

“The internationally recognized network, voice and focal point for responsible history, heritage and citizenship education in Europe and beyond”

Executive Summary

In 2010, responsible and innovative history education benefited from a growing recognition of EUROCLIO in Europe and beyond, from the expansion of the Association’s network, and from a variety of opportunities for EUROCLIO to cooperate with Member Associations. 2010 was characterised by a strong vitality and ambition for the organisation, with several projects developing in a promising way, especially the **Historiana initiative**. With these projects EUROCLIO looked to involve more Members Associations than in the previous years in collaborative work and hands-on cooperation on history teaching approaches and resources. EUROCLIO also tried when organising activities to reach out to new audiences of stakeholders in (history) education through partnerships and invitations to participate in the activities (this year museum staff, parents, teacher trainers, students and social workers were for instance among the participants to some EUROCLIO events).

2010 was also a year used by EUROCLIO to strengthen its governance and come up with a long term policy and action plan for the Association. These steps are meant to reinforce EUROCLIO’s sustainability, which however keeps depending on donors’ will and capacities, quite a challenge in this period of financial and economic crisis. The EUROCLIO staff has been committed throughout the whole year to ensure efficient project coordination but also lobby, communication, project acquisition and administrative maintenance.

Main trends of EUROCLIO’s work in 2010

Exploration into a common approach to history teaching in Europe

During its Annual Conference: *“A Bridge Too Far? Teaching Common European History, Themes, Perspectives and Levels”* in Nijmegen, the Netherlands, as well as through many of its activities, EUROCLIO decided in 2010 to tackle the important question of a **Canon of European History**, and to make people think about how possible, desirable and/or feasible such idea is. As intolerance and exclusiveness seem to be on the rise in Europe – questions about how to deal with them have to be answered. The future of the European project may benefit there for from an exploration into the idea of a common European History Education. In the 2010 EUROCLIO Questionnaire it became quite clear that History curricula across Europe are still oriented mainly on **national history**: events, persons and developments are placed within a national context; this may underpin the focus on national issues in politics and society for the futureⁱ. The questionnaire revealed that a modern methodological tool such as *multiperspectivity*, also in 2010, not dealt with in a manner that people considered with satisfaction. Underlying the discussions and debates about what exactly common European history is, questions about

historical significance and conflicting histories come into play. Suggestions were made that the selection of any canon itself could be used as a classroom tool to practice with and to debate about the content of the canon, instead of only using it as a guideline for the topics to be addressed. This debate led to many discussions about historical events, developments and phenomena on an interregional European level, with the aim to look for commonalities in the history of Europe and the possibilities to use multiperspective approaches. The answer EUROCLIO proposes to this complex question of how to teach a common European History is translated into what according to EUROCLIO's Executive Director Joke van der Leeuw-Roord, "might be one of EUROCLIO's most challenging initiatives up till now", the **Historiana Initiative**.

Historiana: implementation of a truly pan-European collaborative work where the content is thought in close connection to ICT teaching and learning approaches

In 2010 EUROCLIO devoted a lot of human and financial resources to the implementation of **Historiana**, an international on-line programme on history and heritage education in Europe, creating thus synergies between several projects running throughout this year. The main target of Historiana is the development of a thematic website which offers young people and their teachers the opportunity to compare locations and period, various experiences of people, and the consequences of historical developments, articulated in material and immaterial legacies of Europe. The website offers a first real **alternative solution to the idea of a European History Textbook**. The website is currently organized around seven themes: *People on the Move, Rights and Responsibilities, Conflict and Cooperation, Life and Leisure, Work and Technology, Ideas and Ideologies, and Environment*. These themes are relevant for all people, regardless of their cultural, religious or ethnic background and highlight shared historical experiences in Europe and beyond. Each theme has an introduction and timeline that show that local, regional and national histories are connected to wider European narratives. Historiana does not only promote historical knowledge and critical thinking, but also enables the acquisition of key competences and the skills that are important for active citizens.

Contribution to the debate on integration of migrant populations in Europe through a sound debate on migration history in the classrooms

Through a variety of activities in 2010 EUROCLIO moderated a Europe-wide debate on the teaching of **migration history** as a key contribution to the integration of migrantsⁱⁱ. The debate combined the theoretical approach questioning the discourse on (im)migration as a historical object, and the practical approach aiming to inspire and give tools to educators. The starting point for the discussions was the idea that history of migration is still insufficiently addressed in the classrooms, or only partly (for instance mainly as colonization history and the end of the empire). At the same time the 'thematization' of immigration issues in history and civic education is used as a way to work towards countering prejudices and xenophobic tendencies in society. However, the education to diversity and multiculturalism applies to different subjects and disciplines. The teaching of history cannot be totally identified to it and has to keep its specificity and distance from an intercultural learning which answers some social requirements. In the case of migration, the historical point of view take into consideration a different timeframe and shows how (im)migration is an old phenomenon. People involved in the discussions widely agreed to insist on the need to give more consideration to this theme and to develop nontraditional ways to address it. A EUROCLIO Expert Committee on the Teaching of

Migration in History Education produced a series of recommendations for teaching the topic in the classroomⁱⁱⁱ. On some points of discussion a debate remained, for instance about the use of researches on family memories as classroom material. The Historiana website will have a variety of modules on migration history on line in the course of 2011.

