

REPORT


To promote and support the development of a Regional History Education Network in Bosnia and Herzegovina, Croatia and Serbia, and to identify ways ahead for school history strengthening Peace, Stability and Democracy

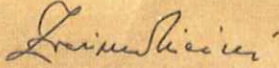
EUROCLIO Stability Pact Project 2003, supported by the Danish Ministry of Foreign Affairs



THE STORY ABOUT PAPRENJAK

Pepper biscuit, traditionally made in Croatia, is not unlike Croatian history: its ingredients include honey, walnuts and pepper, a rather self-contradictory combination which gives the biscuit its characteristic sweet-peppery flavour. And this, indeed, is the flavour of Croatia's history. Throughout history, until the most recent time, foreign invaders and aggressors have reached for this land which combines Central Europe and Mediterranean in ideal proportions. They were after the honey, leaving us the pepper. Now when we are finally on our own, we can enjoy both qualities of this traditional biscuit (which the Croatian writer August Šenoa described in his 'The Goldsmith's Gold') and share all the nuances of the rich flavour with our friends and visitors.

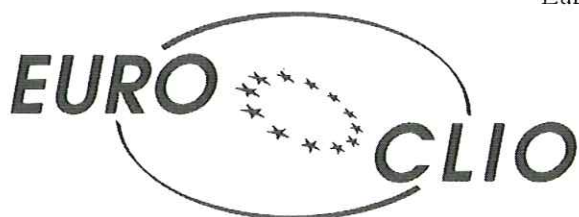
Enjoy the taste.

 CROATIA


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Results, general problems and ways ahead

Outcomes:

1. A new regional project on common approaches to the learning and teaching of history in Bosnia and Herzegovina, Croatia and Serbia. The representatives of the History Teachers Associations involved have agreed on the aims, objectives and principles the new project and on the topic, Yugoslavia between 1945 till 1990, for innovative teaching materials. EUROCLIO and the Danish History Teachers Association will support and assist the Associations in their work.
2. A growing and active professional network of history educators in Bosnia and Croatia, formalized in the 2 newly independent History Teachers Associations of Bosnia and Croatia. Boards and Members of these Associations are willing to take responsibility and ownership on a national and/or regional level.
3. The Croatian History Teachers Association has already obtained its legal status, the History Teachers' Association in Bosnia-Herzegovina is almost ready for registration, however has still to undergo strict bureaucratic procedures which may carry the procedure far into 2004.
4. More than 100 history educators from Bosnia and Herzegovina, Croatia and Serbia have enhanced professional methods, knowledge and skills obtained through 3 training seminars. They showed growing capacities through implementing democratic skills and practice in history education. They also apply increasingly information and communication technology.
5. Clear definition of immediate, midterm and long-term needs for a learning and teaching of history in the region strengthening peace, stability and democracy in Bosnia, Croatia and Serbia
6. A regional network of innovative history educators willing to cooperate has been set up as the History Teachers Associations of Bosnia and Herzegovina, Croatia and Serbia want positively work together on a 2 year project
7. The participants in the network obtained practical tools, such as computers, e-mail addresses and address lists and also skills for local, regional and international communication
8. The project created a growing network of responsible and innovative history educators in Bosnia, Croatia and Serbia willing to take their share and responsibility for peace and stability in Bosnia, Croatia and Serbia
9. A growing awareness for the need of innovative history curricula respecting diversity in society Increased awareness among history educators about the diversity in society
10. A growing awareness for increased regional and international dimension in history education in the region
11. Enriched national and international cooperation and understanding

Problems

1. The obstructive behaviour of the Minister of Education Mr Savanovic from the Republic Serbska. Despite that fact that he was informed about all steps in the project, he has neither shown any interest, nor has he supported teacher to participate in the project. This means that head masters are not informed by him if teachers are permission to leave and as a result good people from Serpska were not able to participate in the seminar, as they fear personal consequences if they leave school without the permission of the Minster. Only by intervention of the Council of Europe most teachers were able to come. We have sent an official letter of compliant to the State Council of Ministers of Bosnia and Herzegovina and to the OHR about this problematic attitude.
2. The hesitating attitude of the Croatian history educators. Although initially people showed aversion by the idea that they had to participate in a project with former Yugoslav countries, during the year the interest rose. However just before the seminar and therefore after the last general elections some withdrew their participation without a clear reason. The group, who finally participated in the seminar was very constructive and positive, what gives good hopes for the future project.
3. Slow and exclusive reform procedures in all three countries for education in general and history in particular plus the determination of many politicians in Bosnia and Herzegovina, Croatia and in Serbia to insist on the traditional approach to history education. This means strengthening national identity and national narrative without including minorities or gender issues, multiperspectivity or neighbouring countries.
4. The colleagues from Serbia also foresaw problems related to the outcomes of the recent elections. The continuation of good link with Ministry and regional approach could be hindered when nationalism would be reinforced again in history teaching and society.
5. The bureaucratic procedures which hindered the History Teachers Association of Bosnia and Herzegovina to register on a state level. Only 6 months after registering on a canton (Sarajewo) level it will be possible to register on a national level. As long as the Association is not officially registered, it cannot obtain a bank account.
6. The infrastructure and communication within Bosnia-Herzegovina. It was not easy to realise the communication on a state level and sometimes communication among the group went through us. It sometimes looked as if people were not taking initiatives, however in many cases they were only not used (prepared) to organise things well in advance. The organisation of the seminars was good.
7. No sustainable contacts with the Croatian history educators in Bosnia and Herzegovina. People were invited but simply did not show up. There is also a lack of information about EUROCLIO in Republika Serbska.
8. Underneath the good working and leisure atmosphere sorrow, anger and nostalgia were always present. They came and went as the tide but will certainly continue to cause moments of joy as well as unhappiness in the coming project. Emotions are still very fresh and the political situation in all three countries does not promise much easing of the situation.

Ways ahead

The History Teachers Associations from Bosnia and Herzegovina, Croatia and Serbia together with EUROCLIO and the Danish History Teachers Association have proposed a new project and envisage the following actions:

1. To enhance the quality of history education in Bosnia and Herzegovina, Croatia and Serbia and make it contribute to peace, stability, democracy and reconciliation:

- 4 training and development seminars for a mixed group of innovative authors, teachers, teacher trainers and other specialists in the learning and teaching of history from Bosnia and Herzegovina, Croatia and Serbia
- Development of a Teacher Resource Book with innovative content and methodology with focus on living together.
- 10 international project management meetings
- National authors and organisational meetings to discuss, develop and reflect on the resource materials
- Lectures, workshops and advisory work
- Activities to reinforce ICT as tool in history education
- Debates about the purpose and content of history education in the region

2. To enhance national and international cooperation, communication and network on the learning and teaching of history in Bosnia and Herzegovina, Croatia and Serbia and abroad

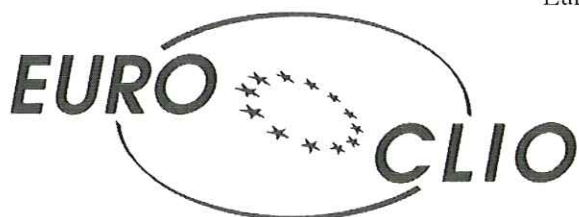
- 6 General Assemblies of the national History Teachers Associations from Bosnia and Herzegovina, Croatia and Serbia with a variety of lectures and workshops
- Local board and management meetings
- Activities to strengthen and extend the national and regional core-groups of innovative history educators, representing the different ethnic, religious and linguistic communities in Bosnia and Herzegovina, Croatia and Serbia.
- Publication of national magazines on history education
- Participation in study visits and other international activities on the learning and teaching of history
- Disseminating information on history education via different media such as websites, newsletters and magazines
- Furthering and extending the connections with national authorities and NGO's related to history education and international agencies such as the Council of Europe, OSCE, UNESCO, EU, EUROCLIO and the Georg Eckert Institute.

3. To professionalise History Teachers Organisations and to create sustainability.

- The Danish History Teachers' Association will train and support the newly established History Teachers' Associations of Bosnia and Herzegovina, Croatia and Serbia through expertise, workshops, study visits and advise.
- Organisation of training and approaches with focus on enhancing civic responsibility and professional quality of the History Teachers' Associations
- Development of organisational and financial management of the History Teachers' Associations
- Increase access for the History Teachers Associations to local, national and international authorities

The groups decided that it would be most appropriate to concentrate on **Yugoslavia from 1945 till 1990**, as it was a period which is taught at school with difficulty, offered a certain equality between the situation of the three countries and also should address the background of the Yugoslav wars of the Nineties. The topic should offer a multiperspectivity approach on the situation of people during the period addressing questions as what was the quality of life, which differences and similarities there were in life in rural areas and cities and what role religion played. As three countries are involved, the preference was on a resource book, which should inspire training and textbook writing in the future.

All countries involved pledged that they were very much willing to participate in the future project and hope to overcome most of the problems, which were unsolved in the end of 2003.



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Final evaluation and reporting session
Copenhagen, 12, January 2004

In order to prepare the final report elements and the next steps of the cooperation between the project countries, the project management decided to have a session to look back at the previous year. Each country was asked to reflect on the project

Croatia

The Croatian partners concluded that setting up a national History Teachers Association for Croatia in 2003 was important for history teachers. They have set up immediate connections with EUROCLIO and other NGO's, and will apply for membership of EUROCLIO in its General Assembly in April 2004. The Association hopes to start obtaining and extending national and international projects for future history teaching and the region.

The problems for the colleagues from Croatia lay very much in the fact that history teaching in Croatia means teaching for national identity, issues such as teaching about minorities or for active citizenship have not been addressed. Since several years history teachers are awaiting the reform from the Ministry or the Pedagogical Institute, but still people have no idea in Croatia, what aims the reform will have.

The project has not been very popular because teachers in Croatia are not used to act themselves, and certainly not dare to act against the mainstream public opinion. And this opinion is not used to approach history education with modern (European?) elements of school history education including minorities, gender, and multiperspectivity nor neighbouring countries into the history teaching about Croatia.

The Croatian colleagues concluded that there is at the moment a lack of teaching materials, and therefore the project should develop new materials, using international experiences and perspectives, as they lead to a better understanding of the national situation. Such new materials should offer different perspective and help students to develop a critical outlook.

The Croats believed that the previous as well as the new project is very useful as otherwise their plans to develop teaching materials about post World War II history could not be reached without financial support. And they support to develop better contents and new methods to counter balance the information in the newspapers. Historians in Croatia have since 1990 not addressed this topic, especially the relations with the neighbouring countries and therefore teachers have hardly information and the period is not nice at all to be taught in schools

Serbia

The colleagues from Serbia showed much gratitude that in 2002-2003 Serbian history teachers were offered alternative, (Danish) approaches to history teaching, which was useful as the Serbian approach is very conservative and centralised. They became aware that there are systems possible with more freedom for teachers in teaching methods and topics, which develop teachers' free spirit. The Danish partners offered also good training in organisational skills

During the initially very slow process of reform of education, the contact with the Danish partners has been a very valid source. As project members are, after some pressure, now partners in the reform process. The History Teachers Association of Serbia has been asked by the Ministry to participate in the next steps of the reform.

