

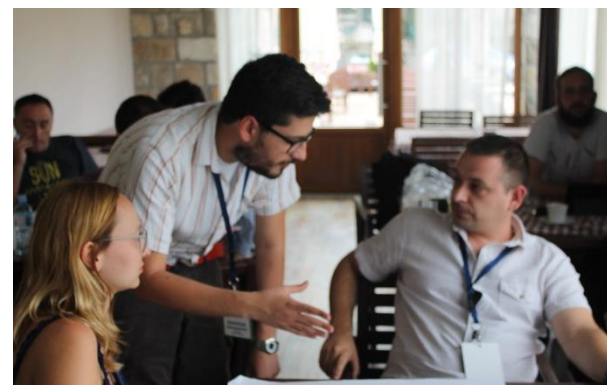
ePACT

Education Partnership for Advocacy, Capacity-Building and Transformation

Preparatory Meeting National Peer-Training Events & Needs Assessment Review

Public Report

12-17 July 2016, Lovćen, Montenegro



European Association of History Educators **EUROCLIO**

WITH FUNDING FROM
AUSTRIAN DEVELOPMENT COOPERATION

CDRSEE
Center for Democracy and Reconciliation in Southeast Europe

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Summary

EUROCLIO (the European Association of History Teachers) is organising 6 national Peer-Training events with its member partners within the project ePACT – Education Partnership for Advocacy, Capacity-Building and Transformation. To prepare for these meetings, the national coordinators together with additional members from their associations joined a Preparatory Meeting integrated in the second Regional Summer School in Lovćen, Montenegro from 12-17 July 2016. The coordinators discussed the timeline and planning of the upcoming national events that are designed to get valuable feedback to the Regional Needs Assessment that is planned within the ePACT project, on a national level. The survey for the Needs Assessment is planned to be disseminated in early 2017, so it was important for project researchers Dea Marić and Rodoljub Jovanović to get feedback to the survey. The survey already received feedback from regional experts during the first Standing Working Group meeting on History Education in Vienna (June, 2016). It was important for both researchers and national coordinators to be able to discuss the next steps face-to-face.

Background to the project

ePACT is an initiative of two civil society organizations with a proven track record in the field of education. EUROCLIO – the European Association of History Educators and CDRSEE – Centre for Democracy and Reconciliation in South East Europe have worked for over 20 years in the region, providing opportunities for regional cooperation and promoting innovative and responsible history education. The initiative seeks to build on these experiences by building sustainable partnerships in the region for systemic change in education. Practitioners and policy makers benefit from intensified relation and cooperation as it strengthens capacity for both reform and implementation.

The project strives to achieve that education authorities and civil society jointly reform education and schools in the region to enhance critical thinking and active citizenship.

For achieving this specific objective the project relies on three interrelated results:

1. New evidence-based curricula reform strategies for history education in particular and social science in general are developed by policy makers and curricula developers. These subject areas develop important competences of students and play a major role in the development of democratic conflict and gender-sensitive mind-sets.
2. Increased capacity for training and multiplication at the classroom level, providing for individuals who will be able to act as trainers for peers and who will be able to multiply the competencies for multi-perspective and participative lessons. Eventually this will build the democratic competences of the future generation and equip students with the empathy and the skills necessary for turning complex conflicts into constructive solutions.
3. Joint advocacy and regional cooperation is crucial for nurturing synergies amongst civil society and policy makers on the regional level, putting key actors in the position to share and co-ordinate ongoing support for educators in the field of social science and didactics.

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Needs Assessment

One of the main pillars of the ePACT project are new evidence-based curricula reform strategies for history education. The evidence for these reform strategies is gathered through a regional Needs Assessment study, implemented by 6 national History Teacher Associations, which are active at school level.

The Needs Assessment will map out the state of play in History Education in the region and collect perceptions of challenges and possibilities for educational reform from experts and practitioners in the field. The research consists of (i) a survey in 6 local languages that will be filled in by 2000 history educators from the region, (ii) background data about specific national frameworks of history education that will be collected by experts in each country and (iii) focus groups with educators that will be conducted at national events during fall and winter 2016.

National Peer-training seminars

The Needs Assessment will be rolled-out online, and to prepare for this 6 national peer-training seminar in the 6 project countries (Albania, Bosnia-Herzegovina, Kosovo, Montenegro, Republic of Macedonia, and Serbia) will be organised. The main purpose is to communicate the main idea of the needs assessment study, to determine the survey methodology and also to address core concerns. The seminars will put these civil society actors in the position to promote participation in the survey and to collect a representative number of respondents per participating country.

