

Board Report 2024

[1. Introduction](#)

[2. Governance and Management](#)

[3. Projects and partnerships](#)

[4. Key Activities](#)

[7. Plans and challenges for 2025 and beyond](#)

1. Introduction

EuroClio, the European Association of History Educators, is a non-profit civil society organisation established in 1992. Its core mission is to support the development of responsible and innovative history, heritage, and citizenship education by promoting critical thinking, mutual respect, peace, stability and democracy. EuroClio holds official UNESCO NGO status and is a member of the Conference of INGOs of the Council of Europe, the DARE Network, and the Lifelong Learning Platform.

The Association counts 88 volunteer history, heritage and citizenship educators' associations and related institutes from 45 mostly European countries and connects around 30,000 professionals, who in their daily work are in contact with more than 4,000,000 students per year. The Secretariat, which has 6 staff members, is supervised by the democratically elected EuroClio Board of 6 members, and frequently advised by a wide range of experts in the networks the organisation has.

2. Governance and Management

EuroClio is a not-for-profit organisation under Dutch Law, headquartered in The Hague. EuroClio is recognized by the tax authorities in the Netherlands as a charitable, so-called "ANBI", organisation. More information about the advantages and conditions of this status can be found on our website: <https://euroclio.eu/anbi-status/>.

The Board

The Board presides over the Association and is responsible to the General Assembly. The day to day running of the Association is managed by the Executive Director.

This was the composition of the Board in 2024 *before* and *after* the General Assembly:

- Bistra Stoimenova, President.
- Ute Ackermann Boeros, Vice-President.
- Juraj Varga, Treasurer.
- Harri Beobide, Secretary.
- Lars Peter Visti Hansen, Member.
- Ann-Laure Liéval, Member.

Frank van den Akker is a titular Board Member, representing the Friends of EuroClio Foundation.

The General Assembly

Is the highest governing body of EuroClio. It discusses and approves the annual report, the financial report, budgets, decides on the statutes and internal rules of EuroClio, and elects and discharges Board and Audit Committee Members. The General Assembly meets at least once a year, typically during the Annual Conference of EuroClio.

In 2024, the General Assembly took place on 27 April, 2024 in Sofia, Bulgaria. An Extraordinary General Assembly was held on 29 November, 2024 in Brussels. To ensure that as many members as possible could join, it was made possible to join online during both events.

The Audit Committee

The General Assembly elects an Audit Committee, whose members meet with the Finance Committee representing the Board and the Executive Director to review the Annual and the Board Report and discuss the financial situation of EuroClio.

In 2024, the Audit Committee met online on 13 November 2024 and reported to the General Assembly based on the review of the financial management and financial policies.

In 2024, no new Audit Committee Members were elected.

This was the composition of the Audit Committee in 2024 before and after the General Assembly:

- Kati Hynönen (Finnish Association of History Teachers)
- Frans van Rumpt (VGN, Netherlands)
- Espen Kirkegaard Espensen (Danish History Teachers Association).

Members

There are several types of EuroClio membership: Full, Associated, and Individual. Only Full Members have voting rights during the General Assembly.

The following 61 organisations were full members of EuroClio in 2024:

- Albanian History Teachers' Association
- Armenian Association of History Educators
- Public Union of Azerbaijan History Educators
- Association of Teachers and Professors of History EUROCLIO - HIP (Bosnia and Herzegovina)
- Bulgarian History Teachers' Association
- Croatian History Teachers' Association
- Documenta – Center for Dealing with the Past (Croatia)
- Association for Historical Dialogue and Research (Cyprus)
- History Teachers' Association of the Czech Republic
- Danish History Teachers' Association
- Estonian History and Civics Teachers' Association
- Finnish History Teachers' Association
- French Association of History and Geography Teachers
- Georgian Association of History Educators

