

## Project Fiche 4

### Strengthening the Southeast European Joint History Project as a strong tool for reconciliation in Southeast Europe

#### 1. Basic information

1.1 CRIS Number:	2010/022-507
1.2 Title:	Strengthening the Southeast European Joint History Project as a strong tool for reconciliation in Southeast Europe
1.3 ELARG Statistical code:	01.26 – Education and Culture
1.4 Location/Beneficiaries:	Western Balkans <sup>1</sup>

#### Implementing arrangements:

1.5 Contracting Authority (EU):	European Union represented by the European Commission on behalf of the Beneficiaries.
1.6 Implementing Agency:	Not applicable
1.7 Beneficiary :	Centre for Democracy and Reconciliation in Southeast Europe (CDRSEE)

#### Financing:

1.8 Overall cost (VAT excluded) <sup>2</sup> :	EUR 1 029 000
1.9 EU contribution:	EUR 980 000
1.10 Final date for contracting:	30 November 2011
1.11 Final date for execution of contracts:	30 November 2014
1.12 Final date for disbursements:	30 November 2015

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<sup>1</sup> Beneficiaries listed in Annex I and Annex II of the IPA regulation (Council Regulation (EC) No 1085/2006 of 17 July 2006 establishing and Instrument for Pre-Accession Assistance (IPA), as last amended. (OJ L 210, 31.7.2006, p. 82).

<sup>2</sup> The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated.

## 2. Overall Objective and Project Purpose

### 2.1 Overall Objective:

To reform the education system in Southeast Europe by promoting new teaching methods, which enable reconciliation and encourage democratic values fostering a peaceful society and the emergence of citizens who are empowered to defend and promote such values.

### 2.2 Project purpose:

1) Empower and enable history teachers in Southeast Europe to use modern teaching methods and multi-perspective materials in their classrooms, thus enabling them to deal with the events of the past in the classroom, in a manner that breaks the pattern of ethnocentric and stereotypical history teaching; and 2) Acquire new tools for promoting multi-perspectives and participative methodology, in and out of the context of history classes.

### 2.3 Link with AP/NPAA / EP/ SAA:

Preparedness to join the EU is not only measured by the approximation of laws or convergence to certain political or economic objectives, it should also include the adherence of societies to certain fundamental principles and a drive to strive together towards a given goal. Societies are formed by people, and peoples views are shaped by beliefs, values and in general, by culture and history.

Culture was included as part of the cooperation strategy in the Stabilisation and Association process between the Western Balkans and the European Union, especially regarding the protection and promotion of the diversity of cultural expressions.

History has been recognised as part of the intangible cultural heritage, and it certainly has its role in the enlargement process.

Furthermore, at the **Thessaloniki European Council** in June 2003, the EU "*invited the countries of the region to take concrete initiatives with the objective of revising history textbooks*"; at the same meeting the possibility to convene expert meetings to discuss these issues was also raised although without specifying the modalities to do so.

### 2.4 Link with MIPD

The IPA Multi-Beneficiary Multi-annual Indicative Planning Document (MIPD) 2009-2011<sup>3</sup> states that regional cooperation and good neighbourly relations remain essential to European integration. It goes on indicating that "In line with the Enlargement Strategy and Main Challenges the EU will continue to support local ownership of initiatives in regional cooperation".

It is also stated that "Regional projects aim to facilitate regional cooperation between the IPA beneficiaries. These projects endeavour to promote reconciliation, reconstruction and political cooperation". History teaching can play an important role in this direction as it can build bridges among the European countries by exploring the connections and complexities between their different historic narratives.

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<sup>3</sup> C(2009)4518, 16.06.2009.

Moreover it can also foster societies based on inclusivity, respect and tolerant citizenship. In transitioning societies, the role of history education is key to developing a stable society. History education based on diverse voices and narratives, promoting tolerance to other views is an important tool towards a conflict-averse and democratic society.

