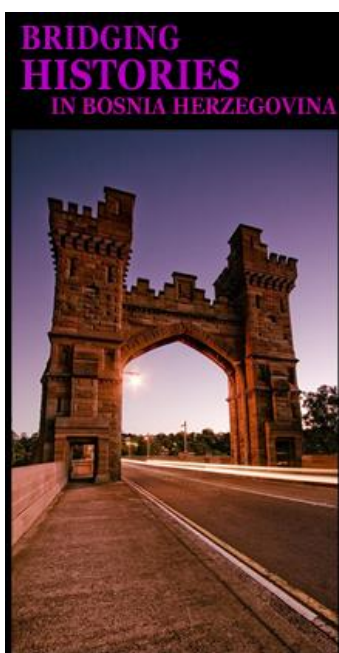




EUROCLIO & EUROCLIO-HIP BiH

Bridging Histories in Bosnia and Herzegovina

Final Report



EUROCLIO Secretariat
September 25, 2009

Core information:

Organization: EUROCLIO - European Association of History Educators in Partnership with EUROCLIO HIP BIH

Address: EUROCLIO Secretariat
Laan van Meerdervoort 70
2517 AN, The Hague
The Netherlands

Telephone: EUROCLIO Secretariat: phone: +31 7 3817836 / fax: +31 7 3853669
EUROCLIO HIP BIH phone: 387 33 433 108

Persons responsible: EUROCLIO: Joke van der Leeuw-Roord: joke@euroclio.nl

EUROCLIO HIP BIH: Melisa Foric melisaforic@bih.net.ba

Title of the project: Bridging Histories

Duration: December 2008 to December 2009

Budget: € 49. 950

Table of Contents

- 1 Introduction
- 2 Project Summary
 - 2.1 Key problems
 - 2.2 Overall objectives
 - 2.3 Activities
 - 2.4 Expected results
- 3 Final report
 - 3.1 Summary main achievements
 - 3.2 Improvements since the end of the last project in BiH
 - 3.3 Some quantifiable indicators for the evaluation
 - 3.4 Identified problems
 - 3.5 Reports Workshops
- 4 Curriculum Analysis
 - 4.1 Boro Bronza
 - 4.2 Darko Karadzic
 - 4.3 Edin Raduzic

1 Introduction

This final report will show the achievements and activities within the framework of the project Bridging Histories in Bosnia and Herzegovina.

Chapter 2 will provide the reader with a summary of the project proposal. Chapter 3 will be the Interim Report summarizing the achievement in the project so far. Chapter 4 is the financial reportage, followed by the Annexes (Workshop Reports,) in the last Chapter 5, the curricula analyses are featured.

2 Project Summary

2.1 Key problems

Bosnia and Herzegovina remains a country divided by political, ethnic, religious cleavages. Mutual trust and cooperation are not easy to come by in a public sphere. Yet, the society has come a long way since the Dayton Agreement and there is yearning for progress and moving forward towards an open and tolerant society.

Some positive developments took place in bringing the education policies up to par with the European standards. The government has passed legislation on secondary in accordance with European convention of protecting human rights and basic freedoms. The guidelines for history curricula have recently also been developed. Yet, the jurisdiction and implementation rest on the level of cantons. As a result, the educational system and materials are ethnically divided. This trend is increasing in the past few years rather than decreasing¹. Furthermore, the implementation process is not moving forward, since no one was selected

The teachers associated with the History Teachers Association see this as the crucial moment to review the curriculum guidelines and impact the implementing process to achieve curricula that lead towards a strengthened, more open democratic society.

Despite the relative success of the project 'History in Action: Planning for the Future', there are many opportunities and challenges to improve history and citizenship education in Bosnia in Herzegovina left. The local team has identified the following challenges and needs at the end of the last EUROCLIO project in BIH:

- 10% of the history educators in Bosnia and Herzegovina have been reached so far. It is necessary to reach out to the remaining portion of the educators in order to have a lasting impact on the shape of history and citizenship education in Bosnia and Herzegovina;
- The developed material has not addressed some of the sensitive issues that still need to be incorporated into educational materials and reflected in the history curricula;
- The project was not officially supported by the authorities in Bosnia and Herzegovina, although it was seen as a contribution to the society;

¹ Elitsa Vucheva (30.10.2008) *EU to warn Bosnia against 'inflammatory rhetoric'*. EU Observer, <http://euobserver.com/15/27022>

- Recently, the BiH educational authorities have agreed on guidelines for the development of history curricula. Some regions have started to develop them, others not yet. The team of authors assembled in the project team has the expertise to analyze the progress, assess the needs and assist in the process of curricula development for individual cantons.

2.1 Overall objectives

The primary goal of the project *Bridging Histories* is to contribute to the current history education reform in Bosnia and Herzegovina. Due to the fact that the BiH government has not selected anyone to implement the developed history curricula guidelines, the process is frozen. The EUROCLIO HIP is the best suited and most qualified institution to help move the curricula implementation, after its thorough analysis, forward. EUROCLIO Secretariat will assist this process by strengthening and empowering EUROCLIO HIP via training, logistical, administrative, and networking support.

Bridging Histories brings together a trained group of history education experts and professionals who set out to accomplish the following key goals:

- 1) To reach and train more teachers and history educators in using the previously developed materials and methodology available through EUROCLIO HIP;
- 2) To assist in the process of history curricula development, assess needs, evaluate the developed national guidelines, and outline recommendations for the process of curricula building in all the cantons of Bosnia and Herzegovina;
- 3) To strengthen the capacity of EUROCLIO HIP, providing training in leadership and management skills to empower the organization to carry on independent projects, initiatives, and serve as a hub for history educators.

2.2 Activities

Activities coordinated by the Coordinators in Bosnia and Herzegovina:

Teacher training of local history educators

The material *Obični ljudi u neobičnoj zemlji (Ordinary people in an Extraordinary Country)* includes 20 comprehensive, engaging lesson plans that were developed by history educators in regional collaboration between Bosnia i Herzegovina, Serbia, and Croatia. This top-notch material should make its way to more teachers in Bosnia and Herzegovina and serve as an example of good practice elsewhere.

Regional workshops:

The local coordinators and trainers will lead four regional workshops for history educators on the use of the materials and lesson plans developed in the previous and current projects, and on the latest skills, techniques, and approaches in the field of history education. The workshops will be based on the developed modules and teach the methodology that stresses multiperspectivity, mutual inclusiveness, multiple narratives, complexity of history, and development of competencies and skills as critical thinking and work with historical sources and facts. The gained knowledge will help the community of history educators to strengthen tangible network of professionals working across the ethnic and religious divides, having

skills that will enable them to work together. Ultimately, these approaches and materials will empower the teaching community to increase the quality and depth of future history education materials and thus contribute to development of an open and diverse democratic society.

These workshops will be led by the mixed training teams and will take place in

- *Banja Luka* (for area of Krajina);
- *Bihac* (for north-western Bosnia);
- *Tuzla* (for central Bosnia); and
- *Gorazde* (for eastern part of the country) are intended to reach at least 200 history educators:

Curricula analysis and Development of Recommendations

Analysis of the current curricula strength and weaknesses:

The team of authors and experts will make use of the experience of developing the *Ordinary People in Extraordinary Country* textbook and feedback from the Georg Eckert Institute for textbook research and from educators who have used this resource to date to analyze the current guidelines for development of history curricula and determine which approaches and foci are most effective in reaching out to the students and assessing needs for future materials. Based on this experience and know-how, they will assess the progress of the development of history curricula for the cantons in Bosnia and Herzegovina and further needs for their development and implementation. The analysis will consider the inclusion of second order concepts into the curricula, as well as the extent to which the guidelines include development of competencies and skills, encourage multiperspectivity, variety of approaches and voices, critical and independent thinking, etc.

The conclusions from these working sessions will be worked into a set of Recommendations for history educators that participate on curricula development, policy decision-makers and other stakeholders in history education process.

The project team will also continuously work to expand the network of actively engaged history educators in the region, and to connect them with the networks that exist in Serbia, Macedonia, Slovenia, and elsewhere, strengthening the regional links among the history education professionals and.

Some quantifiable indicators for the evaluation of the project's success:

- Number of participants at the initial regional workshops (aim is to reach 200 teachers);
- Response and feedback from the workshop participants and monitoring successful implementation of previously developed materials into classroom use;
- Report including recommendations on the curricula guidelines, distribution and feedback from the policy makers and history education stakeholders;
- Traffic on Clhip website;
- Numbers of EUROCLIO HIP members and their initiative and independent projects development.

Activities coordinated by the EUROCLIO Secretariat:

Capacity Building Workshop on management and development skills:

A three day capacity development workshop led by the Junior Coordinators, focusing on development and strengthening of leadership and management skills will be offered to the groups of 25 EUROCLIO HIP association. This workshop was requested by the Association members in order to strengthen the core of the organization, gain skills that will empower the key active members to take on initiative to develop independent collaborative projects in the future, and grow the organization into a representative association that will unite history educators from all cantons of Bosnia and Herzegovina.

The workshop is practically oriented around the concrete needs of the local project staff to design and implement projects, evaluate and plan, coordinate and network. It will also cover basic communication, negotiation, and organization skills.

Reporting and evaluation

The EUROCLIO Secretariat is responsible for evaluation of the project and reporting to the donors. The Junior Coordinators will evaluate the progress of the project on an ongoing basis, and prepare a thorough assessment report to the donor upon the completion of the project, summarizing the main achievements

2.3 Expected results

The project will result in:

- Wider implementation of the developed material and methodology in BiH;
- Recommendations for history curricula development in BiH;
- Skilled and trained history educators in BiH;
- A strengthened EUROCLIO-HIP organisation as a sustainable independent platform for sharing know-how, experience and skills among history educators in Bosnia and Herzegovina;
- Increased visibility of EUROCLIO-HIP in BiH.

3 Final Report

3.1 Summary main achievements

Report on the activities

Four workshops were organized in *Banja Luka* (for area of Krajina), *Bihać* (for north-western Bosnia), *Tuzla* (for central Bosnia) and *Goražde* (for eastern part of the country). The workshops were well attended as in total **over 250 history educators from all over Bosnia-Herzegovina** and other countries were involved including many teachers who were not involved in previous activities.

During the workshops attention was given to both training local history educators and educators started discussions on evaluating the Bosnian history curricula guidelines and develop recommendations. The **training sessions** were based on the *Ordinary People in an Extraordinary Country* material, which was used as an exemplary model educational material. In these sessions, participants learned skills, methodology and the approaches in history education that emphasize multiperspectivity, interaction, critical thinking, innovative and engaging ways of learning.

The relations with the educational authorities were strengthened as representatives of **the Ministries of Education** were willing to give a welcome speech to the workshops in Bihać and in Tuzla. These were respectively mr. Asim Trgić, representative of Pedagogic Institute of the Ministry of Education, Science, Culture and Sports of Unsko Sanski Kanton (Bihać) and mr. Elmir Tukic, representative of Ministry of Education, Science, Culture and Sports (Tuzla).

In addition, the project team has gotten the support of the Regional Cooperation Council, where some key players agreed to recommend the project to potential donors and help actively with lobby and network activities.

The project team got **international recognition** for their work through being rewarded the Euro-Med Award for Intercultural Dialogue for Peace and Coexistence. As a direct consequence, the project team got invitations to present the project in Italy, Israel, Palestine, Sweden and Spain, leading to more multiplier effects. More recognition was given to the team in the form of the Erasmus EuroMedia Country Medal for Bosnia and Herzegovina and Erasmus EuroMedia European Seal of Approval for outstanding media publications.

Report on the progress of the aims:

The project has successfully

- Introduced innovative approaches in history education to history educators from the different regions;
- Collected surveys on history curricula in Bosnia and Herzegovina filled out by the participating history educators;
- Delivered educational materials to present history educators and training them in their use in the classroom;
- Evoked discussion of the history curricula in the countries of former Yugoslavia and in Western Europe as a basis for developing recommendations for history curricula development in Bosnia and Herzegovina;
- Developed recommendations for history curricula also taking into account examples from other countries.

- Enlarged the network of EUROCLIO-HIP BiH history educators and introducing new teachers to it which will enable them to access to international networks, trainings, know-how and materials;
- Improved the working relation between EUROCLIO-HIP and the educational authorities.

3. 2 Improvements since the end of the last project in BiH

Despite the relative success of the project 'History in Action: Planning for the Future', there are many opportunities and challenges to improve history and citizenship education in Bosnia in Herzegovina left. The local team has identified the following challenges and needs at the end of the last EUROCLIO project in BiH:

10% of the history educators in Bosnia and Herzegovina have been reached so far. It is necessary to reach out to the remaining portion of the educators in order to have a lasting impact on the shape of history and citizenship education in Bosnia and Herzegovina;

More than 250 educators reached in the past four workshops

The developed material has not addressed some of the sensitive issues that still need to be incorporated into educational materials and reflected in the history curricula;

No new material has been developed

The project was not officially supported by the authorities in Bosnia and Herzegovina, although it was seen as a contribution to the society;

In the Bridging Histories project there was much cooperation with Ministry of Education and the team got the support from the Regional Cooperation Council and international recognition through being rewarded first runner up for the Euro-Med Award for Intercultural Dialogue for Peace and Co-Existence, a prominent place in the project presentation during a meeting of the UN Alliance for Civilization and being reward a Seal of Approval and Country Medal within the Erasmus Euro-Media 2009 Award Scheme.

The BiH educational authorities have agreed on guidelines for the development of history curricula. Some regions have started to develop them, others not yet.

The team of authors assembled in the project team has the expertise to analyze the progress, assess the needs and assist in the process of curricula development for individual cantons.

Among the key learnings coming out of the curricula workshop was the realization that a shift needs to take place from focusing on the chronological order to focusing on the content, key concepts and skills that curricula should center around. Experts also expressed the need to engage in a thorough comparative analysis of the curricula in the former Yugoslav countries and addressing the concepts and issues that require a cross-border approach and inclusion of advanced methodology. The full analysis of curricula in Bosnia and various other countries (in relation to Bosnia) is included as Chapter 5.

