



DGIV/EDU/HIST (2004) 01

Council of Europe and EUROCLIO in international cooperation on facilitating the innovation of the learning and teaching of history in the Matra countries

Seminars

Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity

*with the Awarding Ceremony of
Yad Vashem Righteous among the Nations 2003 – Croatia*

Zagreb, Croatia
27 January 2004

and

Teaching the History of the 20th Century

Zagreb, Croatia
28 January 2004

Report

Strasbourg

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Report by

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The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

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I. INTRODUCTION

Two seminars were held in Zagreb on 27-28 January 2004:

- Seminar on “**Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity**”, with the Awarding Ceremony of Yad Vashem Righteous among the Nations 2003 (Zagreb, Croatia, 27 January 2004)
- Seminar on “**Teaching the History of the 20th Century**” (Zagreb, Croatia, 28 January 2004)

Both seminars took place in the Hotel Dubrovnik in Zagreb. They were jointly organised and mainly financed by the Council of Europe and the Ministry of Science, Education and Sports of the Republic of Croatia. The MATRA programme of the Ministry of Foreign Affairs of the Netherlands contributed to the organisation of the event.

These seminars were a part of the implementation of the *Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity*, which was established for the first time in the Croatian school system by the decision of the Ministry of Education and Sports (30 October 2003) and it will be implemented on 27 January each year, on the Liberation Day of the Auschwitz concentration camp.

Approximately 130 participants took part in both seminars: history teachers/supervisors responsible for organising in-service history teacher training in their respective counties, history teachers and other teachers who teach about the Holocaust, authors and editors of textbooks and handbooks, scholars and university professors, principals, advisers from the Ministry of Science, Education and Sports, the Ministry of Culture of the Republic of Croatia and the Institute for the Improvement of Education, members of the Commission for History Teaching in the schools of the Croatian Danube region, representatives of the Jasenovac Memorial Area, the Jewish Community of Zagreb and other institutions who deal with the topic of the Holocaust. There were 11 speakers from the Council of Europe and the Ministry of Education.

Participants were provided with a range of the Council of Europe’s publications on the teaching of 20th Century European history. The Ministry of Science, Education and Sports of Croatia also provided every participant with the following publications: Robert Stradling’s book *Nastava europske povijesti 20. stoljeća* (Teaching 20th Century European History, the Croatian translation), journal *Povijest u nastavi* (History in Teaching) and Ivo Goldstein’s book *Holokaust u Zagrebu* (The Holocaust in Zagreb).

Awarding Ceremony of Yad Vashem Righteous among the Nations 2003 for Croatia

The awarding ceremony of Yad Vashem Righteous among the Nations 2003 for Croatia was held at the beginning of the first seminar on Tuesday 27 January 2004. These high decorations are awarded by the State of Israel to people who put their lives in jeopardy to save Jews during the Holocaust. So far, 96 people from Croatia have been awarded with such high decorations. The Righteous among the Nations in 2003 in Croatia are Ana JAKIĆ, Joza JAGODIĆ, Olga NEUMANN, Vera OBERITER, Ludovik VALENTINČIĆ and Dane VUKOVIĆ.

The ceremony was attended by state officials and diplomatic representatives in the Republic of Croatia. The guests were welcomed by the Minister of Science, Education and Sport, Mr Dragan PRIMORAC, the Ambassador of the State of Israel, Ms Yael RUBINSTEIN and the President of the Republic of Croatia, Mr Stjepan Mesić.

Words of gratitude to the Righteous among the Nations were spoken the President MESIĆ and Minister PRIMORAC. They both emphasised the need for the young generation to find out what had happened here during the Second World War in Croatia and to be able, as future decision-making citizens, to recognise various forms of intolerance and prejudice. Ambassador RUBINSTEIN expressed her appreciation that the *Day of Remembrance of the Holocaust* was commemorated and pointed out that its purpose was not to forget or let other people forget.

Opening of the Seminars

At the opening of the seminars the participants were welcomed by the Minister of Science, Education and Sport, Mr Dragan PRIMORAC, Ms Branka ŠULC, the special envoy of the Minister of Culture, Mr Božo Biškupić, Mr Ognjen KRAUS, the President of the Jewish Community of Zagreb, Ms Nataša JOVIČIĆ, the Head of the Jasenovac Memorial Area and Ms Alison CARDWELL, Head of the History Education Section at the Council of Europe.

Minister PRIMORAC again greeted the participants and thanked them for their contribution to the improvement of history teaching and learning about the Holocaust in Croatian schools. He pointed out that the Ministry is willing to put more effort into improving the quality of the educational system and history teaching as a part of it, which also includes modernising curricula and in-service teacher training. He emphasised the important role of the Council of Europe and said that the Ministry would continue contributing to the implementation of the recommendations and policies supported by the Council of Europe. He also mentioned that the seminar could become a tradition.

Branka ŠULC and Nataša JOVIČIĆ expressed their wish to include the Jasenovac Memorial Area in Holocaust education as a starting point in the joint effort with students to understand and acknowledge differences and thereby overcome xenophobia, racism, ethnic and religious narrow-mindedness. On behalf of the Coordination of Jewish Communities in Croatia and the Zagreb Jewish Community, Ognjen KRAUS expressed his appreciation that the *Day of Remembrance of the Holocaust* was commemorated and the willingness of the Jewish Community to play an active role in Holocaust education that should condemn racism, fascism, totalitarianism and genocide.

Alison CARDWELL welcomed the participants on behalf of the Secretary General of the Council of Europe and thanked the Ministry for their cooperation. She pointed out the interest of the Council of Europe in history teaching and particularly mentioned the importance of the Council of Europe Recommendation on Teaching and Learning History in the 21st Century. Special attention in history teaching is devoted to learning about the Holocaust; therefore the ministers of education of all member states had decided to establish the Day of Remembrance. Alison CARDWELL also said that the Council of Europe was trying to influence the educators in the subject of history to work together on, sometimes, very difficult, sensitive and controversial issues. She emphasised that seminars such as this one would make sure that nobody forgets and working with students would make them aware of the problems and the intolerance of the last century and turn them into responsible citizens of democratic societies.

II. AIMS OF THE SEMINARS

Seminar on the Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity

- Commemorate the *Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity*.
- Review international experiences in teaching about the Holocaust.
- Present learning and teaching methods based on the material prepared by the Institute for the Improvement of Education.
- Discuss learning about the Holocaust as a part of the National Programme of Human Rights Education.
- Present the new permanent exhibition of the Jasenovac Memorial Area and the possibilities for its implementation in teaching about the Holocaust.

Seminar on the Teaching the History of the 20th Century

- Present the Council of Europe project on learning and teaching 20th century European history.
- Launch the Handbook *Teaching 20th Century European History* by Robert Stradling.
- Present the changes in history teaching in Europe in the last decade.
- Look at the situation in the Croatian Danube region in view of the end of the Moratorium.
- Discuss curricula, in-service training, addressing controversial and sensitive issues and textbooks related to teaching 20th Century history.
- Make suggestions for changes and improvements in teaching 20th Century history in Croatia.

III. SEMINAR ON THE DAY OF REMEMBRANCE OF THE HOLOCAUST AND FOR THE PREVENTION OF CRIMES AGAINST HUMANITY

Summary of the plenary presentations

Keynote presentations

On the morning session of the first day of the seminar (27 January), there were two *keynote presentations* given by Professor Ivo GOLDSTEIN, History Department of the Faculty of Philosophy in Zagreb, and by Professor Gerhard BAUMGARTNER, University of Vienna.

