# WORLD AWARE EDUCATION AWARDS

**Recognising excellence in partnership, networking and coordination for increased and improved global education**

with the Support of the European Commission
through the Joint Management Agreement signed between the EC and the NSC

Application by:

EUROCLIO – European Association of History Educators
Laan van Meerdervoort 70
2517 AN The Hague
0031 70 3817836 (tel)
0031 70 3853669 (fax)
steven@euroclio.eu
www.euroclio.eu

# APPLICATION FORM

## 1. NAME OF THE PROJECT

Historiana – Your Portal to the Past

## 2. BRIEF SUMMARY DESCRIPTION

Historiana is an international education program, initiated to develop an educational website on the history and heritage of Europe that involves more than 30 countries[1]. It offers teachers and young people the opportunity to compare locations and periods, various experiences of people, and the consequences of historical developments, articulated in material and immaterial legacies of Europe. **The website offers a first real alternative solution to the idea of a European History Textbook.**

The first version of the website can be accessed at http://historiana.webtic.nl and is being prepared for piloting with students, which will start early 2012 after the final improvements have been implemented and more content has been added.

Innovative feature of the Historiana website include:

- The organisation around **7 themes and subthemes** that relevant for all people, regardless of their cultural, religious or ethnic background and bridge histories across borders.[2]
- An **innovative way of navigating** that stimulates learning by offering access to those modules, themes, historical figures, social groups, cities, countries, historical sites, and information that are historically relevant.
- Inclusion of **analytical questions and sources** that challenge users to think critically, analyse evidence and compare perspective.
- The structuring of case studies around **key questions** to enable users to compare cause, experiences, perceptions, consequences and material and immaterial legacies.
- **Online learning activities**, such as animated maps, and the examining of visual sources with a magnifying glass, that are engaging for students and help them acquire **key competences**.

48 educational modules in different stages of development.[3] International training seminars are being organized on an annual basis for further outreach, -implementation and –improvement of the material.

[1] In 2011 the representatives of the following countries are actively involved in the development and improvement of the Historiana website: Albania, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Italy, Latvia, Lithuania, Macedonia, Malta, Poland, Portugal, Romania, Russia, Serbia, Slovenia, Spain, Sweden, The Netherlands, Turkey, Ukraine, United Kingdom

[2] The 7 themes are People on the Move, Rights and Responsibilities, Conflict and Cooperation, Life and Leisure, Work and Technology, Ideas and Ideologies and The Environment.

[3] A complete list of modules that have been developed or are now under development is included as Annex 6

## 3. WHAT IS THE NORTH-SOUTH/ GLOBAL DIMENSION OF YOUR PROJECT?

**The global dimension of the Historiana Programme** is evident in the content of the material, the global issues that are addressed and the international scope of people and partners involved and/or interested in development and training.

a. A thematic approach to history and heritage

All of the content is organized around 7 themes selected because they impact on local, national, regional, European and global history and because they encompass the different dimensions in history: the political, social, economic, cultural and environmental; the history of events and long-term developments and also the history of everyday life.

Each of the themes has a global education dimension:

- **People on the move** focuses on migration and the exchange between cultures. By educating students about diversity, different cultures and minorities we aim to promote inclusiveness, solidarity to others and intercultural dialogue.

- **Rights and Responsibilities** is a theme that focuses on how ordinary people have been engaged in struggles with tyrants, absolute monarchs, dictators, totalitarian states, multinational corporations or democratically-elected governments. This theme will raise awareness amongst students on social justice and responsible development.

- **Conflict and Cooperation** will address conflicts and the process of trying to resolve these conflicts and move towards cooperation. Students will learn about conflicts and how these can be prevented or resolved.

- **Life and Leisure** focuses on the history and heritage of 'ordinary people' thereby providing a more inclusive approach to the past. Students will study other cultures and social habits closely and improve their intercultural competences. Youngster will be better able to relate other cultures see parallels between their own and other's histories.

- **Work and Technology** shows how people sustained themselves and their families throughout the years, but is also about creativity, innovation and problems that people found. There are clear link to environmental problems that we face today around the globe.

- **Ideas and Ideologies** by studying a variety of ideas and ideologies from all around the world. By understanding and studying other people their ideas and ideologies closely we hope that students learn to have empathy and respect toward others.