Preparatory meeting for national peer-training seminars

Within the Second Regional Summer School there was a special role for the ePACT project, as the preparatory meeting for the national peer-training seminars was integrated – enabling the participation of 1 country coordinator and 2 additional participants per project country.

Initial feedback on the design of the Needs Assessment was provided by the Standing Working Group on History Education experts in Vienna in June 2016. EUROCLIO Director Jonathan Even-Zohar and project manager Judith Geerling presented the project and its main goals and events. After this general introduction, researchers Dea Marić and Rodoljub Jovanović explained the role of the Needs Assessment within this project to a group of almost



50 educators from around the world. In a world café setting, history educators from the six countries, joined by observers from other countries, gave their inputs on the overall concept, and planned the implementation and elements of the survey. In groups the participants worked on subsections of the survey and gave very valuable inputs on the possible implications of the survey as well as phrasing and structure of questions. The participants expressed their concerns about anonymity of the survey and they were reassured that anonymity will be ensured in line with ethical standards. Coming from six different countries from the region, the teachers pointed out specific national contexts of regulations in education as well as their implications. Special attention was given to the phrasing of questions that look into general information on participants and to questions that tackle the political context of teaching.

In general, participants agreed that the subsection topics presented were very relevant for the future of history teaching in the region and openly showed their support for this element of the project. It was agreed that creating one survey for six different countries is a challenging task, but nevertheless one that can be done successfully by creating opportunities, like this one, to hear each other out and find a common ground.

Throughout the summer school, the ePACT participants benefited from the peer-learning and training in the different workshops and presentations. The presence of almost 50 educators from 13 different countries also provided opportunities for informal networking and exchanges of practises and experiences in teaching history, specifically related to the regional history. For instance, participants from the United States, the United Kingdom, Finland and Malta shared the very diverse ways how history of the Balkans features in their curricula and classrooms.



The meeting was closed with a management meeting with the country coordinators, where the national peer-training events were scheduled. The structure of the survey, and the process of back-to-back translation that will be used for the survey was further elaborated. The survey will be made in English, translated to the local language by the national coordinator, and translated back to English. This enables the possibility to compare the two version in English to see differences in interpretation that can still be corrected before the final survey will be spread. This process also ensures that the survey questions do not change in meaning in different languages.

Conclusion & Next Steps

The coinciding of the Regional Summer School and the Preparatory Meeting for the National Peer-training Events was mutually beneficial for all participants. Many participants pointed out that the Summer School was very informative and productive. It paved the way for a solid progress of the ePACT project, but also for future partnerships, projects and friendships.

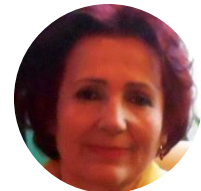
It was important for the national coordinators, researchers and EUROCLIO that the different aspects of the project and the planning (national events, next meeting and survey) are clear to everyone. This meeting turned out to be of great help in making sure that everyone really understood correctly what was expected of him or her.

The feedback to the survey will be integrated by the researchers before the national events, and the national coordinators will do the back-translation. In the period October-December all 6 national events take place, and all coordinators will meet again with the Needs Assessment researchers and EUROCLIO coordinators in January 2017 to finalize the survey for the implementation phase.

Participants

Participants in this project and for participation in the Summer School were carefully selected in close cooperation with the participating history teachers' associations and the national coordinators. It was important to find enthusiastic participants, who were willing and able to support the national coordinator in organising the national event. The biographies below show the national coordinators and the participants from each country represented in the ePACT project:

Fatmiroshe Xhemalaj (National coordinator) is from Fier, Albania. She has a University Degree in History-Geography. After University she worked as a History, Geography and Social Science teacher in pre-university schools. After that she worked as an expert in the Ministry of Education and Sport and as the secretary of the Scientific and History commission in Albania who is in charge of approving history and geography textbooks. Currently she is the president of the History Teachers' Association of Albania.



Vojsava Kumbulla was born in 1975 in Devoll, Albania. She graduated in history from the University of Tirana in 1998. She holds a Masters' degree in 2011 and is currently doing her doctoral studies since 2012. She is the author of "History of Civilization" for gymnasium curriculum for the eleventh grade and an expert in teaching regional trainers of history. From 2000 to 2013 she worked as a history teacher in high school. In 2013 she was appointed director of high school "Boletini". She is active and one of the founders of the Association of teachers of History of Albania.



