



Preparing for the 21st century Annual report 1997

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FEBRUARY

- * Moscow, Russia. Coordinators meeting of the Matra Russia project on the development of new textbooks on the post-1945 Russian and European history.
- * Utrecht, the Netherlands. Seminar 'Outline or in Depth?' on the debate what knowledge should pupils have in the end of secondary education, with British experts from the Historical Association organised by the WIEG (Dutch Working Group for the History and Civics Examination).
- * Zgierz, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * Den Bosch, the Netherlands. Lecture on the practical aspects of internationalisation on the network conference of the European Platform.
- * Brussels, Belgium. Meeting with the co-ordinator of the EU Socrates/Comenius programme on future co-operation.
- * The Hague, the Netherlands. Participation in the conference on the Marshallplan of the Educational Committee of the Atlantic Committee.

AIMS AND ACTIVITIES OF EUROCLIO

The most important aim of Euroclio is to promote and to strengthen the position of history in the curriculum of schools in Europe. The organisation considers history as one of the key elements in creating a political and European awareness among young people. The teaching of history can play an important role when it comes to mutual understanding between the peoples and nations of this continent. But also history has the potential danger to enlarge past and present antagonies. Therefore Euroclio wants to uphold the discussion among history educators about what and how to teach, offering them the possibility to take an active part in international projects, conferences and teacher training seminars. Euroclio disseminates information on history teaching in Europe by the exchange of publications and the announcements for seminars, conferences and other activities. The organisation publishes a Bulletin twice a year and maintains an Internet Homepage. During the annual General Assembly the achievements of the previous year and plans for the future are discussed.

The organisation functions as a forum for the discussion of matters of common interest to teachers, universities, publishers and other institutes involved in history education. Euroclio organises bilateral and multilateral projects to realise this purpose. Euroclio is also involved in several national and international in-service training programs for history teachers, among others in Russia, the Baltic states, Poland and Northern Ireland. It has contributed to the development of new textbooks and teaching materials, and particularly to the use of new media like Internet and e-mail in history education. The organisation has gathered a specific 'know how' in the field of history education and acts as an expert and advisory body for governments, international and national organisations, educational research institutions and educational publishers. Representatives of Euroclio have lectured as experts on numerous occasions all over Europe during the last years. Since its foundation the organisation has supported the founding of Associations of History

Teachers' in countries where non exist. As a result of this policy most European countries have one or more History Teachers' Associations by now.

Euroclio is delighted to see a growing amount of national member associations actively involved in its activities or in projects developed under the Euroclio umbrella. This more over because of most of the work is done due to the personal commitment of its members, without financial benefit.

CORE ACTIVITIES OF EUROCLIO IN 1997

General Assembly and annual conference on 'Preparing for the 21st Century. Principles for the design of History syllabuses', in Budapest, Hungary, March 19-23. A hundred delegates from 31 countries attended this Euroclio conference organised in collaboration with the Hungarian History Teachers' Association.

The president of the Hungarian Republic, mr. Arpad Gönz, officially opened the conference. He stressed the importance of history teaching and its essential role in the education of the Hungarian youth.

The annual conference focused on discussing the main important dichotomies in history teaching, such as chronology versus thematic approach, depth versus breath, skills versus knowledge.

Joje Knausz, Head of Department of the National Public Educational Institute lectured on *'Hungarian history teaching, preparing for the 21st Century. Principles for the design of History syllabuses: Chronological or thematic? Depth or breadth? Skills or knowledge?'* Ian McKellar (Scotland) and Jana Huttova (Slovakia) also embarked on this theme for their respective countries. Two case studies from Paul Vandepitte (Flanders) and

* Riga, Latvia. Consultancy on behalf of the Council of Europe to discuss the history test in the naturalisation examination for non-Latvian speaking in Latvia.



The president of the Hungarian Republic, mr. Arpad Gönz, during the opening of the Budapest Conference

MARCH

- * Tallinn, Estonia. Consultancy in a Council of Europe project on a common history textbook for Baltic schools.
- * Stockholm, Sweden. Lecture on a Council of Europe conference 'The Museum as a resource in history teaching'.
- * Budapest, Hungary. Euroclio General Assembly and annual conference 'Preparing for the 21st Century. Principles for the Design of History Syllabuses'.
- * The Hague, the Netherlands. Co-ordination of the Dutch participation in the German Schülerwettbewerb in co-operation with the Körber Foundation and the European Platform.