3.3 Some quantifiable indicators for the evaluation

Number of participants at the initial regional workshops (aim is to reach 200 teachers);

Workshop	Participants
Bihac	69
Tuzla	63
Gorazde	26
Banja Luka	42
Sarejevo	51

Response and feedback from the workshop participants and monitoring successful implementation of previously developed materials into classroom use;

All the local reports mentioned a very positive atmosphere among the workshop participants. During the workshops the previously developed material was used as an example to work with in classroom.

Report including recommendations on the curricula guidelines, distribution and feedback from the policy makers and history education stakeholders;

These reports are included in Chapter 5.

Traffic on Cliohip website;

More than 10.000 visitors already

Numbers of EUROCLIO HIP members and their initiative and independent projects development.

Among the key results of the history educators workshop was connecting new educators to the teacher network of EUROCLIO-HIP BiH and introducing them for the first time to the latest approaches and methodology in history education as well as to bringing them into a policy discussion on history curricula formulation and making connections between the contents of the history lessons and the process of curricula development.

3.4 Identified challenges during the workshops

The history curricula in Republika Srpska have not changed since 1992. It is a traditional curriculum which does not address the history after 1945. Several trials for change failed, only vocational education (after 15) underwent a major reform, with a considerable time reduction. The full history of humankind has to be addressed within one academic year. The responsibility for the development of history curriculum is unclear, teachers are not involved but the Ministry of Education also denies responsibility.

Among the main concerns that the educators expressed was the lack of time to cover the topics that the curricula requires. Perspectives from the experts involved in previous EUROCLIO projects brought in the importance of the way subject matter is covered, and skills that are taught rather than the extent and detail of the covered material. The experts from Croatia and Serbia shared their experiences with curriculum development in their countries.

The project team was still very much concerned about the fact that the 3 different history education curricula in Bosnia and Herzegovina are still based on three ethnically separate visions on the past, despite the efforts by several organizations to bridge this divide.

The importance to address sensitive and controversial subjects and mentioned possible interesting future topics such as the Islamisation of the Balkans, the position of and relations between Christians and Muslims and the 19th century uprisings in the Balkan was stressed.

3.5.1 Workshop Report Banja Luka



European Association of History Educators

**EUROCLIO-HIP
BiH**

**EUROCLIO - HIP BiH
Association of history teachers
of Bosnia and Herzegovina**

Bridging Histories in Bosnia and
Herzegovina: Banja Luka workshops report

March 20 - 24 2009

AIMS:

The main goals to achieve in the workshops in Banja Luka where fivefold:

1. To train history educators from the Banja Luka region on the methodology, experience and skills represented by the textbook *Ordinary People in an Extraordinary Country: Everyday Life in Bosnia & Herzegovina, Croatia and Serbia 1945 - 1990* ;
2. To gauge perceptions of the history educators on history curricula in Bosnia;
3. An expert workshop on curricula in a comparative framework;
4. To plan coordination of project activities for the year, their management and evaluation;
5. To discuss options for follow-up with a regional team and possible donors.



The workshops in Banja Luka were the launch of activities within the Bridging Histories project. It is carried out by the EUROCLIO-HIP BiH - the Bosnian History Teachers Association - in cooperation with EUROCLIO-The European Association of History Educators. The project builds on the previous long-term project in Bosnia and Herzegovina, Croatia and Serbia titled *History in Action: Planning for the Future*, which resulted in an impressive resource book for teachers *Ordinary People in an Extraordinary Country* (available at www.cliohip.com and also on Euroclio website www.euroclio.eu). The workshops in Bridging Histories sought to bring this material to more history educators, introduce the latest methodology and listen to their needs and assessment of the history curricula guidelines and come forth with recommendations for the next steps in curricula development.

The program was developed by the team of local coordinators Edin Veladžić, Bojana Dujković - Blagojević and Melisa Forić. They have also coordinated the logistics for the workshops in cooperation with the EUROCLIO headquarters in The Hague.

1. NETWORK

Participants of the regional history educators training were invited from the Banja Luka region - mostly from secondary schools and primary schools in Banja Luka and surrounding areas (see the list of participants attached).

Participants of the curricula workshop included experts and authors who participated in the previous EUROCLIO project *History in Action*. They were joined by experts from Croatia and Serbia and the Netherlands to bring in an international perspective.

2. OVERVIEW:

The team of local coordinators, EUROCLIO coordinators, and experts from Bosnia and Herzegovina, Croatia, and Serbia gathered on Friday 20th March, arriving from Sarajevo, Zagreb, Belgrade, and Banja Luka to spend the weekend engaged in two workshops: one devoted to training local history educators (on Saturday) and the second to begin discussions on evaluating the Bosnian history curricula guidelines and develop recommendations. The programme lasted from Friday 6pm until Sunday 1pm.

3. WORKSHOP SESSIONS:

On Friday, the team of coordinators and experts met briefly to coordinate workshop activities and start discussions on the curricula guidelines and history curricula development.

Saturday: The President of EUROCLIO - HIP BiH Edin Radusic opened the **history educators training workshop**. Participants were introduced to the organization and activities EUROCLIO by Dagmar Kusa and of EUROCLIO - HIP BiH by Edin Radusic. The aims and planned activities within the *Bridging Histories* project were presented and explained.

During the day, there were two parallel workshop sessions: *From literacy courses to computers* led by Marija Naletilić and *Socialism without human image* by Milija Marjanović. The participants were divided into two groups to attend these in small interactive groups. In these sessions, participants learned skills, methodology and the approaches in history education that emphasize multiperspectivity, interaction, critical thinking, innovative and engaging ways of learning. The sessions were based on the *Ordinary People in an Extraordinary Country* material that was used as a model educational material. The sessions also focused on the practical use of these materials in the classroom.

The discussion of history curricula in the afternoon centered around the assessment of the current situation in history education in Bosnia and Herzegovina and comparing it to neighboring experiences.

The history curricula in Republika Srpska has not changed since 1992. It is a traditional curriculum which does not address the history after 1945. Several trials for change failed, only vocational education (after 15) underwent a major reform, with a considerable time reduction. The full history of humankind has to be addressed within one academic year. The responsibility for the development of history curriculum is unclear, teachers are not involved but the Ministry of Education also denies responsibility.

Among the main concerns that the educators expressed was the lack of time to cover the topics that the curricula requires. Perspectives from the experts involved in previous EUROCLIO projects brought in the importance of the way subject matter is covered, and skills that are taught rather than the extent and detail of the covered material. The experts from Croatia and Serbia shared their experiences with curriculum development in their countries.

For local teachers it was the first time to be a part of such discussion - they are not consulted on educational policy matters on local or regional level or in their schools. In the discussion it became clear again that school history cannot be detached from the political experience. Some of the educators present saw it as the foremost task of school history to do (political) justice to each other. There was little idea that the subject could move along other pathways. The project team stressed the necessity to produce professional and innovative alternatives, matching with the present educational standards in Europe and beyond.

The present history educators filled out a survey reflecting their needs and opinions on what history curricula in Bosnia and Herzegovina should comprise. These will continue to be collected in the next three regional workshops and be reflected in the recommendations that the project experts will formulate within the project.

Among the key results of the history educators workshop was connecting new educators to the teacher network of EUROCLIO-HIP BiH and introducing them for the first time to the latest approaches and methodology in history education as well as to bringing them into a policy discussion on history curricula formulation and making connections between the contents of the history lessons and the process of curricula development.

The debates on Saturday were a perfect basis for the **curriculum workshop on Sunday**, when the team of experts from Bosnia and Herzegovina together with the experts from Croatia, Serbia and the Netherlands focused on the basics in curricula development introduced by Joke van der Leeuw-Roord using practical examples of the brand new British curriculum for 5-15 and current Dutch 15-18 curriculum. In her talk, she focused on different types of the structures, which at the same time address goals, content, key concepts and key processes, competencies and values that underpin (history) curricula. Participants learned about the process of general curricula development in Croatia, Participants were also discussing how to set realistic aims by looking at the ambitious intentions set within the history curricula in the UK and the practice which necessarily falls short of meeting them, unable to meet the requirement of covering the set period of time while introducing local to international perspectives and making linkages between various topics. The materials presented, included important website links, were digitalized and made available after the workshop.

Among the key learnings coming out of the curricula workshop were the realization that a shift needs to take place from focusing on the chronological order to focusing on the content, key concepts and skills that curricula should center around. Experts also expressed the need to engage in a thorough comparative analysis of the curricula in the former Yugoslav countries and addressing the concepts and issues that require a cross-border approach and inclusion of advanced methodology.

The team will continue to work together throughout the next three workshops with regional history educators, reflecting the discussions and surveys collected there and their own research and analysis in the concluding recommendations for history curricula development in Bosnia and Herzegovina.

4. KEY RESULTS:

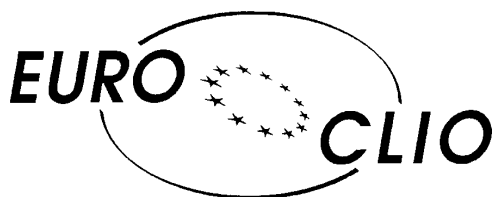
- Inducing history educators from Banja Luka and surroundings to innovative approaches in history education;
- Collected surveys on history curricula in Bosnia and Herzegovina filled out by the participating history educators;
- Delivering educational materials to present history educators and training them in their use in the classroom;
- Comparative discussion of the history curricula in the countries of former Yugoslavia and in Western Europe as a basis for developing recommendations for history curricula development in Bosnia and Herzegovina;
- Enlarging the network of EUROCLIO-HIP BiH history educators and introducing new teachers to it which will enable them to access to international networks, trainings, know-how, and materials.

5. NEXT STEPS:

- Three more training workshops will take place in Gorazde, Tuzla, and Bihac;
- Comparative research into history curricula and their development using examples from several European countries as basis for alternative approaches to history curricula;
- Expert meeting on curricula guidelines;
- Development of curriculum recommendations;
- Workshop on capacity development for EUROCLIO-HIP BiH focusing on project writing, management and project solicitation, organizational development, leadership and advocacy in November in Sarajevo.

3.5.2 Workshop Report Goražde

European Association of History Educators



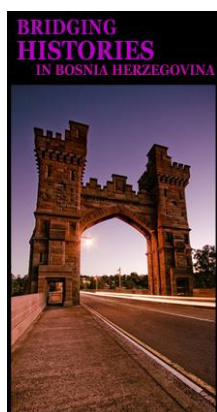
HIP BiH



EUROCLIO -

Association of history teachers
of Bosnia and Herzegovina

REPORT ON PROMOTION OF THE TEACHER TRAINING SEMINAR „BRIDGING HISTORIES IN BOSNIA AND HERZEGOVINA“
Goražde, 28 March 2009.



In the framework of the project *Bridging Histories in Bosnia and Herzegovina*, EUROCLIO-HIP BiH (Association of the history teachers and professors of Bosnia and Herzegovina) organized a seminar for the history teachers and professors. The event took place in Goražde on March 28 of the 2009 in Hotel Behar Goražde (the programme is attached-1-pg.4)

26 history educators from all over Bosnia and Herzegovina, members of the association EUROCLIO-HIP BiH, as well as the representatives of the Pedagogical Institute of Goražde Canton, a representative of Ministry of education, culture and science of Goražde Canton were present at the event.

The seminar was opened with a welcome speech of the Melisa Forić, Bosnian project coordinator. There was then a welcome speech was given by Mrs. Enisa Trako. Edin Veladzic presented the work of EUROCLIO organization. This was

the first opportunity for many participants to come into contact with a seminar organized by the EUROCLIO-HIP BiH, therefore allowing them to hear something more about Association itself and about past, present and some future activities in the presentation given by Edin Radušić, president of the association.

Parallel workshops on the material were given by Elma Hašimbegović and Marija Naletilić, two of the textbook authors, during the morning and afternoon session, so all the participants could attend them. Workshop 1, entitled „*Mens sana in corpore sano*“ by Elma Hašimbegović about the issues of health care of the ordinary people in Yugoslavia, many of the participants found very interesting for the long debate and presenting different perspectives. And workshop 2, entitled „*From literacy courses to computers*“, Marija Naletilić, reflecting on educational system in Yugoslavia provoked some issues. Both workshops were marked with the highest grade in the evaluation questionnaire.

After the presentations and workshops, there was a plenary session dedicated to curriculum analysis. Discussion on actual trends in history teaching, the situation and modernization of curriculum was led by Edin Radušić, President of the EUROCLIO-HIP BiH Association. Participants found this session as a good opportunity to discuss more the issues that they are dealing with in their everyday activities in the classrooms, especially pointing out the obstacles made by the conditions in the education in their region. A number of observations by teachers and professors of history from the area Bosnian- Podrinje Canton and a small number of teachers from the area of Foca (Republika Srpska) were the following:

- Lack of the cabinet teaching
- In some high schools during one school year are there are three differing curricula in use, and a similar number of textbooks focusing on entirely different subjects in history from often very different and conflicting perspectives.
- This Canton does not have its own curriculum for history teaching. Mainly it is relied on the curriculum that has been in Sarajevo Canton.