A worldwide interest for History Education in Europe through EUROCLIO experience

In 2010 EUROCLIO Executive Director Joke van der Leeuw-Roord as EUROCLIO project leader of **History in Action, Planning for the Future** with focus on history education in Bosnia, Croatia and Serbia, was among the 30 finalists for the 2010 WISE Awards, an initiative of the Qatar Foundation for Education, Science and Community Development. Such recognition as well as invitations to talk about EUROCLIO and its work in Asia, USA, South America, and the Middle-East, confirm an evolution which in the latest years brought an increasing international visibility for EUROCLIO. This reputation is based on the methodology EUROCLIO has been able to define and pragmatically refine building on the practical work carried out within numerous initiatives since 1991. Such methodology, process-orientation centred, based on collaborative work and a closely moderated procedure of assessing, reviewing and piloting, provides with an interesting model for educational systems from other geographical areas. In post-conflict societies in particular the EUROCLIO approach when dealing with controversial and sensitive history is appealing and inspiring, like recent invitations to present the Association in Korea and in Lebanon show.

Measurable results for EUROCLIO in 2010

Capacity Building and Knowledge Exchange

- **23** international, regional and national training seminars in **12** countries: *Austria, Finland, France, Georgia, Germany, Hungary, Italy, Macedonia, The Netherlands, Poland, Turkey, United Kingdom* and one *Online* seminar.
- **6** long-term projects implemented in cooperation with at least 28 EUROCLIO Member Associations
- **3** EUROCLIO Fact Finding Missions to *Austria, Macedonia and Turkey*
- **2** Europe wide EUROCLIO surveys on *Teaching a Common European History Canon* with respondents from **41** countries and *Teaching the History of Migration* with respondents from **45** countries
- Production of various samples of Innovative (on-line) Educational Materials for Central Europe, *Georgia, Turkey and Historiana*

Networking, Sharing and Dissemination of Experience and Information

- **9** (online) Newsletters
- **2** on-line Bulletins: Nr. 29, *After The Wall-Teaching History after the Fall of the Soviet Empire*; Nr. 30, *A Bridge Too Far? Teaching Common European History: Themes, Perspectives and Levels*

- **2** Special Reports; *A Bridge Too Far? Teaching Common European History, Themes, Perspectives and Levels; European Dialogue, a Bulgarian Cultural Rainbow for the Future^v*.
- Annual Report 2009, *Changing Perspectives*
- **19** lectures and presentations in **13** countries: *Belgium, Canada, Finland, Georgia, Malta, The Netherlands, Norway, Qatar, Slovenia, Spain, Turkey, UK and Ukraine*
- **4** Trainings and Consultancies on Project Management and Teaching Materials in *The Netherlands, Turkey and Ukraine*
- Assessment on the OSCE-ODIHR Project to *Combat Anti-Semitism in Germany*
- A continuously increasing network (**+8.6%**) of presently around **8000** stakeholders

Supporting Participatory and Sustainable Professional Civil Society

- General Assembly in Nijmegen, the Netherlands on 26 March, attended 27 Members from 23 Countries
- **6** New EUROCLIO Members from *Armenia, Azerbaijan, Belgium, Moldova, Morocco and Turkey* and 2 Aspirant Members for 2011 from *Austria and Turkey*
- **5** international Board meetings in Greece, Germany and The Netherlands
- Renewed Legal Status and approval of Renewed Statutes for the Association
- Creation of the Foundation *Friends of EUROCLIO*
- Innovative Electronic Approval Procedure for the adapted Statutes.
- Development of the Policy Paper 2020 *Responsible History Education in a Globalizing Society, EUROCLIO's Roadmap towards Innovative History Education*
- Development of the 2011 Action Plan *History Matters*
- Development of a draft *Compass for Responsible Teaching of History*
- A professional Secretariat with a permanent staff of **6** persons,
- Membership of European Union Civil Society Platforms and Consultation Groups set up by the European Commission on Lifelong Learning, Citizenship, Multilingualism
- **2** new projects in the Balkans with EUROCLIO as implementing organisation
- **3** projects as partners with Austria, Ukraine and EUROGEO
- **10** applications for new projects possibly to be started in 2011
- **10** Interns from France, Germany, Greece, the Netherlands, Spain, South Africa, UK, studying History, International Relations, European Studies, Development, Sociology, EU affairs, Business, Languages
- More than 40 meetings with national and international institutions, partners, and other stakeholders, to obtain support for EUROCLIO's work.

The Association

MEMBERS

In 2010, five new Associations became full Members of EUROCLIO: the *Association of History Educators of Turkey*; the *Association of Historians of the Republic of Moldova*; the *Union of the Armenian History Educators*; the *Public Union of the Azerbaijan Historians* and the *Flemish History Teachers Association*. The *Moroccan Centre for Civic Education* became an Associated Member. In 2010 also the *Turkish Association of Social Studies Educators* and the *Austrian Centre for Citizenship Education POLIS* applied for Membership for 2011.

