



EuroClio

Inspiring History
and Citizenship Educators

ANNUAL REPORT

2020



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

1. Table of Content

2. Introduction

2. Introduction 6

3. Governance and Management 8

- 3.1. The Board 8
- 3.2 The General Assembly 9
- 3.3. The Audit Committee 9
- 3.4. Members 10
- 3.5 The Secretariat 13

4. Projects and partnerships 16

4.1 The Projects 16

- 4.1.1 Learning to Disagree 16
- 4.1.2 Football Makes History 17
- 4.1.3 Opening Up Historiana 18
- 4.1.4 Learning a History that is not yet History II 19

4.2 Flagship Initiatives 20

4.3 Partner Projects 21

- 4.3.1 RETHINK 21
- 4.3.2 Teaching European History in the XXI Century 22
- 4.3.3 Cooperation with the Europeana Foundation (Europeana DSI4) 22
- 4.3.4 Critical History 23

4.4 Partnerships 24

- 4.4.1 In Europe Schools 24
- 4.4.2 Sharing European Histories 25
- 4.4.3 Partnership with MICT 26
- 4.4.4. Partnership with the Global Centre for Pluralism 26

5. Key Activities 28

- 5.1 Research 28
- 5.2 Advocacy 28
- 5.3 Fundraising 29
- 5.4 Educational Resources 29
- 5.5 Professional Development 29

6. Financial results and policies 33

- 6.1 Operating Grants 33
- 6.2 Financial and partnership support 33
- 6.3 Financial Result 34
- 6.4 Contingencies 34
- 6.5 Operating Reserve 34
- 6.6 Overtime 34

7. Budget 2021 35

8. Plans and challenges for 2021 and beyond	36
8.1 Themes and priorities	37
8.2 Membership recruitment and involvement	38
8.3 Strategic partnerships	38
8.4 Predicted Challenges and Risk Mitigation	38



2. Introduction

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

The Association counts 84 volunteer history, heritage and citizenship educators' associations and related institutes from more than 51 mostly European countries and connects around 35,000 professionals, who in their daily work are in contact with up to 5,000,000 students per year. The Secretariat, which has 7 staff members, is supervised by the democratically elected EuroClio Board of 5 members, and frequently advised by a wide range of experts in the networks the organization has. More than 150 educators are professionally involved on an annual basis as ambassador, author, coordinator, editor, editor-in-chief, mentor, reviewer or trainer for EuroClio. Through all its activities, the Association has an annual average face-to-face outreach to approx. 15,000 education professionals in over 30 countries.

3. Governance and Management

EuroClio is a not-for-profit organisation under Dutch Law, headquartered in The Hague. EuroClio is recognized by the tax authorities in the Netherlands as a charitable, so called “ANBI”, organisation.

3.1. The Board

The Board presides over the Association and is responsible for the General Assembly. The day to day running of the Association is managed by the Executive Director. During the General Assembly in 2020, one board member, Board President Paolo Ceccoli reached the end of his second term. One new board member was elected: Ann-Laure Liéval from France.

The following priorities were on the agenda of the Board in 2020:

- Action Plan 2020 and 2021
- Budget 2020 and 2021
- The Strategic Plan 2020-2025
- EuroClio’s response to the outbreak of the Covid-19 pandemic
- The General Assembly of 2020, including the development of online voting procedures
- Board involvement in EuroClio Activities
- Membership Services and Activation
- Non-traditional fundraising and financial autonomy
- EuroClio Ambassadors and Honorary Board Members
- The Revision of the EuroClio Manifesto based on continued consultations with (Full) Members and Ambassadors
- The Annual Conference 2020 and 2021, and
- The further development of Historiana.

This was the composition of the Board in 2020 before the General Assembly:

- Paolo Ceccoli (Istituto Nazionale Parri – Milano), President
- Riitta Mikkola (Finnish History Teachers’ Association), Treasurer and Vice-President

- Lars Peter Visti Hansen (Danish History Teachers' Association), Secretary
- Frank van den Akker, Member
- Denis Detling (Croatian History Teachers' Association - HUNP), Member

And this was the composition after the General Assembly:

- Riitta Mikkola (Finnish History Teachers' Association), President
- Lars Peter Visti Hansen (Danish History Teachers' Association), Treasurer and Vice-President
- Ann-Laure Liéval (Association of French History and Geography Teachers), Secretary
- Frank van den Akker, Member
- Denis Detling (Croatian History Teachers Association – HUNP), Member

3.2 The General Assembly

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

In 2020, the General Assembly took place on 4 April. To comply with the most recent health and safety guidelines in light of the Covid-19 pandemic, and to ensure that as many members as possible could join, it was held online, using the Zoom platform.

In total, 70 people joined the online General Assembly. Of these, 28 were official representatives of Full Members with voting rights, 23 were members of Full and Associated Members, and 8 were Individual Members. The remaining participants are members of the EuroClio Secretariat or strategic partners invited to join the General Assembly.

The Agenda, Annexes, Booklet, and Presentation used during the General Assembly are available at: <https://www.euroclio.eu/association/general-assembly/>

3.3. The Audit Committee

The General Assembly elects an Audit Committee, whose members meet with the Finance Committee representing the Board and the Executive Director to review the

Annual and the Board Report, and discuss the financial situation of EuroClio. In 2020, the Audit Committee met online on 25 March, and reported to the General Assembly based on the review of the financial management and financial policies.

