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Seminar on

“Teaching History in Serbia”

Belgrade, Serbia and Montenegro,

21 – 22 January 2003

Strasbourg

Seminar on

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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. BACKGROUND TO THE SEMINAR

The first seminar on history teaching, organised by the Ministry of Education of Serbia and the Council of Europe, was held in Belgrade in March 2001. Since then, there have been continuous contacts on this subject, and, at the end of 2002, when programmes for a complete reform of school curricula in Serbia were presented, ideas for a seminar on history teaching were put forward, and, at a short notice, this seminar was arranged. Due to bad weather conditions in Belgrade, the opening of the seminar was delayed, and the last foreign participants did not arrive until late in the afternoon of Tuesday 21 January 2003.

II. OPENING OF THE SEMINAR

The formal opening of the seminar was, therefore, only on the morning of Wednesday 22 January. Ms Alison Cardwell, on behalf of the Secretary General of the Council of Europe, thanked Ms Biljana Stojanovic and the Ministry of Education for the cooperation in organising the seminar. She introduced the Council of Europe in general and mentioned that there were negotiations underway for Serbia to become a member. Ms Cardwell then presented the on-going, extensive educational programmes of the Council of Europe, especially focusing on the range of activities and contents concerning history education, which is seen as one of the main pillars. She mentioned such examples as The Black Sea Initiative project and inside the framework of the Stability Pact for South East Europe, and Ms Cardwell announced a new 3-year project on the European dimension in history teaching focusing on key dates and key events such as 1848, 1913, 1919, 1945 and 1989, the first conference of which would be in May 2003 in Braunschweig, and the next in Yalta in the autumn of 2003 around the events of 1945.

III. THE SEMINAR

The seminar was arranged in plenary and workshop sessions.

A:

The workshop on history curricula and history textbooks was chaired by Ms Alison Cardwell.

The moderators were Ms Marianne Jerslev, Denmark, Professor Wolfgang Höpken, Georg Eckert Institute, Mr John Hamer, United Kingdom, and Mr Peter Vodopivec, Slovenia.

B:

The workshop on teacher training was chaired by Mr Huibert Crijns, EUROCLIO. The moderator was Mr Benny Christensen, Denmark.

Mr Huibert Crijns started the workshop by chairing a discussion on the challenges of learning and teaching history in Serbia. After working in groups, the participants presented their results, and, in plenary session, they agreed on the three focus points below.

Opportunities and challenges of history education in Serbia

Positive	Negative
TEACHERS	
<ul style="list-style-type: none"> - Teachers are motivated - Teachers are well-qualified for their work - Teachers are willing to improve their professional level - Teachers are interested in international exchange and cooperation - Teachers are committed to educational reform - System for the in-service training of history teachers is developing 	<ul style="list-style-type: none"> - In-service teacher training system is still insufficient - Low salaries for teachers, resulting in low social status and low motivation
CURRICULUM	
<ul style="list-style-type: none"> - Level of knowledge of students is good - Skills-based education is developing 	<ul style="list-style-type: none"> - History does not have a strong position after the curriculum reform. Too few hours for history from the 5th grade on - Pupils are taught too many subjects - The curriculum is too ambitious - The curriculum is not appropriate for the age group
TEXTBOOKS AND TEACHING MATERIALS	
<ul style="list-style-type: none"> - Textbooks and teaching materials are slowly improving 	<ul style="list-style-type: none"> - Poor quality and quantity of teaching materials and teaching aids - Textbooks are not appropriate for the age and interest of pupils - School libraries lack methodological and academic literature - Lack or inaccessibility of professional journals - Poor dissemination of information
OTHER	
<ul style="list-style-type: none"> - Students are interested in history - Need to join European developments 	<ul style="list-style-type: none"> - History contests and competitions should be improved, both in content and organisation - Crisis in society and family after the war resulted in lack of values, respect and tolerance

	- Difficulty of organising excursions: how to give didactical meaning, lack of money
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Priorities for history education in Serbia

1. The curriculum is too ambitious, too complicated and not appropriate the age group.
2. Quality and quantity of teaching materials and teaching aids is insufficient, but slowly improving.
3. Teachers are well qualified and motivated.
4. Teachers like their work.
5. Poor dissemination of information.
6. Lack of methodological and academic literature.