BOARD

In 2010 the EUROCLIO Association has an International Volunteer Board which includes since 26 March 2010 **Vassiliki Sakka** (President, Greece), **Sylvia Semmet** (Vice-President, Germany), **Peder Wieben** (Publications Officer, Denmark) **Polina Verbytska** (Ukraine, withdrew at the end of 2010 for personal reasons), **Semih Aktekin** (Secretary, Turkey), **Marjan de Groot** (Treasurer, the Netherlands) and **Erwin Capitain** (Board Member, the Netherlands, elected at the end of 2010). Vassiliki Sakka replaced the former President, **Dean Smart** from UK, who stepped down as Association President after finishing his 6 years Board Membership during the EUROCLIO Annual General Assembly on 26 March 2010. In 2010 there were 5 Board Meetings held in Greece, in Germany and in the Netherlands for 3 of them.

GOVERNANCE

In 2010, EUROCLIO was faced with a variety of institutional challenges, which to some extent were also to meet external requirements. The Association acquired from the EUROCLIO Foundation all Assets and Liabilities, and became the official employer of the Staff in the Secretariat. Subsequently the EUROCLIO Foundation has ended its existence. A new foundation has been created Friends of EUROCLIO Foundation, which will follow a separate path's to explore sustainable ways to support the work of the Association. In addition, the Board has streamlined the supervisory responsibilities by signing a management agreement with the executive Director, and agreeing on policies on Member communication, public relations, project acquisitions and general financial and policy aims and a variety of procedures. The long term policy of the organisation is laid down in the Policy Paper 2020 *Responsible History Education in a Globalizing Society*, *EUROCLIO's Roadmap towards Innovative History Education* and in the 2011 Action Plan *History Matters*. These 2 major documents have been agreed on by the EUROCLIO Board and will be brought to the Members during the next Annual Conference and General Assembly on 9 April 2011.

STAFF

In 2010 EUROCLIO Secretariat increased from 5.8 to 6.6 fte Staff Members. A Comprehensive Management and Communication Framework was designed for more efficient and transparent work within the Secretariat.

Joke van der Leeuw-Roord (NL) Executive-Director is end-responsible for all activities in the Secretariat. In addition she carries specific Management responsibility for Project: A

Key to Europe, Turkey; Project: Tolerance Building Through History Education Georgia; Partner Project: Ukraine; Outreach of the Association; Policy; EUROCLIO Board; Guiding Staff; Legal Matters and Day-by-Day Financial management of a complicate financial system.

Jonathan Even-Zohar (NL) Senior Manager is responsible for Finances; Human Resources; Logistics & Risks; Project: Connecting Europe Through History; Project: Online Seminar; Project: A Key to Europe, Turkey; Annual Meetings; Day-by-Day Bookkeeping and payments; Honoraria and Time writing; Liquidity Planning; Interim and Annual Audit & Reporting; Providing Staff and trainee Training, relations with accountants; salaries, and pensions, selection and guidance of Trainees; Insurances, ICT services

Steven Stegers (NL) Senior Manager is responsible for Acquisition, Project Writing and Call for Proposals; Historiana Programme, including Projects Discovering Diversity and Exploring European History & Heritage; Partner Project: Eurogeo; Project: EU Operating Grant; Partners and Affiliations; Lobby and Representation; Providing Staff and trainee Training; Housing and Safety regulations.

Blandine Smilansky (France) Senior Manager is responsible for Communication, lobby & Track Record; Outreach; Project: Tolerance Building Through History Education, Georgia; Consultancy & Expertise; Publications; Awards; Policy and preparation Board meetings.

Maria Kazamiaki (Greece) is a Junior Project Manager is responsible for Network & Contacts Maintenance, Project: Connecting Europe Through History; Calendar; Website; Newsletter; Press; Annual Report; Contacts Filing; Member Administration; New Members; Holidays, Free days: Practicalities with meetings; Office supplies & Desk spaces: Partners and Affiliations; Publications; Awards; Honoraria and Time writing

Patrick Barker (UK) is a Junior Project Manager is responsible for Project: Tolerance Building through History Education, Georgia; Identification of project opportunities; project acquisition; traineeship Network

Eleni Kanava (Greece) is a Junior Project Manager is responsible for Historiana Programme + Projects Discovering Diversity and Exploring European History & Heritage

In 2010 **4** EUROCLIO Staff Members received training on NGO Lobbying Practices at the European Training Institute, and on EC Funding with HRights Training.

INTERNS

Learning in an international civic society environment is a good base to enhance civic competencies of young, well educated people. Therefore offers EUROCLIO opportunities for work placement training. Each trainee is offered specific opportunities but all are trained in the vital skills for project acquisition. These international intern positions are very well-liked and therefore highly competitive. In 2010 **9** interns were chosen out of more than **120** possible candidates. The 2010 interns' feedback was very positive: most of them were happy with the diversity of the tasks they were involved in and were impressed by the dynamism of the EUROCLIO network. For at least one of them (French volunteer) it was a total new discovery to understand the wider impact history education can have in society.

