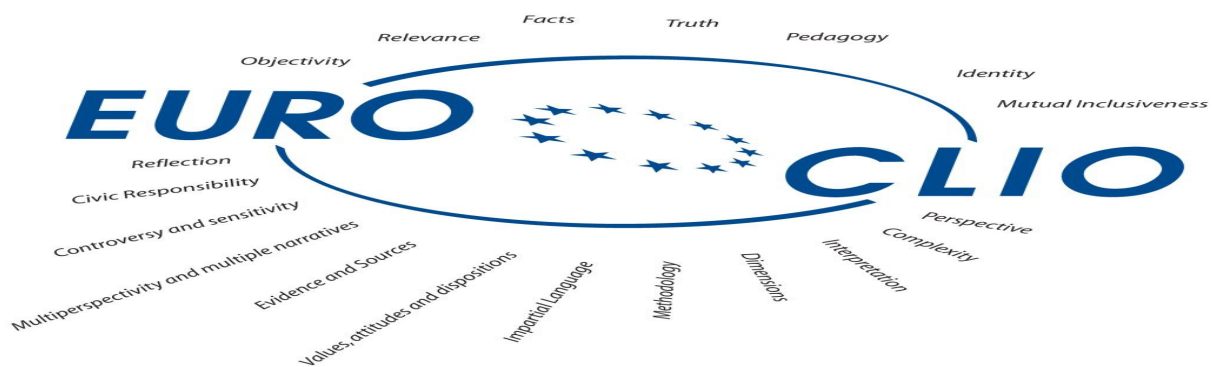
EUROCLIO member organisations embrace in 2010 79 independent history educators' Associations and institutes from Albania, Australia, Austria, Azerbaijan, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, North and South Cyprus, Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Georgia, Greece, Hungary, Kyrgyzstan, Iceland, Ireland, Italy, Israel, Kosovo, Latvia, Lithuania, Luxembourg, Republic of Macedonia, Malta, Morocco, Moldova, Montenegro, Netherlands, Northern Ireland, Norway, Poland, Portugal, Romania, Russia, Scotland, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine and Wales. Through these networks it reaches out to more than 40.000 history educators in Europe and beyondⁱⁱ.



 **MISSION**

EUROCLIO desires to implement responsible and innovative history and citizenship education in Europe by promoting collaborative values, critical awareness, mutual respect, peace, stability and democracy. The Association envisages to prevent the abuse of history, heritage and citizenship education by promoting respect for diversity, human rights, intercultural dialogue and collaboration between stakeholders. EUROCLIO seeks to enhance the quality of history and citizenship education through the innovation of the subject contents, methodology and pedagogy and the professionalization and capacity-building of history, heritage and citizenship educators. The Association promotes a European sense of belonging without neglecting the global, national and regional perspective. EUROCLIO encourages the founding, enhancing and professionalization of the independent Associations of history and citizenship educators as active civil society organisations.

The Association stimulates the transfer of sound academic historical knowledge, educational theory and methodological discourse to the school and training institute levels, history and citizenship curricula and textbook and assessment development. In order to achieve these goals EUROCLIO utilizes knowledge and experience transfer through peer-learning, exchange of expertise and a system of expert, peer and student reviewing.



The work of the Association centres on three main pillars of activities:

- *Capacity Building and Knowledge Exchange*, including training in the development and implementation of innovative educational material and research on issues related to history and history and citizenship education.
- *Networking, Sharing and Dissemination of Experience and Information*, including sustaining and extending an international professional and partner network, maintaining and promoting a website, editing and circulating Newsletters and publications on the learning and teaching of history.
- *Supporting Participatory and Sustainable Professional Civil Society*, stimulating, initiating and empowering independent history and citizenship educators' Associations as multipliers in Europe and beyond.



ORGANISATIONAL STRUCTURE

EUROCLIO is an Association under The Netherlands' jurisdiction with its domicile in The Hague. The Association consists of five bodies: the Annual General Assembly, an international Board, an Audit Committee, an Honorary Board and a professional Secretariat. The Annual General Assembly is the responsible decision-making body with voting rights for the 66 Full Members, independent Associations of history, heritage and citizenship educators. The present international Board, with members from Greece, Denmark, Germany, The Netherlands, Turkey and Ukraine leads the Association and the present audit commission, with members from Russia and Sweden and Norway, reviews the financial management and policy of the Association. The Honorary Board consists of well-known historians and politicians from Estonia, Germany, Greece, Iceland, Latvia, The Netherlands, Portugal, Slovenia and United Kingdom who have demonstrated a keen interest in the role of history and history education in society. The EUROCLIO Secretariat, with an international staff, runs the Association on a day-to-day basis. The Secretariat acts as intermediary organisation, facilitates the work of the members Associations and cooperates with members and partners in projects carrying out mission of the Association.



TARGET GROUPS

EUROCLIO targets a wide variety of stakeholders. These include history, heritage and citizenship educators Associations and other institutes in the same field. History, heritage and citizenship teachers, trainee teachers, and teacher trainers; history and citizenship curriculum developers, textbook authors and assessment specialists; history and citizenship advisers and inspectors; history and citizenship students in primary and secondary education and their parents; history scholars and students; educational publishers, and educational and academic media; national and international educational authorities and policy makers; and media, museums and libraries.