What can be the role of a History Teachers' Association?

- development of contents in teacher working groups;
- development of innovative teaching approaches;
- contribution to educational reforms;
- organisation of in-service training for history teachers;
- dissemination of information
- setting-up a library or study centre

Ms Dubravka Stojanovic, representing ASH-EUROCLIO, gave a short introduction to the association, and she also presented the resource book 'Childhood in the Past' which had been developed by history educators within the framework of the Stability Pact. All participants were given a copy of the book.

Mr Benny Christensen then moderated a workshop presenting various approaches to history teaching. He took, as his starting point, an introduction to the Danish history curriculum for the Gymnasium (upper secondary school) explaining the main ideas and objectives behind the curriculum, the main structure, and the main aims which were to:

- 1) provide an overview and sense of coherence,
- 2) carry out some in-depth work on topics.

The participants were then presented with a number of good examples of practice, and they had the opportunity to work with 'Childhood in the Past'.

The workshop on teacher training was conducted in a positive and productive mood, and the participants gave it a positive evaluation.

C:

Final considerations

In the closing session, the overall results and perspectives of the seminar were presented and discussed.

Ms Biljana Stojanovic explained the background and perspectives of the new history curriculum and mentioned the inspiration and experiences from the United Kingdom, Denmark, and Slovenia that would be included in the future work. She also mentioned the many questions raised in Professor Höpken's presentation and said that new issues which had been raised would help the participants to leave enriched with the hope of future cooperation.

Professor Peter Vodopivec drew attention to the 10 years of on-going reforms in Slovenia pointing out that the changes seemed to be slow.

Professor Wolfgang Höpken stressed the importance of joining forces and expressed his concern that the international interest in the development in the Balkans seemed to have declined. He also informed the participants about the projects of the Georg Eckert Institute and the possibilities of having study visits to the Institute.

Mr Huibert Crijns informed the participants about EUROCLIO stressing the importance of cooperation between all those involved in history education in the countries for educational staff.

Ms Alison Cardwell presented the Council of Europe's In-Service Training Programmes for educational staff and invited Serbian participants to apply to the Ministry of Education. She ended the session by stressing the importance of Serbia's participation in the Council of Europe's programmes on education and, in particular, history education joining the Council of Europe and saying that in the coming years she considered that Serbia would become a focus point for the Council of Europe.

APPENDIX I

PRESENTATION BY Ms Marianne JERSLEV, Denmark

A brief introduction

I am a practising teacher. I teach the subject “History with civics” (which I shall refer to as “History” only in the following) in the Danish “Gymnasium” which is a 3-year upper secondary school for 16 to 19 year-olds. In the Gymnasium history is a compulsory subject all 3 years with 3 lessons (of 45 minutes) per week. And after 3 years there is an oral examination.

1. In Denmark we do have a general curriculum for the “Gymnasium” describing identity and aims for this education and curricula to the subjects taught.
History works then with general aims and with specific historical aims described in the History-curriculum.
Key-words in the general curriculum is:
 - the substance of the subjects
 - forming a democratic interest and participation in the democratic processes.
 - democratic dialogue.

OHP 1 – Executive order:

Executive Order no. 411 of 31. May 1999

§ 1. Instruction in the upper-secondary school must constitute a totality and therefore must ensure that the students receive both a general education and general qualifications for completing further education. As part of this the school as a whole, along with the various subjects and the instruction, must

- 1) enhance the students’ desire and ability to participate in the general democratic public discussion and commit themselves to factors of importance for democracy,
- 2) enhance the students’ understanding of similarities and differences between their own conceptual world and the world they encounter in the instruction,
- 3) enhance the students’ sense of responsibility, independence, creativity and ability to work together, and at the same time strengthen the students’ readiness to deal with change and
- 4) include aspects that will strengthen the students’ international understanding and contribute to increasing their environmental awareness.

And how does it look ? :

OHP 2 – Skema:

General curriculum

History curriculum

Danish curriculum

Math. Curriculum

Class & Teacher

Class & Teacher

CONTROL you perhaps will say? - is formed both as

- a sort of self-control: “Am I fulfilling the aims described in the general and in the specific curriculum”?
And you will have to give the answer Yes!
- and as a control from the Ministry for Education via a general syllabus organized in clearly defined areas, periods or topics, for which the exact periods and the content are indicated
- and through an oral examination with an external examiner.