Interns from January to July 2010:

- **Klaudyna Mikolajczyk (Poland)** worked on the project in Georgia and in addition was the main assistant for website/networking (updating contacts, etc)

- **Ruud van den Hoogenhoff (the Netherlands)** worked on the project in Turkey and was the main assistant for the organisation of the EUROCLIO Annual Meeting 2010 in the Netherlands
- **Juan de Gregorio Baillergeau (Spain)** worked on the project Connecting Central Europe through Local History and was the main assistant for Office and ICT related tasks. His internship took place within the framework of the **LEONARDO DA VINCI programme**
- **Eleni Kanava (Greece)** worked on the projects Discovering Diversity / Exploring European History (Historiana)
- **Janeke Thumbran (South Africa)** worked on the Online Seminar and on communication related tasks.

August 2010 to February 2011:

- **Carolyn Funke (Germany)** worked on the projects in Turkey and Georgia and assisting in many Lobby and Outreach tasks.
- **Anjuly de Geus (NL)** worked fulltime for Historiana, and in addition was the main assistant for website/networking (updating contacts, etc)
- **Julia Asshorn (Germany)** worked on the projects Online Seminar, Connecting Europe through History and assisted for website, relations with partners and general outreach
- **Navid Armbruster (France)** worked 1 day per week for EUROCLIO on Historiana

From June to August 2010, EUROCLIO also has welcomed a young French volunteer, **Marion Boulanger**, who was sent by the French organisations *La Ligue de l'Enseignement and Itinéraire International* within the Project **AMICUS "Access Volunteering in Europe"**.

The Projects

I. EUROCLIO 17th Annual Conferences and General Assemblies

Nijmegen, the Netherlands, 22 – 28 March 2010, 189 participants from 43 countries with among them 26 Member Associations represented, 4 study visits, 24 workshops, 9 lectures, 3 panel discussions, 1 European-wide survey with 129 answers from 41 countries

EUROCLIO and the Dutch History Teachers Association, VGN, have been able, with support of donors, sponsors and of course participants, to host a unique Professional Training and Development Conference which was evaluated with **3.7** (out of 4) ^v. The Attendees enjoyed great differentiation in the program and expressed their interest in taking a part in the Conference in 2011. Listening to one another's perspectives and ideas about the nature and reason of teaching history has been experienced by all participants as a very inspiring and motivating Professional Development. The event brought forward how important it is to have this Europe-wide Association, so that conferences are not just organized, but they have a shared purpose to continue connecting all of Europe's History Teachers Associations democratically.

In 2010 EUROCLIO started to prepare the Annual Meeting 2011: it will be held on **8-9 April**, at the *Krzyżowa Foundation for Mutual Understanding in Europe* near **Wroclaw, Poland**. The international audience will address, together with colleagues from Poland, the theme '*Cross-border History Education*'. The Annual General Assembly on **9 April 2011** will discuss and decide on the (financial) results of 2010, the EUROCLIO Policy Paper 2020, and the Action Plan and budget 2011.

In 2010 EUROCLIO started to prepare the Annual Meeting 2012 in the beginning of April in **Antalya, Turkey** together with the Turkish History Educators Association.

II. EUROCLIO Running Projects

Tolerance Building through History Education in Georgia (2008 – 2011),

In 2010 the following activities within this project were organised: 1 National Seminar, 2 Local Seminars, 2 Authors' Workshops, 2 Editors' Workshops, 12 Editors' Local Meetings, 5 Coordinators Meetings, 1 General Assembly, 15 Georgian Educators participating in International capacity building events abroad, 3 Presentations in National Public Events, 3 new Association Branches, 8 Lobby and Partners Meetings, 1 Website, 2 Applications for Project Funding by the GAHE, 1 Newspaper Article.

The project publication with ready classroom materials is almost ready and will be published in 2011. It envisages to support Georgian history educators to overcome the lack of inclusion and diversity in present social studies and history curricula and textbooks in Georgia. Constant efforts are being made during the project to implement innovative teaching practices fostering active learning, multiperspectivity, sound use of historical research. The inclusion of the Georgian minorities is also an important focus in all the project activities, mirrored by the composition of project participants, worksheet content and the editing board. History educators representing different ethnic and religious communities in Georgia participated in 1 national seminar and 2 local workshops. A core group of authors and experts have been working on the development of 32 innovative teaching worksheets on Family and Everyday Life, Migration, Religion, and Multiethnic Georgia. The **worksheets are now being finalised** by a small team of editors and **piloted in the classrooms** of the project participants. If enough funding is available the teaching material **will be published in Georgian as well as in minority languages** (Russian, Azeri and Armenian). At the same time the Georgian Association of History Educators is **pursuing its professionalization and working on sustainability** in different ways: launch of a website, new statutes, fund raising, and governmental accreditation. The project resources allowed the GAHE to hire an executive manager to coordinate these actions, and the EUROCLIO coordinators are supporting this process through a close monitoring. For more information about the Georgian History Teachers Association visit the website <http://www.imsa.ge/>

The capacity building of the target group is a big challenge in this project which has to address obstacles related to a difficult political climate, strong hierarchical feelings and a culture of non-transparency. However, people involved in the project understand more and more how vital it is for a civil society organisation to operate on the basis of democratic rules, equal-footing and inclusion of all stakeholders in the field. The Georgian educators who cooperate within the project became strong advocates of these principles and implement them in their Association.

