

European Association of History Educators

# History Works

Annual Report 2006



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## Colophon

### Editing:

Dean Smart  
Jelka Razpotnik  
Joke van der Leeuw-Roord

### Lay-Out:

Jonathan Even-Zohar  
Steven Stegers

## Contact

### Secretariat:

Juliana van Stolberglaan 41  
2595 CA The Hague  
The Netherlands

+31 70 381 78 36 (phone)  
+31 70 385 36 69 (fax)

info@euroclio.nl  
www.euroclio.eu

## Organisation in 2006

### Association Board (current)

Súsanna Margrét Gestsdóttir, Iceland,  
President  
president@euroclio.eu

Huub Oattes, The Netherlands, Vice-  
President, Web and Press Officer  
communication@euroclio.eu

Jelka Razpotnik, Slovenia, Treasurer &  
Project Officer  
treasurer@euroclio.eu

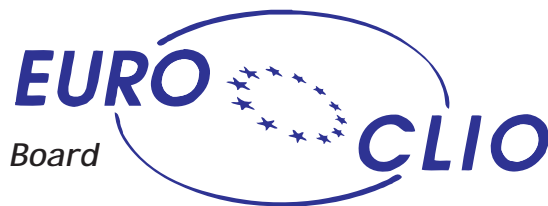
Vassiliki Sakka, Greece, Secretary  
secretary@euroclio.eu

Dean Smart, United Kingdom, Publica-  
tions Officer and Journal Editor  
publications@euroclio.eu

Chara Makryianni, Cyprus, Policy Officer  
policy@euroclio.eu

### Secretariat Staff

Joke van der Leeuw-Roord (Executive Director), joke@euroclio.eu  
Danielle Lefebure-Heerens, Steven Stegers, Jonathan Even-Zohar (Staff Members)  
Interns: Robbert-Jan Adriaansens (Spring 2006), Suzanne de Visser (Spring 2006)



### Foundation Board

Elbert Roest, President  
Marianne Westerhout-van Kimmenade, Treasurer  
Hélène Budé-Janssens  
Doky Verhagen  
Hans Verbunt

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Professor Gunnar Karlsson, Iceland  
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Professor Mark Mazower, United Kingdom  
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Dr. Vaira Vike-Freiberga, Latvia

## FOREWORD

History education is an important element in socialising young people into society, in helping them address their own growing sense of self, and in accommodating a sense of identity and values. It is also an important bridge in understanding how different peoples and groups have interacted over time, and in promoting mutual respect, tolerance and social justice.

If we are to encourage young people to become active, positive participants in democratic civil society History and history teaching have much to contribute to this process, and to the promotion of social cohesion, international understanding, respect for diversity and human rights. The policy of EUROCLIO, the European Standing Conference of History Teachers' Associations strives to facilitate history education so that it may contribute to peace, stability and democracy. It therefore aims to improve the academic and educational standards of school history through a history education that strengthens critical thinking, multiperspectivity, inclusion and an international outlook. It also aims to strengthen the intellectual freedom of history teachers and to enhance mutual understanding, sharing information and co-operation between history educators. It supports the foundation and strengthening of professional and independent Associations of History Educators and provides these educators with a forum for the discussion of matters of common interest. It finally disseminates information on history education and reaches a wider audience.

2006 was been a year of consolidation and change for EUROCLIO. In the end of 2005 very serious financial challenges as successful projects, and cash-flow reduced, led to a much reduced professional Secretariat. The Board of EUROCLIO was faced with painful decision making, but resolved to push ahead, and ran the International Training Conference in Malta without the usual, and much valued, professional support of the past. With an enormous input of time and energy the efforts of the Board members and the local organisers in Malta meant that the Conference took place and was a great success.

In the mean while the European Union and the City of The Hague had signalled that they were willing to support the Secretariat and generously offered one-off funding for short



term operational costs. The Dutch Ministry of Foreign Affairs has also continued their support for selected projects. Therefore, however in a much slimmed down form, the professional Secretariat survived and was able to continue aspects of its work.

As a result 2006 has shown a positive balance. The EUROCLIO network has been broadened with new partners and Board and Secretariat have succeeded to continue the work of the organisation. Actions have been started to restructure and streamline the organisation.

In 2006 the EUROCLIO Annual General Assembly reformulated our aims for 2006-2009: calling on EUROCLIO to strive to promote and support the development of History Education so that it strengthens Critical Thinking, Cooperation, Stability and Democracy. The main target areas to implement this ambitious objective are 'Enhancing the Quality of History Teaching, Cooperation, Communication and Networking and Strengthening the organization and sustainability of EUROCLIO and its member organisations.

For the period 2006-2009 we therefore prioritise certain fields of work in order to create a long term coherent programme: Intercultural Dialogue, Life Long Learning, Human Rights, Citizenship Education, Heritage and Managing Innovation and Professionalisation.

This annual report reflects our actions in these fields of actions and our accomplishments in 2006.



## GENERAL INFORMATION

EUROCLIO, the European Standing Conference of History Teachers' Associations was founded in 1993, and:

- Is an Association with 63 member organisations from 46 countries, mostly in Europe;
- Links 40.000 history educators from different educational levels in a network;
- Has headquarters in The Hague, managed by the Dutch EUROCLIO Foundation;
- Has since its foundation in 1993 run several long term projects in Abkhazia, Albania, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Finland, France, Georgia, Hungary, Italy, Latvia, Macedonia, Moldavia, The Netherlands, Poland, Romania, Russia, Serbia-Montenegro, Slovakia, Spain, Switzerland, United Kingdom and Ukraine.
- Annually organises an international training conference together with, and hosted by, local History Teachers' Associations, with 150-200 participants from at least 35 countries who work on and study innovative approaches and methodologies for the teaching and learning of history.
- Works together with a range of partners: the Council of Europe, the European Union, the OSCE, UNESCO, national and regional governments, universities and organisations such as the Anne Frank Foundation (Netherlands), the Körber Foundation and the Georg Eckert Institute (Germany)



## Full Members

<i>Albania</i>	ALBNA - Youth and History
<i>Azerbaijan</i>	History Teachers of Azerbaijan
<i>Belarus</i>	Byelorussian Association of Historians
<i>Belarus</i>	Rogneda, the History Teachers' Association of Belarus
<i>Bosnia</i>	EUROCLIO-HIP Bosnia and Herzegovina
<i>Bulgaria</i>	Bulgarian History Teachers' Association
<i>Croatia</i>	HTA Croatia
<i>Cyprus</i>	SEKF - Association of Greek Cypriot Philologists
<i>Cyprus</i>	Association for Historical Dialogue and Research
<i>Czech Republic</i>	ASUD - History Teachers' Association of the Czech Republic
<i>Denmark</i>	Historie Laererforeningen - Danish History Teachers' Association
<i>Estonia</i>	EAS - Eesti ajalooopetajate selts
<i>Finland</i>	HYOL - Historian ja Yhteiskuntaopin Opettajien Liitto
<i>France</i>	APHG - Association des Professeurs d'Histoire et de Géographie
<i>Georgia</i>	The Independent Association of History Teachers from Georgia
<i>Hungary</i>	Törtenelemtanarok Egylete
<i>Iceland</i>	The History Teachers' Association of Iceland

<i>Iceland</i>	Association of Icelandic Historians (Sagnfræðingafélag Íslands)
<i>Ireland</i>	Cumann Múinteoirí Staire na hÉireann
<i>Italy</i>	Clio '92 - Association of Teachers and Researchers in History Teaching and Learning
<i>Italy</i>	LANDIS - Laboratorio Nazionale per la Didattica della Storia
<i>Italy</i>	Associazione Historia Ludens
<i>Kyrgystan</i>	Association of History and Civics Teachers "Filia"
<i>Latvia</i>	Latvijas Vestures Skolotaju Asociacija
<i>Lithuania</i>	Lietuvos Istorijos Mokytojk Asociacija
<i>Luxembourg</i>	ALEH - Association Luxembourgeoise des Enseignants d'Histoire
<i>Macedonia</i>	Association of the Historians of the Republic of Macedonia
<i>Malta</i>	I-Ghaqda ta' I-Ghalliema ta' I-Istorja
<i>Moldova</i>	HTA of Moldova
<i>Moldova</i>	Centrul Inovatilor Education Moldova (1994)
<i>Montenegro</i>	History Teachers' Association Euroclio Crna Gora
<i>Netherlands</i>	VGN Vereniging van docenten in Geschiedenis en staatsinrichting in Nederland
<i>Norway</i>	HIFO - NORSKE HISTORISKE FORENING



<i>Norway</i>	Utdanningsforbundet
<i>Portugal</i>	APH Associação de Professores de História
<i>Romania</i>	Asocia ia Profesorilor de Istorie din România APIR-CLIO
<i>Romania</i>	Societatea de Stiinte Istorice din România
<i>Russia</i>	History Teachers' Association of Arkhangelsk
<i>Russia</i>	History Teachers' Association of Khabarovsk
<i>Russia</i>	History Teachers' Association of Moscow
<i>Slovakia</i>	Slovak History Teachers' Association
<i>Slovenia</i>	HTA Slovenian History Teachers' Association
<i>Spain</i>	AEPHG Asociacion del Profesorado de Historia y Geografia
<i>Sweden</i>	Historielararnas Forening Zweden - Swedish History Teachers' Association
<i>Switzerland</i>	Société Suisse des maitres d'histoire / Verein Schweizerischer Geschichtslehrer / Società svizzera dei professori di storia
<i>Tadjikistan</i>	HTA of Tadjikistan: Association of Teachers, Law and Public Science
<i>UK, Wales</i>	Association of History Teachers in Wales
<i>UK</i>	HTEN - United Kingdom History Teacher Education Network

<i>UK, Scotland</i>	SATH Scottish Association of Teachers of History
<i>UK</i>	The Historical Association
<i>Ukraine</i>	Nova Doba - All-Ukrainian History Teachers' Association
<i>Serbia (formerly Yugoslavia)</i>	Association for Social History

### *Associated Members*

<i>Australia</i>	National Center for History Education
<i>Cyprus</i>	Cyprus Turkish Secondary Education Teachers' Union KTOEOS
<i>Denmark</i>	European Educational Publishers Group
<i>Germany</i>	Georg Eckert Institute for International Textbook Research
<i>Germany</i>	Koerber Stiftung
<i>International</i>	The International Society for History Didactics - Lehrstuhl fuer Didaktik der Geschichte Universitaet Erlangen-Nuernberg
<i>Israel</i>	Cummings Centre for Russian and East European Studies, Tel Aviv University
<i>Spain</i>	Ben Baso - Asociacion de Profesores para la Difusion y Proteccion del Patrimonio





## 1. Promoting Intercultural Dialogue and History Education

Since its foundation in 1993 EUROCLIO, the European Standing Conference of History Teachers Associations, has pointed out the importance of a European dialogue on history and school history in order to support a greater European awareness among history teaching professionals and their pupils and students.