The colleagues from Serbia also foresaw problems, particularly by the outcomes of the recent elections. The continuation of good link with Ministry and regional approach could be hindered when nationalism would be reinforced in history teaching and society. They fear that they will have to combat (again) the misuse of history in politics and other fields apart from science and teaching. They also were concerned that at present, with the reform going very fast, teachers are not enough informed about developments.

The Serbian history educators want to develop in the coming project new materials with new approaches and multiperspectivity, as such way of working is presently hardly applied. They hope to make history lessons more exciting by sharing experiences and good practice from other European colleagues. Especially, regional resource materials will be new and important as every movement in the region reflects in the other countries. They can only be developed through regional cooperation. The topic of post World War II history is very appropriate as the period is worst covered in teaching. It will not be easy as in this common period, the differences stayed long beyond the surface, but certainly existed.

Bosnia-Herzegovina

For the history educators from Bosnia and Herzegovina 2003 was a very successful year. They started working on a regional network and were able to improve the dialogue between history teachers in a very controversial region. It was obvious that a higher level of cooperation between Federation and Republika Srpska was developing.

However there are many problems for the project management in the country. They have to deal with 13 Ministers of Education, who have very bureaucratic procedures and staffs. The process of the reform of education takes place on this high level of Ministries, teachers are not really involved as only politicians and a few historians are deciding how the new curricula will look like the teachers also are not used to take any initiative and are waiting for reform. The Ministries neither institutes are assisting or training teachers and especially the Ministry of Education in Republic Srpska is blocking innovation and is extremely centralised.

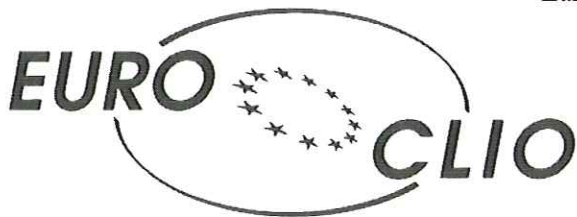
The Croatian part of country is not yet reached, despite several attempts in 2003 to reach the appropriate institutes and personal invitations to history educators representing this ethnic group.

The new project will lead to further improvement of the dialogue between history teachers in a very controversial region, with a special attention for a higher level of cooperation between Federation and Republika Srpska. The benefit of the new History Teachers Association in Bosnia and Herzegovina is that it will act as a group of history teachers and not individually. It will try to give inspiration to the teachers to help to build a civil society and use that experience in teaching by exchanging good practice. The project and the History Teachers Association hope to be an example for other aspects of life in Bosnia-Herzegovina and to make history part of science and education and not longer of politics.

A real concern is the role of the Ministry of Education in the Republic Serbska. It needs to be explained to him what we do in this project, otherwise it will prevent the coordinators, authors and experts to participate in it.

The Bosnian history educators see the project as a great opportunity to bring teachers from 3 countries together and talk about sensitive issues. In this way school history becomes a manner to make peace in the region, to work for reconciliation. A multiperspective approach to the past is therefore considered very important but also new models and methods in teaching. Working with the neighbouring countries is considered as a step into Europe. Also the Bosnian colleagues have chosen for the second Yugoslavia as a topic because it is boring in textbooks and does not address issues such as cultural and social life, gender, civic society.

Joke van der Leeuw-Roord and Lieke van Wijk



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Report regional seminar

What expectations do we have for Learning and Teaching of History in Bosnia-Herzegovina, Croatia and Federation of Serbia and Montenegro in the XXI Century?
Sarajevo, Bosnia-Herzegovina, December 11-13, 2003

Participants

The seminar had 67 participants, history educators from Universities, Gymnasias and Primary schools from Bosnia-Herzegovina, Croatia and Federation of Serbia and Montenegro. Others came from Estonia, Macedonia, the Netherlands, Romania and Slovenia and fulfilled the role of regional resource persons. Jelka Razpotnik, Policy Officer in the EUROCLIO Board from Slovenia, acted as resource person as well as seminar organiser. The Croatian Ambassador in Bosnia-Herzegovina and the advisor of the Serbian Embassy delivered short supportive opening speeches. Two coordinators from the Spanish NGO Movement for Peace, Disarmament and Freedom showed interest in the seminar by attending the whole seminar. Two independent journalists from the Netherlands also attended the seminar. The seminar was organised by two EUROCLIO coordinators, Joke van der Leeuw-Roord and Lieke van Wijk.

The seminar was based on 3 main elements: plenary sessions, discussion groups and workshops with examples of good practice.

Seminar

In a deliberately concise opening session Mr Boro Bronza and Mr Edin Veladzic welcomed the assembled participants on behalf of the Bosnian project group. Surprisingly the Croatian Ambassador himself came to the venue to deliver a short and very positive speech on a regional approach of the problems in the learning and teaching of history. As he was not able to deliver a speech on the opening day of the seminar, the cultural advisor of the Serbian Embassy in Bosnia-Herzegovina Mr Bojan Puder held his supported speech on the second day of the seminar.

Ms Lieke van Wijk, Project Coordinator of EUROCLIO introduced the aims and work of EUROCLIO after which Ms Joke van der Leeuw-Roord gave an update of the project, its aims and objectives and the goals for the seminar. A lecture on the *Changes and Continuity in the Learning and Teaching of history in Europe in the last 10 years* by Joke van der Leeuw-Roord gave an insight in the position of Bosnia-Herzegovina, Croatia and Serbia and Montenegro in the overall developments in history education in Europe in the last 10 years.

The workshops were scheduled before the discussion groups took place, so that people could have the chance to develop thinking before the questions about their situation were asked.

1. Ineke Veldhuis-Meester (Teacher trainer at Groningen University, the Netherlands): *Facts are Facts, aren't they? How to put them in a Tourist Guide?* This workshop concentrated upon the question which historical facts we want to teach to children, or in this case to foreign tourists. The first individual task was to think of the 10 most important events in the 19th and 20th century history of Bosnia-Herzegovina, Croatia and Federation of Serbia and Montenegro. People initially

wanted to mention only events from their own country. However set in pairs and later in fours, people had to negotiate which events would last until the final group presentation. It was a triggering workshop, which clearly taught the participants the different aspects of how to select the historical events taught to children.

2. Mire Mladenovski (History teacher, textbook writer and president of the History Teachers' Association in Macedonia) presented the workshop *Examples of active Learning in a regional Perspective*, together with Iljo Trajkovski, project coordinator of the EUROCLIO project *Understanding a Shared Past, Learning for the Future (2000-2003)*. This workshop focused upon the development of regional teaching materials. In this project teams of history educators from Albania, Bulgaria and Macedonia developed a teacher resource book on everyday life in the three countries from 1945-2000. Besides the outline and the different sub-topics of the book also some group working exercises derived from the book were presented.

Three discussion group sessions were organised and the participants were at random placed in 6 different groups, which lasted throughout the seminar. The aim of this structure was to prevent people sitting in national groups. The first discussion group, *about the challenges of the learning and teaching of history in the region* was lead by Jelka Razpotnik. She took also the lead in the second discussion group on *what are and should be the aims and objectives for innovative educational materials for the learning and teaching of history in the region*.

The first two discussion groups lead to the following results:

1. The new project should produce a Resource Book and a Cd-Rom with different kind of sources (like written sources, maps, pictures, cartoons, poems, tables, charts, etc) originating from the project countries and from other European countries. The focus of the materials should reflect not only political but also social, cultural and economic history and should include examples that could create "funny history" (using little games, like crosswords) and examples for good practice in the classroom.
2. The project should also produce Didactical Material in the form of a teachers' guidebook, including methods, methodological approaches, suggestions about using ICT in the history classroom and reflections on the aims and objectives of modern history teaching.

According to the groups, the innovative educational materials for learning and teaching of history in the region should have the following aims and objectives.

- To promote innovative history teaching (to motivate pupils);
- To promote new (active) approaches in history teaching;
- To introduce social, cultural and economic history into the classroom;
- To promote multiperspectivity;
- To create pupils understanding for the history of the region;
- To promote empathy in history teaching;
- To combat the biases, stereotypes and myths;
- To promote interdisciplinary approach;
- To promote usage of ICT;
- To promote critical thinking;
- To promote source-based learning;
- To enhance the cooperation and communication in the region.

The third discussion group on *possible topics and outcomes for innovative educational materials for the learning and teaching of history in the region* was lead by Joke van der Leeuw-Roord. She asked the participants not only to come forward with suggestions for a topic, but at the same time they should reflect what specific questions they would like to address and what they expected students would learn from it.

The groups decided that it would be most appropriate to concentrate on Yugoslavia from 1945 till 1990, as it was a period which is taught at school with difficulty, offered a certain equality between the situation of the three countries and also should address the background of the Yugoslav wars of the nineties. The topic should offer a multiperspective approach on the situation of people during the period addressing questions as what was the quality of life, which differences and similarities there were in life in rural areas and cities and what role religion played. As three countries are involved, the preference was on a resource book, which should inspire training and textbook writing in the future.

In the final plenary session all countries involved pledged almost solemnly that they were very much willing to participate in the future project. The management group of the future project used the afternoon to plan the next steps.

A special event was the multicultural and multiperspective-guided tour through town, which gave people insight in the multi layered past of the town, with visits to the old and new cultural and religious buildings. It was very well prepared, except for the weather as it was pouring rain and fog at the same time. The planned view from the restaurant in the end was not more than a few meters.