Ivo GOLDSTEIN presented his paper on the Holocaust in the Independent State of Croatia (ISC) during the Second World War. He started off with a claim that, before the war, although there were some individual examples of Anti-semitism, there were not many signs that such large scale crime could occur as occurred during the Second World War.

Continuing his presentation, Ivo GOLDSTEIN described the events leading to the Holocaust of Jews after the Ustasha movement had seized power in Croatia in 1941. The Ustasha movement was anti-Serbian in origin but, as the Ustasha relations with the German Nazis strengthened, the Ustasha ideology came closer to the Nazi ideology and Ustashes started accepting anti-Jewish principles. When

they took the power in April 1941, the Ustashas began planning and implementing genocide against the Serbs, Jews and Romanies.

From the end of April 1941, anti-Jewish regulations and laws were enforced and consequently mass arrests and deportations to concentration camps followed. This last stage of "solving the Jewish question" was carefully planned. Almost 30 transitory camps were established where the Jews were gathered and later transported to concentration camps or death camps for mass murder. The complex of the Jasenovac and Stara Gradiška concentration camp was erected in autumn 1941. Since autumn 1942, Germans started deporting Jews from the Independent State of Croatia to the Auschwitz concentration camp.

During the genocide of the Jews in the NDH¹ between 1941 and 1945, about 75% - 80% of members of the Jewish community in present-day Croatia and Bosnia and Herzegovina were killed, only one in five Jews lived to the end of the war. About 38,000 – 39,000 Jews lived on the territory of the NDH before the war, but only 9,000 lived to see the end of it. A certain number of Jews survived because of their personal and family contacts, some of them saved themselves by fleeing to the Italian-occupied territories, but the largest number survived because they were members of the anti-Fascist movement (about 50% of the surviving Jews). The consequences were severe for the Croatian Jewish community and most of the pre-war Jewish communities could not be restored, thus marking their religious and cultural life in the after-war period. Ivo GOLDSTEIN concluded that those who had planned the genocide of the Jews largely accomplished their goal and the new generations of Jews in Croatia can hardly lift the veil of memories of the time of the Ustasha terror.

Gerhard BAUMGARTNER introduced the Austrian Project on Remembering the Holocaust. In Austria, it is commemorated on 5 May, the day Austrian concentration camps were liberated by the American Army. In his presentation, he described the planning and implementation of the project as well as the problems it encountered.

Teaching about the Holocaust was difficult to implement in Austrian schools and, at the end of the 1970s, it was still a controversial issue in Austria. The dominant narrative at the time was based on the image of Austria as the first Nazi victim, while the subsequent role of the Austrians in the Nazi regime and the German military was ignored.

It was not until the middle of the 1980s that questions were raised about the role of Austrians in the German army (the Wehrmacht) and the SS. International pressure played an important part at the time. In 1988 a commission was formed

¹ NDH=Independent State of Croatia

which dealt with the problem of restitution of Jewish assets. It all dramatically changed the image of the Austrian role in the Jewish sufferings.

These developments brought about changes in studying the Holocaust in Austria. A project (*Die Zwei Wahrheiten*) based on studying the Holocaust through local examples started in 1987. In 1988, the project was presented to the public. At the educational level, the programme has three objectives which are to:

- contribute to interdisciplinary in-service teacher training;
- develop teaching materials;
- promote multiculturalism and acknowledge differences.

The key to the implementation of the project in schools was to work at both the political and the educational levels. At the political level, the Austrian Parliament organises a special remembrance programme on the day and, for some years now, other events are connected with it. This strong link with politics has helped to implement the programme in schools. Teachers now have strong support (even international) to implement the programmes at local level. Topics, such as the Holocaust, should be studied in *all* subjects, although it most frequently involves Literature, History and Geography.

The project also met a number of problems. Methodological imperfections, the lack of research and teaching materials and the lack of oral history testimonies became evident. Furthermore, the children of immigrants could not participate in the project.

Therefore, the *Zeitzeugenprogram* was initiated, trying to find people who were willing to go to schools and talk about the Holocaust. At the same time, there were seminars for teachers; and the production of teaching materials increased. Another effort is trying to find topics that all students can take part in, including the children of immigrants, but this has still not been resolved completely. All these steps led to establishing a new system of Holocaust education.

The programme has two administrators: teachers who work full-time on the project. There are also provincial coordinators in each of the eight provinces (they work on the project for 20 hours out of their monthly quota). A web page (www.erinern.at) and a database have been designed, with all the materials from local workshops and projects of the local school associations. A network has been established that organises seminars and teacher exchange programmes (for example, in coordination with Yad Vashem).

Gerhard BAUMGARTNER concluded that history teaching would need to confront problems and the dark pages of one's own history that are now often left out. It is not only about the Holocaust, but many other events of the 20th Century. His presentation emphasised three key points for implementing such projects:

- the importance of international cooperation and international pressure;
- implementing the projects at a political level helps implementation of the projects in schools;
- the importance of using information technology to make information widely known and accessible.

Plenary session

In the afternoon session of the first day of the seminar (27 January), there were three *plenary presentations* given by Professor Vedrana SPAJIĆ-VRKAŠ from the Pedagogical Department of the Faculty of Philosophy in Zagreb, Ms Ingrid JURELA-JARAK from the Institute of Education in Zagreb and by Ms Rosana RATKOVIĆ from Jasenovac Memorial Museum.

Vedrana SPAJIĆ-VRKAŠ presented the National Programme of Human Rights Education and its relation to teaching about the Holocaust. The Programme started in 1996 when the Government decided to establish the National Board of Human Rights Education. The objectives of the Programme were to develop teaching programmes, from pre-school to higher education level; introduce the programmes into the school system; monitor their implementation; evaluate the results and suggest changes. At the beginning, the implementation of the Programme was helped by a number of NGOs (it started with the *Citizen Project* in Croatian primary schools in 1997).

The conceptual framework of the National Programme of Human Rights Education should:

- focus on the student and the well-being of society;
- be problem-oriented (it guarantees critical thinking), action- and partner-oriented;
- be lifelong-oriented, inclusive (including other practical models), transdisciplinary, trans-sectorial (education, culture, society, economy, politics, technology), transgenerational (past, present, future);
- focus on the life history of the individual (the oral history approach).

The results of the Programme: more than 3,000 teachers took part in in-service training seminars; the first handbooks and reference materials have been published, eg the *Great Dictionary of Education*; a number of important international documents have been translated. It all resulted in increased general

awareness of human rights education. The Programme has some incomplete missions: the implementation of the Programme at the university level, at lifelong education level, there is no teacher training policy, there are no quality indicators and implementation strategies, counselling, monitoring and evaluation are insufficient, there are not enough quality textbooks, and a system for the widespread implementation of good teaching practice should be designed.

Ingrid JURELA-JARAK introduced *the Guidelines for Learning and Teaching about the Holocaust and for the implementation of the Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity*. She supported the inclusion of learning and teaching about the Holocaust in the school curricula. She believes that such knowledge helps to develop understanding of historical events and prevent similar occurrences in the future, because facts about the Holocaust are ignored in many parts of the world and also because there is intolerance towards various ethnic and minority groups. Students are encouraged to think of developing and reinforcing human rights appreciation in a democratic world, of preventing crimes against humanity, of preventing repetition of any kind of racial, religious, minority or any other discrimination.

