

Annual Report
European Association of
History Educators



2016

The Hague

About EUROCLIO

EUROCLIO - European Association of History Educators is an umbrella association of more than seventy history, heritage, and citizenship educators' associations and other organizations active in the field. The organization was established in 1992 on request of the Council of Europe. Since then, EUROCLIO has worked in many European countries and beyond on a large variety of issues related to the learning and teaching of history. A special focus has been on countries in political transformation and in particular those with inter-ethnic and inter-religious tensions such as Bulgaria, Estonia, Latvia, Romania, Russia and Ukraine. It also worked in regions that have experienced recent violent conflicts such as Former Yugoslavia, Cyprus, Lebanon and the Caucasus. The work has brought together hundreds of historians and history educators to share experiences, to implement innovative learning about the past, discussing also sensitive and controversial issues and therefore creating new and inclusive historical narratives.

EUROCLIO supports the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, multiperspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing and implementing innovative teaching tools.

The target group of EUROCLIO - European Association of History Educators consists of history, heritage and citizenship education professionals. This group of people includes, but is not limited to, teachers in schools, curriculum developers, authors of teaching tools, teacher trainers, assessment experts, advisors and inspectors, educational staff in cultural institutions, board members of member associations and trainee teachers.

Executive Summary

In 2016, EUROCLIO:

- Organised 26 cross-border professional development opportunities, including collaborative design of educational resources, sharing of best practice as well as action research in Albania, Austria, Belgium, Bosnia and Herzegovina, Germany, Greece, Hungary, Italy, Lithuania, Macedonia, Montenegro, Poland, Serbia, The Netherlands and the United Kingdom with 743 educators taking part.
- Was presented by 28 EUROCLIO Board, Ambassadors and Staff Members at 92 lectures, workshops and panel discussions in 23 countries to a varied audience of 1915 people.
- Reached out to 12.450 individuals in face-to-face engagements and to 105.000 online through newsletters, targeted mailings, euroclio.eu and historiana.eu websites and social media.
- Worked directly together with 28 member organisations.

- An overview of activity in 2016 is available here: goo.gl/KEamX1

People of EUROCLIO

Supervisory Board 2015-2016

- Marjan de Groot-Reuvekamp, President
- Loa Kristjansdottir, Vice President
- Mire Mladenovski, Treasurer
- Semih Aktekin, Secretary
- Paolo Ceccoli, Board Member
- Peder Wiben, Board Member
- Riita Mikkola, Board Member
- Erwin Capitain, Financial Advisor

Supervisory Board 2016-2017

- Loa Kristjansdottir, President
- Mire Mladenovski, Vice President and Treasurer
- Paolo Ceccoli, Secretary
- Frank van den Akker, Board Member
- Sinead Fitzsimons, Board Member
- Riita Mikkola, Board Member

Secretariat Staff in 2016

- Jonathan Even-Zohar, Director
- Steven Stegers, Programme Director & Deputy-Director
- Aysel Gojayeva, Project Manager
- Judith Geerling, Project Manager
- Jaco Stoop, Network Coordinator

Secretariat Trainees in 2016

- Heather Campbel (United States)
- Rick Hoefsloot, (The Netherlands)
- Stefan Hoogendoorn, (The Netherlands)
- Bjorn Pels, (The Netherlands)
- Piia Lempiainen, (Finland)
- Samantha Maat, (The Netherlands)
- Joyce Schaftlein, (The Netherlands)
- Romana Sijakovic, (The Netherlands)
- Laura Steenbrink, (The Netherlands)
- Anna van der Tas, (The Netherlands)



- Roger Tosbotn, (Norway)
- Eva Zandonella, (Austria)

Financial supporters

- Anna Lindh Foundation
- Austria, Ministry of Foreign Affairs, Austrian Development Agency
- Council of Europe, History Teaching Unit
- European Union, Erasmus+ Programme
- European Union, Europe for Citizens programme
- European Union, Europeana Digital Service Infrastructure
- Northern Ireland: Community Relations Council
- North East Asia History Foundation
- Open Society Foundations
- Robert Bosch Stiftung

Areas of Action in 2016

Governance

In 2016, one general assembly and two board meetings took place. The general assembly of EUROCLIO was held in Belfast during the Annual Conference of EUROCLIO. The booklet, the minutes and the presentation of the general assembly can be found here:

<http://euroclio.eu/general-assembly/belfast-2016/>.