Problems

1. Although this year's project was fully successful as all targets were reached, many problems will be still ahead of us and were also visible during this seminar. The first problem is the obstructive behaviour of the Minister of Education Mr Savanovic from the Republic Serbska. Despite that fact that he was informed about all steps in the project, he has nor shown any interest, neither has he supported teacher to participate in the project. This means that head masters are not informed by him if teachers are permission to leave and as a result good people from Serbska were not able to participate in the seminar, as they fear personal consequences if they leave school without the permission of the Minster. Only by intervention of the Council of Europe most teachers were able to come. We have sent an official letter of compliant to the State Council of Ministers of Bosnia-Herzegovina and to the OHR about this problematic attitude.
2. A second problem is the hesitating attitude of the Croatian history educators. Although initially people showed disgust by the idea that they had to participate in a project with former Yugoslav countries, during the year the interest rose. However just before the seminar and after the elections some withdrew their participation without a clear reason. The group, who finally participated, were very constructive and positive, what gives good hopes for the future.
3. A third problem is the infrastructure and communication within Bosnia-Herzegovina. It was not easy to realise the communication on a state level and sometimes communication among the group went through us. It sometimes looked as if people were not taking initiatives; however in many cases they were only not used (prepared) to organise things well in advance. The organisation of the seminar was good.
4. At the moment we have not been able to establish contacts with the Croatian history educators in Bosnia-Herzegovina. People were invited but simply did not show up. There is also a lack of information about EUROCLIO in Republika Serbska.
5. We became also very much aware of the political situation in Serbia and Montenegro, as the Serbians proudly were wearing the badges with that country name but the observer from Montenegro was happy with only Montenegro. In the last plenary, despite very good cooperation from Serbian as well as Montenegro side, it came to some tension regarding this issue. The good sphere (and some diplomacy) saved the day, however this point will certainly return again.
6. And lastly, underneath the good working and leisure atmosphere sorrow, anger and nostalgia were always present. They came and went as the tide but will certainly continue

to cause moments of joy as well as unhappiness in the coming project. Emotions are still very fresh and the political situation in all three countries does not promise much easing of the situation.

Outcomes

- The network of responsible history educators in Bosnia-Herzegovina is growing.
- A regional network of innovative history educators willing to cooperate has been set up.
- The History Teachers Associations of Bosnia-Herzegovina, Croatia and Federation of Serbia and Montenegro want positively work together on a 2 year project.
- The group has agreed on the aims, objectives and principles the new project.
- The group has agreed on the topic for innovative teaching materials.
- History Teachers' Association in Bosnia-Herzegovina is almost ready for registration.

Evaluation of the seminar

We asked the participants to reflect on issues related to the seminar and its aims and objectives.

How did they estimate?

Plenary sessions: Interesting 80%; very interesting 20%

Workshops : Interesting 34%; very interesting 66%

Work in discussion groups: Interesting 40%; very interesting 60%

The seminar was: Interesting 51%; very interesting 49%

Was the seminar successful to reach the following aims?

Enhance national and international cooperation, communication and understanding: Yes 100%

Was it worth working together during the seminar? Yes 100%

Present alternative approaches and solutions for history education in the region: Yes 94%

Did the seminar offer opportunities for changing our attitudes in the future? Yes 94%

To enhance the awareness for innovative curriculum: Yes 91%

To enhance the quality of history teaching: Yes 86%

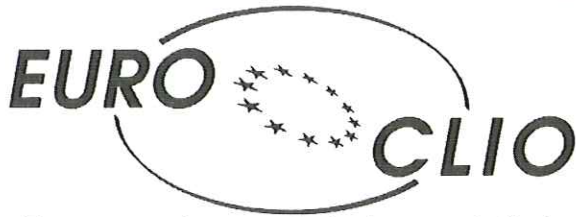
Discuss the aims and objectives for innovative educational materials for the learning and teaching history in the region: Yes 83%

Discuss possible topics and outcomes for innovative educational materials for the learning and teaching of history in the region: Yes 83%

Clarify and identify problems related to textbooks, curriculum and the learning and teaching of history in the region: Yes 77%

Establish networks and groups of innovative history educators who would be willing to take on responsibility to work for peace and stability in the region and who would carry on the project: Yes 46%, no 54%

Joke van der Leeuw-Roord and Lieke van Wijk



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Report national seminar

What expectations do we have for the Learning and Teaching of History in Bosnia-Herzegovina in the XXI Century?

Sarajevo, Bosnia-Herzegovina, September 25-27, 2003

Participants

The seminar had 54 participants, mostly teachers from Gymnasias and Primary schools from different parts of the country such as Brcko, Cazin, Mostar, Zenica, Kalesija, Tesanj, Banja Luka, Doboij and Serb Sarajevo.

History educators from Croatia, Macedonia, the Federation of Serbia and Montenegro were present as regional resource persons. Jelka Razpotnik, Policy Officer in the EUROCLIO Board from Slovenia, acted as resource person as well as seminar organiser. The other resource persons came from Denmark, Lotte Schou and from Switzerland, Thomas Notz. There were two coordinators from EUROCLIO, Joke van der Leeuw-Roord and Lieke van Wijk.

Seminar structure

The seminar was based on 3 main elements: plenary sessions, discussion groups and workshops with examples of good practice.

In the formal opening session a row of speakers took the floor. The first speaker was Ms Lamija Tanovic, Head of Department of Scientific, Technical, Educational, Cultural and Sports Coordination of the Ministry of Foreign Affairs of BiH, who stressed the importance of building civic society. She hoped that this seminar.

Mr Falk Pingel, Head of Education of the OSCE.

Ms Sarah Keating-Chetwynd, Education Officer of the Council of Europe

Willem van Rossem, Head of Mission of the Royal Dutch Embassy,

Ms Elana Haviv, Director of the NGO Children's Movements for Creative Education

Mr Edin Veladzic, project coordinator Bosnia and Herzegovina

Ms Jelka Razpotnik, Policy Officer of the Board of EUROCLIO

Ms Lieke van Wijk, Project Coordinator of EUROCLIO

This session was followed by a lecture on the situation of the learning and teaching of history in Europe, by Joke van der Leeuw-Roord.

Three Round Tables were organised. The first Round Table focused on history curricula by Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; Switzerland.. The second Round Table had as topic the organisation and work of History Teacher Associations by

The last plenary session was on assessment issues and was carried out by.

The participants were asked in 6 discussion groups, lead by Joke van der Leeuw-Roord, to reflect on the opportunities and challenges and the aims and objectives for the learning and teaching of

history. Finally the participants had to suggest recommendations and possible ways ahead for history teaching in Bosnia and Herzegovina and the region.

The workshops by Lotte Schou and offered innovative examples of good practice, applicable in the classroom.

Content

The overall aim of the seminar was to exchange information, communicate and share in order to build a network of history educators in the country. Further it wanted to identify immediate, midterm and long term needs and expectations for learning and teaching of history in Bosnia and Herzegovina.

Until this year hardly any internal network existed in Bosnia and Herzegovina among history educators, certainly a network including history educators from both Entities and all Cantons. There was little information exchange or communication about what was happening inside and beyond the country. Therefore the programme offered lectures about national and international developments related to the subject and a variety of possibilities to reflect in larger and smaller audiences about the present situation, the needs for the future and concrete ways ahead.

Conclusions

Problems

Recommendations:

Bosnia and Herzegovina Association of History Teachers

Outcomes

Impact of the seminar

The seminar has been organised in Sarajevo city. This gave the opportunity for more teachers than the originally planned 30 to participate in the seminar. However it also came out that some Zagreb teachers did not participate in the total seminar, as they at the same time fulfilled their professional duties in school. As a result the hard core group of the seminar existed out of app. 30 people, whereas on Friday afternoon and Saturday the audience was essentially larger.

The Ministry of education supported the seminar but ? It provided those teachers who participated with a certificate of attendance, which can be helpful for them in future career steps. However we heard rumours that some school directors were only willing to allow people to participate with an official invitation from the Ministry. We have no insight in how far these circumstances influenced the participation in the seminar.

The regional network just has started to build up.

Evaluation of the seminar

These were the sort of remarks written on the back of the evaluation forms. We did not receive one single negative remark. The only critical remark we came across was the point that the discussion group focused too much on the Bosnia and Herzegovina situation and had too little eye for the wider context of the issues.

We asked the participants to reflect on the following questions.

Were the following activities interesting for you? People answered for the **plenary sessions** 60% *interesting* and 40% *very interesting*. The **workshops** were estimated *interesting* 34.6% and 65.4% *very interesting*. The **discussion groups** were evaluated 53.8 % *interesting* and 46.2%*very interesting*. The **overall estimation of the seminar** received 52% *interesting* and 48% *very interesting*.

We asked the participants to give us feed back if the seminar supported the aims and objectives of the project? The answers were the following:

Enhancing the quality of history education in Croatia *Yes 85.2 % No 14.8%*

Enhancing awareness for the need of innovative history curricula *Yes 100 %*

Enhancing awareness that history curricula should respect diversity in society *Yes 92% No 8%*

Raising awareness for the international dimension in school education *Yes 92% No 8%*

Supporting the creation of a History Teachers Organisation *Yes 100%*

Improving connections with different authorities and institutions related to history education *Yes 73% No 23% and 3.8 no opinion.*

Enriched national and international cooperation and understanding **Enhancing national and international cooperation, communication and network on the learning and teaching** *Yes 96% No 4%*

Raising awareness of the common needs of the region for school education *Yes 80% No 20%*

Defining of immediate, midterm and long-term needs for a learning and teaching of history in Croatia *Yes 87.5% No 12.5%*

Defining of immediate, midterm and long-term needs for a learning and teaching of history for the region and the international level *Yes 79.2 %, No 12.5% and 8.3% No opinion*

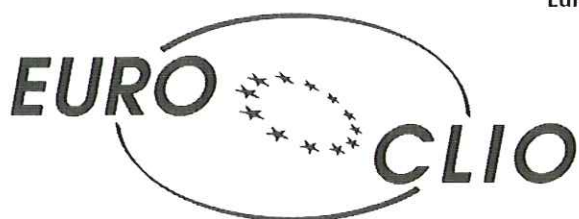
Enhancing a network of innovative history educators willing to take their share and responsibility for peace and stability in the region *Yes 87.5% No 4.2% and 8.3% No opinion*

Disseminating national and international information on the learning and teaching of history *Yes 88% 8% No and 4% No opinion*

From the outcomes of the evaluation form it becomes clear that people enjoyed the seminar and recognized its aims.

Press coverage

By the end of the seminar the coverage of the seminar was promised for two local papers and a local television channel.



To promote and support the development of a Regional History Education Network in Bosnia and Herzegovina, Croatia and Serbia, and to identify ways ahead for school history strengthening Peace, Stability and Democracy
EUROCLIO Stability Pact Project 2003, supported by the Danish Ministry of Foreign Affairs

National Training Seminar

What Expectations do we have for Learning and Teaching of History in Croatia in the XXI Century?
May 8 – 10, 2003, Hotel Panorama, Zagreb, Croatia

Participants

The seminar had 58 participants, mostly teachers from Gymnasias and Primary schools from different parts of the Country such as the Rijeka, Eastern Slavonia, Split, Istria and Medimurje. But also textbooks authors, advisors for history, academics and some people representing institutes and authorities participated. History educators from the Federation of Serbia and Montenegro, and Bosnia and Herzegovina acted as observers, and Jelka Razpotnik, EUROCLIO Board member from Slovenia, acted as resource person as well as seminar organiser. The other resource persons came from Denmark, Lotte Schou and from Scotland, John Kerr.