Ingrid JURELA-JARAK pointed out the possible problems of teaching about the Holocaust: unwillingness and insufficient knowledge and professional experience of teachers to talk about it, insufficient representation of the Holocaust content in the curricula and textbooks, lack of teaching material, shortage of time to teach, overburdened students, unwillingness and disinterest of parents. She believes that teaching about the Holocaust should develop empathy in children, i.e. clarify the human dimension of the Holocaust. Teachers should use modern teaching strategies, appropriate sources and resources, focusing on using information and communication technology. She emphasised the need for innovative in-service teacher training, developing a network of teachers systematically involved in teaching about the Holocaust and encouraging the exchange of experience. Furthermore, she stressed the need for the creation of modern history curricula that would encourage research, logical thinking and understanding in students. The Holocaust content should be included in the curricula. Learning and teaching history should be closely linked with education for democratic citizenship.

Rosana RATKOVČIĆ introduced the new permanent exhibition of the Jasenovac Memorial Museum and the implementation of the Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity. In the Jasenovac Memorial Area, there are on-going works on the preparation of a new permanent exhibition of the Memorial Museum. She stressed that the Jasenovac Memorial Area, with its new exhibition, wishes to become a part of the modern trends in researching and presenting the Holocaust, the genocide and the sufferings of the

Anti-Fascists in the Second World War and a part of the educational process of promoting human rights, understanding and acknowledging differences and overcoming xenophobia, racism, sexism, ethnic and religious narrow-mindedness. She believes that visiting the new exhibition could be a way of commemorating the Holocaust Day for schools and the new exhibition could be the basis for designing some other future action of interested schools and the Jasenovac Memorial Area, directed at commemorating that day (e.g. organising workshops for school groups).

The basic idea of the new permanent exhibition of the Jasenovac Memorial Area is to pay special attention to presenting the victims of the camp and their lives before being brought to the camp. Setting up the NDH and establishing concentration camps are also being discussed, but the central topic is the life of the prisoners in the camp (with a sub-topic *Work, Hunger and Resistance*). The most sensitive and the most delicate part of the exhibition, which is still not completely developed, is devoted to the end of the existence of the camp. The final topic is introducing the Righteous Ones, i.e. the people who helped the prisoners in the camp. A video with the testimonies of the surviving prisoners of the camp will be an integral part of the permanent exhibition and will provide visitors with an opportunity for first-hand experience of the camp survivors' testimonies.

Reports from the Working Groups (Round Tables)

The first day ended with two round tables discussing the guidelines for learning and teaching about the Holocaust. The objectives and tasks of the round tables were to find answers to questions relating to learning and teaching about the Holocaust, establish the participants' opinions on the Holocaust and teaching about the Holocaust, identify the problems and advantages of introducing learning and teaching about the Holocaust and define the positive and negative expectations. A way of teaching a unit on the Holocaust was also presented.

Report from the Round Table A

Moderator: Ingrid Jurela-Jarak

Rapporteur: Marina Žitković

Conclusions

- Most participants have a positive attitude, but they have a problem with terminology.
- They think they should teach about the Holocaust so that it should not happen again.
- They foresee problems regarding curricula, content, materials and teamwork.
- They expect systematic in-service training, although the majority feel competent.

- They believe there will be different reactions in the classroom, even though the topic has already been taught.
- The majority will include the topics about the Holocaust in their work plans, or have already done so.
- They expect assistance from their colleagues, advisers from the Institute for the Improvement of Education, Jewish communities.
- They believe a number of the tasks can be achieved now and a number gradually, after gaining some experience.
- They expect some form of opposition, but motivated students as well.

Report from the Round Table B

Moderator: Maja Uzelac, B.A.

Rapporteur: Dijana Dijanić, B.A.

Conclusions:

- The participants expressed their satisfaction with the public awareness of the need to teach such a topic.
- They believe the topic is representative, important and useful for teaching young students.
- The topic provides opportunities for drawing parallels with the present and anticipating the future, develops awareness of human rights, various ethnic groups, the "other" and clearly presents the consequences of intolerant behaviour.
- The participants expressed their concern should students ask questions about the present Palestinian-Jewish conflicts. How to answer questions as *Is the victim becoming the aggressor?*
- Some expressed their concern about teach the topic because of the crimes committed, the cruelty of events, especially if they were teaching in areas affected in the recent war.
- The question was asked whether we were late with teaching the topic.
- The Holocaust should be dealt with in a broad historical context (suffering of the civilians and all categories of society) and the topic should be presented in the context of all suffering.
- It is important to adapt the topic to the students' age group, but the question is how and when to start teaching.
- There are insufficient resources in the textbooks for primary and secondary schools, teachers' handbooks and curricula.

The participants of the round tables concluded that the method of active learning presented would be useful in their work, not only when teaching and learning about the Holocaust but with other topics, since it encourages creativity and develops students skills.

IV. SEMINAR ON TEACHING THE HISTORY OF THE 20TH CENTURY

Summary of the plenary presentations

Keynote presentation

The *keynote presentation* on *Teaching 20th Century European history* was given by Dr Robert STRADLING from the School of Education, University of Edinburgh. His book has recently been translated and published in Croatia.

At the beginning, he outlined four underlying questions for teaching 20th Century European history:

- What do we want our students to understand about the 20th Century?
- Do we present them with a grand narrative of modern European history or a comparative approach reflecting Europe's diversity?
- How do we set about locating national history within its wider context?
- How do we establish a balance between helping our students to acquire knowledge, develop analytical and interpretive skills, and develop narrative skills and chronological understanding?

Is there a basic core in understanding 20th Century European history? Robert STRADLING emphasises that such understanding requires development of a partly chronological and partly thematic overview of the century, understanding how historical accounts have been constructed by historians, the mass media etc., understanding the main changes and continuities, similarities and differences which characterised ordinary people's lives across Europe and finally understanding the historical context of the current situation in Europe.

Robert STRADLING points out that the selection of content is inevitable, but there is an issue of criteria. Is Europe characterised more by its common heritage or its diversity? Whose history are we going to teach: the history of regimes and political elites or of everyday life, too? Is history education a study of where we came from or a study of the processes of becoming what we are? When dealing with national history, history teaching needs to include different perspectives, which locate national history within its wider context, because no society or nation exists in a vacuum: neighbours have a shared past, their actions influence each other. Finally, it is important to establish a balance between knowledge, analysis and interpretation, narrative and chronology. There is now a much greater focus on source-based and evidence-based analysis in history education. However, Robert STRADLING warned that analytical and interpretative skills are important, but they are a means to an end and not an end in themselves. What students need is to be able to locate what they are examining within a wider historical overview and an understanding of, and ability to, write a coherent narrative.

What are some possible implications of these demands for curricula and textbook design? Robert STRADLING emphasises:

- Textbooks should not be the only source.
- Students need opportunities to analyse and construct their own accounts from a wide variety of types of historical sources.
- Source material needs to be selected for its value as evidence to be interpreted.
- Students need help to develop a comparative perspective on both national and European history.
- Students need at least some opportunities to examine events from a multiplicity of perspectives.

In the second part of his presentation, Robert STRADLING illustrated some of these implications, focusing on how to introduce comparative and multiple perspectives and on analysing and interpreting visual images.