In 2020, two Audit Committee Members stood for re-election. Ultimately, all Members were re-elected and the composition of the Audit Committee did not change. This was the composition of the Audit Committee in 2020:

- Bistra Stoimenova (Bulgarian History Teachers Association)
- Madis Somelar (Estonian History Teachers Association), and
- Ulrich Bongertmann (VGD - Association of History Teachers of Germany)

3.4. Members

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

The following organisations were **full members** of EuroClio in 2020:

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

- Georgian Association of History Educators
- Association of History Teachers of Germany
- Association for History Education in Greece
- Hungarian Historical Society Teachers' Division (joined in April 2020 after the General Assembly)
- Association of Hungarian History Teachers
- History Teachers' Association of Iceland
- The Association of Sociology Teachers in Secondary Schools in Iceland
- History Teachers' Association of Ireland
- Clio'92 - Association of Research Group on History Teaching and Learning (Italy)
- The History Teachers' Association of Kosovo
- Latvian History Teachers' Association
- Lebanese Association for History
- Lithuanian History Teachers' Association
- Luxembourgian Association of History Teachers
- History Teachers' Association of Macedonia
- History Teachers' Association (Malta)
- National Association of Young Historians of Moldova
- Association of History Educators of Montenegro
- Association of Teachers of History and Civics (The Netherlands)
- Norwegian Historical Association
- Polish History Teachers' Association
- Portuguese History Teachers' Association
- Romanian Society for Historical Sciences
- History Teachers' Association of Romania (APIR-Clio)
- History Teachers' Association of Moscow
- History Teachers' Association of Buriatia

- History Teachers' Association of Tatarstan
- Education for the 21. Century (Serbia)
- Association for Social History - EUROCLIO (Serbia)
- Slovenian History Teachers' Association
- National Museum of Korean Contemporary History
- Federation of Basque Schools
- Federation of Spanish History and Geography Teachers
- Swedish History Teachers' Association
- Swiss History Teachers' Association
- History Educators Union Association of Turkey
- All-Ukrainian Association of Teachers of History and Social Studies “Nova Doba”
- The Historical Association (United Kingdom)
- United Kingdom History Teacher Education Network
- Scottish Association of the Teachers of History
- History Teachers' Association of Northern Ireland

The following organisations were **associated members** of EuroClio in 2020:

- Armenian Center for Democratic Education-CIVITAS
- Society for History Didactics Austria
- Faculty of Philosophy, University of Split (Croatia)
- The Institute for the Study of Totalitarian Regimes (Czech Republic)
- European Educational Publishers Group (Germany)
- Citizenship and Democracy Association (CIDEM) (France)
- Georg Eckert Institute (Germany)
- International Society for History Didactics (Germany)
- Hamburg University; History Education Department (Germany)
- Holocaust Education Trust Ireland

- National Institute Parri – Milano (Italy)
- International Baccalaureate (The Netherlands)
- Institute of National Remembrance – Public Education Office (Poland)
- St. Petersburg Academy of In-Service Pedagogical Education (Russia)
- Centre for Education and Innovations (Slovakia)
- History NGO Forum for Peace in East Asia (South Korea)
- Association for Citizenship Teaching (United Kingdom)
- American Historical Association (United States of America)

During 2020, the number of **individual members** increased from 85 to 147.

3.5 The Secretariat

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

In 2020, this was the composition of the **Staff**:

- Steven Stegers, Executive Director
- Alice Modena, Deputy Director and Professional Development Coordinator
- Andreas Holtberget, Project Manager and Communication Officer
- Catherine Savitsky, Project Manager and Fundraiser
- Eugenie Khatschatrian, Project Manager
- Katria Tomko, Project Manager
- Lorraine Besnier, Project Manager

These teams led the development of **Historiana** in 2020:

- Historical Content: Bob Stradling (Editor-in-Chief), Chris Rowe, Andrea Scionti, Francesco Scatigna and Sean Wempe.
- Teaching and Learning: James Diskant, Gijs van Gaans, Bridget Martin, and Helen

Snelson (The Historical Association, UK).

- Concept, Design and Development: Paul Jongsma (Webtic), Joes Koppers (UseMedia), and Nique Sanders (Webtic).

The research on **Contested Histories** in 2020 was led by:

- Marie-Louise Jansen (Research Director)
- Lorraine Besnier, Catalina Gaete, Grace Sahota and Katria Tomko (Research Associates)

The following **Volunteers, Trainees and Research Trainees** worked for EuroClio in 2020:

Sophie Aldred*, Oliver Anthony, Kirsty Bailey*, Clara Baudet*, Cecilia Biaggi, Ruby-Ann Birin*, Samuel Blanes*, Amelie Bonney*, Hannah Bowman*, Kelia Brooks*, Henry Brown, Lauren Brown*, Veronika Budaiova, Zaira Bulgheroni*, Alannah Burdess*, Clara Burtet, Cori Campbell*, Jacobo De Camps Mora*, Sara Cepele*, Tommaso Crestani*, Edward Cooke, Katherina Damian*, Elliot Davis, James Dugdale*, Luke Dunne*, Olivia Durand, Emily Dyson*, Julia Flegel, Aivin Gast*, Cecilia Ghosh*, Kayla Gild*, Benjamin Goh*, Oliver Gough*, Virginia Gough*, Hugh Greenwood*, Zobia Haq*, Sofia Henderson*, Nina Immink*, Anna Ivanova, Maarten Jonker*, Alexander Kither*, Chun Hei Adrian Kwong*, Thomas Lambert*, Wan Yii Lee*, Arisa Loomba*, Tinatin Maglakelidze*, Isabella Massam*, Oluwaseun Matiluko*, Daniel Menz, Tryfonia Mits*, Valeria Mingardi, Zehra Munir*, Mathew Murphy*, Celine Ng*, Wei Ai Ng*, Mariri Niino*, Milan Rang, Miranda Richman, Alicia Rijlaardsam, Issabella Orlando*, Djoera Otter, Fani Partsafyllidou, Jin Park*, Lily Parmar*, Nidhi Patel, Charlotte Pontifell, Oshmita Ray*, Sebastian Rees*, Joseph Riley*, Emily Rosindell*, Declan Robison, Jacob Salome, Grace Sahota, Cameron Scheijde, Ingrid Schreiber, Kushal Sohal, Grace Stafford*, Petra Stojnic*, Lily-Rose Tebbutt*, Alice Thornton, Mechteld Visser, Samuel Wall, Zijian Wei, Jade West, Yang Yang*, Su Ying*, Agnes Yu*, and Pegah Zohouri-Haghian*.