Seminar structure

The seminar was based on 3 main elements: plenary sessions, discussion groups and workshops with examples of good practice. The plenary sessions contained lectures on the situation of the learning and teaching of history in Europe, by Joke van der Leeuw-Roord. A round table on history curricula by Snjezana Koren, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland. A round table on the work of History Teacher Associations by Svjetlana Vorel and Karolina Ujaković, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland. The last plenary session was on assessment issues and was carried out by Margita Madunić, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland.

The participants were asked in 4 discussion groups, lead by Joke van der Leeuw-Roord, to reflect on the opportunities and challenges and the aims and objectives for the learning and teaching of history. Finally they had to suggest recommendations and possible ways ahead for history teaching in Croatia and for the region.

The workshops by Lotte Schou and John Kerr offered innovative examples of good practice, applicable in the classroom.

Content

The overall aim of the seminar was to identify immediate, midterm and long term needs and expectations for learning and teaching of history in Croatia.

Until this year hardly any internal network existed in Croatia among history educators. There was little information exchange or communication about what was happening inside and beyond the country. Therefore the programme offered lectures about national and international developments related to the subject and a variety of possibilities to reflect in larger and smaller audiences about the present situation, the needs for the future and concrete ways ahead.

History Teachers Association of Croatia

Outcomes

- ❖ A History Teachers Association of Croatia was set up just before the Seminar, and as a result of the seminar it has collected more than 30 members. The participants actively discussed the future work of the association and came with a long list of desires and possible activities for the future.
- ❖ Contacts between history teachers within Zagreb and beyond have been established. It was for most participants for the first time that they had the opportunity to have (intensive) communication about the learning and teaching in Croatia.
- ❖ A growing group of history educators is ready to take up their professional responsibilities, and want to be engaged in curriculum and textbook development, training and networking.

A substantial part of the participants is ready to join a project on regional cooperation, despite the initial doubts about the need for such work. They considered that the internal situation regarding history education is already difficult enough. During the seminar a group of volunteers emerged which are willing to carry out a regional cooperation project, which should develop materials enhancing mutual understanding in the region.

Conclusions

- ❖ Most participants expressed the gratitude that the previous political and ideological pressure on their work has decreased. Open communication is now possible and information is available. However they still feel that the content of the programme for the learning and teaching in Croatia is too much determined by political issues. They sensed a discrepancy between democratic policy and the ideological trends in the content of the curriculum on (national) history.
- ❖ All participants felt that changes in national educational policy and the Zagreb University are progressing. However the timetable for change outlined by some participants showed very slow progress. Most of the participants thought it high time to speed up these changes.
- ❖ The design of textbooks has largely improved and offers new approaches, tasks and activities. Teachers are free to decide which textbooks and also methods they would like to use. However the school curriculum does not offer much free space to manoeuvre, as it is for every single hour decided what should be thought.
- ❖ Teachers enthusiasm and motivation for change is growing and they generally meet motivated pupils. However the curriculum for national history does not engage the pupils in the learning of history as this curriculum is too complex, overloaded and rigid.
- ❖ The time allocated to history in the school curriculum in Croatia is comfortable. This offers options for good history education and a reasonable selection of content. More history through optional history faculty groups and additional topics through informal teaching is possible.

Problems

- ❖ The participants of the seminar felt that a coherent policy/vision of ministry of education in general and towards history education was missing. There were no clear aims and standards developed for history. The participants noticed a discrepancy between the stated aims and objectives of the curriculum and the practical implications of the programme.
- ❖ The history curriculum is traditional, too broad and offers too many facts and details. It focuses too much on political and military history, offers no gender nor human rights perspectives and the European dimension is under developed. The very descriptive curriculum leaving hardly any freedom for choice for textbook authors and teachers. The school history is Encyclopaedic and offers too little opportunities for the development of Critical thinking skills. Therefore learning is just memorizing.
- ❖ The national history is problematic and should be updated according to the latest academic standards and perspectives. The national history in schools portrays Croatia as a victim and is totally separated from the developments in world history.
- ❖ Since 1990 few history teacher-training seminars are organised and there is little practical initial and in-service training of teachers and teacher students.
- ❖ There is a shortage of (financial) resources. Classes are big, often over 30 pupils and there is a Lack of exemplar practical materials and of equipment in schools and classrooms.
- ❖ External evaluation for students does not exist and examinations are only preparing for university. The knowledge based university entry examinations do not support innovative learning. The existing national history competitions for students work against change as well, as they require only memorizing of prescribed facts.
- ❖ The involvement of the Ministry of Education and the Institute for the improvement of education was rather marginal. There was no official representation from the Ministry of Education during the seminar. However all participants received an officially acknowledged attendance certificate, which gives credits for further career steps. The advisor of history for the Zagreb region never showed up, despite promises made to the local organiser.
- ❖ There is little contact between the different actors in history education: university, educational policy makers and teachers. Although people felt that change was coming, until now it looks like people are waiting for others to take the first steps.
- ❖ The attitude of the educational authorities and university teachers towards teachers is rather condescending. Although there is little knowledge about the challenges teachers face during their actual work, the first two groups easily blame the teachers for their reluctance to improve their performances.

Recommendations:

The formal and informal discussions led to a wealth of recommendations and ways ahead for the learning and Teaching of history in Croatia and beyond. It was obvious, and confirmed the observations of the fact-finding Mission in February, that still much is to be wished for.

- ❖ School history should develop a sense of civil society and possibilities of participation in civil society (active citizenship) and responsible democratic, active and European citizenship. It should develop democratic, tolerant approaches, respecting different ethnic and religious backgrounds.
- ❖ The history curriculum should be innovated according to the recommendations of the Council of Europe on the learning and teaching of history. Enhancing basic knowledge to prepare pupils to understand the world and critical thinking skills.
- ❖ School history should motivate students for life long learning interest, and not only focus on university entry examinations.
- ❖ National and international authorities are requested to organise more international seminars to learn from exchange of experiences and examples of good practice and teaching materials about regional, European and world history.
- ❖ A regional cooperation should be developed in order to improve mutual understanding.
- ❖ The Croatian authorities and other actors in the field of history education should apply for external financial support, in order to be able to cover the extra costs for their reform activities.

Impact of the seminar

The seminar has been organised in Zagreb city. This gave the opportunity for more teachers than the originally planned 30 to participate in the seminar. However it also came out that some Zagreb teachers did not participate in the total seminar, as they at the same time fulfilled their professional duties in school. As a result the hard core group of the seminar existed out of app. 30 people, whereas on Friday afternoon and Saturday the audience was essentially larger.

The Ministry of education supported the seminar but was not the organiser. It provided those teachers who participated with a certificate of attendance, which can be helpful for them in future career steps. However we heard rumours that some school directors were only willing to allow people to participate with an official invitation from the Ministry. We have no insight in how far these circumstances influenced the participation in the seminar.

The regional network just has started to build up. Therefore we had only observers from Bosnia and Herzegovina and Serbia. Unfortunately the internal flight connections between Macedonia and Croatia were too complicated this time to enable a colleague from Macedonia to participate. For the national seminar for Bosnia and Herzegovina in August in Sarajevo we will try to extend the group of observers.

Evaluation of the seminar

“The seminar showed very high level of the professional work. Very friendly and tolerance atmosphere. The activities went on very fast and the deadlines of the different activities were respected. An opportunity to get know many new colleagues. A good chance to exchange the experiences with colleagues from different parts from Croatia and other European countries. I got a good picture of the situation in Croatia where in my opinion the main problem is that the administrative rules are the most important task in school system. I have no complains about the seminar – everything was excellent! Thank you very much.”

These were the sort of remarks written on the back of the evaluation forms. We did not receive one single negative remark. The only critical remark we came across was the point that the discussion group focused too much on the Croatian situation and had too little eye for the wider context of the issues.

We asked the participants to reflect on the following questions.

Were the following activities interesting for you?

Plenary sessions: 60% *interesting* and 40% *very interesting*.
Workshops: 34.6% *interesting* and 65.4% *very interesting*.
Discussion groups: 53.8 % *interesting* and 46.2%*very interesting*.
Overall estimation of the seminar: 52% *interesting* and 48% *very interesting*.

We asked the participants to give us feed back if the seminar supported the aims and objectives of the project? The answers were the following:

Enhancing awareness for the need of innovative history curricula

Yes 100 %

Supporting the creation of a History Teachers Organisation

Yes 100%

Enriched national and international cooperation and understanding and enhancing national and international cooperation, communication and network on the learning and teaching

Yes 96% No 4%

Enhancing awareness that history curricula should respect diversity in society

Yes 92% No 8%

Raising awareness for the international dimension in school education

Yes 92% No 8%

Disseminating national and international information on the learning and teaching of history

Yes 88% 8% No and 4% No opinion

Defining of immediate, midterm and long-term needs for a learning and teaching of history in Croatia *Yes 87.5% No 12.5%*

Enhancing a network of innovative history educators willing to take their share and responsibility for peace and stability in the region

Yes 87.5% No 4.2% and 8.3% No opinion

Enhancing the quality of history education in Croatia

Yes 85.2 % No 14.8%

Raising awareness of the common needs of the region for school education

Yes 80% No 20%

Defining of immediate, midterm and long-term needs for a learning and teaching of history for the region and the international level

Yes 79.2 %, No 12.5% and 8.3% No opinion

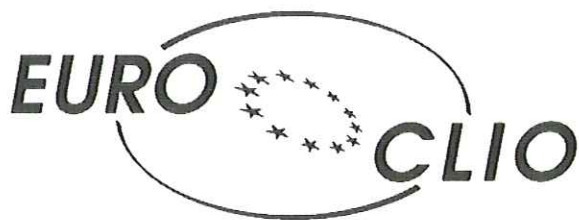
Improving connections with different authorities and institutions related to history education

Yes 73% No 23% and 3.8 no opinion.

From the outcomes of the evaluation we might conclude that people enjoyed the seminar and recognized its aims.

Press coverage

By the end of the seminar the coverage of the seminar was promised for two local papers.



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EUROCLIO Stability Pact Project 2003, supported by the Danish Ministry of Foreign Affairs

Report of the EUROCLIO Fact Finding and Organisation Mission
Sarajevo, Bosnia and Herzegovina, May 18-22, 2003

Aims

1. To clarify and identify opportunities and challenges related to textbooks, curriculum and the learning and teaching of history in Bosnia and Herzegovina;
2. To identify appropriate persons and institutions for further work;
3. To plan and organise a teacher training seminar;
4. To obtain support (educational) authorities;
5. To raise awareness for need for change.

Procedure

We planned some of our appointments in advance and we used these contacts to widen this network and to get in touch with more persons and institutions.

