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Regional Workshop on
“Developing new history textbooks”

Belgrade, Serbia,
4-5 November 2003

and

National Seminar on
“Textbooks and Teaching materials: the development and use in
the classroom”

Belgrade, Serbia,
6-7 November 2003

Report

Strasbourg

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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.

CONTENTS

I.	INTRODUCTION.....	7
II. A.AIMS OF THE REGIONAL WORKSHOP	
9		
II. B.	AIMS OF THE NATIONAL SEMINAR.....	9
III. A.	KEYNOTE PRESENTATION OF THE REGIONAL WORKSHOP....	10
III. B.	KEYNOTE PRESENTATION OF THE NATIONAL SEMINAR.....	12
IV.	SUMMARY OF THE PLENARY PRESENTATIONS.....	14
V.	REPORTS FROM THE WORKING GROUPS	20
VI. A.	CONCLUSIONS OF THE REGIONAL WORKSHOP	31
VI. B.	CONCLUSIONS OF THE NATIONAL SEMINAR.....	32

APPENDIX A: THE REGIONAL WORKSHOP

APPENDIX A-I: PROGRAMME OF THE REGIONAL WORKSHOP.....	35
APPENDIX A-II: LIST OF PARTICIPANTS	37

APPENDIX B: THE NATIONAL SEMINAR

APPENDIX B-I: PROGRAMME OF THE NATIONAL SEMINAR	43
APPENDIX B-II: LIST OF PARTICIPANTS	45

I. INTRODUCTION

I. A Regional Workshop

The Council of Europe organised two meetings end on:

a Regional Workshop on “**Developing new history textbooks**” (Belgrade, Serbia 4-5 November 2003)

and

a National Seminar on “Textbooks and Teaching materials: the development and use in the classroom” (Belgrade, Serbia 6-7 November 2003).

It was decided to draw up the report for both meetings because they followed on from each other. It was decided to do it in this way because the speakers invited by the Council of Europe mostly attended both meetings, but the logic of the meetings was to go from regional (former Yugoslavia) to the situation in Serbia.

The Regional Workshop on “Developing new history textbooks” and the National Seminar on “Textbooks and Teaching materials: the development and use in the classroom” were jointly organised by the Council of Europe and the Ministry of Education and Sports of the Republic of Serbia.

The Regional Workshop was mainly financed by a voluntary contribution of the Ministry for Foreign Affairs of Sweden with the aim to support the work of the Council of Europe on history education in South East Europe, namely on the territories of the former Yugoslavia, within the framework of the Stability Pact.

The Regional Workshop was held in Belgrade in the Palace Hotel and was attended by 15 participants from the former Yugoslavia, six speakers and the organisers. The participants came from Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, Slovenia and Serbia.

Participants in the Regional Workshop were warmly welcomed to Belgrade by Željko POPOV, Deputy Minister of Education of the Republic of Serbia, by Biljana STOJANOVIC, Head of the Curricula Department of the Ministry of Education and Sports of the Republic of Serbia and by Alison CARDWELL, Head of the History Education Section of the Directorate General IV at the Council of Europe.

The Deputy Minister of Education, Željko POPOV, stressed the importance of a workshop on history textbooks specifically for the regions and countries of the former Yugoslavia, which was organised in Belgrade for the first time. He pointed especially to the reform efforts in Serbia which have been undertaken since 2000 in history education, stressing the efforts made towards the opening of the textbook market in Serbia.

Alison CARDWELL informed the participants that this workshop was the third in a series of regional seminars on history textbooks organised by the Council of Europe. The first one was held in Warsaw, Poland, in 1996, followed by a Conference in Sinaia, Romania in 2002, organised within the framework of the Stability Pact with a voluntary contribution of the United Kingdom's Foreign and Commonwealth Office. The present Regional Workshop was one of the recommendation from the participants at the Conference in Sinaia.

She reminded the participants of the fact that the efforts of the Council of Europe on the development of history textbooks and history education in general are now based on its Recommendation (Rec (2001) 15) "Teaching history in the 21st century", which has been translated in many languages of the member states of the Council of Europe. Additionally, she informed the participants that the new Handbook by Dr Robert Stradling on "Multiperspectivity in history teaching: a guide for teachers" has been translated in all the languages of the South East European region, and is available either from the Council of Europe or from the Ministries of Education or the Council of Europe Information Offices.

I. B National Seminar

The National Seminar took place in Hotel Metropole and was attended by about 100 participants from the Republic of Serbia, five speakers and the organisers.

The seminar was opened by Biljana STOJANOVIC, Head of the Curricula Department of the Ministry of Education and Sports of the Republic of Serbia, Mr Jorgen GRUNNET, Special Representative of the Secretary General to Serbia and Montenegro, and Alison CARDWELL, Head of the History Education Section of the Directorate General IV at the Council of Europe.

Mr GRUNNET welcomed the participants to the seminar by pointing to the importance of history education reform for all the member states of the Council of Europe. The Republic of Serbia gained full membership to the Council of Europe in April 2003, and the Office of the Council of Europe in Serbia has been support the efforts of meeting the commitments of being part of the Council of Europe. Specifically as regards the seminar, Mr GRUNNET stressed the need for a more balanced view on history, which can be achieved now in Serbia as it has entered a transition period towards becoming a democratic European state.

Alison CARDWELL welcomed the participants stating that this seminar was the third in a series of seminars organised by the Council of Europe and the Ministry of Education and Sports of the Republic of Serbia in 2003. Then she informed the participants about the latest activities of the Council of Europe on history education, namely pointing to the Symposium in Yalta on 1945 on 2-4 October 2003, at a new series of CD-Roms to be developed around the topic "Key dates and key events" and the new Handbook on "Multiperspectivity in history teaching: a guide for teachers" by Dr Robert Stradling, which is available in the Serbian Language.