Comparative perspectives can help students to make connections and linkages across time and space, to see patterns and parallels, to identify similarities and differences (including multiple perspectives) and to provide a context of an event or a development they are studying. Then Robert STRADLING suggested some teaching and learning strategies which can help students to structure the evidence and trace links and connections: flow charts, concept maps, comparative timelines, lists of organising questions or looking at parallels to help them understand controversial issues in their own nation's history (divided communities, refugees and mass expulsions, the rights of minorities).

Introducing multiple perspectives in history teaching is important because students have to understand that all historical phenomena can be interpreted and reconstructed from a variety of perspectives. It is rare for a single perspective to be the correct one: each has its limitations, but may be equally valid, reflecting limits of the evidence and subjective interests of those who interpret it. We offer multiperspectivity in history when we widen the range and types of sources, shift from grand narrative and linear causal explanations to a rich mosaic of possible explanations, contextualise and cross-reference the perspectives and relate them to each other and try to empathise with a variety of different positions.

However, Robert STRADLING feels that the textbooks' scope for multiperspectivity is to be limited by different factors. For instance, a multiperspective approach demands more pages for a certain topic in textbooks, it is more time-consuming for classroom and textbook writers, teachers and students are also limited by the number of languages they use. Although it may not be practical to produce multiperspectival textbooks that cover an extended period of history, Robert STRADLING suggests the production of booklets on specific themes or topics (e.g. The Cold War, the Russian Revolution,

Nationalism, Industrialisation) or a small number of case studies within conventional textbooks, which also provide opportunities for multiperspectivity.

Students need to learn how to analyse and interpret historical photographs because, like most other historical sources, visual images have to be “read”. That involves some knowledge of the processes where a visual image becomes a piece of historical evidence. Robert STRADLING emphasised criteria for selecting images:

- They can be easily linked to other source material and evidence.
- They may challenge students’ expectations.
- They present some contradictions and ambiguities.
- They raise questions that can only be answered by looking to other sources.
- They demonstrate the insights that a visual image offers compared with other source materials.

Robert STRADLING concluded his presentation by pointing out that the development of skills in analysing source material is important but constructing a narrative is also an important skill and requires an overview and a sense of chronology. The END of history teaching should be historical understanding: analytical skills, chronology and narrative are all important TOOLS for developing that understanding.

Plenary presentations

During the seminar, there were five plenary presentations given by Mr Tvrtko JAKOVINA from the Faculty of Philosophy, University of Zagreb, Ms Joke van der LEEUW-ROORD, Executive Director of EUROCLIO, Ms Julijana JAHN-BABIĆ, Primary School Goričan, Ms Heike KARGE, European University Institute, Florence and Ms Branislava BARANOVIĆ, Institute for Social Research, Education Research Centre in Zagreb.

Tvrtko JAKOVINA presented his paper on *20th Century History in the History Curriculum in Croatia*. He began by arguing that skills and knowledge which history teaching develops (at primary and secondary school level and at university level) have special meaning for contemporary people and are widely applicable in different professions. Good history education reinforces judgment, develops an understanding of past generations’ efforts and limitations, promotes tolerance for differences and open-mindedness. It also develops the ability of oral and written communication, solving problems and encourages students to research and use modern technologies. These skills are considered basic and desirable in the labour market. Good history education offers different perspectives of a certain problem because historiography consists of a large number of different interpretations rather than definite solutions.

In the second part of his presentation, Tvrtko JAKOVINA commented critically on the present situation in Croatian historiography and history teaching. He argued that studying the second half of the 20th century in Croatia is still in its beginnings, the academic production is rather small and the problems that Croatian historians deal with are too local and insufficiently integrated in general trends. He believes that the poor situation in Croatian historiography is largely responsible for the poor situation in history education. He also asked if it was possible for the students who attend our universities to become good teachers able to develop critical thinking in their students and keep an open mind for different interpretations of history.

He tried to answer that question in the third part of his presentation. He spoke in favour of additional teaching of 20th Century history, particularly the second half of the Century. A stronger focus on the 20th Century means preparing a student for life, since unawareness of the basic processes of the century results in functionally illiterate citizens who cannot understand the world they live in and are often subjected to every sort of manipulation. Furthermore, it is in studying the second half of the 20th Century that helps develop different skills, since there are many sources that do not exist for any other period.

Tvrtko JAKOVINA supported the reform of the curriculum regarding the 20th Century, describing it as balanced and partial, and below the level of Croatian historiography. The basic task of such a curriculum should be to interpret the “difficult position and persecution of the Croatian people in the 20th century”, which leaves a number of problem issues; generally speaking, not enough space is allocated to the topics of the second half of the 20th Century (11 out of the 41 topics!), too much attention is paid to the roles of HSS² and the Catholic Church, culture is marginalised, as well as the role of women, the ethnocentric approach dominates, no time is reserved for teaching about European integration, etc. Tvrtko JAKOVINA sees the solution in an increased production of academic work and training teachers in the complex tasks of the modern school and education, but, primarily, the history curriculum needs has to be reformed urgently.

Joke van der LEEUW-ROORD, Executive Director of EUROCLIO, presented *The Results of the EUROCLIO Questionnaire 2003, on the Changes in Learning and Teaching History in Europe since 1989*. The purpose of the questionnaire was to present the state of history education in Europe and to study the process of educational change and innovation in school history since 1989. The questionnaire was answered by all European countries except Germany (only Nordrhein-Westfalen completed the questionnaire) and Greece. In her presentation, Joke van der LEEUW-ROORD focused on curricula and government control.

² Hrvatska Seljačka Stranka (HSS) – Croatian Peasant Party

Her main conclusions on curricula and government control were the following:

- European curricula for learning and teaching history have been undergoing an active process of change since 1989.
- Curriculum demands for school history in Europe have increased since 1989.
- Active methods and enhancing critical thinking skills are being implemented throughout Europe.
- The amount of world and European history has not substantially changed since 1989; emphasis on national history has been extended.
- The aims and objectives of school history are generally the same throughout Europe.
- The organisation of history curricula in Europe is changing from the traditional chronological approach towards a thematic approach organised chronologically.
- In most European countries, history is a separate curriculum subject.
- The school subject of history belongs, more than any other subject, to the public domain, with the result that, in 2003, history curricula have changed as a result of the changes in the national political leadership.
- Innovation in history education has been generally accepted by European history educators.
- The level of government control in European education systems has not changed much since 1989 (which is interesting for former Socialist countries).
- The standardisation movement in education is generally assessed positively by European history educators as it benefits quality enhancement. Problems:
- History curricula tend to be overloaded.
- New history curricula pay lip-service to innovation in those countries where flexible curricula approaches are blended with traditional approaches. The level of government control is too high and the autonomy and responsibility of the teaching profession is not respected enough.
- Many history teachers in Europe have problems in fulfilling the national curriculum requirements.
- History teaching in many European countries is still traditional with emphasis on memorisation. Controversies: The question if history should be a separate subject in the curriculum or part of certain curriculum areas.
- School history in Europe becomes particularly sensitive and controversial when it focuses on 20th Century history and contemporary history in particular.

Controversies related to curriculum content of school history:

- The balance between world, national and regional history.
- The choice between thematic or chronological approaches.
- The balance between skills and contents.

- How history can transmit values and attitudes without indoctrinating young people.
- The amount of decentralisation in order to develop regional, local or school curricula is an area of recurring debate among European authorities and educators.

Opportunities:

- European History Teachers' Associations are positive about the directions of the reforms in history education. International communication and cooperation are considered assets for learning and teaching European history.
- The Council of Europe Recommendation Rec(2001)15 on history teaching in twenty-first-century Europe is seen as a good point of reference and a tool to enhance national and local standards in learning and teaching history.
- The curriculum change in history teaching has led to a wide range of related activities. The curriculum change has increased the freedom of schools and teachers to develop their own curricula and teaching approaches.

