'Bridging the Baltic History Education'
Strategy 2014–2020

Foreword

The terms multi-speed Europe, two-speed Europe and 'Variable-geometry' Europe are both practical and controversial. They are practical in that they acknowledge developmental differences across various member states and regions of the EU. Yet, they are controversial since they propose that segregation between neighbours sharing common histories is inevitable. We stand resolved that in understanding history this simply is not true, and that any issues between peoples can and should be mitigated as a matter of urgency.

The Unitas Foundation was established to foster cohesion and understanding between countries belonging to the same economic and cultural space that have been pulled apart by the geopolitical realities of the aftermath of World War II. This approach is further supported by the efforts of the European Commission in focusing on the Baltic Sea Region as an integral whole in its first ever 'macro-regional' strategy, the EUSBSR (The EU Strategy for the Baltic Sea Region).

We believe that education is the key to nothing less than the re-establishment of a harmonious environment of trade, academic and cultural exchange, and political cooperation for future generations in the area.

With this in mind, Unitas has undertaken the long-overdue task of bringing together representatives of various educational institutions in the region. In this first phase, these experts put forth a joint effort in moving towards harmonised school curriculum addenda. These present common ground that dates back over hundreds of years of common history for the countries surrounding Europe's second mediterranean sea, the ancient *Mare Germanicum*, which is now commonly called the Baltic Sea, the East Sea or the West Sea depending on the perspective of each coastal culture.

This is how 'Bridging the Baltic History Education' Strategy for 2014–2020 came to be.

Reminding students of their shared histories and unions of the past will lift the burden of uninformed stereotypes and bring forth the understanding that such cooperation is nothing new. Rather, it is a revival. It is a renaissance of a joint exercise in a spirit of friendship and cooperation.

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Contents

Introduction

'Bridging the Baltic History Education' – goals for 2014–2020

'Bridging the Baltic History Education' Strategy (BTB Strategy) for 2014–2020 establishes the goals and educational methodologies for building a sense of neighbourliness in the Baltic Sea Region, specifically starting with Estonia, Latvia, Finland, and Sweden – countries involved in the project Different Nations – Shared Experiences (DNSE).

The BTB Strategy covers the 7-year period of 2014–2020. Given the EU Strategy for the Baltic Sea Region[1] and Nordic-Baltic cooperation encouraging common activities for a more cohesive and prosperous region, education should also serve this purpose and should be a point of focus. The BTB Strategy sets out the goals and actions for reaching young people and improving their knowledge of the region.

The BTB Strategy is based on research[2] the Unitas Foundation carried out from 2010 to 2013. The research points out that in the context of the region's aims of further economic, environmental, cultural and political cooperation. Having an educated and aware youth will in the future contribute to better communication and mutual understanding. Therefore, Baltic Sea Region history topics that explain the similarities, differences and links in the region would greatly contribute to tackling stereotypical thinking and prejudice in the region.

Education is the key to changing people's perceptions, and therefore, history courses on the region could greatly benefit the whole region. As students have a rather poor knowledge of regional history, the BTB Strategy aims to resolve this problem.

The drafting process and parties involved

To raise awareness of the history of the region, the Unitas Foundation organised a BTB Strategy seminar in September 2013 to involve stakeholders from all the previously mentioned areas[3] with the aim of gathering contributions from experts about what the BTB Strategy should achieve and how. This was preceded by goal-setting by the Unitas Foundation in consultation with the following experts: Göran Lindblad – the president of the Platform of European Memory and Conscience, and former member of the Swedish Parliament, Maria Golubeva – consultant and researcher on education policy who has previously worked with the Latvian State Chancellery, Mare Oja – history education expert, former history teacher and history curriculum developer for Estonian secondary schools, and Riitta Mikkola – former president of the Finnish History Teachers' Association.

After the BTB Strategy seminar, the Unitas Foundation consulted with curriculum experts from Finland (Kristina Kaihari from the Finnish Board of Education), Latvia (Vita Jaunozola from the Latvian National Centre for Education) and Sweden (Mattias Ludvigsson from the Swedish National Agency for Education), holocaust education expert, history teacher and former Living History associate Christer Mattsson, historian Dick Harrison, and Tina Acketoft, who is a member of the Swedish Parliament's Education committee. The resulting BTB Strategy has consequently taken these meetings and discussions into consideration.

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[1] COM(2009) 248/3, Communication from the Commission to the European Parliament, The Council, The European Economic and Social Committee and the Committee of the Regions concerning the European Union Strategy for the Baltic Sea Region

[2] Unitas Foundation (2013). *Baltic Sea Region history: awareness among the youth, national syllabi, and education*

[3] The list of participants is in Annex 3

Risks the BTB Strategy faces

- Strong politicisation on the one hand (the BTB Strategy being seen as a project of a narrowly identified group of political parties or party) and irrelevance (lack of relevance for target audiences, especially young people) on the other hand
- Failing to harness the creative potential of new media: using new media solutions is expensive, and so including ICT solutions requires the effective motivation of the ICT sector (promotion of products)
- Teachers feeling that the history syllabus is overloaded
- Funding constraints as the BTB Strategy does not include existing funding streams

Structure of the document

- Chapter 1: Outreach targets
- Chapter 2: Learning objectives
- Chapter 3: Proposed activities

In each chapter, the main points are summarised in grey boxes. They reflect the sub-sections of each chapter, except in Chapter 1 where the box summarises the entire document.

Key terms used

Actions – activities, tools, and ways of achieving the goals outlined in this BTB Strategy

BTB Strategy – 'Bridging the Baltic History Education' Strategy for 2014–2020

the region – Baltic Sea Region

Outreach targets – teachers, students, and schools have been established as the main target groups of the BTB Strategy – the work groups participating in writing the BTB Strategy set measurable goals for what percentages of the different target groups should be affected by the BTB Strategy

Educational methods – teaching instruments and activities that are employed by history teachers to carry out their lessons

Learning objectives – knowledge (=topics), skills (=competences) and values that are to be achieved

Chapter 1: Outreach Targets

The Unitas Foundation and its expert panel set outreach targets and the scope for the BTB Strategy during the development seminar in September 2013. The approaches to raising awareness about the history of the region will be realised through teachers, schools, and students. The estimates take into account the number of schools, teachers, and NGOs in each country. The specific targets were discussed with representatives of these groups at the BTB Strategy seminar, and although all teachers, schools and students should ideally be reached, this is initially unrealistic and so percentages were set.

i. The percentage of history and civic teachers participating in the teacher training aimed at achieving the BTB Strategy learning objectives in the targeted countries.

Country	Percentage of teachers
Finland	15% of 1,200
Sweden	10% of 1,300
Estonia	25% of 900
Latvia	25% of 1,200

ii. The number of lower and upper secondary schools participating in projects aimed at achieving BTB Strategy learning objectives in the targeted countries:

Country	Number of schools
Finland	15
Sweden	15
Estonia	15
Latvia	15

iii. The number of organizations (NGOs, museums, human rights educators, teacher associations etc.)

Country	Number of Organizations
Finland	15
Sweden	15
Estonia	10
Latvia	10

We believe that reaching this many teachers, schools and organizations is realistic in the given period and will increase teaching about the region. This will also increase student knowledge on the history of the region, and advance their skill set. Cooperating with different NGOs will ensure more legitimate methods and materials.

Chapter 2: Learning Objectives

This chapter sets learning objectives based on qualitative targets (general competencies acquired in secondary school history courses) and specific targets (competencies related understanding the history of the region), and describes the aim of a vibrant history education community in the Baltic Sea Region.

2.1. Qualitative targets

Before addressing specific learning objectives related to knowledge, the qualitative and more general goals of history teaching are presented. The qualitative targets should also be kept in mind when developing new educational methods and materials for history and youth projects in the region.

In short, the qualitative targets focus on promoting multiple perspectives, tolerance, diversity, democratic values, human rights, critical thinking, orientation in time, comparing differences and similarities, reflecting on value systems, empathy, dissolving stereotypes, using correct terminology, and interest in the region. Competencies related to the region's history include knowing and analysing cultural encounters (e.g. Vikings, migration) and trade relations during different eras (Hanseatic League, prehistoric trade), empires and political regimes (Swedish power period, Russian Empire, Soviet rule etc.), the spread of values (e.g. Christianity, nationalism), and analysing the causes, aftermaths and different interpretations of important events (the World Wars, Cold War, independence movements).

The learning objectives involve general aims typical in history and civic education (knowledge of significant historical events, source criticism, and democratic values) as well as those that are particularly conducive to fostering a sense of neighbourliness in the region. Therefore, two groups of learning objectives are stated: general history competencies and outcomes related to the region's history (divided into topics, skills and values):

- The detailed learning objectives dealing with the history of the Baltic Sea Region are listed in Annex 1 (*Detailed learning objectives when studying the history of the Baltic Sea Region*). The detailed learning objectives list topics, competences and values in relation to the region's history suggested by 4 curriculum and history experts.
- Particular cohesion-building values and general history competencies are listed below. They represent the basis for the more detailed learning objectives (BSR related).