– EUROCLIO AGENDA 2020 –

THE POSITION OF EUROCLIO ON EDUCATIONAL INNOVATION

In 2010 most European countries are involved in processes of educational innovation. However the pace and results of these processes are different, as ample research evidence shows. EUROCLIO has in the last 15 years played an active role in the implementation of reforms in history education on a trans-national level. Simultaneously, EUROCLIO enquiries, and other sources, demonstrate not only a return but an increase of traditional national approaches to (history) education. History, heritage and citizenship education in 2010 is still notably misused from time-to-time to achieve national political goals, instead of helping young generations to understand the world they live in. Therefore the mission of EUROCLIO to support the development of history, heritage and citizenship education in Europe that promotes critical awareness, peace, and democracy is in 2010 still highly relevant. A sound use of history education towards the building and deepening of democratic societies, connecting professionals and therefore students across boundaries of countries, ethnicities and religions, is still a goal which Europe should strive towards. EUROCLIO will continue to promote the need for an innovative, attractive, engaging and relevant history, heritage and citizenship education supporting a 21st Century knowledge-based society, aiming towards peace, stability and democracy.

Methodology

EUROCLIO has been able to define and pragmatically refine an innovative history and citizenship education methodology building on the practical work carried out within numerous initiatives since 1991. This methodology has been proven to be applicable when addressing more difficult, sensitive and controversial issues. EUROCLIO's method fosters the development of historical consciousness and historical thinking. Several external reviews acknowledge EUROCLIO's methodology as a unique contribution to the field of modern educational methodologyⁱⁱⁱ. The approach is process-orientation centred and believes in reinforcing professional talents as fundamental resources for innovation and change. The teaching resources and tools are based on collaborative work, the adoption of an agreed operational framework, and a closely moderated procedure of assessing, reviewing and piloting.

To teach the abilities to analyse, to interpret, to judge, to critically think and to question are the fundamentals of a good history and citizenship lesson. These skills are essential for historians and citizens alike.

EUROCLIO promotes the use of *European Reference Framework*^{iv}. Several of the key and transversal competencies, such as the digital competences; learning to learn; social and civic competences, cultural awareness, expression and transversal competencies critical thinking, creativity, problem solving and decision-taking are directly applicable in innovative and creative history and citizenship education. Such competencies reach much further than these school subjects alone. They are basic skills for new jobs. EUROCLIO will continue to promote competence-based and outcome-based learning within its work.

Historical Knowledge

Responsible and innovative teaching history requires an integrated approach and demands new ways to address the significance of historical knowledge. This means an enhanced balance between geographical dimensions and political, cultural, economic and social perspectives, as well as a shift towards a more European but also global perspective. New concepts such as migration, gender, mutual inclusiveness, human rights, diversity and environment have to

become an integrated part of the new school history narratives in Europe. EUROCLIO would like to continue to stimulate innovation of content in school history and citizenship education to sustain the subject's relevance also to young generations.

Pedagogy

In many countries, students and other stakeholders have recently shown reservations about the benefit of school history, especially for students learning through vocational education. This problem demands serious reproach about the tradition of memorizing a wide variety of historical facts. Such reservations demand the implementation of an innovative, engaging, student-centred pedagogy, fostering independent and creative learners, also taking into account the age-group and the intellectual level of the students. EUROCLIO would like to continue to stimulate the professional group of educators to reinforce inspiring, engaging, and interactive pedagogy in school history, heritage and citizenship education.

New Paradigm

These shifts in contents, methods as well as pedagogy of school history aim to implement a new paradigm of history and citizenship education, based on learning history openly, with diverse and critical narratives. EUROCLIO will continue to advocate an educational approach that does not white-wash or sanitize problematic national and global narratives of the past. The Association does not present a non-controversial, rosy historical picture, but rather, an approach more multidimensional and complex. Consequently, the result is a less one-sided, biased, and politicized history education than still exists in some countries in Europe and beyond.

Reconciliation

Much of the past work of the Association has been focused on teaching history within problematic political contexts. Through this work of EUROCLIO, the Association might qualify as an example for reconciliation through teaching history. It follows those experts who argue that content and methodology can promote long term reconciliation by enhancing critical thinking, the willingness to question simplistic narratives, promoting empathy skills and promoting ability to disagree about interpretations of the past and their implications for present social issues without resort to violence^v. It also follows those who argue that there is a need to challenge the dominant negative national narratives and to also stress the more positive experiences of living together^{vi}. EUROCLIO will continue to work with its member organizations in these regions to search for ways of teaching history, heritage and citizenship, which diminish tensions across boundaries of countries and between ethnic and religious communities.



Information Technology

Today's classroom environment is changing. With the growth of the so-called information society and an increase in digital literacy, EUROCLIO is building information technology in every action, stimulating the use of the World Wide Web. There is a wealth of digital resources and tools that can be used for history, heritage and citizenship education. EUROCLIO will strive to open access to these educational resources and tools, and support the development of innovative ICT-centred teaching methodologies that help to address the new needs of young persons. The free flow of ideas across the internet has many positive benefits for younger generations; access to information, images, videos, knowledge and the wider world. As a result, historical information, sources and commentaries are now more easily available than ever. However, uncritical use of free information leads to one-sided interpretations and a lack of knowledge and understanding of the wider significance of issues. Attractive ICT-based teaching methods, resources and tools, appealing to youngsters and leading to enhanced critical thinking are much needed to enlarge the critical mass that takes responsible civil action in democratic societies. The Association will continue to train professionals to develop competencies amongst their students to critically use and understand (historical) information available in the media.