Donor: MATRA Social Transformation Programme, Netherlands Ministry of Foreign Affairs

A key to Europe: Innovative Methodology in Turkish School History (Turkey, 2009-2012)

In 2010 the following activities within this project were organised: 2 Local Seminars, 4 Authors Workshops, 4 Coordinators' Meetings, 2 Study Visits, 12 Turkish Educators participating in International capacity building events abroad.

The project desires to assist the new generation of Turkish history educators and the Turkish Educational Authorities with **implementing the innovative requirements for the new curricula for social studies and history**. 4 Authors and Experts Workshops, with participation of a mixed group of authors and experts of more than 60 teacher trainers, teachers and historians, are organised in different places in the country about the use in history classrooms of Information Technology, Formative Assessment, Developing Educational Frameworks and Multiperspectivity. Additionally 3, well attended, local teacher training courses took place. The Association of History Educators in Turkey has been established and was accepted as full Member of EUROCLIO in March 2010. More than 100 worksheets have been developed centred on innovative learning methods and content.

In order to achieve a frictionless implementation of the methodology in local curricula, a vital aspect of the project is to satisfy the demand for new, innovative material. In terms of capacity building strategies, an expansive Membership in the Association of Turkish History Educators, including persons outside the core participants to the project, is regarded as an opportunity to enlarge the scale of operation and to more clearly identify the mission of the Association as civil society organisation.

Donor: MATRA Social Transformation Programme, Netherlands Ministry of Foreign Affairs

Connecting Central Europe through Local History. (2009-2010) In 2010 the following activities within this project were organised: 2 Authors' Workshops and the production of an Educational Website^{vi}.

The project aimed to engage history teachers and students in learning about the "big" Central European history through exploring the "small" complex histories from **the borderlands between Central European countries**. A team of about 10 history educators from Member Associations involved Poland, Germany, Czech Republic, Slovakia, and Hungary. They worked together on the development of online comparative educational materials around the theme '*Changing borders after 1945 in Central Europe*' and consist of exemplary sources, lesson plans and lesson suggestions for teachers on '*Celebrations*', '*Public Spaces*' and '*Monuments*'. The final results of the project are available online <http://www.forumhistoriae.sk/euroclio/>.

Although the size of the grant made it challenging for the project to end with sustainable outcomes, the motivation and commitment of the whole team ensured a real success in terms of collaborative work and delivery of quality materials. Everybody felt this cross-border regional work was a unique opportunity for them, and embraces fully the EUROCLIO methodology as one of utmost relevance for Central Europe's historical debates.

Donor: International Visegrad Fund, Budapest.

Discovering Diversity, an Integrative Approach to the History of Migrants (2009-2011) and Exploring European History and Heritage(2009-2012). In 2010 the following activities within this project were organised: **1 International Seminar, 1 International Workshop, 1 Website, 3 Editors' Meetings, 1 Advisory Board Meeting, 2 Management Meetings, 11 Meetings with Partners and Potential Partners, 8 Presentations in International and National Public Events^{vii}.**

These 2 projects together in 2010 to lay the ground for the Historiana online educational tool development. The website is currently organized around seven themes: *People on the Move, Rights and Responsibilities, Conflict and Cooperation, Life and Leisure, Work and Technology, Ideas and Ideologies, and The Environment.* For each theme, a team of contributors is set up and consists of contributors from all over Europe who develop their own **case or development studies** structured around a similar set of key questions. Four case studies of the theme 'People on the Move' were completed in 2010 by '**contributors**' (history educators and historians involved in the project) from the Netherlands, Denmark, UK, Germany and Turkey: *Nurses from Surinam, Recent Migration to Denmark, Sudenten Germans, Circassian Migration and Enlisted Manpower or Welcome Fellow Citizens- Labour migration to the Ruhr Area during the Industrial Age.* 7 other case studies on the same theme were under development in 2010 and being finalised at the beginning of 2011. The team of contributors for the theme Rights and Responsibilities came together for the first time at the end of 2010; each contributor has chosen a topic and started to collect sources to build the case (or development) study. Partnerships with institutions which will thus become content providers for the Historiana website www.Historiana.eu have been established, mainly with **Europeana Operators** but also with the UK National Archives^{viii}. Additional achievements in 2010 have been the development of a *Guide for Contributors, a Guide on How to Deal with Copyright, and a Book of Definitions.* The events in 2010 have involved 24 Member Associations **and** reached out to approximately 500 People from **29 countries.**

2010 was a turning point for Historiana, which from an elaborated concept turned into a pilot project. A huge work of clarification of the working procedures for all the people involved was completed, defining a wide constellation of roles (advisors, editors, contributors, content providers, piloting teachers, etc.) and a consistent methodology. The first contents for the website have been delivered, as well as the structure for the online environment, which will become operational in 2011.