Values
- Desire to understand and openness to others: Multi-perspectivity
- Tolerance, open attitudes and respect for others
- Appreciation of diverse communities in society (multiculturalism)
- Internalised respect for human rights
- Appreciation of democracy and rule of law

Competences
- Orientation in time, understanding that history is a dynamic process (ability to understand events in their time and context)
- Identify and compare similar events and influences in different contexts
- Ability to reflect on value systems
- Reflective empathy: ability to differentiate between regimes and groups of people that at face value are associated with these regimes
- Ability to identify and dismantle stereotypes

- Ability to critically analyse and recognize potential biased sources on the region's past, using historical sources competently
- Critical thinking in analysis and research
- Understanding and using correct terminology
- Recognizing differences (their reasons) especially those from recent history
- Interest and curiosity in the region (associate one's locality and country with the region)

2.2. Specific targets

Many of the learning objectives in relation to teaching the history of the Baltic Sea Region (both in Annex 1 and above) are covered by recent educational methods and materials that have been developed by the Unitas Foundation (Annex 2: Compendium of BTB Materials) and its partner the Museum of the Occupation of Latvia. By preparing teachers, these can be successfully used to achieve the learning objectives stated in Annex 1.

Primarily, they cover contemporary history topics, skills and values, or topics that expand from one era to another (tendencies of change, history as a process); therefore, concentrating on earlier periods is encouraged.

Topics, skills, values

According to the experts who suggested further topics from the history of the region in the research conducted by Unitas Foundation, there are a number of topics from different historical periods that could be addressed. They highlighted political, economic and cultural relations within the region during these periods. These topics include both phenomena that are shared while also focusing on differences. The detailed topics list can be seen in Annex 1.

The topics primarily focus on contemporary history. The Bridging the Baltic Quiz is the only educational tool that covers all eras but does that in a rather narrow way by presenting only 3 texts and questions in connection to each period. Therefore more educational methods and materials need to be developed on earlier historical periods to cover all the learning objectives listed in Annex 1. A complete list of the recently developed educational methods and materials indicating the learning objectives each one covers can be seen in Annex 2 (*Detailed learning objectives addressed by the recent educational methods in Different Nations – Shared Experiences*).

Some examples of common topics to be studied are:

Prehistory: Trade within the region, Vikings (expanding into the Middle Ages), tribes (Baltic, Slavic), and cultural information on neighbours.

Middle Ages: Hanseatic League and trading, guilds, crusades and local resistance, Swedish settlements in Estonia, Finland, Latvia.

Early Modern era: The legacy of Swedish rule, Livonia, Lutheranism, education (universities, folk education).

Modern era: Russian Empire in the region, nationalist and cultural movements, democratisation.

Contemporary era: First World War, Interwar period, Second World War, occupation of the Baltic States (the communist system), re-gaining independence, migration of refugees.

2.3. Vibrant history education community in the Baltic Sea Region

In order to achieve the learning objectives through new educational methods, materials and curricula monitoring,[4] different stakeholders need to be involved. Teachers and students are the main target groups; therefore, collaborating with the associations of history teachers and relevant youth organizations responsible for engaging youth in both formal and non-formal history education activities in all the countries in the region is of importance. Regular meetings, information about upcoming events and funding form the backbone for a vibrant history education community in the region. The actions to achieve these goals are discussed in Chapter 3.

Regular meetings

Engagement with all relevant stakeholders, including policy makers, teachers' associations and trade unions, and preparing concrete proposals at the level of syllabi and programmes, pilot teaching materials and policy proposals to ensure state support and funding for their introduction are key elements in the BTB Strategy to deliver its goals via formal education. Therefore, meetings, seminars and workshops to discuss future projects, best teaching practices and other integration activities concerning the region would provide the basis for active project activities and a vibrant education community in the region. Regular information dissemination is also relevant.

Funding

Funding is an important part to secure the functioning of the network and its potential projects in the future. A closer cooperation between the network and the funders should be encouraged. The research[5] by the Unitas Foundation revealed that teachers lack the finances necessary to attend study trips or training; therefore, greater focus should be placed on supporting professional development for teachers.

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[4]　Unitas Foundation (2013). *Baltic Sea Region history: awareness among youth, national syllabi, and education*

[5]　Monitoring when secondary school history syllabi are being modified in order to suggest learning objectives related to the history of the Baltic Sea Region.

Chapter 3: Proposed Activities

This chapter proposes activities to achieve the learning objectives set in Chapter 2 and Annex 1. It concentrates on activities aimed at school level (students, schools, and teachers), education policy (curriculum, syllabus), educational requirements, project and product ideas and networking and financing.

3.1. Achieving the learning objectives in schools

Following the identification of policy levels, stakeholders participating in the BTB Strategy seminar and the expert panel suggested different strategic approaches to ensuring the receptiveness of policy makers and other stakeholders to making changes at these levels.

Firstly, there are activities to be implemented in schools, activities for creating educational methods and materials (e.g. materials created via cooperation between stakeholders, comparative materials, materials that emphasize cultural similarities and differences, interactive educational methods, personalised stories and local history, direct contact among students of different nationalities, excursions involving regional history enthusiasts) and activities to engage the teachers (training, networking and sharing best practices).

Secondly, there are activities at the wider policy (political will, public interest), curriculum and syllabus level (monitoring the syllabus process, fitting topics related to the region into the current syllabus, adding the same topics to history exams, sample teacher programmes, local education policy cooperation).

Firstly, it is important to increase stakeholder interest in the history of the region. From the bottom-up perspective it is necessary that teachers find the topic interesting enough from the start so they inspire interest among their students. The same is true of the students, and the public who need to be interested in the subject. From the top-down perspective there needs to be considerable political will to introduce the history of the region into the curriculum, textbooks and non-formal education activities. It is also important to conduct the activities and have the materials in the native language of the teachers and students.

Approaches to creating educational methods and materials for students
Cooperation between stakeholders to create educational methods and materials: For interactive educational methods such as online quizzes, games and excursions, it is necessary that different stakeholders participate with their know-how. The same is true for textbooks where several experts should be involved in writing the books. This ensures a broader and more trustworthy picture. Although the teachers in all four countries enjoy quite a lot of independence, textbooks very often determine how history is taught. Therefore, textbook authors and publishers need to be involved in projects to promote the subject. The authors should, however, have different background within the field of history studies. Historians, trainers of history teachers and history teachers should all be involved in writing new study material so as to include the regional perspective.

Comparative materials: These should focus on experiences of the same historical events in different countries of the region.

Emphasize cultural similarities and identify differences: Mutual influences can be seen in the region and when students realise these cultural similarities they start thinking in different terms (in terms of a sense of togetherness).

Interactive education methods: Online tools offering multiple perspectives so that students can practice their analytical and research skills. In addition, media solutions can be used to make archives available for everyone.

This could be done in cooperation with ICT[6] companies who could promote their products while students could develop their skills. Online quizzes, debates on controversial subjects are further options.

Use of personal stories and local history: Most textbooks until now have presented history by concentrating on nation states and economic-political events. However, in order to inspire interest in the students they need to be able to relate these events to real people. It is easier to relate to common people but it is also necessary to present different perspectives when analysing historical contexts and developments. Therefore, the traditional description of political events might be insufficient. Adding personal stories and including tasks where local history can relate to national and regional events is something that students can see in their own cities (architecture or art) and creates a connection with history and therefore further interest.

A regional approach in addition to the nation state approach: It is not useful to think only in terms of nation states. This is a rather current construction and taking recent history into account it seems to be divisive rather than uniting in the region. For centuries up until the 20th century, the Baltic Sea was how people were connected. The influences around the sea were much more important than relations within nation states that were separated by long distances on land. This will help dismantle stereotypes as the emphasis is on regional rather than national history.

Direct contact among students (youth exchanges, youth initiatives and democracy projects): One of the most important ways to dismantle stereotypes is to have direct connections between young people in different countries. Knowing someone personally and knowing their culture will help young people become more familiar with the region and its history. Such an understanding leads to better political and economic relations in the future. Therefore, this type of history education serves a wider purpose of integration and should be regarded as important. Common activities such as workshops, seminars, conferences, simulations on cultural, historical and political topics are worthwhile examples. It is also worth considering the option of integrating subjects and include languages and civics studies. Twinning schools is something that could also be employed.

Excursions to museums: Local museums could serve as focal points for history projects and involve history enthusiasts. History enthusiasts could introduce their topics of interest while providing a new perspective for teachers and students on local history and its connection to the wider region. However, the management of the museums also need to see the benefit; education coordinators cannot achieve much on their own. Therefore, museums need clear project ideas that benefit the museum and its visitors (by attracting more visitors, creating publicity). Low salaries are often demotivating for museum employees (especially in Estonia and Latvia), so financial incentives would also work.