* These trainees did a 5-day micro traineeship.



4. Projects and partnerships

EuroClio worked on several projects and partnerships in 2020 to advance its mission.

4.1 The Projects

4.1.1 Learning to Disagree

Co-funded by the
Erasmus+ Programme
of the European Union



Learning to Disagree is a project that helps educators in how to constructively discuss and debate sensitive and controversial issues. The competences that students learn through meaningful dialogue and debate at school also enables these students to deal constructively with tensions and disagreement in their daily life. The project, which finished in 2020, resulted in a needs analysis, a teacher's guide with methods and tools for assessment, learning activities and a set of policy recommendations. **The project is funded through the Erasmus+ programme of the European Union.**

The project focused on a wide array of sensitive and controversial issues, including among others: the remembrance of the communist past in Poland, Czech Republic, Slovakia, and Hungary; the Catalan Independence Referendum; the legal status of Kosovo; reckoning with monuments, street names and other tangible effects of colonialism; the memory of the local impact of the First and Second World War; the Troubles in Northern Ireland.

This project contributed to the capacity building of two EuroClio Member Associations, the Georg Eckert Institute (DE) and Education for the 21st Century (RS) by adding them to the project consortium and making them responsible of the development of three of the project's main outputs: the Needs Assessment and Policy Recommendations (Georg Eckert Institute) and the Exemplar Content (available [at this link](#) under the heading "viewpoints") (Education for the 21st Century). They were also involved in the design of international trainings for teachers, further adding to the capacity building opportunities for both members.

In addition, the project involved several other EuroClio Members Associations by selecting their members to join the team dedicated to the development of the Exemplar Content. 12 EuroClio Member Associations (1) were involved in the design of the educational material produce and of local trainings on the project results, and four of these associations were involved in the transfer of local trainings online due to the Covid19 pandemic.



(1) These are the Member Associations that were involved in the Learning to Disagree project. In bold the associations that developed online trainings on the project. **Association for History Education in Greece**, Association of Hungarian History Teachers, **Bulgarian History Teachers' Association**, **Centre for Education and Innovations**, Croatian History Teachers Association, Danish History Teachers Association, Estonian History Teachers Association, Federation of Basque Schools, French Association of History and Geography Teachers, History Educators Union Association of Turkey, **Istituto Nazionale Parri Milano**, Slovenian History Teachers Association.

4.1.2 Football Makes History

Football Makes History provides educators (both teachers and “non-formal” educators such as youth workers) with ready-to-use lesson plans and resources making use of football history to foster social inclusion. The project also maintains a strong public awareness campaign and has produced several short films aimed at the general public, as well as a set of policy recommendations aimed at policymakers in the football, heritage, museum and education worlds. **The project is funded through the Erasmus+ programme of the European Union.**

Co-funded by the
Erasmus+ Programme
of the European Union



The project creates meaningful connection between football history and: colonialism; migration movements; anti-Semitism and the history of the Holocaust; discrimination and narratives of inclusion and exclusion; the History of EU Integration; everyday life in the socialist and communist periods in Eastern Europe; citizenship education.

This project does not involve EuroClio Member Associations in the Consortium (consisting of the Anne Frank House, the Eintracht Frankfurt Museum, Evenzo Consultancy, FARE Network, and the Romanian Football Federation). However, it contributes to the capacity building and professional development of several members of member associations (2), by involving them in the team that is currently developing the educational resources promoted by the project and providing them ad-hoc training on the inclusion of minorities, anti-Semitism, multicultural societies, and sports and gender policies.



Eintracht
FRANKFURT MUSEUM



(2) Including the History Teachers' Association of Northern Ireland, Istituto Nazionale Parri – Milano, the Croatian History Teachers' Association, the Federation of Spanish History and Geography Teachers, the Association of Teachers of History and Civics (NL), the German History Teachers' Association, the History Teachers' Association of Macedonia and the Association of Sociology Teachers in Secondary Schools in Iceland.

4.1.3 Opening Up Historiana



Co-financed by the Connecting Europe Facility of the European Union

Opening up Historiana aimed to involve more people and organisations in the development of content and tools on Historiana. In the project, we created

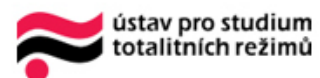
partner pages where third parties can publish and promote their own resources in their own language, added three new building blocks to the [eActivity Builder](#) (Comparing, Highlighting and Discovering), and improved the way in which teachers can review the students' answers and give them instructions. **The project is funded through the Connecting Europe Facility of the European Union.**

The project involved EuroClio Members not only in the project team (such as the Institute for the Study of Totalitarian Regimes), but also in regular feedback session to the newly developed building blocks for the eActivity Builder. Feedback sessions consisted in practical examples of how each block could be used, and involved members from EuroClio Members from Bosnia-Herzegovina, Croatia, Portugal, Albania, Ukraine, Poland, Spain, Finland, Croatia, Czech Republic, France, Romania, Germany, Cyprus, Iceland, Japan, and Bulgaria.