The challenge of the European diversity reflected in its history is a recurring theme in the work of the organisation. Through international, regional and national training events, developmental projects, and the creation of educational materials EUROCLIO supports its members with practical solutions to the challenges faced in school history.

In March 2006 EUROCLIO's Annual International Professional Training and Development Conference brought 140 history education professionals from 36 countries, including the U.S.A, to discuss in what way school history in Europe supports innovative competencies focused learning.

Three EUROCLIO development projects have been running during this year:

- *History in Action - Preparing for the Future, Common approaches for Bosnia and Herzegovina, Croatia and Serbia;*
- *European Dialogues, a Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History in Bulgaria*
- *European Dialogues and Retelling the History of a New Nation in Macedonia*

All of which were designed, with local partners, to implement intercultural dialogue and offer practical solutions to enhance national and regional school history.

## 2. Broadening Professional Skills: Encouraging 'Life Long Learning'

Although many History educators in Europe are generally well educated the constant rate of change and the desire for continuous improvement means that keeping up with current academic research and innovation is taxing. Such professional need regular updating of their professional capacities, and consequently EUROCLIO has worked with thousands of history educators and students since 1993 to improve their competencies and to encourage reflection on the learning and teaching of history. Our track record demonstrates how co-operation with local academics and institutes for history teacher education, bended with thought provoking inputs from elsewhere is a powerful model for initiating change and development.

In most European countries curricula state that the learning and teaching of history covers subject matter as well as skills and concepts. At the same time there is always a discourse within the teaching profession and in public as to how best to balance these elements and in what ways to reconcile regional, national and world history: the result is tremendous variety in school practice varies both within and between countries.



In many countries school teaching still has a heavy emphasis on content. Even though the content of history is important and can be interesting in itself, isolated recall of facts and events makes little sense as a skill to serve young people on their journey towards being active, positive citizens in the real, and increasingly 'globalised' world. Thus students need to balance knowledge by developing an appreciation of concepts and a mastery of skills. At EUROCLIO we recognise how such a balance is vital in achieving and education of high quality, breadth and depth.



## 2.1 Training

Our 2006 International Training Conference, organised in co-operation with the Maltese History Teachers' Association, and titled: *Using History Skills and Concepts to Promote an Awareness of European Citizenship*, addressed the challenge of gaining this balance- building on 25 years of training teachers of History in such a balanced way by the Faculty of Education of the University of Malta. The EUROCLIO conference offered an excellent opportunity to share a wealth of experience with an international audience, and to reflect on the results.



The event was officially opened by *H.E. Dr Edward Fenech Adami*, the President of the Republic of Malta. The programme included a number of interesting lectures and presentations, giving the participants information briefings and the chance to share thoughts about the Maltese perspective on history education and the culture of the country. Active, practical workshops, school visits covering all educational levels (Primary, Secondary and Junior College Education) along with museum visits, on site learning and excursions contributed to a full programme, as did the presentation of the results of the EUROCLIO questionnaire: *Using Historical Skills and Concepts to Promote an Awareness of European Citizenship*.

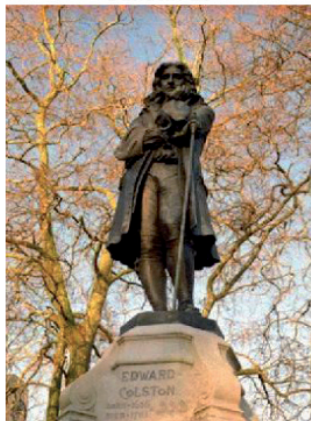


## 2.2 Publications: the EUROCLIO Journal

Bulletin 24, which is published under the same title as the Annual international training conference in 2006, provides a focus on teaching materials and suggestions presented by the workshop leaders, and offers the key points of the conference to a wider audience.

Bulletin 23: History at Work, Practical and Theoretical Dimensions of History Teaching was also produced in 2006, and contributes also to our 'Life Long Learning' objective, with academic as well as practical professional content supporting our members in reflection and development.

**Bulletin 23**



**History at Work:**  
Practical and Theoretical  
Dimensions of History Teaching

**Bulletin 24**



Using Historical Skills and Concepts to  
Promote an Awareness of European Citizenship

### 2.3 International Training- Planning Ahead

Some of our energy in 2006 EUROCLIO has been devoted to the preparation of the Annual International Training Conferences for the coming sequence:

- 2007 in Slovenia - *Human Rights Education: Lessons from History*;
- 2008 in England - *Exploring Identity, Diversity and Values Through History Teaching*;
- 2009 in Cyprus and *All different - All Equal. Tolerance teaching in Europe*.

An ongoing aim for us is to encourage regional cooperation, so we were very pleased to support member organisations in the UK (HTEN) and in The Netherlands (the VGN) in the organisation of a mini-conference for teacher educators and mentors for student teachers planned for June 2007 in Amsterdam. The title of this conference '*Comparisons, Reflections and Developments: Researching the Professional Development History Teachers and their Mentors*' serves to remind us how research can be applied to practice in all our work!

The EUROCLIO projects in Bosnia, Bulgaria, Croatia, Macedonia, Rumania and Serbia all also offered training seminars and conferences, with more than 500 history educators involved in 2006, and a focus on innovative historical content as well innovative pedagogy and methodology.



Talk during a Break at the Annual Conference in Malta

## 2.4 Widening Access to EUROCLIO Training

In order to maximise participation in the learning opportunities we offer to history educators in Europe, we aim ensure as wide an access to our national and international teacher training as possible- wherever possible working with other partners to secure grants and reduce costs. We have contacted Ministries of Education, Local Authorities and School Directors to lobby for support for teachers, for leave from school and for financial support in taking up in-service training opportunities. In some cases were were very pleased to see how the quality of what we do is recognised- and teachers were able to join us- but of course finance is often tight and teachers are busy people!



In 2006 EUROCLIO was again able to secure Comenius and Grundtvig support for a range of history educators to participate in international training in Malta, and to get both the Slovenia (2007) and England (2008) events into the catalogue- which will continue to benefit many teachers.

We were also proud to continue the link with the EUSTORY network- whereby selected teachers belonging to some of the EUROCLIO member associations belonging to the EUSTORY network were offered support from the Koerber Foundation in Hamburg, Germany, to attend the Malta Conference. The generosity of a small number of private donors also supported access for individual teachers to participate in this training event.

Changes in European regulations also took place during the year, and as a result the EUROCLIO Annual training conferences are no longer eligible for Council of Europe Pezalozzi training programme support.





## 2.5 Developing Teaching Materials

Over ten years of EUROCLIO support for member associations in preparing curriculum material, textbooks, teacher resource books and methodological guidelines is another dimensions of our effective support for history educators, and as a result many history educators have become agents of positive change. A solid example of this is the EUROCLIO journal- The Bulletin, providing readers with practical materials and ideas to try in their own settings.

The partnership between EUROCLIO and Center Education 2000+ in the project *Fostering History and Citizenship Education in Romania* also made a contribution in this area- and produced a resource called *History of the 20th Century and Education for Democratic Citizenship*. This additional textbook gives Rumanian teachers and students in Upper Secondary schools new opportunities to address topics such as migration, democracy, tolerance, and also topical and essential issues such as the threat of global terrorism.

The same project also worked on two methodological guidebooks with a focus on new approaches in history teaching and education for democratic citizenship:

- History Teaching and Democratic Citizenship Education: Innovative Teaching Approaches*
- History: A Methodological Guidebook for Students and Starting Teachers*

In another project *History in Action - Preparing for the Future, Common approaches for Bosnia and Herzegovina, Croatia and Serbia* a second pilot of the book *Ordinary People in an Extraordinary Country, Yugoslavia between East and West, about the every day life in Bosnia and Herzegovina, Croatia and Serbia between 1945-1990* was produced.

This teacher resource book supports the teaching of this topic in schools in Bosnia, as well as in Croatia and Serbia and allows a non-threatening exploration of similarity and difference as well as shared experiences and inheritance. Additionally the material addresses questions such as the turning of Yugoslavia from East to West, the status of women, and the tragic persecutions in Yugoslavia in modern history.





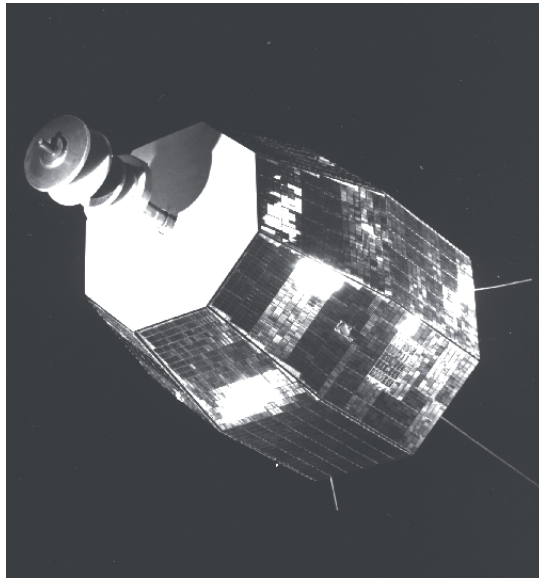
Two methodological guidebooks from the Romania Project

Two new projects started in 2006 also focus on the production of teaching materials. The Bulgarian project, *European Dialogues. A Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History*, started to work on a publication on Cultural diversity in modern history, Bulgaria and the world with a focus on 19th and 20th century. It is beginning to address issues such as migration, refugee movements, intercultural education and offers a wider European perspective on issues.

In Macedonia, our most recent project: *Retelling the History of a New Country* is starting the process of developing teaching materials which will provide exemplar materials on intercultural learning, and a multiethnic/multiperspectivity approach to 20th century Macedonian history.

## 2.6 Extending Communications

History educators everywhere recognise the importance of ICT as a learning and communications tool, and want further training in how to develop these areas and how to extend their skills in using ICT to promote historical understanding and learning.