Donors Anna Lindh Foundation for the Dialogue between cultures for the Euro-Med region, and EU, Comenius Project.

Connecting Europe through History (2009-2010) In 2010 the following activities within this project were organised: 8 Events,1 European Survey and 1 Project Website^{ix}

Through the events and a comparative research on the theme of **Migration**, the project aimed to profile the different ways in which European countries deal with similar challenges, and to which extent History Education is already part of this process. The comparative research has been developed during **a series of national seminars, workshops and lectures** in different countries around Europe, which brought together prominent historians and researchers from the **EVROAPEVM Academic Network**, civil society representatives from the wide network of History Educators Associations and **ISHA**, the International Association of History Students. This large geographical spread across Europe facilitated the project's aim to offer good insights into the knowledge and interpretation of Migration and Movement bringing Europe closer to the

citizens and to raise awareness of the trans-national idea. The events were organised in 2010 in Austria, France, Germany, Finland, UK, Netherlands, Italy and Republic of Macedonia, the online survey is still ongoing with already feedback from 45 Countries^x. The project Publication is due early March 2011. On the Project Website www.connectinghistory.eu the reports on the events are available, as well as the results of the comparative research and a set of recommendations deriving from the findings of the project.

For the second time EUROCLIO run a project within the Europe for Citizens EC Programme, and once again raised a lot of interest among educators and other civil society actors who did not so far address the theme of Migrations (history) from a European perspective. This interest was illustrated by the new partnerships EUROCLIO was able to set up at a national level to organise the seminars, as well as the good attendance to most of the events, in which the audience was always very actively involved. The sharing of knowledge took various paths to happen (lectures, round-tables, workshops, testimonies, visits, etc.) and participants' feedback showed that in many cases people learned about practices and approaches unknown to them so far.

Donor EU, Europe for Citizens)

Online Seminar on Cartoons & Multiperspectivity in History Education, 11-15 October

190 students preparing to become history teachers discussed **cartoons on selected themes** in 20th century history, like **Colonialism**, the **Second World War** and the **current financial crisis**. Participants debated the multiple perspectives that can be generated from these cartoons while identifying the biases with which they were created and disseminated. Teacher training institutions from a wide range of countries, such as Iceland, Malta, the Netherlands, the United Kingdom and South Africa, have participated in the seminar. The online seminar has been a success, feedback from students and facilitators has been positive and participants expressed their wish to extend this activity from one to two weeks.

III. Partner Projects

“We” and “The Others”: Ethnic minorities in the national history of Ukraine

Nova Doba, the Ukrainian History Educators Association gives support to **initiatives against racism, xenophobia and other forms of discrimination, promote ethnic tolerance and mutual understanding**. The project runs in 7 oblasts of Ukraine: the Autonomy Republic of Crimea, Chernivtsi, Donetsk, Kharkiv, Kherson, Odessa and Uzhgorod. The project aims to replace a traditional ethnocentric approach with new multicultural and multi-aspect approaches to the development of history education; to develop methodological teaching materials on the place and role of national minorities in the Ukrainian history and to train teachers in innovative approaches to history teaching for tolerance using various methods of history teaching as a means to prevent national xenophobia and to involve pupils into researching history of various national minorities in their local communities. The Ukrainian Association invited **Rumyana Kusheva**, President of the Bulgarian History Educators and EUROCLIO Executive Director **Joke van der Leeuw-Roord** act as consultants on the teaching material developed in the project. For more information please visit the NOVA DOMA website <http://www.novadoba.org.ua/>

ITTP, Assessment, tutorial structures and initial teacher education of trainee students in the subjects: 'Political/Civil Education', 'Social/ Cultural Studies' and 'history' in Europe: a comparative study

The study under development aims at investigating the structures, concepts and standards of assessment, tutorial systems and initial education for teachers of the subjects "Political/Civic Education", "Social/Cultural Studies" and "History". The comparative European study is developed through after enquiries in all participating countries on the basis of a standardised questionnaire, analysis of the results, in-depth discussion at two expert meetings and additional comments by national and international educational institutions. Qualitative questions will be investigated in parallel by thematic working groups. By comparing the current structures and standards of assessment, tutorial systems and initial teacher training on a European level the project aims at contributing to evidence-based discussion on teacher education for the key subjects of political education in European schools. Participating partners are research institutes and teacher training institutions from **more than 20 European countries**, including the UK, France, Spain, Italy and Turkey. The comparative study will be published in printed as well as an online version. EUROCLIO is represented by Former President **Dean Smart**. Many of the other partner organisations are EUROCLIO Members as well.