### 2.5 Link with National Development Plan

Not applicable.

### 2.6 Link with national/ sectoral investment plans

Not applicable.

## 3. Description of project

### 3.1 Background and justification

The Joint History Project (JHP) is an ongoing approach to improving history education in Southeast Europe via multi-perspective teaching methodology. The project recognises the central role that education, in general and more specifically, the role, which history teaching plays in either the reinforcement of conflict or in the emergence of a democratic peaceful society.

The CDRSEE brought together historians and teachers from throughout Southeast Europe (SEE) and together they developed a set of 4 history workbooks, which have been compiled using original historical sources from throughout the region, to complement the existing textbooks used in the schools of SEE. The Joint History Project has been supported during the course of its implementation by various donors such as : USAID, UNDP, Irish Aid, United State Institute of Peace, National Endowment for Democracy, Open Society Institutes, Central European Initiative, Japanese Embassy Croatia, AG Leventis Foundation, German MFA - Stability Pact SEE, Mahringer Fonds, Royal NL Embassy-Athens, Royal Norwegian Ministry of Foreign Affairs, Austrian Ministry of Education, Science and Culture, UK Foreign Commonwealth Office, Swiss Development Cooperation, and many others.

Bilateral assistance for improving history education in general in Southeast Europe is granted on an ongoing basis by the Netherlands<sup>4</sup>, Germany and Austria. The United Nations are also active in the field, as well as the Open Society Institutes.

The European Union has also contributed actively in this field through the IPA national programmes e.g. , jointly managed project with the Council of Europe on Interculturalism and the Bologna Process, the EU Swap Education project or the Kosovan Teacher Training project to begin in 2011.

### 3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact

Further to their production, the CDRSEE has tested the materials during the last four years in training activities for teachers in some of the Western Balkans and Cyprus. A total of 740

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<sup>4</sup> Two projects through the Matra programme (Support to Societal Transitions)

teachers have been trained to date in the region, introducing them to the participative and multi-perspective methodology of the Workbooks, and to deliver 'ownership' of the project. Two internal evaluations were carried out in the pilot country Serbia, which resulted in proof that the books have been introduced into a number of schools and already are in use. Empirical data indicates that books are extensively used in schools in the Western Balkans. Furthermore, an external evaluation recently completed positive points to its impact in the field of History Teaching in the region<sup>5</sup>. The project has also been commended throughout the donor community and the European Parliament who on 2 April 2009 approved a report on "consolidating stability and prosperity in the Western Balkans", making direct reference to the Joint History Project<sup>6</sup>.

For the further development of this project at a later stage the involvement and cooperation of the relevant educational national institutions, academic community and social society might be advisable.

To conclude, and more particularly in relation to its cross border impact, the RCC Secretariat, while not directly involved in the project, has engaged to advice the Commission on the monitoring of its activities and provide advice in its strategic directions. The reports of activities will also be provided to the RCC Secretariat for perusal.

### 3.3 Results and measurable indicators

Result 1: Further induction of the *Alternative History Education Materials* in schools in Albania, Bosnia and Herzegovina, Croatia, Serbia and the former Yugoslav Republic of Macedonia in cooperation with the Ministries of Education and informal introduction in the rest of the Western Balkans;

Measurable indicators: The Ministries of Education in Albania, Bosnia and Herzegovina, Croatia Serbia and the former Yugoslav Republic of Macedonia award credits to teachers who attend workshops to learn how to use the *Alternative History Education Materials*; meetings are held with the Ministries of Education in all Beneficiaries; the Ministries of Education in all Beneficiaries provide positive vocal support.

Result 2: History teachers trained to use participative teaching methods and multi-perspective history sources in the Western Balkans;

Measurable indicators:

1) Qualitative and quantitative evaluation of the use of the *Alternative History Education Materials* in schools in the region to be drafted;

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<sup>5</sup> In the past 10 years the JHP has made significant steps towards shaping a new future for history education in the region by developing method and platform for innovation – the History workbooks and growing core groups of teachers introduced to its methods. But it is just a good and promising beginning”.- USAID evaluation.