During the general assembly two new board members were elected (Frank van den Akker and Sinead Fitzsimons) and changes in the internal rules, with regards to the membership fee system, were discussed and approved.

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Jakub Lorenc
Krzysztof Mrozowski
Klaudia Jasik
Jacek Staniszewski
Andrzej Walczak

Innovating History
Education for All
Needs Assessment

Warszawa, February 2016.

Research

In 2016, EUROCLIO work with the Institute for Educational Research in Warsaw on a needs assessment focussed on the use of ICT in history education. The needs assessment identified several problems that educators encounter when it comes to using ICT in history education and has been used to set priorities for the development of new tools in the Innovating History Education for All project. The research consisted of a preliminary questionnaire, two focus group interviews, a survey (translated in 18 languages) which was completed by 235 educators across Europe and individual in-depth interviews. The needs assessment gathered data that helped the project team to determine what kind of tools and exemplar learning activities are most needed, how teachers are likely to use them in practice, and what therefore needs to be taken into account

during the development page. The report, which describes in detail what methodology was used, has a list with the main challenges that the researchers identified and which includes a literature list that can be used for further reading is available at <http://euroclio.eu/download/4296>

A unique collaborative research project is carried out with CDRSEE and the EUROCLIO Member Associations in Albania, Bosnia-Herzegovina, Kosovo, Macedonia, Montenegro and Serbia. With several rounds of feedback by education policy makers, collected in a Regional Standing Working Group, participants to the 2016 Regional Summer School in Montenegro and over 300 educators from across the region during 6 national seminars, the survey underwent a thorough review process before it is launched.

By reaching out to history educators across the region to share their perspectives, the survey results will produce an evidence base that will form the basis of new curricula transformation strategies in the region. See more on <http://epact.euroclio.eu>

Advocacy

EUROCLIO took the initiative to create and run a Europeana Taskforce for Education. This taskforce was created in response to the publication of the Europeana for Education and Learning Recommendations, made by Europeana, with the support of EUROCLIO in 2015. The purpose of the Task Force was to put these recommendations into action by sharing practice and joint advocacy on a European level. By doing this, the Task Force would not only create value for the contributing partners, but also further develop the Europeana Network as platform that enables professional cooperation between sectors.

EUROCLIO was also invited to cooperate with the Dutch Ministry of Education and Culture during the EU Presidency, and has been in support of the Council of Europe Intergovernmental Project “Educating for Diversity and Democracy”, mobilising also member association representatives to the two regional seminars which took place in Estonia (May) and Greece (October). These serve as preparation to the creation of common guidelines on Quality History Education in the 21st Century. ¹

Fundraising

EUROCLIO continued to raise funds to support its other activities. In 2016, EUROCLIO successfully applied for funding for new projects and acquired two new projects:

Learning a History which is not yet History. Dealing with the history of the 1990s in former Yugoslavia. The project aims to contribute to the field of European remembrance through raising the awareness among teachers, students and pupils that common approaches to the very sensitive past are possible, so that they may raise awareness in their countries that common remembrance is possible. The project is funded by the EU Europe for Citizens Programme on “European Remembrance” and is a close collaboration with EUROCLIO Member Associations in Bosnia-Herzegovina, Croatia, Montenegro and Serbia, with support by Member Associations from Switzerland and Macedonia.²

Learning about (y)our past. History Lessons for Intercultural Citizenship in the Euro-Med Region. The project aims to help young people in the EuroMediterranean region to acquire competences for intercultural citizenship by learning about identity and diversity, about positive intercultural encounters and addressing emotive and controversial issues in history education. The project is funded by the Anna Lindh Foundation for Euro-Mediterranean Dialogue. It bring together EUROCLIO Member Associations from Cyprus, Lebanon and educators from Jordan and Turkey.³

¹ More information about the Council of Europe project “Educating for Diversity and Democracy” is available at <https://www.coe.int/en/web/history-teaching/educating-for-diversity-and-democracy-teaching-history-in-contemporary-europe>.