Advance appointments with:

Mr. Edin Veladzic, Junior Staff member of the Institute for History, Sarajevo
Mr. Darko Gavrilovic, Professor of History at Banja Luka and Novi Sad
Mr. Zoran Josic, Historian in Novi Sad
Ms. Ranka Mandic, Headmaster Experimental Primary School 'Jovan Ducuc', Serb Sarajevo
Ms. Vera Katz, Headmaster and Senior Staff Member at the Institute for History in Sarajevo
Ms. Helene Bach, Regional FRESTA Coordinator, Royal Danish Embassy
Mr. Falk Pingel, Head of Education of the OSCE
Mr. Husnija Kamberovic, Director of the Institute for History in Sarajevo
Ms. Sarah Keating, Education Officer at the Council Europe Bureau in Sarajevo
Mr. Emir Adzovic, Staffmember of the Council of Europe Bureau at Sarajevo
Mr. Jan de Boer, Second Secretary at the Royal Dutch Embassy

Appointments made during the stay

Mr. Jurgen Schick, Austrian Kultur Kontakt Education Coordinator for Bosnia and Herzegovina,
Ms. Mirsada Barakovic, History Teachers Advisor for the Sarajevo Canton at the Pedagogical Institute of Sarajevo
Ms. Kirsten Tejsner, Team Leader EC-Taer, EU Technical Assistance to the Education Reform in BiH
Ms. Nedzada Faginovic, Local Project Coordinator EC-Taer
Ms. Lamija Tanovic, Head of the Department of Science, Education, Culture and Sports of the Ministry of Foreign Affairs
A network of 12 young history educators among them primary and secondary school teachers, textbook authors and academic historians from Sarajevo, Serb Sarajevo and Cazin.
And several school visits and contacts with history teachers over the telephone during the stay.

Observations during this visit

Educational approach and history curriculum

History teaching in Bosnia and Herzegovina is on the move. Recently a new history curriculum has been developed for the federation of Bosnia and Herzegovina. Our contact persons were unanimously glad that change had come but realised at the same time what still had to be wished for. A more fundamental debate among the actors in history education in the country is certainly required.

Textbooks

During our stay, some draft textbooks circulated, written by young textbook authors. Again people showed their general satisfaction about the new approaches and the fact that younger authors replaced the traditional authors. The books deviated considerable from the traditional textbooks with more attention paid to human factors and less to wars. The amount of facts has certainly decreased. However there was considerable uncertainty about the judgement of the quality of the textbooks, as foreign experts should judge them. People felt they had little influence on this external decision making process.

Attitudes of Educational Authorities?

During the visit we have tried to explore how it was most beneficial to address the local educational authorities. Several partners pointed at Ms Tanovic, Head of Department of the Ministry of Foreign Affairs, as a useful resource person to find our way in the complex educational infrastructure of Bosnia and Herzegovina. With her we agreed to address the Ministry of Civil Affairs and both Ministries of Education in the Entities, and to invite them to open our seminar in September.

History educators

It was very positive to notice that a young generation of history educators is emerging in Bosnia and Herzegovina, including the Republic Srpska, which is interested in innovative approaches to history and education. During our stay the group of people willing to cooperate in setting up a History Teachers' Association and to organise the two planned seminars was steadily growing. These days the networking focused in the first place on the Sarajevo Canton, however already some people from other parts of the country showed their interest. We also had contacts with historians from the Republic Srpska, which showed a keen interest to participate, but in how far they would be willing to join in a History Teachers' Association on a state level, we can only judge after the September seminar.

Problems

- The complicated (Dayton) structure of the country, which results in a non-transparent educational structure;
- Very little willingness of traditional politicians who are not willing to accept changes in history education (for example, in Republika Srpska);
- A network of history educators hardly exists, especially outside Sarajevo Canton;
- Too much is done by people and organisations from the international community. Therefore people feel too little ownership for their own work;
- The civil war led to a vast brain drain, high educated young people tend to leave the country;
- The school system has still very top – down structure in which all the ideas for different activities must be approved by the Ministry (national or cantonal);
- The status of the profession of history teacher is low;
- Schools are badly equipped;
- Language and national history do have a sacrosanct position in school.

The outcomes of this mission

- A growing network of history educators in Bosnia and Herzegovina;
- A growing group of (young) history educators from different parts of Bosnia and Herzegovina is taking initiatives among others to set up a (national) History Teachers Association;
- Overall positive reception of the strategy to use national and regional training seminars to identify common needs and to plan ways forward;
- The dates and venue for two seminars in Sarajevo are agreed on;
- The programme for the national seminar on the learning of teaching of History in Bosnia and Herzegovina is agreed on and only needs further fine-tuning;
- Promise from the Department for Scientific, Technical, Educational, Cultural and Sports Cooperation in the Ministry of Foreign Affairs to help us to establish contacts with the (Educational) Authorities in order to reach appropriate people for the September seminar;
- Approval from the international organisations working for education in Bosnia and Herzegovina for the development of common teaching materials according the EUROCLIO method.

Next steps; targets for the national seminar in Sarajevo in September:

- To identify challenges and opportunities for the learning of teaching of History in Bosnia and Herzegovina;
- To identify the aims and objectives for the learning of teaching of History in Bosnia and Herzegovina and beyond;
- To provide ways forward for the learning of teaching of History in Bosnia and Herzegovina and beyond;
- To create a National History Teachers Association for Bosnia and Herzegovina;
- To organise a regional seminar on the learning of teaching of History in Bosnia and Herzegovina, Croatia and Serbia;
- To produce practical proposals about a common regional project on the learning of teaching of History in Bosnia and Herzegovina, Croatia and Serbia.

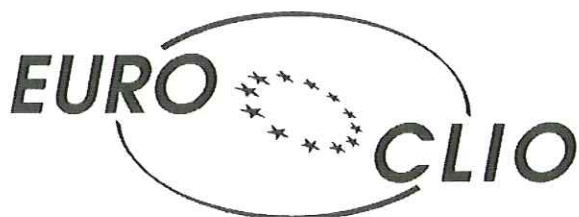
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Edin Veladzic *Problems with the history teaching in Bosnia and Herzegovina.* Report presented for the Council of Europe.

Answers on the EUROCLIO 2003 questionnaire *School History on the Move. Changes in History Teaching and Learning in the Decade of Educational Reforms.*



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EUROCLIO Stability Pact Project 2003, supported by the Danish Ministry of Foreign Affairs

Report of the EUROCLIO Fact Finding and Organisation Mission
Zagreb, Croatia, February 25-28, 2003

Aims to:

1. Clarify and identify opportunities and challenges related to textbooks, curriculum and the learning and teaching of history in Croatia;
2. Identify appropriate persons and institutions for further work;
3. Plan and organise a teacher training seminar;
4. Obtain support (educational) authorities;
5. Raise awareness for need for change.

Questions discussed:

1. *What are the aims for school history in Croatia?*
2. *What, as a consequence, is taught in school history in Croatia?*
3. *Why is this choice made?*
4. *What changes have taken place since 1990?*
5. *What should and can be done?*

Procedure

We planned some of our appointments in advance and we used these contacts to widen this network and to get in touch with more persons and institutions. In the last evening we brought a group of people together to discuss the outcomes of our visit and plan next steps.

Advance appointments with:

Joke van der Leeuw-Roord had together with Alison Cardwell, Head of the History Section of the Council of Europe, a meeting with Mr Ivan Vavra and Milan Milic, Deputy and Assistant Ministers of Education, Josib Milat, Head of the Institute and Ms Nada Jakir, Head of the Department for International Affairs.

She also had a briefing meeting with Hans van den Dool, First Secretary and Astrid Maya de Graaf, Staff member of the Dutch Embassy in Zagreb.

Jelka Razpotnik and Joke van der Leeuw-Roord met with:

- Teachers from Zagreb and Varazdin
- History textbook authors from Zagreb
- Professor of Department of History, University of Zagreb

Appointments made during the stay

Jelka Razpotnik and Joke van der Leeuw-Roord met with:

- Teachers and Teacher Trainers from Zagreb

School visits and telephone calls during the stay

Jelka Razpotnik with:

- Teachers and Teacher Trainers from Zagreb, Rijeka and Dubrovnik

Observations during this visit:

Educational approach and history curriculum

Croatia still has a very centralized school system with little freedom or autonomy for schools, teachers and pupils. For history the content of the lesson is determined per lesson per topic.

The curriculum underwent the customary changes of the early nineteen nineties to get rid of the communist terminology but since then there have hardly been any changes. Only under protests of society against the overload of content in all subjects, some of the content is removed. However all respondents considered these removed elements arbitrary. No fundamental debate about the basic ideas and the quality of the content matter behind this selection had taken place. As a result the curriculum was somewhat less dense with knowledge but was still totally knowledge based.

Our respondents also felt that there was too much emphasis on national history, which they estimated for about 60% of the history curriculum. The national history has a mainly political history and as a result pupils and students do not like national history as it is mostly about long dead kings and bishops, and has little to do with the world where they live in.

Textbooks

Although they amount of and choice in textbooks have grown and the designs have improved, Croatia has not a really free textbook market. A National Committee approves the textbooks, which all have to be written along the very prescriptive curriculum guidelines and there are debates to restrict the amount of choice by reducing the amount of approved books. At this moment it looks like that the standards for textbook development even further will decrease the freedom of textbook writers.

Attitudes of Educational Authorities?

In our talks with educational authorities and from printed materials we had received earlier, it was clear that the Ministry is preparing a reform programme. However until now most of our respondents did not notice much of this change, and doubted if there was any real vision about this new approach. They understood it more as a paper change carried out by the same people, who had been around already for a long time, certainly from before 1990.

During the talk with the Deputy Minister we certainly sensed this willingness of the Ministry of Education for the cooperation and change, not in the least place as a result of the recent request for negotiations for a European Union membership for Croatia

In our talk with the Educational Authorities in Croatia we also noticed a top down system with no belief in ordinary teachers as independent professionals. The newly established Institute for Education Development has developed a new system for teacher in-service training without any research or even contacts with the targeted groups

History educators

In our contact with history educators, among whom we understand: teachers, trainers, advisors, inspectors, textbook authors, curriculum and assessment developers, we understood that people were not optimistic about the opportunities for change. In the last 10 years so little had happened and from academic side so few books, especially on other than political history, were published that people had little belief that reforms were possible or even underway. Our spokespersons

complained about lack of good teaching materials, especially on social and cultural history and the little access to computers as educational tools. Teachers tried to stimulate students in individual research work, but on the whole the learning and teaching of history on classroom level is very old fashioned. Certainly also due to the long absence of in-service training for history teachers.

As in most other former communist countries, university entry examination runs the content of school education. And in these establishments of higher education there is very little interest in educational innovation.