Since 2009 EUROCLIO has started Historiana programme^{vii}. www.Historiana.eu is the online educational resource that enables the young generations learning about Europe's past and heritage. The website is organized around six themes: People on the Move, Rights and Responsibilities, Conflict and Cooperation, Life and Leisure, Work and Technology, and Ideas and Ideologies offering a great variety of digital historical sources and national case studies that are ideal for use in a transborder and culturally diverse settings. The online materials are designed to transfer knowledge, to develop key competencies and critical thinking and to promote multi-perspectivity. The on-line tool offers opportunities to compare and contrast various locations and periods. Historiana visualizes an innovative and creative alternative to the idea of a European History Textbook. EUROCLIO will focus on building and extending this educational resource.

Evaluation and Assessment Procedures

In order to realize the initiated innovations in methods and content, there is an apparent need for a change in testing, evaluation, assessment and examination systems. Too often there is still a strong concentration on assessing knowledge, and little space for evaluating skills and attitudes. Since the early nineteen-nineties EUROCLIO is supporting colleagues who promote innovative evaluation systems based on approaches such as outcome based learning and assessment for leaning. However, expertise, even in 2010, is still in an early stage of development. The Association wants to continue to stimulate this process, updating assessment methods and initiating discussions about the benefits of standards for summative and formative assessment methods that correlate with methodological innovations.



THE POSITION OF EUROCLIO TOWARDS THE CITIZENSHIP AGENDA

Education for European Citizenship

In many European countries the lack of interest in political issues and the low voter turn-outs in elections reveal a crisis in civic participation. Recent elections in many countries from the local to the European level demonstrate that engaged citizenship is not a natural value of the majority of individuals. Youngsters who grew up in democracies are accustomed to rights that have been achieved in the past and many take peace, freedom of speech and stability for granted. History, heritage and citizenship education based on EUROCLIO's methodology promotes a European sense of belonging as it believes that such an approach can influence people's sense of identity and the extent to which they are willing to be part of Europe. This European sense of belonging is not only fostered through (historical) knowledge transfer but also by enhancing democratic skills, values, beliefs and attitudes. EUROCLIO believes that innovative history, heritage and citizenship education focusing on an understanding of social cohesion, democracy and human rights and responsibilities are fundamental for a vibrant future political system. It is necessary to develop alongside knowledge, positive attitudes among young people, promoting active citizenship, inclusion and intercultural dialogue.

The choice of EUROCLIO to encourage and further independent, responsible and sustainable volunteer communities of professionals, connected in Civil society organisations of History, heritage and citizenship Educators, is a manner to responsibly engage educators in their national community and in the wider European society.

Increasingly Diverse European Societies

Societies in 21st Century Europe have become increasingly diverse due to processes of migration and globalization. It is sometimes very easy to forget that in actual fact, societies in the past were often far more diverse than the present grand national narratives usually convey. People have reacted differently to the opportunities and challenges that multicultural societies offer. Reasserting national identity and strengthening stereotypes seems a common fallback option for many. However, the Association believes strongly that such a fallback hampers intercultural dialogue, social cohesion and equality in society thus making many European societies less interconnected and more segregated. EUROCLIO believes that history education has a specific role to play in promoting social cohesion and inclusion through inter-cultural, inter-generational and inter-religious dialogue. Responsible history, heritage and citizenship education challenges stereotypes about the 'other' communities, showing shared experiences and addresses topics such as diversity, inclusion and migration. EUROCLIO will continue to train professionals in developing and implementing of inclusive teaching tools and resources respecting ethnic, language, religious, gender and social diversity, suitable for increasingly diverse European societies.

Cultural Heritage

Cultural heritage, in the EU Enlargement Sector Plan for Cultural Heritage and History is defined as the legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. The paper understands intangible heritage as heritage that deals with aspects or means of behaviour in a society including: social values, traditions, customs and practices, aesthetic and spiritual beliefs, artistic expression, language, history and other aspects of human activity. Heritage education also embodies

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challenges, as it is traditionally related to a national, rather exclusive grand narrative. EUROCLIO consequently supports the development of the European Heritage Label. The Association believes the label will help to increase public awareness of our common yet diverse cultural heritage. The labelled heritage can be used as European on site learning tools, contributing to strengthening European young peoples' sense of belonging and of shared common historical experience. The Association will continue to be involved stressing the importance of this Heritage Label for an inclusive approach to Europe's history and heritage.

National identity and heritage play an important role in history curricula and history textbooks in many European countries. Since long EUROCLIO has considered inter-community and cross-border heritage education an important component alongside history and citizenship education, and has therefore stimulated cooperation between educators and heritage institutions. In 2009 the Association has brought together a large consortium of heritage institutions to enable the *Historiana* project to become the gateway to European history and heritage^{viii}. It will continue to further this network connecting European heritage to cross-border history and citizenship education.



THE POSITION OF EUROCLIO TOWARDS GOOD GOVERNANCE

Membership Policy

Keeping up good governance within a Member Organisation with 79 independent and volunteer History Educators' Associations and Institutes from 53 countries representing more than 40.000 history and citizenship educators in Europe and beyond, is a considerable commitment.