- **The Environment** this theme is often associated with other sciences, but actually is an important part of history as well, especially the way human beings saw themselves in relation with the environment. By learning about people their relationship with the environment in the past students

The thematic approach has been chosen because looking into history from a thematic angle makes it easier to see connections between historical events, the relevance for the world we live in and legacy that remains. The broad nature of the themes that are chosen makes them

relevant for various contexts, so that the material can be used for multiple purposes. The thematic approach makes it possible to trace back long term developments, see and analyze turning points in history and see similarities and difference between events and locations. Through this, it shows what people share, with respect for diversity.

Short descriptions of the themes can be found in the Introduction to Historiana (Annex 2) and introductions to six of the seven themes are included as Annex 3.

b. Compare and Contrast Case Studies

A unique feature of the Historiana website is the possibility to compare and contrast historical case studies. Comparing national histories allows students to see similarities, differences and helps them to see parallels on a transnational level. It also helps to see global trends and developments via the national histories that are easier to connect to the various educational systems.

The comparison of case studies is possible because of the structuring of case studies around key questions. Key questions are important for developing historical understanding and providing a coherent overview of a given theme (or topic) by focusing on causes and contributing factors, identifying the significant events, highlighting how people experienced these events, identifying the main consequences of what happened, and helping the user to make historical connections and understand the bigger picture.

The following questions are used as Key Questions:

- What was the context?
- Why did it happen?
- How did people experience and perceive it?
- What were the consequences?
- What is the legacy?
- What was the bigger picture?

These key questions are adapted slightly for each theme.

c. The Bigger Picture

The global dimension of case studies is made explicit in every case study in the Bigger Picture section. The description from the author's guide written by Robert Stradling clarifies what is meant by 'The Bigger Picture:

*"No historical event or development takes place in a vacuum. The domino effect that occurred in central and Eastern Europe in 1989-91 demonstrates this, as does the Arab Spring in 2011. People's actions in one place are often influenced directly and indirectly by what is happening elsewhere. The Bigger Picture helps users to make connections; to locate the events and developments that are being explored in a given case study within a broader set of events and developments that may have helped to shape what happened in the case study. People leaving Ireland in the C18th and C19th centuries are a case study of something bigger: the mass migration of people from all over Europe to the United States in search of a better life and to escape oppression in their homelands. In this way, users can set the case studies in broader, bigger picture.*

*The Bigger Picture is used in another sense as well: Events in one country or place can be part of a bigger geo-political picture. For example one can look at events happening in Libya in 2011 and see that this reflects a populist rising against Gadaffi, the regime he and his supporters have created and the tribalist politics that he has encouraged. At the same time we can see that the Libyan opposition to Gadaffi's regime have been influenced and encouraged by developments in neighbouring states. But to fully understand the bigger picture it is also necessary to look at the role that the major international powers have played in Libya (and the rest of the region) throughout the C20th, and particularly from 1918 onwards."*

d. Global Reference Timeline

At the moment, the development team is working on a Global Reference Timeline that will be used throughout the Historiana website. This timeline is being designed as a reference point in time for users. The global reference timeline is NOT designed to give a comprehensive overview, but to help students to get a better understanding of time, as it offers information on what is happening at that time elsewhere in the world and how it fits in long term developments.

The timeline will contain approximately:

- 10 Broad Historical Periods
- 50 Trends and Developments, and
- 100 Historical Events

Before the timeline will be integrated in the Historiana website, several rounds of consultation with educators and historians across the globe will happen.

e. Focus on transversal skills and competences

The teaching and learning ideas that are developed in addition to the case studies contribute to students acquisitions of transferable skills and competences, many of which are part of global education.

- Building **Chronological Understanding**
- Understanding of **Cultural, Ethnic and Religious Diversity**
- Indentifying, Analyzing and Explaining **Change and Continuity**
- Indentifying, Analyzing and Explaining **Cause and Consequence**
- Considering **Significance**
- Understanding **Interpretation**
- Identify and Investigate Specific Historical Questions as **Historical Enquiry**
- **Using Evidence**
- **Historical Empathy**

Educators that develop teaching and learning ideas are instructed to focus on active learning approaches such as debates and oral history projects, in which student have to work together in team, discuss and do research.

f. Contributors and editors from diverse countries and backgrounds

The diversity amongst the people working on the development of material is part of the global dimension of the Historiana programme: The editing team consist of educators from different nationalities (Dutch, English, Latvian, Macedonian, Maltese and Welsh) and different professional backgrounds (Historians, Political Scientists, Teacher Trainer, Teachers and Textbook Authors). The team of contributors consists of people from 23 nationalities.[4]

**The North-South Dimension of the Historiana Programme** is mostly in the making, and has so far been exploratory. Important steps towards North-South cooperation however have been made, and North-South cooperation will intensify in 2012 with the support of the Open Society Institute. So far the North-South dimension is apparent because

**a.** Several Historiana **Case Studies** have a clear North-South Dimension:

These are:

- From Guest Worker to City Councillor: Immigration to Denmark in recent times (by Benny Christensen and Agnete Holst-Anderson)[5]
- Post-Colonial Migration from North Africa (by Elarbi Imad)[6]
- The Treatment of the other in Spain's colonial wars in Morocco (by David Parra)
- The Knights of St. John in Search for a Home (by Yosanne Vella)

**b.** A **partner organisation from Morocco** has been involved in development of Historiana since the beginning of the programme.