Brisejda Lala is 28 years old. She from Albania studied History there at the University of Tirana. After her Bachelor she started a Master in "International Relations". Currently she is doing a PhD in History at the same University and works as a history teacher at "Albanian College Tirana", which is an international school. Brisejda enjoys her work as a teacher, because of her love for history. She is very happy to be part of this year's Summer School.

Senada Jusić (National coordinator) is a historian, history teacher, author of the book "Yellow building by the river Miljacka" and co-author of pedagogical modules and materials "Latin bridge" and "MonumentInmotion". She is a student of post-graduate studies at Sarajevo Faculty of Philosophy, Department of History. She is a board member of Euroclio HIP BiH. She is an author within the research of the status of history as a subject and the acting of UNICEF in Yugoslavia until 1995. She is currently working on the reform of the curriculum of history teaching as a member of the commission for the reform of the curriculum of the Sarajevo Canton.



Mirza Hasagić was born in Kakanj on 11 November 1981. After elementary and high school, he started studying History at the University of Sarajevo and graduated in June, 2005. He first worked four years as a professor of History at the Grammar school in Zenica. Currently he works at the Technical School as a full time professor of History. Mirza is now married for seven years and has one child.

Mirjana Trbojević was born on November 17th 1975 in Banja Luka. She graduated from the Faculty of Philosophy, History Department, the University of Banja Luka, and is now a professor of history. She has been working in secondary school in Banja Luka since September 2000. She works with students from the first to the fourth grade (15-19 years old). Since then she has participated in different training programs and training and has been a member of EUROCLIOHIP since 2007. She is also married and mother of two children.

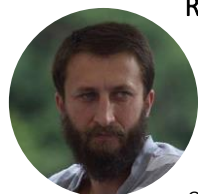


Donika Xhemajli (National coordinator) was born in Pristina in 1970. She graduated in history on the University of Pristina in 1992 where she also finished primary and secondary education. She has been working as history teacher from 1999 in the primary school “Faik Konica” in Pristina. During her work she took part in a lot of seminars, conferences about the new method of teaching and learning History which took place in Kosovo and throughout Europe. She is one of the initiators for the “History Teachers’ Association of Kosovo” in 2008 and currently she is also the President of the Association.



Gazmend Mirena was born on 3 January 1978. He has studied history at the University of Pristina. He is now a history teacher in Obiliq and has over 15 years of education experience (2001 /2016 gjimnazi, 2017 Shkurti: Obiliq)

Napolon Zeqiri finished a master of history at the University of Pristina. I am married and have a daughter. Teacher of history in LMS (Low Middle School) “Selman Riza” Gjakove – Kosovo.



Risto Nikoleski (National coordinator) has finished primary school at O.U. “Hristo Uzunov” – Ohrid, high school in the Gimnazium “St. Kliment Ohridski” and he has received his bachelor’s degree in History at the Faculty of Philosophy of the University “St. Cyril and Methodius” in Skopje. He is currently a history teacher in Gimnazium “St. Kliment Ohridski” in Ohrid. He has participated in projects organized by EUROCLIO, USAID, MEP and other significant organizations

Ljubisa Gavrovski is 32 years old, he was born on 01.07.1984 in Skopje, Macedonia. He went to Orce Nikolov high school in Skopje from 1999 to 2003, and after that he was studying history at the university St. Cyril and Methodius in Skopje from 2003 to 2008. He is now working as a history teacher in Skopje in Orce Nikolov high school. This is his sixth year in this institution. Previous for 5 years from 2006 to 2011 he worked as a video editor in a video production. He likes sports, especially cycling.



Bisera Srceva is in the final stage of her Bachelor studies in History teaching at the Goce Delcev University of Stip, currently working on her thesis which focuses on the reflections of the 2001 conflict in Macedonia on the history curricula. She is an Erasmus Alumni by spending one semester at the Department of History at the University of Split, Croatia. In her final year of studies, she did a traineeship at the EUROCLIO Secretariat in The Hague, and continued working on EUROCLIO projects as a representative of ANIM – History Teachers Association of Macedonia.



Miloš Vukanović (National coordinator) graduated History at the History Department at the Faculty of Philosophy of the University of Montenegro. He obtained a Master's degree in International relation at the Faculty of Political Sciences of the University of Montenegro. For the last 5 years, he holds the position of curator for the Second World War and Contemporary era, at the National Museum of Montenegro. In 2010 he started work with EUROCLIO (European Association of History Educators) and latter was appointed project coordinator and editor of EUROCLIO activities and publications for Montenegro.



