How can teaching and learning history and citizenship move people to work together towards societies that are more just, peaceful and inclusive? This question drives the work of EuroClio and the thousands of educators it represents.

Why EuroClio?

We inspire and empower history and citizenship educators from all over the world to provide quality education to their students. Ensuring access to quality education helps to reduce inequalities and to make societies more just, peaceful and inclusive.[1] It is important that this work is done by an organization that is led by history and citizenship educational professionals, to prevent the use of these subjects for agenda's that are not related to education.

Our work

We provide opportunities for the professional development of (aspiring) educators, give access to quality educational resources, and facilitate the exchange of knowledge and experience between history and citizenship educators across the world.

Through quality history and citizenship education students learn to find, question, analyse and interpret historical evidence. It develops their fundamental thinking skills and an understanding of concepts, as well as the ability to disagree about interpretations of the past without resorting to hatred and violence.

Our work helps to ensure that students are taught *how to think*, and are not told *what to think*. This helps them to resist manipulation, ask fundamental and critical questions, do research, and draw conclusions based on their analysis of the available evidence.[2] These abilities are essential for (young) people to be active citizens.

Our impact

Since 1992, EuroClio has

- Led the development of lesson plans, textbooks, teacher's guides, and online resources in 23 different languages, which are now all freely available for use.

- Organized workshops, seminars, conferences in 42 different countries contributing to the professional development of more than five-thousand history and citizenship educators.

- Aligned policies and actions by intergovernmental organizations, such as the Council of Europe, the European Commission and OSCE with the needs of history and citizenship educators.

This would not have been possible without the generous contributions of the professional volunteers and core supporters of EuroClio.

---

[1] These needs are ingrained in the UN Sustainable Developments Goals (articles 4, 10 and 16).

[2] A complete list of principles for quality history and citizenship education can be seen in EuroClio's Manifesto.

Our strategy

In 2020-2024 we want to further develop EuroClio as a professional community of history and citizenship educators. For this, we need to reach more educators and make sure that they benefit from our work and become active. To achieve this, we will focus more on core activities and flagship initiatives and less on (partner) projects, work on strategic partnerships, and increase our support to professional volunteers. [3]

In terms of

Research. We will research the needs of history and citizenship educators, identify and research societal challenges that we can help to resolve, develop and use key performance indicators to monitor the impact and progress of our work, and develop and maintain dossiers on our focus areas.[4]

Advocacy. We will review and update the EuroClio Manifesto, develop quality standards for history and citizenship education, consult our members on key issues, and communicate the findings to intergovernmental organizations in our network.

Fundraising. We will develop a strategy and talking points for each flagship initiative, hold face to face meetings with previous, current and potential donors, and develop a workflow for identifying, documenting and responding to leads for fundraising.

Professional development. We will expand our offer of international seminars and webinars based on identified needs, provide workshops during events organized by members and partners, offer (research) traineeships to university students and young professionals, and enable our staff members to develop professionally in their area of work.

Educational resources. We will develop new educational resources based on identified needs, streamline the way we work on the collaborative design of educational resources for future projects, and re-publish existing resources in new formats.

Outreach and exchange. We will systematically map, use and evaluate communication and dissemination channels, develop and share inspiring and useful content (in the form of blogs, reviews, digests, podcasts, videos), and develop PR materials to support advocacy, fundraising and member recruitment.

Our flagship initiatives
We will:

- Further develop **Historiana** as a tool for history and citizenship educators to find and create resources for use in their educational practice.

- Do more research on **Contested Histories** in order to be able to deal with conflicting interpretations of history and memory in a more responsible way.

- Test and improve the **Masterclass** as a means to introduce EuroClio and its approach to teaching and learning history and citizenship in diverse settings across the world.

---

[3] The SWOT analysis on which this strategy is based is added as Annex 1.

[4] Focus areas are core to EuroClio's mission. An example is "promoting multiperspectivity".

SWOT Analysis

The strategy 2020-2024 is based on this analysis:

	Helpful to achieve the objective	Harmful to achieve the objective
Internal origin (attributes of the organization)	**Strengths** ● Clear and relevant mission. ● Active community. ● Strong track record and reputation. ● Expertise and commitment of Board, Staff and Professional Volunteers. ● Flagship initiatives.	**Weaknesses** ● Limited financial autonomy. ● Impact assessment. ● Communication can be clearer. ● Limited visibility outside own network. ● One-off projects.
External origin (attributes of the environment)	**Opportunities** ● Availability of relevant funds. ● Demand for professional development and EuroClio's expertise. ● Willingness of partners to commit time and resource to cooperation with EuroClio. ● Interest and recognition by intergovernmental organisations. ● Fewer NGOs focused on history education specifically. ● New communication tools.	**Threats** ● EU priorities and funding not known. ● Oversaturation of free educational resources and online courses. ● Overstretch of current professional volunteers. ● Increased difficulty for educators to get leave for professional development.