Going back to “the democratic school” as a leading idea in the Danish “gymnasium” I should like to say a little about content and form:

OHP 3 – democratic dialogue:

We call it “Democratic dialogue”

- a. Democracy in the Classroom – democratic behaviour in the classroom is a fundamental basis for developing democracy /citizenship.**

However, one thing is teaching the students democracy and democratic values – a quite different thing is teaching in a democratic way. In order to give students an idea of democratic values, teaching has to take place in a democratic atmosphere. Thus the teaching must be organised in a dialogue where students and teachers respect each other’s views and attitudes.

- b. Students’ influence on the topics.**

In the Danish system the teacher is **required** to give the students influence on what topics they want to work with and what working methods must be used.

Some might argue that giving the students influence on the subjects to be dealt with leave the teaching to irrelevant, trendy subjects and it leaves out the possibility to control what is

going on in the classrooms. But the curriculum is an **Open Frame-work** (and I shall return to that) which can be fulfilled in various ways and must be discussed with the pupils.

c. Evaluation – external and internal.

I will give you some examples later.

d. Democracy in the school: Students’ influence on their every-day life in school.

Creating a democratic school culture calls for a non-hierarchic structure where the students, the teachers and the school leaders work together on issues concerning the students’ every day life in school. This culture also means that the relationship between students and teachers/leaders must be on a more equal basis and must be governed by mutual respect.

The Upper Secondary School (age 16-19) have elected Pupils’ Councils: *Danish Act 1997: ”Each Upper Secondary School will set up a pupils’ council, appointed by and among the school’s pupils. The pupils’ council will submit reports to the headmaster, i.e on general matters concerning pupil’s affair”.*

And then to

HISTORY WITH CIVICS: THE DANISH CURRICULUM May 1999

OHP 4 – Identity:

I. IDENTITY AND AIMS

1. IDENTITY:

1.1: History deals with how people have lived together with one another and in relationship to society and the natural base, and history creates an understanding of how interpretations of the past are used.

1.2: The subject of history provides knowledge, skills and attitudes that enable the students to process and structure the many forms in which history is communicated and used, forms which they become familiar with in school and out of school. The subject develops their historical awareness and identity. Through working with the subject, they become aware that they themselves and others interpret the world around us in a continual interaction between an understanding of the present, an interpretation of the past and a perspective of the future. The subject gives knowledge of their own cultural background and knowledge of other cultures, enhances their ability experience history and gives them tools to evaluate historical material of many types. Thus the students are given an opportunity to understand and have an influence on their own world, and they are given a basis for participating in the democratic processes of society.

OHP 5 – Aims:

2. AIMS (extracts from the curriculum):

The aims of the instruction are that the students should gain:

- **knowledge of various historical societies and cultures;**
- **knowledge of the main features of world history, with an emphasis on the history of Europe, including modern development and global perspectives**
- **knowledge of the most important phases of Danish history including the most recent ones**
- **an understanding of historical relations, the interaction between the individual and society and knowledge of various perceptions of historical development and of historical problems.**
- **Knowledge of the following aspects and the ways in which they are mutually related: political conditions and international relations; production and economy; living conditions, family relations and social groupings, interpretations of existence and their modes of expression.**