- Discrepancies between the curricula and textbooks
- Problem of the curricula for vocational schools (eg medical school) was raised.
- History education in high schools is reduced to two years, and after it is taught as the elective subject. The first class deals with the old, middle, and a new age history, and in second grade they teach modern history. In the third and fourth grade, students are taught election issues.
- We got the example of the Economic School, where applicable EU-VET program, ie, modular program that allows much more freedom.
- Especially it was emphasized the discrepancy curricula with textbooks in secondary schools. In the elementary schools this problem is somewhat less pronounced, but nevertheless improvement is needed.
- The question of freedom of teachers is strengthened. The teacher has a 40% freedom to work according to his/hers choice, but still needs to process all the units. At the History as an elective subject the freedom of teachers is much more easily attainable.
- □ It was is strengthened by the issue of whether to process all the thematic groups, or to focus only on some topics that would be taught on more detailed and easier way. For example, in 5th class may focus only on one or two ancient civilizations.
- Pay attention to a broader European context and emphasize some positive trends from the history, especially when we talk about the history of modern period. In this way, direct the children to use history to positively reflect on the world around them and to understand processes. It was agreed that there should be a reduction in the focus on the rich history of the war events, and more of a focus on the history of everyday life, culture, etc.
- It was emphasized □in particular importance of developing critical opinions with students' engagement in the subject. It is a question that always remains open and that they always can and must work and improve.

This session provoked good discussion about the curricula issues and it was great opportunity for the participants to share some of their experiences and views on these issues, especially regarding implementation of new methods. The participants also answered the questionnaire on Curricula.

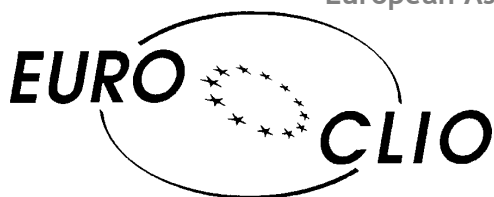
The last session of the workshop was aimed for the reflections on the material and seminar as well as to some discussions on the issues that the teachers meet in their teaching process. There were a lot of questions and interesting remarks. The seminar had was noted to be inspiring and played host to a positive and cheerful atmosphere, receiving an average grade of 4.6 in the evaluation questionnaire.

In Sarajevo, on 24.4.2009.

Melisa Foric

3.5.3 Workshop Report Bihać

European Association of History Educators



**EUROCLIO-HIP
BiH**

HIP BiH

EUROCLIO -

**Association of history teachers and professors
of Bosnia and Herzegovina**

REPORT ON THE TEACHER TRAINING SEMINAR „BRIDGING HISTORIES IN BOSNIA AND HERZEGOVINA“

**Bihać 30 May 2009
Hotel Park, Bihać**



In the frame of the project Bridging Histories in Bosnia and Herzegovina sponsored by the Soros, Fund, Open Society Institute in Bosnia and Herzegovina, EUROCLIO and EUROCLIO-HIP BiH (Association of the history teachers and professors of Bosnia and Herzegovina) organized a seminar for professors and teachers of history. The event took place in Hotel Park, in Bihać on 30 May 2009 for the history teachers from the area of Unsko-Sanski Kanton (*the programme is attached-1-pg.4*)

69 history teachers were present from Unsko-Sanski Kanton as well as the trainers and members of the EUROCLIO-HIP BiH association, and representatives of Ministry of Education, Culture and Science of Unsko-Sanski Canton. It was the first teacher-training of this kind in this canton as well as the first seminar organized by EUROCLIO and EUROCLIO-HIP BiH for this area of country. With the help of concerted efforts and support from the Ministry of education, culture and science of Unsko-Sanski Canton and Pedagogic Institute of Bihać, the organization of the event was made possible.

The Seminar was opened with a welcome speech of the Melisa Forić, local project coordinator. A welcome speech on behalf of the Pedagogical Institute of Ministry education, culture and science of Unsko-Sanski Canton was given by Mr. Asim Trgić. From the presentation given by Edin Veladzic, seminar participants could hear about EUROCLIO as an organization, its mission and its projects. Presentation of EUROCLIO-HIP BiH and its activities was made by the president of the association Edin Radušić.

Parallel workshops on the material were given by Bahrudin Beširević and Milija Marjanović, two of the textbook authors, during the morning and afternoon session, so all the participants could attend them. Workshop 1 „*We or Me*“ Bahrudin Beširević many of the participants found very interesting and interest produced long debate and presenting different perspectives. And workshop 2 „*Mens sana in corpore sano*“ by Elma Hašimbegović about the issues of health care of the ordinary people in Yugoslavia, many of the participants found very interesting for the long debate and presenting different perspectives. Both workshops were marked with the highest grades in the evaluation questionnaire.

A full **plenary session** was dedicated to a curriculum analysis. Discussion on actual trends in history teaching, the situation, and modernization of curriculum was led by **Edin Radušić**. The following conclusions were made as a result of the plenary session:

- -Participants found this session as an opportunity to talk more about the issues that they are dealing with in their every-day activities in the classroom. It was specifically noted that there are vast obstacles due to the condition of education in their region. Observations of teachers and professors of history from the Tuzla Canton region were the following;
- -Reducing the number of hours in history teaching in schools reduces chances that teachers in the teaching process set creativity and introduce the necessary innovations to assist with educational reform. Due to this, the obstacle remains; how many students are actually able to use and understand materials adopted by grade-specific value systems that reflect the new methods of teaching history.
- -The experience of high-school history teachers and professional school teachers significantly differs, according to statements. Secondary school teachers found that there exists an essential problem of the realization of planned curricula because often they do not accommodate adequately the supporting textbooks. Further difficulty lies in the fact that a large number of teachers of history are not consulted in the preparation of textbooks and that the same textbooks are created by people who have no direct experience in teaching in the classroom.
- -So according to the perceptions of history teachers, better communication between teachers and educational authorities can lead to more creative teaching process. Professors' frustration lies in the fact that they are reduced to the role of funded, although the situation in high schools, however, somewhat more favorable than in the professional schools. It is encouraging that in the statements of many high-school teachers, awareness of the need for the use of modern trends in teaching history, such as promoting the respect of pluralism of opinion, tolerance, non-violence and etc. is prevalent.
- -History professors who teach in professional schools are faced with the complete marginalization of teaching history. There are times, according to statements by participants, where the history is reduced to the election subject, and is shoulder to shoulder with religion. The length of time students spend on history in these schools is only one year, and focuses only on the history of Bosnia-Herzegovina, and the absence of global learning context is considered to be a serious drawback.
- -In terminological sense, textbooks are not suitable for the age groups they are aimed at and they seem difficult to use and understand. The result is that the teaching of history is reduced to basic learning of dates and personalities, without a focus on understanding wider issues, making the subject very unpopular among students. In this respect, participants expressed the need to create clear, new and engaging textbooks. A lack of funding and low wages severely inhibits teachers to engage in teaching history and makes it even more difficult to implement positive change.
- -Participants of the seminar voiced the need for an effective and powerful association of historians that would obtain greater powers and allow the influence of the profession in the structure of government in order to improve treatment and assessment of history within the school system and society. This would consequently improve both the social status of the historians (meaning more would go into the profession) and also improve the level of quality in schools.
- -Teachers pluralism in the history of Bosnia and Herzegovina and the lack of attention on history at the state level, taken as a major impediment, and the concept of overcoming history remains a difficult and painstaking process. With respect to re-conceptualization of the teaching material in the direction of better understanding and improving the process of reflection of history there is no dilemma, and it is considered that a focus on general characteristics at the local level, wrapped in a global context would be much better consideration.

- -There is an understanding by the teaching staff that state history is produced in the overall 'grand' context. There is a clear problem regarding the passivity of teachers of history and but there is a desire to address these problems through organisations such as Euroclio who "take the matter into their own hands," or at least try.

-This session provoked good discussion about the curricula issues and it was great opportunity for the participants to share some of their experiences and views on these issues, especially regarding the practice of old and new methods. The participants also answered the Questionnaire on Curricula.

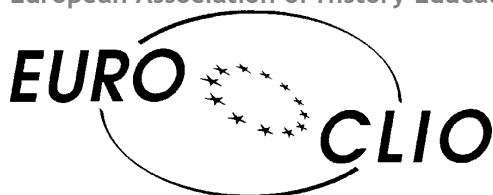
Last session was aimed for the reflections on the material and seminar as well as to some discussions on the issues that the teachers come into contact with in their teaching process. There were a lot of questions and interesting remarks. The seminar had a very inspiring and positive cheerful atmosphere, and received an average grade of 4.6 in the evaluation questionnaire. Almost all participants signed a membership of EUROCLIO-HIP BiH and showed great interest and energy for the future activities of the association.

In Sarajevo, on 10.6.2009.
Melisa Forić

Sabina Veladžić and

3.5.4 Workshop Report Tuzla

European Association of History Educators



HIP BiH

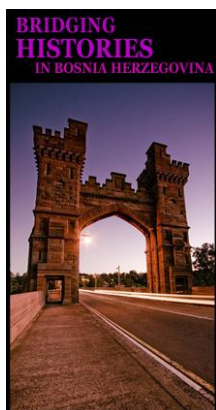
**EUROCLIO-HIP
BiH**

EUROCLIO -

**Association of history teachers and professors
of Bosnia and Herzegovina**

REPORT ON THE TEACHER TRAINING SEMINAR „BRIDGING HISTORIES IN BOSNIA AND HERZEGOVINA“

**Tuzla- Modrac 6 June 2009
Hotel Senad od Bosne, Jezero-Modrac, Tuzla**



In the frame of the project Bridging Histories in Bosnia and Herzegovina sponsored by the Soros fund from the Open Society Institute in Bosnia and Herzegovina, EUROCLIO and EUROCLIO-HIP BiH (Association of the history teachers and professors of Bosnia and Herzegovina) organized a seminar for history teachers and professors in Tuzla region. The event took place on the Lake of Modrac, 12 km from Tuzla on June 6th of the 2009 in Hotel Senad od Bosne (*the programme is attached-1-pg.4*)

63 history teachers participated in the event, from all over Bosnia and Herzegovina, as members of the association, as well as the representatives of Ministry of education, culture and science of Tuzla Canton attended. The seminar was organized with the assistance of and support from the Ministry of education, culture and science of Tuzla Canton and Pedagogic Institute of Tuzla.

The seminar was opened with a welcome speech from Melisa Forić, Bosnian project coordinator. There was then a welcome speech on behalf of the Ministry of education, culture and science of Tuzla Canton, given by Mr. Elmir Tukić. Edin Veladzic then presented to the participants information on EUROCLIO as an organization, including its mission and projects. The president of the Bosnian association Edin Radušić presented the work of EUROCLIO-HIP BiH and its activities.

Parallel workshops on the material were given by Bahrudin Beširević and Milija Marjanović, two of the textbook authors, during the morning and afternoon session, so all of the participants could attend them. Workshop 1, entitled „*We are Tito's and Tito is ours*“, Bahrudin Beširević many of the participants found very interesting and interest produced long debate and presenting different perspectives. Workshop 2 was entitled „*Socialism without human image*“, presented by Milija Marjanović, reflecting the crises in Yugoslavia provoked some issues and strong debates of the participants. Both workshops were marked with the highest grades in the evaluation questionnaire.

After the workshops, there was a plenary session dedicated to the Curriculum analysis. There was also a discussion on actual trends in history teaching, the current situation and modernization of curriculum, led by Edin Radušić.

Participants found this session as an opportunity to talk more about the issues that they are dealing with in their everyday activities in the classroom, specifically pointing out the challenges that remains not just to history education, but education in general in their respective regions. The following is a summary of the observations made by teachers and professors of history from the Tuzla Canton workshop:

- Elementary school-children-deficiencies have space to express their own attitudes, to impose their own attitudes
- lack of space for creativity within the curriculum; the teacher has the freedom to change the curriculum to 30%, has absolute freedom in the performance of teaching
- Pedagogical Institute has no associates of history, the last was 6 years ago. And in this lies the key problem is difficult because there is no lobby and fight for history lessons on an academic or political level.
- Sixth grade history lessons have been reduced to 1 hour a week, and the curriculum has not changed to encompass the new methodology.
- It was agreed that it is important to seek, through lobby activities and advisors, to introduce a minimum of 2 hours for sixth grade history lessons
- History is reduced to one hour while religious education has two hours a week
- Little space for national history in 5.razredu only 3 hours, this is minimal when compared to 7th grade in the French history which covers two months
- within 30% provided for freedom in the performance of teaching to the national history
- textbooks are not good quality
- Teachers are blamed for lack of creativity, despite the obvious restrictions in terms of time allowed for teachers to teach the subject, and the flexibility of the curriculum to allow for teacher creativity in making the subject more appealing and relevant to students.
- content should be reduced; a good selection of content is essential
- the content of the program in elementary and secondary schools is identical
- 1-2 grade of in high schools has 2 hours, in 3-4 grade one hour weekly and optional teaching for 3 hours. There is a problem in that there is a lack of textbooks which follow the curriculum.
- In technical schools was introduced EUVET-to the general history 1st grade, 2 grade-national history. Grateful for the work.
- Needs of students organizing competitions
- The need to bring in local history in the official program-teachers lead children to museums, and write that they do something else because the curriculum does not allow for this.
- Necessary to make the outcome, not only the goals of teaching, to determine how much is needed to know and learn.
- Proposal that adds books with interactive CD to improve the quality of engaging material for students.
- Participants of the seminar pointed out the need for more training, seminars, more practical workshops for the purpose of getting acquainted with new methods and techniques

This session provoked good discussion about the curricula issues and it was great opportunity for the participants to share some of their experiences and views on these issues, especially regarding the practice and implementation of new techniques within the existing curriculum. The participants also answered the Questionnaire on Curricula.

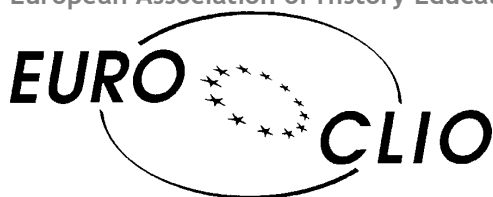
Last session was aimed for the reflections on the material and seminar as well as to some discussions on the issues that the teachers meet in their teaching process. There were a lot of questions and interesting remarks. The seminar had a great inspiring and positive cheerful atmosphere, and received average grade of 4.3 in the evaluation questionnaire. Almost all participants signed a membership of EUROCLIO-HIP BiH and showed great interest and energy for the future activities of association.