Hand in hand with this is the need to improve foreign language proficiencies: both in speaking the languages of neighbours and minority communities- and in obtaining language skills to communicate across national boundaries. We operate through the medium of English for international work, and in home languages with translations for the experts supporting projects and in developmental work.

Considerable development work in 2005-6 took place with the EUROCLIO website [www.euroclio.eu](http://www.euroclio.eu) and our intention is to further develop the site as an internationally accessible, free tool for school history education- as part of this process we continued to extend the range of EUROCLIO publications which are available free online.

## *2.7 Assessment and Curriculum Development*

EUROCLIO also recognises a demand for support in innovation with curriculum and assessment development- and in sharing best practice and good ideas. The conference in Malta, for example included a very well received exhibition of national assessment examples, with explanatory information in English about examination objectives and procedures in the respective countries. Examination and test papers targeting on different age-groups from a wide variety of countries were on display and were used in the discussion groups- stimulating some interesting debate.

We are told that the EUROCLIO project in Rumania has been influential in innovations in the curriculum for the 11th 12th grades (Age-group 17/18), introduced from September 2006 and 2007 onwards when Romania will extend the choice of approved optional courses for Upper Secondary Education from 4 to 5 units- one of which will be the new course Contemporary Migration, in the 20th and the 21st centuries, designed by one of the authors of the teacher package developed in the EUROCLIO project in Rumania.

Meanwhile in 2006 the Bulgarian project was influential in curriculum development. Local organisers decided to support their curricula for the 9th to the 12th grade (age-group 15-18) and develop materials for intercultural learning to fill gaps they had identified in what was currently available.

Not so far away the project in Macedonia has also been embarking on innovation and inclusion- developing materials to support the state curriculum of Macedonia with materials on twentieth century history. the approach here is that a writing team of historians and teachers from both the Albanian and Macedonian speaking communities in the Republic of Macedonia will work together to create high quality materials.





### 3. Addressing Key Themes

#### **3.1 Human Rights Education via History Teaching**

Human rights, democracy and the rule of law form the core values of the European Union, the Council of Europe and the United Nations Organization today. Developing an understanding of basic human rights, and a respect for them, are therefore key elements of a twenty-first century education.

In many EUROCLIO activities human rights- expressed through materials and techniques to teach about women's and minority rights, law and protest, diversity, tolerance and equality have already acquired a firm position.

Human Rights is the central theme of the 2007 Conference: *Human Rights Education: Lessons from History* in Slovenia. This conference addressed the theme of how history and citizenship education can contribute to the development of democratic citizenship and forms of participation which promote social cohesion, respect for diversity and human rights within a framework of international understanding.

In the classroom history educators have to find ways to explore how Human Rights were interpreted- and ignored- in the past. At times this presents sensitive and uncomfortable issues in our national and international heritage, for example where there have been violations of human rights. It is important that potentially uncomfortable aspects of the past are not ignored or hidden. History can tell us a great deal about past attitudes, and can build a robust sense of justice in the young.

To better understand the position with regard to how much teaching about Human Rights there is within the different curriculum structures across Europe EUROCLIO is undertaking a Europe wide inquiry into if/how this area of the curriculum is covered in each member state. Further addressing of this theme will come via the development of teaching materials in the EUROCLIO projects in Bosnia, Croatia, Rumania and Serbia. In each case the ma-

terials offer opportunities for teachers to discuss with their students the lack of freedoms in single party states, inequality, restrictive and oppressive government and crimes against humanity.

**HUMAN RIGHTS  
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In addition a project with the network of Universities EUROPAEUM, has proposed this Democracy and Human Rights theme within the 'Connecting History Education in Europe' Project for the first year. If granted, this project will run activities in 20 EU-countries on this theme in relation with History.



### 3.2 Citizenship Education: Teaching Teachers to Make Good Citizens

Citizenship is an inalienable component of history education. The past offers a wealth of opportunities to study the variety of components in citizenship and aims to foster a commitment to democratic societies and an awareness of shared fundamental values.

Skills and competencies such as the development of critical thinking, gathering and processing information, cooperative learning and communication skills serve as lifelong skills, and build well informed citizens with transferable skills. Grasping the meaning of concepts such as interpretation, democracy, tolerance and identity will equip students to transfer such meanings and become fully-fledged members of their society able to participate in the wider sphere.

The EUROCLIO Conferences in Latvia (2005), Malta (2006) and Slovenia (2007) were designed to pursue (European) Citizenship themes and explore the relation between national and European history, historical and general competencies, and values.



### *3.3 Reinforcing Civic Society*

EUROCLIO also addresses the issue of citizenship from another position- reinforcing a strong democratic and independent civil society by encouraging the foundation and maintenance of robust history educators' organisations as professional NGOs.

Since 1993 it has been gratifying to see the emergence of such organisations across Europe, and is a matter of pride to see these develop and contribute within their own national- and within the international sphere. This policy resulted in a growing amount of local, regional, national Associations of innovative history educators. Through their EUROCLIO membership, a more than Europe-wide network of independent Associations of history educators, often including also historians, has been created.

By reinforcing independent local, regional and European networks of history educators, trainers and academic historians EUROCLIO has strengthened the pool of those able and willing to take their share and responsibility for democracy, peace and stability.

The range of such groups continues to grow. During 2006 the Association of Icelandic Historians joined EUROCLIO, and the Turkish Cypriot Secondary Education Teachers Union (KTOEOS) obtained EUROCLIO membership. In 2006 the History Educators Association of Montenegro was established, inspired by colleague organisations in other states in the Former Yugoslavia. We expect this group, and the Panhellenic Philologist's Association in Greece to progress to full membership of EUROCLIO in the Spring of 2007. Additionally the recently established History Educators Associations in Bosnia, Croatia, Rumania and Serbia received EUROCLIO support, through projects, to run their Annual Meetings. As a result of the extended participation in these events, they also saw their membership increase.



### *3.4 Addressing Heritage Education, and Forming Positive, Inclusive Narratives*

EUROCLIO values a broad concept of cultural heritage- interpreted at a national, international and world level. National heritage is a central element in all history curricula and most history textbooks in Europe, and the world. At this level cultural heritage is represented by a very wide variety of sources, for example -farm houses, statues, books, factories, photos, landscapes, canals, mansions, polders, furniture, appliances and churches/ mosques/synagogues!

Such resources a tangible relation with the past, and can be powerful identifiers of identity and character. The term national heritage is, however, contested both in terms of meaning and its underlying value. Some see 'national heritage' as a way of preserving and introducing pupils their own culture and the physical remains of the past. Others see it as engendering a 'theme park mentality' where the past exists as a source of myth-history or entertainment for the present, or as a vital tool in strengthening national identity and/or national pride, creating a potentially biased view of the past. After all- 'Heritage' is generally focused on the national heritage of the dominant community.

At EUROCLIO we recognise that European educators work within multicultural, and increasingly globalised world where migration and population movements are normal features of life. We therefore constantly call on teachers to problematise unquestioned assumptions, and to consider the implicit and explicit messages of teaching resources and the curriculum- and the implications of their teaching about heritage for both their history curricula and for their classroom practice.

In doing this we can promote methods of teaching about heritage which are inclusive and celebratory, which value diversity and

On-Site education in Malta 2006





promote tolerance and respect, and which challenge excluding narratives which create a sense of 'us' and 'them'.

Again we build our work on research and on the member associations' needs- in 1999 and in 2004 our Europe wide inquiries about heritage and history education gave us an overview of what was happening in history teaching/ European curricula in this key area. Both surveys revealed that although teaching about heritage is a (modest) curriculum requirement all over Europe, many practical obstacles hinder in depth implementation in school practice. However in both research projects history educators expressed a keen interest in the topic and hoped for ways to embrace an intercultural and international dimension for heritage education.

In 2006 our conference, and the publications which emerged from this, both in print and via the website- focused on 'onsite learning' and cultural heritage, with a whole day of the Malta conference dedicated to this topic (see picture). Of course aspirations and project bids do not always map across into funding and action- for example a variety of member groups collaborated during 2006 to draft a heritage project related to 'castles in Europe', however

we were unable to trace a donor fund with matching objectives. During the same season EUROCLIO was complimented by being asked to tender by the Council of Europe for the organisation of the annual European Heritage Days. These heritage days can be considered as important agents for further implementing the understanding and appreciation of cultural heritage as a European and even universal value- process which seeks to strengthen the connection between the European Heritage Days and school history education. Unfortunately the EUROCLIO tender was unsuccessful on this occasion, being beaten by the European heritage organisation Europa Nostra.



#### 4. Outreach- A Europe-wide Network with World-wide Contacts

Maintaining the European Network on Learning and Teaching of History means continuously communication with members and a range of others. Networking is demanding- both in terms of time and resources, but cooperation only comes with understanding and trust and it is important to establish these by investing energy into serving the needs of the network and providing both a communication channel and a source of up to date, informative and developmental materials and training.

The EUROCLIO Board and Secretariat have been involved in an active lobby for EUROCLIO. Several possibilities for cooperation with other organisations and institutes on history education have been explored and discussed. At this moment the proposed streamlining of the organisation seems to offer a good point for further strategic forms of cooperation.



