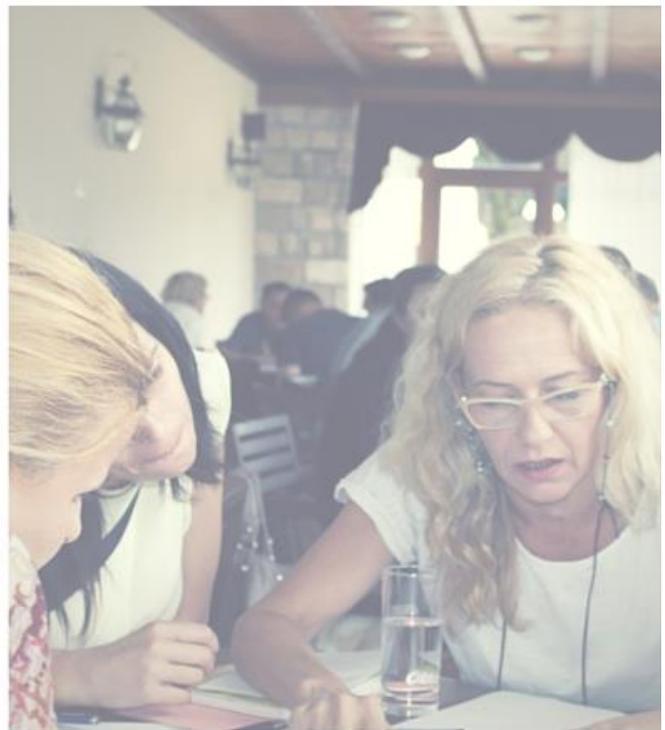


History That Connects East & West

**EUROCLIO's Second
Regional Summer School
Report**

Learning through entangled legacies in
history education and cultural heritage

Lovcen Mountain, Montenegro, 12-17 July 2016



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What were the Summer School's Aims?

The aims of the Summer School were to:

1. To compare and **contrast perspectives** on social and cultural local history and heritage
2. To **build the capacity** of the participants in the teaching and learning of entangled legacies in the region
3. To **connect with institutes and cultural entrepreneurs** active in the cultural heritage for engagement of young people and school-going children
4. To **enable dialogue** and cross-community and trans-border networking.
5. To **learn more** about innovative history and heritage teaching resources produced by amongst others EUROCLIO, UNESCO, the Council of Europe
6. To **engage in a regional debate** on the role of history and heritage education in the promotion of innovating on-site learning

Partners and Sponsors



The project will be implemented with the financial support of the Austrian Development Cooperation as part of the initiative "NETUCATE – Networked education creating a skills web for participation and sensitivity."

Short Summary

The EUROCLIO's Regional Summer School in Lovćen, Montenegro was the second summer school organised by EUROCLIO in the Balkan region and it brought together 12 nationalities and representatives of eight history teachers' associations. The first Regional Summer School was held in 2015 in Šipovo, Bosnia and Herzegovina. The History Teachers' Association of Montenegro (HIPMONT) and the Regional Cooperation Council (RCC) were partners in organising the event. The Summer School provided in the unique combination of theory, workshops and on-site learning. This year the focus was discovering the "entangled legacies" of East and West in Montenegro and empathize the important connection between history educators and cultural heritage workers. During the Summer School educators working in history and heritage could participate in an interactive programme in which organisations like the RCC, Yad Vashem and Cultural heritage without Borders gave interesting and inspiring presentations and workshops. It turned out to be a capacity-building event which provided transnational transfer of knowledge and experience in formal and informal way. Through lectures, workshops, discussions and study visits, participants could learn more about the history of Montenegro and the region in general, but also about history teaching from their peers. In the evaluation participants indicated they enjoyed the combination of presentations, workshops and on-site learning, they learned a lot about the history of Montenegro and the Balkan region in general and expressed their hope for joint cooperation with fellow participants and their students.