Partners in the project developed content for Historiana on multiple topics, including the fall of communism in Eastern and Central Eastern Europe, the fall of the Berlin Wall and the Cold War, and migration from Europe to the USA in the first post-war period.



Stockholmskällan



4.1.4 Learning a History that is not yet History II

Learning a History that is not yet History II is a project in which history educators from Bosnia and Herzegovina, Croatia, Montenegro and Serbia are working on ready-to-use learning activities for the responsible teaching of the wars in Yugoslavia and its successor states. The project is supported by the Global Centre for Pluralism through the Global Pluralism Award that the team won in 2019. At the end of 2020, the Dutch Ministry of Foreign Affairs pledged support that will enable the team to continue to work and involve colleagues from all parts of the former Yugoslavia.



In this project, EuroClio works in close cooperation with its member associations in the countries indicated above, further contributing to their capacity building in terms of project and event management, transnational cooperation, and cross-border production of educational material.



Udruženje profesora i nastavnika
istorije/historije/povijesti
Bosne i Hercegovine



HIPMONT

4.2 Flagship Initiatives



[Historiana](#) is an online resource developed by and for history and citizenship educators in Europe and beyond. Historiana offers free ready-to-use learning activities, multiperspective historical content and digital tools. Each year we add new content and improve the functionality of Historiana.



[Contested Histories](#) is ongoing research on divisive histories in public spaces led by the Institute of Historical Justice and Reconciliation (IHJR), which is based at EuroClio. By the end of 2020, more than 200 cases from 70 different countries were identified. Initial research is done by under- and post-graduate students at Harvard University, the University of Oxford and Erasmus University Rotterdam. In-depth research on 10 different cases is supported by the Salzburg Global Seminar and the International Bar Association (IBA) and will lead to a publication in 2021.

These cases focus on contested cultural heritage relating to the legacy of slavery and colonialism, to the memory of the fascist, socialist, and communist past, and to other local/regional/global controversies.

4.3 Partner Projects

4.3.1 RETHINK



Co-funded by the
Erasmus+ Programme
of the European Union

RETHINK - Remembrance Education for Thinking Critically (led by France Éducation International) enables the sharing of practices that counter "us" and "them" thinking, promote tolerance and respect

towards diversity, while developing media literacy and critical thinking skills. EuroClio has worked on the analysis of practices and led the development of a [handbook](#) on how practices from the other consortium members (mainly memory institutes) can be used in formal education.

All of the practices analysed have been developed in the context of Holocaust remembrance, but EuroClio has strived to analyse how they can be implemented in relation to new content (such as the wars in Yugoslavia, the legacy of colonialism and slavery, and everyday life in socialist or communist countries in the past).

In 2020, EuroClio has also involved its members in the piloting of the [eLearning Platform](#) developed within the RETHINK project. Members from Slovenia, Croatia, Hungary, Spain, France, and Italy have provided feedback to the modules available on the platform, both in written form and by joining focus groups. The platform promotes modules on: making the past relevant for today; applying multiperspectivity in Remembrance Education (developed by EuroClio); methodologies and approaches (including visiting memorial sites, teaching with video testimonies of victims of national socialism, and using digital archives in class); and challenging exclusion by thinking critically (focused on propaganda, hate speech, and stereotypes).



RETHINK

4.3.2 Teaching European History in the XXI Century

Teaching European History in the XXI Century (led by Utrecht University) is a Strategic Partnership in Higher Education, bringing together experts in the fields of European history, innovative didactic

Co-funded by the
Erasmus+ Programme
of the European Union



Utrecht University

methods, and the development of innovative teaching materials from seven countries (Germany, Spain, Czech Republic, Hungary, the United Kingdom, France, and the Netherlands). The partners are working on the collaborative development of English-language teaching material for courses in early modern, modern and contemporary European history that allows Higher Education Institutions to internationalise their curriculum. EuroClio's role is to make the sources that are part of the handbook

available online through Historiana.

4.3.3 Cooperation with the Europeana Foundation (Europeana DSI4)

The [Europeana Foundation](#) and EuroClio are working together to stimulate the use of digital heritage in education. This cooperation focused on the better integration of Europeana in Historiana, the development of exemplar resources and use of these resources for the professional development of teachers. In 2020, we have written blog posts, organised webinars and held information sessions with cultural heritage institutes who expressed an interest in using Historiana as a tool to encourage the use of their own collections in education.



In 2020, we have developed exemplar resources (in the form of source collections) on, among others, the Reformation and the Industrial Revolution.

In addition, thanks to this project we have contributed to the professional development and capacity building of several member associations by designing and providing dedicated workshops on how to use Historiana to plan for digital learning. We have provided these workshops in France (Lille), the Netherlands (Amsterdam), and Slovakia (Bratislava), as well as online. More workshops were foreseen, but unfortunately several have been postponed or cancelled due to the outbreak of the Covid19 Pandemic.

In December 2020, we hosted the first of a series of workshops on how to use the developed exemplar resources in connection with the eActivity Builder.