## 4.1 Investing in Outreach

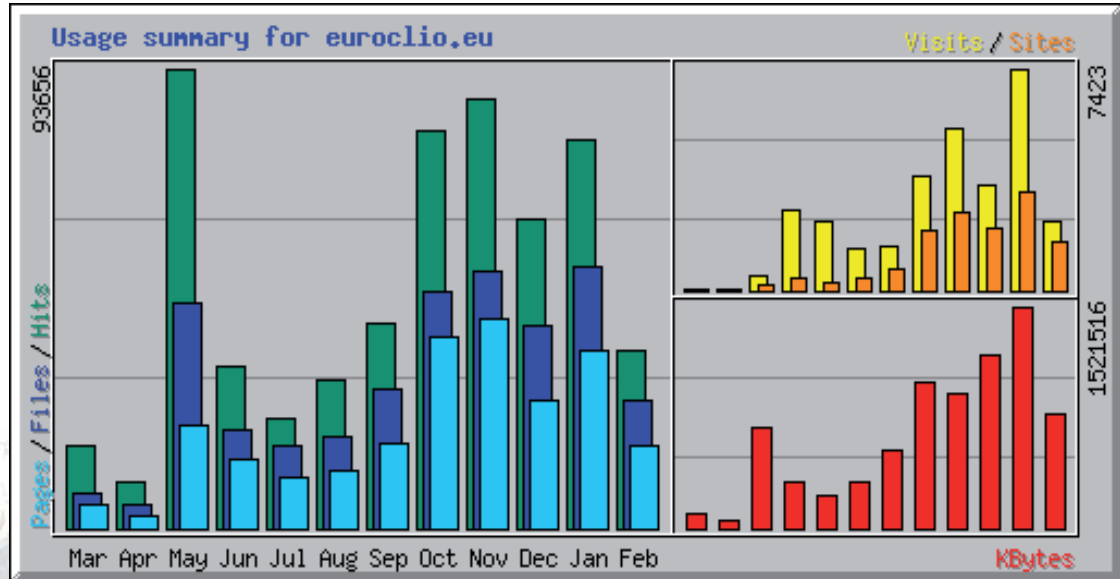
Since the beginning of its existence EUROCLIO has acknowledged that preserving, activating and expanding the network is the backbone of the organisation. In this era of communication and information this is not always easy as people change, there is a flood of digitised information and access to ICT is not equal throughout Europe. However our action in the last year includes:

- Redevelopment of the EUROCLIO website- with some very pleasing statistics for web use (see web use statistics- and bear in mind that this was a new site at the start of the graph/figures!)
- Transfer to a new web host (with the suffix .eu)
- Mailing of the EUROCLIO Journal The Bulletin to those who attended the Malta conference, and uploading of the journal and the full academic papers from Malta to the website
- Two printed Bulletins, three long electronic newsletters during 2006 (and more planned for 2007)
- Very considerable email contact on a daily basis
- Attendance at a range of meetings (See calendar)
- A partnership with the EUROPEAUM network of leading European Universities for a project proposal for the Europe for Citizens programme called 'Connecting History Education in Europe'



## 4.2 Web Use

The new European Union domain, [www.euroclio.eu](http://www.euroclio.eu) website has been well used- as these figures show:



## Monthly Site Use

Month	Daily Average				Monthly Totals					
	Hits	Files	Pages	Visits	Sites	KBytes	Visits	Pages	Files	Hits
Feb 2007	2572	1877	1196	164	1623	789442	2309	16748	26288	36014
Jan 2007	2545	1717	1162	239	3304	1521516	7423	36025	53250	78896
Dec 2006	2025	1325	841	113	2087	1188811	3504	26087	41096	62784
Nov 2006	2912	1748	1419	179	2588	918953	5390	42590	52455	87371
Oct 2006	2612	1550	1259	123	2022	1009029	3823	39054	48061	80988
Sep 2006	1397	944	577	49	707	532242	1475	17337	28337	41916
Aug 2006	975	599	383	46	412	321081	1428	11874	18574	30250
Jul 2006	726	546	338	73	279	231145	2291	10501	16934	22527
Jun 2006	1101	662	462	90	383	318812	2722	13869	19886	33030
May 2006	3121	1526	697	17	222	696518	522	20924	45801	93656
Apr 2006	314	166	79	2	10	56567	62	2392	5007	9438
Mar 2006	692	300	206	2	5	106628	51	4948	7210	16631
<b>Totals</b>						<b>7690744</b>	<b>31000</b>	<b>242349</b>	<b>362899</b>	<b>593501</b>

## 4.3 The Calendar

During the year the Secretariat and Board have been busy- as the following demonstrates!



Left to Right: Jelka Razpotnik, Manuela Carvalho, Súsanna Margrét Gestsdóttir, Huub Oattes and Chara Makriyianni



General Assembly

<b>January</b>		
20 - 22	Alkmaar, The Netherlands	EUROCLIO Board Meeting,
<b>February</b>		
3 - 4	Bucharest, Romania	Coordinators meeting in the EUROCLIO/Center Education 2000+/Matra project <i>Fostering History and Citizenship Education in Romania</i>
27	Strasburg, France	Tender Presentation EUROCLIO to obtain the Organisation of the Council of Europe's <i>European Heritage Days</i>
<b>March</b>		
17 - 18	Ljubljana, Slovenia	Annual Conference <i>Slovenian History Educators Association</i>
18 -19	Qawra, St.Paul's Bay, Malta	EUROCLIO Board Meeting
20 - 26	Qawra, St.Paul's Bay, Malta	EUROCLIO International Annual Conference <i>Using History Skills and Concepts to Promote an Awareness of European Citizenship</i>



Mire Mladanovski

<b>April</b>		
19 - 23	Belgrade, Serbia	Training and development seminar in the EUROCLIO Project <i>History in Action, Bosnia-Herzegovina, Croatia and Serbia</i>
<b>May</b>		
4 - 7	Poiana Brasov, Romania	Final project seminar in the EUROCLIO/Center Education 2000+/Matra project <i>Fostering History and Citizenship Education in Romania</i>
10	Bucharest, Romania	National Symposium in the EUROCLIO/Center Education 2000+/Matra project <i>Fostering History and Citizenship Education in Romania</i>
<b>June</b>		
6 - 8	Zagreb, Croatia	Local seminar in the EUROCLIO Project <i>History in Action, Bosnia-Herzegovina, Croatia and Serbia</i>
9 - 11	The Hague, the Netherlands	EUROCLIO Board meeting
9	The Hague, the Netherlands	Combined EUROCLIO Association and Foundation Board meeting



Discussion and Debate on the Materials





Above the Turkish Welcome, Below Multicultural Education



19 - 20	Strasbourg, France	EUROCLIO contribution in the consultation meeting of the new Council of Europe project <i>The Image of the Other in History Teaching</i> .
25 to 1 July	Mersin, Ankara, Izmir, Turkey.	EUROCLIO Fact Finding Mission to Turkey
<b>July</b>		
7 - 9	Leeds, England	EUROCLIO participation in SHP (Schools History Project) Conference
11 - 13	Liverpool, Ormskirk, England	EUROCLIO presentation and participation HTEN Conference. <i>Gateways to the Past: Researching and Exploring Multiethnic Stories Through History Teaching</i>
<b>August</b>		
24 - 27	Banja Luka, Republic Serbska, Bosnia	Project workshop and Annual Meeting Bosnian History Educators Association in the EUROCLIO Project <i>History in Action, Bosnia-Herzegovina, Croatia and Serbia</i>
<b>September</b>		
1 - 3	Ljubljana, Slovenia	EUROCLIO Board meeting with Slovenian organisers of the Annual Conference 2007



13 - 16	Beograd, Serbia	Local seminar in the EUROCLIO Project <i>History in Action, Bosnia-Herzegovina, Croatia and Serbia</i>
22 - 24	Tallinn, Estonia	EUROCLIO contribution in conference on National Examination System in History Teaching for Nordic and Baltic Countries
<b>October</b>		
5 - 6	Utrecht, The Netherlands	EUROCLIO lecture during the International Conference <i>'The Problem of the Canon and the Future of History Teaching'</i>
9 - 10	Strasbourg, France	EUROCLIO contribution to the launching activity for the new council of Europe Education Committee Project <i>"The Image of the Other in History Teaching" :Contact and Interaction: the Image of the Muslim World in History Learning in Europe"</i>
11 - 13	Berlin, Germany	EUROCLIO workshop and participation in the conference <i>The Politics of Memory in European Migration Societies: Consequences for Citizenship Education</i>



Assessing the work of the writing team



Local Management Team in the Bulgaria Project



19	Kran, Slovenia	EUROCLIO lecture during the seminar <i>Myths and Stereotypes in the History of Slovenia</i>
25 - 28	Sofia, Bulgaria	First management meeting in the EUROCLIO/ MATRA project <i>European Dialogues, a Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History in Bulgaria</i>
<b>November</b>		
5 - 7	Rome, Italy	EUROCLIO contribution during BBS-Foundations / ELOS-Conference: <i>Head teachers' conference on European key elements in secondary schools</i>
11 - 12	Oslo, Norway	EUROCLIO workshop during the Annual Training EUROCLIO contribution during the meeting of HIFO, The Norwegian Historical Association Meeting
14 - 19	Dubrovnik, Croatia	Training and Development Seminar EUROCLIO Project <i>History in Action, Bosnia-Herzegovina, Croatia and Serbia</i>



December		
30 november-3 December	Skopje, Macedonia	First management meeting for the EUROCLIO USIP project <i>Retelling the History of a New Nation, Development of History Teaching Materials</i>
9	Laren, The Netherlands	Meeting of the EUROCLIO Foundation Transitional Board
7	Utrecht, Netherlands	EUROCLIO University guest lecture about the project <i>History in Action - Preparing for the Future, Common approaches for Bosnia and Herzegovina, Croatia and Serbia</i>
14 - 17	Sofia, Bulgaria	Network building training seminar the EUROCLIO/ MATRA project <i>European Dialogues, a Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History in Bulgaria</i>





#### 4.4 Encouraging Active Membership

Active members give EUROCLIO the opportunity to further cooperation with universities, educational bodies and research institutes access and connections with local, regional, national authorities on history education and generate recognition that professional educators are important partners in educational policy making. Authorities often acknowledge such partnerships- for example the State President of Malta gave the official opening address at our Training Conference there, and in Slovenia extensive state support has been provided for the 2007 Conference, with very generous financial support by Slovenian Ministry of Education, and Ministers level speakers within the conference programme. At a more local and personal level many history educators and historians receive positive support from their Headteachers, local authorities and Ministries to enable them to participate in EUROCLIO events.

#### 4.5 International and NGO Liaison

Upholding the network means also communication and cooperation with international organisations such as the European Union, the Council of Europe, UNESCO and the UN Non-Governmental Liaison Service. In 2006 EUROCLIO also maintained contact with other key group in the international field of history education such as Clionet, the European Civic Forum, the Georg Eckert Institute, the Koerber Stiftung and the Center for Democracy and Reconciliation in Southeast Europe, as well as liaising with other groups beyond Europe.



COUNCIL  
OF EUROPE

CONSEIL  
DE L'EUROPE

Conférence Permanente Européenne des Associations  
European Standing Conference of History Teachers'

**April 2007 News**

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Board News

**Message from the new EUROCLIO P**

Before proceeding any further, I want to thank a  
to participate in the Annual Conference in Slove  
again, it was an unforgettable event where the st  
tion was demonstrated: people from all corners  
united by their deep interest in history and histo  
home richer both personally and professionally.  
When taking on the job of president of EURO  
proud of how our association has developed sin  
years ago. Like other teenagers, it has been going  
change which will result in a stronger and better

News and Announcements



#### 4.6 E-Newsletter

During 2006 three e-editions of the EUROCLIO Newsletter were published- in May, September, and November, and sent to an audience of approximately 3000 addresses. The Newsletter provides updates about the school history education in Europe and beyond. This represents less editions than usual, due to restructuring work within the organisation.