Participants

Name	Institute/Organisation/School
Aida Salketić	Cultural Heritage without Borders
Aleksandar Todosijević	Elementary School "Branko Radičević"
Andrej Pastar	HTA Slovenia
Biljana Miranović	HIPMONT
Bisera Srceva	ANIM
Božena Miljić	HIPMONT
Brammert Geerling	Historian
Brian Harding	Mott Community College
Brisejda Lala	History Teacher in Albania College Tirana
Catherine Regan	Saint Edmund's College
Christian Malik	Wienerwaldgymnasium
Dea Marić	Documenta
Donika Xhemajli	SHMHK
Dorian Koci	Mat History Museum
Dražen Klinčić	Ministry of Culture
Duško Rakić	UDI-EUROCLIO / The secondary school of Technical Education
Eleni Rapti	Hellenic Ministry of Culture
Emina Zivković	UDI-EUROCLIO
Fatmiroshe Xhemalaj	ALBNA
Gazmend Mirena	SHMHK
Igor Jovanović	HUNP
Igor Radulović	HIPMONT
Istref Dobi	National Museum of Independence Vlora
Jasmina Đorđević	HIPMONT
Jonathan Even-Zohar	EUROCLIO
Judith Geerling	EUROCLIO
Krešimir Karlo	Ministry of Culture
Ljubisa Gavrovski	ANIM
Milena Filipović	RCC
Milos Vukanović	HIPMONT
Miloš Mrvaljević	HIPMONT
Mirjana Trbojević	History teacher at Banja Luka Gymnasium
Mirza Hasagić	History teacher at Zenica High school
Napolon Zeqiri	SHMHK
Nenad Perošević	HIPMONT
Nertila Pupuleku	Ministry of Education and Sport of Albania
Paul Portelli	St. Martin's College
Petra Zdravković	Directorate for the Protection of Cultural Heritage
Rade Vujović	HIPMONT

Name	Institute/Organisation/School
Risto Nikoleski	ANIM
Rodoljub Jovanović	University of Amsterdam
Romana Šjaković	EUROCLIO
Senada Jusić	History teacher/EUROCLIO HIP BiH
Sture Lindholm	HYOL-HTA of Finland / Ekenäs gymnasium
Szilvia Pető-Dittel	Yad Vashem
Vjollca Aliu	Ministry of Culture, Youth and Sport
Vojsava Kumbulla	History Teacher, "Isa Boletini", Vore
Zana Rama	Archaeological Institute of Kosovo



Introduction to Everything

Wednesday focus: “Western” Influence on Cultural Development after the Roman Era

Even though many participants were already familiar with the Regional Cooperation Council (RCC) or the European Association of History Educators (EUROCLIO), not everyone knew exactly what the RCC or EUROCLIO is up to at the moment, in terms of projects or events. The presentations by Milena Filipovic (RCC) and Jonathan Even-Zohar and Judith Geerling (EUROCLIO) were an introduction and a welcome repetition at the same time. The presentation by Aida Salketic about Cultural Heritage without Borders (CHwB), an independent local organisation situated in Bosnia and Herzegovina, was interesting, because it was new to a lot of participants and



their mission was very closely connected with the focus of the Summer School. It is important to combine a theoretical programme with “hands on work”, which is why CHwB makes sure this combination is always present in their projects. During their Summer Camps participants have lectures in the morning and in the afternoon they start working on various restoration projects. Another project is Tour the Culture in which participants can bike through the country (the route in Bosnia and Herzegovina is 55 kilometres) and visit different sites, sometimes a local shares his own story of the site.



Then it was time for another type of “hands on work” in the first two workshops of the Summer School, given by Jonathan Even-Zohar on “How can we teach common imperial legacies and the role of cultural heritage: examples of food” and Judith Geerling on “How can we teach about World War 2”. Both of them focussed on where to start when thinking about applying for a project. Judith Geerling emphasized the importance of knowing what the possibilities are and what the donors are looking for when they assess project applications. In Jonathan Even-Zohar’s workshop participants had to discuss different kinds of (popular) food or drink in the region and see where the differences lie and what the possibilities were for turning this into a project where broader cultural lines are addressed as well. Many ideas about coffee or Ajvar were raised and it was interesting to see, how something like a simple coffee can contain such different cultural habits and language components.