Elarbi Imad, the director of the Moroccan Center for Civic Education, has been part of the first team of contributors and participated in events in Berlin, Hungary and Istanbul.[7] He has been the author of the Case Study 'Post-Colonial Migration from North Africa'. Via this partnership, EUROCLIO has been able to create new contacts in North Africa and the Middle East as a start for more intense cooperation in the future.

**c.** **Presentations** of Historiana **in Egypt and Qatar**

Historiana has been presented during an expert meeting organized by the Anna Lindh Foundation where organisations active in the field of education from the Euro-Mediterranean area were present.[8] Historiana has also been presented in Qatar during the World Innovation Summit for Education 2010 and will be presented during the 4th forum of the UN Alliance of Civilizations.

---

[4] Cyprus, Denmark, France, Finland, Georgia, Greece, Iceland, Italy, Latvia, Malta, the Republic of Macedonia, Morocco, the Netherlands, Poland, Romania, Russia, Serbia, Slovakia, Spain, Sweden, Turkey, the Ukraine, and the United Kingdom.

[5] The case study can be downloaded in PowerPoint format at http://www.euroclio.eu/new/index.php/component/docman/doc_download/1056-case-study-migration-to-denmark-fv

[6] The case study can be downloaded in PowerPoint format at http://www.euroclio.eu/new/index.php/component/docman/doc_download/1041-case-study-postcolonial-migration-from-africa

[7] http://civicmorocco.org/

[8] The full name of the Anna Lindh Foundation is Anna Lindh Euro-Mediterranean Foundation for the Dialogue Between Cultures. Their official website is http://euromedalex.org/

**d.** Inclusion of the Mediterranean Dialogues application in the **UN Alliance of Civilization Action Plan** and Regional Strategy for the Mediterranean.[9]

A proposal of EUROCLIO for N-S cooperation on history education has been included in the Action Plan of the UN Alliance of Civilizations. This helps to get political backing for future activities with a North-South Dimension.

**e.** Interest in cooperation from Israel, Lebanon and Morocco

Several organisations from North Africa and the Middle East have expressed interest in (continued) cooperation with EUROCLIO. These organisations include Yad Vashem, the Peace Research Institute of the Middle East, the Adyan Foundation, the Morrocan Center for Civic Education.[10]

The North-South Dimension of the Historiana Programme will increase in 2012 because the Open Society Institute has offered EUROCLIO support in bringing a group of educators in the field of history-, heritage and citizenship together, and possibly support follow up actions.

[9] The Action Plan is available at http://www.unaoc.org/wp-content/uploads/UNAOC-Action-Plan-for-the-Mediterranean-20-April-2011.pdf

[10] http://www.yadvashem.org/, http://vispo.com/PRIME/, http://www.adyanvillage.net/, http://civicmorocco.org/

## 4. PARTNER ORGANISATIONS

EUROCLIO works together with a wide range of partners in the testing, development and implementation of the Historiana programme.

### a) Coordinator

Name: EUROCLIO – European Association of History Educators

Short Description: EUROCLIO, the European Association of History Educators, promotes a responsible and innovative teaching of history based on multi-perspectivity, critical thinking, mutual respect, and the inclusion of controversial issues. The Association advocates a sound use of history education towards the building and deepening of democratic societies, connecting professionals across boundaries of countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing innovative teaching tools. EUROCLIO has been able to define and pragmatically refine a methodology building on the practical work it carried out. Its approach is process-orientation centred and believes in reinforcing professional talents as fundamental resources for innovation and change. In 2011, EUROCLIO represents 77 independent and volunteer History heritage and citizenship Educators' Associations and related Institutes from 49 mostly European countries and reaches out to a network of at least 25.000 history, heritage and citizenship educators.