#### 4.7 The EUROCLIO Journal- The Bulletin

The EUROCLIO Bulletin is a professional magazine for those interested in school level history education, and is produced twice per year. In 2006 the Bulletins appeared for the first time both as online and as paper editions in order to maximize the access of the history teaching profession audience. Online versions are longer, and are able to include fuller and more traditional academic papers presented at conferences or other events.

*History at Work, Practical and Theoretical Dimensions of History Teaching (Bulletin 23)*, brought articles from earlier web-only editions of the Bulletin into print. Two central themes were discussed- effective assessment of historical understanding and the delicate balance between local, national, regional and continental/world history- the topic of our very successful conference in Riga, Latvia.

*Using Historical Skills and Concepts to Promote an Awareness of European Citizenship, Malta 2006 (Bulletin 24)* explores the concept of Citizenship, as well as giving an insight into the education system of Malta, and its approach to teaching history.

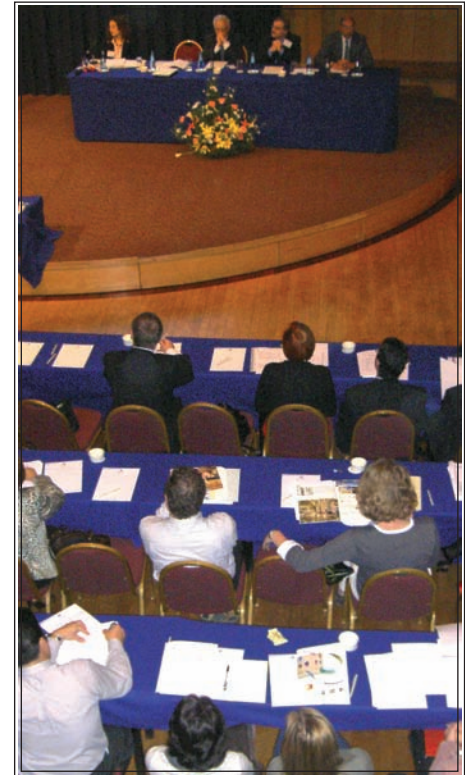


#### 4.8 Democracy and Accountability: The EUROCLIO General Assembly

EUROCLIO is a membership organisation- responding to the needs of members and bringing them together in mutually beneficial partnerships. In order to ensure clarity and accountability the Board of the Association is elected, and serves for a time limited period. There is annual independent professional auditing as well as internal checking and elected financial comptrollers.

There is an Annual General meeting as a session with- in the International Training Conference, and we are gratified that all Association members which are able to attend do so and take part in the evaluation of the past years work, planning for priorities for the future and so on! The AGM is open to any attender at the conference to ensure clarity and openness- and to encourage as broad a field of participation and input as possible.

At the 2006 General Meeting there was discussion of the restructuring of EUROCLIO based on cashflow issues, the ending of some longer term projects- and a celebration of their success, as well as the usual financial reporting and business items- such as the election of a new member and President for the Association Board.



## 4.9 Research

Academic research on school history is, surprisingly, a relatively limited field- despite the importance of the subject in educating young people and in providing broad and balanced skills- and despite the fact that History is part of the core, required curriculum in virtually all European states.

Europe wide research is even more rare- which means that EUROCLIO's record of work in this area is both vital and impressive. The largest undertaking was the *Youth and History Project* carried out in 1995 in more than 25, mostly European countries, which presented a very useful perspective on Europe wide issues. Since then an annual research project engages all of our member associations on a theme linked to the Annual International Training Conference. In 2006 this Europe-wide survey on the importance of the teaching of concepts and skills in history teaching in order to promote European citizenship.

Analysis of the research is increasingly complex and professional, using SPSS and other ICT tools in 2006, with the expert support of one of EUROCLIO's Board members and the Secretariat. This analysis strongly suggests that issues related to a European dimension are undervalued in the curricula of many European countries, and that the promotion of national ethos and national identity is very strong in several nations. However at the same time there are also clearly efforts in Europe to promote critical thinking and democratic values.

During 2006 next Europe wide survey was prepared- on the topic of human rights education to link to the conference theme in Slovenia. EUROCLIO expects that at least 35 countries, mostly in Europe, will respond, and that the results will give an insight into the extent of history curriculum coverage of this theme. We also hope that this will spark debate about if and how far History teaching should promote peaceful interrelations within and between human societies.

During 2006 negotiations took place with regard to developing research and supporting an internship between EUROCLIO and Utrecht, Leiden and Rotterdam Universities in The Netherlands.





## 5. Managing Change: Innovation and Professionalisation

### *5.1 Increased visibility*

In 2006 the Association decided to increase visibility of the organisation and enhance public relations efforts:

- The EUROCLIO website received a new design and changed from eurocliohistory.org to euroclio.eu.
- The EUROCLIO flyer (an information brochure) has been updated and printed
- Attractive, low cost promotional material has been developed and distributed
- The regular e-Newsletters have been issued
- Two printed journal editions were produced and distributed
- Routine reporting to sponsors and others continues
- EUROCLIO officers have also contributed to several publications and have given guest lecturers at partner institutions
- A media company has been in contact about creating a documentary about EUROCLIO and local Association work to develop and strengthen history teaching in Former Yugoslavia.



## *5.2 Professional Updating, Restructuring and Working Practices*

Maintaining a European wide network for almost fifteen years requires a steady updating of professional management skills- EUROCLIO as an organisation and its members are continually confronted with the need to upgrade their professional skills and standards, and the nature of NGO accountability continually changes and develops. Professional updating and capacity development, based on the lessons of experience, are important elements within EUROCLIOs work with its partners.

In 2006 the EUROCLIO Secretariat was faced with the far reaching consequences of the diminished donor support. The EUROCLIO Secretariat lost several valued colleagues, and although this reduced salary outgoings represents the loss of considerable expertise and potential. During 2006 financial support from the European Union project for European Associations, and from the City of The Hague, have been essential in order to continue an effective and responsive EUROCLIO Secretariat.

Adapting to change at the Secretariat has meant the need to more heavily rely on internships- with the appointment - part-time and on a modest stipend- of two postgraduate students from Leiden University in the Netherlands. For EUROCLIO this is a welcome injection of energy and talent- for the trainees working in the EUROCLIO Secretariat is also a learning and CV development opportunity- as well as the chance to build experience and training in making project bids and acquisition. Two further interns from the University of Rotterdam also offered their services to the EUROCLIO Secretariat, for a limited period of time, in 2006.

The two EUROCLIO Boards would like to signal their appreciation for the very considerable efforts of all staff and volunteers associated with EUROCLIO- and to recognise their dedication to providing the best and most extensive service at the lowest possible cost.



### 5.3 Project Acquisition

In 2006 the EUROCLIO Secretariat was faced with the far reaching consequences of the diminished donor support. The EUROCLIO Secretariat lost several valued colleagues.

The employee change, which has costs a loss of human resources, has cut down salary-costs significantly. In 2006 two new employees are student graduates at Leiden University in the Netherlands and consequently receive lower wages. However they consider working in the EUROCLIO Secretariat also as learning opportunity and have received a training in project acquisition. Two Trainees from the University of Rotterdam have offered their services to the EUROCLIO Secretariat for a limited period of time in 2006.

In the meanwhile, the Secretariat is trying to offer full services to the organisation and keep the operational costs as low as possible making only the necessary investments to save for future activities. With the acceptance of donors of submitted project proposals new opportunities for the continuation of EUROCLIO activities will arise.

The financial support in 2006 from the European Union project for European Associations and the City of The Hague have been determining factors for the continuation of the EUROCLIO Secretariat.

Project acquisition was a key focus of staff and Board energy in 2006 with some clear successes, and some unsuccessful bids. Work with members/partners has been vital over the last year- The History Teachers' Association of Slovenia successfully acquired a significant grant from the Slovenian Ministry

Main sponsors in 2006:



**Education and Culture**

European Union, European Associations  
Acting in the Field of Education



**Ministerie van  
Buitenlandse Zaken**

MATRA-Programme, Dutch  
Ministry of Foreign Affairs



**Gemeente Den Haag**

The Hague Municipality

of Education to support the EUROCLIO Annual International Training Conference in Slovenia. This generous contribution contributes to the scope of the Conference amongst others by enabling some teachers from countries not eligible for Comenius grants to join the meeting.


Less successful was the investment of time in bidding for long term programme support under the Dutch Ministry for Developing Countries grants system. In order to obtain this programme EUROCLIO renewed and strengthened existing contacts and gained new ones in the Balkans, Moldova and the Caucasus. However we were eventually unable to meet the very heavy professional, organisational and co-financing requirements. Another proposal for an exchange project between Switzerland and Bosnia-Herzegovina was also rejected. A third proposal submitted to the Dutch Ministry of Health, Welfare and Sports for organising a project on the relation between the Rule of Law and the Second World War has been put on a hold.

In 2006 the European Union began a new programme for civil society - providing partial financial support for *European NGO Associations acting on at European level in the field of education and training*. Successful bidding into this area has continued into 2007, and is a most welcome area of income.

2006 saw a new project grant from the MATRA programme of the Dutch Ministry of Foreign Affairs to EUROCLIO. This covers a new three year project under the title *European Dialogues, a Cultural Rainbow for the Future: An inclusive and international approach for the Learning and Teaching of History in Bulgaria*.

A proposal for the same programme to organize teacher training seminars, workshop and develop educational material in Turkey has been submitted in the end of 2006. The quality of proposal has been greatly enhanced by a short research and networking activity by the Executive Director in June, aiming to strengthen links with the Turkish network of professionals and institutions. To further develop this work an additional study visit for Dutch history teachers to Turkey is under development in cooperation/funding partnership with the





European Platform from Alkmaar.

A pleasing new area of work is a partnership with the United States Institute of Peace, which granted EUROCLIO a one year project in Macedonia beginning in 2006- our first funding partnership with the United States of America.

Together with the Europeum Network of leading European Universities, we have developed a project proposal for the Europe for Citizens-programme: 'Connecting History Education in Europe'. The aim is to organise activities (colloquia, discussions, debates and/or socio-cultural activities) at the ten Europeum member universities and also in cooperation with History Teachers Associations who are a EUROCLIO member. In total, this project will cover 20 EU-member states. The central theme of all 2007-2008 activities will be Democracy and Human Rights.