Approaches to engaging teachers and schools

Training: Paid-for training that promotes teaching about the history of the region through different educational methods (BTB educational methods are described in Annex 2).

Networking and sharing best practices among teachers: offering free exchange programmes, paid-for training and topic related workshops and excursions will help teachers feel more valued. This will also take into account their in-service training needs. Furthermore, if the training events are paid-for it is easier for teachers to take part, as the lack of financial opportunities is one of the largest problems stated by teachers. While schools are often supposed to spend significantly on in-service training and study excursions, these resources are often not applied appropriately.

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6   Information and communications technology

Clear project proposals for schools: for the schools to decide whether to participate in a project they need clear descriptions of the project: what learning objectives it provides for students and how teachers' lessons benefit from the project. International projects can be especially appealing as they raise the school's status and potentially attract new students.

Education policy

Political will: in order to fully realise the potential of the BTB Strategy there needs to be stronger political support for history education about the Baltic Sea Region in the four countries, and therefore, a policy level approach addressing students and teachers. To avoid the subject becoming politically charged, it is important to include political players from different parties, political foundations and NGOs. It is also necessary to clearly define the messages being promoted through the BTB Strategy to policymakers. Raising the profile of the Unitas Foundation, the BTB Strategy work group, and organizations related to the history education network in the region is another challenge, and therefore, it is necessary to work with policymakers at the regional level (e.g. Nordic Council of Ministers (Norden). In terms of funding opportunities, it is useful to deliver the initiatives within current funding schemes.

Public interest and debate: in order to present the importance of the topic, it is necessary to promote it through different platforms (media, academia). The key is to awaken the interest of the general public and one way is to raise controversial issues for public debate. TV, radio shows, opinion articles by known and respected public figures, film festivals, seminars and other public events could present viewing history from surprising perspectives. Asking controversial questions on contested topics will encourage the general public to think about issues and form opinions. That, in turn, can lead to public demand for teaching the subject in schools.

Syllabi and curricula

Monitor the curricular and syllabus process: the history curriculum changes every few years when new directions for history education are set. Therefore, it is important to monitor when syllabi are about to be renewed in order to offer timely suggestions for adding topics on the region. Cooperation with education boards is therefore necessary. BTB Strategy learning objectives should be incorporated within history curricula in the targeted countries by 2020, taking into account the nature of each curriculum and how often they are put up for review and renewal.

The stakeholders have summarised the policy levels at which topics relevant to the region can be incorporated within the history curriculum and teaching to ensure clear learning outcomes:

Level of policy instrument	Estonia	Latvia	Sweden	Finland
Curriculum	Permits topics on the history of the region to be taught, no need to change	Includes knowledge of the history of the region	Does not restrict what can be taught	Does not restrict what can be taught, but may be worth lobbying with Education Board to include related questions in examinations
Sample syllabus (programme)	Yes, can be created and promoted	Yes, can be created and promoted	Maybe	Maybe (examples of how to teach)
Teacher training	Continuous professional development (CPD) – especially in Sweden and Finland (in Sweden – during the History Day teachers attend short training); Initial teacher education – creating a History of the Baltic Sea Region course for teacher training faculties (4 course developers from universities in 4 countries)			
Materials	Use existing materials for teachers (identify, which ones); Develop new package of materials for teachers			

The following suggestions take into account the research the Unitas Foundation has conducted on history curricula. An expert from each country with a background in history or history education was included in the strategy working group. As the education systems and curricula differ, the proposals for what should be included in current syllabi when teaching topics on the history of the Baltic Sea Region are presented according to each country.

In Estonia

- Create an optional 35-hour course to concentrate on the history of the region. As each school needs to provide 11 electives, then having such a course with proper material and training would benefit the schools and would further their knowledge of the topic.
- Use the curriculum from 1997, which includes Estonia and the Baltic Sea Region, as the basis for creating the new course.
- Create sample programmes for teachers to follow. This would be based on regional topics, and would be easy for teachers to prepare the lessons.
- Use the study material "Migration and Power" prepared by the Museum of the Occupation of Latvia.
- Use the textbook "Baltimaade ajalugu" (Zigmantas Kiaupa, Ain Mäesalu, Ago Pajur, Gvido Straube *History of the Baltic States*, Avita, 1999).
- Use the textbook "Soome ajalugu" (History of Finland); publishers: Ilmamaa.
- Conduct teacher training on the new material (e.g. "Migration and Power").

In Latvia

- Insert topics related to the Baltic Sea Region non-formally into lessons. During the course "History of Latvia and the world" it is possible to mention neighbouring countries when dealing with different eras and topics.

- Create a sample programme on the history of the Baltic Sea Region and promote it among teachers to create better knowledge about the region. Latvia also has teacher programmes, but their use is moderate.
- Use the study material "Migration and Power"
- Use the study material "Baltijas Valstu vesture" (Zigmantas Kiaupa, Ain Mäesalu, Ago Pajur, Gvido Straube *History of the Baltic States*, Zvaigzne ABC, 1999).
- Conduct teacher training on the new material (e.g. "Migration and Power").

In Finland

- Discuss issues related to the Baltic Sea Region within two current courses – one being compulsory and the other optional (Hi4 – Turning points in Finnish history, Hi5 – Finland from prehistoric times to autonomy).
- Include questions on the Baltic Sea Region in the history exam.
- Create sample programmes.
- Conduct teacher training on the new material (e.g. "Migration and Power").

In Sweden

- Insert topics related to Baltic Sea Region non-formally in lessons: it is possible to mention neighbouring countries when dealing with different eras and topics.
- Create sample programmes.
- Conduct teacher training on the new material (e.g. "Migration and Power").

Inserting Baltic Sea Region history topics into the existing syllabus: Many teachers in all four countries report that their lessons are overloaded and that there is too much content to go through. Therefore, it is important to find ways to add the history of the Baltic Sea Region in order to achieve the aims and skills required by the syllabus and the curriculum; for example, provide teachers with specific options for how to talk about the Baltic Sea Region when talking about migration, dictatorship, WW2 etc.

Including Baltic Sea Region topics in history exams: This is a more difficult goal but in terms of prioritising Baltic Sea Region history, it is useful. Exam topics are always focused on more, and thus to promote the topic, it is a priority. This is currently not an option in Estonia and Sweden where state exams in history do not exist. Communicating this message through teachers and policymakers (curricular experts) is one option.

Sample teacher programmes: In Estonia and Latvia sample programmes have been created for teachers to help them write their course plans. Adding sample programmes on the history of the Baltic Sea Region would greatly encourage teachers to focus on the topic.

Local education policy cooperation: In Finland, for example, the municipality sometimes plays a role in shaping syllabi in schools. Therefore, in the Finnish case the municipalities should also be approached by the stakeholders to encourage them to add Baltic Sea Region topics.

In addition, local history might be taught in other countries, and therefore, suggesting Baltic Sea Region topics be included in course plans in schools in coastal settlements is encouraged.

Learning objectives addressed by current DNSE educational methods and materials
Within the Different Nations – Shared Experiences research and materials development project, the Unitas Foundation in cooperation with its partners has developed several educational methods and materials that help to achieve the qualitative learning objectives (general competences targeted by history lessons) and also address the learning objectives mentioned in Chapter 2. They primarily concentrate on contemporary history and human rights issues, and so creating educational methods and materials to deal with other eras is encouraged.

The current educational methods are:

- Study material "Power and Migration"
- Travelling exhibition on the topic of migration in the Baltic Sea Region
- Bridging the Baltic online quiz (BBQ)
- E-campaign "iusNow" on history and human rights related topics
- History and civics education through filmmaking (SinuFilm)
- Workshops with film student to create films on human rights in the Baltic Sea Region
- Film week (on different cultural topics in the region)
- Academic research competition (for secondary school and university students)
- Model International Criminal Court (MICC) simulation

These materials and educational methods variously target the qualitative learning objectives. A compendium of these materials and educational methods can be seen in Annex 2. The compendium summarises the instruments. In general these topics deal with contemporary regional history, except for the BBQ, which targets all historical periods.

3.2. Educational requirements and feasibility and financing measures

The BTB Strategy aims to create and promote educational instruments with clearly defined learning objectives to improve student knowledge, competencies and values. The educational resources should meet a range of feasibility requirements that ensure a broad reach and easy dissemination of educational methods and materials.

In short, the educational methods and materials should be clearly set up, give equal status to all participants, encourage cooperation and personal interaction, support laws, be applicable in various settings, be interactive, improve student skills, integrate with other subjects, take into account both the student and the teacher, and involve a variety of senses.