<sup>6</sup> the European Parliament "fully supports initiatives, such as the Joint History Project of the Center for Democracy and Reconciliation in Southeast Europe, aimed at writing and disseminating joint history-teaching materials that provide a multi-perspective account of Balkan history, and calls on the competent ministries, educational authorities and educational establishments in the region to endorse the use of joint history teaching materials".

- 2) 2800 Manuals for modern participative teaching methods for trainers, teachers and methodologists produced and printed;
- 3) 20 new local teachers in the Western Balkans are provided with the skills to train their peers how to use the *Alternative History Education Materials* via a number of workshops;
- 4) 25 workshops are organised and 2,040 new local teachers in the Western Balkans are trained to use multi-perspective and participative approaches and materials to history teaching via 25 workshops and dissemination.

Result 3: Strong teacher associations capable of advocacy work and adequate representation of teachers in the national strategies;

Measurable indicators: Empowered association of teachers, capable of advocacy work and of representing teachers in the development of national strategies, is established in each Beneficiary. Creating/reinforcing networks between teacher associations, national teacher training institutions and civil sector.

Result 4: A strong regional network of actors promoting reconciliation via history teaching in Southeast Europe;

Measurable indicator: A strong regional network of teachers promoting reconciliation via history teaching is established in Southeast Europe and collaborates actively with their respective educational institutions and civil society.

Result 5: Multi-perspective methodology manual applicable to all subjects, not just history.

Measurable indicator: A multi-perspective methodology manual applicable to all subjects is developed that might also be applied, in cooperation with the national educational authorities in drafting curricula text books promoting tolerance and regional cooperation.

### 3.4 Activities:

#### *National Activities*

##### Aims

- i. Official introduction of the *Alternative History Education Materials* in schools in the IPA beneficiaries by strengthening the cooperation with authorities and ensuring the official roll out of the project on a large scale;
- ii. Disseminate the different language editions in all beneficiaries. In some of these, copies will be delivered in more than one language as appropriate Intensive capacity building with teachers;
- iii. Preparing the ground for multi-communal activities;
- iv. Strengthening the network of teachers committed to reconciliation.

##### Main activities

- i. Advocacy work with government;
- ii. Creating and supporting a network of local outreach coordinators and connecting them

<p>to a regional network;</p> <p>iii. Organising and carrying out teacher intensive training workshops with teachers using the different language edition;</p> <p>iv. Producing and disseminating a manual for modern participative teaching methods for trainers, teachers and methodologists;</p> <p>v. Organising presentations and direct promotion of books to schools in the beneficiaries</p>
<p>Expected outputs</p> <p>vi. Manual for modern participative teaching methods for trainers, teachers and methodologists in different languages;</p> <p>vii. new sets of JHP Materials in all beneficiary languages;</p> <p>iii. Trained teachers using the different language edition via several workshops;</p> <p>ix. schools in the beneficiaries included in outreach;</p> <p>x. An additional number of teachers trained via dissemination;</p> <p>xi. Qualitative and quantitative evaluation of the use of the different language edition of the JHP in schools in the region.</p>

### ***Regional Activities***

#### **Developing Modern Teaching Methodology through the JHP Network**

The CDRSEE is regularly in contact with teachers of the JHP network. These teachers are regularly asked for their feedback and advice on CDRSEE activities and the most common feedback received to date has been the following points: 1) Teachers would like more multi-perspective and participative materials to be used in their classroom; 2) Teacher comment that this methodology can be applied to other subjects, not merely history; 3) Teachers would like these books to cover other periods of history.

During the proposed regional activities, the CDRSEE will focus upon the development of the 2<sup>nd</sup> point (application of the methodology to other subjects, not merely history) but will use the opportunity of having all the teachers from the region gathered in one place to discuss the other two points.