Contact Details: Laan van Meerdervoor 70
2517 AN The Hague
The Netherlands

Website: www.euroclio.eu

### b) Webdevelopment

Name: WEBtic

Short Description: WEBtic is a consultancy that is specialized in the design and implementation of solutions regarding communication using internet technologies. WEBtic makes use of the latest development which enables them to see possibilities that haven't been discovered by others. The company has full time staff and depending on the assignment works together with independents.

Website: www.webtic.nl

### c) History-, Heritage and/or Citizenship Educators Associations

Names: EUROCLIO-HIP (Bosnia-Herzegovina), Hrvatska udruga nastavnika povijesti (Croatia), Όμιλος Ιστορικού Διαλόγου και Έρευνας (Cyprus), Danish History teachers's Association (Denmark), United Kingdom History Teacher Education Network (England), Historian ja yhteiskuntaopin opettajien liitto HYOL ry (Finland), Association des Professeurs d'Histoire et Geographie (France), Georgian Association of History Educators (Georgia), Verband der Geschichtslehrer

Deutschlands e.V. (Germany), Félag sögukennara (Iceland), LANDIS – Laboratorio Nazionale per la Didattica della Storia (Italy), Latvijas Vēstures skolotāju biedrība (Latvia), Асоцијација на Наставници по Историја на Македонија (АНИМ) (Republic of Macedonia), Għaqda tal-Għalliema tal-Istorja (Malta), HIPMONT (Montenegro), Moroccan Center For Civic Education (Morocco), History Teachers Association of Moscow (Russia), Scottish Association of Teacher in History (Scotland), Udruženje za društvenu istoriju (Serbia), Slovenian History Teachers's Association (Slovenia), Asociacion del Profesorado de Historia y Geografia (Spain), Historie Lärarnas Fórening,HLF (Sweden), Vereniging van docenten in Geschiedenis en staatsinrichting in Nederland (the Netherlands), Tarih Eğitimcileri Birliği Derneği (Turkey), and Всеукраїнська асоціація викладачів історії, суспільних дисциплін та громадянської освіти «Нова Доба» (Ukraine)

Short Description: The history-, heritage and/or citizenship educators associations provide contributors, participate in training and help with the dissemination of material. Contributors are responsible for the development of new modules. Their work includes the selection and contextualization of appropriate source material, the clearance of copyright and translation of sources in English when needed.

Websites: http://www.bih.cliohip.com/, http://hunp.com/, http://www.ahdr.info/, *http://www.emu.dk/gym/fag/hi/index.html*, http://www.hten.org.uk/, http://www.hyol.fi/, http://www.aphg.fr, http://www.imsa.ge/, http://www.geschichtslehrerverband.de, http://www.euroclio.eu/new/index.php/iceland-hta-full-members-468, http://www.landis-online.it/portale/index.php, http://www.vsb.lv/, http://www.euroclio.eu/new/index.php/macedonia-hta-full-members-474, http://www.euroclio.eu/new/index.php/malta-hta-full-members-475, http://www.ucg.cg.ac.yu/eng/istorija_ins.htm, http://www.euroclio.eu/new/index.php/russia-moscow-hta-full-members-482, http://www.sath.org.uk/, http://www.udi.rs, http://www.euroclio.eu/new/index.php/slovenian-hta-full-members-488, www.aephg.es, http://historielararna.se/, http://www.vgnkleio.nl/, http://www.tarihegitimcileri.org.tr/, http://www.novadoba.org.ua

**d) Webdevelopment**

Name: WEBtic

Short Description: WEBtic is a consultancy that is specialized in the design and implementation of solutions regarding communication using internet technologies. WEBtic makes use of the latest development which enables them to see possibilities that haven't been discovered by others. The company has full time staff and depending on the assignment works together with independents.
Within the Historiana programme, WEBtic is responsible for the design and programming of the Historiana website.

Website: www.webtic.nl

## e) European and International Associations in the field of History and Heritage

Name: Europa Nostra – The Voice of Heritage in Europe

Short Description: Europa Nostra, the pan-European Federation for Cultural Heritage connects a European wide network of heritage organisations, both private and public. In 45 years, it has grown to more than 400 member and associate organisations, and 1400 individual members from all over Europe. Europa Nostra lobbies to make cultural heritage a European priority, to promote sustainable development and quality standards in urban and rural planning, and to demonstrate that our cultural heritage is a key asset to Europe's society and economy, and is essential to our identity and quality of life. Europa Nostra is the voice for cultural heritage towards the EU, the CoE and UNESCO. Each year, through our and the EU's European Union Prize for Cultural Heritage / Europa Nostra Awards, excellence and dedication of the best heritage projects are celebrated. As well, Europa Nostra campaigns against the many threats to Europe's cultural heritage.