Ways ahead:

- European History Teachers' Associations would like to see the implementation of the general reform ideas and opt for clear roles and responsibilities in the process.
- Most European History Teachers' Associations want to be involved in future decision-making about learning and teaching history in schools. The Associations want an intensified policy to market their subject and enhance the presentation of the subject as relevant to modern day society.

In the discussion after the morning presentations, Robert STRADLING emphasised several levels of changes in England: it took 10 years to change the method of educating teachers at universities and training them at schools (every government had its own ideas). The lesson learned is that changes do not happen overnight. Tvrtko JAKOVINA pointed out that we could introduce several topics appropriate for the multiperspectival approach in the present chronology. That would mean that certain topics are dealt with in detail and they are combined with a chronological overview of events. Damir AGIČIĆ said that the new curriculum should be more flexible and combine a chronological with a thematic approach. No change should occur without accompanying in-service teacher training.

Julijana JAHN-BABIĆ from Goričan Primary school presented her paper on *The Example of Croatia in the Development of Textbooks on the History of the 20th Century*. She analysed primary and secondary school textbooks dealing with the 20th Century history.

Julijana JAHN-BABIĆ believes that Croatian textbooks have developed in the last 10 years. The new generation of textbooks is well produced and there is a tendency to use sources for history teaching, although this can be found only in some textbooks. The greatest limitation and the most limiting factor in textbook making is the curriculum, outdated and overloaded with facts, but, in some aspects, the limitation is also the textbook standard (from 2003). She believes that real textbook development will not happen until a new curriculum is created, listened and more adapted to the age group, and with educational tasks more accurately defined.

Julijana JAHN-BABIĆ mentioned the treatment of certain sensitive and controversial issues in curricula and textbooks. She mentioned the events during the Second World War and the Ustasha crimes in the NDH that are not explicitly mentioned in the curriculum. The terms *Holocaust* and *Genocide* are usually related to the sufferings of civilians (Jews, Romanies and others) in Europe in general, but these terms are mostly avoided when speaking about the sufferings of Serbs, Jews and Romanies in the NDH. The authors mention these topics only of their own initiative, but the consequence is the unequal treatment of the events: some textbooks barely mention them, some others deal with them in detail. Julijana JAHN-BABIĆ mentioned the passages describing the Homeland War where Croatia is depicted as the sole victim and the only sufferings and displacing mentioned are those of the Croatian people. She claims that, in some textbooks, information is presented in such a way as to create prejudice against certain population groups, collectively accused of crimes (primarily Serbs). Unfortunately, the Ministry did not find itself able to remove such textbooks from the list of approved textbooks.

Julijana JAHN-BABIĆ concluded that the revision of present and writing of new textbooks should only come after a thorough revision of the curriculum in order to reduce its over-descriptiveness and enable students to become explorers of the past.

Heike KARGE from the European University in Florence, formerly of the Georg Eckert Institute, devoted her presentation to the development of new history textbooks. She started with the question about what the Recommendation on History Teaching in the 21st Century, adopted by the Committee of Ministers of the Council of Europe in October 2001, means in practical terms in this region? What has been achieved so far and what might be the necessary steps for the near future?

Teaching history in the 21st Century means, as Heike KARGE said, putting more emphasis in the textbooks on:

- teaching neighbourhood histories (the positive as well as the conflicting relations);

- teaching intercultural related topics (because of the multi-national environment we live in);
- strengthening efforts to teach about conflicts instead of omitting them.

Having this in mind, she tried to find out, in her comparative analysis, how the relationship of Italians and their South Slav neighbours is presented in some of the recent secondary school textbooks from Slovenia, Croatia and Serbia. She looked at three historical moments in the textbooks from the late 19th Century onwards: the Irredenta Movement, the inter-war period and the Second World War and its aftermath.

The neighbourhood of the Italians and the South Slavs is, like many others, one of conflict, but, at the same time, a history of cultural exchange and living together. From a Croatian or Slovene historical perspective, the Italians have three main historical roles:

- they are a national minority in Slovenia and Croatia (where intercultural education becomes a topic);
- a state neighbour (which resulted in a history of conflicting territorial claims and border conflicts);
- an occupying force in parts of Slovenia and the Independent State of Croatia during the Second World War (a controversial and sensitive issue).

Heike KARGE stated that there are differences in the presentation of this topic for the 19th and for the 20th Century. While dealing with the late 19th Century, the tone of the descriptions appears to be neutral and informative and it seems there are no underlying messages that might direct the reasoning of the pupils. All textbooks mention Italians as a national minority in Dalmatia and Istria. Political conflicts and the Irredenta movement are mentioned, but also contacts and co-operation between different ethnic groups. In Slovene and Croatian textbooks, the main point is no longer the Italian ambition towards “our territories”; narratives now make the nexus towards Italian nationalism in general that aimed at bringing into line the state and ethnic borders. A Serbian textbook is the only one, which, apart from the national reason, mentions the ethnic and historical reasons that might justify the territorial claims of the Irredenta movement. This description differs considerably from the descriptions of later events (after the First World War) in the textbook.

However, the loss of territories inhabited by a huge Croatian and Slovene population after the First World War, up until the present seems to belong to one of the more sensitive issues for Slovene and Croatian collective memory. In Croatian textbooks, the tone of dealing with the Italians has now changed. The sole focus on conflict history attempts no critical evaluation of that period. The impression is that the South Slavs were threatened by “the” Italians. There is no

differentiation between Italian politics of Irredentism, its bystanders, and later of the Fascist movement.

The Slovene perspective of the same events is more balanced. The systematic politics of denationalisation, the destruction of Slovene cultural institutions, a forced Italianisation of family names are clearly presented here as connected with the Fascist ideology, and not with Italian politics in general. Heike KARGE drew attention to the description of a military confrontation between Austrian and Italian troops in 1915/1916 in one of the Slovenian textbooks as proof that, even in a situation of conflict, there is a possibility for looking with empathy at the “other”.

The Serbian textbook presents a rather different Serbian perception of Italy in the inter-war period. It places emphasis on the threats to Yugoslavia as a state and the endangering of its borders from the beginning because of Italian politics in the inter-war period. Thus the textbook, which has shown greatest empathy with the Italian claims while dealing with the Irredenta movement, now describes the territories aspired to by the Italians as inhabited by Croats and Slovenes solely. The book is, in fact, drawing Italian politics into the problematic relation of the Yugoslav powers with Albania and the Albanians in Kosovo. Italian politics are thus not only reduced to a constant threat to Yugoslavia, but to a hidden beneficiary of those tense relations as well. This, as Heike KARGE stated, produces convincing evidence for the simple fact, rediscovered by post-modern historiography, that there is no “history as such”. Every perception of historical events will necessarily be framed by the historical experience of the event itself as well as by present-day political, social and other factors.

The perception of the history of the Second World War in Yugoslav territories underwent the most profound changes with the dissolution of Yugoslavia. Heike KARGE illustrates these changes on the issue of Italian politics of the occupation of Slovene and Croatian territories. The Slovene textbooks concentrate on the politics of occupation and the resistance movement in the Slovene territories. Both Slovene history textbooks state that the politics of denationalisation was common to all three occupying forces (Germans, Italians and Hungarians), but are trying to show differences between them, pointing to milder occupation policy in the Italian occupation zone. One of the textbooks, though not omitting the threats for the South Slav population, still tries to present Italian occupation in a more balanced manner. Thus, it is not so much a confrontation between the two nations that comes into the focus here, but more one of the Italian and Slovene Fascists and anti-Communist powers against the anti-Fascist resistance movements.