Elisabeth Buxbaum (Austria), *'The 1848 revolutions: Belgium and Austria'*, gave the participants the opportunity to put their ideas on dichotomies in history teaching into practice. The key note lecture by Francois Audigier (France), responsible for the co-ordination research into History didactics at the National Institute of Pedagogical Research in Paris, focused on: *'The teaching of history from different perspectives- chronological, methodological, teacher training, historical explanation, etc.'*

During the conference the focal issues for discussing were questions such as:

How important is the European dimension for the understanding and teaching of liberalism and the revolutions of the 19th Century? How can one justify a national or European approach to this subject? In the teaching of history, should our preference be for thematic or chronological approaches, or breadth rather than depth, knowledge rather than skills? What are our recommendations for the principles of syllabus design for school history in the 21st Century?

The results culminated in a list of main recommendations for the improvement of history teaching all over Europe:

- Textbooks should be free from ideological slants and indicate different viewpoints.
- Television, video, cd-roms and Internet must be included and pupils given the knowledge and skills to distinguish between trivial, unreliable information and real wisdom.
- History curricula should encourage the development of democratic awareness.
- Tolerance, multi-perspectivity, a global and ecological perspective should be part of the future curriculum: it should also contribute to a sense of identity, individual and collective.
- The subject 'Changes in Europe since 1989' must be included in the list of educational topics.

Full coverage of the annual conference has been published in Euroclio Bulletin 8, *'Preparing for the 21st Century: Principles for the design of History syllabuses'*.

Conference on 'The Youth & History project. Challenges and implications for the teaching and learning of History', Pécs, Hungary, September 17-21. Seventy delegates from 37 coun-

tries attended this conference, sponsored by the Körber Foundation.

Euroclio organised this conference in cooperation with the Körber Foundation and the Hamburg Analysis Group, to disseminate the results of the *Youth & History* project and to start debates on national and international scale. Youth & History is a comparative European research project on Historical Consciousness among Adolescents, carried out under the direction of Magne Angvik (Norway), Bodo von Borries (Germany) and Laszlo Keri (Hungary).

32.000 students of fifteen years old in 27 countries were asked questions concerning historical consciousness and political attitudes. A smaller questionnaire was given to their teachers. The

conference in Pécs focused on those results related to the teaching and learning of history. Prof. dr. Bodo von Borries lectured in his keynote speech on *'What were we looking for and what did we find? Youth & History-interesting hypotheses, methods and results of the study.'*

The four main topics were:

'Do teachers and students attend the same lessons?', introduced by Hélene Edgren (Sweden) and Bodo von Borries (Germany);

'Are teachers able and willing to innovate?', introduced by Luisa Black (Portugal) and Oliver Baeck/ Bodo von Borries (Germany);

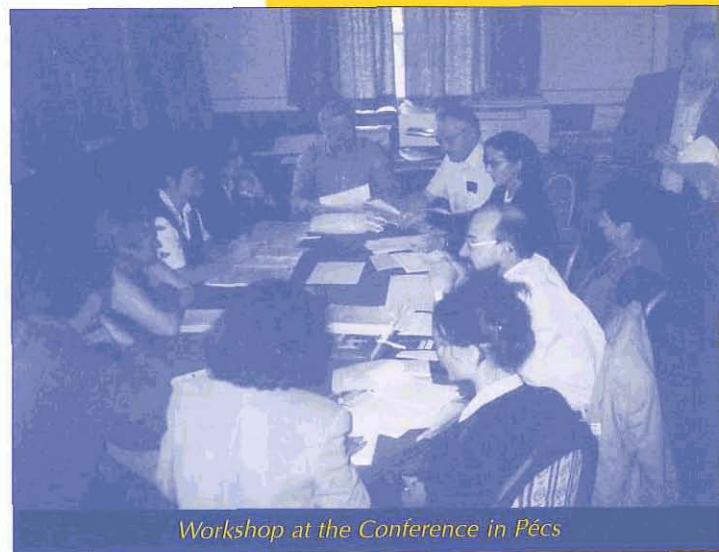
'Is history teaching up-to-date?', introduced by Alexander Olevyrev (Russia) and Signe Barschdorff (Germany);

'Can students fit into the shoes of someone else?', introduced by Tony McAleavy (United Kingdom) and Andreas Körber (Germany).