II. CRITICAL HISTORICAL CONSCIOUSNESS

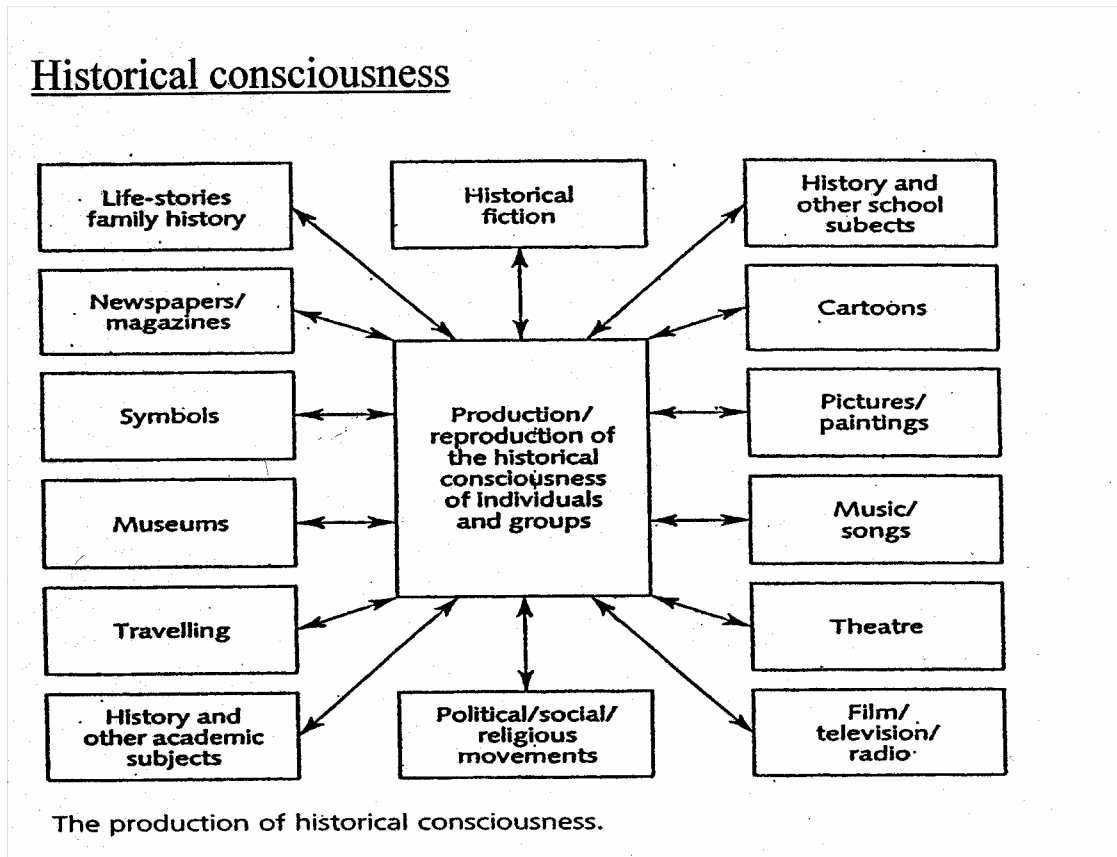
This is I suppose a core element in history-education to-day.

Historical consciousness means that there is an on-going dialogue between:

- 1) understanding of the present,
- 2) interpretation of the past, and
- 3) orientation towards the future.

This consciousness is being shaped in young people by many agents, of which **history at school** is just one.

OHP 6 –skema:



III. HOW TO DO IT?

I will give you some of my considerations concerning Historical Consciousness and some examples of teaching.

As history educators we want history at school to be the quality agent. But then history at school must be history dealt with in a planned, organised way. And here the word critical comes in.

In the history lessons the dialogue between present, past, and future must take place both inside the single student and in the classroom, and the dialogue must be based on:

OHP 7 – asking ..:

- asking questions, not only answering others' questions
- asking questions on different levels, not only about "objective" facts
- asking questions from multiple perspectives, not only from a single definition of history.

And the aims of teaching and learning in this way should be:

Creating critical historical consciousness: what history should aim at in school

OHP 8 – indhold:

Teaching and learning focused on concepts and methods, through:

Knowledge of history - concepts
- time-dimension

Documentation - sorting out and evaluating sources and other kinds of material

Awareness of history as a construction
- knowledge of ways of communicating history
- ability to decode constructions of history
- understanding of the multiperspectivity of history

Some additional remarks about “ *Knowledge of history*” : What should actually be central elements in the lessons?

Concepts such as: slavery, feudalism, revolution, capitalism, socialism, imperialism, democracy, human rights ... should be covered.

And study units such as: 1) “we” and “the others”, 2) identity (national, class, gender...), 3) Europe, 4) globalization, 5) imperialism and decolonization, 6) democracy and human rights ...could be suggested.

OHP 9 – Ex:

Ex. 1.