Although Serbian and the Croatian textbooks give a totally different representation and evaluation of Italian politics in the NDH, they are obviously similar for they both instrumentalise the image of the Italians for their own, self-justifying historical reasoning.

The Serbian textbook provides the reader with a detailed chapter on resistance movements and collaboration of the Chetniks with the Italian occupying forces in the NDH. The general impression of this chapter is one of a one-sided and apologetic explanation that attempts to justify this collaboration. The underlying message of the whole chapter is not so much about the Italians, but more about justifying the behaviour of the Serbs who, threatened from all sides (Ustashas, partisans) had no other solution. The textbook does not make clear whether it actually speaks about the Chetnik movement or the Serbs in general in these territories. This is probably not by chance, as it underlines again the perception of the Chetniks as the only representatives of the whole Serbian nation.

The Croatian account of Italian politics in wartime introduces a greater complexity to the problem, but, at the same time, a one-sided, now Croatian perspective. The textbook seems to oscillate between the positive evaluation of the Croatian statehood gained in 1941 and admitting the terror of the Ustashas. The textbook's description of the double tragedy first, to lose, state territory to the Italians, and second, not to be provided with a truly independent state, is further emphasised by the description of the behaviour of the Italians in their occupation zone in the NDH itself. This is a description solely from an ethnic-national perspective, presenting the Croats as a victimised nation, and omitting the cruelties to which non-Croats especially were exposed by the Ustasha government.

Heike KARGE thinks that comparing all three books might be confusing for pupils, but helpful as well. The perception of historical events in the textbooks will necessarily differ, depending on the historical situation experienced, on the standpoint of those who experienced this situation and on interpretations. That is what we call "multiperspectivity". Yet, the examples presented here will serve the aim of multiperspectivity only if read together in the classroom, and compare. Perhaps the history of the Second World War is still too controversial in present-day societies to be presented this way. However, a way to deal with conflicts might be to start with dealing with "cross-cutting topics", such as being a refugee, being expelled, etc. – experiences that have not been restricted to only one ethnic group in the war.

The image of Italy in the aftermath of the Second World War is reduced to description of the political crisis over the Trieste territory. The rather neutral descriptions on that question are delivered in the Serbian, Croatian and one of the Slovene textbooks. Only one Slovene textbook pays more attention to this question, later even than the 1950s. The textbook concludes with a chapter on the Slovenes living in Italy and the Italians living in Slovenia, at least offering a chance to think about the relations between the Slovenes and the Italians beyond the brutality and limiting perspective of the war. The other books are simply silent about the after-war period.

Overwhelmingly, the textbooks even today do not provide students with perspectives that develop empathetic approaches to the history of Italian-South Slav relations. The clearest signs to balance the historical perceptions of the Italians and their relations to their neighbours can be traced in modern Slovene textbooks, when dealing with the Second World War. The Serbian and Croatian textbooks are still instrumentalising the image of the Italians for the purpose of historical self-justification. The Serbian textbook provoked a heated last year, even an international debate because of its unbalanced narrative of the Second World War. Because a profound educational reform, including the subject of history, started in Serbia only last year, it remains an open question here whether a reformed history education in the future will lead to a balance of the historical image of the Italians.

The Croatian textbook that blames the Italians for their cruel behaviour against the Croats in the NDH is clearly a product of the out-dated Croatian history curriculum. As this same curriculum does not explicitly require dealing with the history of the Italian minority in the country, one has to appreciate however the attempts of the textbook authors to emphasise, at least in minimal terms, this aspect of a close neighbourhood (19th Century). The Croatian situation regarding history textbook production is without a doubt in transition today, characterised by the existence of young, innovative textbook authors willing to move beyond the national lens of historiography as propagated in the Tuđman era, but by the persistence of a national history curriculum as well, that is only hesitantly beginning to be reformed.

Branislava BARANOVIĆ from the Institute for Social Research presented the research results on *The Opinion of Primary and Secondary School Teachers from the Croatian Danube Region on Teaching Recent History*.

The survey was conducted in July 2003 among all history teachers from primary and secondary schools teaching in the Croatian and the Serbian languages in the counties where the Moratorium applied: Osječko-Baranjska and Vukovarsko-Srijemska Counties.

When it comes to teaching history, the data show that teachers from both language groups share their opinions about most of the history teaching aspects in question. The opinions differ somewhat when it comes to the question of minorities. The teachers in the majority programme (the Croatian language one) find it more difficult to accept minority history in history teaching than the teachers in the minority programme. Some teachers from both groups show a high level of identifying with their own nation and an unwillingness to accept the negative sides of their history, including their presentation in history teaching. However, when discussing principles, most of the teachers agree with the idea of

a modern history teaching concept based on multiperspectivity, multiculturalism, inclusiveness, objectivity, modernising history by introducing new topics, including peace topics, everyday history, social and cultural topics, and topics reinforcing the European dimension, etc. Most of the teachers surveyed believe that, to realise such a concept, they will need to undergo in-service training in various aspects of their teaching practice.

Branislava BARANOVIĆ concluded that history teaching is still a sensitive issue and that any lack of objectivity or respect for different views or “stereotyping” from any side can easily sour the relations among history teachers and increase the possibility of conflict which can be discerned from their replies. However, the data also show the shift toward cooperation as well as signs of good will (in some of the teachers surveyed, at least) to develop more tolerant relations. History teaching can play an important role in the process.

Reports from the Working Groups (Round Tables)

Round table 1 – History curriculum

Moderator: Tvrtko JAKOVINA

Rapporteur: Hrvoje PETRIĆ

The discussion gave voice to numerous opinions of educators and other interested parties as well as different suggestions, ranging from the catalogue of knowledge to the philosophy of history. After the discussion the following conclusions were reached:

1. The curriculum on the 20th Century should be less prescriptive and provide a broad framework and more freedom for teachers.
2. The history curriculum in general should insist on broadening the scope for teaching modern history, particularly after 1945.
3. The curriculum should introduce several topics that should be dealt with in-depth, could be interdisciplinary and using modern methods.

Round table 2 – The training of history teachers

Moderator: Hrvoje KLASIĆ

Rapporteur: Marijana MARINOVIĆ

Problems in teacher training begin at university, due to the *poor methodological training* of future history teachers. In schools, teachers are faced with more problems, such as *low pay* (a poor stimulus for professional education), *poor classroom equipment*, the problem of *traineeship* (which is usually just a formality), the *quality of state examinations*, etc.

When discussing in-service and history teacher training, it should be mentioned that they take place in two different ways: *individual in-service training* and *in-service training at meetings, seminars, workshops*.

1. *Individual in-service training*

- How much attention do teachers pay to individual in-service training (within the framework prescribed by the law, from their own interest)?
- How are teachers motivated for individual in-service training (using computers, following the recent publications – particularly in the area of history teaching methodology)?
- How can teachers train individually? Do Croatian methodological teachers publish enough academic work (books, articles...)? Is there a possibility of history teaching postgraduate study in methodology?
- What is the financial background of individual in-service training (the possibility to acquire professional literature)?
- Stimulation of mentor teachers?
- The problem of a teaching “license” that would be renewed (or lost) every five years, depending on the number of credits gained by in-service training.