The issues were also discussed during working group sessions.

The most important recommendations after the conference were:

- Developing values should be an important aim of history education.



Workshop at the Conference in Pécs

APRIL

- * Washington, Atlanta, USA. Observer in the conference 'Civic Education and the International Agenda.'
- * Hamburg, Germany. Meeting with the Körber Foundation to prepare the Euroclio conference 'The Youth and History Project, Challenges and implications for the Teaching and Learning of History' in Pécs, Hungary, September 1997.
- * Brussels, Belgium. Meeting with the European Union to plan the future role of Euroclio in the PHARE/TACIS projects.
- * Warsaw, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * Amsterdam, the Netherlands. Evaluation of the Dutch participation in the German Schülerwettbewerb at the Duitsland Instituut.
- * Budapest, Hungary. Experts meeting on civic education to prepare the Council of Europe conference 'Teaching and learning for democracy', to be held in Budapest, October 1998.

- Learning and teaching styles in history education should be in tune with modern developments in education, communication and society.
- The interest of pupils in periods, topics and types of history should be taken into consideration in the learning and teaching of history.
- An important objective of history education is developing pupils 'historical consciousness', which could be defined as 'the relation between interpretation of the past, perception of the present and expectations for the future'.
- Continuous quantitative studies giving a broad overview as well as qualitative in-depth studies are needed as evaluation of the effects of the teaching and learning of history.



An example of active learning during the Historical Association Conference in England

A full coverage of the conference can be found in a separate Euroclio/Körber Stiftung publication *'The State of History Education in Europe'*, published in 1998.

ret
euroclio Homepage. (<http://www.glasnet.ru/~euroclio>) In the spring of 1997, a beginning was made with the setting up of a Euroclio Homepage, with financial support from the Körber Foundation. Main aim of this project was to provide the members better access to information. The Homepage is permanent reachable, is constantly up-dated and attracts attention of people who weren't aware of Euroclio's existence before. The webmaster was found in Moscow in the person of Tamara Eidelman. In the autumn and winter of 1997-'98 she has been assisted by Fiona Harten, a specialised trainee, who spent three months to improve and professionalise the Homepage. Euroclio member organisations have started to send in their announcements more often and the amount of information, number of links and visitors is still expanding.

The Homepage contains general information on Euroclio, news and information about the programmes and content of future General Assemblies, annual conferences and seminars. Reports of past conferences and seminars, teaching materials and articles on history education can also be found on the Homepage. In the year 1998 the Homepage will be improved further, possibly with the help of a new trainee.

'The medieval town and its cultural heritage in European dimension', co-ordinated by Chantal de Lasa (European Schools) and Paul Vandepitte (Flanders). This project wants to explore the transition of the agricultural into an urban society from the 10th Century onwards on the level of secondary education. The urbanisation played an important role in the political and economical development of the medieval society. The main purpose is:

- To explain the transition in the Middle Ages from a rural into an urban society.
- To develop a cultural guide to investigate specific elements of the medieval town.
- To develop two itineraries of important religious and commercial medieval town's.

* The Hague, the Netherlands. Jury member in the Dutch essay-contest on the Marshallplan.

MAY

- * Zagorsk, Russia. First seminar in the Matra Russia project on the development of new teaching materials on recent Russian and European history. A four days meeting with Russian and European experts, coordinators and observers, defining issues and problems concerning topics and the start of the production of material.
- * The Hague, the Netherlands. Preparatory meeting for the conference 'Democracy and welfare state - New approaches in history teaching' under Euroclio umbrella in Driebergen, the Netherlands, November 1999. This project is organised by the Danish, Swedish and Dutch History Teachers Associations.
- * Strasbourg, France. Meeting of the project group of the Steering committee of the Council of Europe project 'Learning and Teaching about the History of Europe in the Twentieth Century in Secondary Schools'.
- * Warsaw, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.

The educational material for this project originates from Norway, Scotland, Belgium, Luxembourg, Germany, Hungary, France, Spain, Poland, Russia, Rumania, Moldova, Italy and Cyprus. 'The medieval town and its cultural heritage in European dimension.' is organised in collaboration with the catholic University in Leuven (Belgium) and the Council of Europe in the project 'Town under town'. Results will be presented on the Euroclio Annual Conference in Edinburgh, March 1999.