Co-financed by the Connecting Europe
Facility of the European Union

Participation to this online workshop was

open to all Members. The workshop focused on using source material as evidence to teach about Post-War Europe.

4.3.4 Critical History

Co-funded by the
Erasmus+ Programme
of the European Union



Critical History (led by Tallinn University) is a project funded through the Erasmus+ programme of the EU, consisting of a consortium of four European universities in addition to EuroClio. The project's main focus is to produce a study guide, with learning activities and teaching methods and tools on four topics: Heritage in history education, global dimensions of national history and post-colonial history, public history and history education, and the role and influence of the internet in history education. The study guide targets students at teacher trainer colleges of the four universities as well as experienced teachers in EuroClio's network.

4.4 Partnerships

4.4.1 In Europe Schools



The VPRO (a public broadcasting company from the Netherlands) and EuroClio have worked together on [In Europe Schools](#), an online exchange project for European schools on Modern European History and documentary-making based on the TV Documentary Series "In Europe: History caught in the act". The project has resulted in [Toolkits on Difficult History, Migration, Climate Change and Gender Equality](#). 44 schools from 19 countries participated in the pilot, and 100 schools from 30 European countries have started the project in 2020 (3). Now that the TV Series is finished, the VPRO has transferred the ownership to EuroClio. We will continue to promote the toolkits, organise workshops, and maintain the network of schools.

This project contributes to the capacity building of participating teachers by equipping them with ready-to-use resources to teach about current topics in historical perspective in a new and engaging manner, by guiding their students in creating their own projects, and by helping schools build meaningful international partnerships.

FONDS 21

VSBFonds.
iedereen doet mee

**European
Cultural
Foundation**


**PRINS BERNHARD
CULTUURFONDS**
De kunst van het leven

(3) In 2020, members of EuroClio Members in Albania, Armenia, Belgium, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, Moldova, Montenegro, North Macedonia, Poland, Portugal, Romania, Serbia, Slovenia, Spain (Madrid and Basque Country), and the United Kingdom have joined the In Europe Schools project.

4.4.2 Sharing European Histories

The Evens Foundation, EuroClio and an international team of specialists in history education (4) have worked in the [Sharing European Histories](#) project on the design of [five strategies](#) that support teaching history in a multiperspective, pluralistic, and engaging way. Some of these strategies have been translated into Albanian, Armenian, English, Greek, Italian, Polish, Portuguese, Serbian, Spanish, Turkish, and Ukrainian are being used for professional development workshops in eight countries. These workshops are developed by the local history teachers' associations on the ground, further contributing to their capacity building when it comes to offering (online) professional development courses to their members. The partnership with the Evens Foundation will end in June of 2021, but it is likely that collaboration will continue.

The developed strategies focus on the analysis of commemorative practices, the analysis of historical figures and their different perceptions, the study of the history of ideas, the reconstruction of objects' biographies, and the creation of an understanding about the complexity of the past by studying stories of the past.

The logo for the Evens Foundation, featuring the words "Evens" and "Foundation" in a white, sans-serif font, stacked vertically, against a solid dark red rectangular background.

(4) Including members of the Albanian History Teachers' Association, Croatian Association of History Educators – HUNP, Portuguese History Teachers' Association, The Historical Association (UK), and the All-Ukrainian Association of Teachers of History and Social Studies "Nova Doba".

4.4.3 Partnership with MICT

The MICT - United Nations International Residual Mechanism for Criminal Tribunals has partnered with EuroClio to reach history teachers across the former Yugoslavia. This collaboration is part of the outreach efforts of the former UN tribunal for Yugoslavia (ICTY) with the aim to facilitate the use of the ICTYs archives among local history teachers. The partnership ended in December 2020 after the successful coordination of local teacher trainer workshops in Croatia, Serbia, Montenegro, Kosovo, Bosnia-Herzegovina and North Macedonia. It is likely that the collaboration will continue in 2021.

4.4.4. Partnership with the Global Centre for Pluralism

The Global Centre for Pluralism is developing the Educating for Pluralism Innovation Lab. In 2020, they started to develop a School Reflection Tool that will help schools examine how inclusion and equity currently figure in their policies and practices and what can be done more. They also worked on an outline for a six-week moderated, self-paced, course where participants collaborate on concrete strategies that support pluralism in the classroom. EuroClio was represented in the expert advisory group for this development phase.



27

Lorraine Besnier

Catherine Savitsky

Euro

Steven Stegers

charlottepontifell

Ernie B

pro Rozvoj

chris ro

reas - EuroClio

Vale

Alice

Steven Stegers

Harrison

Rita

5. Key Activities

5.1 Research

In the second half of 2020, EuroClio held a series of a focus group interviews with representatives of its Members, to assess the needs of history and citizenship educators. Together with a shorter questionnaire distributed to all members of the EuroClio network, these interviews will inform our work as we continue to create a Needs Assessment Report in 2021. In addition, EuroClio has continued its research for the Contested Histories cases and has grown its database and mapping study to more than 200 cases.

5.2 Advocacy

EuroClio continued its work with the Council of Europe (CoE) and was in 2020 invited to join the Expert Working Group on History Education. EuroClio was also invited to speak at the Parliamentary Assembly of the Council of Europe (PACE) and is expecting a role in the newly established European Observatory on History Teaching in Europe (HOPE). EuroClio also attended the 2020 meetings of the CoE Conference of INGOs. Ambassadors have represented EuroClio at OSCE Expert Meeting and conferences, and through the Lifelong Learning Platform, also at the EU Working Group on 'Promoting Common Values and Inclusive Education. EuroClio has furthermore issued position papers on the EU's action plans on Digital Education and Digital and Culture.