In the afternoon the whole group had the opportunity to visit the Njegoš Mausoleum which was located even higher in the mountains than the hotel they were staying. To get to the Mausoleum everyone had to climb 461 steps, which was for many people a personal victory in its own, but teambuilding was important here as well. At the top, Milos Vukanović and Božena Miljić, two members from HIPMONT,

gave a short explanation about the site and its historical value. Two statues (symbolizing a mother and a daughter) stand in front of the tomb, which was built for Petar II Petrović Njegoš, prince-bishop and poet of Montenegro. It is one of the most famous historical sites in Montenegro and the view from the top is breath taking.

Once all participants returned, the bus headed for Kotor Bay and the old town of Kotor. From the top of the mountains, the bay of Kotor was already in sight, but besides the modern cruise ships and yachts, the old town offers another peak into the complex history of this small country.

Personal Matters

Thursday focus: Dealing with World War II in Southeast Europe



The second day of the Summer School was a very packed day, with presentations, workshops, an active session and an international panel. Milena Filipović had the chance to dive a little further into what RCC does in the Balkan region and highlighted the project “Culture Routes”. In this project the RCC selects different (existing and new) routes along multiple heritage sites, through which people can learn more about “castles and fortresses” or “legends and empires”. The idea that

cultural heritage needs to be protected is known to many people, but the next step, and that is what this project aims to achieve.

Every Summer School EUROCLIO gives (international) participants the opportunity to contribute to the programme. The result this year were a presentation by Christian Malik (Austria) about concentration camp Mauthausen and a panel on “The Balkan in history education – a global view”, consisting of Sture Lindholm (Finland), Catharine Regan (Scotland), Brian Harding (United States) and Paul Portelli (Malta). All participants explained how they teach about the Balkan in their schools. For example Sture organises study visits to different places in the Balkans (like Sarajevo, Srebrenica and Pristina). It was interesting to see the differences between countries and schools. Brian explained that in his school the required knowledge of students about the Balkans is very limited: “most important is naming words like Gavrilo Princip, Milosevic and Dayton Accords”. Catharine explained that coming from Scotland she can relate to certain issues regarding nationalism that also occur in the Balkans, Paul on the other hand explained that for his students, and even for him, it is quite difficult to understand how the situation in the Balkans could have evolved like it did.

During workshops participants are able to actively think along with the workshop-host on multiple topics and come to new ideas and insights together. All workshops led to different participants working together every time. EUROCLIO project manager and EUROCLIO trainee, Judith Geerling & Romana Šijaković organised an active session on the new Historiana Module on World War 2, which was



being developed by all trainees together with the support of Bob Stradling and the Historiana editing team. The aim of the session was to introduce the participants to a new learning activity using different propaganda posters produced during World War II.

In the afternoon there were two rounds of parallel workshops all focused on the topic of the day “World war II in Southeast Europe”. During the first round Igor Jovanovic told in depth about the “Istrian Holocaust” that occurred and how (video) testimonies can be used in the research about this topic.



Szilvia Pető-Dittel (Yad Vashem representative) used the Hungarian photo album “The Auschwitz Album” and the “Other Album” to discuss and problematize the roles of perpetrator and victims: “what happens when you see perpetrators in a ‘normal’ setting”. Also showing educators how Yad Vashem teaches students about these difficult topics. Igor Radulović organised his

workshop as a group discussion, about how literature can or cannot be used to teach about the Holocaust. The participants discussed the possibility of role play and different aspects that are very important to keep in mind when starting a project like this in class. Representatives of the Albanian History Teachers’ Association ALBNA, Fatmiroshe Xhemalaj, Vojsava Kumbulla and Brisejda Lala discussed in their workshop the Albanian contributions in defence of Jews during World War II.

At the end of the day the whole group assembled in the conference hall and discussed what they dealt with in different workshops. The importance of personal stories was again underlined in many workshops and all participants agreed on the fact that somehow humour can be used in teaching and learning to understand World War II.

Things get even more Complex

Friday focus: “Eastern” Influence on Cultural Development after the Roman Era

After a Thursday full of workshops and presentations the group was ready to again explore the Balkan from a different side: on-site learning. On-site learning has always been an important part of the Summer School, because it gives participants some concrete examples of the history. The first stop was the old city of Bar of which its ruins embody the rich and complicated history that unfolded there. The city endured conquerors (Venetians and Ottomans), explosions and even an earth quake which caused the city to run empty. The site has a huge archaeological and historical value to the country and the region and it is a site where almost every student in Montenegro has been at least once in his or her lifetime.