The 2009 and 2010 EUROCLIO General Assemblies experienced decreasing participation. Internal and external explanations have been identified and are being addressed, however it is evident that also for the future a full face-to-face participation of all EUROCLIO Member Associations will be difficult, if not impossible. EUROCLIO will henceforth investigate innovative and interactive online meeting and voting procedures for those Member Associations who will not be able to physically join the Annual Assembly.

This community of volunteering professionals represents a wide variety of needs and demands. EUROCLIO seeks continuously for ways to receive feedback on its actions, to involve Member Associations and to inspire them with suggestions and support for activities, actions and projects. Also for the future the EUROCLIO Board will vary its meeting places across Europe in order to meet with different Members Association representatives. The Association also will continue to support and organises events in as many as possible countries to give members a maximum benefit of its Membership.

A communication platform of at least 40000 history and citizenship educators needs to be maintained and updated. In order to involve this large group of people, a wide dissemination of information about goals, activities, opportunities, results and challenges is required. EUROCLIO uses all the usual tools; an elaborate website, newsletters, publications, press releases, articles, trainings, seminars, lectures, workshops, individual consultancies to reach out to a wide audience of stakeholders. This work is ongoing and cannot be understood as a project with a time limit. This long term process requires frequent rejuvenating of an educator's audience and the constant need for updated knowledge and information transfer. EUROCLIO will continue to adapt its information dissemination tools to new opportunities presented by the information-based societies, such as Blogs and Social Networks like twitter and facebook.

Sustainable Volunteer Professional Civil Society

Civil society is Europe's human and organizational capital, built on the dedication of individuals and groups who feel responsible for the well-being of the society they live in. As individual professionals have limited power, many history professionals in Europe have set up over the last 20 years independent national history and citizenship educators Associations, with many of them in this endeavour supported by EUROCLIO. These local Associations develop ownership within history and citizenship education based on inter-ethnic collaboration, collegial common action and agreed responsibility. They act as sustainable multipliers and seek to raise the professional profile of history educators among other stakeholders in history education.

These Associations and their Boards operate generally on a voluntary basis, and the continuity of these organisations depends entirely on the commitment of new generations of history and citizenship educators willing to take responsibility. The situation is also heavily reliant on donors continuing to recognize the value of independent, volunteer civil society organisations. EUROCLIO understands the problems of its member Associations and will continue to inspire, activate, facilitate and involve member Associations and to seek persistently for opportunities for further Institutional development including management, financial, and entrepreneurial skills among its member organisations. The Association will

continue to stimulate the development of innovative professional networks and Associations situated in countries in, and beyond, Europe.

THE POSITION OF EUROCLIO ON EXTERNAL PRESSURE ON HISTORY, HERITAGE AND CITIZENSHIP EDUCATION

The current 79 EUROCLIO (Associated) member Associations recognize that history, heritage and citizenship educators have a special responsibility towards society. They are aware of the extra-ordinary sensitivity of the subjects regarding the political and ideological environment in which they teach. Therefore, EUROCLIO and its member Associations and organisations have since the beginning of their cooperation in 1993, made every effort to develop history into an engaging, innovative subject for young people, free from negative political pressure and offering meaning to an education for good citizenship. In 2010, the Association has started the process to develop a Compass for Responsible History Education. It envisages to have this document accepted the basis document for history education professionals in Europe and beyond. EUROCLIO also want to further increase the links between classroom teaching and the communities of parents, politicians and journalists.

THE POSITION OF EUROCLIO ON LIFE LONG LEARNING

Professional Capacity Building

History, heritage and citizenship education for the 21st Century demand that young people have knowledge and competencies in order to analyze, to think critically, to judge and to solve problems^{ix}. It is clear that despite the ongoing educational reforms in Europe, the implementation of such innovative learning, also identified in the European Union Key and Transversal Competencies, is still in its infancy. For 20 years, numerous recommendations what and how to innovate and to improve are published, but still far too little tailored practical solutions and applications are available. For many in the teaching profession, innovation, key competencies and outcome-based learning were not part of their initial training. Even in 2010, many initial teacher training institutes do not teach the practical implications of such approaches. In many European countries, in-service training programmes addressing these issues are hardly developed. EUROCLIO recognizes the needs for quality improvement and empowers its members to enhance their professional capacities in order to prepare their students for this highly developed knowledge-based society. The Association will continue to support national and international in-service and pre-service activities through the transfer of competencies by sharing good practice, expertise transfer and peer learning training, building on acquired experience. EUROCLIO fully supports its members to face the requirements for new teacher qualifications. EUROCLIO continues to keep motivating history and citizenship educators to learn foreign languages in order to enhance cross-border communication and exposure to cross border peer-learning and expertise. The Association seeks continual opportunities to empower capacity building activities for its member Associations.

Access to Life Long Learning

EUROCLIO embraces the mobility opportunities offered by European Lifelong Learning Programmes to improve the innovative professionalism and a European sense of belonging of history, heritage and citizenship educators^x. Individual members of EUROCLIO member Associations are eager to enrol in these training opportunities, to engage in the unique opportunities of face-to-face trans-border knowledge-exchange. Unfortunately the accessibility to, and involvement in, these programmes is not without

problems. Educators are often required to fill out lengthy and complex forms and their applications are regularly rejected, without a proper justification. The rules and regulations between countries differ and there is little transparency about the criteria for acceptance and rejection. The overall regulations towards application deadlines are not in tune with the flow of the conventional school year.