Euroclio Secretariat. Since its founding in 1993 Euroclio has grown from a small organisation to an extended European network. Next to the organisation and coordination of projects, conferences and other activities, the maintenance of this network and the permanent flow of information belongs to the daily work of the Euroclio Secretariat in the Hague, the Netherlands. The maintaining of the address file, with several hundreds of names and addresses, telephone, fax, and e-mail numbers is vital for the functioning of Euroclio. The preparation and sending of mailings to all Euroclio members is another important task of the secretariat. Further, the secretariat functions as a centre of information and communication for Euroclio. The secretariat is manned by one full-time and three part-time staff members and most of the time a trainee.

PARTNERSHIP ACTIVITIES OF EUROCLIO IN 1997

Euroclio acts as a partner and advisory body for several international organisations and national governments. The following activities and projects took place in 1997 in cooperation with Euroclio:

Council of Europe

Consultancies for the Council of Europe. The Council of Europe has several programmes which aim for innovation of history education in Central and Eastern Europe. Members of the Euroclio network have been invited to offer their experience on the learning and teaching of history, initial and in-service teacher training, textbook publishing, curriculum development and other issues related to history education. They have participated in seminars in Estonia, France, Georgia, Hungary, Moldova, Russia, Sweden and Ukraine.

Civics. Learning and Teaching for Democratic Citizenship: Critical Approaches to the Media in Civic Education.

This three years project aims for the development of teaching materials and practical tasks for civic education. Austria, Hungary, the Netherlands, Poland, Romania, and Slovenia are contributing to

The Dutch Ministry of Education asked Euroclio to participate in this project. In April 1997 a preparatory meeting took place in Budapest, in October a seminar was held in the same place.

Consultancy on the history and government test in the naturalisation procedure in Latvia. The Latvian law on citizenship stipulates that candidates must have a minimum knowledge of the

- * Trondheim, Norway. Lecture on a seminar of the Educational Committee of the Atlantic Committee on 'European security and teaching the democratic values'
- * Chisinau, Moldavia. Seminar of the Moldavian History Teachers Association. Lecture on the different approaches of history teaching, such as chronological/thematic approach, developing a new curriculum and how to set up a new teachers guide?



Meeting of the Council of Europe in Georgia

Latvian language and of the history of Latvia and its constitutional law. International Organisations and candidates, who are mostly Russian speaking, have criticised this component of the examination as being too difficult. The Latvian authorities have consequently made a request to the Council of Europe to organise several consultancy meetings with history experts from the Euroclio network and members of the Naturalisation Board of Latvia to improve the test and additional materials.

Membership in the Steering Committee for the Council of Europe 1997-2000 History project 'Learning and Teaching about the History of Europe in the Twentieth Century History in Secondary Schools'. Aim is to provide history educators with teaching materials, in-service courses, seminars, networks and a teachers guide with practical advice and examples of innovatory approaches in history education. The Council of Europe wants to reinforce the interest of young people in secondary schools in the recent history of their continent.



School visit in the Kreator project in Poland

EUROPEAN UNION

Democracy and the Welfare State' (1995-1999). The starting point for this project was that the 'welfare state' is not something given, but that it has to be cared for and maintained, in order to preserve it for the future. To develop ways to bring this consciousness to present pupils is the main aim of this project. In 1996 in Denmark teachers from several European countries discussed how the phenomenon of the 'welfare state' is taught in their countries and tried to develop new approaches and teaching materials on this topic. After this successful conference a new conference is planned in the Netherlands in April 1999. In the meantime a small working group of teachers from Denmark, Sweden and the Netherlands continue the preparation of new teaching materials.

KREATOR/EU/PHARE project. Euroclio has been asked to train history teachers in the Polish Kreator programme. Kreator is an educational project in Poland which is supported by the European Union. The main objective of the programme is to identify effective and efficient ways of embedding core skills in the curricula of all subjects in Polish schools. The intention is that Polish teachers come together to plan, write and then trial materials for elementary and secondary education. The participants in the programme are being trained to organise in-service courses for their colleagues. They will also be introduced in different models of inset and classroom support for teachers and pupils. Practical systems and structures of curriculum development will be studied too. In seminars people have been inspired to seek extra source material, key concepts in history and curriculum development. Euroclio has been asked to train and give its expertise to the history teachers in this project for two years.