Ulcinj, the second stop of the day, is a city in Montenegro that copes with a complex and mixed population (Illyrians, Albanians, Montenegrins and Serbs) in her daily life. Despite this complex compilation of people there are few incidents and only some controversial issues. One of them is the discussion about the Balšić dynasty, a noble family which is claimed by both the Montenegrins and the Albanians.

The visit to Ulcinj revealed there is not only sunshine in Montenegro. Only through heavy rain and thunder the bus managed to reach the National Museum of Montenegro in Cetinje, where the final visit of the day was planned. The exhibition, which covered Montenegrin history from B.C. all the way until the 90s, had only recently been opened and the amount of photos, artefacts and real facts was overwhelming. Many participants felt after the tour that they wanted to know more about Montenegrin history, not realizing before how complex it really was.



Always deal with Sensitive Topics Together

Saturday focus: Building a History That Connects

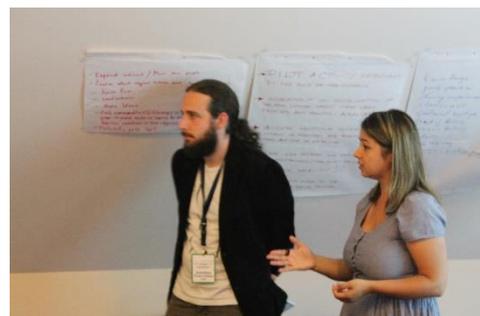


The final day of the Summer School focused during the first half on the new EUROCLIO partner project “Education Partnership for Advocacy, Capacity-building and Transformation”. In a general introductory presentation by Jonathan Even-Zohar and Judith Geerling the idea, mission and goals were explained. After this presentation project researchers Dea Marić and Rodoljub Jovanović organised a World Café in which participants could have a direct influence on the Needs Assessment on educational reform in Southeast Europe that they were developing. By dividing people into groups and making them rotate between tables at which different questions were discussed the session turned out to be active and fruitful. At each table a

national coordinator would present the feedback and ideas that were collected during the World Café.

In the afternoon it was time to discuss a different part of the Balkan history, a part which some would describe as “history that is not history yet”, the wars of the 90s and beyond. For all participants (international, regional and national) to have a better overview of the knowledge within Montenegro about these topics, representatives of the centre for Civic Education of Montenegro by Tamara Milaš and Isidora Radonjić elaborated on a research that was implemented by the centre. This research assessed the knowledge of Montenegrin history in Montenegrin history education (educators and students). The results of this research were for many participants unexpected. It turned out that the knowledge level was not very high. Milos Vukanovic explained that these percentages need to take into account the complexity of the history and the fact that some educators or students have lived in four countries without ever moving to another city.

In line with the complexity of the history, Senada Jusić, member of EUROCLIO HIP BiH, talked about recent experiences in developing the teaching of sensitive history. First she sketched the situation that many educators in Bosnia and Herzegovina are in: “one country with ten Ministries of Education”, even more textbooks and definitions of events.



Senada explained that many teachers just stop teaching about history after 1991. EUROCLIO HIP BiH

developed a way to address these sensitive topics in class. On their website diverse materials are available for teachers to use. These materials aim to show the total timeline, by for example showing a multi-stranded timeline in which more countries are imbedded. Senada emphasized that “this is not relativization of history, but this is just the way to find the better future”.

Looking back at the Summer School

Flying Expectations

The concluding session “Building a History That Connects” led by Jonathan Even-Zohar was an informal gathering, where participants were able to reminisce their personal experiences in the Summer School and to think about and write down the expectations that they had and which of these expectations have been fulfilled. The assignment was to write down the expectations and ideas for the future that occurred during the Summer School and fold the paper into a paper plane. The result was a conference room filled with flying expectations and ideas.