Jasmina Đorđević first studied Oriental Philology at the University of Belgrade and then proceeded with a Master in History. She has a long experience in the field of history education in Montenegro. Starting as an instructor for history teaching on topics like religion, peace, tolerance and international cooperation. After this she worked for the Institute for History of Montenegro as a Senior researcher. Currently she works as an advisor for research and development of education at the Bureau for Education Services of Montenegro.



Biljana Miranović was born in 1962 in Podgorica. She graduated from the Faculty of Philosophy in Belgrade, Department of History. She works as an editor at the State Textbook Publishing House - Podgorica. She is also a member of the Board of HIPMONT. From 1997/8. She has been a member of various committees to improve the program and the teaching of history. She has attended numerous educational seminars, workshops and training programs to improve the teaching of history, history textbooks and teaching aids. In her free time she loves to hike and practice Tai Chi.



Aleksandar Todosijević (National coordinator) graduated in history from the Faculty of Philosophy, University of Belgrade, Serbia, in 2004. I work as a History teacher in primary school "Branko Radicevic" in Belgrade, Serbia. The main aspects of my interests are methodology of teaching History, the popularization of history science, e-learning, human rights and the Holocaust. I am the author of textbooks and workbooks of History for the fifth and sixth grade of primary school. He is the editor of Internet blog called History classroom, which focuses on the teaching of History. (ucionicaistorije.wordpress.com)



Duško Rakić was born January 7th in Valjevo. He studied History at University and has been teaching at multiple secondary schools in Valjevo. Duško is also a Board member of Serbian History teachers' association UDI-EUROCLIO. He has worked on educational materials as well.



Emina Zivković has graduated from the Faculty of Philosophy, University of Belgrade, Serbia in 1997. She was working as a teacher in several elementary schools in the period between 1997 and 2006. She was also a teacher trainer with "Centre for Democracy and Reconciliation in South East Europe" on a project Alternative Educational Material-Teaching Southeast History". In addition, she attended the Final Conference of the "Connecting Europe through History" on International Professional Training and Development Conference. She has been a Member of the Board of UDI-EUROCLIO since 2010. She is a current member of the Association for Social History.





Dea Marić (Researcher) holds an MA degree in History and Sociology. She currently works as a project coordinator in a civil society organisation Documenta – Center for Dealing with the Past from Zagreb on programs of documenting, public advocacy and education for dealing with the past. She is also a Teaching Associate at the Faculty of Humanities and Social Sciences, University of Zagreb on courses related to History Teaching Practice. Her research interests fall in the fields of history education, educational standards, strategies and practices.

Rodoljub Jovanović (Researcher) is currently a tutor at University of Amsterdam's PPLE College (Bachelor's program in Politics, Psychology, Law and Economics) where he teaches several courses. He holds a diploma in Psychology from the Faculty of Philosophy, University of Belgrade and a MA in Interdisciplinary Research and Studies on Eastern Europe from the School of Political Sciences, University of Bologna and Faculty of Social Sciences, University of Ljubljana. He is currently involved in several educational projects dealing with history teaching and dealing with the past. His research interest is in combining perspectives of social psychology and political science in understanding post conflict societies.



Judith Geerling (Project coordinator) has a background in International Relations and Conflict Studies and Human Rights, for which she did three months of fieldwork and an internship with the local NGO Fambul Tok in Sierra Leone. Although not a graduate in history, she is very interested in the role history education can play in conflict prevention and sustaining peace in conflict-affected regions. At the Secretariat she works as a Project Manager and is responsible for trainee coordination, financial and office management. She coordinates the Historian Programme including several projects focusing on innovating history education, the Inclusive Education project and the History that Connects the Western Balkans programme.

Jonathan Even-Zohar (Project coordinator) is Director of EUROCLIO, has a degree in History, relating to World-Historical perspectives in History Education with an honorary Crayenborgh-degree in Islam and Europe. He worked as a project manager at EUROCLIO before becoming Director in October 2013. Since this time in October 2013, he is responsible for office and financial operations, programmes and association coordination. In this capacity he has also spoken at various events and platforms on themes related to innovative and responsible history education and has acted as consultant to amongst others the Council of Europe and the Organisation for Security and Cooperation in Europe.