An EUROCLIO inquiry in 2008, revealed that Lifelong Learning for school educators is also hindered by problems related to national cultures in school regulations. Teachers are often not allowed to leave school for training; they receive insufficient or even not any financial support for participation, they have to take unpaid leave or even are forced to cover the cost for their substitution. In several European countries, teachers' cross-border professional training is practically denied. EUROCLIO therefore will continue to address opportunities to increase the quality and efficiency of training opportunities with its target group and participation in national and international professional capacity building also using open and flexible distance learning.

THE POSITION OF EUROCLIO ON RESEARCH

Impact Research

EUROCLIO acknowledges that quality education is dependent on application of the 'knowledge triangle' of education, research and innovation. Since 1993 the Association has stimulated innovative and trans-border approaches to history. Observing the present curricula for the learning and teaching of history, heritage and citizenship in many countries in Europe, we might conclude that this work has been effective. However present donors more and more require evidence-based information about the effectiveness and impact of EUROCLIO's work. We share this concern but know that currently a scientifically formulated method for impact assessment of such work as EUROCLIO's hardly exists. Therefore EUROCLIO actively seeks for opportunities for this to be developed and to be used in impact assessment of EUROCLIO's work. The Association looks to explore collaboration with a range of research institutions on this concept.

Trends in History and Citizenship Education

On a yearly basis for more than 10 years EUROCLIO has conducted an annual questionnaire among its members to gain a better understanding about the current European trends in the learning and teaching of history and citizenship. The results of these questionnaires are available on the website. In the future EUROCLIO will continue to carry out surveys among its network.

EUROCLIO is regularly asked for partnerships by Universities and Research Institutions. It will also in the future be open for such partnerships.

THE POSITION OF EUROCLIO ON TRANSNATIONAL PARTNERSHIPS

EUROCLIO has developed over the last two decades a wide variety of Partnerships. It has special relationships with several Intergovernmental Organisations, Organisations and Institutes related to history and history and citizenship education and special interest networks. EUROCLIO active contributes to reinforce Civil Society Dialogue (both among civil society actors and between civil society and political institutions).

Relations with intergovernmental organisations



EUROCLIO has always been active to build active relations with intergovernmental organisations active in the field of history, heritage and citizenship education. As a result, the Association has been recognized by several intergovernmental organisations as an important actor in the field of history, heritage and citizenship education. UNESCO counts EUROCLIO among their partnerships with civil society organizations that have experience in creating quality learning materials.^{xi} The Association has recently started the process of applying for official relations with UNESCO.



ALLIANCE OF CIVILIZATIONS

Since 2009 EUROCLIO has begun to work alongside the United Nations Alliance of Civilizations, which is aiming to improve understanding and cooperative relations amongst nations and peoples across cultures and religions, and to help counter the forces that fuel polarization and extremism. EUROCLIO and the Alliance have agreed to cooperate on history and citizenship education in the Balkans and study options for cooperative work in the Mediterranean Region.



COUNCIL OF EUROPE

EUROCLIO was established on a request of the Council of Europe in 1991. Since then, EUROCLIO obtained participatory status as international non-governmental organisation with the Council of Europe conference of INGO's and has worked in active partnership with the Council of Europe in a wide variety of pan-European, regional and national projects regarding history and citizenship education. Since 1996 Council of Europe Recommendations towards the member states have regularly mentioned and worked with EUROCLIO as a vehicle for educational change that should be expanded. In 1996 it recommended government support should be given to the setting up of independent national Associations of history teachers and that their active involvement in the European history teachers' Association EUROCLIO should be encouraged^{xii}. In 2001 EUROCLIO participated in the many meeting that preceded the drafting of this important recommendation about the basic principles of responsible history education^{xiii}. And the Recommendation 1880 about History teaching in conflict and post-conflict areas from 2009 calls again to encourage teachers to join Associations of history teachers and attend events such as those run by EUROCLIO in order to help develop confidence, experience and expertise^{xiv}.



Since 2006 EUROCLIO has received support from the European Commission an operating grant within the Jean Monet Lifelong Learning Programme enabling the Association to carry out its basic work. The Association is regularly invited to participate and present its ideas to Euro-parliamentary audiences and is a member of commission related networks such as the platforms for Life Long Learning, the European Economic and Social Committee, Citizenship and Multilingualism. EUROCLIO will continue to enter to more EU Platforms such as the Civil Society Network on Peace Building. The 2010 EU Enlargement Sector Plan for Cultural Heritage and History recognizes the importance of history education and the role of EUROCLIO as an example of active collaboration among European History educators.

In future, the Association will continue to collaborate with UNESCO, the Alliance of Civilisations, the Council of Europe and the European Union and possibly will extend its relationships to other Intergovernmental Organisations, such as the Organization of the Islamic Conference (OIC) and the OSCE, who could exert their political influence to work for responsible history and trans-border citizenship education^{xv}. EUROCLIO is a willing partner to perform implementations and assessments in the fields of curricula change, textbooks, teaching, capacity building and methodology.