Digiearth.eu (Eurogeo)

The project will create a European network of schools, teacher training and other educational organisations who are involved in the teaching with GeoMedia and GeoInformation. The project will start in early 2011 and partners are teachers, schools, teacher educators, publishers, universities and NGOs **to share the many initiatives taking place that are using maps, local data, information, media to represent and learn about the places we live in**. The network will aim to gather ideas and information, promote best practice and establish Centres of Excellence to disseminate information on learning and teaching with geomeia and geoinformation. By joining this consortium EUROCLIO will bring the best practices to its Member and network. Also, the opportunity will be explored to use HGIS technology for the future development of Historiana. Digital Film Center Europe BV, who is developing Historiana together with EUROCLIO and partners, is also part of the Digitalearth.eu consortium.

IV. Project Acquisition

In 2010, EUROCLIO proposed projects in-line with its policy initiatives. Proposals were submitted to a **range of donors** including subsidiaries of the **European Union** (ENPI- Culture Fund and the Education, Culture and Audiovisual agency), The **Open Society Institute's Education Support Program** and **Partnership beyond Borders program**, the **United Nations Development Program** and the **United Nations Alliance of Civilizations** amongst others. Among these applications, was a focus to implement the Historiana Initiative in greater capacity, mainly through the support of the European Union. Similarly, in line with EUROCLIO policy on sensitive history, there were applications submitted for follow-up work in the countries of Former Yugoslavia and Georgia. All projects proposed detailed the importance of contributing to lifelong learning of European history, heritage and citizenship educators; as well as the European reference framework. There were also submissions to implement policy-oriented initiatives and partnership applications with a range of actors, including the Ukrainian history teachers' Association, the Georg Eckert Institute for International Textbook Research and EUROGEO. Much to the frustration of

EUROCLIO's work in this area, in some cases positive reviews from donors have not materialized financially, thus creating challenges for sustainability and planning of the Association's work.

Projects acquired in 2010

- History that Connects (UN Alliance of Civilisations) on *Teaching Sensitive and Controversial History in Former Yugoslavia*
- History that Connects (Open Society Institute – Education Support Programme) *Teaching Sensitive and Controversial History in Former Yugoslavia*

Project proposals submitted in 2010 and still pending or waiting for a contract

- Jean Monet Operating Grant 2011-2013
- Innovative Teaching of History Abkhazia/Georgia (UNDP)
- History that Connects – Macedonia (Belgian Ministry of Foreign Affairs)
- Conflict and Cooperation (United States Institute of Peace)
- Mediterranean Dialogues (UN Alliance of Civilisations)
- Historiana (Bundeszentrale for Politische Bildung)
- EU partnership for peace Israel Palestine (as partner of Georg Eckert Institute)
- Inspectors Project (Dutch Ministry of Foreign Affairs)
- Our Shared Europe: The history and heritage of people with religious beliefs (British Council)
- Strengthening Capacities in Cultural Education (EU Culture Program Eastern Partnership)

The voice of the History Educators of Europe

EUROCLIO intends to be the voice of the History Educators of Europe through **active representation and participation to various international and national events, communication with a wide network of partners, and dissemination of information on history teaching related issues.**

In 2010 EUROCLIO attended **59 events**, with various sorts of involvement:

- 8 lectures by the EUROCLIO Executive Director in high-profile events organised in Canada, Malta, Germany, The Netherlands, Qatar, Slovenia, Turkey by the United Nations Alliance of Civilisation, the Council of Europe, the International NGO History Forum for Peace in East Asia, the International Congress of Historical Sciences, the Erzurum University, OSCE-ODIHR and the History Foundation in Turkey, the Qatar Foundation for Education, Science and Community Development
- 3 Trainings and Consultancies on Project Management and Teaching Materials organised in Turkey, the Netherlands and Ukraine by partner organisations Europa Nostra, Netherlands Institute of Heritage, and Ukrainian Member organisation Nova Doba
- 1 Project assessment and teaching materials reviewing for the OSCE-ODIHR Project to Combat anti-Semitism in Germany
- 4 Presentation of EUROCLIO at events organised in Belgium, France and Italy by the European University Institute, la Ligue de l'Enseignement, EUCIS-LLL

- 7 presentations of EUROCLIO flagship initiative Historiana at events organised in Belgium, Egypt, Italy, Norway, Spain, UK, by Spanish Presidency of the European Union, Anna Lindh Foundation, British Council, European Museum Academy, DIVA project, Council of Europe.
- 12 events where a EUROCLIO representative actively participated in discussions as a Civil Society Organisation active in the field of education. These events were organised in Belgium, the Netherlands, Spain, mainly by EUCIS-LLL, the European Civil Society Platform for Lifelong Learning, but also the Citizenship Structured Dialogue Group, the Civil Society Platform on Multilingualism, the Asia-Europe Meeting, the Belgian Presidency of the European Union, and the municipality of the Hague.
- 22 events where a EUROCLIO representative as a mere participant was able to establish contacts on an individual level. These events were organised mainly by EUROCLIO partners such as: European Schoolnet, International Students of History Association, University of Utrecht, Europe Nostra, School History Project, Belgian Presidency of the European Union, Fundamental Rights Agency of the EU, World History Association, Open Society Foundation, etc.