In Sarajevo, on 10.6.2009.
Forić

Elma Hašimbegović and Melisa

3.5.5 Capacity Building Workshop Report Sarajevo

European Association of History Educators



HIP BiH



EUROCLIO -

Association of history teachers and professors
of Bosnia and Herzegovina

INCREASING THE IMPACT

STRENGTHENING HISTORY TEACHERS ASSOCIATIONS AS EFFECTIVE CIVIL SOCIETY ORGANISATIONS.

Capacity Building Workshop

*November, 5-7 November 2009
Hotel Saraj, Sarajevo*

EUROCLIO - European Association of History Educators
EUROCLIO-HIP

OVERALL AIM: Furthering the impact of History Teachers Associations as effective civil society organizations

Objectives

- Develop and discuss recommendations on the current curriculum;
- A good understanding of the basic principles behind project writing;
- Constructive ways to address sensitive issues within teams
- Skills and good understanding of impact curricula.

Outcomes

The seminar showed that the team of the Association EUROCLIO-HIP BiH has been able to achieve the goals set out for the work this year. The team also gave evidence that it has the potential to be acknowledged as experts on the developments in history education in Bosnia and Herzegovina.

Direct results:

- The 5 project seminars/workshops were well attended.
 - 41 participants in Banja Luka
 - 49 participants in Sarajevo

- 63 participants in Tuzla
 - 26 participants in Gorazde
 - 69 participants in Bihac
- The Association network/membership has grown over the course of the project
 - The expertise about the theoretical/educational dimensions in history education is increased

All participants agreed that since 2003 educational policy in Bosnia and Herzegovina is certainly moving in a positive direction, despite the many problems still existing. People acknowledged that the quality of the textbooks has improved and that people are more open for intercultural dialogue.

The meeting was still very much concerned about the fact that the 3 different history education curricula in Bosnia and Herzegovina are still based on three ethnically separate visions on the past, despite the efforts by several organizations to bridge this divide.

The meeting stressed the need to address sensitive and controversial national and regional history, using innovative methodology giving a variety of perspectives as a tool to improve the level of school history education in Bosnia.

The audience expressed apprehension about the overload and the lack of coherence between the present curricula and lesson plans and about the reduced time allocated to history in the curriculum.

Plenary

Developing recommendations for school history curricula in Bosnia and Herzegovina was one of the targets of this project. During the first project workshop, in Banja Luka in March, the project team stipulated that it was not enough to give detailed criticism on the present curricula. In order to move forward and to comply with the present European/global standards for good history teaching, the team should present curriculum alternatives. In order to be able to do so, the group considered it necessary to have more in-depth insights in various national and international curricula. The team had consequently commissioned several team members to carry out this research.

The Saturday morning plenary of the workshop in Sarajevo was therefore opened by the analyses of the Bosnian, Western European and Central East European Curricula by **Dr Edin Radusic**, **Dr Boro Bronza** and **Darko Karacic**. Jason Nicholls states in his introduction for *School History Textbooks across Cultures International debates and perspectives* that we need to understand a lot of context to be able to compare educational systems in a robust way². The research work carried out by these team members showed how important and productive such work is for the further debates.

² Jason Nicholls ed, *School History Textbooks across Cultures International Debates and Perspectives*. (2006)

Their contributions made the audience aware of constantly ongoing (history) curriculum reforms since the fall of communism. The reasons were in most European countries the new political landscape and the need of methodological and pedagogical innovation of the subject. Also the wish to become more focused on Europe was a factor for change. It came out that the Bosnian challenges for school history were often the same as everywhere else in the world, despite all special problems for Bosnia. The options for workable ways ahead also seem to be more or less universal. This was demonstrated by Bronza through quoting Dr Anna Clark analysis '*A comparative study of history teaching in Australia and Canada*'. In this paper she selects five essential areas to be addressed in school history:

- Problem of repeating identical contents
- The need for adequate resources and life long learning of teachers
- The need to widen the national perspective to a global one. Critical attitude to history
- Engagement and motivation.

Professor **Boro Bronza** was positive about the future of the subject giving examples from Australia, Canada and USA of the increasing profile for history/history education, despite the general expectations of the opposite. The audience later however, doubted if this was also the case for Bosnia as in general the time allocated to history in the school curricula had gone down.

Dr **Edin Radusic** was concerned about the unique fact that the 3 different history education curricula in Bosnia were still based on three separate ethnically based visions on the past. **Joke van der Leeuw-Roord**, Executive Director of EUROCLIO, also deplored this but also stressed that more internally divided countries struggled with such problems. She gave several examples mentioning the article *the Effect of the German Unification on History Textbooks* written by Dr **Falk Pingel**, Former Deputy Director of the Georg Eckert Institute³. This article demonstrates the huge problems of post Berlin Wall Germany how to address the two different post war versions of German history. However, although also the commemorations of twenty years 'Fall of the Wall' showed that this problem was far from solved, professional German historians have started to address this issue. But also examples from Russia, UK, Baltic states and Canada, all countries with large minority communities, offer possible manners to address this challenge.

Dr **Boro Bronza** also stressed the need for a more in depth coverage of subjects, instead of the often present superficial approach. **Joke van der Leeuw-Roord** warned that such approach also would mean future rigorous selection of the subject content, otherwise even more curriculum overload could be expected. Dr **Edin Radusic** stressed the importance to address sensitive and controversial subjects and mentioned possible interesting future topics such as the Islamisation of

³ In Jason Nicholls ed *School History Textbooks across Cultures International Debates and Perspectives*. (2006) 61-83

the Balkans, the position of and relations between Christians and Muslims and the 19th century uprisings in the Balkan.

Dr **Edin Radusic** also emphasized that not international organizations but local historians/history educators are responsible to find solutions for this big test. Anton de Baets code for responsibly history/historians as well as Nicolls plea for robust methodology of the subject based on theory, method and practice could be a good supportive tool for his appeal⁴. **Joke van der Leeuw-Roord**, EUROCLIO, finalized the plenary meetings by relating the discussions to a broader international framework

Workshops

Two workshops on Saturday by **Leo Valenta**, Bosnia, and **Mire Mladenovski**, Republic of Macedonia, actively engaged the 50 participants in the question how the war in the nineties was presented in foreign textbooks and what to expect of 21st century history teachers.

On Sunday the workshops concentrated on organizational capacity building. **Toos Stegers**, The Netherlands, made the audience aware of manners to confront and communicate in way that it helps to strengthen relationships. **Steven Stegers**, EUROCLIO involved the group in problems related to assessing and creating project opportunities in the field of history education.

Awards

In the end of the workshop the audience and press could share the pleasure of the team in winning several awards for their work. They could show the beautiful plate they received as first runner-up for Euro-Med Award for Dialogue between Cultures 2009. Documents gave evidence of the Erasmus EuroMedia Country Medal for Bosnia and Herzegovina and Erasmus EuroMedia European Seal of Approval for outstanding media publications that deal with European values were awarded to the innovative collaborative history teaching textbook *Ordinary People in an Extraordinary Country-, Everyday life in Bosnia, Croatia, and Serbia, 1945-1990 Yugoslavia between East and West*.

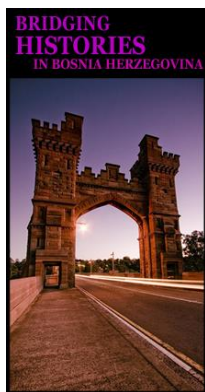
It became again clear during these days, that the biggest challenge for all involved is how to convince and include politicians, media, but also traditionalist historians and history educators into this process of necessary change is certainly not solved. However there is a growing awareness of Bosnian historians and history educators in the role of history and history education in their country. The contributions of **Dr Edin Radusic**, **Dr Boro Bronza** and **Darko Karacic** demonstrate the positive interest in Bosnia of a younger generation of academic historians in the challenges for history education in their country. However **Dr Edin Radusic** was concerned about the fact that the present generation of students uses their choice for papers on European/Global History to avoid addressing

⁴ Anton de Baets, *Responsible History* (2009) 173-197

the controversies in their national past. And with this attitude the students also do not supply new sources for the necessary innovation of national school history.

The immense task to reform school history in the region, undertaken by a new generation of historians and history educators is not finished. However they have shown that they are ready to continue to take the responsibility for this necessary process.

Joke van der Leeuw-Roord



History Curricula Analysis

*A part of the Bridging Histories in Bosnia-Herzegovina project
EUROCLIO/EUROCLIO-HIP 2009*

Boro Bronza

Study program - History
Faculty of Philosophy
University of Banja Luka, Bosnia-Herzegovina

COMPARATIVE ANALYSIS OF THE POSITION OF HISTORY AS A SCIENCE AND AS A SCHOOL SUBJECT IN DIFFERENT EUROPEAN AND WORLD SYSTEMS OF EDUCATION

Current situation of infrastructural institutions necessary for employment of graduate students of history and general level of development in Bosnia and Herzegovina do not allow adequate treatment of history as a science or a teaching subject, be it in the global education system of BiH entities, or be it in general social perception. Such a situation implies that history is generally treated as a science and/or a teaching subject for which there is less and less need for in the development directions of Bosnia and Herzegovina. In order to prevent further such intentions, which are fundamentally unfounded, the Analytical team of the Association EUROCLIO-HIP BiH made a comparative analysis of the position of history as a science and/or a teaching subject in different European and world's education systems, within a global analysis of the position of history in Bosnia and Herzegovina today. Herein summarized results of this analysis will, no doubt, point to the objective position of history as a science / teaching subject, not only in education systems, but in European and world's societies globally, and contribute to the understanding that by way of basic comparing we can easily reach the conclusion that there are compatible solutions which, with certain modifications, can be successfully incorporated into the existing education systems in Bosnia and Herzegovina.

Example of Germany is particularly illustrative to get the picture about history as a teaching subject in schools. Analysis of number and structure of all PhD dissertations in Germany showed that the number of dissertations in history tripled

just in the period 1979 - 2003, which is primarily a reflection of more and more dispersed and developed infrastructure that efficiently connects history with other sciences, due to history's distinguished interdisciplinary potential, along with already existing infrastructure where history's fundamental characteristics are noticeable.⁵ Presence of historians in crucial social debates in Germany is unavoidable. Widely accepted truth, that the country that constantly moves forward at every moment has to look back in the past - so that it can efficiently use the experiences to help determine the direction and dynamics of moving forward, has never been questioned.⁶

A specific of the system of Federal Republic of Germany is its federal system that gives large competencies to the federal provinces (there are 16 of them) to create their own education systems. Secondary education in Germany, whether it is a vocational school (Realschule, Hauptschule etc.), or a Gymnasium, practically starts after completed 4th grade of primary school. In any case, history, along with geography and sociology, forms the mandatory group of social subjects. Number of classes per week vary in different provinces, but for vocational schools it is usually one to two classes a week, in all grades from 5 to 10 (which corresponds to our system from 5 grade primary school to 1 grade of secondary school), and in Gymnasiums in average it is 3 classes a week. The exception is the most populated province Nordrhein-Westfalen where the average number of classes per week, for said grades, is 4 to 5.⁷ In grade 11 history is mandatory in all schools with three classes per week, and in grades 12 and 13, the students chose among history,

⁵ Raphael, Lutz, *Geschichtswissenschaft im Zeitalter der Extreme. Theorien, Methoden, Tendenzen von 1900 bis zur Gegenwart*, München 2003; Eibach, Joachim/Lottes, Günther (Hg.): *Kompass der Geschichtswissenschaft. Ein Handbuch*, Göttingen 2002. Such a development, inter alia, understands creation of highly specialized institutes, which are, exactly, the reflection of new social needs, such as the Institute for economic history in Hamburg (founded in 1998), who almost exclusively deals with archive exploring of history of scientific patents for the needs of legal regulations for worlds' greatest corporations.

⁶ The famous historian conflict (Historikerstreit) from mid 1980s, involving some of the most distinguished names of the overall science in the world, such as Ernst Nolte and Jürgen Habermas, still today is one of the key social topics in the context of perception of German past. Rudolf Augstein in (Hg.), *Historikerstreit. Die Dokumentation der Kontroverse um die Einzigartigkeit der nationalsozialistischen Judenvernichtung*, München/Zürich 1987. For latest comments to the mentioned problems and their position in contemporary German society see <http://www.nielsheinemann.de/geschichte/historikerstreit/>

⁷ <http://www.holocaust-education.de/resmedia/document/document/DSCHOOL1.PDF>.

geography and sociology (and vast majority select history!), and they listen to the selected subject 5 classes a week.⁸

In the aim of improving the history teaching, the Federal Government developed a project titled *Databank for preparing classes (Datenbank zur Unterrichtsvorbereitung)*,⁹ where history teachers in all levels of education have at the disposal, via internet, all relevant teaching materials. There are numerous portals especially designed to help students in history classes, that is, with additional historical sources and other contents that help them to better manage during individual work.¹⁰ Computer games of historical context are more and more used in history teaching in Germany, particularly the games which develop in a student a sense of all aspects of development of various civilizations in the past such as: „Die Gilde“, „Civilization“, „Age of Empires“, „Anno 1602“, „Die Fugger“, „Cossacs“ etc.¹¹

In German schools history is put up front due to its key role in creation of critical thinking among children and creation of different aspects of identity, which is particularly highlighted at structuring the plan and program for teaching in Gymnasiums, grades 7 to 10 (age 13 to 17). History teaching is so oriented that it explores the occurrence of basics of the actual existence of mankind, society and state, science and culture in the past, to explore their development over the time, and to point to their significance today. In that context, history practically has the key role in political education.¹²

The topics that are being studied are approached thoroughly and fully, so, for example, in the program for 5th grade of vocational schools (equivalent to our 1st grade of secondary school other than Gymnasium) 14 classes are dedicated to the exploration of the prehistoric life (*Leben in vorgeschichtlicher Zeit*), while in our system it is usually one class. Also, for exploring ancient Egyptian civilization (*Eine frühe Hochkultur - Beispiel Ägypten*) in grade 6 of vocational school (equivalent to our 2nd grade of secondary school other than Gymnasium) 14 classes

⁸ Georg-Eckert-Institut für Internationale Schulbuchforschung (Hrsg.), *Informationen zum Bildungssystem in der Bundesrepublik Deutschland*, Braunschweig 1998.