To inform the Polish teachers as widely as possible they are facilitated to attend international conferences and seminars. Some Polish history teachers visited the annual educational conference, *'History Matters'* of the Historical Association in the United Kingdom.

JUNE

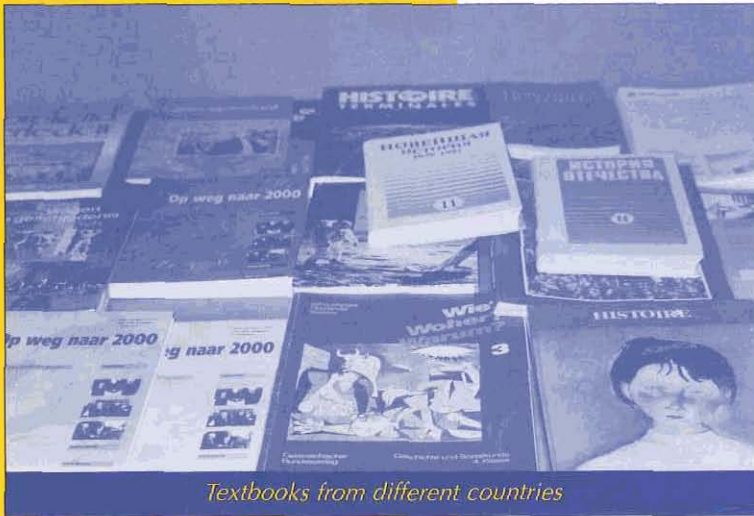
- * Breda, The Netherlands. Participation in a KPC (Catholic Educational Centre) day-seminar on 'Youth and voting-right'.
- * Lviv, Ukraine. Report and presentation on the Council of Europe seminar 'The initial and in-service training of history teachers in European countries in democratic transition'.
- * Nijmegen, the Netherlands. Guest-lecture on 'Burning issues in the learning and teaching of history in Europe' at the teacher training college.
- * Cracow, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * The Hague, the Netherlands. Meeting of the Euroclio Board.

Matra Russia project on the development of new teaching materials on recent Russian and European history. This project involves the Moscow History Teachers Association, the MIROS institute and Euroclio experts from the Netherlands, Austria, Denmark and Scotland and is financed by the Matra programme of the Dutch Ministry of Foreign Affairs. It aims to develop new methods in Russian history education which search for alternative themes and topics and which merge traditional history education with innovative approaches, applying skills and attitudes. The Russian authors are trained and advised by experts from the Euroclio network and the MIROS Institute in Moscow. The new teaching materials which particularly support the development, acquisition and applications of democratic values and of the techniques of democratic practice. Further on, the project tries to assist in the transfer of technical skills in history teaching in schools. The project also wants to strengthen the integration of the Russian perspectives on history with a more European and global perspective.

Four historical topics were selected on which new history textbooks are being written by Russian authors:

- Post-World War II. Ideas, Values and Reflections, 1945-1956.
- Illusion and Dissolution in the Sixties.
- 1985-1991: The years that changed Europe.
- *Difficult roads to democracy. Two cases: Spain and Russia.*

These themes were selected because of the shortage of teaching material in Russia on the post-World War II period. Archive material is still not widely available and Western European perspectives on this subject are almost unknown in Russia. This period is also considered as very difficult to teach, considering the numerous controversies. When the books are finished there will be a try-out and implementation period in order to train Russian teachers to apply the new materials.



Textbooks from different countries

EUROPEAN PLATFORM

e *The past in the Future*. A conference under Euroclio umbrella on the use of ICT in history education in Ulster, United Kingdom, in September. A group of 21 Dutch and Russian history teachers participated in this in-service training course. Their work focused on how the Internet and the World-wide web can be used as a teacher's tool in history education. The project also aimed to connect European schools to exchange knowledge, information and, maybe, students. A very interesting aspect of this seminar in Northern Ireland was that it also provided the participants with information about and inside in the *'Education for Mutual Understanding'*, the special Northern Irish program for civic education related to the political problems in this area. The seminar was a success and will be repeated twice in 1998 for different groups of history teachers.