2. *Seminars, workshops...*

- Frequency and quality of history teachers’ panel meetings (local and regional);
- Frequency of history teachers’ professional seminars (who is to be responsible for organising seminars, panel meetings – the Institute of Education, the Ministry...);
- Quality of seminars: quality and experience of lecturers (the possibility to organise visits of foreign experts/lecturers); the type of seminars (ex-cathedra lectures for a large number of participants or workshops with a smaller number of participants); contents of seminars (general topics related to the curriculum or specific issues); training teachers to use modern technologies, etc.

Round table 3 – Textbooks on the history of the 20th Century

Moderator: Zoran VELAGIĆ

Rapporteur: Julijana JAHN-BABIĆ

Participants of the working group on the 20th Century history textbooks came to the following conclusions grouped around specific subjects:

Current textbook evaluation

- 1) There has been visible progress in developing textbooks in the past 14 years.

- 2) There is no perfect history textbook, but current textbooks meet the requirements of the current curriculum and the teachers.
- 3) Current textbooks largely surpass the faults of the curriculum that has no explicitly defined depth of teaching matter, but, on the other hand, strictly lists the topics to be covered within a teaching unit
- 4) Textbooks need to be developed, paying special attention to additional material (CDs with textual and visual resources and games, collections of historical sources and maps, teachers' handbooks, regional textbooks to inform students of their regional history).

Curriculum

- 5) Most teachers are satisfied with two lessons of history per week.
- 6) Curriculum reform is also important for textbooks. The new curriculum should define the objectives of history teaching, reduce the prescriptiveness and organise the teaching materials to retain a certain chronological framework based on a thematic approach.
- 7) When designing a curriculum, certain points of correlation of history and other subjects should be devised in advance in order for teachers or groups of teachers to make the best of it when planning their lessons.
- 8) Students should be introduced to historical monuments and localities using regional history topics, as well as encouraged to look after the preservation of their cultural heritage.
- 9) The new curriculum should be created by a team of experts. The team should include teachers working in schools and not only academics or those inexperienced in working with the children for whom the curriculum is intended.

Textbook standards

- 10) The textbook standards should include history in the group of subjects regarded as an exception to the rule which says that one unit should have two pages in the textbook.
- 11) The participants disagreed about the number of pages devoted to a unit being limited because that would imply retaining the monotonous text and excluding visual material, maps and sources, and lessen the quality of textbooks.
- 12) Thematic textbooks were suggested. Such textbooks would not cover the matter of a whole school year, but a certain period of time (the First World War, the interwar years, the Second World War) with the purpose of helping the students (literally, so they would not have to carry the heavy textbooks in their bags throughout the school year).

Basic knowledge catalogue

- 13) A catalogue of *basic* knowledge should be designed to help students learn certain topics in the primary and secondary school so as to avoid some topics being discussed in more detail in primary than in secondary school.
- 14) History teaching should be more oriented towards teaching about culture, the arts, the economy, technology and science development and similar topics.

In-service teacher training

- 15) Teachers should be trained to work with a particular textbook (make them realise that a textbook is not the gospel, that all content need not be dealt with in proportion to the number of pages it takes in a textbook), they should be shown how to use new teaching methods and given some guidelines about how to organise, implement and assess such methods.

Round table 4 – How to teach controversial and sensitive issues

Moderator: Mirko MARKOVIĆ

Rapporteur: Franjo ČIČAK

During the discussions the participants mentioned the following subjects:

- They discussed the use of the term *controversial issues*.
- The discussion questioned the meaning of historical facts, historical truth and interpretations of history.
- How should topics ignored in history teaching be included without causing more damage than the benefit (the question of the Moratorium on Teaching Recent History in the Croatian Danube Region)? Several participants believe that sensitive issues should not be suppressed. Some even suggest writing a common history for the region, while other believe that it is not possible at the moment.
- How should quality sources be selected for the contents of controversial and sensitive issues and how should the different versions of history be reconciled, the author's and the one provided by a primary source?
- How should history be taught without offending the members of other nations or minorities?
- The participants mentioned the textbooks translated into Serbian and the experience of history teaching in the Croatian Danube region. Some participants pointed out that poor textbooks reflect poor history curricula.
- Some participants suggested studying and implementing the experience of other countries in dealing with sensitive issues (e.g. French-German, Irish).

No special conclusions were submitted to the general rapporteur.

V. CONCLUSIONS AND RECOMMENDATIONS

After two seminars for history teachers, organised jointly by the Council of Europe and the Ministry of Science, Education and Sports of Croatia, it is perhaps time to reflect on what has been done so far and what remains to be done.

Between the two seminars (4 – 5 April 2003 and 27 – 28 April 2004), Robert Stradling's book on *Teaching 20th Century European history* has been translated into Croatian and published. However, only a small number of copies had been disseminated so far. The second issue of a journal on history teaching (*Povijest u nastavi* – the first was presented at the first seminar) was presented at this seminar, and the third issue is in the making. The Croatian History Teachers' Association has been established with the help of EUROCLIO. Its members participated in different seminars abroad; some of them are members of the editorial board of the above-mentioned journal and at the moment are participating in a regional project together with Bosnia and Serbia. However, the Ministry finds it difficult to see the newly-founded organisation as a partner for improving history teaching.

The number of seminars for history teachers has increased in general. This is partly the result of the activities of the county supervisors, partly of seminars organised by different non-governmental organisations and publishers.

High ranking officials from the Ministry, including the then Minister Vladimir STRUGAR and the present Minister Dragan PRIMORAC, participated in the seminars. This seminar was, to a large extent, realised as a result of the support and the activities of the Department for International Cooperation. This time all advisors for history teaching in Croatia took part in the seminar as well. This indicates that the Ministry pays considerable attention to these seminars, which is much appreciated. Furthermore, the second seminar has, as Deputy Minister Ratimir KVATERNIK said, come at the right time, when the new Ministry has been constituted after the elections. The Ministry seems to be reluctant to start a substantial reform of history teaching on the level of curricula, which are within their authority. It is the history curricula, in the opinion of many participants from both seminars, which are the main obstacle for the further improvement of textbooks and history teaching in general. Although there is a clear support from the higher levels of the Ministry.

At the same time, some announcements from new Ministry officials about the reduction of the number of textbooks and the implementation of new (and in some parts problematic) textbook standards show that the Ministry wishes to intensify control on the textbook market. Taking into consideration that most innovations in history teaching in the last decade were introduced by the new generation of textbooks, it remains to be seen whether this is going to be a setback or an improvement for history teaching in Croatia.

Group discussions at the second seminar did not show a major shift in relation to those at the first seminar. In many ways, this meant repetition of what had already been said and discussed and the conclusions seem to be at a lower level than the first time. This is partly results because some participants were not history teachers, with insufficient background information on the topics discussed. Furthermore, the working groups were again too big for effective work.

There were again different opinions among the participants on certain questions, especially regarding the need for change. However, there were also many history teachers who did not clearly express their opinions and it is hard to say what this silent majority really feels about changes in their subject. As Joke van der LEEUW-ROORD noted in her closing speech, although many participants are in favour of change, it is not exactly clear where they want to go. She warned the participants of the seminar, and with good reason, that, before any decision is made, what is expected of the reform of history teaching has to be thought over *carefully*.