Educational requirements

It is advisable to take into account the requirements already in use by the Unitas Foundation based on G.W. Allport's Intergroup Contact Theory. These primarily require:

- A structured set-up in terms of educational method, including well-defined learning objectives and tasks for educators and students
- Equal status ensured for all participating language and cultural groups and their representatives
- Intergroup cooperation without competition
- Common goals in problem solving
- Personal interaction (to learn about out-groups in an informal setting, generate affective ties to facilitate in-group reappraisal)
- Support for authorities, the law and customs

The seminar participants suggested further requirements, including:

- Increase integration between countries in the Baltic Sea Region as well as within each country
- Employ a range of active learning approaches (group work, group discussion, presentations, debates, role play etc.)
- Address a range of transferrable skills to ensure attractiveness for students (i.e. research, independent work, socialization, critical thinking, public speaking, using modern technological solutions)

- Integrate with other subjects
- Combine elements most appreciated and trusted by students as well as educators
- Involve different senses beyond the text (visual, auditory, motion).

Feasibility requirements

Above all, the educational methods and materials should be easy to replicate, i.e. instruments should be easy to adapt in new cultural and linguistic settings. Training new educators should also be possible with relative ease.

Furthermore, resources should have high educational impact at reasonable cost, which requires ensuring an appropriate educator-student ratio. This can be regulated on the basis of lower and upper limits to group sizes, number of educators per group, and certain budgetary principles. The project types and financing rates from the European Union Youth in Action Programme are outlined below for benchmarking purposes.

Cost of Youth Exchanges: Youth Exchanges offer an opportunity for groups of young people from different countries to meet and learn about each other's cultures. The groups plan their Youth Exchange together around a theme of mutual interest. A Youth Exchange brings together groups of young people from two or more countries, providing them with an opportunity to discuss and confront various themes, whilst learning about each other's countries and cultures.

- Eligible activity costs per participants: 33 euros × number of participants × nights
- 70% of the travel costs (directly from the project resources)
- 100% of the preparatory costs (preparatory planning meetings)

Cost of Youth Initiatives: Youth Initiatives support group projects designed at local, regional and national level. They also support the networking of similar projects between different countries, in order to strengthen their European aspect and to enhance cooperation and exchanges of experiences between young people.

- Project costs total: 4,700 euros
- Coordination costs total: 850 euros

Cost of Youth Democracy Projects: Youth Democracy Projects support young people's participation in the democratic life of their local, regional or national community, and at international level.

- Maximum cost: 50,000 euros; 75% of the operating costs will be covered.

3.3. Project and product ideas

In order to be more concrete about the kinds of ideas that the BTB Strategy encourages, a brainstorming session was carried out to chart different ideas among the stakeholders during the BTB Strategy seminar. These product and project ideas take into account the different approaches mentioned above. They involve both students and teachers.

Products
- LOL-materials or the humorous retelling of history (the same materials in many languages) about the history of the Baltic Sea Region
- Competitions for school students on 'creating stereotypes', showing how stereotypes are constructed in order to facilitate deconstructing them
- Concise (short) illustrated material on the region's history, similar to the material in Swedish, which already exists on the history of the Nordic Countries. Materials in 4 languages + Russian (given the high percentage of Russian-speaking students in Estonia and Latvia)

- Interactive e-materials on historical sites in the region, available in the region's languages
- Personalised e-workbook kits on the history of the Baltic Sea Region, linked to history curricula, but allowing students to select from the materials
- An action film about Hanseatic times
- TV show available via internet (with news, culture, history from the Baltic Sea Region)

Projects

- Travelling exhibitions on the history of the region with multimedia, created by students
- Different types of competitions for students (research projects, essays on a given history topic)
- Teacher training and exchange projects with possible follow-up products (handbook on good practices)
- Creation of CLIL[7] history materials in the languages of the Baltic Sea Region as a project
- 'Travel package' for teachers and students to visit Estonia and Latvia
- Maritime museum project or even building a ship together as a project for teachers and students from the 4 countries
- Simulation games (partisan themed)
- Volunteer work, field work in historical places and museums
- History summer camp with participants from different countries
- Skype classes with museums

As can be seen from the list above, while some products suggested by stakeholders are expensive (e.g. action film), many are not, and could be included as project activities or project outputs in future proposals for funding.

The creation of attractive educational materials and other products that can be used by others and could have a viral effect (spreading independently of their creators' activities) is another way to ensure the sustainability of BTB Strategy outputs. Product ideas suggested by stakeholders can and should be utilised.

At the same time, to ensure strategic outcomes and impact, it is essential to maintain some core activities during the implementation of the BTB Strategy, where BTB Strategy owners and key stakeholders can control the risks and systematically promote activities to achieve the best possible results. The project ideas suggested here can be incorporated into such an approach.

3.4. Network and financing approaches

Effective networking and stable funding are preconditions for future projects and products that encourage teaching the history of the Baltic Sea Region and achieving the suggested learning objectives. Creating and managing the network is a top priority while regular meetings for stakeholders, information dissemination and reliable funding schemes play a supporting role.

Creating and managing a Baltic Sea Region history education network: In order to put the above-mentioned into practice, it is important to gather all interested stakeholders from the region and involve them in future planning and implementation activities in the BTB Strategy. There are different options for establishing the network: individual, organization-based or a mixed version. It was decided by the stakeholders that a network of individuals is the least effective while a network of organizations (or a mixed version) would provide more stability, commitment, easier funding, straight-forward legitimacy, higher credibility and reputation, a larger base of members and commitment to projects. There should be a central managing authority. For the time being, Unitas Foundation could perform this task.

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7   Content and language integrated learning

While existing networks (e.g. EUROCLIO[8]) can and should be approached as partners for the BTB Strategy, their involvement cannot fully compensate for the lack of a regional network of education actors and other stakeholders that could do the lobbying and fundraising work as well as act as a project implementing body and community of practice.

In terms of a typology of networks, the BTB network would be an agency network – its rationale for existence being to promote certain values and goals, rather than serving the organizational interests of its members.

In addition, publishers, museum educators, youth and history education related organizations, policymakers and financiers should be included in the network.

Regular meetings for the stakeholders: in order to continuously monitor the success of the suggested activities, it is necessary that stakeholders meet regularly and pin down further directions for development. This will also serve as a platform for organising projects that involve more than one target group. The network should be responsible for that. In addition, a personalised approach to including different stakeholders should be a priority (i.e. personal invitations).

An informative web page, a newsletter: for stakeholders to have regular updates on events, a separate web page, or a newsletter should exist. Social media (Facebook, Twitter) should also be used as people tend to have different information consumption preferences.

Reliable funding schemes: In order to finance any future activities for the target groups, reliable funding streams need to be established. At the moment such schemes for educational purposes are missing; therefore, two approaches could be adopted: first, fitting the goals of the BTB Strategy and the emerging network within existing funding programmes; and secondly, trying to influence the funders to concentrate more on funding youth and education projects in the Baltic Sea Region. Initially, without a functioning network and large-scale interest in the topic, it seems optimal to focus on the first option.

Existing funding options (programmes) with suitable aims currently include:

1) *Youth in Action* (European Commission, EC) – inspire a sense of active European citizenship, solidarity and tolerance among young Europeans
2) *Europe for Citizens* (European Commission) – citizens have the opportunity to be involved in transnational exchanges and cooperation activities
3) *Grundtvig* (or *Erasmus Plus* by European Commission) – practical learning for adults
4) *EEA national programmes* (EC, government of Norway, Iceland, Lichtenstein and national governments) – Lifelong Learning programme, FP7 (collaborative research)
5) *Nordic Council of Ministers* (Norden) – to promote democracy, networks and cooperation in the region (for NGOs)
6) State budgets of the countries in question
7) *Swedish Institute* – Cooperation in the Baltic Sea Region, exchange and development programmes, events and projects in culture
8) *Swedish and German political foundations* – democracy, history education

Funders need targeted initiatives: it is necessary for the financier to know the policy approach and goals to allocate funds.

In short, funding should be pursued at the European, regional, national, and local level and through private donors and sponsors.

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[8] The European Association of History Educators

Annex 1. Detailed Learning Objectives when Studying the History of the Baltic Sea Region

Antiquity and Prehistory

Topics

1. Trade within Baltic Sea Region: Development of international trade routes and Estonia
2. Vikings (relations, fights, findings): relationship of ancient Estonians with their neighbours and their mutual influences (Vikings).
3. Oldest records of the spread of Christianity (in Estonia).
4. Sources from neighbours about the history of Estonia (Scandinavian sagas).
5. Baltic tribes, Slavic tribes: relationship (of ancient Estonians) with (their) neighbours and their mutual influences (Eastern Slavic people, Baltic tribes).