KÖRBER STIFTUNG

Dutch participation in the German 'Schülerwettbewerb Deutsche Geschichte'. Since 1973, the *Pupils Contest on German History for the Federal President's Award* motivates thousands of young people to render out and document traces from their local history. By demanding pupils to learn by research and applying actual themes, the Körber Foundation aims to stimulate the linking between current problems and the past. The pupils are guided by a tutor during the project, most of the time their history teacher.

e Euroclio organised in 1996/97 as a pilot project the participation of Dutch pupils in the contest with the financial support of the European Platform. That year, four Dutch schools participated in the competition, of which two won a prize. Apart from this stimulating result the Dutch participation was a success. It gave among others rise to new initiatives in the development of modern teaching approaches. In the Schülerwettbewerb of 1998/99 the Dutch participation will be extended. In other European countries like Poland, Ukraine and Belarus also projects related to the Schülerwettbewerb are organi-

AUGUST

- * Tallinn, Estonia. Expert consultancy to evaluate the first history state examination of Estonia.
- * Moscow, Russia. Co-ordinators meeting Matra Russia project.

SEPTEMBER

- * Tutzing, Germany. Seminar organised by the International Society on History Didactics. Euroclio speech on 'The public resonance of History. Responsible recollecting instead of repressing memories'.
- * Ulster, Ireland. 'History in the Future'. In-service teacher training seminar under Euroclio umbrella on the use of ICT in history education.
- * Pécs, Hungary. Euroclio/Körber Stiftung conference 'The Youth and History Project, Challenges and Implications for the Teaching and Learning of History'.
- * Manchester, United Kingdom. Participation of a group of Euroclio members in 'History Matters', the annual Conference on Education of the Historical Association.
- * Tblisi, Georgia. Lecture on the Council of Europe Regional Seminar on 'The reform of history teaching in secondary schools.'

sed. At the moment the Körber foundation is developing plans to organise a Europe-wide pupils contest on history.

CIVITAS

'Civic Education and the International Agenda: CIVITAS at work', Washington, April 1997. Euroclio was invited as an observer in this project that aims to strengthen civic education and constitutional democracy throughout the world. The meeting in Washington aimed to create and maintain a world-wide network that will make civic education a higher priority on the international agenda. The meeting focused on mobilising the national and international community in committing themselves towards civic education. Therefore important speakers like Frederico Mayor, Director general of UNESCO, George Soros, Chairman of the Open Society Institute and the Director of the World Bank. To facilitate information and communication in the field of Civic education CIVNET was launched on internet. It contains the quarterly CIVITAS magazine, data, bibliographies teaching resources, schedules of events and links to related organisations.

PUBLICATIONS AND ARTICLES IN 1997

From Moscow to Belfast, from Budapest to Neuchatel', *Euroclio Bulletin*, 7 (winter 1997)
An Euroclio Bulletin with articles on the role of the Moscow MIROS institute, on history education and the recent troubles in Northern Ireland, on the role of the Hungarian Association of History Teachers and on the Swiss perspectives on history teaching.

'Preparing for the 21st Century: Principles for the design of History syllabuses', *Euroclio Bulletin*, 8 (summer 1997).

This Bulletin contains the presentation of the results of the 1997 Annual Conference in Budapest with the main theme 'Syllabus design for the 21st Century', and the presentation of the Youth and History project by Signe Barschdorff.

Edgren, H., 'Does Euroclio have a historical consciousness?', *Historicdidaktik i Norden*.

Edgren, H., 'History is always present, but the teaching of history demands consolidation', *Historidärarnas Förenings årskrift 1997*.

Kuiper, M. en J. van der Leeuw-Roord, 'Youth and History: Is historisch besef te meten?', *Kleio* 6, (September 1997).

Kuiper, M en J. van der Leeuw-Roord, preface and 'Jongeren en Geschiedenis. Is historisch besef te meten?' *Youth and History in Nederland*, ('s-Hertogenbosch, 1997).

Leeuw-Roord, J. van der, 'The initial and in-service training of history teachers from the point of view of the European Standing Conference of History Teachers Associations, Euroclio', *Report for the Council of Europe CC-ED/HIST (97) 19*.

OCTOBER

- * Warsaw, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * Oslo, Norway. Participation in the IARTEM world conference on textbooks.
- * Budapest, Hungary. Experts meeting in the Council of Europe conference on civic education.
- * Chernivtsy, Ukraine. Lecture on the Council of Europe seminar 'Central and Eastern Europe as a historical region: the problem of integration into 20th Century world history.'
- * Sofia, Bulgaria. 43st General Assembly of the Association of the Atlantic Treaty. Lecture on 'Democracy and human rights: The role and impact of the new technology in the media, information and telecommunication'.
- * Braunschweig, Germany. Second international conference of the European study centre Montpellier III and the Georg Eckert institute on a new textbook on European history.