⁹ Available at <http://www.zum.de/psm/index1.php>

¹⁰ One of the most important is <http://www.schule-studium.de/Geschichte/index.html>

¹¹ <http://www.schule-studium.de/Geschichte/Computerspiele/Computerspiele1.html>

¹² http://db2.nibis.de/1db/cuvo/datei/gym_7-10_geschichte.pdf, an example relates to the province of Niedersachsen

are dedicated, while in our systems not more than two. For students of this age, there is a possibility to select special themes, so they can, for instance, choose topics like *Everyday life of children in different time periods* (*Kinderalltag in verschiedenen Zeiten*) or *An animal in history* (*Das Tier in der Geschichte*), where every selected topic is worked through 24 school classes.¹³ Considering mentioned competencies of federal provinces in the context of creating the teaching plan and program, there are significant differences in positioning history in different grades. In Bavarian gymnasiums history is taught from grade 6 to grade 12 (equivalent to our age period from year 11 to 18), where in the first 5 years from grade 6 to grade 10, the teaching goes on in 'classic' chronological system, while in grades 11 and 12, particular selected topics are processed in an original way, with a very detailed approach.¹⁴

Production of special manuals for performing history classes, and specialized textbooks, is more and more intense. Special manuals have been produced for teachers, describing in detail the work with photographic and textual sources¹⁵, along with methods of work in teaching¹⁶ and accompanying books with a pedagogic-didactical apparatus for a complete practical approach to modern history teaching.¹⁷ Production of 'classic' historical readers, who bring content on topics less available in basic textbooks, has been strengthened and modernized. Particularly successful showed to be a collection of sources for the history of pre-colonial and colonial times of American history, prepared for the highest grades (11 to 13 grade, that is, three last years of Gymnasium).¹⁸

History, as an independent subject, is studied at 61(!) universities in Germany, mainly at faculties of philosophy, and faculties of humanistic sciences (Fakultät für Geisteswissenschaften, for instance in Hambourg), or special faculties

¹³ http://www.nibis.de/nli1/gohrgs/rrl/rs5_6/cvrsgeschichte.pdf, an example relates to the same province.

¹⁴ <http://www.isb-gym8-lehrplan.de/contentserv/3.1/g8.de/index.php>

¹⁵ Hans-Jürgen Pandel, *Die Bildinterpretation: Die Bildquelle im Geschichtsunterricht*, Bildinterpretation Band 1 (mit CD), Wochenschau-Verlag 2008; Hans-Jürgen Pandel, *Methoden historischen Lernens. Quelleinterpretation. Schriftliche Quelle im Geschichtsunterricht*, Wochenschau-Verlag 2003.

¹⁶ Ulrich Mayer, *Handbuch: Methoden im Geschichtsunterricht*, Auflage: 2, Wochenschau-Verlag 2007.

¹⁷ Michael Sauer, *Geschichte unterrichten: Eine Einführung in die Didaktik und Methodik*, Kallmeyer; Auflage: 7, 2006.

¹⁸ Hans-Joachim König-Michael Rikenberg-Stefan Rinke, *Die Eroberung einer neuen Welt. Präkolumbianische Kulturen, europäische Eroberung, Kolonialherrschaft in Amerika. Fundus, Quellen für den Geschichtsunterricht*, Wochenschau-Verlag 2005.

for history (Fakultät für Geschichtswissenschaft, for instance in Bohum).¹⁹ In some universities, at basic studies there is no one 'universal' study of history, but separate studies of Ancient times, Middle Ages, early New Age, etc. (for instance in Mainz).²⁰

System of education in Austria is similar to the system in Germany, both in view of structure and competencies of provinces in shaping the plan and program (truth, though, is that federal provinces of Germany have a bit larger competencies, due to the more sophisticated German federal system). In Austria, history as a school subject is combined with other subjects. Thus, in grades 5 and 6 of gymnasium (our grades 1 and 2 of gymnasium), history is combined with sociology, and in grades 7 and 8 with political education.²¹ Basically, in the first year Ancient times and Middle Ages are studied, in the second year period from the 15th century to the WW1, in the third year political history in general in the past 100 years, and in the final year history of Austria in the modern times, with emphasis on its position in international contexts and organizations.²² Due to specifics of Austrian past, particularly during the Hapsburg dynasty times, history as a science and as a subject in Austrian system of education and the overall society enjoys a special status. There are seven university centers in Austria (Vienna, Graz, Salzburg, Linz, Innsbruck, Klagenfurt and Leoben), while history as a separate study is found on six of them (all except Leoben).²³

Great Britain has a very specific and diverse system of education. Within that system it is easy to identify regional and structural differences, so it happens in practice parallel existence of mutually quite different systems, even on a small geographic area. British education system (not including high education) mainly understands three stages of education - from 6 to 16 years of age (Key stages 1, 2 and 3), and possibly education from 16 to 18 years of age, as the fourth stage (Key stage 4). Approach to history is very intensive. According to the plan and program,

¹⁹ <http://www.daad.de/deutschland/hochschulen/hochschulranking>

²⁰ Egon Boshof - Kurt Düwell - Hans Kloft, *Grundlagen des Studiums der Geschichte. Eine Einführung*. 5. Aufl. Köln/Weimar/Wien 1997, 5.

²¹ http://www.bmukk.gv.at/medienpool/7445/AHS-Lehrplan_Geschichte_Sozia.pdf

²² Ibidem.

²³ http://www.bmbwk.gv.at/universitaeten/recht/gesetze/ug02/Universitaetsgesetz_20027725.xml#6

students of about 14 years of age listen to the topic ‘*France 1789-1794. Why did the revolution happen?*’ through 11 classes!²⁴

The infrastructure for employment of graduate students of history in Great Britain is highly developed, and it is difficult to find a country that would offer so many possibilities to potential historians. At the start of history studies the students are clearly explained that they are being educated so they could work in the following fields and institutions: accounting, administration, archeology, architecture, archives, army, business management, public services, conservatoriums, industry based on historical heritage, tourism, human resources, information technologies, journalism, law, libraries, local administration, media, museums and galleries, police, politics, teaching and university research.²⁵

National curriculum is constructed in such a way that it put up front the possibility for students to explore how the past shaped identities, cultures, values and attitudes.²⁶ In some cases, history as a subject is connected to other teaching subjects, and thus certain social-scientific units are formed. In Bristol, and generally at the southwest of England, it is the most common case (but not exclusive) that history as a subject is combined with religious classes and sociology, and that unity is then determined as a separate subject - Humanities.²⁷ Students have that subject three times a week in block classes, which means six classes a week. A specific of history teaching in Great Britain is that it has very little connection with chronological principles. After students in Key stage 1 get the basic knowledge about functioning of chronology, fundamentals of chronological distribution of key events, ²⁸ students and teachers have at their disposal many portals with additional teaching material and games designed to incite the interest for history.²⁹

Regardless to all the possibilities and wealth of aspects, the key role of history is in GB still seen as the development and perception of identity. On the

²⁴ http://www.standards.dfes.gov.uk/schemes2/secondary_history/his10

²⁵ http://www.qca.org.uk/history/innovating/history_matters/index.htm

²⁶ <http://www.qca.org.uk/curriculum>

²⁷ That is the case in currently the most elite school in Bristol, Redland Green School – www.redlandgreen.bristol.sch.uk.

²⁸ <http://www.standards.dfes.gov.uk/schemes2/history>

²⁹ <http://www.schoolhistory.co.uk/resources>

line of that was the great school project *Who do we think we are?*, which was finally realized in 2008. It was a sort of a national competition, whose results in sense of feedback information about the perception of British identity and values tied to it were directly incorporated into the new construction of national plan and program for the teaching of humanistic sciences.³⁰

European institutions have lately realized the significance of history as a subject in schools,³¹ which resulted in initiating a number of actions, such as the program *Teaching against forgetting* that the European Council started in 2001. The goal was to develop the multi-perspectives in history teaching, and to review in a innovative and constructive way the aspects of the past that are burdening the coexistence of European nations, and to insist on contents of the common European prefix.³² In that sense it is particularly important to develop the skills among children and the young to fight the ideological-mythical prejudices, which are a product of certain archaic policies that were incorporated into the society through implementation of history in the society, be it as a science, or be it as a school subject. Key aspects of restructuring the history teaching in Europe today are being executed along those lines.³³

Besides European, some experiences outside Europe are significant to grasp the position of history as a science and as a school subject in education systems. Special attention should be paid to the position of history in schools and universities in the USA. Production of scientific works and teaching materials, especially multimedia ones, grows each year to reach its absolute peak in school year 2007/08.³⁴ Special significance in 2008 was given to to-date absolutely the

³⁰ www.whodowethinkweare.org.uk

³¹ Within the financial program FP7 of the European Union, 610 million Euro is envisaged for financing projects in the field of humanities in the period 2007 – 2013. http://cordis.europa.eu/fp7/cooperation/home_en.html

³² http://www.coe.int/T/E/Cultural_Co-operation/education/History_Teaching/

³³ Outstanding theoretical and practical achievements in that field were realized by the University of Trondheim, in northern Norway. <http://www.coe.int/T/d/Com/Dossiers/Events/2003-07-Geschichte/>

³⁴ Summarized, but very relevant and convincing review of the edition can be found at www.history.com/education, where, as particularly impressive, stands out the multimedial project *Multimedia Classroom Series*, with the emphasis on interactive approach to the perception of history, developed in cooperation with *The History Channel*.

most massive organization of the manifestation titled *The National History Day*,³⁵ which central theme that year was *Conflict and compromise in history*. The USA Federal Government, through *American Association for State and Local History* and *National Association of Secondary School Principals*, turned this manifestation into a key event of American secondary education throughout the school year, and its grand finale was organized in June at the University of Maryland.³⁶

The situation regarding history is also very similar in Canada and Australia. The Australian Minister of Education, Julia Gillard, in the making of national plan and program in April 2008, for all levels of education, from kindergarten to the end of grade 12 (students of 18-19 years of age) for the period 2008-2010 she determined Mathematics, English language, Science and History as the four subjects that are mandatory in each school year.³⁷ The plan is made after a thorough analysis of Canadian national system of education, which served as an efficient model for Australia, as the two countries have similar parameters in terms of large spaces and relatively modest demographic potential globally, and, at the same time, not so long 'independent' history.

The mentioned analysis, titled 'A comparative study of history teaching in Australia and Canada' - by Dr Anna Clark, clearly pointed to the need of presence of history in all school grades. Justification was primarily the essential connection between knowing the history and current, but also future perception of one own land, which then motivates for further qualitative and quantitative contribution to its development. In a review of history teaching analysis, this was mentioned by the Canadian and Australian Prime-ministers, Jean Cretien and John Howard.³⁸ The then Australian PM clearly pointed: *"In the end, young people risk to be completely separated from the heritage of their community, if that community has no courage and no self-confidence to teach them its history"*.³⁹

³⁵ www.nhd.org

³⁶ The project is led by the Director of American National Curriculum, prof. dr Ann Claunch, www.nhd.org/themebooknhd08.pdf

³⁷ <http://www.htansw.asn.au>

³⁸ The complete report of April 2008 is available at <http://www.htansw.asn.au/home/nationalcurriculum/AnnaClark-ComparativeStudyofHistoryTeachinginAustraliaandCanada.pdf>

³⁹ „In the end, young people are at risk of being disinherited from their community if that community lacks the courage and confidence to teach its history.”

In these countries there is a clear emphasis between public perception of national history, which is, almost without exception, characterized as very interesting, especially due to the vivid debates that were conducted in the last years about various aspects of history in Australia and Canada - on the one hand, and perception of history (i.e. national history) as a teaching subject by the students on the other hand, where that perception was mainly summarized to the characteristics such as “boring” and “oldfashion”. Carefully analyzing such starting bases, the author of this study concluded that the problem is in the classroom itself, that is, it is necessary to perform radical modernization of the teachers' presentation. In essence, Anna Clark focused on five areas:

- problem of repeating identical contents (also present in our system, as starting with ‘Nature and society’ in lower grades of primary school, history in higher grades of primary school and secondary school / gymnasium, until graduation of studies of history, a graduate history student goes four times through almost identical content!) - eliminating such an approach, a lot is gained in efficiency, since participants don't have the feeling they are repeating the same things,

- The need for use of adequate source material and permanent education of teachers in the context of modernization - modernization of teaching means is a necessary evolution chain-ring in raising the teaching to a higher level. Without it, it would be impossible to raise the science and teaching to a higher level even in Australia and Canada; the situation in BiH is just the same,

- the issue of a national approach to history teaching (which, regretfully, often evolve to the issue of a nationalistic approach) - in Australia and Canada, as relatively new and not very highly populated communities, there is a problem in the context of strict focus to own national history, so the students' demands are more and more directed to increasing the content of general history, which is unavoidable consequence of general globalization; a separate problem in Canada is the province of Quebec, where there is a permanent need to apostrophe own national and cultural specifics within Canada; in that sense the situation in Bosnia and Herzegovina is even more complex, but globalizing trends cannot be stopped in this area as well,

- critic perception of history teaching - a general place for all students in history teaching in the area of Australia and Canada is the desire for increased

interactivity, possibility to develop own critic attitude towards particular events and personalities, rather than classic system ex cathedra, as is the case in BiH, while overcoming the situation in which the old system is still dominating (which is definitely the case in Bosnia) is possible only with aforementioned need for modernization of teaching means and education of teachers

-Engagement, motivation of students in classroom - is a sublimation of all aforementioned and is tied to global approach of the teacher, that is, teacher's readiness to constantly modernize and improve his work; of course, there are factors a single teacher at any level of education cannot influence to (general trends in the development that imply the primacy of certain interests, burdening of students with other subjects and obligations, infrastructural opportunities for professional advance and employment, etc.), but the maximum personal professionalization of a teacher is of primary importance.