² More information about the “Learning a History which is not yet History” project is available at <https://euroclio.eu/projects/learning-a-history-that-is-not-yet-history/>.

³ More information about the “ Learning About (Y)our Past” project is available at <https://euroclio.eu/projects/learning-a-history-that-is-not-yet-history/>.



The kick of meeting of the Learning about (y)our Past meeting at the House for Cooperation with the Association for Historical Dialogue and Research, at the UN Buffer Zone in Nicosia, Cyprus in November 2016.

Educational Resources

EUROCLIO in 2016 worked a lot on the preparation for the technical re-launch of Historiana in 2017, with a focus on interactive tools. In the meantime it completed the work on two Historiana Units:

The Changing Europe Unit is a collection of educational resources that are dealing with how to teach the European Union from historical perspective, which in 2017 was complemented with materials on teaching the EU from the perspective of contemporary issues. In this unit you can find historical content including life stories, timelines and evidence files. This content is accompanied by ready-to-use learning activities focussing on a subject which has had an impact on the evolution of modern Europe. From a scripted drama on the coming to existence of the European Community to an activity on migration in a post-Schengen world, and from an increasingly important topic such as a European Defence Community to energy dependency. Looking at history of the EU from a historical perspective and through contemporary issues this educational unit attempts to make a usually complex and not so interesting topic more engaging and relevant for the present and the future.⁴

⁴ The “Changing Europe” Unit can be accessed at <http://www.euroclio.eu/changing-europe>.

The Silencing Citizens through Censorship Unit, offers ready to use engaging and thought-provoking resources on striking historical examples of censorship during the dictatorial and totalitarian regimes in Europe through the collection, multi-perspective sources and innovative methodologies. This learning unit explores European history to help students understand how censorship worked, what the effect was on ordinary people and what this means for societies today in which free information and power continue to be entangled.

This unit came into live as a result of the EUROCLIO project ‘Silencing Citizens through Censorship. Learning from Europe’s 20th-Century Dictatorial & Totalitarian Past’. This project involved a transnational group of history and citizenship educators from EUROCLIO’s member Associations in France, Germany, Hungary, Italy, Macedonia, Poland, and Spain in the development and implementation of students-driven projects on censorship in Europe’s 20th century dictatorial and totalitarian regimes.

The new unit offers historical context on different aspects of censorship in Franco’s Spain (1936 - 1975), Vichy France (1940 - 1945), Nazi Germany (1933-1945), Mussolini’s Italy (1922 - 1943), the post-1945 Hungarian (- 1990) and Polish Republics (1944 - 1989) and the Republic of Macedonia as part of the Federal Republic of Yugoslavia under Tito (1945 - 1980). In addition to this, the country cases chosen have all been captured in timeline of ten essential turning points, or key moments. By showing these key moments in a comparative timeline, students are able to look at developments across different places and times, and draw conclusions on connections between certain events.⁵

⁵ The Silencing Citizens through Censorship unit can be accessed at <http://www.euroclio.eu/silencing-citizenship-censorship>.



The Silencing Citizens through Censorship team in Budapest in June 2016.

Training

In 2016, EUROCLIO offered three professional development opportunities, in Belfast (Northern Ireland), Vilnius (Lithuania) and Lovcen (Montenegro) where a total of 264 educators from over 40 countries took part. Member organisations from Northern Ireland, Lithuania as well as the Balkans were involved in the preparation and execution of these events. Topics included Remembrance in a post-conflict society, entangled imperial legacies on the Balkans and the possibility to teach the history of the EU through life stories and focus on processes of decision making.