EuroClio has participated in network meetings of European civil society organisations advocating for the continuation of the Europe for Citizens programme of the EU (now part of Rights and Values programme), while also reaching out to representatives in Brussels and the Dutch national agency for this funding mechanism.

Finally, EuroClio organised a session on its manifesto and related question "What is quality history education?" as part of the Annual Conference 2020, with the intention to inform the ongoing revision of the current manifesto version. Several Members Associations took part to this session, including: The Association of Sociology Teachers in Secondary Schools in Iceland, the History Teachers' Association in Iceland, the Georg Eckert Institute, the Association for Historical Dialogue and Research (Cyprus), the Romanian Society for Historical Sciences, the Association of Hungarian History Teachers, Istituto Nazionale Parri – Milano, the Albanian History Teachers' Association, the Finnish History and Social Studies' Teachers Association, the Bulgarian History Teachers' Association, the History NGO Forum for Peace in East Asia, the Federation of Basque Schools, the All-Ukrainian Association of Teachers of History and Social Studies "Nova Doba", the Slovenian History Teachers' Association, and EUROCLIO-HiP.

5.3 Fundraising

In 2020, EuroClio submitted 17 different project applications (lead applicants in 11 proposals), and was granted 4 projects: Contested Histories Onsite, Critical History, Europeana DSI4.2, and Learning History that is not yet History II. Three of these projects (CHO, DSI4.2, and LHH2) are continuations of past projects or flagship initiatives, meaning that the results of past work will continue to be expanded upon, ensuring sustainability.

EuroClio also reached out to a number of new donors through unsolicited letters, especially following the global rise in interest in contested statues related to colonialism (e.g. the throwing of the Lord Colston statue into the River Avon in Bristol, UK), to seek funding for Contested Histories. 11 letters were sent out to a variety of donors.

Five concept notes were developed for future projects, including the topics: the history of colonialism and transatlantic slavery, media literacy, women's representation in history, oral histories in Central and Eastern Europe, and European Union history from the perspective of countries outside the EU. One concept note for a professional development month themed around the topic "the fragility of democracy" was also produced.

5.4 Educational Resources

In 2020, EuroClio created a series of transnational source collections and eLearning Activities with sources from Europeana. These source collections focus on different topics, and can be used to address different learner challenges. In addition, EuroClio published 12 different collections of viewpoints on controversial and sensitive topics, as well as 13 learning activities that use these viewpoints to promote dialogue, debate, and discussion in the classroom. A module on multiperspectivity in Remembrance Education was published as part of the RETHINK eLearning Platform, and the first 10 Learning Activities developed within Football Makes History have been published. EuroClio has also worked toward the development of (e)Learning Activities that will be published in 2021, including 15 additional learning activities within Football Makes History and educational materials produced as part of the Learning a History that is not yet History II project.

5.5 Professional Development

In 2020, EuroClio had designed a variety of face-to-face trainings, including an [Annual Conference](#) set to take place in Belgrade in April 2020, and a series of national trainings on Football Makes History and on Learning to Disagree set to take place throughout the year. To react to the outbreak of the Covid19 pandemic, these trainings were transferred online, and complemented with additional online seminars and workshops.

EuroClio Members were involved in the planning and design of all trainings in 2020.

This provided these members with hands on capacity building and experience on how to not only plan an international training, but also design its programme and communicate with (international) participants. The transfer of all trainings online determined a further capacity building opportunity for these members, who gained relevant experience on distance learning and planning of active workshops and sessions online.

All online trainings were offered free of charge to all Members of EuroClio, making sure that as many members as possible were reached and trained.

In particular, EuroClio launched on 2 April 2020 an [Online Course on Online Teaching](#), consisting of seven lessons freely available online for all members of the EuroClio Community. The last lesson was published on 11 June 2020, and all videos are still available on the EuroClio YouTube Channel. The Annual Conference [“Controversy and Disagreement in the Classroom”](#) (5) took place online on 31 October - 29 November 2020, and gathered 193 history, geography, heritage, and citizenship educators from 49 different countries. Furthermore, EuroClio held online webinars on: [“Inclusive Education”](#) (6), [“In Europe Schools”](#), and “Creating eLearning Activities with Digital Collections”.

In December 2020, EuroClio launched a webinar series on [“How to develop quality eLearning Activities on Historiana”](#), dedicated to advanced Historiana users. The first session of the series took place on 9 December, and focused on Postwar Europe and how to use source materials as evidence.

Finally, EuroClio trained over 13 full time trainees and over 20 research trainees and volunteers. Moreover, the association has provided many opportunities for its staff to develop different skills over the year, seizing the opportunities provided by the Covid19 pandemic in terms of availability of online courses and resources to further specialise staff members.

(5) Organised in partnership with Education for the 21st Century (Serbia) and Association for Social History - EUROCLIO (Serbia), the Annual Conference hosted workshops designed by members of the following member associations: Association for History Education in Greece, Association of Hungarian History Teachers, Bulgarian History Teachers' Association, Centre for Education and Innovations, Croatian History Teachers Association, Danish History Teachers Association, Estonian History Teachers Association, Federation of Basque Schools, French Association of History and Geography Teachers, History Educators Union Association of Turkey, Istituto Nazionale Parri Milano, Slovenian History Teachers Association.