Knowledge

1. Who were the neighbours (of Estonia)
2. Indicate on the map, where (on what area) neighbours lived

Skills and Competence

1. Ability to characterise (Estonian) relationships with neighbouring nations and mutual influences

Middle Ages

Topics

1. Shared attributes of culture in the Middle Ages.
2. The world view and customs of medieval people; examples from the Baltic Sea Region.
3. Hanseatic League, trading different products and skills, other countries and cities belonging to the Hanseatic League, Guilds and craft guilds. Life in the cities.
4. Religion and the Reformation.
5. Medieval architecture; examples from medieval cities such as Reval and Riga.
6. Old Livonia: The Chronicle of Henry of Livonia as a historical source. Old Livonian states: state organization and political map. Social order. Land Council. Relations between Old Livonian states and with neighbours. Position of Old Livonia in the Baltic Sea Region; Masters of the Livonian Order.
7. Baltic crusades and the resistance movement, Kaupo, Bishop Albert and the chronicler Henry. Political map of the Baltic countries. Foundation of Riga. Livonian Brothers of the Sword. The Christianization of the region. Swedish fighters at Lihula.
8. Slavery: Building of estates. Formation of villages and restriction of movement. County management, vassals, manors, plough-land, legal status of the peasantry, stratification of the peasantry, duties of peasants.
9. Swedish settlements along the coast of Estonia.

Knowledge

1. Changes in Old-Livonia's governance and relations with its neighbours; know how to use the following concepts in context: Old Livonia, Livonian Order, vassals, estate, village, restriction of movement.
2. Identify Bishop Albert and the chronicler Henry and describe their activities.
3. Know how to use the following concepts in context: vassals, estate, and village.
4. Livonian Order, identify Lembitu, Kaupo, Bishop Albert and the chronicler Henry and describe their activities.
5. Governance of cities. Handicraft, trade, the Hanseatic League, guilds and craft guilds. Life in cities, describe the main features of Estonian medieval culture

Skills and Competence

1. To critically analyse the texts of chronicles and other informational texts; describe changes in the organization of government and the political map of Old Livonia and relations with neighbouring countries.
2. Analyse the reasons for the Baltic crusades, their course and consequences from the point of view of different participants.
3. Describe (Estonian) medieval society: fiefdom, the legal status and economic situation of peasants, handicrafts and trade, and create links between the history of Estonia, the Baltic Sea Region and Europe during the Middle Ages.

Attitude

1. Understand the effect of Christianity on (Estonian) culture, spiritual life and the change in values, and understand cultural continuity.

Early Modern era

Topics

1. The century of the bourgeoisie.
2. Examples from the class society and the life of the German upper class in Estonia and Latvia
3. The legacy of Swedish rule (the Swedish Power Period), when Sweden occupied most of the Baltic Sea Region. Riga was Sweden's biggest city in the 17th century, Tartu University was founded by Sweden in 1632, the Royal Academy in Åbo was founded in 1646, the system of teaching all children how to read and write was introduced etc.
4. The situation in the Baltic Sea Region, nations/areas between Swedish and Russian powers.
5. The effects of the Swedish Period of Great Power in Finland;
6. The broader perspective across the Baltic Sea Region; economy, population, trade, political relations.
7. Reformation
8. Conditions for education. Beginnings of the (Estonian) printed word.
9. The Livonian War: the location of Old Livonia in the Baltic Sea Region. The causes of the Livonian War, its course and consequences.
10. Estonia (and Finland, Latvia) possessed by (three) kingdoms: organization of state and political map. Counter-Reformation.
11. Development of culture: Balthasar Russow's chronicle as a historical source. The influence of the Reformation and the Counter-Reformation on spiritual life.
12. Economic development: the legal status and economic situation of peasants. Reduction [9] and its results. Growth of manufacturers. Trade.
13. Spiritual life and culture: Lutheranism as a state religion. First upper secondary school. Foundation of the University of Tartu. Folk education. The spread of the Estonian written word.

Skills and Competence

1. Compare the influence of powerful states in the area in the sixteenth century.
2. Explain the causes of the Livonian War, its course and consequences and analyse and assess the activities of the participants according to sources; describe the changes in the organization of governance and the political map during the wars.
3. Describe the effect and importance of the Reformation on Estonian cultural history and on the Baltic Sea Region.
4. Understand how the gradual establishment of Swedish rule across Estonia took place; describe the politics of Sweden in Estonia and Livonia (Finland?).

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[9] Properties held by nobility became the property of the Crown

5. Describe the change in the legal and economic status of peasants during the Swedish era.
6. Understand the influence of Lutheranism and the importance of the Swedish era in the development of Estonian culture and education, in the past and today.
7. Describe international relations in the Baltic Sea area in the sixteenth century.
8. Martin Luther, Hermann Marsow, Melchior Hoffmann, iconoclasm, the Wanradt-Koell catechism.
9. Causes, participants and consequences of the Livonian War, changes in the organization of governance and the political map during the wars, identify Balthasar Russow, Ivan IV and Wolter von Plettenberg and describe their activities.
10. Balthasar Russow, beginning the translation of the Bible. Hans Susi. Hermen Rode. Bernt Notke's , "Dance of Death", Michel Sittow.
11. Governorate of Estonia and Livonia, power management, Court Order, knighthood, Gustav II Adolf, Johan Skytte and Charles XI.
12. Explain and know how to use the following concepts in context: knights, reduction, tax books.
13. Explain and know how to use the following concepts in context: Bible conferences, the New Testament and Academia Gustaviana; and identify Bengt Gottfried Forselius, Gustav II Adolf, Johan Skytte and Charles XI, and describe their activities.
14. Analyse the changes in outlook and spiritual life.
15. Assess the politics of Sweden in Estonia on the basis of sources and texts and appraise the credibility of the sources.
16. Understand the influence of Lutheranism and the importance of the Swedish era in the development of Estonian culture and education, in the past and today.

Modern era

Topics
1. The situation in the Baltic Sea Region, nations/areas between the Swedish and Russian powers. Difference between Finland (autonomy), Estonia and Latvia. Cultural life and the rise of nationalism after the 1860s (comparing examples from other countries)
2. The Great Northern War: causes of the Great Northern War, its course and consequences. Population trends in Estonia from the sixteenth to eighteenth centuries. The influence of war, disease, everyday conditions and famine on the population.
3. Landestaat: Russian centralized power and Baltic German government based on social order. Special administrative arrangement. Economic situation and legal status of peasants.
4. Spiritual life: Baltic German culture and peasant culture. Folk education. Pietism and enlightenment.
5. The development of nationalist and cultural movements in Estonia and Latvia during the 19th century, early 20th century. (Democratisation)

Skills and Competence
1. Know key events, backgrounds and changes in international politics since the late 19th century.
2. Explain the reasons, results and influence of the Great Northern War; analyse the conditions that affected population processes; Identify Charles XII.
3. Explain and know how to use the following concepts in context: Landestaat, restitution, special administrative arrangement.
4. Describe the special situation of the Baltic States (Landestaat) and its effect on the development of Estonia; analyse the changes in the economic situation and legal status of peasants on the basis of sources and texts.
5. Explain and know how to use the following concepts in context: Pietism and enlightenment, collectives of brethren.
6. Analyse the effect of the ideas of the European Enlightenment on Estonia's spiritual life.

Contemporary history

Topics

1. The First World War and its effects on international politics.
2. The situation in Estonia and Latvia, how they gained independence and how it was connected to international politics.
3. The interwar period and the Second World War.
4. Soviet-German-Soviet rule.
5. European extremist movements, the crisis of democracy and persecution of people in different countries.
6. The Second World War and its consequences.
7. After the 1980s.
8. The disintegration of the Soviet Union and the dissolution of bipolar Cold War relations; the changes in Estonia and Latvia.
9. The Second World War: the Finno-Russian Wars and subsequent reconstruction; the transformation of foreign policy.
10. Compare the situation to what happened in the Baltic States.
11. Changes in the political and international status of Finland, crises related to such changes, the transition from estate society to civil society and economic and cultural transitions.
12. The Second World War: the Finno-Russian Wars and subsequent reconstruction; the transformation of foreign policy.
13. Compare the consequences of WWII in the region and in the Baltic States.
14. First World War: birth of new nation states in Europe, Estonian War of Independence (help from Sweden and Finland), Latvian Riflemen, Landeswehr, the battle of Võnnu.
15. Birth of new nation states in Europe.
16. Between the world wars: democracy and dictatorships.
17. Estonian foreign relations: endeavour to create Baltic union, Scandinavian union, authoritarianism in Latvia. Economic relations. Development in Estonia compared to Scandinavia and Baltic countries.
18. The Second World War: Molotov-Ribbentrop Pact, Winter War, occupation of the Baltic States, consequences of the Second World War. Estonian volunteers in Finnish Wars.
19. The USSR and the Communist System: Life under the Soviet Union. Estonians living abroad (in Sweden).
20. Cold War
21. Communist crimes, the holocaust from multiple perspectives.
22. Collapse of the Soviet system. Re-gaining independence in Estonia and Latvia. Relations with countries in the Baltic Sea Region. The Baltic Chain.
23. Any global process of change during the 19th and 20th century. Its concrete process and patterns, as well as the consequences for societies, groups and individuals at the regional and local level.
24. How do we understand historical source material from different countries in the Baltic Sea Region? (in relation to source criticism)
25. While looking at the regional perspective, the Baltic Sea Region could be studied. (in relation to learning about archives).
26. The migration of Baltic refugees to Finland and Sweden, as well as the Swedish extradition to the Soviet Union of Baltic refugees who had been soldiers in the Nazi German army. (Migration)
27. The events during World War II – The occupation of the Baltic States by the Soviet Union. The Nazi occupation, and subsequent Soviet re-occupation. The Soviet system, the loss of people from the Baltic States as refugees to the West, killings, and people sent to the Gulag. Life and oppression in the Soviet Baltic States. (Dictatorship, genocide, conflict, human rights)
28. How national economic growth in the Baltic States changed from being at the same level as Finland before World War II, to being far behind Western Europe in the 1980s–90s. How the Soviet system