EUROCLIO 23rd Annual Conference in Belfast

The 23rd EUROCLIO Annual Conference "Reimagining Remembrance: Dealing with the Legacy of a Violent Past in History and Heritage Education" was organised in Belfast, Northern Ireland from 19-24 March 2016. Participants from around 30 countries gathered in Belfast to learn and discuss about the role of history education and commemoration in creating a more peaceful society today, and the challenges history educators face when teaching about a difficult past. Especially the topic of the centenary year 2016 (100 years after the Easter Rising and the Battle of the Somme) provided enough discussion material for the speakers and participants to reflect upon concerning history education and remembrance in the specific case of Northern Ireland. The first evening started off with a series of lectures about the history of Belfast and the Northern Irish education system, followed by a welcoming reception for all participants. On 20 March the conference took place in Ulster Museum and consisted of lectures and discussions about the role of

commemoration and the role of artists, civil society and museums in dealing with the past. In the afternoon the participants visited the Belfast Murals. The next day participants enjoyed speeches, keynotes and panel discussions about the role of history education and the role of the international community in dealing with a difficult past and its influence on society today, including a speech by Minister of Education John O'Dowd. In the afternoon several participants lead workshops about all kinds of subjects in relation to the topics discussed earlier that day. The evening was finished off with a dinner at Titanic Belfast, where a toast was held to the initiative for a History Teachers' Association of Northern Ireland. The next day the conference participants visited the Nerve Centre in Derry and Corrymeela Centre in Ballycastle, two very different but both inspiring organizations which focus on new creative tools for history education and on reconciliation with the past. The yearly visit to local schools took place on 23 March, with the addition of also visits to the Council for the Curriculum, Examinations and Assessment, and the Public Records Office. All groups were warmly received by the different educational institutes. In the afternoon another round of workshops took place, followed in the evening by the yearly traditional Pub Quiz. Made by the local Northern Irish organizers, this year was once again a challenge for all participants to test their knowledge! The final day of the conference consisted of the General Assembly, with as one of the highlights the election of 2 new Board Members: Frank van den Akker and Sinead Fitzsimons. The day finished with a round of Discussion Tables, where participants reflected on some interesting topics which had been part of the conference.⁶



Participants during the EUROCLIO Annual Conference in Belfast in April 2016.

⁶ A booklet of the EUROCLIO Annual Conference can be downloaded at <https://euroclio.eu/download/4678>

EUROCLIO 3rd Annual “History that Connects the Balkans” Summer School in Lovcen

The EUROCLIO’s Regional Summer School in Lovćen, Montenegro was the second summer school organised by EUROCLIO in the Balkan region and it brought together 12 nationalities and representatives of eight history teachers’ associations. The History Teachers’ Association of Montenegro (HIPMONT) and the Regional Cooperation Council (RCC) were partners in organising the event. The Summer School provided in the unique combination of theory, workshops and on-site learning. This year the focus was discovering the “entangled legacies” of East and West in Montenegro and empathize the important connection between history educators and cultural heritage workers. During the Summer School educators working in history and heritage could participate in an interactive programme in which organisations like the RCC, Yad Vashem and Cultural heritage without Borders gave interesting and inspiring presentations and workshops. International participants from outside the region contributed with a presentation by Christian Malik (Austria) about concentration camp Mauthausen and a panel on “The Balkan in history education - a global view”, consisting of Sture Lindholm (Finland), Catharine Regan (Scotland), Brian Harding (United States) and Paul Portelli (Malta). All participants explained how they teach about the Balkan in their schools. It turned out to be a capacity-building event which provided transnational transfer of knowledge and experience in an formal and informal way. Through lectures, workshops, discussions and study visits, participants could learn more about the history of Montenegro and the region in general, but also about history teaching from their peers. In the evaluation participants indicated they enjoyed the combination of presentations, workshops and on-site learning, they learned a lot about the history of Montenegro and the Balkan region in general and expressed their hope for joint cooperation with fellow participants and their students.⁷

⁷ More information about the History that Connect Summer school, including a full report can be found at <https://euroclio.eu/2016/09/finding-ways-forward-cultural-heritage-balkans/>



Participants of the 3rd Annual “History that Connects the Balkans” Summer School in Lovcen, July 2016