#### *5.4 Restructuring*

The events of late 2005 and early 2006 made the Board aware that the management structure of EUROCLIO was open for improvement since two Boards, an Association Board and a Foundation Board, co-existed without a clear division of responsibilities. In 2006 a process has started to improve this situation, which should be finalised in 2007. During this transitional phase in 2006 the Foundation Board has been expanded with three Association Board members resulting in more cooperation between the two Boards. This Transitional Board has started in 2006 to design a series of documents required for modern management relations.

## 6. The Future: Looking Ahead

It is clear that there remains a strong need for EUROCLIO. It is perhaps unique in its nature, reach and reputation.

Considerable evidence exists to stand testament to the work achieved by the organisation, its staff and officers and its members.

Policy discussions during 2006 demonstrate that there is considerable energy still committed to continuing this work- but that this work needs an adequate profile to attract continued and extended funding.



Plans for the coming year look to consolidate what we do well, to continue projects and wherever possible extend services for members- and to seek additional funding streams to bring more security and a sense of longer term stability. We will propose further streamlining of decision making and accountability, and look forward to a fifteenth year of service in which all of our members and supporters can continue to feel a sense of pride in what we do for History Education in Europe and beyond.

The restructuring and merge of the Foundation and Association Board will be continued in the future and new strategies to run projects in Europe will be made to ensure EUROCLIO's future.





## Executive Summary of Action: 2006-7

### ***I. Training organised by EUROCLIO:***

One International Training Conferences in Malta: with 135 participants

Two Regional Training Seminars in Serbia and Croatia: 100 participants

Six National Training Seminars in Bulgaria, Rumania, Bosnia, Croatia and Serbia: 300 participants

Contributions to international activities related to the learning and teaching of history in France, Germany, Italy, the Netherlands, Norway, and Slovenia

### ***II. Research and Publications***

#### ***II.i Research***

Research On Citizenship Education across Europe- published online and summarised in our journal.

#### ***II.ii Website***

A new location for a redesigned website was secured in 2006: [www.euroclio.eu](http://www.euroclio.eu) achieving 593 000 'hits' over a twelve month period and 7690744 kilobites of data transferred. This represents 31 000 visitors and over 242 000 pages viewed.

#### ***II.iii Bulletins***

Bulletin 23: *History at Work, Practical and Theoretical Dimensions of History Teaching*

Format: Printed copy, and extended Online copy

Bulletin 24: *Using Historical Skills and Concepts to Promote an Awareness of European Citizenship, Malta 2006*

Format: Printed copy, and extended Online copy

#### ***II.iv Newsletters***

Five e-mail Newsletters in February, May, July, September and November, also uploaded to the website

## *II.v Teaching Materials and Training Modules*

-Valentin Băluțoiu, Lucia Copoeru, Aurel Constantin Soare, Ecaterina Stănescu, Constantin Vitanos (2006), *History of the 20th Century and Education for Democratic Citizenship, Educational package*, printed in Romanian, 260 p., 2000 copies.

-Mihai Manea, Eugen Palade, Nicoleta Sasu *History Teaching and Democratic Citizenship Education: Innovative Teaching Approaches*, (2006), Methodological guidebook, printed in Romanian, 227 p, 2500 copies.

-Gheorghe Iutis, Argentina Panzariu, Valerica Iriciuc, *Methodological Guide for history students and starting teachers*, (2006), printed in Romanian, 2500 copies.

-*Ordinary People in an Extraordinary Country, Yugoslavia between East and West. Every Day Life in Bosnia and Herzegovina, Croatia and Serbia 1945-1990*, regional teacher resource book in preparation, Second Pilot Version. 107 p. Final version expected in 2007

Articles in a variety of publications

## *III. Monitoring, Planning and Development*

### *III.i Board Meetings*

Currently EUROCLIO has an Honorary (unpaid) Foundation Board- under Dutch law responsible for Project management and staff, and an Association (elected, unpaid) International Board. Three elected EUROCLIO officers serve on both the Association and Foundation Boards. In 2007 the plan is to merge the meetings of the two Boards, and make the personnel identical for both- reducing both numbers of attenders and meetings.

During 2006 there were three Association Board Meetings: in Malta (at Conference), the Netherlands and Slovenia (at the expense of the Slovenian Conference Project/Slovenian Ministry: attended by Association Board and Executive Director. There were five meetings in the Netherlands of the EUROCLIO Foundation Board: attended by the Foundation Board and Executive Director. On four occasions- during meetings mentioned above -the EUROCLIO Association and Foundation Boards worked together, without additional cost, as a Transitional Board prior to full merger.





### *III.ii Current Projects and Sponsors*

- *EU Project European Associations Acting in the Field of Education, 2006*

This project supports the costs of the operational work of the EUROCLIO Association, and therefore reduces member contributions and extends what can be done for the network

***Sponsor: The European Union***

- *The EUROCLIO-Center Education 2000+: Fostering History and Citizenship Education in Romania*

A project to develop and implement teaching materials/approaches related to citizenship education, and to offer training/strengthen civic society by setting up a professional network of history educators.

***Sponsor: MATRA Programme, Dutch Ministry of Foreign Affairs***

- *European Dialogues, a Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History in Bulgaria*

This project aims to develop and introduce teaching materials to schools on intercultural history, and offer training in their use. It will reinforce civic society by strengthening the professional network of history educators in Bulgaria.

***Sponsor: MATRA Programme, Dutch Ministry of Foreign Affairs***

- *Retelling the History of a New Nation, Development of History Teaching Materials in Macedonia*

This project is developing an inclusive history curriculum for teaching about 20th century Macedonian history, supplemented by teaching materials, training and supporting for the professional network of history educators in the country.

***Sponsor: The United States Institute for Peace***



- *History in Action - Planning for the Future, Regional Approach for the Learning and Teaching of History in Bosnia-Herzegovina, Croatia and Serbia*

A EUROCLIO/Matra Project 2005-2008, A project enhancing the quality of history education in Bosnia-Herzegovina, Croatia and Federation of Serbia and Montenegro and make it contribute to reconciliation

**Sponsor: MATRA Programme, Dutch Ministry of Foreign Affairs**

- *Financial contribution to supporting the operational work of the EUROCLIO Association*  
**Sponsor: City of The Hague to support EUROCLIO.**

- *Financial and practical contributions to supporting the EUROCLIO Human Rights Education Conference in Bled, Slovenia*

**Sponsor: The Ministry of Education, Slovenia**

### *III.iii Project Development*

During 2006 there has been work on a range of project bids- including further bids to MATRA, a bid to the USIP (above) and a further bid to the European Union. Steps have also been taken to initiate a project in Turkey at the request of Turkish colleagues, and to develop a EUROCLIO project proposal to the UNDP in Cyprus. The Western regional group is also preparing a 'local' mini-conference for members.





## Financial Reportage

1. Directors Report
- 2.1 Balance Sheet
- 2.2 Statement of Income and Expenditures
- 2.3 Principles of Valuation
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- 2.5 Notes to the Statement of Income and Expenditures
3. Auditors Report

# 1. Executive Directors Report

## *Introduction*

History education is an important element in socialising young people into society and in helping them address their own growing sense of identity, and in accommodating a sense of identity and values. It is also an important bridge in understanding how different peoples and groups have interacted over time, and in promoting mutual respect, tolerance and social justice. If we are to encourage young people to become active, positive participants in democratic civil society History and history teaching have much to contribute to this process, and to the promotion of social cohesion, international understanding, respect for diversity and human rights. The policy of the Foundation EUROCLIO strives to facilitate history education so that it may contribute to peace, stability and democracy. It therefore aims to improve the academic and educational standards of school history through a history education that strengthens critical thinking, multiperspectivity, inclusion and an international outlook. It also aims to strengthen the intellectual freedom of history teachers and to enhance mutual understanding, sharing information and co-operation between history educators. It supports the foundation and strengthening of professional and independent Associations of History Educators and provides history educators with a forum for the discussion of matters of common interest. It finally disseminates information on history education through various media.

## *Fields of action 2006*

These aims lead to the following fields for action in 2006 in the Foundation EUROCLIO

1. Promoting Intercultural Dialogue and History Education
2. Broadening Professional Skills: Encouraging 'Life Long Learning'
3. Addressing Key Themes: Human Rights Education via History Teaching
4. Outreach- A Europe-wide Network, and World-wide Contacts
5. Managing Change: Innovation and Professionalisation





The main EUROCLIO activities in 2006 comprised:

***International, regional and national training:***

- The 13<sup>th</sup> EUROCLIO International Training Conference in Malta: with 135 participants
- Two Regional Training Seminars in Serbia and Croatia: 100 participants
- Six National Training Seminars in Bulgaria, Rumania, Bosnia, Croatia and Serbia: 300 participants
  
- Contributions to international activities related to the learning and teaching of history in France, Germany, Italy, the Netherlands, Norway, and Slovenia

***Projects and Sponsors 2006***

- *EU Project European Associations Acting in the Field of Education, 2006.* Sponsor: The European Union
- The EUROCLIO-Center Education 2000+: *Fostering History and Citizenship Education in Romania* . 2003-2006 Sponsor: MATRA Programme, Dutch Ministry of Foreign Affairs, The Netherlands.
- *History in Action - Planning for the Future, Regional Approach for the Learning and Teaching of History in Bosnia-Herzegovina*, Croatia and Serbia A EUROCLIO/Matra Project 2005-2008, Sponsor MATRA Programme, Dutch Ministry of Foreign Affairs, The Netherlands.
- *European Dialogues, a Cultural Rainbow for the Future. An inclusive and international approach for the Learning and Teaching of History in Bulgaria*, 2006-2009 Sponsor: MATRA Programme, Dutch Ministry of Foreign Affairs, The Netherlands.
- *Retelling the History of a New Nation, Development of History Teaching Materials, Macedonia.* (2006-2007) Sponsor: The United States Institute for Peace
- Financial contribution to supporting the operational work of the EUROCLIO Association (2006)

- One-off grant from the City of The Hague
  - Financial and practical contributions to supporting the EUROCLIO Human Rights Education Conference in Bled, Slovenia
- Main sponsor: The Ministry of Education, Slovenia