The listed conclusions and recommendations were instantly adopted, so in Australia and Canada there is a great ongoing restructuring of history teaching in the aim of mentioned modernization. In Australia a group was founded to form the new national curriculum, with a special emphasis on history as one of mandatory subjects. This new plan and program will enter into force at the beginning of 2011.⁴⁰

It is quite clear that global changes brought by the globalization, especially during the two last decades, would imply redefining of all scientific and education systems worldwide. Position of history was exposed to significant transformations in many systems, in terms of organization, structure, relative denomination, etc. However, there has not been a single case worldwide lately that history was taken out of education systems. Moreover, it is absolutely obvious that history, due to its numerous and efficient transformations, established itself as one of the most stabile and in essence very prosperous science, which, as such, guaranties stability of presence of history as a teaching subject in all education systems. Even in systems where history was denominated as a subject after the WW2 and moved to optional subjects, there is a full return of history into the program, as a mandatory subject. In that context, very illustrative is the Swedish example, as in 2007 they

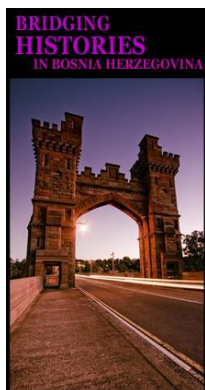
⁴⁰ <http://www.htansw.asn.au/home/nationalcurriculum>

definitely brought the decision that history should be returned its status of a mandatory subject. Minister of Education, Jan Björklund, started the initiative that will be realized in schools in Sweden in 2010.⁴¹

History just firmed itself as a key subject for forming critic thinking of children in primary and secondary schools, that is, as one of the most important instruments for creation and constant improvement of practically all European and worlds' societies. It is worth mentioning that regardless to the stated initiatives of the Council of Europe with regard to common contents, many countries, at least in the context of school plans and programs, keep on insisting on total supremacy of national history over the general. Particularly noticeable example for that is Great Britain, where over 90 percent of contents being taught in school plans are connected to national history. In France and Germany, the ratio between general and national history is a lot more balanced.

In any case, position of history in all herein mentioned countries is rising, and it receives more space in school systems. There are more and more investments to informatics-technical improvement of history, which makes history more attractive and available, while full wide-band internet connection becomes absolutely necessary chain-ring in that context. The field to which history orients itself more and more in many countries, is tourism and its different aspects, thus history structure itself as a modern science / teaching subject. The so-called Heritage Industry becomes more and more profitable activity, not only in Great Britain, so it opens new perspectives before history as a science and as a teaching, school, subject.

⁴¹ http://www.thelocal.se/tag/Jan_Björklund



History Curricula Analysis

*A part of the Bridging Histories in Bosnia-Herzegovina project
EUROCLIO/EUROCLIO-HIP 2009*

Darko Karačić

HISTORY IN SCHOOLS IN EAST CENTRAL EUROPE: AN OVERVIEW OF CURRICULA AND TEXTBOOK DEVELOPMENT

The key to understanding the position of the subject of history in the educational system of East and Central European countries (Romania, Bulgaria, Slovakia, and Hungary) lies in the school reforms that have been going on constantly since the fall of Communism. The position of history in the schools has been re-defined by each major political change in these countries, as well as by the determination of state authorities to adjust to the standards demanded by European institutions, most notably the European Union. While the ruling politicians in Central and East Europe before 1989 considered history as one of the most important subjects in the education of their youth, the politicians of post-Communist countries have not been clear about the position of the subject of history in a multi-party system. The reason lies in the perception of history as a school subject that serves for constructing collective identity. This perception has not changed since the 19th century; however, the political contexts have been changing, and this has impacted the position of history education in particular periods. The aim of Communist authorities was to educate citizens dedicated to one single party and to construct the national identity of the majority. The goal of the post-Communist governments of these countries was to remove Communist ideology from the teaching of history. The process of removing the ideas of the previous regime from curricula and history textbooks lasted for varying lengths of time, but in all the countries examined here it came to a similar point in the mid-

1990s; the political powers supported the preservation of the position of history in the schools in the educational system due to its importance in the construction of national identity.

European integration marked the second period in the reforms of school systems and the position of history in the curriculum in East Central Europe. This process has been going on since the mid-1990s. The guidelines the Council of Europe presented to the Ministries of Education in East Central European countries may generally be summarized as requiring the development of students' skills through learning history, and the Europeanization of curricula contents. In this context, Europeanization would mainly be understood as the process of marginalizing particular national identities and developing a unique European identity. The targeted countries have not implemented equally the program of changes in history teaching formulated in this way in their educational systems.

Since the changes in school curricula are initiated by the state authorities, it has been the government officers who have been of key importance in the implementation of the instructions given by the European institutions. Since the fall of Communism the governments in East Central European countries have changed relatively often and numerous political parties that have occupied the key state positions have supported the idea of a particular national identity, which has resulted in negative attitudes towards the proposed school reforms.

The most active time for changing the history curricula in Romania in the primary and secondary schools was the second half of the 1990s. The Act on Schools was first harmonized with the European principles in 1995 and was additionally amended in 1997 and 1999. This Act required implementing the principles of diversity and multiculturalism in the educational system.⁴² Upon adoption of these Acts, new curricula were created for teaching history in 1995 and 1999, first for primary and then for secondary schools. School reform was mainly supported by the World Bank, after signing a contract with Romania in 1995, until 2002. The suggestions and guidelines Romania was supposed to implement became a part of curricula adopted at that time, but the core remained Romanian national history. According to the national curriculum, history became part of a group of

⁴² Simona Szakacs, *Now and Then: National Identity Construction in Romanian History Textbooks. A Comparative Study*, Masters' thesis, Department of Sociology and Social Anthropology, Central European University, Budapest, 2005, p. 27.

mandatory school subjects for grades 4 to 12, that is, for students from 10/11 to 18/19 years of age. On average, 1.5 classes were taught per week, and in higher grades the curriculum allowed for additional classes on local history and the history of art as optional subjects.⁴³ According to the curriculum, the goal of history teaching was to be a balanced proportion of knowledge and skills that a student was supposed to learn during school education.

The general goals of history curricula in Romanian schools from grades 4 to 9 were meant to enable the students to understand time and space in history, to work with historical sources, to conduct research on historical events, to understand and adequately use historical terms, to encourage students to learn history, and to develop positive relations towards themselves and others. According to the curriculum, the students in grades 10 to 12 were supposed to acquire the following abilities in history teaching: working with information from primary and secondary historical sources, using historical terminology in written and verbal communication, and using particular historical methods and techniques. The main values and attitudes the students of these grades were supposed to develop were: understanding their own identity and identity of others, as well as social and ethnic surroundings; understanding the role of history as an important factor of changes in contemporary society; developing an interest in reading historical literature; understanding the importance of racial, ethnic, religious, national, social, gender, and professional identities.⁴⁴

While the goals of history teaching in Romanian primary and secondary schools were harmonized with the given instructions for the most part, the historical topics that were supposed to be dealt with in teaching process did not follow European trends. The text of the curriculum reveals that general and Romanian national history existed in parallel, almost unrelated. There was one general topic for each grade:

- 4th grade: Romanian history
- 5th grade: world history up to the year 1000
- 6th grade: world history - Middle Ages and Modern Times up to 1815

⁴³ Mihai Manea, "Romania", in: *We and Our Neighbours. The Majority and the Minorities in Recent History Textbooks in Romania, Bulgaria and Hungary*, Bucharest, 2004, p. 15, Carol Capita, "Small World, Big Country. A Reappraisal of Europe in Romanian History Teaching", in: *History for Today and Tomorrow. What does Europe Mean for School History?*, Hamburg, 2001, p. 72.

⁴⁴ The Romanian curriculum of 1999, see: Mihai Manea, "Romania", pp. 16-17.

- 7th grade: world history - 19th and 20th century
- 8th grade: Romanian history
- 9th grade: world history - Ancient Times and the Middle Ages
- 10th grade: world history - Late Middle Ages and Early Modern Times
- 11th grade: world history - Modern Times and the 20th century.
- 12th grade: Romanian history⁴⁵

Such a division gave a quantitatively large space to general, predominantly European, history while Romanian history found its place separated in three school years. This left space for a particular role of national history in the development of a collective memory and collective identity of Romanians.

The situation was similar regarding the relations between the recommended standards and changes in the history curriculum in Bulgaria, where the Act on Public Education was adopted in 1991. The curriculum was included in the Act on Public Education in 1999, the same year the development of Romanian national curriculum was completed, and it began to be implemented in the school year of 2000/2001. History was grouped along with the subjects of geography, philosophy, civil education, and the optional subject of religious classes. It was a mandatory subject from grade 5 to grade 12, that is, for students of 12 to 19 years of age. On average, teachers held 1.5 history classes per week. The history curriculum in general was similar to that in Romania one, for example, in the distribution of topics from national and general history:

- 5th grade: history of Bulgaria up to the end of the 17th century
- 6th grade: history of Bulgaria from the 18th to the 20th century
- 7th grade: world history - Ancient Times
- 8th grade: world history - Middle Ages
- 9th grade: world history - Modern Times
- 10th grade: world history - 20th century
- 11th grade: Bulgarian history
- 12th grade: the role of history; nations and national states of the Balkans in modern and contemporary times (Modern Times and the 20th century)⁴⁶

A more detailed insight into the text of the curriculum of 1999 gives a different picture than that stemming from the above-mentioned division. In the detailed curriculum there are minor topics (from 6 to 13 topics, depending on the grade) which are mandatory in history teaching in Bulgaria. Under the general topic

⁴⁵See: Carol Capita, "Small World, Big Country. A Reappraisal of Europe in Romanian History Teaching", p. 72.

⁴⁶ *We and Our Neighbours. The Majority and the Minorities in the Recent History Textbooks in Romania, Bulgaria and Hungary*, Bucharest 2004, pp. 20-23.

of Bulgarian history in the program for grade 5 there is also a sub-topic *the everyday life of our ancestors*. In grade 7, along with political history, the religious history of the Ancient Times is taught as well, with a topic on everyday life related to it. In history for grade 8, generally designed for the history of the European Middle Ages, there are topics such as: *ideas in medieval Europe* or *an individual in the Middle Ages and his/her mentality*.

A number of topics based on the development of American and Western European historiography in the last decades of the 20th century were included in the history teaching in grades 11 and 12, such as: places of memory, history and historical perspective, the nation and its institutions in Western Europe, the historical heritage and ideology of a nation state, institutions of memory and the nation state, and Balkan nations between history and mass media.⁴⁷ Generally speaking, topics from the curriculum on world history are equally represented by the traditional approach of the history of events and an approach based on modern historiographical developments. In contrast, the topics from Bulgarian national history remain mainly tied to the political history of the Bulgarian state. A similar conclusion can be drawn from the part of curriculum related to the goals of history education. Thus, students of grade 11 are expected to be able to: retell the history of the development of Bulgarian people; retell the history of the development of Bulgarian culture as a part of the Balkan and European history; understand the role of religion, state, ethnic and social communities in the development and preservation of the Bulgarian identity; understand the role of people in historical process; develop skills to work with different sources.⁴⁸

The history curriculum in Bulgarian schools is a result of the influence of European institutions aiming to Europeanize the school system and the decision of the curriculum writers to apply their knowledge of developments in modern historiography. However, topics constructing a particular national identity and creating a collective historical memory remain a parallel primary goal of history teaching in Bulgaria.

⁴⁷ Ibid.

⁴⁸ Ibid.

In Hungary, the process of changing the national curriculum was subject to political and public debates that hindered the adoption of the national curriculum for quite some time. In the period of 1989 to 1994 a number of texts of the potential curriculum were proposed by the experts of the Ministry of Education, and experts outside that body, but these initiatives failed due to attacks by particular political parties of teachers' syndicates (unions). Meanwhile, history teachers in primary and secondary schools themselves decided what they would teach.⁴⁹ The national curriculum was adopted by the Hungarian government in 1995, and three more years passed before its application. Europeanization partly found a place in the new school system. While European, and particularly Western European history found a place in history curricula concurrently with Hungarian national history, due to the desire for the development of the knowledge of facts among students the curriculum left little space for the development of their skills.⁵⁰ According to the curriculum that was in use until 2004, history was taught in grades 5 to 12, and in each grade world history was presented along with Hungarian history. History in schools belonged in the group of subjects called 'An individual and society'. The tasks and the importance of history in schools were presented quite clearly in the curriculum, with a comment on the importance of history in the development of both national and European identity. Within the task of creating a common European identity, it was claimed that the students were supposed to be the citizens of the European Union and at the same time they were supposed to preserve their own Hungarian national identity, and this was to be achieved through learning about the history of their own country and nation, together with learning about European history. The idea of history as a collective memory of the society found its place in the text of the Hungarian curriculum. The goal of history teaching in schools was the adoption of historical knowledge that would help in developing understanding among communities. The authors of the text believed that by learning about history students would develop their own national identity, and concurrently, a European identity. The curriculum also claimed that students should understand that the present was influenced by the

⁴⁹ Anne Low-Beer, *Seminar on the Reform of History Teaching in Schools in European Countries in Democratic Traditions*, Strasbourg 1995, p. 10.

⁵⁰ Laszlo Bero and Vilmos Vass, "Teaching and Learning about Europe in Hungary", in: *History for Today and Tomorrow. What Does Europe Mean for School History*, Hamburg 2001, pp. 140-145.

past and would shape the future. Such general observations regarding the role of history in society appeared in several places in the curriculum. Yet, at the same time, advice suggesting a multi-perspective approach in teaching and the development of analytical skills of students was neglected. The goal of developing skills existed, in a normative sense, in the structure of a history class, where students had the task to gather information, and then to think critically, communicate their observations to the class, orientate the topic in space and time, determine the elements of topic contents and form a conclusion about the topic, which was discussed during the class.⁵¹

After the fall of Communism in Czechoslovakia, one of the first measures of the new government regarding history teaching was the removal of Communist propaganda from the school program. Although Czechoslovakia separated in 1993, creating the Czech and Slovak Republics, Slovakia only got its national curriculum four years later. In the meanwhile, school history was taught according to the Czechoslovak program, but most of the contents dealing with Czech history were removed from the curricula.