(6) Organised in partnership with EuroClio Member CIVITAS (Armenia)

5.6 Outreach and Exchange

Throughout 2020, EuroClio shared information via its newsletter, its website, and via various social media platforms, among them Facebook, Twitter, LinkedIn and Instagram - with strong growth in followers across these platforms. 2020 also saw the launching of EuroClio's own podcast *Past Times: Talking and Teaching History*, with a total of 5 episodes produced. *Footballmakeshistory.eu*, a dedicated website for the Erasmus+ funded project on football history, went live in Spring 2020. In addition, the annual report of 2019 was published, as well as numerous in-depth articles, reviews, blog posts and shorter news posts highlighting opportunities for our community.

In 2020, EuroClio issued 8 newsletters dedicated to its Individual Members, 8 to its Full Members, and 8 to its Associated Members. These messages were dedicated to the promotion of initiatives from members, to the consultation of Member on matters of advocacy and planning (including the selection of the location for the Annual Conference 2022), and to the launch of calls for trainings and projects.



6. Financial results and policies

During 2020 EuroClio continued to work on its mission through projects and activities, supported by a range of donors. The Covid-19 pandemic prevented some activities that were planned for 2020 from taking place, such as the summer school, winter school and the Masterclass. Several activities that were supposed to take place in real life, including the annual conference, the general assembly, project meetings and traineeships, were moved online. In response to the pandemic, EuroClio offered a course on online teaching and accelerated the development of new media, including a podcast.

6.1 Operating Grants

EuroClio receives core funding from the European Union Europe for Citizens Programme, and from the Open Society Foundation's Education Support Programme. This core funding supports the main activities and covers the core costs of EuroClio.

2020 was the 3rd year of the Framework Partnership Agreement between the European Union and EuroClio. This operating grant, managed at the European Commission 'Europe for Citizens: European Remembrance' programme, supports the activities of EuroClio that are related to Remembrance. In the end of 2020 the Framework Partnership Agreement has been extended to 4 years, so it will also cover 2021.

2020 was the second year a three year institutional support grant by the Open Society Foundations – Education Support Programme. This core support enabled EuroClio to respond more directly to societal needs, allowed EuroClio to make strategic investments, and work its mission outside Europe.

6.2 Financial and partnership support

The following partner and donors financially supported the work of EuroClio in 2020:

- European Union, DG EAC, Erasmus+ Programme
- European Union, DG Home, Europe for Citizens Programme
- European Union, DG CONNECT, Europeana Digital Service Infrastructure
- Evens Foundation, Belgium
- Global Center for Pluralism, Canada
- House of European History, European Parliament, Belgium
- European Parliament Representation in the Netherlands
- VPRO, The Netherlands.

- Open Society Foundations, Education Support Programme
- OSCE High Commissioner on National Minorities.
- UN International Residual Mechanism for Criminal Tribunals.
- Salzburg Global Seminar

6.3 Financial Result

In 2020, EuroClio closed the year with a positive result of € 16.539. More income was generated through projects, core funding, membership fees and consultancy than was spent. There was less income than budgeted, but also more cost savings, especially related to travel and stay due to the Covid-19 pandemic.

Throughout the year EuroClio has been monitoring and reducing costs to achieve this result. During the year two interim financial reports were produced which helped to identify potential deviations from budget, and steer the year to a positive end. Good oversight for the Association, alongside the normal external accountancy/audit scrutiny, was ensured by the Board's Financial Committee, and regular Board to monitor the financial health of EuroClio, and take measure where needed. EuroClio has monitored the expected vs realised income and expenditures on a monthly basis and kept an updated overview of the liquidity planning.

6.4 Contingencies

Of the 10.000 euro that was budgeted for contingencies, € 2.613 has been used. These were costs for the preparation of the Annual Conference, which was moved online, due to the Covid-19 pandemic.

6.5 Operating Reserve

The Board continues its policy to allocate positive results to an operational reserve. Such an operational reserve is needed in order to secure the continuity of the organisation, but also to avoid issues related to liquidity (taking into account the pre-financing requirements), and to improve the financial operational capacity of EuroClio. The Board will update its policy on the operating reserve in 2021.

At the closing of 2020 accounts this reserve now stands at € 79.043 (compared to € 62.504 at the end of 2019).

6.6 Overtime

In 2020, the EuroClio staff members worked more than they were contractually obliged. A reservation for up to 15 in lieu days is included in the accounts to compensate for the over hours. The rest of the overtime, which is the equivalent of € 24.072 has been waived by those staff members to which this applied.

7. Budget 2021

	Budget 2021	
Income		
Operating Grants	258,000	
Projects	558,525	
Consultancies	20,000	
Trainings	4,000	
Membership fees and other income	17,000	
Total income		857,525
Expenditures		
Personnel costs	23,778	
Depreciation	5,250	
Direct Project Expenditures	318,345	
Other expenditures	195,700	
Total expenditure		843,073
Result		14,453
Attributable to:		14,453
Operating Reserve		