There is no independent history teachers network in Croatia. There have been some attempts by enthusiast people, however the majority of teachers failed to believe in such approach. A network of in-service trainers exists since a year, however they were appointed by Institute of Educational Development without any consultation, and established without neither a clear assignment nor budget. Despite this vague start, some teacher training has started, mainly by individual actions of trainers. But most teachers have a lonely job with no professional exchanges and meetings. There is no dissemination system for new ideas or developments. Just before this mission, some people started to develop the first issue of a magazine on the learning and teaching of history.

Targets for the future:

The spokespersons saw as immediate needs for the future:

- Decentralisation of the educational system;
- Changing in the history curriculum, including more social and cultural history and a widening of the European and world dimension in school history;
- Introducing and implementing of innovative and active teaching methods;
- Extending and strengthening of the autonomy of (history) teachers);
- Publication of a (regular) magazine for history teachers;
- Setting up a History Teacher Association;
- Organising more training conferences and seminars for personal professional development;
- Including activities on the field of NGO's such as Teachers' Associations into the system of the promotion.

The outcomes of this mission:

1. Already a wider network of history educators has been developed. In these three days new people have been linked together. A contact group of Croatian history educators has been established. By the end of the year this group has hopefully grown into the nucleus of an independent History Teachers Association in Croatia. Two of these history educators will participate in the EUROCLIO Annual Conference *School History on the Move, Changes in the Learning and Teaching of History in the Decade of Educational Reforms* in Bologna/Castel San Pietro, Italy, March 25-30, 2003.
2. A training seminar is planned for May 8 to 10, which will focus on the expectations and requirements for the learning and teaching of history in Croatia in the Twentieth First century. The draft programme of the seminar is developed and support from the authorities for the organisation and participation in the seminar was obtained. A detailed planning with the different partners- local and international coordinators and resource persons- was developed.
3. For the EUROCLIO Europe-wide comparative research on the developments and changes in the learning and teaching of history a detailed feedback is obtained

about the previous and present situation in the learning and teaching of history in Croatia.

4. Plans and preparations are made for the registration of an Association of History Teachers in Croatia.
5. During this meeting contact were made with representatives of the Dutch authorities. Decided was to keep them informed about our actions and to invite them for the seminar in May. Later this year we could explore further possibilities for cooperation.
6. The representatives of the Ministry of Education and the Council of Europe have decided to organise a seminar on History Education in Croatia on 4 and 5 April 2003 in Hotel Palace, Zagreb.

Next steps:

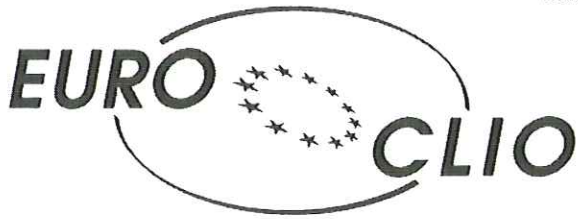
EUROCLIO and local educators will:

- Continue with networking and compose a network address list;
- Organise the seminar in May;
- Invite observers from countries such as Macedonia, Montenegro, Serbia, Bosnia and Hungary;
- Study the procedure for registration of Association;
- Contact other possible partners such as the OSCE for and in Croatia, Kultur Kontakt Austria and the Ministry for European Integration;
- Produce a report with recommendations for ways forward.

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EUROCLIO Stability Pact Project 2003, supported by the Danish Ministry of Foreign Affairs

National History Teachers' Association HIP of Bosnia and Herzegovina
Policy planning 2003-2008

The new members of the association asked for immediate action on the following issues:

- Set up provisional board;
- Design Statutes using the example of EUROCLIO and other Associations in the region
- Register on the State level of Bosnia and Herzegovina (in contact with Ms Lamija Tanovic);
- Inform society/press;
- Prepare policy paper about the aims of the History Teachers' Association and planning of actions in the coming 2-5 years;
- Prepare first General Assembly of the national Association in cooperation with Danish History Teachers' Association;
- Extend network throughout the whole country, including different ethnic and religious communities of the country;
- Set up a network of local animators;
- Set up a membership registration system including membership fees;
- Apply for EUROCLIO membership;
- Develop dissemination system using traditional and innovative tools;
- Suggestions of the seminar participants for the History Teachers' Association policy paper.

The new members of the association foresaw short and midterm (1-3 years) action on the following issues:

Book of Rules:

- Is the History Teachers' Association HIP of Bosnia and Herzegovina open for all levels of professionals related to history?
- Think about the balance between history educators and academic historians.

Policy

- Acceptation of the History Teachers' Association as a partner for national and international authorities, institutes and organisations;
- Membership of committees, projects etc which focus on the learning and teaching of history in Bosnia and Herzegovina;
- Inspire educational innovation for the learning and teaching of history;
- Reinforce the position of the subject history in school curricula;
- Strive towards greater autonomy of history teachers;
- Promote improvement of material situation of teachers and the history laboratory in schools;
- Popularisation of history in schools;

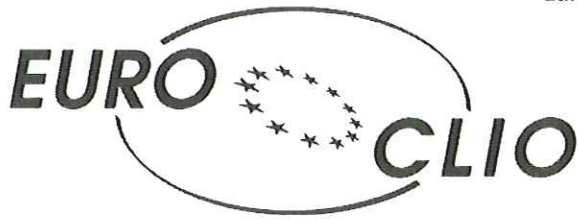
- Enhance national, regional and international network;
- Enhance dissemination systems;
- Enhance organisational and financial management skills.

Activities

- Teacher training seminars;
- Projects;
- Magazine;
- Website.

The long term planning (3-5 years) should focus on the following:

- Reduce the influence of every day politics and politicians on school history;
- Students competitions;
- Scholarship system for history educators.



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Policy Planning Croatian Association of History Teachers

The newly established Croatian Association of History Teachers received ample feedback on its question *how to strengthen its influence among history teachers in Croatia*.

The participants offered the following suggestions:

- ❖ Increasing the membership of the History Teachers Association;
- ❖ Start researching for people willing to work;
- ❖ Start organising (in-service) seminars;
- ❖ Encourage different people to participate in international activities such as seminars, study visits and conferences;
- ❖ Disseminate information;
- ❖ Build and maintain a website.

On the question *how to strengthen its influence among policy makers, media and the general public*, the following suggestions were offered:

- ❖ Establish and strengthen communication links with a wide audience;
- ❖ Take initiatives towards relevant authorities to convince them of the need for responsible cooperation between all actors in the learning and teaching of history in Croatia;
- ❖ Promote the aims of the History Teachers Association in media, personal contacts and publications;
- ❖ Cooperate with the media to popularise history as a school subject;
- ❖ Find different ways of cooperation and disseminate information.

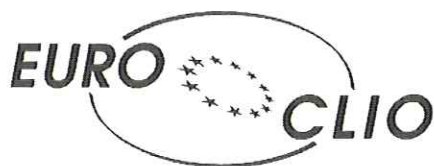
How the *History Teachers Association should enhance its relations on an international level*, people suggested:

- ❖ Gather experiences on regional activities;
- ❖ Exchange experiences and materials on regional and European level;
- ❖ Establish contacts and cooperation with international organisations;
- ❖ Cooperate with other History Teachers Associations in the region;
- ❖ Cooperate with and Membership of EUROCLIO;

In order to start working also *a list of immediate tasks* for the Croatian History Teachers Association was drawn up. They were asked to

- ❖ Work on improvement of school history education in Croatia and enhance its quality;
- ❖ Influence the creation of a new history curriculum and other (national) policy on the learning and teaching of history;
- ❖ Set up a (virtual) office;

- ❖ Act as a non-governmental expert body in charge of developing data, literature, sources, methods etc;
- ❖ Set up cooperation between local schools and start exchanging applicable materials for school history;
- ❖ Set up model classes for teaching specific topics;
- ❖ Organize expert councils;
- ❖ Organize exchange of information and form teams between the colleagues;
- ❖ Organize field trips useful for history teaching.



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What Expectations do we have for Learning and Teaching of History in Croatia in the XXI Century?
Training Seminar,

May 8 – 10, Hotel Panorama, Zagreb, Croatia

Aims:

1. Clarify and identify problems related to textbooks, curriculum and the learning and teaching of history in Croatia.
2. Present alternative approaches and solutions for history education in Croatia.
3. Formulate recommendations and suggestions for follow-up activities.
4. Identify appropriate persons and institutions for possible follow-up activities.

Thursday May 8

- 14.00h Official opening
Mr J. Milat, Director of the Educational Development Institute
Dr. Budak, Dean of Faculty of Arts, University of Zagreb
Joke van der Leeuw-Roord, Executive Director EUROCLIO
Jelka Razpotnik, Project Coordinator EUROCLIO
Snježana Koren and Svjetlana Vorel, Representatives of the History Teachers from Croatia
Practical information
- 14.45h Introduction of participants
- 15.15h *Situation in the learning and teaching of history in Europe in 2003* by Joke van der Leeuw-Roord
- 16.00h Coffee break
- 16.30h Discussion Groups. *About the challenges of the learning and teaching of history in Croatia* by Joke van der Leeuw- Roord
- 18.00h Reimbursement of the travel cost for the participants, room Camellia
- 19.00h Dinner
- 20.30 Presentation about initial history teacher training in Croatia, guest speaker Dr. Budak. Time for Questions and Discussion.

Friday May 9

- 9.30h 2 Parallel workshops
1. John Kerr, History Educator, UK Scotland, *Future History – not what, but how*
2. Lotte Schou, History Educator, Denmark, *Pictures in History Teaching*
- 11.00h Coffee/Tea break
- 11.30h *Contributions and discussion on curriculum issues*, Snjezana Koren, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland
- 13.00h Lunch
- 14.30h Discussion groups. *What are and should be the aims and objectives for learning and teaching of history in Croatia* by Joke van der Leeuw- Roord
- 16.00h Coffee break

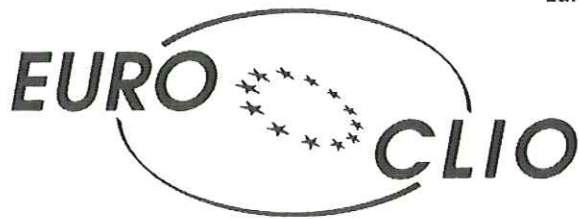
- 16.30h 2 Parallel workshops
 1. Lotte Schou, History Educator, Denmark, *Pictures in History Teaching*
 2. John Kerr, History Educator, UK Scotland, *Future History – not what, but how*
- 19.00h Dinner
- 20.30h Round Table about the role of History Teachers Association with Svjetlana Vorel and Karolina Ujaković, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland

Saturday May 10

- 9.30h *Contributions and discussion on assessment issues* Margita Madunić, Croatia; Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; John Kerr, UK Scotland
- 11.00h Coffee break
- 11.30h Discussion groups
What do we want as history educators for the Learning and Teaching of History in Croatia by Joke van der Leeuw- Roord
- 13.00h Lunch
- 14.30h Discussion groups
What can we do as history educators for the Learning and Teaching of History in Croatia, in the region and Europe? Preparation of conclusions and recommendations and next steps, by Joke van der Leeuw- Roord
- 15.30h Coffee break
- 16.00h Reflection, conclusions and presentation of recommendations and planning of next steps.
- 17.30h Departure of Participants
- 18.00h Organizers meeting, preparing next steps

Sunday May 11

Departure of participants, experts and coordinators.