Websites: http://www.europanostra.org/

Name: Eustory – History Network for Young Europeans

Short Description: EUSTORY is an international network of non-governmental organisations carrying out historical research competitions for young people in their countries. It was established in 2001, initiated by the Körber Foundation. The independent national EUSTORY competitions encourage young people to look for traces of history in their immediate environment.

EUSTORY supports a European perspective on local, regional and national history, shunning exclusion and promoting understanding. Moreover, the EUSTORY network promotes the significance for a common European future through international conferences and workshops and offers food for thought about European history through its publications.

Websites: http://www.eustory.eu/

Name: NEMO – the Network of European Museum Organisations

Short Description: NEMO is made up of museum organisations within the countries of the European Union (EU) as well as representatives from the countries associated with the EU. It provides information to museums on relevant EU initiatives and other issues of importance; it lobbies European institutions, particularly the EU, on all issues relevant to museums; it promotes the role and importance of museums to European policy makers and it encourages the exchange of information between museums and museum organisations throughout Europe.

Websites: http://www.ne-mo.org/

Name: Europeana

Short Description: Europeana was launched in 2008, with the goal of making Europe's cultural and scientific heritage accessible to the public. The project is funded by the European Commission. It is based in the National

Library of the Netherlands. Work to enhance Europeana with more functions and features for users was carried out by Europeana v1.0, and is continued by its successor Europeana v2.0. This includes major upgrades to the Europeana service to improve user experience. Over 180 heritage and knowledge organisations and IT experts across Europe support Europeana regarding technical and usability issues. Europeana builds on the experience of The European Library, which is a service of the Conference of European National Librarians. Overseeing the project is the Europeana Foundation. Its members are the presidents and chairs of European associations for cultural heritage and information associations.

Websites: http://www.europeana.eu/portal/

**f) Museums and Archives**

Names: Imperial War Museum, International Institute of Social History, Science Museum, Victoria and Albert Museum

Short Description: Museums and archives provide access to their digitized source material in return for visibility and the sharing of teaching and learning ideas developed within the Historiana programme.

Website: http://www.iwm.org.uk/, http://www.iisg.nl/, http://www.sciencemuseum.org.uk/, http://www.vam.ac.uk/

**g) Universities and Research Institutes**

Names: Georg Eckert Institute for International Textbook Research, Erasmus University, Exeter University, Leiden University

Short Description: These universities and research institutes agreed to help with quality assurance and to advice the editing team when needed.

Website: http://www.gei.de/en/georg-eckert-institute-for-international-textbook-research.html

**h) Authorities**

Name: Belgium Ministry of Foreign Affairs, Bundeszentrale für Politische Bildung, Netherlands Ministry of Education, Culture and Science, and the Norwegian Ministry of Foreign Affairs

Short Description: These authorities have contributed financially to the development of content and the framework of Historiana. Details on these contributions can be found at the end of point 5 below.

Websites: http://diplomatie.belgium.be/en/, http://www.bpb.de/, http://www.regjeringen.no/en/dep/ud.html, http://english.minocw.nl/

## 5. PLEASE OUTLINE BRIEFLY THE FOLLOWING ELEMENTS OF THE PROJECT:

### a) Overall Aim

To help history-, heritage and citizenship educators to deal with heterogeneous historical cultures as reflected by the plurality of their pupils by promoting an innovative approach towards history education based on mutual understanding and multi-perspectivity.

### b) Specific Objectives

- To develop **online educational material** that be used in educational practices in a transnational setting, making best use of the wealth of digitized sources and meet the needs of a new generation of learners.

- To provide **professional training opportunities** during which educators from different background can share experiences, discuss practices and work together.

- To mobilize, sustain and extend the **network of professionals** in history, heritage and citizenship educators that are **actively involved** in development, testing and dissemination of the Historiana programme.

### c) Outcomes

So far, the Historiana programme has resulted in:

- The development of an **innovative webdesign and online work environment** that allows for sustainable and smart growth in the form of inclusion of more modules and sources material, and translation in more languages accessible at http://historiana.webtic.nl[11]
- A committed group of editors who are able to train and motivate a growing group of (voluntary) contributors in the development of multiperspective and inclusive educational material.
- **48 modules in different stages of development** that allow for comparison, are based on multiperspectivity and are designed for use in a global transnational setting.[12]
- The **development of an author's guide, templates, and examples** that help current and future contributors to select sources, make good titles, captions, thumbnail picture, and better grasp the structure of the website and methodology used within the Historiana programme.[13]
- The **training of 131 professionals** in the field of history-, heritage- and citizenship education from 33 countries[14] during international training seminars in the Netherlands, Turkey, Latvia and Hungary. The reports included as annex 7 give more details about the training seminars.