EXAMPLE OF A THREE YEARS HISTORY COURSE

UPPER SECONDARY LEVEL

1. “US AND THE OTHERS”: EUROPEANS’ MEET FOREIGN CULTURES

The Vikings: **The Nordic people become European
English sources about the meeting vikings/the
English. Later interpretaions of Danish historians**

The Crusades: **The meeting between the European and Arab world.
European and Arab sources about the conquest of Jerusalem
Historians about the influence of Arab culture on European
culture**

The great discoveries: The European and the discovery of America
The European and the Indian Culture: Sources about the conquest of the Aztech and Inca Culture.
The Process in Valladolid: Are indians humans?

Imperialism 1870-1914: The colonisation of Africa.
European means and methods in Africa.
Attitudes to the Africans

2. EUROPEAN INDUSTRIALISATION AND THE DANISH INDUSTRIALISATION

Conditions for industrialisation in Europe
The new ideologies
Living conditions in Europe during the industrialisation
The Danish industrialisation: From agricultural reform to industrialisation
Living conditions in Denmark 1850-1929

3: THE DANISH DEMOCRACY 1849-2000

The first Constitution: Content and sources about the fight for democracy
The fight for the Constitution 1866-1915: Fights against the roll back of democracy in Denmark 1866-1915
The present democracy and the relationship to the EU constitutions.

4. DIVIDING OR UNITING EUROPE 1914-2000-11-22

- a) **What is Europe?**
- b) **From the Versailles treaty to the cold war: The national state as frame of identity**
 - **the Russian Revolution**
 - **the fight for and against democracy in Europe**
 - **Danish consensus policy in the 30'ies**
 - **the cold war: the ideological and economic "war"**
 - From bilateral co-operation to mulilateral co-operation**
 - The third world: independence, international division of labour,**
 - The third world and the world market**

c) Denmark and the EU-development 1957-2000: Towards supranational political institutions or economical co-operation? The future of the national state?

- The constitutional development in the EU 1957-2000. Compare with the Danish democracy

- The referendum sept 2000: For or against the EURO.

What is the EURO?

Sources presenting the arguments for and against the EURO as presented by the political parties, EU civil servants and by common people.

Discussion in class: the students present their own views and exchange arguments.

5. THE DANISH SOCIETY 1945-2000: The political and economical development

6. THE MIDDLE EAST (1917)1945-2000-11-22

a) The creation of Israel: Background and FN-debate 1947 with sources presenting the Jewish and Arab arguments. Discussion: Who has the right?

b) The development 1948-2000 (simply: What happens?)

c) The Palestinian dilemma/problem

- The Palestinians and the Arab world

- The refugees

- The West Bank and Gaza: living conditions

The Jewish Settlements

- The Palestinians: terrorism or peace negotiations?

- The Oslo – agreement

- The perspectives for a peaceful solution

OHP 10 – Ex:

**EXAMPLE OF A THREE YEARS HISTORY COURSE
UPPER SECONDARY LEVEL**

**1. “US AND THE OTHERS”: EUROPEANS’ MEET FOREIGN
CULTURES**

**2. EUROPEAN INDUSTRIALISATION AND THE DANISH
INDUSTRIALISATION**

3: THE DANISH DEMOCRACY 1849-2000

4. DIVIDING OR UNITING EUROPE 1914-2000-11-22

**5. THE DANISH SOCIETY 1945-2000:
The political and economical development**

6. THE MIDDLE EAST (1917) 1945-2000

OHP 11 – Ex:

EUROFACT.DK

Read the only neutral debate- and fact book about the EMU, investigate your opinion before voting on the 28th of September 2000

PART I: The Debate

- 1. Why are we going to vote?**
- 2. The EU-opponents and the wolf in sheep's clothes in Brussels**
- 3. The supporters' blind eye**
- 4. Why do the Danes defend their sovereignty?**

Part II:

- 5. Interview with Jacques Delors about the EMU**
- 6. Interview with Wim Duisenberg**
- 7. German and English arguments about the EMU**

Part III: The consequences

- 8. The cost if we vote yes
The cost if we vote no**
- 9. Two strong women:
Interview with the Danish Director of The National Bank
Interview with the Danish Minister of economy**
- 10. The Welfare state and the EMU**
- 11. Democracy in a scrape: No means loss of influence, yes means less democracy**