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Fact Finding Mission

Hotel Villa Orient

Sarajevo May 18-22 2003

Oprkanj 8, 71000 Sarajevo

Tel : +387 33 441 044

Fax: +387 33 232 702

PROGRAMME

Sunday May 18

- Afternoon Arrival of Lieke van Wijk, EUROCLIO Coordinator and Jelka Razpotnik, EUROCLIO Boardmember and Project Coordinator
- 19.00h Meeting Lieke and Jelka with Edin Veladzic, Junior Staff Member of the Institute for History, Sarajevo

Monday May 19

- 10.00h Meeting with Mr. Darko Gavrilovic, Professor of History at Banja Luka and Novi Sad and Mr. Zoran Josic, Historian in Novi Sad
- 13.30h Meeting with Mrs. Ranka Mandic, Headmaster Experimental Primary School 'Jovan Ducuc', Serb Sarajevo
- 14.30h Arrival of Joke van der Leeuw-Roord, EUROCLIO Executive Director
- 17.00h Meeting of Jelka and Lieke with Mrs. Vera Katz, Headmaster and Senior Staff Member at the Institute for History in Sarajevo
- 17.00h Meeting of Joke and Edin with Mrs. Helene Bach, Regional FRESTA Coordinator, Royal Danish Embassy
- 19.30h Meeting with Mr. Falk Pingel, Head of Education of the OSCE

Tuesday May 20

- 10.00h Meeting with Mr. Husnija Kamberovic, Director of the Institute for History in Sarajevo
- 11.30h Meeting with and Sarah Keating, Education Officer and Emir Adzovic, Staff member of the Council of Europe Bureau at Sarajevo
- 15.00h Meeting with Jurgen Schick, Austrian Kultur Kontakt Education Coordinator for Bosnia and Herzegovina
- 16.00h Meeting with Mrs. Mirsada Barakovic, History Teachers Advisor from the Pedagogical Institute of Sarajevo
- 19.00h Meeting with 13 history educators, primary and secondary school teachers, textbook writers, staff members of the Institute for History in Sarajevo and staff members of the University of Sarajevo

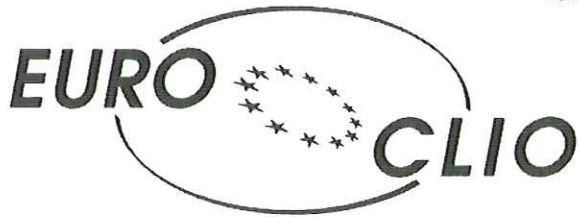
Wednesday May 21

- 11.00h Meeting with history teachers
- 11.30h Meeting with Mrs. Kirsten Tejsner, Team Leader and Nedzada Faginovic, Local Project Coordinator of EC-Taer, European Union Technical Assistance to the Education Reform in Bosnia and Herzegovina
- 15.00h Meeting with Mrs. Lamija Tanovic, Head of the Department for Scientific, Technical, Educational, Cultural and Sports Cooperation, Ministry of Foreign Affairs of Bosnia and Herzegovina
- 15.30h Departure of Jelka
- 19.00h Meeting with Edin Veladzic, Junior Staff Member of the Institute for History, Sarajevo to start organising the two Sarajevo seminars

Thursday May 22

- 09.30h Meeting with Mr. Jan de Boer, Royal Dutch Embassy (Obala Kulina Bana 4/II, +387 33 212 936)
- 11.00h Meeting in hotel Saraj to look at the possibilities for the next seminars
- 15.30h Departure of Lieke and Joke

Mobile phone: Joke van der Leeuw-Roord: + 31 6 547 12 803
Lieke van Wijk: + 31 6 549 86 450
Edin Veladzic: + 387 61 260 002



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What Expectations do we have for Learning and Teaching of History in Bosnia and Herzegovina in The XXI Century?

Programme Training Seminar,
September 25-27 Hotel Saray, Sarajevo

1. To clarify and identify challenges and opportunities related to textbooks, curriculum and the learning and teaching of history in Bosnia and Herzegovina;
2. To present alternative approaches and solutions for history education in Bosnia and Herzegovina;
3. To formulate recommendations and suggestions for regional activities;
4. To identify appropriate persons and institutions for follow-up activities;
5. To prepare a two year regional project in Bosnia-Herzegovina, Croatia and the Federation of Serbia and Montenegro supported by the Danish government in the framework of the Stability Pact for South East Europe.

Wednesday 24 September

16.00h Organisers meeting

Thursday 25 September

- 9.00h Plenary Official Opening
Ms Lamija Tanovic, Head of Department of Scientific, Technical, Educational, Cultural and Sports Coordination of the Ministry of Foreign Affairs of BiH
Mr Falk Pingel, Head of Education of the OSCE
Ms Sarah Keating-Chetwynd, Education Officer of the Council of Europe
Mr Willem van Rossem, Deputy head of Mission of the Royal Dutch Embassy
Ms Elana Haviv, Director of the NGO Children's Movements for Creative Education
Mr Edin Veladzic, project coordinator Bosnia and Herzegovina
Ms Jelka Razpotnik, Policy Officer of the Board of EUROCLIO
Ms Lieke van Wijk, Project Coordinator of EUROCLIO
Practical information
- 10.00h *Situation in the learning and teaching of history in Europe in 2003* by Joke van der Leeuw-Roord, Executive Director of EUROCLIO
- 11.00h Coffee break
- 11.30h Plenary discussion groups. *About the challenges of the learning and teaching of history in Bosnia and Herzegovina* by Joke van der Leeuw-Roord
- 13.00h Lunch in the hotel restaurant

- 14.30h Workshoprooms: parallel workshops
 1. Lotte Schou, Denmark, *Pictures in History Teaching*
 2. Thomas Notz, Switzerland, *2 Confessions, 4 Languages, 26 cantons – 1 Nation*
- 16.00h Coffee break
- 16.30h Plenary: Falk Pingel : *OSCE Education policy, what does it mean for history education?*
 Questions and Discussion
- 17.30h Plenary reimbursement travel costs: Lieke van Wijk and Jelka Razpotnik
- 20.00h Dinner in the hotel restaurant

Friday September 26

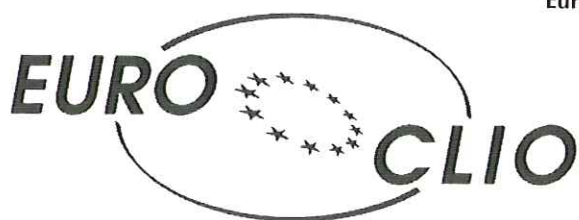
- 9.30 Plenary Round Table on History Curricula: Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; Edin Radusic, Bosnia and Herzegovina; Thomas Notz, Switzerland; Suzana Pešorda, Croatia; Ljiljana Lazarevic, Serbia; Jasmina Djorjevic, Montenegro; Mire Mladenovski, Macedonia
- 11.00h Coffee break
- 11.30h Plenary discussion groups. *What are and should be the aims and objectives for learning and teaching of history in Bosnia and Herzegovina* by Joke van der Leeuw-Roord
- 13.00h Lunch in the hotel restaurant
- 14.30h Workshoprooms: parallel workshops
 1. Thomas Notz, Switzerland, *2 Confessions, 4 Languages, 26 cantons – 1 Nation*
 2. Lotte Schou, Denmark, *Pictures in History Teaching*
- 16.00h Coffee break
- 16.30h Plenary Round Table about the role of the History Teachers Association: Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; Edin Veladzic, Bosnia and Herzegovina, Thomas Notz, Switzerland, Dunja Sokolar, Croatia; Ljiljana Lazarevic, Serbia; Jasmina Djordjevic, Montenegro; Mire Mladenovski, Macedonia
- 20.00h Special Dinner in Restaurant Aeroplano

Saturday September 27

- 9.30h Plenary Round Table on Assessment: Jelka Razpotnik, Slovenia; Lotte Schou, Denmark; Zvezdana Marcic-Matosevic Bosnia and Herzegovina; Thomas Notz, Switzerland; Suzana Pešorda, Croatia; Ljiljana Lazarevic, Serbia; Jasmina Djorjevic, Montenegro; Mire Mladenovski, Macedonia
- 11.00h Coffee break
- 11.30h Plenary discussion groups. *What do we want and can we do as history educators for the Learning and Teaching of History in Bosnia and Herzegovina, in the region and Europe* by Joke van der Leeuw-Roord
 Reflection, conclusions and presentation of recommendations and planning of next steps
- 13.30h Lunch in the hotel restaurant
 Departure of participants
- 15.00h Preparing regional seminar 11-13 December 2003, Bosnia and Herzegovina organisers and regional observers

Sunday September 28

Departure of last participants, experts and coordinators.



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*What Expectations do we have for Learning and Teaching of History in Bosnia and Herzegovina, Croatia and
Serbia in the XXI Century?*

Programme Teacher Training Seminar, December 11-13, 2003
Hotel Saray, Sarajevo

Aims to:

1. Clarify and identify problems related to textbooks, curriculum and the learning and teaching of history in the region;
2. Present alternative approaches and solutions for history education in the region.
3. Preparation of the two year regional project in Bosnia and Herzegovina, Croatia and the Federation of Serbia and Montenegro supported by the Danish government in the framework of the Stability Pact for South East Europe;
4. Discuss the aims and objectives for innovative educational materials for the learning and teaching of history in the region;
5. Discuss possible topics and outcomes for innovative educational materials for the learning and teaching of history in the region;
6. Identify appropriate persons and institutions for the follow-up project.