[11] In 2012 this URL will change to http://historiana.eu after testing and addition of the material that has been edited already. Screenshots of the website are included as Annex 1.
[12] See annex 6 for an overview of the modules.
[13] The Author's guide is included as Annex 4.
[14] Albania, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Italy, Latvia, Lithuania, Macedonia, Malta, Poland, Portugal, Romania, Russia, Serbia, Slovenia, Spain, Sweden, The Netherlands, Turkey, Ukraine, United Kingdom

- **Better insights** in what needs further improvement after feedback from researchers during Quality Assurance sessions in partnership with the Center for Historical Culture (at the Erasmus University) and the Georg Eckert Institute for International Textbook Research and three Advisory Group Meetings.
- An interest in Historiana amongst **policy makers** during and after presentation that took place events organised as part of the official programme of the Spanish and Polish Presidency of the European Council.
- **15 additional presentations** during national events organized by members and partners in Bosnia-Herzegovina, Belgium, Italy, Germany, Georgia, Latvia, Montenegro, Norway, Turkey, the Netherlands, and the United Kingdom.
- **Sustainable partnerships** with WEBtic, history-, heritage and citizenship educators associations, European and international organisations, museums, archives, schools, authorities and research institutes.[15]

**d) Duration of the project**

Historiana has started in 2008 with the Exploring European History and Heritage Project. Other projects, such as History that Connects (with the countries of the former Yugoslavia) and Shared Cultures – Historical Imprints (in the Eastern Partnership countries) will continue to provide content to at least 2014. It is envisaged that additional projects will continue to provide content and that amount of voluntary countries will continue to increase. The Historiana programme has evolved to be an integral part of the EUROCLIO association and key element of its dissemination, visibility and sustainability strategy.[16]

**e) Participation of the target group(s)**

The target group has been involved in the project in several ways:

- Educators from 10 countries have contributed to the **drafting of project proposals** within the Historiana programme.[17]
- 131 educators from 33 countries have been **trained** during the international training seminars.[18]
- Educators from 14 countries have filled in the **needs assessment**.[19]
- Educators from 25 countries have **developed material** for Historiana.[20]
- Three out of six members of the **editing team** are currently teaching at schools or teacher training institutes. The other editors have many years of teaching practices at schools, teachers training institutes or at the university. All editors have been involved in the development of teaching material in previous projects.

[15] See section 4 'Partnerships' of this document for more details on the partners referred to.
[16] See section 7 'Most important learning dimenstion' of this document for more details.
[17] These are educators from Bosnia, Croatia, Georgia, Kosovo, Montenegro, Morocco, Serbia, Slovenia, Ukraine and the United Kingdom
[18] These are educators from Albania, Azerbaijan, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Italy, Latvia, Lithuania, Macedonia, Malta, Poland, Portugal, Romania, Russia, Serbia, Slovenia, Spain, Sweden, The Netherlands, Turkey, Ukraine, United Kingdom
[19] These are educators from Bulgaria, Finland, France, Georgia, Iceland, Italy, Latvia, Lithuania, Poland, Russia, Scotland, Sweden, Turkey, Ukraine
[20] These are educators from Bosnia-Herzegovina, Croatia, Cyprus, Denmark, France, Finland, Georgia, Greece, Iceland, Italy, Latvia, Malta, the Republic of Macedonia, Morocco, the Netherlands, Poland, Romania, Russia, Scotland, Serbia, Slovakia, Spain, Sweden, Turkey, Ukraine

## f) Strategies for Integrating Learning from the Project into the Educational System (Formal and Non-Formal)

The following strategies are used to integrate learning of Historiana into formal educational systems:

Adapting to the needs of teachers
EUROCLIO is doing research on what opportunities the teachers see to link Historiana content to the curricula, what they need in their teaching practices and how they intent to use Historiana. In the Questionnaire we do research on online possibilities in the classroom, in which languages is being taught in their classroom, which topics and historical figures are considered important in their curricula and how much time they think they can spent on extra-curricular activities. This exploratory research will help the coordinating and editing teams to better integrate Historiana in the formal education systems. So far, educators from over 25 different countries helped with this research, which will be continued.

Liaising with the International Networks of Schools
EUROCLIO is exploring the opportunity for partnerships with the International Baccalaureate and the Waldorf Steiner Schools. Linking at least some of the material from Historiana explicitly to their curricula which is also thematic and global in its approach, will help to better integrate the project to these educational systems. In both cases, EUROCLIO has been invited to give input for their new curricula.