Maintenance and updating of EUROCLIO website

In 2010, the EUROCLIO website received **48,450 visits** and **136,575 page views** from people in **181 countries** around the world. Throughout the year the EUROCLIO Communication manager has been enriching the website content with both weekly news items on EUROCLIO and Members activities, and additional background information on the organisation, the Members, the projects as well as resources on history education. The EUROCLIO website works as a communication platform for the EUROCLIO Members who regularly feed their own page in the Members section with various announcements. It also works as an information point for the wide EUROCLIO network.

Preparation, editing and dissemination of on-line Newsletters

In 2010 the EUROCLIO Newsletter became almost a monthly release with 9 issues between January and December. The preparation of the Newsletter consists in collecting information from the Board about EUROCLIO policies, from the Staff about EUROCLIO projects and activities, from the Members about their Associations' life, and eventually from the partners for any information relevant to the EUROCLIO network. This content gathered in an attractive document goes to the EUROCLIO wide network of about 8000 contacts, and always triggers numerous reactions, expressions of interest, further enquiries, etc.

Publication and dissemination of publications on history education

- **Special Reports** on the Nijmegen Conference and on the Bulgaria project^{xi}
- **EUROCLIO Bulletin n.29** *"After the Wall-Teaching History after the Fall of the Soviet Empire"*: this publication is dedicated to the Fall of the Berlin Wall and all the events around it. The Bulletin explores how these events have been remembered and reflected in the History and Social Studies classrooms across Europe.
- **EUROCLIO Bulletin n.30** *"A Bridge Too Far? Teaching Common European History: Themes, Perspectives and Levels"* entitled after the EUROCLIO Annual Conference 2010, gives an insight into the Dutch education system and the highly debated Canon: *50 Windows to the Dutch History*.^{xii}

At least 5 **Press Releases** were sent to around 300 local and international press contacts about the EUROCLIO Annual Conference, the Connecting Central Europe through Local History Website, the Online Seminar, the events on Teaching Migration History, and the WISE Award pre-selection of EUROCLIO Executive Director. In order to maximise the chances to get press coverage for its work, EUROCLIO tries more and more to establish personal contacts with journalists before sending them information. In 2010, articles about the EUROCLIO Annual Conference have been published both in the Dutch magazine VPRO (in Dutch) and in Új Szó (the biggest Hungarian daily in Slovakia) on April 12, 2010 written by Tibor Tóth, Member and representative of the Hungarian History Teachers Association of Slovakia during the Annual Conference (in Hungarian)^{xiii}

On the local level, EUROCLIO project in Georgia managed to get some media attention also, and was presented in several newspapers: the Russian language online Caucasian Knot in February, the Russian language cultural magazine Caucasian House in the summer, and the English language newspaper *Georgia Today* in November 2010.

EUROCLIO applied for 3 different **Awards** in 2010: for one of them (WISE Award) EUROCLIO was pre-selected and EUROCLIO Executive Director was invited to attend and talk during a prestigious **World Innovation Education Summit** in December in Qatar. The 2 other applications for Award are still pending in 2011.

EUROCLIO makes use of the **Social Media** and is present on [Face book](#) (with about 1500 fans), [Twitter](#) and [LinkedIn](#)

ⁱ Results Q 2010

ⁱⁱ www.connectinghistory.eu

ⁱⁱⁱ See for the recommendations <http://connectinghistory.weebly.com/recommendation.html>

^{iv} http://www.euroclio.eu/site/index.php/projects-mainmenu-125/past-projects-mainmenu-47/national-mainmenu-241/cat_view/61-national/45-2006-2009-bulgaria/417-reports-a

^v Participants at the Annual Conference came from Australia, Belgium, Bosnia, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Georgia, Greece, Hungary, Iceland, Italy, Ireland, Kosovo, Latvia, Lesotho, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Montenegro, Morocco, Norway, The Netherlands, Romania, Russia, Serbia, Slovakia, Slovenia, Spain, Sweden, Turkey, Ukraine, United Kingdom and United States.

^{vi} <http://www.forumhistoriae.sk/euroclio/>

^{vii} www.historiana.eu,

^{viii} <http://www.europeana.eu>

^{ix} www.connectinghistory.eu

^x Albania; Argentina; Armenia; Austria; Bulgaria; Croatia; Curacao; Cyprus; Czech Republic; Denmark; England; Estonia; Finland; France; Germany; Greece; Hungary; Slovakia; Iceland; Indonesia; Ireland; Italy; Latvia; Macedonia; Malta; Moldova; Montenegro; Netherlands; USA; Nigeria; Northern Ireland; China; Poland; Portugal; Romania; Russia; Scotland; Spain; Sweden; Switzerland; Trinidad and Tobago; Turkey; Ukraine; United Kingdom and Venezuela

^{xi} http://www.euroclio.eu/site/index.php/projects-mainmenu-125/past-projects-mainmenu-47/national-mainmenu-241/cat_view/61-national/45-2006-2009-bulgaria/417-reports-a

^{xii} <http://www.euroclio.eu/site/index.php/resources/bulletins-mainmenu-341>

^{xiii} <http://geschiedenis.vpro.nl/artikelen/43269872/>