Partnerships in History and History, Heritage and Citizenship Education

In many European countries, becoming a teacher is a very low career priority. The average age of teachers in several European countries is above 50 years old^{xvi}. A potential reason for this is the lack of respect for the teaching profession. Policy-makers in history and citizenship education, politicians, educational experts and academic historians, do not always take into consideration the consequences of their educational policy. Innovated history and citizenship curricula are often not followed by genuine changes in the syllabi, textbooks, training, teaching and assessment methods. However, in policy assessments, (History) teachers are often resultantly perceived as the unsuccessful executors of policy. EUROCLIO believes that a restored self-respect of the teaching profession should be achieved by the recognition of equality of the different stakeholders in the educational process. Partnerships and synergy between academic historians, politicians, educational authorities, trainers and teachers based on mutual respect and acknowledgement of specific competencies of each player would increase the quality of the young generation of history and citizenship educators, thereby enhancing the quality of learning for future generations. EUROCLIO will continue to voice the concerns of the profession, allowing them to be taken into consideration through stimulating and building strategic partnerships with all involved in the sector.

EUROCLIO is happy to see, that over the years, distinguished historians and politicians have shown a special interest in the role of history in society. In order to show this commitment some were asked to give their name to the Honorary Board of the Association. The Association will continue to look for special opportunities to inform and involve these stakeholders in the work on the trans-border learning and teaching of history and will continue to invite eminent persons for the Honorary Board where necessary.

Membership of international and European special interest networks



EUROCLIO is a member of the Anna Lindh Foundation for Dialogue between Cultures, which is bringing people together from across the Mediterranean to improve mutual respect between cultures in the Euro-med region. The Association has participated in a variety of events organised by the foundation and carries out since 2009 an Anna Lindh project to develop online teaching materials on the topic of migration. In 2009, the EUROCLIO project History in Action was awarded the silver EuroMed Award for Intercultural Dialogue for Peace and Co-Existence, which was organized by the Anna Lind Foundation.



EUROCLIO is member the European Civil Society Platform on Lifelong Learning (EUCIS-LLL) which promotes European-wide cooperation among civil society organizations in education and training. Since 2010, the EUROCLIO Executive Director is member of the EUCIS-LLL Steering Committee.

EUROCLIO is since 2010 member of the European Network of Third Sector Leaders (EUCLID) connecting leaders to facilitate peer-learning, pan-European partnerships, influence processes, and make the sector as a whole stronger and more innovative. EUROCLIO contributed to their report on the financial policy towards civil Society organizations of the European Union.

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EUROCLIO is also a member of the European Civic Forum; a young network with a strong European ambition; to encourage a civic and popular ownership of Europe by its citizens. The forum has 91 Associations as members from 23 countries in the European Union all working in citizenship and civic education.

EUROCLIO will continue to be actively involved in all these networks and will continue to propose concrete solutions based on its expertise, the competencies and the experience. It will also continue to search for new networks, which fostering carrying out is mission.

Global Connections

In the last years EUROCLIO's activities stretched the traditional limits of Europe. This development stressed the need for EUROCLIO to grow further then Europe. The Association has been invited on numerous occasions to share its expertise and best practice with countries outside of Europe. Thus, EUROCLIO has developed links with the Caucasus, the Middle East, USA, North Africa, and North-East Asia. On a daily basis, EUROCLIO follows global trends and events connected to history education. In the coming decade it will strive to strengthen its position as an active participant in addressing global challenges connected to history, heritage and citizenship education and deepen our cooperation with history and citizenship educators, relevant policy makers, think tanks and NGO's from all over the world.



THE POSITION OF EUROCLIO ON VISIBILITY AND SUSTAINABLE DEVELOPMENT

Lobby

EUROCLIO has become a central European civil society organization providing solutions to some of Europe's most pressing problems including a lack of sense of belonging of Europe's (younger) population. We communicate the Association's contribution to the European project and spread this message through meetings with a wide variety of agents. A measurable result can only be achieved when the work of the Association is mainstreamed into curricula, textbooks, national teacher training programmes, school teaching and examination programmes. Therefore Europe-wide political and governmental endorsement is indispensable. Henceforth, the Associations continue its awareness-raising activities among national and European politicians and educational authorities. At the same time it will stimulate and support its Members organisations with all possible means for their lobby work on a local level.

Funding

In order to achieve its goals the Association continue its search for appropriate resources provided by a range of national and international donors. Since 2005 EUROCLIO has been able to diversify its donor community, and it will continue to seek opportunities do so. The Association is constantly improving the usage of existing resources. EUROCLIO also will seek to acquire an AMBI status, which will facilitate the opportunity to seek and receive private and commercial grants.

Dissemination of information and network development

A communication platform of at least 40000 history and citizenship educators needs to be maintained and updated. In order to involve this large group of people, a wide dissemination of information on the goals, activities, opportunities, results and challenges of the Association is necessary. EUROCLIO uses all the usual tools; an elaborate website, newsletters, publications, press releases, trainings, seminars, workshops, events, lectures, articles, meetings, consultations and individual consultancies to reach out to a wide-as-possible audience.

Media

EUROCLIO has certainly an interest in working with the press to take part in public opinion debates when relevant. Ensuring a good media coverage for the organisation's activities is also an efficient way to widen the impact of EUROCLIO's work beyond the project participants. Eventually, the press cannot be ignored if we want to influence policy-makers on a national and international level.