destroyed a flourishing farming system and instead industrialised a region with no raw material and energy resources, which had to be imported from other parts of the Soviet Union along with labour in the form of Slavic immigrants. According to many sources this policy aimed to reduce the percentage of ethnic Estonians and Latvians in these Soviet Republics. (Industrialisation and distribution of resources, migration.)

29. The first period of Baltic independence between World War I and II. (Democratisation)
30. Perestroika, the struggle for Baltic independence, the singing revolution, independence in 1991, post-Soviet Baltic development and contacts with Europe, cooperation between the Baltic States and different European countries, organizations and individuals (civil society). Members of the European Union, introduction of the euro, development of Baltic political systems and civil society, political participation. (Democratisation)
31. Changing gender roles in the Baltic Sea Region. (Gender roles)

Skills and Competence

1. Analyse the reasons for the collapse of the Communist System.
2. Describe and show on a political world map the changes that took place after the Cold War.

Knowledge

1. Modern Times and 20th – 21st Century: Understand the formation of ethnic and national identities in Latvia, Europe and the world in modern times and the 20th – 21st century.
2. Understand the role of the geographical environment in the formation and development of different types of civilization.
3. Modern Times and 20th – 21st Century: Understand the impact of industrial and post-industrial society on the environment.
4. Understand the tendencies and significance of the development of trade in the history of Latvia, Europe and the world;
5. 20th – 21st Century: Understand causes, manifestations and consequences of the divided world after WW II.
6. 20th – 21st Century: Understand, analyse and evaluate the process of globalization, explain the causes, progress, and the role of international organizations (EU, NATO, UN) in today's processes.
7. Enumerate the events of the Estonian War of Independence and describe the course of the war on a map; explain and know how to use the following concepts in context: February Revolution, autonomy, Landeswehr.

All periods

Topics

1. Common experiences under different empires (since the Middle Ages).
2. Diverse and changing identity: how people saw themselves in different periods (could be conceived on the basis of private documents: diaries, letters).
3. Individual's place in historical processes: individuals from EE, FI, LV, SE whose actions affected life in the Baltic Sea Region.
4. Economic activity: goods flow, trade within the Baltic Sea Region.
5. Migration during different periods.
6. Cultural heritage of civilizations: shared cultural heritage of the Baltic Sea Region, cultural differences.
7. Sources of information in history and their use: take one event and compare sources to see how it was reflected in EE, FI, LV, SE.
8. Reasons for conflicts.

9. Compare Swedish, Danish, Russian, German rule.
10. Colonization
11. Meanings of the Baltic Sea Region for students (regional and national identity).

1500–today

12. Changed power relations in the Baltic Sea Region (Long-term historical perspectives regarding changed power relations and different historical explanations for these changes).

18th–21st century

13. The development of nationalist and cultural movements in Estonia, Latvia and Lithuania during the 19th century, early 20th century, as well as the period between World War I and II, as well as the period from Perestroika in the 80's and onwards during the independence and post-independence periods (Importance of history when forming identities – for example, different ideas about our shared cultural heritage).
14. Different cultural meetings that Sweden as a country and Swedes have had with neighbouring countries in the Baltic Sea Region (Thematic in-depth focus on historical questions of importance for individuals, groups and societies: Cultural meetings).
15. Compare the historical world view of the countries in the Baltic Sea Region (Thematic in-depth focus on historical questions of importance for individuals, groups and societies: Differing historical world views).
16. Discuss the different views on farmers in the Baltic Sea Region. Sweden has a long tradition of independent farmers, Estonia also has a tradition of independent farmers, but during the Russian period in the Baltic States there was a system of serfs (Thematic in-depth focus on historical questions of importance for individuals, groups and societies: Views about gender equality and human equality in general).
17. Compare peoples' relationship to nature in the different countries of the Baltic Sea Region (Thematic in-depth focus on historical questions of importance for individuals, groups and societies: Peoples relationship to nature).
18. The importance of history. How history is used in different cultural expressions, such as movies, literature, music and different youth subcultures.
19. Different notions of art and culture from a historical perspective. Meetings between established culture and different kinds of new cultural movements (cultural influences).
20. Thematic in-depth focus on historical questions of importance for individuals, groups and societies from a cultural-historical perspective: world views, mentalities, ideas, differing cultural forms of communication through time.
21. Any global process of change during the 19th and 20th century. Its concrete process and patterns, as well as the consequences for societies, groups and individuals at a regional and local level.
22. How do we understand historical source material from different countries in the Baltic Sea Region? (in relation to source criticism)
23. While adopting a regional perspective, the Baltic Sea Region could be studied (in relation to learning about archives).

Skills and Competence

1. Understand the building blocks of Europeanism by becoming familiar with essential European cultural heritage.
2. Understand the significance of scientific achievements in shaping people's world view.
3. Become familiar with trends in the history of ideas that underlie social development.
4. Become familiar with lifestyles and world views from different periods.
5. Become familiar with the products of European culture through different types of historical source material.
6. Analyse phenomena in international politics on the basis of economic, ideological and power-political rivalry. The key perspectives include democracy versus dictatorship.

7. Become familiar with the most important social and economic changes; be able to place the political development of Finland in relation to the political background of Europe and the world.
8. Become familiar with the most important social and economic changes.
9. Be able to place the political development of Finland in relation to the political background of Europe and the world.
10. Learn to connect historical development trends with the history of their own domicile area.
11. Characterise Estonians' relationships with their neighbouring nations and mutual influences.
12. Critically analyse chronicle texts and other informational texts.
13. Interpret historical developments in various forms of work.
14. Independent study
15. Students must be able to give a detailed account of processes of change, events and individuals during different periods, as well as different interpretations of those changes, events and individuals.
16. The student must also be able to discuss the processes of change and events and give a detailed account of their causes and consequences.
17. The student will also give examples of individuals who have played an important role during different courses of events, and give a detailed account of why they are important for these events.
18. The student will give basic examples of correlations between events in the past and present-day situations, and give a detailed account of these.
19. The student will also be able to make some well-founded conclusions of how courses of events in the past and present-day situations may influence the future.
20. The student must be able to look for, and interpret, source material with some certainty in order to answer questions about historical courses of events, and make well-founded reflections regarding the relevance of the material.
21. When evaluating the material, the student will offer basic conclusions based on different possibilities for interpreting the source material.
22. The student must be able to give a detailed account of some historical courses of events and occurrences which have been used differently, as well as be able to explain why they have been used differently.
23. The student will also give some examples of different ways to use history, and estimate their importance for present-day courses of events and occurrences with basic conclusions.
24. Use of history in the present.
25. Problem solving through analysis.
26. Forming constructive and coherent arguments.

Attitudes
1. Students will be able to analyse cultural phenomena as manifestations of their respective times.
2. Be familiar with the main features and theory of international politics; understand the grounds for international cooperation mechanisms and antagonisms; understand the influence of ideological and economic conflicts of interest in the history of international relations.
3. Students should understand the interdependencies between different phenomena of economic, social, cultural, ideological and political life.
4. Nordic culture
5. Sense of belonging, cooperation.
6. Equality

Annex 2. Compendium of BTB Materials

Introduction

The compendium will provide an overview of the educational methods and materials that have been developed by the DNSE project. The aim of these instruments and materials is to cover topics focusing on the history of the Baltic Sea Region during different periods. Although the instruments mostly concentrate on contemporary topics and human rights issues, there are some instruments that can be extended to other periods.

The overall aim of the educational methods is to enhance young people's knowledge about the region's history and provide them with new skills. Through these educational methods, young people will know more about each other's history and culture, which will ultimately contribute to mutual understanding and reduce stereotypical thinking.