#### **Aims:**

Building on the field experience of the JHP, the activity aims at developing more tools which will help teachers in Southeast Europe to move from strictly teacher centred teaching methodology to more pupil centred teaching which is practiced in European classrooms.

#### **Main activities:**

i. Call for teachers, trainers, academics, relevant methodology experts and education professionals with knowledge of Southeast European education systems, who will work together to create the Methodology Manual, which will be applicable to all subjects, not just history;

- ii. Formation of a Drafting Committee, consisting of the above-mentioned experts, coming from each SEE country. The Drafting Committee should take into consideration factors specific to SEE – for instance that most teaching methodologies should be applicable to classes of 30 students;
- iii. The Drafting Committee will come together for one introduction meeting, during which the future steps will be outlined, and goals set. and -a minimum of 4 workshops will follow, with the goal of drafting the methodology manual, applicable to the teaching of all subjects – detailing multi-perspective and student-centered methodologies, which develop students critical thinking skills;
- iv. A thorough evaluation will be organised, and teachers in each country will be asked to take part in evaluating the materials in terms of their practical applicability. Results will be compiled in a summary report.
- v. The Drafting Committee will have 1 final meeting and feed the results of the evaluation into the final manual; 2000 copies of the manual will be printed and an electronic version will be placed online.
- vi. Local Application: The books will be introduced to each country, translated into each language and a booklet will be developed to address Beneficiary specific issues and will accompany the manual;
- vii. Regional Network: A regional workshop will be held, where teachers from the entire region will come together to share the experience they have had when using the methodologies from the manual in class. The activity is based on the people to people approach supporting reconciliation and strengthening networks in the region.

### 3.5 Conditionality and sequencing:

The support of the Ministries of Education along the whole process should be sought.

The principle that underpins the manner of working of the JHP is that of a democratic, inclusive and ‘locally owned’ process which is reflective, responsive and empowering. The actions of the JHP should rely on a method of creating partnerships, building trust and supporting capacity building, so that the project can be run, led and be furthered by the people that it is for.

Achieving the objectives relies on the following methodology:

- i. Multi-perspectivity and plurality with a regional aspect;
- ii. Involving the final beneficiaries in all aspects of the project, including evaluation and research, thus supporting empowerment and local ownership of the project;
- iii. Creation of links and synergies between teachers’ associations, local education authorities, international educational institutions and organisations, journalists, pedagogues, professors and local policy makers;
- iv. Building on current and previous initiatives in the same field;
- v. Continuous gathering and analysis of field expertise, via evaluations of quantitative and qualitative data from beneficiaries, allowing for assessment, adjustment and development throughout the project, measuring progress against the objectives;

- vi. Having a strategic outreach and publicity plan that includes planning for handling negative press, public rejection or sudden changes in the social and political situations that may require changes in the plans.

### 3.6 Linked activities

The CDRSEE will endeavour to create links and synergies between teachers' associations, local education authorities, international educational institutions and organisations, journalists, pedagogues, professors and local policy makers to ensure the adequate impact in the short and longer of the project.

### 3.7 Lessons learned

CDRSEE staff monitors all workshops and evaluation forms that are completed by workshop participants, the results of which are analysed and where necessary, corrective measures are taken to improve implementation.

Indeed this proposal aims to correct methodology weaknesses, which were identified during the evaluation stage of the workshops, i.e. teachers encountered difficulties to grasp the concept, so novel and remote from the current methodology; teachers were worried that such methodology would be difficult to apply in classrooms in Serbia, where the number of children in each class is very high (over 35 pupils per class is normal) and where schools are very poor with few resources; nationalism is so ingrained in the teachers of the region that the idea of even considering another perspective is somewhat alien to them; etc. Additionally, Alternative history teaching is being implemented in the Western Balkans and through different initiatives sometime at a national level and others having a regional impact. But there is **fragmentation** in this field and a more coherent approach among the different players profiting from possible complementarities and trying to avoid overlaps.