Part IV: The background

- 12. The economic tools**
- 13. Institutions and democracy in the EU**

Part V: The positions

- 14: Reasons why many the Danes are in doubt**
- 15: The authors speak out**
- 16: The political parties and their arguments**

OHP 12 – Ex on a Topic:

SPLITTING OR UNITING EUROPE 1914-2000

- a) **What is Europe?**
- b) **From the Versailles treaty to the cold war: The national state as frame of identity:**
 - **the Russian Revolution**
 - **the fight for and against democracy in Europe**
 - **Danish consensus policy in the 30'ies**
 - **the cold war: The ideological and economic “war”**
 - From bilateral co-operation to mulilateral co-operation**
 - The third world: Independence, international division of labour,**
 - The third world and the world market**
- c) **Denmark and the EU-development 1957-2000: Towards supranational political institutions or economical co-operation? The future of the national state?**
 - **The constitutional development in the EU 1957-2000. Compare with the Danish democracy**
 - **The referendum sept. 2000: For or against the EURO.**

What is the EURO?

Sources presenting the arguments for and against the EURO as presented by the political parties, EU civil servants and by common people

Discussion in class: the students present their own views and exchange of arguments.

We now return to the evaluation and “control” as mentioned before.
There are 2 sorts of evaluation:

OHP 13 – internal evaluation:

Evaluation:

- **internal evaluation of the education**
- **external evaluation of the students’ knowledge and the teachers teaching.**

(The student draws a lot at the examination table. Goes to another room bringing all kinds of books, notes etc. that he likes. Prepares for 30 minutes. Examination time: about 20 minutes)

OHP 14 – external evaluation:

Study unit: Decolonization since 1945.

1. Give a survey of decolonization since 1945.
2. Use these sheets of statistics, known to you, in an analysis of the conditions of Third-World countries.
3. Debate positive and negative aspects of development aid to Third-World countries.

Democracy in school:

Should I say something more about democracy and democracy in school, I could show you what some of my students talked about some days ago.

OHP 15 – democracy:

Democracy?

- **it can be a form of government, a certain way of ruling a country. In that sense it comprises regular, secret and free general elections, one man/one vote, division of powers, the rule of law, basic human rights like freedom of speech, freedom of religion etc.**
- **it can also be defined as a way of living. In that sense it has something to do with a willingness to compromise, a willingness to listen to and be influenced by arguments, tolerance, acceptance of other attitudes and opinions than your own. An exchange of views is a key concept in this definition.**

APPENDIX II

PRESENTATION BY Mr Huibert CRIJNS, Euroclio, The Netherlands

In December 2001 the first independent history teachers' organization - Association for Social History-EUROCLIO was established with the main aim to help history teachers in the process of building civil society in Serbia. Since history was one of the most misused topics during the previous regime and history textbooks were one of the most important means of the nationalistic propaganda, a group of people gathered around Association for Social History decided to initiate changes in history teaching in Serbia.

During first year (2001/2002) main goals were:

- Developing the network of Association for social history-EUROCLIO that will bring together history teachers in contact with each other.
- Maintaining the network in order to make the connection between the Association for Social History-Euroclio and the Ministry of Education in order to provide the participation of teachers in the future reform of history education.
- Organizing teacher training seminars for history educators.
- Establishing constructive but critical relations with the Serbian Ministry of Education, especially as advisors and partners in the field of curricula, textbooks and teacher training for history.
- Establishing relations and exchanging knowledge, experience and information between ASH-Euroclio and the History Teachers Associations from the Balkan region, as well as from other European countries, and establishing comparable contacts with individuals and institutions who are dealing with history education.
- Publishing bulletin of our Association *Herodot* and distributing it to all schools in Serbia.
- Becoming an active and involved member of EUROCLIO, the European Standing Conference of History Teachers Associations.

We are proud to say that all these goals were achieved.

Constitutional Assembly

One of the main goals of the group of historians gathered around Association for Social History was establishing new history teachers' organization, which was supposed to help them in their needs. Therefore Association for Social History, Belgrade with the support of EUROCLIO and Royal Netherlands Embassy have planned to organize a branch of EUROCLIO in Serbia as a network of history educators and to set up an independent History Teachers Association - Association for Social History-EUROCLIO, as the first professional non-governmental association of history teachers.