These educational methods could be used by all teachers in the region. Some of the educational methods (MICC, film workshops and the study material on migration) require prior training. Ideally, with further project activities stemming from the BTB Strategy, such training could be carried out regularly and without any cost to teachers.

1. Academic Research Contest for secondary level students

Title: Academic Research Contest (ARC)

Section: for classroom / outside classroom

Name of the Organization: Unitas Foundation

Geographical area: National / regional / international

Summary and Purpose: An academic research competition is organized annually to analyse themes related to the Baltic Sea Region. The contest develops the students' research skills.

Description: An annual contest for research papers related to the Baltic Sea Region by secondary school students in cooperation with history and civics teachers. Each year the theme relates to the Baltic Sea Region, and enables students to learn different aspects of regional history. The research should encourage analysis on how their own history and culture relates to neighbours in the region.

The primary motivation for the participants should stem from submitting the papers to teachers as part of their schoolwork. Various awards (e.g. prize money, scholarships, study trips, etc.) can provide the students with additional incentive to participate in the contest. The annual themes should be chosen in cooperation with history teachers, historians and other history and youth related organizations to provide the students with attractive topics and guidelines.

Strengths: This educational method develops the students' independent research skills. They become acquainted with academic writing standards and vocabulary, and are thus prepared for further academic studies. The topics can also be used to initiate discussion in class. The students will learn about their neighbours: similarities and differences, and also about different historical phenomena.

In both Estonia and Latvia, the students are required to write one research paper when attending upper secondary education. The ARC provides extra motivation to do that research within their history course.

Availability: Additional information can be acquired from the Unitas Foundation.

Limitations: The educational method is time-consuming as it requires teachers to perform the role of academic tutor, to evaluate the papers and provide personal feedback.

Partners: Historians, history teachers, NGOs

2. Academic Research Contest for university students

Title: Academic Research Contest (ARC)

Section: for classroom / outside classroom

Name of the Organization: Unitas Foundation

Geographical area: National / regional / international

Summary and Purpose: An academic research competition organized annually to encourage research into themes relayed to the Baltic Sea Region. The contest develops the students' research skills.

Description: An annual contest for research papers on the Baltic Sea Region by university students runs in cooperation with university professors active in the field of research into Baltic Sea Region. The themes each year relate to the region, enabling students to learn about different aspects of their regional history. The research should encourage analysis on how their own history and culture relates to neighbours in the region. The topics can emerge from sociology, history, politics, communication, anthropology and psychology. The annual themes should be chosen in cooperation with academics from various fields and Baltic Sea Region related organizations to provide the students with attractive topics and guidelines.

Various awards (e.g. prize money, scholarships, study trips, etc.) can provide students with an additional incentive to participate in the contest. A published compendium of selected works can serve as further motivation.

Strengths: The educational method develops the students' independent research skills and can potentially prepare them for a career in academia. They become acquainted with academic writing standards and a new regional topic. The students will analyse developments in the region and provide new insights into the issues important for the region and acquire knowledge on regional topics.

Availability: Additional information can be acquired from the Unitas Foundation.

Limitations: The educational method is time-consuming as it requires academics to guide the students, evaluate the papers and provide personal feedback.

Partners: Historians, history lecturers, NGOs

3. Bridging the Baltic Online Quiz

Title: Bridging the Baltic Online Quiz

Section: for classroom / outside classroom

Name of the Organization: Unitas Foundation

Geographical area: National / regional / international

Summary and Purpose: An online quiz on migration patterns in the Baltic Sea Region to foster understanding on historical cultural encounters in the Baltic Sea Region. The quiz can be used as an educational method to teach a variety of other topics related to the region.

Description: The migration quiz concentrates on migration routes and their cultural influences over five historical periods – Prehistory, Middle Ages, Early Modern, Modern and Contemporary History. Information on each period consists of an introductory text and overviews of 2–4 particular migration routes. The content is presented in the form of an interactive map indicating the routes, and is sufficient to answer the quiz questions.

For each period, multiple choice questions are presented next to the map. Once participants have answered questions on one period, they can move on to the next section.

The online quiz is accessible for all as a classroom activity, a home assignment or for independent participation. The primary motivation for students should stem from answering the quiz as part of their schoolwork. Various awards (e.g. prize money, scholarships, study trips, etc.) can provide students with additional incentive to participate.

Strengths: The quiz constitutes a concise overview of the main migration routes during all historical periods presented in an innovative and interactive way. It provides students with factual knowledge in a visual and game-like context. The quiz helps students understand the shared and divided past of the region, as well as cultural encounters between nations. Online availability and translations into local languages ensure easy access to this method. The quiz offers a relatively quick way to introduce students to the main migration patterns of the region in class activities or as homework. The quiz can be used as a starting point in class discussions about migration in general or the shared legacy in the region.

Availability: The educational method can be acquired from the Unitas Foundation.

Limitations: The students will obtain an overview of the main developments in migration during different periods, but will not be thoroughly introduced to the topic. Using the educational method requires access to the internet.

Partners: Historians, history teachers, museums

4. Travelling exhibition "Far = Near?"

Title of the educational method: Far = Near?

Name of the Organization: Museum of the Occupation of Latvia, Unitas Foundation

Target group: Secondary school students and the wider public

Geographical area: national / regional

Summary and Purpose: This is a travelling exhibition on cultural similarities and differences in four countries of the region (Estonia, Finland, Latvia and Sweden). The visitors will acquire new interesting knowledge on history.

Description: The exhibition is composed of different cultural topics. The first topic is 'singing', sub-divided into the national anthem, singing in political life, the Eurovision and the general tradition of singing. The second topic is 'eating and drinking traditions', which is sub-divided into special dishes and drinks from each of the countries, and secondly drinking problems. 'Language' is the third topic, and is sub-divided into minority languages, language-based problems, and finding similar words in each of the languages. Historical topics include Vikings (common Scandinavian heritage), the Hanseatic League, the Struve Geodetic Arc and the Cold war. There is information and visual material on all the topics. This is presented on cubes, each of the four sides is dedicated to one country and altogether there are 14–15 cubes that can be set up in a space of at least 40m2.

Strengths: The exhibition is not only about history but also concentrates on other aspects of commonalities and differences. It is an image-based exhibition that uses some texts to make navigating the exhibition easier

and stimulate further interest. It is also possible to use phones to scan electronic codes on the cubes when the visitor wants to access more information online. Subsequent group activities with the students can explore the reasons for events and similarities across the region, and generally analyse the content of the exhibition. The exhibition talks about both past and current issues so teachers have an opportunity to create group discussions on topics related to the Baltic Sea Region. The exhibition is easy to transport and to assemble. The technical solution of the boxes is environment friendly, and easy to set up.

Availability: Museum of the Occupation of Latvia

Partners: Schools, teachers, students, museums, NGOs

Limitations: Reading all the texts would be time-consuming and can bore the visitor; however, multiple images should keep the attention of the visitors. Although there is text, images and a mobile app, the exhibition does not provide any suggested teacher-student activities.

5. Film student workshop

Title: Film Student workshops

Section: Outside classroom

Name of the Organization: Unitas Foundation

Geographical area: National / regional / international

Purpose: To foster mutual understanding in the Baltic Sea Region. The project "Different Nations – Shared Experiences" prepares a tool to educate young people in the region on human rights and issues related to culture in the Baltic Sea Region through filmmaking.

Description: The film students workshop encourages groups to create short films on topics concerning the Baltic Sea Region – history, culture, current affairs, etc. Workshops are organised in series and cover all phases of film production (developing treatments and production plans, scriptwriting and storyboarding, production, post-production, and distribution). The educational method requires a minimum of 20 academic hours (2.5 days) to be run effectively.

Strengths: Film students are introduced to cultures and current issues in the Baltic Sea Region. They have the freedom to cover all aspects related to the region to develop their knowledge of the region and encourage analytical thinking. The workshop will encourage group work and creativity, primarily encouraging university students (also international students) to think about the similarities and differences that unite and divide the region in terms of culture. The educational method has been developed in collaboration with the Baltic Film and Media school; therefore, the educational method takes into consideration both the topic and how it can be approached by the creative industries. The first programme created interest among students and provided a number of video stories on the region, and thus can be employed in the future.

Availability: The educational method can be acquired from the Unitas Foundation.

Limitations: The programme requires dedication, time and money on the part of the students and their tutors. It also requires a media outlet to present the finished films.

Partners: Secondary schools, teachers, students, art schools, NGOs, youth organizations

6. Migration and Power – migration case studies from the Baltic Sea Region

Title: Migration and Power

Section: for classroom / outside classroom

Name of the Organization: Unitas Foundation, Museum of the Occupation of Latvia

Geographical area: National / regional/ international

Summary and Purpose: A set of case studies dealing with migrations in the region in the 20th century to teach the history of the Baltic Sea Region.