- Association of History Teachers of Germany
- Association for History Education in Greece
- Hungarian Historical Society Teachers' Division
- Association of Hungarian History Teachers
- History Teachers' Association of Iceland
- The Association of Sociology Teachers in Secondary Schools in Iceland
- History Teachers' Association of Ireland
- Clio'92 - Association of Research Group on History Teaching and Learning (Italy)
- The History Teachers' Association of Kosovo
- Latvian History Teachers' Association
- Lebanese Association for History
- Lithuanian History Teachers' Association
- Luxembourgian Association of History Teachers
- History Teachers' Association of Macedonia
- History Teachers' Association (Malta)
- National Association of Young Historians of Moldova
- Association of History Educators of Montenegro
- Association of Teachers of History and Civics (Netherlands)
- Norwegian Historical Association
- Polish History Teachers' Association
- Portuguese History Teachers' Association
- Romanian Society for Historical Sciences
- History Teachers' Association of Romania (APIR-Clio)
- History Teachers' Association of Moscow
- History Teachers' Association of Buriatia
- History Teachers' Association of Tatarstan
- Education for the 21. Century (Serbia)
- Association for Social History - EUROCLIO (Serbia)
- Slovenian History Teachers' Association
- Centre for Education and Innovations (Slovakia)
- National Museum of Korean Contemporary History
- Federation of Basque Schools
- Federation of Spanish History and Geography Teachers
- Swedish History Teachers' Association
- Swiss History Teachers' Association
- History Educators Union Association of Turkey
- All-Ukrainian Association of Teachers of History and Social Studies “Nova Doba”
- The Historical Association (United Kingdom)
- Scottish Association of the Teachers of History
- History Teachers' Association of Northern Ireland
- Convoi 77
- The Korean War Legacy Foundation
- Association for the Didactics of History
- Flemish Association for History Teachers

- Flemish Institution for Cultural Heritage
- National Council for History Education
- Logopsycom

The following 28 organisations were associated members of EuroClio in 2024:

- Armenian Center for Democratic Education-CIVITAS
- The Institute for the Study of Totalitarian Regimes (Czechia)
- Georg Eckert Institute
- International Society for History Didactics
- European Educational Publishers Group
- Faculty of Philosophy, University of Split
- International Baccalaureate
- Institute of National Remembrance – Public Education Office
- Association for Citizenship Teaching
- American Historical Association
- Society for History Didactics Austria
- Holocaust Education Trust Ireland
- Hamburg University; History Education Department
- St. Petersburg Academy of In-Service Pedagogical Education
- National Institute Parri - Milano
- History NGO Forum for Peace in East Asia (South Korea)
- Terraforming (Serbia)
- History Co:Lab (United States)
- Historical Memory in Iberian Literatures Research Group
- Association Pedagogy and Formation
- The Association of Albanian history teacher “ Youth and History”
- Belfast International Language Academy
- National Coordination of History Teaching Associations in Switzerland
- Youth Empowerment for Peace & Security
- The Korean War Legacy Foundation (KWLF)
- Flemish Institution for Cultural Heritage (FARO)
- National Council for History Education (NCHE)
- Logopsycom

In 2024, the number of **individual members** increased from 232 to 273.

The Secretariat

The management of EuroClio is delegated by the Board to the Executive Director and the Deputy Director, who are leading the EuroClio Secretariat. The Staff at the EuroClio Secretariat, supported by Trainees, are running the day to day operations of EuroClio, including the projects and regular activities.

In 2024, this was the composition of the **Staff**:

- Andreas Holtberget, Project Manager and Communications Officer
- Eugenie Khatschatrian, Project Manager and Operations Coordinator
- Ivan Milovanov, Project Manager and Professional Development Coordinator
- Giorgia Busato, Project Manager (until August 2024)
- Paula O'Donohoe, Project Manager and Research Coordinator.
- Steven Stegers, Executive Director
- Theano Ioannidou, Financial Officer

These teams led the development of **Historiana** in 2024:

- Historical Content: Nikki Maggie, Chris Rowe, Francesco Scatigna, Andrea Scionti, Bob Stradling (Editor-in-Chief), and Sean Wempe.
- Teaching and Learning: Ute Ackermann Boeros, Gijs van Gaans, Bridget Martin, Riitta Mikkola, Vojtech Ripka, Helen Snelson, Vassiliki Yiannou.
- Concept, Design and Development: Paul Jongsma (Webtic), Joes Koppers (UseMedia) and Zoe Winck.