8. Plans and challenges for 2021 and beyond

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

We will work on

- Research, by identifying relevant practices and resources on the focus areas and thematic priorities we work on, using and refine a measuring system to monitor and evaluate the impact and progress of our work, writing articles on the history of EuroClio, and mapping the needs of history and citizenship educators.
- Advocacy, by consulting our members on key issues, representing their interests and voicing their concerns by working with intergovernmental organisations (including the Council of Europe, the European Parliament, the OSCE and the United Nations), by updating the EuroClio Manifesto, issuing and responding to policy recommendations, and mapping quality standards for history and citizenship education.
- Fundraising. For this, we will prioritise fundraising for our flagship initiative, for projects and activities that make use of projects that were successfully completed, arrange meetings with representatives of previous, current and potential donors, and refine the workflow for identifying, documenting and responding to leads for fundraising.
- Professional development, we will offer several series of online opportunities for professional development on thematic priorities, map workshops that we can embed in events organized by members and partners, work on capacity building through our projects and partnerships, offer (research) traineeships to university students and young professionals, and enable our staff members to develop professionally in their area of work.
- Educational resources. The development is done as a collaborative design, including testing, peer-review, editing in transnational teams. These resources include lesson plans, source collections, animations, eLearning Activities and digital tools. We will create these as part of projects, flagship initiatives, strategic partnerships, and map relevant resources related to our priority themes, thereby responding to current needs and developments of history and citizenship educators internationally.
- Outreach and exchange, by developing and sharing inspiring and useful content (in the form of blogs, reviews, digests, podcasts, videos) through our website, newsletter, social media, and bulletin, by developing PR materials to support advocacy, fundraising and member recruitment (including a video introducing EuroClio and its work), and by continuing to systematically map and use communication and dissemination channels.

For our flagship initiatives we will:

- Further develop Historiana as a tool for educators to find and create resources for innovative and responsible history and citizenship education. We will focus on making existing content easier to find (through browsing, filtering, tagging and sorting), enabling partner organizations to contribute to the development of Historiana, and making it easier to create content.
- Make the research on iconic cases of contested histories available on contestedhistories.org, promote the use of the existing research by educators and policy makers, and use it ourselves to raise awareness of the importance of history and memory for intergroup relations. In addition, we will continue the mapping study, research new cases and select cases that will be kept up to date.
- Test and improve the Masterclass as an effective means to introduce EuroClio and its approach to teaching and learning history and citizenship in diverse settings across the world when this is responsible to do in light of Covid-19 restrictions).

8.1 Themes and priorities

EuroClio will advance its work in the following focus areas that are part of the strategic plan 2020-2024.

- Promote a transnational and multi-perspective approach to history education.
- Make learning history motivating, meaningful and inclusive.
- Use new technologies to enhance history education.
- Prevent and resolve conflicts related to history and memory.
- Support educational reform based on democratic values.
- Use research to advance the teaching and learning of history.
- Advance teaching and learning about the European Union.

In addition, there are thematic priorities for each year, such as decolonizing history and the fragility of democracy. For each of these priorities, we will identify relevant practices and resources, offer opportunities for professional development and work on outreach and communication.

8.2 Membership recruitment and involvement

EuroClio will offer various ways in which members can engage with the work of EuroClio. Members have free and unlimited access to webinars and online events, can start and join special interest groups, get refunds for reviews of podcasts, books, games and exhibitions, can use the online conferencing software from EuroClio, and get advice on fundraising. EuroClio will offer more membership services as the membership grows.

8.3 Strategic partnerships

EuroClio will continue its work with strategic partners. These partners include the Bundeszentrale für politische Bildung, the Council of Europe, ENRS – European Network of Remembrance and Solidarity, European Schoolnet, the Evens Foundation, Europeana, EUROM – European Observatory on Memories, Facing History and Ourselves, the Georg Eckert Institute for International Textbook Research, the Global Centre for Pluralism, the House of European History, IHJR - the Institute for Historical Justice and Reconciliation, IB – the International Baccalaureate, LLLP - the Lifelong Learning Platform, Memorial de la Shoah, OSCE, the Organization for Security and Co-operation in Europe, The UN International Residual Mechanism for Criminal Tribunals (MICT), the Northeast Asia History Foundation, and a range of Universities and Teacher Training Institutes across Europe.

8.4 Predicted Challenges and Risk Mitigation

Human Resources

From 2021 onwards, the staff has increased to more than 5 f.t.e. (full time equivalent). This increase is reflecting the ambition of EuroClio to grow and increase its impact. More staff, enables us to prioritise the thematic work, offer more and better membership services, provide better support to the teams leading the flagship initiatives, and manage more projects and partnerships.

Additional funding, greater diversity in donors

EuroClio will work to diversify its funding in order to increase its impact, to be better able to respond to opportunities and challenges related to our mission, and to be more resilient to changes in the funding landscape, so that we can continue to function on a professional level in the future as well.

In terms of priorities, we will seek financial support for current projects, flagship initiatives, and projects that build on the results of successful completed projects. For this, we will explore private foundations, launch a fundraising campaign for the Masterclass (once it is possible to travel) and seek support from Ministries of Foreign Affairs.

Operating Grants

2021 is the last year of the EU Europe for Citizens Operating Grant that EuroClio currently receives for its work on European Remembrance (which has been extended from 3 to 4 years) and the last year of the operating grant of the Education Support Programme of the Open Society Foundation. Therefore, seeking new support for 2022 will be a priority in 2021.

Covid-19

In 2021, the pandemic will remain an uncertain factor. EuroClio will not plan any face to face meetings before the summer. We anticipate that widespread vaccination will make it possible for people from different countries to meet again without putting themselves and others at risk. When it is possible, we will first meet in small groups, before we organise bigger meetings, such the annual conference, or thematic seminars. At the same time, we continue to offer opportunities for online learning, and carefully assess whether it is necessary to travel internationally, before embarking on a mission.

More details about the future plans can be found in the Action Plan 2021.

euroclio.eu

@euroclio

Riouwstraat 139
2585 HP, The Hague
The Netherlands
+31 70 3817836
secretariat@euroclio.eu



Co-funded by the
Erasmus+ Programme
of the European Union