However it is not always easy to attract the attention of the media. EUROCLIO will in the coming period look to develop an effective strategy for communication with the press: the organisation is constantly working on it. This strategy includes a systematic identification of the relevant persons to contact, as well as timely actions considering European priorities, or national and international news. The wording of EUROCLIO messages going to the press have to be able to catch public opinion's attention. Recently EUROCLIO has been trying to use some tips received from specialists to improve its relation with the press: build sustainable relationships with individual journalists, step into the EU press environment in Brussels, and involve the members to reach out to national media. Press releases and press conferences as the main tools to work with the press are regularly released and organised when an outcome of EUROCLIO work is identified as valuable and appealing for a wider world.

For projects dealing with sensitive history, the Association generally works in (relative) silence in order to prevent negative pressure on the professional groups. Only when the project participants feel empowered enough to tell the story of their collaboration it becomes possible to try and reach out to the press. And this usually turns out rather successful when the out breaking dimension of EUROCLIO work is stressed, with for instance the project in the Balkans (examples of press outreach).

RISKS FOR THE FUTURE OF EUROCLIO

Since the start of the crisis in 2008 the situation of EUROCLIO, like other NGOs have become more endangered. Political priorities show a further diminishing attention for Europe as a political necessity. The choice to support the European integration process has become a political choice, rather than a widely-held, assumed imperative. More and more national politicians use school history as tool for building internal cohesion; however they deny that creating a sense of European belonging is necessary for Europeans. EUROCLIO envisages to increase its visibility among politicians and policy makers to approach this issue.

Reduced Project Opportunities

International funding, allocated to international projects, culture and education has been substantially reduced by the economic crisis and changes in priorities due to new political landscapes. The traditional income is reduced, due to a generalised decrease of Government spending and changes in the political climate in European states. Donors take much longer to decide and furthermore, there are often delays in the reimbursement of grant money from donors, causing additional problems.^{xvii} EUROCLIO will continue to seek funding for its work with a keen eye on widening its donor community.

Complex Financial Requirements

Acquisition of projects is complex and time-consuming and encompasses lengthy and rather inflexible procedures, leaving little room for dialogue between grant-giver and grant-seeker. Grants are regularly insufficient to cover the real human resources needs, they have difficulty to accept voluntary work as an in-kind contribution and give insufficient coverage of overhead costs, limiting the operational capabilities of NGOs. The non-profit rule of the EU does not allow any reserve building for the Association, further complicating the liquidity situation. EUROCLIO will continue to apply for financial support for its work. It will keep sharing its misgivings about the procedures and will seek partnerships to overcome these challenges.

Liquidity and Creation of an Operational Reserve

Financial terms of projects might also be problematic due to demands for co-, self and pre-financing. It is not always easy to secure the additional funding. The requirements of different donors are often contradictory and even inflexible. Self-financing requirements are difficult to fulfil due to little 'standard' income through the membership fees of the Association. Liquidity positions might be hampered by the pre- financing requests. Due to administrative and financial requirements, EUROCLIO occasionally has difficulties to find a proper balance between the implementation of responsible and innovative history education and bureaucratic procedures. EUROCLIO will therefore continue to make these problems evident to the wider donor community, including governments, through individual actions and participating in international lobby networks.

EUROCLIO has in 2010 almost two decades of experience as the unique European platform for History and Citizenship education, giving a European-wide voice to grassroots practitioners and providing unique opportunities for professional development. Depending upon donor priorities over the coming period,

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and using the energy, ideas and expertise of its network the Association is eager to continue its work. The separate Action plan 2011-2014 shows its vitality and ambition.