Cooperation with Teacher Training Institutes and authorities
An alternative way to impact the formal educational system is to work together with the Teacher Trainer Institute and educational authorities. Some authorities, like France, work with an accreditation system. In the long term planning efforts will be made to get accreditation where possible.

The following strategies are used to integrate learning of Historiana into informal educational systems:

International Training Seminars
One way to integrate Historiana in the informal educational systems is via the Interantional Training Seminars. At these seminars teachers and teacher trainers give feedback on the project and the material. This feedback helps to get a better sense on how Historiana should be implemented into the classroom and in which way Historiana will be the most successful. The aims of these trainings are to give the participants an understanding of the Historiana programme, to stimulate the use of innovating teaching methods and to stimulate the exchange of ideas and experiences.

At the seminars we hope to achieve that the participants think collaboratively about the challenges that history, citizenship and heritage education face at the moment, to assess the needs of the user's community, evaluate the quality and usability of the existing material developed in the Historiana programme, and to discuss the implications for the future development of Historiana. Teachers from EU Lifelong Learning countries can apply for Comenius and Grundtvig Mobility grants and EUROCLIO actively seeks for additional funding to involve colleagues from non-lifelong learning countries as well.

A network of civil society organisations
Another way in which the Historiana programme impacts informal learning system is through civil society organisations. EUROCLIO has a very strong network of History and Citizenship Teachers Associations from 49 countries in the European Union, the Balkans, the Caucasus, Morocco, Turkey and Russia. These organisations help us by being in close contact with history teachers and schools so we will be able to reach the classrooms better. The longstanding cooperation we have with the History Teachers Associations will be favourable for the dissemination and promotion of Historiana so the programme will reach as much teachers and students as possible.

**g) evaluation mechanisms (internal and/or external)**

In order to ensure the quality of the trainings and developed material, the following evaluations mechanisms are in place:

Peer-Review
The contributors who develop educational material present this material to each other and discuss ways to further improve. During these sessions, the contributors review the authored text, choice of sources and analytical questions within the case studies. Because the educators mostly come from different countries and work in different educational settings, this kind of evaluation and feedback gives leads to the material that is better suited for transnational use.

Feedback sessions during the training seminars
In order to improve the quality of the training seminars, participants are asked to what extend the aims of the seminar have been achieved and why. We also ask if they feel there is something missing in the training seminars so we can adapt to that when we organise the next training seminar. As a final check, participants are asked whether they would recommend the training to their colleagues, which has been the case for all participants when we started to measure this during the last seminar in Hungary.

Editing
There are three subgroups within the editing team: The first group edits the historical content, the second the teaching and learning ideas and the third the online learning activities. The editors give feedback to the contributors during the different stages of development: After the contributors have written a 2-page narrative of proposed case study, after the first draft in PowerPoint format and after they have send the improved version.

Academic Advisors
Academic advisors support the editing team on specific issues and review the edited case studies before they are published online. This is especially important because the editors cannot be a specialist in every area and this way it can be ensured that the case studies are in line with the latest research.

The Advisory Group
Since the very start of the Historiana programme, an Advisory Group has supported the coordinators. This Advisory Group consists of representatives from key European Organisations as well as experts in history and didactics. The groups meets annually to review the progress of Historiana, to help set priorities, and to identify and help to overcome challenges.

Quality Assurance Meetings with Research Institutes
So far, two quality assurance meetings have been held with researchers in the field of history- and heritage education. These sessions no only help to identify new challenges, but also make the coordinators aware of the latest research and practices in the field. The researchers help to improve Historiana in the function of a critical friend.

Piloting with schools
In 2012 we will start with on schools so we can test in practice how Historiana will be received. Schools in Iceland, Romania and the United Kingdom have agreed to pilot material from Historiana. We expect that there is enough willingness to pilot in schools from at least ten other countries.