**Dissemination** has proven to be of great importance when judging the efficiency and impact of history teaching initiatives. Good results have been obtained with previous actions both in terms of classroom material and training of educators. Now what is needed is to make these possibilities available to the biggest amount of students and education centres all through the region.

As there is a very important link between developing history curricula and the national authorities, there should be a greater effort by the promoters of history-teaching activities to **establish dialogue and collaboration** with the education ministries as the political support and commitment for these activities could be greater.



**4. Indicative Budget (amounts in EUR)**

			SOURCES OF FUNDING									
			TOTAL EXP.RE	IPA EU CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	%(2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
Activity 1 - Grant contract	X		1 029 000	980 000	95						49 000	5
TOTAL IB			1 029 000	980 000	95						49 000	5
TOTAL INV												
<b>TOTAL PROJECT</b>			<b>1 029 000</b>	<b>980 000</b>	<b>95</b>						<b>49 000</b>	<b>5</b>

Amounts net of VAT

- (1) In the Activity row use "X" to identify whether IB or INV
- (2) Expressed in % of the **Total** Expenditure (column (a))

## 5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Grant contract	N/A	Q1 2011	Q4 2013

## 6. Cross cutting issues

### 6.1 Equal Opportunity

The principles and practice of equal opportunity will be guaranteed so as to ensure equitable gender participation in the project which respects the national gender balance statistics of each Beneficiary, i.e. if the national statistics state that history teachers are 30% male and 70% female, that is the balance which we will aim to achieve during our activities. The principle of equal opportunity shall apply also in relation to the participants of the different national administrations.

### 6.2 Environment

The project, by nature, is not foreseen to have any major environmental impact, since it does not involve direct interaction with the target Beneficiaries' natural resources, however, the CDRSEE has developed the project in line with international environmental priorities and standards: promotional materials are planned to be printed on ecological material as much as possible; travel is limited to the minimum needed and all tenders and procurement procedures will include a requirement for environmental dimensions.

### 6.3 Minorities

The project activities will include non majority groups in all of the Beneficiaries and the strategy ensures the participation of women. The results will have a direct impact on the potential for more tolerant societies in the region, thus setting the conditions for a decrease in discriminatory practices and a more inclusive community spirit.

## **ANNEXES**

- 1- Log frame in Standard Format
- 2- Amounts contracted and Disbursed per Quarter over the full duration of the project (EU funded)
- 3- Description of Institutional Framework
- 4 - Reference to laws, regulations and strategic documents
- 5- Details per EU funded contract

**ANNEX 1: Logical framework matrix in standard format**

LOGFRAME PLANNING MATRIX FOR Project Fiche	Programme name and number: 2010/022-507  Multi-Beneficiary programme 2 2010	
<b>Strengthening the Southeast European Joint History Project as a strong tool for reconciliation in Southeast Europe</b>	Contracting period ) expires 30 November 2011	Disbursement period expires 30 November 2015
	Total budget : EUR 1 029 000	IPA budget: EUR 980 000

Overall objective	Objectively verifiable indicators	Sources of Verification	
The overall objective of the project is to reform the education system in Southeast Europe by promoting new teaching methods, which enable reconciliation and encourage democratic values fostering a peaceful society and the emergence of citizens who are empowered to defend and promote such values.	Educational actors demonstrate willingness to reform the education system.	1)EU Country reports; 2)Newspapers, 3) Institutional Reports 4) Statistics	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
Empower and enable history teachers in Southeast Europe to use modern teaching methods and multi-perspective materials in their classrooms, thus enabling them to deal with the events of the past in the classroom, in a manner that breaks the pattern of ethnocentric and stereotypical history teaching;	1836 (90%) new local teachers in the Western Balkans use multi-perspective and participative approaches and materials in their history classrooms	Evaluation Reports from Experts; Data from Teachers Associations	Society is open minded towards new approach to history teaching  Long term commitment to peace.
Acquire new tools for promoting multi-perspectivity and participative methodology, in and out of the context of history classes.	1 set of new materials is produced and at least 2 more concepts for new materials are developed	Hard copies  Invoices from print house	Involvement and commitment of national education authorities