Generally participants felt inspired and felt that they increased their network base for future cultural international projects with professionals and new friends. Thanks to the programme people learned more about the history of Montenegro, the Holocaust and the region and introduced them to different teaching strategies from regional educators, regarding the “dealing with the past” process. It was also useful for them to be able to exchange information and ideas with peers: “the needs assessment session was great”. The on-site learning component of the programme was for many participants an important aspect, especially for connecting cultural heritage and education.

The paper planes contained a lot of proposals and ideas for the future. Different participants expressed their interest to organise the Summer School next year (Albania and Slovenia), to join the next EUROCLIO Annual Conference in San Sebastian (Spain) or to give a workshop next year. Regarding the content of the Summer School most participants agree that the elements (workshops, speakers and on-site learning) were a good combination. Elements that could be addressed more or differently are perspectives on the 90s, regional history, cultural heritage, comparing experiences of different countries and include more and international speakers to further promote global mindedness in history education. Over half of the participants expressed their hope for a stronger and more advanced cooperation between historians and cultural heritage workers and more ideally to develop a more common history and start joint student projects together.

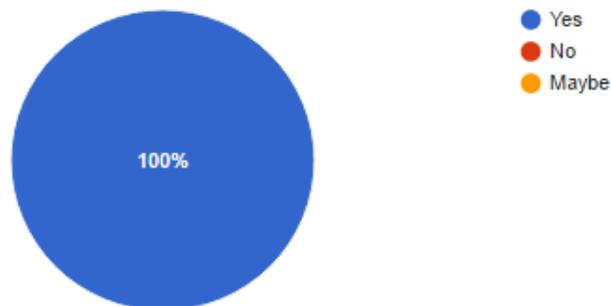
Online Opinion

When all the experiences were settled participants had the opportunity to fill in an online evaluation of the Summer School to provide EUROCLIO and partner organisers with essential feedback on the programme, but also on the communication before and after the Summer School. There was an option to fill in the evaluation anonymous. The evaluation was filled in by 20 respondents. All programme activities could be ranked individually and the responses can be summarized with the indications: “interesting and informative or very interesting and informative”.

Regarding the programme it was noted that “the connection between cultural heritage and history education was only grasped in the field of Protection of cultural heritage.” There are many possibilities to enhance this connection even further and EUROCLIO should keep this in mind when creating the programme next year. Another respondent proposed to “include more open sessions in the style of debate groups”. On-site learning was perceived as very informative, but although we visited many different sites and cities, one participant point out that he felt that during these on-site learning activities “no actual workshop was given on how to use on-site learning in history teaching.”

E8. Would you recommend EUROCLIO's Summer School to anyone?

(20 responses)



All respondents indicated that they would recommend others to go to the EUROCLIO Summer School. Some responses overlapped, but many were personal and specific. For example one of the respondents said that he would recommend the Summer School, “because you learn, interact and still have lots of fun”. Another respondent emphasized the “great opportunity to get to know people and the history of the Balkan”, which as an international participant indicated is “especially important for those outside the region to learn and understand more about the past from this perspective.” The programme “opens up many questions, aims to give possible solutions to problems and nurtures the fundamental values of tolerance.”

Interesting links and References

Participating Organisations

EUROCLIO - <http://euroclio.eu/>

HIPMONT - <http://hipmont.me/>

Regional Cooperation Council - <http://www.rcc.int/>

Cultural Heritage without Borders - <http://chwb.org/>

Yad Vashem – <http://www.yadvashem.org/>

EUROCLIO HIP BiH - <http://cliohipbih.ba/>

Presentations and Powerpoints

Google Drive - <https://drive.google.com/open?id=0B8lb41V6vMR1T3hCdW12cU9Za1U>

The Auschwitz Album - http://www.yadvashem.org/yv/en/exhibitions/album_auschwitz/

ePACT Project - <http://euroclio.eu/projects/epact-education-partnership-advocacy-capacity-building-transformation/>

Other

Coolturna baština > <http://coolbastina.ba/> & <https://www.facebook.com/coolbastina/>

Europa Nostra - <http://www.europanostra.org/>

Balkan Museum Network - <http://bmuseums.net/>

History that Connects – <https://www.facebook.com/groups/202099936553849/?ref=bookmarks>