**h) budget – details of financial sources and summary of income and expenditure**

The following organisations have contributed/are contributing to the development of the Historiana Programme:

| **Organisation:** | **Total amount (€)** |
|---|---|
| Netherlands Ministry of Education, Culture and Science | 50.000 |
| Anna Lindh Foundation | 100.000 |
| European Commission: Lifelong Learning Programme | 300.000 |
| Open Society Institute-Education Support Programme | 35.000 |
| Bundeszentrale für Politische Bildung | 30.000 |

*The following programmes also contribute to the development of Historiana:*

| | |
|---|---|
| History that Connects | |
| • Belgium Ministry of Foreign Affairs (specifically for the Republic of Macedonia) | 75.000 |
| • Norwegian Ministry of Foreign Affairs | 590.000 |
| • Open Society Foundation | 350.000 |
| Shared Cultures – Historical Imprints | |
| • European Commission (Eastern Partnership) | 700.000 |

## 6. DESCRIBE HOW NETWORKING, PARTNERSHIP OR CO-ORDINATION WORKS IN THE PROJECT TO ENHANCE EFFECTIVENESS

Several types of partnerships and modes of cooperation have been established that are mutually beneficial en have help to enhance effectiveness:

- **Contributors work together** on the development of their material. They identify problems and opportunities for improvement, give a better understanding of the bigger picture of each other's work, and help to provide additional context to the various case studies. Working together and reviewing each other's material helps to identify parallels between different historical case studies that are developed.

- Partnerships with **museums, archives and researchers** help the contributors who make the material to get access to sources and background information from specialists. The partner organisations can show that their collection and/or research is being used and will find its way to relevant audiences.

- Cooperation with **pilot schools** gives the development team a better idea of what works and doesn't work in the teaching practice. The improvements that are made to Historiana on the basis of this feedback are beneficial for the schools because the material will be better suited to their needs.

- Several **academics** have agreed to support the **editing team** by reviewing the final version of the case studies before publication. This cooperation helps to reduce the gap between academic research and teaching practices in schools which is in the interest of both fields. Because it is impossible for the editors to be a specialist in all fields, this type of cooperation is the key to ensure the quality of the material on Historiana.

- The **European and International Associations** that are network- and dissemination partners within Historiana help to reach bigger audiences and create new partnerships. By doing so, they give added value to their memberships.

- Many of the **other partner organisations** that we cooperate with have problems to disseminating their material. Historiana helps them has their material disseminated and implemented at the same time increasing the amount of content that students and educators can access on Historiana.

## 7. WHAT IS THE MOST IMPORTANT LEARNING DIMENSION OF THE PROJECT THAT COULD BE USEFUL IN OTHER COUNTRIES?

The most important learning dimensions within Historiana that can be of use elsewhere is the sustainability strategy we've developed. Too often, projects are not properly disseminated and implemented after the duration of its project because the funding stops. Historiana started as the project Exploring European History and Heritage project, funded within the Lifelong Learning Programme of the European Union.[21] Already during the implementation of this project, EUROCLIO decided to use the Historiana website as platform to disseminate and organize the educational content developed within the other projects and programmes. This way educators and students are more likely to find the material they are looking for, and it will also positively affect the likelihood of them finding material through search engines like Google.

Through the Historiana programme, its website and the training seminars, outcomes and publications of projects are kept alive and are continuously updated, so they will be used for years after the project has ended. Historiana give these projects an opportunity to become more sustainable.

The potential to use Historiana as a way to provide access to educational material from other projects is evident as organisations like the Erasmus University in Rotterdam and Exeter University in England have applied for projects to develop material for the Historiana websites. In addition, museums, archives and research organisations have been very willing to share their collections and methods with educators through the Historiana website. Furthermore, organisations who invested heavily in educational projects that have ended and do not have the resources to continue dissemination and implementation are eager to see their resources being re-used in the programme.[22]

| Signature of the responsible applicant | Date and place |
| --- | --- |
| Steven Stegers | 18 November 2011, The Hague |

[21] See for more info on this project 'http://www.exploringhistory.eu'
[22] Examples are the http://1001-idee.eu/ project of the Georg Eckert Institute and the http://historywallcharts.eu/ of the Education Museum in the Netherlands.

**Feel free to attach supporting documentation.**
**Do not hesitate to contact the North-South Centre of the Council of Europe for any further clarification you may require. We will be happy to be of assistance.**

**Please return this application form before**

**18 November 2011**

**by post, email or fax to**

Miguel SILVA & Josefin LEVANDER

Global Education Programme
North-South Centre of the Council of Europe
Avenida da República, 15 - 4º
1050-185 Lisboa - Portugal
Tel.: (+ **351**) **213 584 042**
Fax: (+ **351**) **213 584 072**

miguel.silva@coe.int & josefin.levander@coe.int

**ANNEXES:**

1. Screenshot of the Historiana website
2. Introduction to Historiana
3. Introductions to the Historiana Themes
4. Authors Guide
5. Short Biographies of the Editors and Contributors currently involved in Historiana.
6. List of modules under development
7. Two exemplary report of training seminars (Riga and Istanbul)