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>Further induction of the Alternative History Education Materials in schools in Albania, Bosnia and Herzegovina, Croatia, Serbia and the former Yugoslav Republic of Macedonia in cooperation via the Ministries of Education and informal introduction in the rest of the Western Balkans</p> <p>History teachers trained to use participative teaching methods and multi-perspective history sources in the Western Balkans</p> <p>Strong teacher associations capable of advocacy work and adequate representation of teachers in the national strategies</p> <p>A strong regional network of actors promoting reconciliation via history teaching in Southeast Europe;</p>	<p>-The Ministries of Education in Albania, Bosnia and Herzegovina, Croatia, Serbia and the former Yugoslav Republic of Macedonia award credits to teachers participating in the workshops</p> <p>-Annual meetings are held with all MoE in all Beneficiaries</p> <p>-All MoE provide local support for the project</p> <p>-2800 Manuals for modern participative teaching methods for trainers, teachers and methodologists produced and printed</p> <p>-20 new local teachers in the Western Balkans are provided with the skills to train their peers how to use the <i>Alternative History Education Materials</i> via a number of workshops;</p> <p>-25 workshops are organised and 2,040 new local teachers in the Western Balkans are trained to use multi-perspective and participative approaches and materials to history teaching via 25 workshops and dissemination</p> <p>- Qualitative and quantitative evaluation of the use of the <i>Alternative History Education Materials</i> in schools in the region. Empowered association of teachers, capable of advocacy work and of representing teachers in the development of national strategies, is established in each Beneficiary. Creating/reinforcing networks between teacher associations, national training institutions and civil sector.</p> <p>- A strong regional network of teachers promoting reconciliation via history teaching is established in Southeast Europe and collaborates actively with their respective educational institutions and civil society</p>	<p>-Letter confirming the credit scheme &amp; List of teachers awarded credits;</p> <p>-CDRSEE reports</p> <p>-Hard copies of documents</p> <p>-Invoices from print house</p> <p>-List of Participants</p> <p>-Evaluation reports</p> <p>- Evaluation of Training</p> <p>- National and international expert reports</p> <p>- MoU establishing the teachers organisation</p> <p>-MoU establishing the teachers network</p> <p>-Hard copies available</p> <p>-Invoices from print house</p>	<p>Government is willing to cooperate.</p> <p>History teachers understand and support the new methodology taught.</p> <p>History teachers understand and support the added value of the associations and network for the new methodology taught.</p>

<p>Multi-perspective methodology manual applicable to all subjects</p>	<p>- A multi-perspective methodology manual applicable to all subjects is developed that might also be applied, in cooperation with the national educational authorities in drafting curricula text books promoting tolerance and regional cooperation.</p>		
<p><b>Activities</b></p>	<p><b>Means</b></p>	<p><b>Costs</b></p>	<p><b>Assumptions</b></p>
<p>Advocacy</p> <p>Production and printing of Multi-perspective and participative teaching materials</p> <p>Organisation of intensive teacher training workshops</p> <p>Organising presentations and direct promotion of books to schools</p> <p>Creating and supporting a network of local outreach coordinators and connecting them to a regional network</p> <p>Evaluation</p> <p>Developing Modern Teaching Methodology through the JHP Network</p>	<p>Human Resources</p> <p>Regional and local office Supplies</p> <p>Translation and Printing costs</p> <p>Training</p> <p>Other costs, services</p> <p>Other</p>	<p>EUR 980 000</p>	<p>-Stakeholders are interested and motivated to learn new teaching skills</p> <p>-Genuine commitment to a objective description of facts</p>