Description: The set will encompass five case studies illustrating Baltic German emigration 1939–1940, migration from the Baltic States to Sweden during WWII, Finnish migration to Sweden during the Cold War; Soviet deportations to GULAGs from Latvia and Estonia, migrations from the "proper" USSR to the Baltic republics. The case studies aim to help students answer the following questions:

- How/why did different groups decide to leave their home?
- How did they adapt to the host country?
- How were they received?

Strengths: The material develops different skills and offers a variety of knowledge about the region (specifically Estonia, Finland, Latvia and Sweden). It provides the students with knowledge on recent events in terms of migration patterns. Students will look at deportations and different forms of migration in light of Soviet history and ideology in order to reflect upon the controversial nature of the history of the 20th century. The educational method assists students with acquiring skills such as critical thinking, exploring original historical sources (letters, articles and photographs), understanding events in their time and context, reflective empathy, identifying and dismantling stereotypes. This educational method employs a variety of approaches to disseminate information: visual material, original sources, interviews and media articles. This ensures variety in the lessons which means it is easier to keep the students focused. This material can also be employed to use interactive educational methods such as group work and discussion, presentations, debates, writing or speaking activities and research.

Availability: The educational method can be acquired from the Unitas Foundation

Limitations: How should the material be used in class in terms of time, technical equipment, etc.? Are there limitations? Is training a prerequisite? Is the material available in all languages (including Russian)? Is it easy to promote its use in schools? Can the case studies provide a wider understanding of historical phenomena or is it very specific? Are there any student activities that are limited by this material?

Partners: Unitas Foundation, Museum of the Occupation of Latvia

7. iusNow – history education through filmmaking

Title: iusNow – history education through filmmaking (aka SinuFilm in Estonia)

Section: outside classroom

Name of the Organization: Unitas Foundation

Geographical area: National/ regional/ international

Summary and Purpose: To foster mutual understanding in the Baltic Sea region. The project "Different Nations – Shared Experiences" prepares a tool to educate young people of the region on recent history and human rights issues through filmmaking.

Description: This educational method enables groups to create up to 5-minute video stories on the anatomy of severe past and present human rights violations. In other words participants are encouraged to investigate not only particular incidents of human rights violations, but also the developments leading up to such events as well as the aftermath. The approach includes a component where history/human rights educators provide participants with input for their scripts and film educators take them through the process of film production. The educational method requires at least 2.5 days.

Strengths: Students can be guided to discuss the prevention of human rights violations and how the citizens of Europe can mitigate the outcomes of such conflicts today. The educational method can be applied in a formal educational setting or in the context of a youth exchange. The filmmaking lends itself equally to addressing themes relevant for civic education and not only recent history. It also provides an opportunity to discuss human rights violations in the context of the Baltic Sea Region by comparing this issue in former Soviet countries and other countries surrounding the Baltic Sea. The educational method is not limited to the national or regional context but can be applied to topics of human rights violations throughout history around the world. The educational method could be employed to bring together different ethnic groups and advance mutual understanding and cooperation. The educational method improves different skills that students need to have. It develops their creativity, critical thinking, the technical skills for filmmaking, group work, discussion, presentation skills and research. It also develops their knowledge of recent history and human rights. It develops their analytical skills because they have to evaluate recent historical events. They also have an opportunity to explore their family histories, which provides elements of personal stories and makes the educational method more attractive for students.

Availability: The educational method can be acquired from the Unitas Foundation.

Limitations: The educational method requires at least 2.5 days to be executed and the presence of educators active in filmmaking and human rights issues. Therefore, the educational method requires funds for know-how and technical equipment. The activities also need to be planned in advance.

Partners: Film and media education organizations (universities, media schools), history, civics and media teachers, memory and human rights organizations

8. Model International Criminal Court (MICC) simulation

Title: Model International Criminal Court (MICC) active learning educational method

Section: Teaching and learning tools for the classroom / outside the classroom

Name of the Organization: Unitas Foundation

Target Group: High-school students (15–19 years old), university students

Geographical area: National, regional, international level

Purpose: To introduce the students to historical cases from tribunals and courts touching upon severe human rights violations from the former Yugoslavia, Rwanda, Nazi Germany and the Soviet Union. The educational method provides an introduction to international criminal law and the International Criminal Court (ICC), enables discussions on grave human rights violations, and lends itself to learning about some of the most horrific conflicts in the history of mankind. Students develop different skills as they have writing exercises, participate in team work and learn to publicly present their (legal) arguments in a structured form. The educational method is particularly suitable for values education on tolerance, intercultural relations and the rule of law.

Description: The MICC educational method was developed by the Unitas Foundation in 2012. The original MICC educational method is a multiple-day youth exchange that was devised by the Kreisau Initiative in 2005. As part of

the educational method, students simulate historical trials from severe human rights violations according to the Rome Statute and adopt roles – prosecution, defence and judges. They develop arguments and present cases as in a debate. The duration of the course is at least 4 × 90 minutes. The first phase includes lectures on criminal and international criminal law and the ICC. Then the students are divided into teams (prosecution, defence and judges) to work on the cases. After a discussion of the crimes and their historical background, roles are assigned to each team. As homework the students prepare their argumentation. In a formal environment two trials are conducted where two sides (prosecution and defence) deliver three speeches. The judges question both sides and are assigned some time to present their reply speeches. Judges are then asked to prepare written verdicts, which are read out. The verdicts, the reasons for the punishment and their proportionality are discussed in class. In the end, the students are expected to say what they learned and how it can be applied in life.

Strengths: This method discusses violations of human rights from the legal and morale perspective and develops the students' teamwork, public speaking, argumentation and general language skills. MICC encourages students to study human rights and humanitarian law. MICC fosters intercultural dialogue and understanding among students of various national and cultural backgrounds. The educational method is well suited for use in a multi-cultural setting as it assigns game-like roles to participants that enable a more neutral discussion of human rights violations. The educational method can be applied in class or in an extra-curricular setting.

Availability: The MICC educator training can be requested from the Unitas Foundation (www.unitasfoundation.org).

Limitations: In a multi-cultural setting, the educational method requires the students to speak a common language at an advanced level. The educational method requires at least 360 minutes (preferably either 4 × 90 or 2 × 180 minute sessions) plus time for homework.

Partners: Schools, teachers, students, youth organizations

9. Film Week

Title: Baltic Sea Region Film Week

Section: Teaching and learning tools outside the classroom

Name of the Organization: Museum of the Occupation of Latvia

Target Group: youth, wider public

Geographical area: National, regional, international level

Purpose: To introduce the students to the cultures of the region. The programme will present films from different countries of the region, both past and current films. The aim is that both the youth and the wider public learn more about the film scene, and lifestyles in the Baltic Sea Region.

Description: The programme will take place over one week in one of the cities of the Baltic Sea Region. Besides films, other activities introducing the region's culture take place (concerts, discussion events, introduction of regional dishes, etc.) The films are on various topics from the countries of the Baltic Sea Region, and therefore, broaden the viewers' perspective on the dynamics of the region.

Strengths: It targets all age groups, and presents films and concerts from different countries, and introduces the participants to the culture of their neighbouring countries. It does not require any preparation or previous cultural knowledge from the participants. The educational method is attractive as it is based on audio-visual means. With films chosen from different countries it presents a variety of topics. The films should be chosen

according to the film week's own editorial standards or those of the partner organizations, but the selection has to ensure an attractive programme for the targeted cinema-goers.

Availability: Museum of the Occupation of Latvia

Limitations: It is difficult to measure how much the viewer's awareness of the region has grown. It does not require active hands-on involvement from the participants.

Partners: Film festivals, film universities, cinemas, embassies, cultural institutes, etc.

Annex 3. The BTB Strategy seminar participants

Carl-Johan Ivarsson (History and Civics Teachers Association of Sweden)
Davis Pumpurins (Museum of the Occupation of Latvia)
Dzintra Liepina (History and Civics Teachers Association of Latvia)
Göran Lindblad (Platform of European Memory and Conscience)
Hanna Jemmer (Unitas Foundation)
Imbi Henno (Estonian Ministry of Education)
Indrek Riigor (History and Civics Teachers Association of Estonia)
Mare Oja (History and Civics Teachers Association of Estonia, Tallinn University)
Maria Golubeva (ICF GHK)
Marko Lepik (Former Member of the Council of the Unitas Foundation)
Martins Kaprans (University of Tartu)
Riitta Mikkola (History and Civics Teachers Association of Finland)
Solvita Vevere (Latvian Ministry of Culture)
Sture Lindholm (History and Civics Teachers Association of Finland)
Triin Siiner (Estonian History Museum)
Uve Poom (Unitas Foundation)

SHARED LEGACY ·

BRIDGING
THE
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· STORIES OF THE BALTIC