After the adoption of a national curriculum for Slovak schools in 1997, the contents of history teaching did not change significantly compared to the previous four years. Historical narration of Slovak national development remained the central topic of history education and less attention was paid to world history. Europeanization or the creation of a new European identity through history education found little space in the new curriculum. The development and creation of a critical historical awareness in students, who were supposed to understand the past and present of their country and its position in Europe, was considered the basic goal of history education. The text of the curriculum was rather inconsistent and confusing. It was expected that students would develop critical thinking through history education, and at the same time history was expected to inspire the revival of traditions, to teach the young about right and wrong, and to guide them in creating their own political consciousness.⁵² A new reform of the Slovak school system, including changes in history teaching, came into force in 2008.

⁵¹ *We and our Neighbours. The Majority and the Minorities in Recent History Textbooks in Romania, Bulgaria and Hungary*, Bucharest 2004, pp. 18-19.

⁵² The text of the history curriculum for Slovak schools from 1997 can be found at the web page: www.statpedu.sk/sk/filemanager/download/103.

According to it, changes in the curricula of history teaching were supposed to be implemented gradually, so in 2008 they affected only grade 5 of primary schools and grade 1 of secondary schools. The plan was to introduce changes for one more grade in each following year, so the reform is now half-way to its realization. The first measure in the reform was to decrease the number of history classes (per week) from 2 to 1, both in primary and secondary schools. The new history curriculum did not change much in comparison to the one issued in 1997. According to the new curriculum, the key change was to lower the number of classes dedicated to world history of Ancient Times and the Middle Ages, and to expand the Slovak national history of the 19th and 20th century, where most space would be given to national heroes. The authors of the curriculum claimed that the reason for this change was the need to develop patriotic feelings among students and to cherish their historical consciousness, which was not supposed to contradict the democratic values of European civilization.⁵³ This curriculum did not pay much attention to the promotion of modern approaches in education, and the knowledge of facts from national political history received even more significant meaning compared to the time prior to 2008.

Writing and publishing textbooks in East Central Europe is much more dynamic than the adoption of national curricula. Although there are some exceptions, textbook production followed the completion of the first curricula after the fall of Communism. Generally, writers and publishers of the textbooks were obliged to follow the instructions and topics set in the curriculum.

After the change of regime in 1989, the Ministry of Education in Romania decided to radically erase the Communist past by approving a new edition of a school history textbook dating back to the early 1940s. This attempt at quick revision of the officially propagated past failed before the textbook came into use. The old textbooks remained in use, removing certain chapters related to Communist propaganda and the Ceausescu regime. New textbooks on Romanian history were printed in 1991 and 1992, and after 1995 the authorities allowed greater liberalization of textbook market, canceling the monopoly of government in the production of textbooks. However, in secondary education, no more than three textbooks are allowed for each grade of gymnasium, while such limitations

⁵³ The text of the history curriculum for Slovak schools from 2008 can be found at the web page: <http://www.minedu.sk/index.php?lang=sk&rootId=2319>.

do not exist for other secondary schools. The national textbook license commission assesses the content of textbooks and selects those that can be used. One of the conditions for the selection is the level of compliance of the textbook with the national curricula, which has to be at least 85% of the content. As a rule, teachers and professors are supposed to select the most appropriate textbook themselves. Primary school textbooks are free to students, so schools order the books from the publishers independently. Textbooks selected this way must be in use for at least five years before a school is again entitled to another order free of charge. This does not apply to secondary education, where there is an open market for the distribution and use of school textbooks.⁵⁴

The Slovak production of textbooks was very similar to that in Romania in the first years after 1989. Until the split of Czechoslovakia, the schools used books from the 1980s, except chapters that glorified the Communist regime. In the early 1990s, the first revised texts on modern national history were written as additions to the existing textbooks. These were the first textbook texts produced solely for Slovak schools. The first new history textbooks in Slovakia were published between 1993 and 1997, which happened, however, before the adoption of national curricula. Although the state authorities ordered writing history textbooks for gymnasiums already in the mid-1990s, they were not published until 2000, 2003, and 2005, depending on the grade of gymnasium. In the meanwhile, history teachers in gymnasiums were using Czechoslovak textbooks. The production and distribution of textbooks in Slovakia is extremely centralized. The government allows the printing of one textbook per grade for both primary and secondary schools and every school is obliged to provide its students with a free copy. The only attempt to liberalize these measures was an unsuccessful experiment at the end of the 1990s that aimed to produce two different textbooks for each grade of gymnasium, where the teachers themselves would select which one they would use in classes.⁵⁵ The education reforms of 2008, which included changes in the history curriculum, planned the production of new textbooks, which have not been printed

⁵⁴ Mirela-Luminița Murgescu, "Romania", in: *Clio in the Balkans. The Politics of History Education*, Thessaloniki, 2002, pp. 498-500.

⁵⁵ More can be found at <http://korzar.sme.sk/c/4543142/ucebnice-dejepisu-pre-tretiakov-na-gymnaziach-neexistuju-ostatnych-je-tiez-minimum.html>.

to date. In the meanwhile, textbooks that are ten years old or older are still in use in schools.

Slovak textbooks are, in terms of content, divided between national and world history, so there are two history textbooks for each grade of primary and secondary schools. This has created two narrative histories, not connected to each other. In Romania, this separation is emphasized even more, as history teaching is split in such a way that in some grades only Romanian national history is taught and in some grades only world history is taught. European and Romanian histories remained insufficiently interconnected, and the instructions included in the curricula have thus not been implemented.⁵⁶

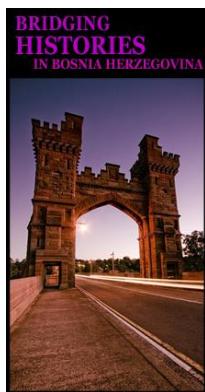
Generally speaking, the contents of history textbooks in the countries of East Central Europe combine representations of national and world history. Didactic and theoretical approaches regarding the topics presented has not changed much compared with the textbooks that were in use before the school reforms started. Requirements for modernization that would include multiperspectivity in history teaching, including tasks to develop students' skills, have not been implemented satisfactorily, although they were explicitly claimed in most of the curricula discussed here. Textbook authors have avoided modern methods either because they did not know them or due to public and political opinions, which often do not favor any non-official interpretations of the past. The result has been that the textbooks produced contained mainly chapters on political history, with minor chapters on social and cultural history or the history of everyday life.

The Romanian example clearly illustrates the problems regarding the setting of the contents of history textbooks. The textbook for grade 12, published in 1999, became the subject of parliamentary and public debate. The reason was that the authors interpreted some processes in Romanian national history under the influence of the latest developments in historiography. The opponents of the textbook attacked the usage of the term *inventing the nation* in the textbook. Because of its non-canonical approach to the Romanian national past, the members of opposition political parties labeled the textbook as counter to the state, while the state Senate called for its public burning.⁵⁷ Such reactions of politicians are

⁵⁶ Carol Capita, "Small World, Big Country. A Reappraisal of Europe in Romanian History Teaching", p. 79.

⁵⁷ Simona Szakacs, *Now and Then: National Identity Construction in Romanian History Textbooks. A Comparative Study*, p. 1.

discouraging the authors of the textbooks. Apart from demythologizing history and coping with the achievements of modern historiography, textbook authors are also responsible for improving didactic and theoretical approaches, which have been often missing in textbook production.



History Curricula Analysis

*A part of the Bridging Histories in Bosnia-Herzegovina project
EUROCLIO/EUROCLIO-HIP 2009*

Edin Radusic

*Faculty of Philosophy, Department of History,
University of Sarajevo*

TEACHING HISTORY IN BOSNIA AND HERZEGOVINA WITH A COMMENT TO THE SIGNIFICANCE OF TEACHING PLAN AND PROGRAM AND THEIR CHARACTERISTICS

Education in general, and especially education in divided societies, has great importance. It may be integrating, but also disintegrating factor. It may be used as means to deepen the divisions in the society and promotion of splits and intolerance, or it may be a significant factor of recovery of the society. These general comments about education refer also to history, or maybe most to history as a teaching subject. Depending on how it is approached, history in societies in crisis may be poison or cure.

In BiH education system history is a mandatory subject in primary and secondary schools, in primary from grades 5 to 8 (or 6 to 9), and in secondary schools it depends on the type of the school. In gymnasiums, history is a mandatory subject in two (1-2 grades) or four years (1-4), while in vocational schools one or two years (first or first and second grade). Whether students in vocational schools will listen to history one or two years depends most often on whether they attend a secondary (vocational) school with a three year program (history is then usually only one year), or a secondary (vocational) school with a four year program (history is then usually two years). As a rule, history is taught two classes a week, sometimes one class, or in some schools 3 classes a week, if they opted for the social sciences. In some schools (e.g. gymnasium in Canton Sarajevo) history is in the first two grades mandatory subject, and in the following two it is an integral part of social optional area. Although there are differences in number of classes, number of years where history is taught if we leave the details aside, we can say that there are three concepts of history studying as a teaching subject (Serb concept in Republika Srpska, Croatian and Bosnian-Bosniak in Federation BiH),

which mutually differ very much, but they have some similarities, too. Differences are in content, while similarities are in content and in conception. Besides, Brcko for its special administrative status has certain specifics compared to the BiH entities. National and/or state history is taught as an integral part of the world's history and it is planned to go through the times from prehistory to the contemporary times. The principle of concentric circles is mostly maintained, so history classes in secondary school repeat the same matter from primary school, only in bigger volume. So in the primary school, in 5 grade it is history of Ancient times, in 6 grade Middle Ages, in 7 grade New Age, and in the 8 grade contemporary history or history of the 20th century. For gymnasiums, the distribution of content is the same - I year Ancient history, II year Middle Ages, III year New Age and IV year history of the 20th century (the exception is Canton Sarajevo). In vocational secondary schools the same content is studied in shortened form, that is, in I year up to the French revolution, and in II year history of the 19th and 20th century. In Secondary vocational schools in Federation BiH, with only one year of history, the content is mainly history of BiH with short reflections to the European history. (See: Vera Katz, Teaching history and geography in Bosnia and Herzegovina, South-East Europe Textbook Network).

The current Federal Curriculum somewhat deviated from the mentioned concept of concentric circles, giving in early years more space to general characteristics of epochs, auxiliary disciplines, historiography, cultural and other institutions, but practice showed, especially after introducing common core curricula, that this concept was rejected and the practice went back to the old, we could say, old-fashioned model.

There are no teaching plans and programs at the level of Bosnia and Herzegovina, there are separated plans and programs for Federation BiH and for RS. Besides that, in Federation BiH there are, in essence, two plans and programs, one that is applied in cantons with Bosniak majority, the so-called federal program, and another one in cantons with Croatian majority population. Naturally, some specific schools (religious and similar) have specific plans and programs. This diversity is enabled by the fact that in the Federation BiH education is at the level of cantonal ministries of education, so cantons may profile their educational policy (example - Canton Sarajevo). On top of that, in BiH education system Brcko district since 2000 represents a separate unit, to a certain degree. In the middle of 2001,

there was a common proposal for harmonized teaching plans and programs for primary and secondary schools, which started to be implemented from school year 2001/2002 in the practice. Generally speaking, multiethnic education has been established in Brcko district, but history and other subjects of the 'national group' are taught separately in primary schools. In gymnasium history teaching is performed jointly, regardless to the national affiliation of students, according to the harmonized plan and program. In secondary vocational schools, history classes are performed separately as a national group of subjects. In primary schools of Brcko district there was a reduction of contents of the national curriculum for cca 30%, in order to alleviate the teaching contents. The teaching is performed in accordance with common core at BiH level. On this subject students use textbooks written in the language and scripts of the people whose history is being studied. *(Ministry of human rights and refugees, seventh and eighth periodic report on application of international convention on elimination of all forms of racial discrimination in Bosnia and Herzegovina, 2008, 77-79).*

Although primary right in education was given to the cantons in BiH Federation and to an entity in case of the RS, there are other acts of higher institutions made with help of international organizations (OSCE, UNESCO, European Commission, Council of Europe, and other), partly regulating this area (framework law on primary and secondary schools at the BiH level, promises in the education reform, common core curriculum and Guidelines for writing the textbooks of history and geography) and creating a legal frame for establishment of constructive educational practices that would be in the function of reconstruction and rebuilding of the society.

These documents envisage that education system should be such as to support the democratic development of Bosnia and Herzegovina, a system that promotes respect of ethnic and cultural diversity as a precondition for survival and development of the whole society.

Textbooks, plans and programs and generally history teaching in BiH attracted a lot of attention, and history teaching was rightfully defined as one of the most important factors for peace and stability in future. The attention and activity was coming more from the international factors, less from domestic. And even then, from domestic, it was more reluctantly than voluntarily. The basic problem is the fact that in BiH there are three parallel school systems with three different

teaching curriculum and accompanying textbooks. The differences are particularly visible in 'national subjects', where history, again, has a special place. Since textbooks that were in use in BiH after the war were considered as partly discriminatory and since they did not reflect anything common in the field of history, culture and language of peoples who live in BiH, or BiH itself was negated, the audit and review of textbooks has been initiated with the help of the International community. Since 1998 various commission have been working on improving the situation in textbooks. During the school season 2002/03 there was a review of textbooks at the inter-entity level, with the aim to remove the inappropriate contents from history textbooks. This process was completed before the beginning of school year 2003/04. At the ministerial conference of Ministers of Education in May 2000, there was an agreement on harmonization of all three education systems. The Ministers, further on, agreed that starting from the summer of 2002, textbooks for national subjects will no longer be imported from Croatia or Serbia.