NOVEMBER

- * Chisinau, Moldova. Council of Europe seminar in the project 'La préparation et la publication des Manuels d'histoire'. New Moldovian history textbooks were discussed by an international group of experts.
- * Blankenberge, Belgium. Participation in the third European congress of the EFECOT (European Federation for Education of the Children of Occupational Travellers). The additional value of the use of new technologies in education.
- * Kerkrade, the Netherlands. Lecture and workshop in the seminar 'Youth, Politics and History' on the Dutch and German results of the Youth and History project organised by the Educational Committee of the Atlantic Committee.
- * Warsaw, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * Lecture on 'The Learning and Teaching of History in Europe', in a seminar organised by the Dutch Royal Academy of Sciences.

Leeuw-Roord, J. van der, *Preface in Youth and History, A Comparative European Survey on Historical Consciousness and Political Attitudes among Adolescents*, (Hamburg 1997).

Vandepitte, P., 'Une structure d'information pour les élèves dans l'enseignement de l'histoire en secondaire', *Concepts, modèles, raisonnements. Acts du Colloque*. Institut National de Recherche Pédagogique, ed., (1997)



Six members of the Euroclio Board 1997

EUROCLIO IN THE NEAR FUTURE

Conferences and General Assemblies

March 1998, General Assembly and annual conference *'History Teaching and Information Technology. Will IT enhance History Teaching?'* in Helsinki, Finland.

August and November 1998, Seminars *'The Past in Future'* on the use of Information and Communication Technology in History Education in co-operation with the University of Ulster, Coleraine, Northern Ireland.

October 1998, Seminar *'Learning and Teaching for Democratic Citizenship'* in Warsaw, Poland.

March 1999, General Assembly and annual conference on *'Teaching Heritage & National Identity'* in Edinburgh, Scotland.

April 1999, Conference on *'Democracy and the Welfare State'* in Driebergen, the Netherlands.

March 2000, General Assembly and annual conference on *'Teaching History, Commemoration and memories'* in Portugal.

Bilateral and Multilateral activities

1997-2001, Euroclio/MATRA Russia project to produce and implement textbooks for upper secondary education in Russia on recent European and Russian history.

- * Ruza, Russia. Second seminar in the Euroclio/Matra Russia project on the development of new teaching materials on recent Russian and European History.
- * Brussels, Belgium. Meeting to prepare the Euroclio/Körber Foundation publication *'The State of History Education in Europe, Challenges and Implications of the Youth and History Survey.'*
- * The Hague, the Netherlands. Meeting to prepare teaching materials for the Socrates/Comenius programme on *'Democracy and welfare state - New approaches in history teaching.'*

DECEMBER

- * Riga, Latvia. Consultancy on behalf of the Council of Europe to discuss the adjustments in the history test in the naturalisation examination for non-Latvian speaking in Latvia.
- * Warsaw, Poland. Workshops for history teachers in the Polish Kreator Teacher Training Programme.
- * Budapest, Hungary. Expert in the Council of Europe conference on 'Teaching the History of Europe in the 20th Century Approaches and Problems'.
- * Tielt, Belgium. Meeting of the Euroclio Board.

1997-1999, Co-operation with the Körber Foundation in Germany to extend the network of countries participating in Eustory, a history competition for European pupils.

1998-2001, '*New ways to the past, an Euroclio/MATRA project on history education in Estonia and Latvia*' to produce a teacher's guide for history education with exemplar materials on the subjects '*Authoritarian and democratic regimes in the 1920's and 1930's*' and '*Effects of the Soviet regime on society in the Baltic states*'.

1997-1999, Co-operation between the Polish Kreator teacher trainer programme and Euroclio in an extended EU-PHARE project on the development of history curricula, examinations and training for future Polish teacher trainers.

1997-1999, Project between Flanders and the Netherlands in order to develop new teaching materials on their common history.

1998-1999, Project to develop in-service courses in the EU Socrates/Comenius programme on '*European colonialism, imperialism and decolonisation*'.