EUROCLIO Thematic Training Seminar “Decisions and Dilemmas, Vilnius

EUROCLIO, in partnership with the Lithuanian History Teacher’s Association and Vilnius University, organized a two and a half day Teacher Training Seminar in Vilnius as final event for their project: “Decisions and Dilemma’s. Learning about the EU from a historical Perspective”. The seminar programme started on Friday afternoon with registration and a welcome note by EUROCLIO Programme Director Steven Stegers and the local partner Sonata Džiavečkaitė. The Friday continued with a workshop, followed by a presentation of the project and a concluding city-walk through Vilnius. The Saturday and Sunday programme consisted of interesting workshops, on-site learning activities and active sessions based on the educational materials developed in project. In total, around 35 participants from all across Europe were present to learn and train with the final materials developed within this project.

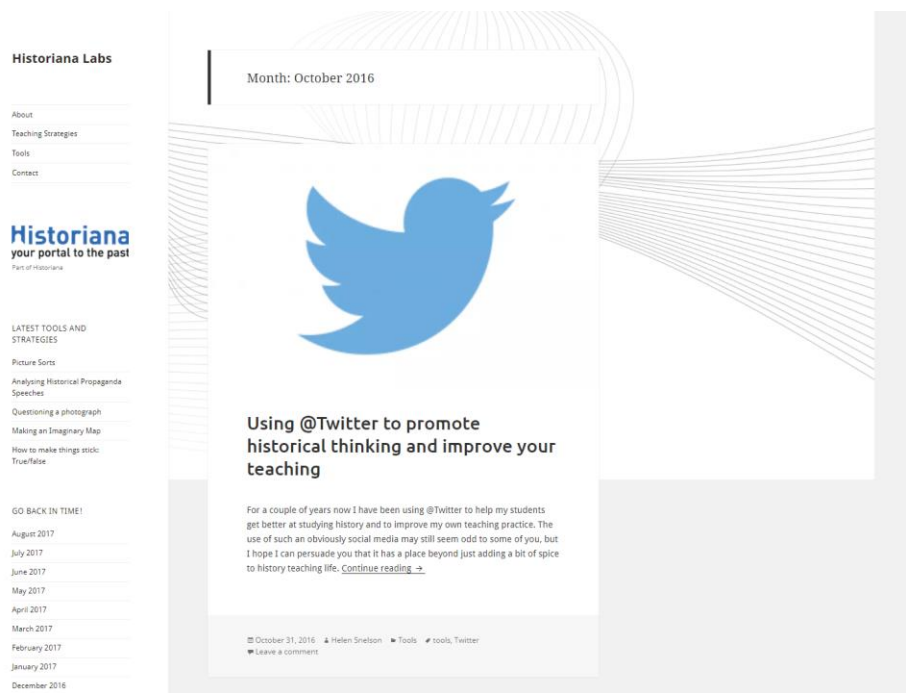


Participants during the Thematic Training Seminar “Decisions and Dilemmas intercultural night in Vilnius in May 2016

In addition several preparatory actions, including meetings with donors and hosts and promotion, for the EUROCLIO Annual Conference in 2017, in Donostia-San Sebastian, in partnership with EUROCLIO Member organisation in Spain, Basque Country.

Outreach

The EUROCLIO websites (www.euroclio.eu and www.historiana.eu), social media channels and targeted e-mail campaign have in 2016 reached out to over 100.000 people. In particular new features were designed by in-house expert Jaco Stoop, including integrated online communication campaign, with blogs (Historiana Labs <http://labs.historiana.eu> and EUROCLIO Voices, see <http://euroclio.eu/voices/>



One of the teaching strategies that was shared by EUROCLIO via the Historiana Blog posts in 2016.

Hub

EUROCLIO Founder and Special Advisor Joke van der Leeuw-Roord was appointed as a key expert in the

EU Thematic Working Group on Citizenship. A delegation of EUROCLIO Ambassadors was invited by the North East Asia History Foundation to provide training in Seoul and together with the Global Centre for Pluralism, EUROCLIO provided training and advocacy in Kyrgyzstan.

EUROCLIO Ambassadors, Members, Board and Staff have represented the association in a total of 51 engagements, greatly adding to the role of the association as a platform for knowledge exchange and common learning.

Disclaimer

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