**ANNEX II: amounts (in €) Contracted and disbursed by quarter for the project (EU funded)**

<b>Contracted</b>	2010 Q4	2011 Q1	2011 Q2	2011 Q3	2011 Q4	2012 Q1	2012 Q2	2012 Q3	2012 Q4	2013 Q1	2013 Q2	2013 Q3	2013 Q4	2014 Q1	2014 Q2	2014 Q3	2014 Q4
Grant contract		980 000															
<b>Cumulated</b>		<b>980 000</b>															
<b>Disbursed</b>																	
Grant contract		392 000				326 000				200 000			62 000				
<b>Cumulated</b>		<b>392 000</b>	<b>392 000</b>	<b>392 000</b>	<b>392 000</b>	<b>718 000</b>	<b>718 000</b>	<b>718 000</b>	<b>718 000</b>	<b>918 000</b>	<b>918 000</b>	<b>918 000</b>	<b>980 000</b>				

### **ANNEX 3. Description of Institutional Framework**

#### **Mission**

The Center for Democracy and Reconciliation in Southeast Europe is a non-governmental, non-profit organisation that seeks to foster democratic, pluralist, and peaceful societies in Southeast Europe by advocating principles of social responsibility, sustainable development, and reconciliation among the peoples in the region.

#### **Activities**

Its activities are implemented throughout Southeast Europe and cover a variety of fields, such as: modernising and democratising educational systems; creating employment opportunities; advancing freedom of the press; sustaining peace by bridging the gap between the past and the future, creating the conditions for tolerant and integrated societies to come to life.

#### **Executive Director:**

Nenad Sebek

#### **Director of programmes:**

Corinna Noack-Aetopulos

#### **Board of Directors**

Erhard Busek – Chair

Nikos Efthymiadis – Vice Chair

Smaranda Enache – Vice Chair

Selçuk Erez – Secretary

Rigas Tzelepoglou – Treasurer

Costa Carras – Rapporteur and Deputy Secretary

John Brademas – Rapporteur

Matthew Nimetz – Member

Saso Ordanoski – Member

Lulzim Peci – Member

Zarko Puhovski – Member

Antoinette Primatarova – Member

Dusan Reljic – Member

Pieter Stek – Member



**ANNEX 4: Reference to laws, regulations and strategic documents**

- Multi-Beneficiary Multi-annual Indicative Planning Document 2009-2011
- Regulation establishing in the CDRSEE
- CDRSEE Annual Report 2008
- CDRSEE Annual Audit 2008

## **ANNEX 5: Details per EU funded contract**

The European Commission and the CDRSEE will conclude a grant contract to be signed in the first quarter of 2011 with the Centre for Democracy and Reconciliation in South East Europe (CDRSEE) on the basis of Article 168.1 (c) of the Implementing Rules to the Financial Regulation, which provides for the award of direct grants “*to bodies with a de jure or de facto monopoly*”. The CDRSEE is leading agency in the field of multi-perspective history teaching and the only actor with enough practical experience in this area able to implement this sensitive regional project. Its impact has been recognised by the European Parliament as a key actor in the field having, after more than 12 years in operation, a group of established and trusted partners among History teachers’ organisations in the Balkans. The centre has provided for a set of History teaching workbooks in 8 languages, a well developed network of local partners, the cooperation of 800 history teachers who have undergone training seminars, the collaboration with Balkan education authorities and Ministries and the support of key academic figures to the initiative. Furthermore it is the only organisation to have developed a methodology and “User’s manual” for the adequate teaching of its didactic material.

The project will aim to further develop the Joint History Project activities of the CDRSEE for the production of a set of alternative history-teaching education materials (workbooks), teachers' training and outreach and media work.

	<b>Type of Contract</b>	<b>Amount in EUR</b>	<b>Duration</b>
<b>Contract 1</b>	Grant contract	980 000	36 months

The grant beneficiary should contribute with a minimum of 5% of the total eligible cost of the project.