1997-1999, '*Learning and teaching for democratic citizenship: critical approaches to the media in civic education*'. A project on civic education under the auspices of the Council of Europe in co-operation with Austria, Hungary, Poland, Rumania, Slovenia and the Netherlands.

1995-1999, '*Democracy and the Welfare State*'. History teachers from Denmark, Sweden and the Netherlands are developing new approaches and teaching materials on this topic. This project is financed by the European Union.

1997-2000, '*Learning and Teaching about the History of Europe in the 20th history in Secondary Schools*'. Participation in the Steering Committee of this Council of Europe project.

1998-1999, Consultancy on the history and government test in the naturalisation examination for non-Latvian speaking in Latvia.

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Other activities

May 1998, publication of *'The State of History Education in Europe'*, a Euroclio/Körber Stiftung publication on the challenges and implications of the *Youth and History* survey on the teaching and learning of history.

Dissemination of the results of the *Youth and History* project through publications, lectures, workshops, etc.

EOI

LIST OF SPONSORS, CONTRIBUTORS AND PARTNERS

Euroclio wants to express her gratitude to her Members and the following Institutions for their contribution to Euroclio activities in 1997:

Algemeen Nederlands Verbond, Belgium, the Netherlands
American Embassy in the Netherlands
Board of Education, Sweden
Bureau Cross, the Netherlands
Chernivski State University, Ukraine
Civitas Washington, USA
Council of Europe
Duitsland Instituut Amsterdam, the Netherlands
Dutch Embassy in Moscow, Russia
Educational Committee of the Atlantic Committee, the Netherlands
European Movement, the Netherlands
European Platform for Dutch Education, the Netherlands
Georg Eckert Instituut, Germany
Hani Sopiana, Hungary
Institute for in-service training, Uppsala, Sweden
Konrad Adenauer Stiftung, Germany
Körber Stiftung, Germany
KPC group, the Netherlands
Kreator programme, Poland
Kultur Kontakt, Austria
Lviv State University, Ukraine
Matra programme of the Dutch Ministry of Foreign Affairs
Ministry of Education, Estonia

Ministry of Education, Hungary
Ministry of Education, Latvia
Ministry of Education, the Netherlands
Ministry of Education, Poland
Ministry of Education, Russia
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Meeting of Euroclio with members of DOBA, the Ukrainian Association

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EUROCLIO BOARD IN 1997

President

Joke van der Leeuw-Roord
Louise Henriëttestraat 16
2595 TH Den Haag
The Netherlands
tel +31 70 38 248 72
tel (mobile) +31 6 54 71 28 03
tel/fax +31 70 38 536 69
e-mail Joke@Euroclio.nl

Secretary

Hélène Budé-Janssens
Patrijslaan 12 A
2261 ED Leidschendam
The Netherlands
tel +31 70 32 779 23
tel (mobile) +31 6 53 51 93 83
fax +31 70 32 01 29 8
e-mail Joke@Euroclio.nl

Member

Jana Huttov·
Szent Istvan korut 12
1137 Budapest
Hungary
tel +36 13 40 43 14 (home)
tel +36 13 27 31 00 (work)
fax +36 12 35 61 47 (work)
e-mail jhuttova@osi.hu

Vice-President

Claude-Alain Clerc
Longchamps 11
2014 Bôle
Switzerland
tel +41 32 84 259 15
fax +41 32 84 259 15
e-mail c-a.clerc@urbanet.ch

Treasurer

Paul Vandepitte
Driesstraat 9
8700 Tielt
Belgium
tel +32 51 40 17 00
fax +32 51 40 17 00

Member

Hélène Edgren
Adolf Frederikskyrkogata 15
11137 Stockholm
Sweden
tel +46 82 288 11
tel (mobile) +46 70 43 181 37
fax +46 87 18 82 98 (work)

Editor of the Bulletin

Sue Bennett
137 Rusthall Avenue
Chiswick, London W41BL
United Kingdom
tel +44 18 17 42 82 26
tel +44 17 12 43 92 54 (work)
fax +44 17 12 43 94 34
e-mail BennettS@qca.org.uk

ELIRCCLIO secretariat
address: Louise Hevinkestraat 16
2595 TH Den Haag
The Netherlands
phone & fax: +31 70 3854669
e-mail: elirc@samc.nl
homepage: www.glaonet.nl/~elirc/ie