## ***Publications and Research***

### ***Website***

- A new location for a redesigned website was secured in 2006: [www.euroclio.eu](http://www.euroclio.eu)

### ***EUROCLIO Bulletin, International Magazine on the Teaching and Learning of History***

- Bulletin 23: *History at Work, Practical and Theoretical Dimensions of History Teaching* Format: Printed copy, and extended Online copy
- Bulletin 24: *Using Historical Skills and Concepts to Promote an Awareness of European Citizenship, Malta 2006* Format: Printed copy, and extended Online copy

### ***Newsletters***

- Five e-mail Newsletters in February, May, July, September and November, also uploaded to the website

### ***Teaching Materials and Training Modules***

- Valentin Băluțoiu, Lucia Copoeru, Aurel Constantin Soare, Ecaterina Stănescu, Constantin Vitanos (2006), *History of the 20th Century and Education for Democratic Citizenship*, Educational package, printed in Romanian, 260 p., 2000 copies.
- Mihai Manea, Eugen Palade, Nicoleta Sasu *History Teaching and Democratic Citizenship Education: Innovative Teaching Approaches*, (2006), Methodological guidebook, printed in Romanian, 227 p, 2500 copies.
- Gheorghe Iutis, Argentina Panzariu, Valerica Iriciuc, *Methodological Guide for history students and starting teachers*, (2006), printed in Romanian, 2500 copies.
- *Ordinary People in an Extraordinary Country, Yugoslavia between East and West. Every Day Life in Bosnia and Herzegovina, Croatia and Serbia 1945-1990*, regional teacher resource book in preparation, Second Pilot Version. 107 p. Final version expected in 2007
- Articles in a variety of publications





### **Research**

- Research On Citizenship Education across Europe- published online and summarised in Bulletin 24.

### **Fact-finding and advisory missions**

- Fact-finding and advisory mission to Turkey to discuss opportunities to organize teacher training seminars, workshop, develop educational material and create a nation wide history education network in Turkey

### **Project Acquisition**

Project acquisition was a key focus of staff and Board energy in 2006 with some clear successes, and some unsuccessful bids. Work with members/partners has been vital over the last year- The History Teachers' Association of Slovenia successfully acquired a significant grant from the Slovenian Ministry of Education to support the EUROCLIO Annual International Training Conference in Slovenia.

In 2006 the European Union began a new programme for civil society - providing partial financial support for European NGO Associations acting on at European level in the field of education and training. Successful bidding into this area has continued into 2007, and is a most welcome area of income.

2006 saw a new project grant from the MATRA programme of the Dutch Ministry of Foreign Affairs to EUROCLIO. This covers a new three year project under the title *European Dialogues, a Cultural Rainbow for the Future: An inclusive and international approach for the Learning and Teaching of History in Bulgaria*

A new area of work is a partnership with the *United States Institute of Peace*, which granted EUROCLIO a one year project in Macedonia beginning in 2006- our first funding partnership with the United States of America.

Finally The EUROCLIO Board and Secretariat have been involved in an active lobby for EUROCLIO. Several possibilities for cooperation with other organisations and institutes on history education have been explored and discussed. At this moment the proposed

streamlining of the organisation seems to offer a good point for further strategic forms of cooperation.

### ***Restructuring***

The events of late 2005 and early 2006 made the Board aware that the management structure of EUROCLIO was open for improvement since two Boards, an Association Board and a Foundation Board, co-existed without a clear division of responsibilities. In 2006 a process has started to improve this situation, which will be continued in 2007. During this transitional phase in 2006 the Foundation Board has been expanded with three Association Board members resulting in more cooperation between the two Boards. This Transitional Board has started in 2006 to design a series of documents required for modern management relations.

### ***Consolidation and change***


In a reduced form, sustained by experienced staff as well as by new, young and energetic personnel the EUROCLIO Foundation has continued its work on the innovation of learning and teaching of history so that it may contribute to peace, stability and democracy. The European Union *European Associations acting at European Level in the Field of Education and Training* grant scheme, the MATRA programme of Ministry of Foreign Affairs in the Netherlands, the City of the Hague, and the American Institute for Peace together with support and donations from Iceland and Slovenia were responsible for a positive balance.

In 2007 the results and the labour force are likely to stay the same, although always dependent on possible new project acquisition.

### ***Board EUROCLIO Foundation 2006***

In 2006 EUROCLIO has an Honorary (unpaid) Foundation Board- under Dutch law responsible for Project management and staff, and an Association (elected, unpaid) International Board. Three elected EUROCLIO officers serve on both the Association and Foundation Boards. In 2007 the plan is to merge the meetings of the two Boards, and make the personnel identical





for both.

During 2006 there were five meetings in the Netherlands of the EUROCLIO Foundation Board: attended by the Foundation Board and Executive Director. On four occasions- during meeting mentioned above the EUROCLIO Association and Foundation Boards worked together as a Transitional Board prior to full merger. On 14 April 2007 the Board members H el ene Bud e-Janssens Hans Verbunt, Doky Verhagen and Marianne E. Westerhout-van Kimmenade, who had been responsible for the Foundation left the Board. In August 2007 the EUROCLIO Foundation Board consists of:

S usanna Margr et Gestd ottir, (President)

Jelka Razpotnik (Treasurer)

Chara Makriyianni

Huub Oattes

Elbert Roest

Vassiliki Sakka

Dean Smart

The Hague, the Netherlands, 24 August 2007



## 2.1 Balance sheet per 31 December 2006

### ASSETS

	31 December 2006		31 December 2005	
	€	€	€	€
<b>FIXED ASSETS</b>				
<b>Tangible fixed assets</b>				
Computer	2.182		3.942	
Computer equipment	327		1.290	
Office equipment	83		2.773	
		2.592		8.005
Project receivables		814.384		765.876
<b>CURRENT ASSETS</b>				
<b>Receivables</b>				
Other receivables and accruals		9.387		9.900
Cash and Bank		226.871		32.137
		<u>1.053.234</u>		<u>815.918</u>





## LIABILITIES

	31 December 2006		31 December 2005	
	€	€	€	€
<b>EQUITY</b>				
Operating reserve		40.987		30.777
<b>PROJECT LIABILITIES</b>		933.518		697.715
<b>CURRENT LIABILITIES</b>				
Tax and social premiums	7.350		43.716	
Other liabilities and accruals	<u>71.379</u>		<u>43.710</u>	
		78.729		87.426
		<u>1.053.234</u>		<u>815.918</u>

## 2.2 Statement of income and expenditure

	Realized 2006	Budget 2006		Realized 2005	
	€	€	€	€	€
Project income	424.332			640.133	
Project expenditures	424.332-			695.112-	
Project results	-		-		54.979-
Interest	552	500		2.959	
Other income	1.651	-		59	
Other expenditures	8.007	32.625-		81.346-	
	10.210		32.125-		78.328-
<b>Result</b>	<u>10.210</u>		<u>32.125-</u>		<u>133.307-</u>

## 2.3 Principles of valuation of assets and liabilities and principles for the determination of the result


### Activities

The activities of Euroclio-VGN, having its legal seat at The Hague primarily consist of:

- promoting and supporting the development of history education so that it strengthens peace, stability democracy and critical thinking.

This primarily activiteit can be subdivided in several secondary activities:

- enhancing quality of history education by means of teacher trainings, workshops and assistance in curriculum development.

- 
- cooperating, communicating and internationally networking, by way that the international dimension and awareness in the learning and teaching of history can be improved. This will be promoted through the organisation of seminars, workshops and the EUROCLIO General Assembly, through the publication of Bulletins, Newsletters and by means of a website. Also of great importance is the maintaining and extending of relations with organisations like the Council of Europe, OSCE, UNESCO, EU and NGO's.
  - professionalizing history teachers and their organisations, so we can create a large network of specialists on innovative history education. This can be achieved by organising workshops and trainings to strengthen the History Teachers' Associations. But also exemplar models for democratic organisations, good dissemination systems and proficiency of foreign language can be of great importance for the professionalisation.
  - strengthening the organisation and sustainability of EUROCLIO by writing project proposals, producing PR materials and by contacting possible donors and sponsors.

### **General accounting principles for the preparation of the financial statements**

The financial statements are prepared in accordance with generally accepted accounting principles in The Netherlands.

Valuation of assets and liabilities and determination of the result takes place under the historical cost convention. Unless presented otherwise, the relevant principle for the specific balance sheet item, assets and liabilities are presented at face value.

Income and expenses are accounted for on accrual basis. Profit is only included when realized on balance sheet date. Losses originating before the end of the financial year are taken into account if they have become known before preparation of the financial statements.

## **Principles of valuation of assets and liabilities**

### **Tangible fixed assets**

Tangible fixed assets are presented at cost less accumulated depreciation and, if applicable, less impairments in value. Depreciation is based on the estimated useful life and calculated as a fixed percentage of cost, taking into account any residual value. Depreciation is provided from the date an asset comes into use.

### **Receivables**

Receivables are included at face value, less any provision for doubtful accounts. These provisions are determined by individual assessment of the receivables.

### **Pensions**

The pension scheme is in fact to classify als a defined benefit scheme. The pension scheme is regulated by ABP. Euroclio uses the exemption mentioned in the "Richtlijnen voor de Jaarverslaggeving" to work out this scheme as a defined contribution scheme. Therefore it is sufficient to include the pension premiums to be paid in the profit and loss account. As a result of this, there are no negative or positive risks committed with this pension scheme taken in the valuation of the liability.

## **Principles for the determination of the result**

Revenues from services are recognised in proportion to the services rendered. The cost price of these services is allocated to the same period.

### **Operating grants**

Operating grants are included in the profit and loss account in the year to which the subsidized expenses are charged.