The research on **Contested Histories** in 2024 was led by:

- Paula O'Donohoe (Research Director)

The following **Volunteers and Research Trainees** worked for EuroClio in 2024:

Amarant de Ligt, George Ambery, Jonathan Mortiz Ventzke, Serena Jampel, Tesia Thomas, Pavlina Papageorgiou, Mateo Lopez Junquera, Galatea Piaggi, Ryan Hampton*, Marielena Demetriou*, Elin Isaac*, Viktor Riha*, Mridula Gullapalli*, Louisa McDonald*, Zainaab Basil*, Janina Bechtold*, Angelina Maria Ferreira Martins Cheang*, Yat Fung*, Rainier Pilotte*, Lilian Trickey*, Qianyi Zhang*, Erin Bridgewater*, Anchi Cao*, Isabella Crouch*, Oonmona Das*, Josie Richardson*, Shivani Arulalan Pillai*, Youxi Chen*, Alina Khokhlova*, Aydin Orberk*, Grace Rees*, Hector Cooper*, Weza de Carvalho Espada de Sousa*, Ziyi Li*, Isabel Hawes, Abel Jeroen Koops

* These trainees did a 5-day micro traineeship.

The following **Trainees** worked for EuroClio in 2024:

Andreas Haraldstad*, Laura Fernández-Pampillón Enguix*, Martina Dierking*, Zarah Drummond*, Carolina Santillano Tellez*, Lauriane Borsaline Rotté*, Helena Vicente Galán, Elli Clerides

* These placements were part of study programmes.

In 2024, EuroClio hosted the following Scholars and Educators in Residence:

- Sven Morsdorf
- Bryan Harms
- Robert Stradling
- Nikki Maggie
- Amaia Lamikiz
- Ute Boeros
- Čeněk Pýcha
- Muriel Blaive
- Barnabás Vajda
- Eva Petras
- Dana Kušnírová
- Lukazs Kaminski

3. Projects and partnerships

EuroClio worked on several projects and partnerships in 2024 to advance its mission.

The projects:

- **Facts not Fiction** is a project funded by the European Union Remembrance Grant and focused on the development of place-based learning local history projects across Europe about the history of victims of Nazi persecution. Teams of teachers and students from Finland, Germany, Romania and Serbia are taking part in the project, and started their local projects in Fall 2024. EuroClio is the coordinator of the project, and three partners are involved: Arolsen Archives (Germany), Intercultural Institute Timișoara (Romania) and Terraforming (Serbia).
- **History Education Beyond Borders IV** is a project supported by the Northeast Asian History Foundation which brought together experts on the development of cross-border history education resources to exchange best practices and create an updated set of recommendations, a set of training materials, and a documentary video on the development of cross-border history education resources. In 2024, we developed a sourcebook that explores the history of the region during World War II by using primary sources; the sourcebook is available on the website.
- **Monument(al) Challenges** is a project which aims to address teachers' requirements for resources and training materials which equip them with the skills for discussing sensitive and complex histories, including colonialism and slavery, in their classrooms. In 2024, the consortium developed a toolkit organised around 12 lesson plans inspired by the Contested Histories case studies. In 2024, we also hosted a webinar series with four sessions. These resources have been piloted in school classroom settings and teacher training workshops. They will be disseminated to a wider audience through further workshops, and an accredited and self-paced online course.

- **Seeking Justice** is an Erasmus+ funded project uniting teachers and students across Europe to explore the meaning of international justice and the role of the ICC. It focuses on critical thinking about historical and current international crimes, encouraging an understanding of the roles of NGOs in achieving justice. The initiative culminates in an educational Toolkit based on the Rome Statute, emphasising citizenship, human rights education, and genocide prevention.
- **SENSEI** (School EducatiON for Sustainable and Equal Inclusion) is a project funded under the Erasmus+ program, designed to develop an international conference on inclusive education, a module for Initial Teacher Training and a hybrid/blended International Continued Professional Development course. It aims to equip in-service and pre-service teachers with skills to create more inclusive and engaging (history) classrooms for all students. The project's objectives also include building a supportive network of teachers, producing tailored training programs with innovative teaching methods, and upscaling effective educational approaches.
- **Watching Videos Like a Historian** is a project supported by the European Union, as part of the Erasmus + programme. This project focuses on the use of Audio-visual (AV) material in (history) classrooms as a tool to promote historical understanding and to help students develop media literacy competences, especially in the realms of (1) searching and finding information; (2) evaluating and understanding information; (3) developing and presenting information. The project will result in supporting material for cultural heritage institutes that wish to increase the use of their AV collections in the classroom, as well as a toolkit for educators containing guides and teaching strategies and exemplary materials on how to do so.
- **Histories that Connect - Sri Lanka** is a partnership between EuroClio, the Collective for Historical Memory and Dialogue (CHDM, in Colombo) and the 'Strengthening Social Cohesion and Peace in Sri Lanka' (SCOPE) initiative of the German Development Agency, GIZ. It continues the work of a pilot initiative that ended in 2022. The main project aim is to foster a network of history teachers and historians working across ethno-linguistic divides in Sri Lanka. In 2024, the project organised two larger seminars for history teachers focused on historical thinking concepts and on teaching multiperspectivity - in Bandarawela and in Matara - with a webinar and other project work aiming to develop educational materials taking place online. Smaller, local workshops disseminating the results of the educational materials being developed were also organised.