The official constitution of the newly formed history teachers' association was on 8th December 2001. The Constitutional Assembly of the Association for Social History-EUROCLIO was held in Belgrade, in school Kralj Petar I (the oldest school in Belgrade). Sixty seven teachers from all over Serbia and 25 from Belgrade, as well as historians from Belgrade University and historical institutes took part in it. President of Association for Social History, Prof. dr Milan Ristic officially opened the Constitutional assembly. The Deputy Minister of Education, Mr. Vigor Majic, welcomed all guests. We were honored that our Danish colleague, Benny Christensen, came to the Constitutional assembly as the EUROCLIO representative. After the constitution of the Board of our Association as well as the Controlling Committee, working plan for 2001/2002 was presented to all participants. In the afternoon our guest from EUROCLIO held a workshop on different methods of history teaching. After the official constitution on 8th December 2001, registration procedure began, which ended on 20th May 2002 by official acceptance of Ministry of Justice (No. 3/1-632/4-2002-07).

Maintaining network

After the official constitution of our association, it was necessary to maintain the network of our members - history teachers from all over Serbia. At first, the idea of our Association was to have 100 members in the first year, but only after few months this number rose up to 150, and today we are proud to say that we have more than 200 members. Thanks to the Faculty of Philosophy we got space for our office for free, and thanks to the Royal Netherlands Embassy we got all equipment that we needed. Today we use all these facilities for having contact with all our members and strategic partners (by phone, mail and email), running our projects, making our bulletin *Herodot*, etc.

Teacher training seminars

One of the ways for enriching history teaching and for making it more interesting to the pupils is work on different historical sources and training of teachers for their use in the process of history education. Teacher training seminars organized by our association helped history teachers to learn how to use different sources that have been in use in most European countries for a number of years (like cartoons, museum collections, photos, and other alternative sources in the history teaching). The main part of program of each teacher training seminar in ASH-EUROCLIO organisation is a workshop based on a method of active learning, held by experts from Institute for psychology. The main aim of this activity is to change traditional discourse of history teaching and to create a critical attitude toward past for history teachers, and through them, for their students. According to evaluations that teachers fulfilled after each seminar, the aims of these teachers training seminars have been completely achieved. The interest for continuation of these seminars in the organization of Association for Social History-EUROCLIO was growing significantly after each seminar. All five teacher training seminars planned by Association for Social History were realized according to agreements with the Royal Netherlands Embassy and Danish History Teachers' Association.

The first one, *Social history and history teaching* was held from 9-11 November 2001.

The second one, *Political history and active learning*, was held from 8-10 March 2002.

The third one, *Local history in history teaching*, was held from 10-12 May 2002.

The fourth one, *Political history and history teaching* was held from 10-12 September 2002.

The fifth one, *History teaching and learning* was held from 7-9 November 2002.

On these five teachers training seminars we had lecturers from different fields of specialization, institutions and countries:

- Historians: Prof. dr Milan Ristic, Faculty of Philosophy, Belgrade; Benny Christensen, Lotte Schou, Susanne Oernstroem and Henrik Skovgaard Nielsen, from Danish History Teachers' Association; Alan Midgley, EUROCLIO expert from Great Britain, Aleksej Timofejev, Belgrade; Jovan Pejin, director of the Archive of Serbia; Prof. dr Miloje Prsic, director of Military Archive, Belgrade; Vladimir Krivosejev, director of the Historical museum in Valjevo, Goran Miloradovic M.A., Institute for Contemporary History
- Psychologists: Prof. dr Ana Pesikan and PhD. Slobodanka Antic, Institute for Psychology, Belgrade
- Art historian: Prof. Dragan Bulatovic, Faculty of Philosophy, Belgrade

Relations with Ministry of Education and other institutions which are dealing with history education

Although our association is an NGO, we established very good relations with the Ministry of Education. Our members became members of different commissions founded by Ministry of Education which are working on the change of history curricula. Teacher training seminars organized by our association got the accreditation from the Ministry Education as the only official history seminar approved by the Ministry of Education (*Katalog programa strucnog usavrsavanja zaposlenih u obrazovanju za skolsku 2002/2003 godinu*, Ministarstvo prosvete i sporta RS, Beograd 2002, p. 250-251).