## 2.4 Notes to the balance sheet

### FIXED ASSETS

#### Tangible fixed assets

	Computer €	Computer equipment €	Office equipment €	Total €
<u>Balance per 1 January 2006</u>				
Acquisition price	25.053	7.093	8.152	40.298
Accumulated depreciation	21.111-	5.803-	5.379-	32.293-
Book value	<u>3.942</u>	<u>1.290</u>	<u>2.773</u>	<u>8.005</u>
<u>Fluctuations</u>				
Investments	740	-	-	740
Desinvestments	3.591-	553-	-	4.144-
Depreciation	2.500-	963-	2.690-	6.153-
Depreciation desinvestments	3.591	553	-	4.144
	<u>1.760-</u>	<u>963-</u>	<u>2.690-</u>	<u>5.413-</u>
<u>Balance per 31 December 2006</u>				
Acquisition price	22.202	6.540	8.152	36.894
Accumulated depreciation	20.020-	6.213-	8.069-	34.302-
Book value	<u>2.182</u>	<u>327</u>	<u>83</u>	<u>2.592</u>

### Depreciation tangible fixed assets

<u>Asset</u>	<u>Percentage of depreciation</u>
	%
Computer	33
Computer equipment	33
Office equipment	20

31 December  
2006

€

31 December  
2005

€

### Project receivables

#### Project

MATRA Russia	-	41.542
MATRA Romania	19.554	105.275
Neighbours Programme Former Yugoslavia	-	18.750
MATRA Bosnia / Croatia / Serbia	326.803	600.309
EU	11.678	-
MATRA Bulgaria	422.311	-
Macedonia	34.038	-
	<u>814.384</u>	<u>765.876</u>

## CURRENT ASSETS

31 December  
2006  
€

### Receivables

#### Other receivables and accruals

Association EU project	9.387
Prepaid costs	-
	<u>9.387</u>

### Cash and Bank

Petty Cash	335
Postbank NV (current account)	20.820
Postbank NV (savings account)	180.661
Local cash projects	7.521
Association local cash	17.535
	<u>226.871</u>



	31 December 2006 <u>€</u>	31 December 2005 <u>€</u>
<b>PROJECT LIABILITIES</b>		
<b>Project</b>		
MATRA Russia	-	9.520
MATRA Romania	-	111.912
MATRA Bosnia / Croatia / Serbia	358.711	576.283
MATRA Bulgaria	544.180	-
Macedonia	30.627	-
	<u>933.518</u>	<u>697.715</u>
 <b>CURRENT LIABILITIES</b>		
<b>Tax and social premiums</b>		
UWV/Pay-roll tax	7.431	4.219
Pension	81-	39.497
	<u>7.350</u>	<u>43.716</u>
 <b>Other liabilities and accruals</b>		
Auditors and consulting expenses	19.031	8.211
Administration expenses	5.265	4.477
Personnel costs	26.485	23.995
Association	14.787	890
Fees general meeting 2007 received in advance	3.950	-
Other liabilities	1.861	6.137
	<u>71.379</u>	<u>43.710</u>

## 2.5 Notes to the statement of income and expenditure

### PROJECT RESULTS

	<u>realized 2006</u>	<u>Budget 2006</u>	<u>realized 2005</u>
<b>Project income</b>			
<b>Project</b>			
MATRA Council of Europe	-		38.083
MATRA Ukraine	-		273
MATRA Russia	16.917		288.612
MATRA Romania	86.191		164.559
Neighbours Programme Former Yugoslavia	-		80.086
MATRA Bosnia / Croatia / Serbia	217.572		68.520
The Hague	24.000		-
EU	31.110		-
MATRA Bulgaria	45.131		-
Macedonia	3.411		-
	<u>424.332</u>		<u>640.133</u>

## Project expenditure

	<u>realized 2006</u>	<u>Budget 2006</u>	<u>realized 2005</u>
<b>Project</b>			
MATRA Council of Europe	-		84.926
MATRA Russia	16.917		288.612
MATRA Romania	86.191		164.559
Neighbours Programme Former Yugoslavia	-		88.495
MATRA Bosnia / Croatia / Serbia	217.572		68.520
The Hague	24.000		-
EU	31.110		-
MATRA Bulgaria	45.131		-
Macedonia	3.411		-
	<u>424.332</u>		<u>695.112</u>

## OTHER EXPENDITURES

Personnel	124.650	120.000	257.150
Travel costs	1.657	3.000	6.532
Board and Lodging	1.788	2.500	3.764
Secretariat	11.136	28.650	29.053
Financial administration	21.884	13.500	24.031
Depreciation	6.153	-	9.038
	<u>167.268</u>	<u>167.650</u>	<u>329.568</u>
Transfer to projects	175.275-	135.025-	248.222-
	<u>8.007-</u>	<u>32.625</u>	<u>81.346</u>

**OTHER EXPENDITURES**

	<u>realized 2006</u>	<u>Budget 2006</u>	<u>realized 2005</u>
Personnel	124.650	120.000	257.150
Travel costs	1.657	3.000	6.532
Board and Lodging	1.788	2.500	3.764
Secretariat	11.136	28.650	29.053
Financial administration	21.884	13.500	24.031
Depreciation	6.153	-	9.038
	<u>167.268</u>	<u>167.650</u>	<u>329.568</u>
Transfer to projects	175.275-	135.025-	248.222-
	<u>8.007-</u>	<u>32.625</u>	<u>81.346</u>
<b>Personnel costs</b>			
Gross salary	102.114		211.172
Social security premiums	5.298		13.346
Pension premiums	11.442		29.402
Other	5.797		3.230
	<u>124.650</u>		<u>257.150</u>

## Secretariat

Equipment	534	6.000	409
Software	-	500	525
copies	932	500	578
Phone, fax	1.787	8.000	13.623
Internet, E-mail	-	1.500	1.505
Office Materials	51	1.500	3.287
Postage	135	500	1.049
Books	91	250	304
Representation	237	400	653
Housing	6.338	7.000	7.270
Insurance	291	300	1.031
Banking costs	226	250	388
Information/Publishing	64	750	97
Other	449	200	2.068-
Maintenance and repair	-	500	-
Translation	1	500	402
	<u>11.136</u>	<u>28.650</u>	<u>29.053</u>

## Depreciation

Computer	2.500	4.455
Computer equipment	963	1.894
Office equipment	2.690	2.689
	<u>6.153</u>	<u>9.038</u>

### 3. Auditors Report

We have audited the financial statements 2006 of Foundation Euroclio, as set out on the previous pages to which comprise the balance sheet as at 31 December 2006, the statement of income and expenditure for the year then ended and the notes.

#### *The management's responsibility*

The management of the foundation is responsible for the preparation and fair presentation of the financial statements and for the preparation of the director's report, both in accordance with generally accepted accounting principles in The Netherlands. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

#### *Auditor's responsibility*

Our responsibility is to express an opinion on the consolidated financial statements based on our audit. We conducted our audit in accordance with Dutch law. This law requires that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the foundation's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the foundation's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements give a true and fair view of the financial position of Foundation Euroclio as at 31 December 2006, and of its result for the year then ended in accordance with generally accepted accounting principles in The Netherlands.

### *Report on other legal and regulatory requirements*

Pursuant to the legal requirement under 2:393 sub 5 part e of the Netherlands Civil Code, we report, to the extent of our competence, that the directors report is consistent with the consolidated financial statements as required by 2:391 sub 4 of the Netherlands Civil Code.

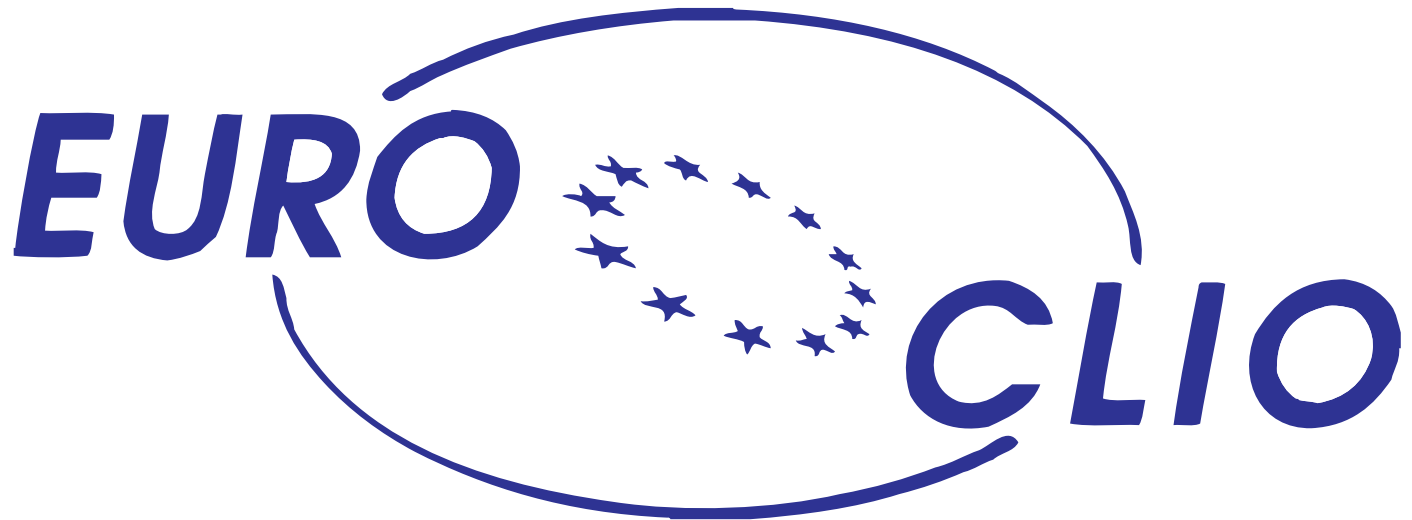
The Hague, 31 August 2007

PricewaterhouseCoopers Accountants N.V.



H.A. Wink

PricewaterhouseCoopers is the trade name of among others the following companies; PricewaterhouseCoopers Accountants N.V. (Chamber of Commerce 34180285). PricewaterhouseCoopers Belastingadviseurs N.V. (Chamber of Commerce 34180284). PricewaterhouseCoopers Advisory N.V. (Chamber of Commerce 34180287) and PricewaterhouseCoopers B.V. (Chamber of Commerce 34180289). The services rendered by these companies are governed by General Terms & Conditions, which include provisions regarding our liability. These General Terms & Conditions are filed with the Amsterdam Chamber of Commerce and can also be viewed at [www.pwc.com/nl](http://www.pwc.com/nl)



Supported by the Council of Europe, delegates from 14 countries, representing 18 History Teachers Associations, decided in 1992 to establish EUROCLIO, the European organisation for history education. This organisation supports the learning and teaching of history by sharing and exchanging knowledge and professional experience. In 1993 EUROCLIO, the European Standing Conference of History Teachers' Associations was officially founded. During the following years EUROCLIO grew rapidly and in 2006 EUROCLIO represents 63 member organisations from 46 (mostly) European countries. EUROCLIO connects 40,000 historians and history educators in primary, secondary education and higher educational institutes.

*This report is made possible by European Union Project: "European associations active at European level in the field of education and training 2006"*