But the changes did not stop there. There followed an agreement on Common Core Curricula ('CCC') signed by all the Ministers of Education in 2003, in order to increase the part of 'the common' in education system in BiH, which would ease the transfer of students from one school to another in a different administrative area of the country. The 'CCC' for history is world's history, while contents of national history remained at the competence of cantonal or entity (RS) plans and programs. The 'CCC' did not change anything essentially, since as common were taken the contents that were already studied by all (topics from world's history). After that, education authorities in BiH, at the initiative of and supported by the OSCE Mission in BiH, CoE, and Georg Eckert Institute, produced *Guidelines for writing textbooks of history and geography for primary and secondary schools in BiH*, which were adopted at the beginning of 2006 by all the competent ministries. The starting points of the guidelines defined that the students should get the basic understanding of history of all three constitutive peoples and national minorities; that BiH should be the starting point; that all three constitutive peoples, minorities and neighboring states should be represented in a non-biased way, and that interactive learning and comparative methodology approaches should be applied during writing of textbooks. Thus, the Guidelines became obligatory for textbook authors. *The Guidelines had different impact to Croat, Serb and Bosniak teaching*

curriculum. It was assessed that textbooks for Croat plan and program had least improvements, those written for Serb curriculum were improved, but with no major changes in the contents, especially when it comes to the national history. In the textbooks for Croat majority the focus remained on national history of Croats, while in textbooks for Serb majority the emphasis is still on Serb national history. Textbooks made according to the federal plan and program (for major Bosniak area) had a significant improvement starting from 2003. In those textbooks general ratio and focus on the history of BiH was not disputable, but whether in representing the BiH history there is a sufficient part of history of all the constitutive peoples and minorities with the necessary review of the history of neighboring areas, or the stress was placed on the state and Bosniak history. Although there is a visible improvement, especially in some 'Bosniak' textbooks, we believe that pre-defined balance, which is necessary, (state, BiH peoples / nations, neighboring countries in which some of BiH constitutive nations also live, world's history) was not reached. (See: A review of changes in history, by Katarina Batarilo, Special annex, 'Svijetla riječi', January 2009.) All the aforementioned showed that despite the noticeable positive effects, the Guidelines without change in system of education and without quality plans and programs, cannot solve the essence of the problem, as for an essential change in history teaching of BiH and its people it is necessary to build-in the mentioned balance in curriculum, as the conception of textbooks - the most widely used teaching means in our reality, mostly depends on it. This does not mean the necessity of a unified teaching plan and program, but necessity of detailed harmonizing principles, that would be an integral parts of teaching programs, where disagreements or common points among peoples in BiH would be presented in a scientific way. The bottom line is, peoples of/in Bosnia are pointed one to each other.

Although legislative changes and changes in education in general were important steps in securing the preconditions for reform of education system, the analysis of teaching plans and programs and valid textbooks, who mainly come out of the teaching plans and programs, show little essential improvement in history teaching, both in terms of content and methodology. We agree that the set goals in the legal acts and accompanying agreements did not find the place, to a sufficient degree, in educational practice (meaning that: BiH education system in its all 12 administrative units develops the awareness of belonging to the state of BiH; to

give education about self and others in a way that will stimulate mutual understanding and solidarity among peoples; to promote human rights and prepare an individual person for a life in a democratic society; to provide quality education freed from any form of discrimination for every child and at all levels). (*See analysis of history textbooks in: Education in BiH - what do we teach our children? Analysis of textbook contents for national subjects, Open Society fund BiH, proMente, Sarajevo, 2007.*)

The latest activities of authorities in terms of changing the existing state show there are certain moves forward, but there is no will and readiness for significant changes, but only cosmetic ones. This conclusion is well illustrated by a round table ‘*Analysis of teaching plans and programs for nine-year primary schools in BiH*’ held on 19 May 2009, organized by the Federal Ministry of Education, which gathered in one place representatives of all levels of education authorities in BiH. This event, as stated by the organizers, ‘*gathered for the first time education experts for development of curricula from the whole BiH, representatives of Agencies for pre-school education, primary and secondary schools in BiH, Ministries of Education (RS, FBiH, Brcko District, Cantons), Pedagogic Institutes and representatives of the project EQA/OKO - ensuring quality in education and OSCE Mission in BiH.*’ Conclusions reached (‘it is necessary to make new, that is to amend the existing CCC that would correspond to the conception of a nine-year primary education; to make a quality evaluation of teaching plans and program in BiH in order to improve their quality, particularly adjusting the teaching content to the mental and physical development of children; to standardize and harmonize the existing plans and programs with special emphasis to the equalizing the names of subjects and defining the outcome of teaching and criteria of grading) and, especially, the conclusion that after comparing the framework curriculum for nine year primary education in BiH, curriculum for nine years primary education on Croat language and curriculum in Republika Srpska, and teaching program used in Brcko District, it was noticed their diversity, but also was noticed that there were no major problems with the transfer of students between classes and schools, that is, that there is a vertical and horizontal flow of students in BiH. This shows that in the near future it is hard to expect serious actions by the education authorities in this field, as there is no desire to touch the core of the problem, and that the problem, as such, is not recognized.

Also, the recent decision of the *Council for harmonization of textbook policy in Federation BiH*, composed by the federal Minister of Education and all Cantonal ministers, adopting the new *Rule book* (11 September 2009), offered new solutions in procedure of approving the textbooks and they do not touch into the problem of essentially three separated and, from the perspective of history as a subject, three confronted education systems of education (two of them in Federation BiH), but they deal more with procedural and technical issues. In summary, all independent analysis show that, although there is a certain improvement, there is still an internal division of education to three systems based on ethnic identity of constitutive peoples and all, some less some more, stress differences and avoid teaching about other and different. With realization of a Bosniak, Serb and Croat teaching curriculum (not entering into details that further deviate from positive norms, and differences are large), a selective historical awareness is being created among children, and it does not have sufficient number of connecting points, and it is quite often confronted. Certain freedom (up to 30% of deviation from prescribed content) in performing history teaching on certain areas and subsystems, which is not systemically regulated and accompanied by organized and well-thought disburdening of teaching contents, often confuse teachers and does not produce the desired effect. This, and similar prognosis for the future, are sufficient reason for us to believe it is high time to look for essential changes through changes in teaching plans and programs.

Following this sentiment, EUROCLIO HIP, with support of the BiH Open Society Fund, this year realize a project that has unified several activities. It was planned and realized to hold seminars that aimed at promoting of development of skills in history teaching and exchange of experiences with teachers (by means of discussions and analysis of the questionnaire filled by the participants of the four held seminars) and analyzing their opinion about the teaching plans and programs and possible changes in them. As a preparatory work for the necessary future changes in the existing system of history education, we analyzed the position of history and way it is being taught in education systems of the west and in some countries in East and Central Europe. The first group is selected as a model of teaching history in developed societies, and C and E Europe countries that are undergoing a reform and transition (education sector included) have a faith similar to ours, so their experiences (good and bad) can be used in searching for the way

towards freeing from ideological interpretation and modernization of history teaching (here we must add that our situation has additional difficulty - several national histories). An integral part of the project is the presented analysis of the current plans and programs, focused on basic concepts of teaching history without going into the accompanying details. This seminar in Sarajevo (6 to 8 November) should grasp the overall activity, possibly correct some of presented positions and offer a general proposed direction for changes the currently applied teaching Curricula.

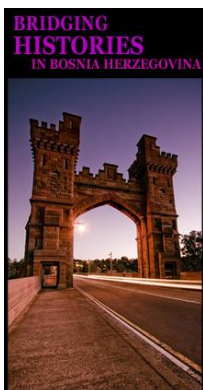
All the mentioned and implemented activities served to give a general assessment that the change of the existing state in education, speaking of history, is unsatisfactory and bad for the future of the country and its citizens, and that there should be deep and essential changes in the teaching plans and programs as basic documents for planning and implementing the history teaching.

General assessment and a proposal:

Important factor in further development of history teaching in BiH schools is defining the general approach to topics that are interpreted differently and sometimes conflictingly in historiography. The key problem is to select the bibliography that can be trusted. From this, our basic thesis is that more space should be left for selected topics to develop skills on, at the expense of accumulating facts and one-sided truths. This does not mean to completely leave out learning about the past, but to find the balance there.

The goal of our analysis was not to criticize for the sake of criticism, but a critic that would show the necessity of improvement and defining the areas where it is necessary. The offer of quality solutions is in good part limited by the actual political, social, psychological and other condition, since, if all these should be neglected and if the stress is put only on what would be the best for a student in BiH as a part of universe, the activity would not give real (realistic) result, while, on the other hand, too large consideration to this would close the possibility of a real improvement in quality of education for history as a subject. Therefore, we decided that our approach is a reasonable measure of both. The general proposal how to proceed would be to reduce the mandatory contents by shrinking the units and putting the accent on a system and a process, and from other side to define

units that will receive more teaching time and enable a multiperspective approach. Putting controversial and sensitive topics into this group would reach double goal, it would develop a critic relation of students towards the past, and students' skills in general, and on the other side a student who would work with controversial and sensitive topics would be saved from exclusive truths, getting to know other views, through sources as well as through different interpretations in bibliography. We are aware that the teaching plan and program is just a frame that would enable that, while quality textbooks and manuals, and of course, the teacher, are a necessary part to such approach to history teaching - we believe more useful and more interesting one.



Recommendations

*A part of the Bridging Histories in Bosnia-Herzegovina project
EUROCLIO/EUROCLIO-HIP 2009*

Edin Veladzic, Melisa Foric, Bojana Dujkovic-Blagojevic

Current status:

- Set goals for the legislation and accompanying agreements are not sufficiently found their place in educational practice
- Common curricula base essentially changed nothing because the shared topics provided by the study, were mostly already studied (themes from world history)
- Guidelines for writing textbooks, although so far were the best move, can not solve the essential problem of the education system without changing the quality of the education system itself and curricula
- In addition to a certain progress, it is kept an internal division of education into three systems based on ethnic identity of the constituent peoples and all of these three systems, some less some more, emphasize differences and avoid learning about each other and different. They create a selective historical awareness to students who do not have enough touch points and it is often contrary.
- A certain freedom (up to 30% deviation from the anticipated content) in the history teaching of certain areas and subsystems, a system that is not regulated and is not accompanied by the organizers and profound discharge teaching content often confuses teachers and is not achieving the desired effect.
- Latest authority's Activities regarding changes to the current situation shows that there are certain shifts, but real will and readiness for major changes is not visible.

- The need for significant change is undoubtedly recognized among the teachers. They are ready and want the change as the introduction of new methodology which encourages creativity and motivation of students to actively participate in the process of teaching of history.

General recommendations

- Access the substantial modifications of the curricula as a basic document on the basis of which history teaching can be planned and implemented, because the current system of history education is harmful to the future of the country and its nations and citizens.
- Offer high-quality solutions is largely limited to current political, social, psychological and other conditions,
- Put the accent put on the fields what would be best for B&H students, respecting the current socio-political situation
- Studying about the past as a whole does not to be abandoned, but it is required to make balance between the adoption of facts from the history and development of general culture on the one hand and to acquire skills and develop critical thinking on the other side.
- To define the balance according to what is essential (country, Bosnia peoples / nations, neighboring countries in which they live all people of Bosnia and Herzegovina (constituent peoples, world history)
- Define the general approach to issues that are differently and sometimes oppose interpreted in historiography.
- More space to leave for selected topics on which you can develop skills at the expense of accumulating facts and one-way truths.
- Reduce the contents required by the general and total approach summarizing whole past and focus on system and process, on the other hand to define units which can be done for the longer period of time and which can provide multiperspective approach.
- Include controversial and sensitive topics on which is longer and is used multiperspective approach. This would achieve the dual goal, to develop a critical attitude of students towards the past and even his skills, while the other student who worked on the controversial and sensitive topics was preserved from the exclusive

truth, and getting to know different vision. As the sources and the different interpretations in the literature.

- The curriculum remains the only framework that would allow a good follow tutorials and manuals, and especially the teacher are essential part of this approach the study of history - and more useful and more interesting.

Examples as Addition:

The guidelines have had a different impact on the Croatian, Serbian and Bosnian (federal) curriculum:

- Textbooks for the Croatian curriculum and curriculum have experienced the least progress, the focus remained on the national history of the Croats and the Catholic church (for example: The Curriculum for the nine-year primary schools in the Croatian language in Bosnia from July 2008. Catholic term / a / o appears 14 times, the concepts derived from one or Orthodoxy, Islam, 3 times and does not apply to any Islam in Bosnia, the Islamization of 3 times and the emerging negative context; terms Croat and Croatian 64 times (not including the name of the Croatian government), Serb terms / in Serbian and a total of 2 times, of which one in a negative context (not including the name of the state of Serbia), the concepts of Bosniak and Bosnian twice, both in the context of conflict of Croats and Bosniaks)
- Textbooks written by the RS curriculum for advanced, but not significantly changing the content, because the emphasis remained on the Serbian national history (for example: the whole "Southern Slav nations and their neighbors from the twelfth to fifteenth century" applicable curriculum for high schools in the area reserved purely for Serbia is scheduled 14 hours in a clean area reserved for Bosnia 3 hours).
- Textbooks written by the federal curriculum (for the Bosniak majority area) have experienced significant progress since 2003. They contain controversial issues whether the presentation of the history of Bosnia and Herzegovina is sufficiently contained the history of all constituent peoples and minorities, and not necessarily seeing the history of the environment or the emphasis placed on state and Bosniak history. (example: the federal curriculum for primary schools in general are not taught the history of Serbia and Croatia).

The Bridging Histories in Bosnia-Herzegovina has been organized by EUROCLIO, the European Association of History Educators and EUROCLIO-HIP BiH, the History Educators Association of Bosnia with support from the Soros Open Society Institute in Bosnia Herzegovina.