Long term initiatives

- **Rewind Network.** EuroClio is pro-actively working with like minded organisations from around the world to achieve its mission. The idea is not only to learn from each other, but increase our impact through cooperation. To achieve this, we are facilitating online exchanges with leaders from other organisations. In 2024, we gathered the network in Boston, MA to build on the workshops and shared experiences of the Education for Global

Democracy Convening that was hosted by the History Co:Lab, World Savvy and the American Academy of Arts and Sciences. This meeting was also used to plan upcoming online knowledge exchange seminars for 2025 and beyond. In 2024, Rewind also launched its first newsletter and in-depth article focusing on the situation of history educators in Lebanon amongst the conflict in the Middle East.

- **Contested Histories** is ongoing research on divisive histories in public spaces led by the Institute of Historical Justice and Reconciliation (IHJR), which is based at EuroClio. In 2024, we published 27 cases on the website. This year the Initiative focused on developing more the already listed cases than adding new ones and on finalis.
- **Seeking Justice: From Nuremberg to the Hague** is a program especially directed to youth between the ages of 16 and 22, designed around the question: how to best serve justice when crimes are committed by those in power and national justice systems do not deliver? In 2024, we organised four such sessions for youth in The Hague. As a corollary to the youth program, we also realised two teacher workshops that prepared educators to incorporate these issues in their teaching programs and syllabi. The ongoing programme includes active methods such as research, discussion, group work, presentations, debates, simulations, onsite learning, and interactions with experts and eyewitnesses or victims. It culminates with visiting the International Criminal Court (ICC) and attending a current international criminal trial. The participants are challenged to identify examples of past injustices and critically assess how these were dealt or not dealt with. Before witnessing a real trial, the participants develop their understanding of what will happen through research on the current case and an ICC-led session on how the court functions. The aim is that the participants leave the workshop experience with a better grasp of these complex issues and a more nuanced understanding of what justice and injustice are.
- **Historiana** is an online resource developed by and for history and citizenship educators in Europe and beyond. Historiana offers free ready-to-use learning activities, multiperspective historical content and digital tools. Each year we add new content and improve the functionality of Historiana. In 2024, we added various translations to existing e-learning activities and officially launched the support for uploading and working with video resources. The Historical Content team completed their work on Migration.
- **In Europe Schools** is an online school matching and documentary-making project for schools throughout Europe on modern European History, primarily focusing on four main themes: Difficult History, Migration, Climate Change and Gender Equality. EuroClio revived its partnership with the VPRO and agreed to develop four new Education Kits on the following: Fake News and Disinformation , the Fragility of Democracy, A New Europe - United in Diversity and Social and Economic Inequality. In 2024, the fourth Education Kit has been finalised and will soon be available.

The partner projects:

- **Football Makes History II** (led by Erasmus University Rotterdam) is a Strategic Partnership in School Education that continues the efforts of the Football Makes History project, which ended in 2021. This project will facilitate the work of schools, museums and (local) football clubs in using sports heritage for educational purposes. To that effect, EuroClio recruited a team of educators producing a toolkit providing teachers with a step-by-step guide on how they can build effective local partnerships with football clubs, football club museums and/or other sport organisations. In addition, the project has produced a documentary, a student video competition leading to the production of three student-led documentaries on local football history in the Silesia region of Poland.
- **Innovation Station** EuroClio worked together with the Organising Bureau for European School Student Unions, the Hellenic Open University, EGINA, the Impossible Foundation to develop tools and collect best practices for teachers and students that will help them navigate online and blended learning environments. In 2024, EuroClio organised online Multiplier Events, in the form of Online Teacher Workshops, to present the Guidelines for Teachers in an interactive way to a wider audience of educators dealing with online and blending learning. The Online Teacher Workshops were facilitated by co-authors of the Guidelines Ute Ackermann-Boeros and Igor Radulovic.
- **Changing Democracies** EuroClio worked together with the Evens Foundation and eight other partners across Europe on capturing stories of democratic transition to challenge young people and the wider audience to critically reflect on our democracies nowadays. In 2024, EuroClio co-organised the Local Experience in the Netherlands, in cooperation with Autres Directions and the Hogeschool Arnhem Nijmegen (HAN) where five in-training history teachers developed educational resources using the Dutch testimonies. EuroClio also conducted research amongst all participants of the Local Experience focusing on how young people make meaning of democracy. This research will feature as part of a research publication in 2025. In 2024, EuroClio coordinated the development of the Educational Resource Pack and launched the Changing Democracies Webinar Series where the Educational Resource Pack is presented.
- **Making Visegrad Histories Digital**- EuroClio is working together with Center for Education and Innovation (SK), Hungarian Historical Society (HU), and Wroclaw University (PL) to create tools for teaching the history of state socialism in the four Visegrad countries. In 2024, EuroClio organised with partners a larger meeting of all the authors, historians and reviewers involved in the project that took place in Wroclaw, Poland. CEDIN is in charge of the development of the teaching materials, which have been finalised in 2024. EuroClio has begun work on producing a series of recorded lectures by professional historians that will accompany the publication and dissemination of the lesson plans.

The partnerships:

- The **Council of Europe** has continued the work of the intergovernmental project “Educating for diversity and democracy: teaching history in contemporary Europe” and established “The Observatory on History Teaching in Europe” through an enlarged partial agreement. Since 2021, EuroClio has been represented in the Experts Working Group on History Education, which is supporting the intergovernmental project. The intergovernmental project organises an annual Forum on history teaching, though due to the focus on higher education EuroClio was unlike in previous years not directly involved in the organisation of the 2024 edition. However, former EuroClio Chair Antoon De Baets, represented us as a keynote lecturer. In 2024, EuroClio also finalised the work with the CoE Roma and Travellers Team on producing educational material on Roma and Traveller history. EuroClio was selected as the only consortium in the expert's group working on the first regular report of the Observatory. This report will be published every three years and give insights into the state of history education in the states who are participating in the Observatory. A draft of the first Report is available on the Observatory webpages.
- The **House of European History**. In the past few years, EuroClio has been engaged in a fruitful partnership with the House of European History, especially in relation to the co-hosting of training and peer-review of educational material. In 2024, preliminary plans for the co-hosting of EuroClio’s 2026 Annual Conference at the HoEH have been solidified.
- The **International Baccalaureate**. The International Baccalaureate. In 2024, we continued the collaboration with the International Baccalaureate in developing teaching materials for their new IB Exchange platform. For 2024, we focused on developing materials on the history of anthropology for their anthropology and sociology courses.
- **UNESCO Webinar Series**. A series of seven webinars co-organized by UNESCO and EuroClio, addressed the topic of antisemitism through education in the EU. The initiative aimed to empower teachers across all EU states and beyond by providing not only theoretical knowledge but also practical tools for classroom use. Held between September and December 2024, the webinars were made accessible in English, French, and German, thanks to professional interpreters. While primarily designed for teachers and educators at all levels of schooling, including teacher trainees, the series also welcomed participants from other backgrounds.
- **Network of Concerned Historians**. The NCH is an NGO that documents all types of censorship of people who produce history, from academic historians and history teachers to filmmakers of historical documentaries, novelists and other actors involved in the production of historical knowledge. In 2024, EuroClio participated in a Roundtable on Censorship in history education co-hosted by the Central European University in Vienna.

More information on these projects and partnerships can be found at www.euroclio.eu.

4. Key Activities

Research

EuroClio has continued its research for the Contested Histories cases and has grown its database and mapping study to 600 case studies by the end of 2024, of which 110 were published after peer and external review. The research is now available on [contestedhistories.org](https://www.contestedhistories.org).