After becoming full members of EUROCLIO in Prague (March 2002) we started a fruitful cooperation with the Danish History Teachers' Association and Koerber Stiftung (EUSTORY) and in 2003 we are starting new project under EUROCLIO umbrella, which should bring together our association and independent history teachers' associations from Bosnia and Herzegovina and Croatia.

Our partners

In country: Ministry of Education, Association for Social History, Petnica Research Centre, Faculty of Philosophy (Belgrade University), Institute for Psychology, Association of Historians

Abroad: EUROCLIO, Danish History Teachers' Association, Center for Democracy and Reconciliation in Southeast Europe, Koerber Stiftung (EUSTORY), Royal Netherlands Embassy

Planned activities for 2003

- Publishing our bulletin *Herodot* as the best way for spreading ideas and results of our work all over Serbia.
- Organizing two teacher training seminars with the Danish teacher trainers (first in Petnica from 15. to 17. May, and second in Belgrade in November 2003)
- Starting project *School History strengthening Peace, Stability and Democracy in Bosnia, Croatia and Serbia* under EUROCLIO umbrella (Development of a regional network on the learning and teaching of history and raising awareness of the common needs and responsibilities in Bosnia, Croatia and Serbia towards history education).
- Visit to Denmark as part of the exchange of history teachers (September/October).
- Establishing net-contact between two schools (Danish and Serbian one), which would help history teachers and students in sharing experiences, ideas and important information about teaching materials, teacher training seminars and new teaching methods.
- Becoming the member of EUSTORY (international network of independent organizations that carry out history competitions for high school students) and organizing EUSTORY competition in Serbia.
- Cooperation with the Ministry of Education in the field of curricula, textbooks and teacher training for history teachers.
- Making database of Association for Social History-EUROCLIO (with the support of Center for Democracy and Reconciliation in Southeast Europe).
- Creating the web-site of our Association.
- Taking part in number of national and international teacher training seminars and workshops.

APPENDIX III

PROGRAMME OF THE SEMINAR

Monday 20 January 2003

Arrival of the participants

Tuesday 21 January 2003

09h30–11h00

Plenary Session

Chair: Alison CARDWELL, Head of the History Education Section, Council of Europe

Opening of the Seminar by:

- i. Ms Tunde KOVACS-CEROVIC, Deputy Minister of Education
- ii. Ms Verena TAYLOR, Head of Office, Special Envoy of the Secretary General to the FRY Office in Belgrade
- iii. Ms Alison CARDWELL, Head of History Education Section, Council of Europe

11h00–11h30

Coffee break

11h30

WORKSHOPS RUN IN PARALLEL

WORKSHOP ON HISTORY CURRICULA AND HISTORY TEXTBOOKS

Chair: Alison CARDWELL (Council of Europe)

Speakers: Peter VODOPIVEC (Slovenia)
Mr John HAMER (United Kingdom)
Ms Marianne JERSLEV (Denmark)

Themes for discussion: The development of history curricula

11h30–13h00	Introductory Session Presentation of case studies
13h00–14h30	Lunch
14h30–16h00	Discussion Session I
16h00–16h30	Coffee break
16h30–18h00	Discussion Session II

Wednesday 22 January

09h30–11h00	History textbooks Professor Wolfgang HÖPKEN Mr Andrzej CHRZANOWSKI
11h00–11h30	Coffee break
11h30–13h00	Discussion
13h00–14h30	Lunch
14h30–16h00	Plenary Session Chair: Alison CARDWELL Discussion
16h00–16h30	Coffee break
16h30–18h00	Plenary Session Chair: Alison CARDWELL Presentation of the conclusions and recommendations of the Seminar Closing speeches
Around 18h30	Closing cocktail

Thursday 23 January

Departure of the participants

APPENDIX IV

LIST OF PARTICIPANTS

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13. Aleksandra Begović, Belgrade
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15. Budimir Radojičić, Užice
16. Mila Todorović, Kragujevac

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