As far as teaching the history of the 20th Century is concerned, there were some contradictory demands among the participants. On the one hand, the reduction and generalisation of the detailed curricula is demanded; on the other hand, there is an outcry for the so-called *catalogue of knowledge* or an inventory of facts which pupils should know. The demand for more space for 20th Century history goes together with the demand for the relocation of the topic of the First World War from the 7th to the 8th grade, which would in fact reduce the time for the period. As the conclusions from the round tables show, the Holocaust is still a controversial topic, as are some other topics from the time of the Second World War and the after-war period. This is especially so for the most recent history, which is a sensitive and controversial issue in the Croatian Danube region. The Moratorium on Teaching Recent History in the Croatian Danube Region has expired but there are still no textbooks and teaching materials and many teachers from both communities are reluctant to teach these topics. History teaching proves to be a sensitive area of the general curriculum, probably because it belongs, more than any other subject, to the public domain.

In her closing speech, Alison CARDWELL said that Croatia can rely on the support from the Council of Europe in this process of changes. As some of the presentations have shown, international cooperation could sometimes be a necessary impetus for change. However, it was again emphasised that changes do not happen overnight and they have to be followed by thorough preparation and in-service history teacher training. It is perhaps time for more thematic seminars and workshops, where teachers can be trained (in smaller groups) to use new methods.

The new Minister Dragan PRIMORAC had announced, in his opening speech, that the Ministry will work on upgrading the quality of education in general and of history teaching in particular, which includes modernisation of the curricula and in-service teacher training. If we refer to this announcement and to the great interest of history teachers who participated in this and other seminars, perhaps we can express cautious optimism about history teaching in Croatia. The future will show if this optimism was justified.

APPENDIX I

PROGRAMME OF THE SEMINARS

Monday 26 January 2004

Arrival of the participants

Tuesday 27 January 2004

Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity

08.30 – 08.45 Briefing and preparatory meeting with all speakers and organisers

08.45 – 09.15 Registration of the participants

09.30 – 10.30 **Plenary session**

Chair: Dr Ratimir Kvaternik, Ministry of Science, Education and Sports of Croatia

Awarding Ceremony of Yad Vashem Righteous among the Nations 2003 – Croatia

- i. Welcome address by Dr Dragan PRIMORAC, Minister of Science, Education and Sports of Croatia
- ii. Welcome address by HE Ms Yael Rubinstein, Ambassador of the State of Israel
- iii. Welcome address by HE Mr Stjepan Mesić, President of the Republic of Croatia
- iv. Lighting of the candle
- v. Introducing of the awarded Righteous and giving the Award
- vi. Acknowledgement in the name of the awarded
- vii. Acknowledgement in the name of the saved

- viii. Poem by Hajim Hefer “Righteous among the Nations”
- 10.30 – 11.00 Coffee break
- 11.00 – 11.45 **Opening of the Seminar by:**
- i. Dr Dragan PRIMORAC, Minister of Science, Education and Sports of Croatia
 - ii. Branka Šulc, envoy of the Minister of Culture of Croatia Mr Božo Biškupić
 - iii. Dr Ognjen KRAUS, President of the Jewish Community of Zagreb, to be confirmed
 - iv. Ms Nataša JOVIČIĆ, Head of the Jasenovac Memorial Area
 - v. Ms Alison CARDWELL, Head of the History Education Section, Council of Europe
- 11.45 – 13.15 **Plenary session**
- Keynote presentations:**
1. *Holocaust in the Independent State of Croatia* by Professor Ivo GOLDSTEIN, Ph.D., Faculty of Philosophy, University of Zagreb
 2. *Austrian project “National Socialism and the Holocaust: Memory and Present”* by Dr Gerhard BAUMGARTNER, University of Vienna
- Discussion with all the participants
- 13.30 – 14.30 Lunch
- 14.30 – 16.00 **Plenary session on teaching Remembrance of the Holocaust**
1. *Holocaust and the National Programme of Human Rights Education* by Dr Vedrana SPAJIĆ VRKAŠ, Faculty of Philosophy, University of Zagreb

2. *Guidelines for learning and teaching about the Holocaust and for the implementation of the Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity* by Ms Ingrid JURELA-JARAK, Educational Institute of Croatia
3. *The new permanent exhibition of the Jasenovac Memorial Museum and the implementation of the Day of Remembrance of the Holocaust and for the Prevention of Crimes against Humanity* by Ms Rosana RATKOVČIĆ, M.A., Jasenovac Memorial Area

Discussion with all the participants

- 16.00 – 16.30 Coffee break
- 16.30 – 18.00 **Round table A**
Moderator: Ms Ingrid JURELA JARAK
Rapporteur: Ms Marina ŽITKOVIĆ
- Moderator: Ms Maja UZELAC
Rapporteur: Ms Dijana DIJANIĆ
- 18.00 – 18.30 Summing up of the results of the group discussions by the rapporteurs of each round table
- 20.00 – 21.00 Reception given by Dr Dragan PRIMORAC, Minister of Science, Education and Sports, Dverce Palace, Katarinin trg 6

Wednesday 28 January 2004

Teaching the History of the 20th Century

- 08.45 – 09.00 Briefing and preparatory meeting with all speakers and organisers
- 09.00 – 11.00 **Plenary session**
- Chair: Dr Damir AGIČIĆ, Faculty of Philosophy, University of Zagreb

Keynote presentation on:

Launching the Handbook on Teaching 20th Century European history by Mr Robert STRADLING, Ph.D., School of Education, University of Edinburgh

Plenary session on history curricula and the training of history teachers

1. *20th century history in the history curriculum in Croatia* by Dr Tvrtko JAKOVINA, Faculty of Philosophy, University of Zagreb
2. *The results of the EUROCLIO questionnaire 2003, on the changes in the learning and teaching of history in Europe since 1989* by Ms Joke van der LEEUW-ROORD, Executive Director of EUROCLIO

Discussion with all the participants

11.00 – 11.30

Coffee break

11.30 – 13.00

Round table 1 – History curriculum

Moderator: Dr Tvrtko JAKOVINA

Rapporteur: Mr Hrvoje PETRIĆ

Round table 2 – The training of history teachers

Moderator: Mr Hrvoje KLASIĆ

Rapporteur: Ms Marijana MARINOVIĆ

13.00 – 14.30

Lunch

14.30 – 16.00

Plenary session on textbooks of the history of the 20th Century and on how to teach controversial and sensitive issues

1. *The example of Croatia in the development of textbooks on the history of the 20th century* by Julijana JAHNBABIĆ, Elementary school Goričan
2. *Presentation on the development of new history textbooks – the Georg Eckert Institute's experience* by Ms Heike KARGE, European University Institute, Florence

3. *The opinion of primary and secondary school teachers in the Croatian Danube region on the teaching of recent history – research results* by Dr Branislava BARANOVIĆ, Institute for Social Research, Education Research Centre

16.00 – 16.30

Coffee break

16.30 – 18.00

Round table 3 – Textbooks on the history of the 20th Century

Moderator: Mr Zoran VELAGIĆ, Ph.D.

Rapporteur: Ms Julijana JAHN-BABIĆ

Round table 4 – How to teach controversial and sensitive issues

Moderator: Mr Mirko MARKOVIĆ

Rapporteur: Mr Franco ČIČAK

18.00 – 19.00

Summing up of the results of the group discussions by the reporters of each round table

Summing up of both seminars by the reporter general, Ms Snježana KOREN, Faculty of Philosophy, University of Zagreb

Closing of the seminar

APPENDIX II

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