We also worked with Bjorn Wansink, Associated Professor at Utrecht University, to research how the war has impacted history teaching in Ukraine. For this, EuroClio facilitated the recording and transcription of 16 interviews. These will be analysed and used for an article.

EuroClio coordinated the work of the Experts Team working on conducting qualitative and quantitative research for the General Report on the State of History Teaching in Europe of the Council of Europe's Observatory of History Teaching in Europe. In 2024, EuroClio hosted research trainees from Maastricht University, Oxford University, Harvard University, Erasmus University Rotterdam and Reinwardt Academie.

In 2024, EuroClio launched the Research Fellowship Programme and welcomed the first cohort of Research Fellows: Rodoljub Jovanovic (Serbia), Nena Mocnik (France), Melina Foris (Cyprus), Tanja Kohvakka (Finland), Dea Maric (Croatia) and Jan-Christian Wilkening (Germany). They are independent researchers and PhD students from different disciplines working in the field of history education. The aim is that the research fellows will significantly contribute to our research output, making sure that our overall work, projects and advocacy efforts match the actual needs of European history educators. Throughout 2024, the Fellows conducted collaborative, transnational and transdisciplinary research focusing on different aspects of history education such as inclusion, educators' experiences of reforms and contested histories in the classroom.

Advocacy

EuroClio continued its work with the Council of Europe (CoE), it was represented in the Expert Working Group on History Education, contributed to the Parliamentary Assembly of the Council of Europe (PACE), coordinated the experts group researching the Regular Report of the Observatory of History Teaching in Europe, and led the focus group component.

We worked together with UNESCO for recording teacher testimonies on how they have dealt with instances of antisemitism in the history classroom and they would respond to a set of different scenarios. The recordings were made at the EuroClio Annual Conference in Vilnius and question prompts were developed by Dr. Arthur Chapman from University College London. Furthermore, a series of seven webinars co-organized by UNESCO and EuroClio, addressed the topic of antisemitism through education in the EU. The initiative aimed to empower teachers across all EU states and beyond by providing not only theoretical knowledge but also practical tools for classroom use. Held between September and December 2024, the webinars were made accessible in English, French, and German, thanks to professional interpreters. While primarily designed for teachers and educators at all levels of schooling, including teacher trainees, the series also welcomed participants from other backgrounds.

Fundraising

In 2024, EuroClio submitted 7 project applications of which 4 were successful (Critical History Tours, Moving Europe, and History Education Beyond Borders IV). EuroClio also joined 7 partner applications of which 2 were successful (Making Visegrad History Digital, with CEDIN and Changing Democracies, led by the Evens Foundation).

In 2024, made a first attempt at applying for an EU tender. The tender, titled 'Culture and Democracy Study and Peer Learning - School/Culture Collaborations for Civic Engagement and Critical Citizenship Education' focused on learning how to design and implement effective collaborations between schools, artists and cultural organisations with the aim to enhance young people's democratic attitudes and their readiness to engage in civic and democratic life through participatory artistic and cultural experiences.

We agreed on a work programme for the second year with the Europeana Foundation within the European Data Space for Cultural Heritage. We successfully applied for the 3rd year of funding in the 2022-2025 framework partnership agreement with the European Commission for the Citizens, Equality, Rights and Values (CERV) Programme, European Remembrance Strand.

Most of these projects are connected to long term initiatives, meaning that the results of past work will continue to be expanded upon, ensuring sustainability. The Evens Foundation extended the partnership with EuroClio and agreed to co-fund a regranting scheme for EuroClio Members, which is part of the Operating Grant.

Educational Resources

In 2024, we worked on the development of a range of educational resources. The following resources were published:

- Teachers Guide for Effective Online Teaching (as part of the Online Teaching in the Visegrad Region)
- Two Education Kits: "A New Europe - United by Diversity" and "Social and Economic Inequalities" (co-authored by Harri Beobide for the In Europe Schools initiative).
- Contested Histories Onsite Toolkit "How to give a tour around contested sites?", translated into Spanish, Italian, Estonian, Russian and Polish. The toolkit aims to offer educators and other stakeholders tools on how to better understand and address the complex legacies of Europe's totalitarian past by providing critical history tours.
- A toolkit for the Football Makes History II project, aimed at helping teachers teach local football heritage and history through collaborations with clubs or museums
- The Art of Questioning, a resource on Historiana, designed for teachers, to support them to engage all learners, deepen thinking using questions, and develop their learner's ability to ask their own questions.