ⁱ www.euroclio.eu

ⁱⁱ Albanian History Teachers Association, Konferenz für Geschichtsdidaktik Österreich, The Azerbaijani History Teachers Association, Belorussian Association of Historians, Rogneda, the History Teachers Association of Belarus, EUROCLIO-HIP, Сдружение на преподавателите по история в България, Hrvatska udruga nastavnika povijesti (HUNP), Όμιλος Ιστορικού Διαλόγου και Έρευνας, Association of History and Dialogue for Peace, Kıbrıs Türk Orta Eğitim Öğretmenler Sendikası, Association of Greek-Cypriot philologist SEKF-OELMEK, Asociace učitelů dějepisu všeobecně vzdělávacích škol České republiky, Danish History teachers's Association, The Historical Association, United Kingdom History Teacher Education Network, Eesti Ajaloo- ja Ühiskonnaõpetajate Selts, Historian ja yhteiskuntaopin opettajien liitto HYOL ry, Association des Professeurs d'Histoire et Géographie, Verband der Geschichtslehrer Deutschlands e.V., ისტორიის მასწავლებელთა საქართველოს ასოციაცია, Πανελλήνια Ένωση Φιλολόγων, Törtenelemtanakör egylete, Association of History and Civics Teachers "Filia", Association of Icelandic Historians, The History Teachers' Association of Iceland, Cumann Múinteoirí Staire na hÉireann, Associazione di insegnanti e ricercatori sulla didattica della storia, LANDIS – Laboratorio Nazionale per la Didattica della Storia, SHOQATA E MËSIMDHËNËSVE TË HISTORISË SË KOSOVËS, Latvijas Vēstures skolotāju biedrība, Lietuvos istorijos mokytojų asociacija, Association Luxembourgeoise des Enseignants d'Histoire, Асоціація на Наставници по Историја на Македонија (АНИМ), Ghaqda tal-Ghalliema tal-Istorja, Vereniging van docenten in Geschiedenis en staatsinrichting in Nederl, Northern Ireland HTA, HIFO, Utdanningforbundet, Stowarzyszenie Navczycieli Historii, Associação de Professores de História, Asociația Profesorilor de Istorie "Clio" Neamț, SOCIETATEA DE ȘTIINȚE ISTORICE DIN ROMÂNIA, History Teachers Association of Arkhangelsk, History Teachers Association of Khabarovsk, History Teachers Association of Moscow, History Teachers's Association of St Petersburg, Tatarstan HTA, Scottish Association of Teacher in History, Udruženje za društvenu istoriju, Hungarian Teachers Association of Slovakia, Slovak History Teachers Association, Slovenian History Teachers's Association, Asociacion del Profesorado de Historia y Geografía, Historie Lärarnas Förening, HLF, Societe Suisse des maitres d'Histoire, Republic Association of Teachers of History, Law and Public Science, Всеукраїнська асоціація викладачів історії, суспільних дисциплін та гр, Association of History Teachers in Wales, National Centre for History Education, Textbook research centre for the Baltic, European Educational Publishers Group, EUSTORY, היסטוריה וחינוך, Europeese Beweging Nederland (EBN), Association Ben Baso, Istanbul Social Science Teachers, Kıbrıs Türk Orta Eğitim Öğretmenler Sendikası, KOERBER STIFTUNG, Tarih Eğitimcileri Birliği Derneği, Asociația Istoricilor din Republica Moldova – AIRM, Union of the Armenian History Educators, "Azərbaycan Tarixçiləri" İctimai Birliyi, Moroccan Center For Civic Education, Vlaamse Vereniging Leerkrachten Geschiedenis en Cultuurwetenschappen, DFG-Projekt "Geschichtsatlanten in Europa"

ⁱⁱⁱ Cole (ed), Teaching the Violent Past, History Education and Reconciliation, 2007, p.277;

Charles Ingrao and Thomas A. Emmert (ed) Confronting the Yugoslav Controversies, A scholars' initiative. Perdue University Press, 2009, p. 410;

Prof. Keith C. Barton, University of Cincinnati, Evaluation Report on EUROCLIO project 'Macedonia: Retelling the History', 2007.

http://www.euroclio.eu/site/index.php/macedonia-retelling-the-history-national-projects-221/materials-national-projects-231/cat_view/61-national/48-2006-2007-macedonia-retelling-history/419-reports-and-information

The Georg Eckert Institute for International Textbooks Research organised in 2009 an international Seminar on "BiH between 1992-1995" in which a team member of the EUROCLIO project in Former Yugoslavia contributed extensively.

<http://www.euroclio.eu/site/index.php/georg-eckert-institut-associated-members-920/658-sarajevo-gbosnia-and-herzegovina-between-1992-1995g>

See Dutch online newspaper Trouw, 12 July 2010, about EUROCLIO's work in Former Yugoslavia

http://www.trouw.nl/ opinie/commentaar/article3124781.ece/De_pijn_van_Srebrenica_kan_slechts_helen_door_erkenning_en_educatie_.html. Compendium of UN etc..

^{iv} http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

^v Elizabeth Cole (ed), Teaching the Violent Past, History Education and Reconciliation, 2007. page 21

^{vi} Charles Ingrao and Thomas A. Emmert (ed) Confronting the Yugoslav Controversies, A scholars' initiative. Perdue University Press, 2009 page 391-398

^{vii} <http://www.historiana.eu>

^{viii} <http://www.historiana.eu/site/index.php/historiana-mainmenu-1/who-historiana/project-advisors>

^{ix} <http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>

^x http://ec.europa.eu/governance/impact/planned_ia/docs/423_eac_lifelong_learning_en.pdf

^{xi} <http://www.unesco.org/en/textbook-development/about-us/partners/>

^{xii} Recommendation on history and the learning of history in Europe 1283

www.coe.int/t/dg4/education/historyteaching/Source/.../Rec1283_en.pdf

^{xiii} Recommendation (2001)15 on history teaching in twenty-first-century

Europe [http://www.coe.int/t/dg4/education/historyteaching/Source/Results/AdoptedTexts/Rec\(2001\)15_en.pdf](http://www.coe.int/t/dg4/education/historyteaching/Source/Results/AdoptedTexts/Rec(2001)15_en.pdf)

^{xiv} 3. Recommendation 1880 (2009) History teaching in conflict and post-conflict areas

<http://assembly.coe.int/Documents/WorkingDocs/Doc09/EDOC11919.pdf> (with contextual report on Black Sea Region, Bosnia-Herzegovia, Cyprus, N. Ireland) <http://assembly.coe.int/Documents/AdoptedText/ta09/ERE1880.htm>

^{xv} <http://www.oic-oci.org/home.asp>

^{xvi} <http://ec.europa.eu/education/policies/2010/doc/progressreport06annexes.pdf>

^{xvii} Source: http://www.usaid.gov/locations/europe_urasia/dem_gov/ngoindex/2008/slovakia.pdf