Wednesday 10 December

- 10.00h Meeting at the Dutch Embassy with Mr Jan de Boer, Second Secretary at the Royal Dutch Embassy
- 12.30h Meeting with Helene Bach, Regional Fresta representative of the Danish Embassy
- 20.00h Dinner in the hotel including regional organisers meeting

Thursday 11 December

- 9.30h Plenary official opening
Welcome by Joke van der Leeuw-Roord, Executive Director of EUROCLIO
Prof. Dr. sc. Josip Vrbosic, the Croatian Ambassador from the Croatian Embassy in Bosnia and Herzegovina
Official opening from the project group Bosnia and Herzegovina
Update of this project
Practical information
- 10.15h Results from the 2002 and 2003 EUROCLIO questionnaire: *Changes and Continuity in the Learning and Teaching of History in Europe in the last 10 years*
- 11.00h Coffee break in the hotel
- 11.30h Discussion Groups. *About the challenges of the learning and teaching of history in the region* by Jelka Razpotnik, Policy Officer of the Board of EUROCLIO
- 11.30h Meeting Joke van der Leeuw-Roord and Lieke van Wijk with Ms Lamija Tanovic, Head of Department of Scientific, Technical, Educational, Cultural and Sports Coordination of the Ministry of Foreign Affairs of BiH

- 13.00h Lunch in the hotel
- 14.30h Parallel workshops in plenary rooms
1. Ineke Veldhuis-Meester (Teacher trainer at the Groningen University, the Netherlands): *Facts are facts, aren't they? How to put them in a tourist guide?*
 2. Mire Mladenovski (History teacher, textbook writer and president of the History Teachers' Association in Macedonia): *Examples of active learning in a region al perspective*
- 16.00h Coffee break in the hotel
- 16.30h Parallel workshops
1. Mire Mladenovski (Macedonia): *Examples of active learning in a region al perspective*
 2. Ineke Veldhuis-Meester (Netherlands): *Facts are facts, aren't they? How to put them in a tourist guide?*
- 18.00h Reimbursement of the travel costs by Lieke van Wijk and Jelka Razpotnik
- 20.00h Dinner in the hotel

Friday 12 December

- 9.30 *How shall we tell the history of Sarajevo?* A multiperspective guided walk starting from the hotel lobby
- 12.30h Lunch in Restaurant Park Princeva, Iza Hrida br. 7 (+387 (0)61-222 708)
- 14.30h Welcome by Political Advisor Mr Bojan Puder from the Serbian Embassy in Bosnia and Herzegovina
- 14.45h Discussion groups. *What are and should be the aims and objectives for innovative educational materials for the learning and teaching of history in the region* by Jelka Razpotnik
- 16.00 Coffee break in the hotel
- 16.30h *History education as tool to stability, peace and democracy: the Baltic experience*
EUROCLIO/Matra project *Integration of Society in Estonia* (2002-2005) by project coordinator Mare Oja
- 19.00h Dinner in the hotel

Saturday 13 December

- 9.30h Discussion groups. *Possible topics and outcomes for innovative educational materials for the learning and teaching of history in the region* by Joke van der Leeuw-Roord
- 11.00h Coffee break
- 11.30h Reflection, conclusions, presentation of ways forward and planning of next steps
- 12.30h Lunch in the hotel
- 14.00h Meeting with representatives of the History Teachers' Associations of Bosnia-Herzegovina, Croatia and the Federation of Serbia and Montenegro and others in the region, preparing the project 2004-2005
- 20.00h Dinner in restaurant Tavola

Sunday 14 December

- Departure of last participants, experts and coordinators



WHAT EXPECTATIONS DO WE HAVE FOR LEARNING AND TEACHING OF HISTORY IN BOSNIA-HERZEGOVINA, CROATIA AND SERBIA IN THE XXI CENTURY?

Total list of project participants Jan-Dec. 2003

NR	NAME	POSTAL ADDRESS	POSTAL CODE	CITY	COUNTRY	EMAIL ADR	PHONE WORK	FUNCTION
1	Adem Kiro			Stolac	BIH Fed			High school
2	Ahmet Kavazovic	Turslica 10		Brcko	BIH Fed			
3	Ahmet Obradovic			Zenica	BIH Fed			
4	Almira Memić	Ahmeta Ljubuncica 43		Sarajevo	BIH Fed	hananm@bih.net.ba	387 33 33510843	History teacher
5	Arifa Isakovic			Ilijas	BIH Fed			
6	Arna Duguda	Muhameda eg. Pandžić 45		Sarajevo	BIH Fed		387 33 061 277397	History teacher
7	Asim Karalić	Ibrahim Mirznjak 26		Kladusa	BIH Fed			Gymnasium
8	Bahrudin Besirevic	Ostrozac 289		Cazin	BIH Fed	bahnro_besirevic@yahoo.com	387 37 531508	Advisor at the Serbian Embassy in BiH
9	Bojan Puder			Sarajevo	BIH Fed			Civitas Cantonal coordinator
10	Dervisa Pleho			Sarajevo	BIH Fed			Economical school
11	Dragan Dragić			Brcko	BIH Fed			
12	Dragan Gavran			Zenica	BIH Fed			
13	Edin Radović	S. Prohće 22, II IDV		Sarajevo	BIH Fed	ed057@hotmail.com	387 33 511057	Historian and textbookwriter, working at the Philosophical Faculty of Sarajevo University
14	Edin Veladžić	Abdesthana 23	71000	Sarajevo	BIH Fed	veladzic@bih.net.ba	387 061 260 002	Historian at the Institute for History of Sarajevo
15	Edis Hodžić	Titova 151		Tuzla	BIH Fed			
16	Eiharuna Rizvanbegović	Josipa Vancasa 20	71000	Sarajevo	BIH Fed	rehanuna@hotmail.com	387 61 171 354	Translator
17	Elma Hasimbegović	Zrnaja Od Bosne 5		Sarajevo	BIH Fed	hasimbegovic@yahoo.com	387 33 656629	Historian and textbookwriter, working at the Historical Museum of Bosnia and Herzegovina
18	Ernar Adžović	Fra Grge Martića 2/III	71000	Sarajevo	BIH Fed	ernar.a@bih.net.ba	387 33 264360	Staff member Council of Europe Bureau in Sarajevo
19	Enes Lasić			Sanski Most	BIH Fed			
20	Enver Dervisebegović	Rudi Alvoita 14		Sarajevo	BIH Fed		387 33 235224	History teacher
21	Esmirna Ganić			Ključ	BIH Fed			
22	Falk Pingel	Fra Anđelija Zvizdovica 1	71000	Sarajevo	BIH Fed	FalkP@OSCEBIH.org	387 33 752 100	Head of Education of the OSCE
23	Fatima Suljić	Kasindolska 127		Sarajevo	BIH Fed	fatimas@bosnia.ba	387 33 624673	History teacher
24	Firdesja Jelovac	Eniza Cocalica 12	71000	Sarajevo	BIH Fed			
25	Flad Alibegović	Ljubicka 12		Ključ	BIH Fed			
26	Hajrudin Mešić	Trg Bratisva i Jedinstva bb	75325	Puracić	BIH Fed			
27	Hana Younis Al-Ghoul	Zlatkusa 14		Sarajevo	BIH Fed	hana.18@bih.net.ba	387 61 266 654	Translator
28	Haris Basic	Gravicka 4b	71000	Sarajevo	BIH Fed	haris_basic@hotmail.com	387 61 101905	Translator
29	Hećija Begić	Zaocansa 33	72240	Kakanj	BIH Fed			Gymnasium
30	Helene Bach	Splitska 9	71000	Sarajevo	BIH Fed	sljamb@um.dk	387 33 665901	Regional FRESTA Coordinator Royal Danish Embassy
31	Hikmet Kralić			Zenica	BIH Fed			Gymnasium
32	Husein Čopalo			Travnik	BIH Fed			
33	Husein Zanacić			B. Krupa	BIH Fed			
34	Husnija Kamberović	Alipashina 9	71000	Sarajevo	BIH Fed		387 33 471667	Director of het Institute for History in Sarajevo
35	Idriz Alhodžić	Av. Ilhamiji Niz L1	72220	Zavidovići	BIH Fed			Gymnasium
36	Idriz Memić	Vukovarska bb		Tuzla	BIH Fed			
37	Jan de Boer	Obala Kuina Bana 4/II		Sarajevo	BIH Fed	jan.de.boer@minbuza.nl	387 33 212936	Second Secretary of the Royal Dutch Embassy
38	Jelovac Firdesja	Eniza Cocalica 12		Sarajevo	BIH Fed		387 061 746223	History teacher
39	Josip Vrbosić	Ulica Mehmeda Spahe 16		Sarajevo	BIH Fed		387 71 444330	Ambassador at the Croatian Embassy in BiH
40	Jürgen Schick	Obala Mlaka Dizdara 2/30	71000	Sarajevo	BIH Fed	juergen.schick@kulturkontakt.or.at	387 33 663693	Austrian Education Coordinator For Bosnia and Herzegovina, Kultur Kontakt
41	Kemal Levaković			Tesanjka	BIH Fed			
42	Kemal Mehić	Dugi sokak 9		Sarajevo	BIH Fed			History teacher
43	Kristen Teisner	Obala Mlaka Dizdara 2	71000	Sarajevo	BIH Fed	tear@bih.net.ba	387 33 220473	Team Leader of EC-Taer, EU Technical Assistance to the Education Reform in BiH
44	Lamija Husić	Ejuba Ademovica 6		Sarajevo	BIH Fed	zina0791@yahoo.com	387 33 061 207656	History teacher
45	Lamija Tanović	Musala 2	71000	Sarajevo	BIH Fed	Lamija.Tanovic@mvp.gov.ba	387 33 281256	Head of Dep of STECSC of the Ministry of Foreign Affairs of BiH
46	Leonard Valenta			Sarajevo	BIH Fed	leovalenta@yahoo.com		Katolički školski center "Sveti Josip"
47	Ljuba Nikolić			Tesanjka	BIH Fed			
48	Mato Jurisic			Brcko	BIH Fed			
49	Melisa Foric	Josanicka 12	71320	Vošćica	BIH Fed	melisa.f@bih.net.ba		Historian and textbook writer
50	Mensur Mlak	Lameja 2, ulaz 2, Crkvice		Zenica	BIH Fed			Civitas Cantonal coordinator

51	Mesina Španić		Sarajevo	BiH Fed					
52	Kilios Miljenić		Mostar	BiH Fed					
53	Mirsada Baraković	Prosvjetno pedagoški zavod	Sarajevo	BiH Fed			387 33 220 967		History Teachers Advisor from the Pedagogical Institute of Sarajevo
54	Mirsada Kukuruzić	Muslima Residbegovića 9	Gracanica	BiH Fed					Gymnasium
55	Murida Toromanović	Braćanska 104	Bijeljina	BiH Fed					Gymnasium
56	Neždad Alić		Tuzla	BiH Fed					Gymnasium
57	Neždada Fajnović	Obala Matka Dizdara 2	Sarajevo	BiH Fed			387 33 220473		Local Project Coordinator of EC-Taer
58	Nermin Imamović	dr. A. Sačićbegović 16/15	Sarajevo	BiH Fed			387 33 618758		History teacher
59	Nijazija Maslák	Ozrnica 2	Bihac	BiH Fed					
60	Orner Trnovac	Sarajevska bb	Buzim	BiH Fed					
61	Pašaga Gogić		Olivo	BiH Fed					
62	Rasema Džanlija	Hamdije Cemerica 39	Sarajevo	BiH Fed					Executive Director of Civitas
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