- An Educational Resource Pack with learning activities focusing on the history of democratic transitions in Europe, as part of the Changing Democracies project.
- The History Education Beyond Borders IV Sourcebook “East Asia at War: Mobilisation, Refugees and Women.” Designed for educators to use primary and secondary sources in teaching the histories of East Asia during World War II.

Outreach and Exchange

Throughout 2024, EuroClio shared information via its newsletter, its website, and via various social media platforms, among them Facebook, Twitter, LinkedIn and Instagram - with steady levels of growth in followers across these platforms (with the notable exception of Twitter, which is quickly declining in popularity). Work on the EuroClio podcast *Past Times: Talking and Teaching History* continued with 7 episodes published in 2024. The podcast content varies from how to teach about terrorist events in the classroom to episodes focusing more on EuroClio projects and their outputs. A spin-off podcast, titled *Winds of Change* and hosted by EuroClio founder and Special Advisor Joke van der Leeuw-Roord was launched in December 2024. The podcast focus is more on the personal stories and motivations of people involved in our network.

The EuroClio Short Stories are a series of interviews conducted with experts from our network. In these short clips, we present a variety of perspectives on the importance of accurate history education and how it fundamentally shapes the world we live in today.

7. Plans and challenges for 2025 and beyond

In 2020-2024, the Association wants to further develop EuroClio as a professional community of history and citizenship educators. For this, more educators need to be reached and ensure that they benefit from the work done by the Association and are being mobilised. To achieve this, we will focus more on core activities and long term initiatives and less on (partner) projects, work on strategic partnerships and increase our support to professional volunteers.

We will work on

- Professional development, we offered several series of online opportunities for professional development on thematic priorities, workshops that we could embed in events organised by members and partners, worked on capacity building through our projects and partnerships, offered traineeships to university students and young professionals, and enabled our staff members to develop professionally in their area of work.

To increase the impact of the face to face events that we organised, selected parts were live recorded and edited, so that people who were not at the event could benefit from them and we can use the recordings in future activities and resources. In terms of online

learning, we began shifting from offering mainly webinars to the creation of online courses that participants can follow at their own pace.

As a deliberately developmental organisation, we believe that educating ourselves will be beneficial for the organisation and the level of achievement of our mission as well. Therefore, we put emphasis on the professional development of the staff. There were joint workshops on effective communication and teamwork, but also opportunities for individual staff members to meet their own professional development needs.

In terms of partnerships, we aimed to work more closely with institutions that are responsible for educating future teachers. In addition, we began focusing on facilitating peer-learning, because we know that learners, including teachers, researchers and professors, are more willing to learn from others who have similar experiences and needs. This peer learning also helps to strengthen networks and the EuroClio community.

- Educational resources. The development of educational resources by EuroClio is always done as a collaborative process including design, testing, peer-review and proof editing in transnational teams. Since we had a wealth of materials and resources already available, we focused more efforts on curation, translation and adaptation of existing resources instead of creating similar content, and focusing on creating more resources of the kind that our offer lacks so far (such as the self-paced online courses). Finally, we aimed to work more with museums, archives, libraries and memory sites as places for learning.

The resources that we do developed were designed in such a way that they are adaptable, can be kept up to date with little effort, and can be remixed. For this, we always use open licences and open formats. Examples of such resources include lesson plans, source collections, animations and eLearning Activities. We created these as part of projects, flagship initiatives, and strategic partnerships. They are related to our priority themes, thereby responding to the current needs and developments of history and citizenship educators internationally.

We also developed guides that help teachers and learners address shared challenges, toolkits that can be applied in different contexts, learning activities that are adaptable, and teaching strategies that can be localised. We are also recording testimonies and video tutorials in our (travelling) studio, which will be offered as part of a peer-insight resource offer.

- Outreach and exchange, by developing and sharing inspiring and useful content (in the form of blogs, reviews, digests, podcasts, videos) through our website, newsletter, social media, and bulletin, by developing PR materials to support advocacy, fundraising and member recruitment, and by continuing to systematically map and use communication and dissemination channels. In 2025, we will pilot live recordings of our podcast 'Past Times' and continue with regular episodes of the new Podcast series 'Winds of Change'.