As the programmes of the Regional Workshop and the National Seminar were almost identical - except for the keynote speeches – this report is delivering mainly a joint overview of both events. This relates first of all to the plenary presentations and the working group results. However, the difference regarding the participants, coming either from the regions and countries of the former Yugoslavia (the Regional Workshop) or from Serbia only (the National Seminar) requires, at certain points, a separate reporting on the two events. Hence, as the aims and objectives of both events were not identical, neither are the results and conclusions.

This reports starts with separate overviews of the aims of the workshop and the seminar, followed by a summary of the two different keynote presentations. Then, joint summaries of the plenary presentations and the conclusions of the three working groups are presented. The final conclusions of the Regional Workshop and the National Seminar are presented in separate sub chapters.

II. A. AIMS OF THE REGIONAL WORKSHOP

For the first time, representatives coming from the former Yugoslavia met to discuss problems of history textbook development in a comparative way. The relevance of a Workshop such as this is obvious, as the countries of the former Yugoslavia not only shared a widely common past during the 20th Century, but, to a great degree, common experiences and problems of history textbook development since the beginning of the 1990s, when the former common state broke up. The workshop focused, therefore, on four main aims which were to:

- Share experiences about the differences in the state of the art of history textbook development in the respective countries;
- Identify common problems and difficulties in the writing of history textbooks today;
- Compare different approaches in the textbooks with regard to design questions, minority issues, controversial and sensitive topics and to the principle of multiperspectivity;
- Work out ideas for future forms of co-operation between the participating states with regard to these topics, and develop first ideas on how to deal especially with sensitive and controversial issues in a comparative way.

II. B. AIMS OF THE NATIONAL SEMINAR

The National Seminar focused on questions of history education specifically in Serbia. Following the two seminars which had been organised in the same series of seminars in 2003, this seminar now concentrated on the development of new history textbooks and additional teaching materials. The seminar mainly aimed at three points which were to:

- Share information and experiences about the challenges of textbook production in terms of questions related to design, discuss problems and opportunities of high quality, well-designed textbooks in small budget conditions;
- Discuss the problem of minority education in Serbia apart from the linguistic questions, bring about an understanding of minority education as an issue of intercultural learning for all students;
- Identify and discuss sensitive and controversial issues in history teaching in Serbia, develop methodological and topical ideas for future teaching materials which would deal with these issues, discuss the opportunities and challenges of multiperspective approaches in future history textbooks.

III. A. KEYNOTE PRESENTATION AT THE REGIONAL WORKSHOP

The keynote presentation on “Teaching 20th Century European History” was given by Dr. Robert STRADLING. At the beginning, he outlined four underlying questions for developing new history textbooks:

- What do we want to teach 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 interpretative skills, and develop narrative skills and chronological understanding?

Understanding the 20th Century through history education implies today the need to develop a partly chronological and a partly thematic overview of the century. It is crucial for the students to learn how historical accounts have been constructed by different actors, such as historians, the mass media etc., as well as to have some understanding of the main changes and continuities, similarities and differences which have characterised ordinary people’s lives across Europe and to detect the historical roots and contexts of the current situation in Europe. When dealing with national history, textbooks need to offer perspectives, which locate national history within its wider context, hence no society or nation exists in a vacuum. Finally, a balance between knowledge, analysis and interpretation, between narrative and chronology has to be established through the textbook. Robert STRADLING warned that analytical and interpretative skills are essential, but not an end in themselves in history education. Instead, pupils need to be able to locate what they are examining within a wider historical overview.

Out of these demands, Robert STRADLING then developed some possible implications for curricula and textbook design:

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 source;
- 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.

Then Robert STRADLING illustrated at length some of these implications, focusing especially on how to introduce a comparative perspective in general and how to introduce multiple perspectives specifically when studying controversial and sensitive issues.

Comparison can add to the student's perspective in understanding of context, patterns and parallels, the connections and linkages and similarities and differences of historical events. A wide set of teaching and learning strategies, such as flow charts, concept maps, comparative timelines or a list of organising questions can help the students to structure the evidence and to recognise possible links across time and space. Specifically when dealing with controversial and sensitive issues, the introduction of multiple perspectives can help to explore parallels in a comparative way. Students have to understand that all historical phenomena can be interpreted and reconstructed from a variety of perspectives, reflecting the limits of the evidence as well as subjective interests of those who interpret. By cross-referencing and contextualising the evidence, students will get an understanding of the reliability of sources, of their motives and intentions, and they can learn to relate the different perspectives to each other.

However, the textbooks' scope for multiperspectivity appears to be limited by different factors such as for instance space and cost, or the language abilities of both textbook writers and readers. Robert STRADLING suggested, that it may not be practical to produce multiperspectival textbooks that cover an extended period of history, but to produce booklets on specific topics (e.g. The Cold War) and themes (e.g. Nationalism) or to incorporate a small number of case studies within conventional textbooks which would also provide opportunities for multiperspectivity.

Robert STRADLING concluded his keynote presentation with some suggestions on how to interpret and analyse visual images in textbooks. Showing a lot of visual images as examples, he underlined that, like most other historical sources, visuals have to be "read", that means students have to be made aware and to acquire

knowledge of the processes whereby a visual image becomes a piece of historical evidence. Robert STRADLING identified five criteria for selecting images in the process of textbook writing:

- 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 photograph offers compared with other source material.

III. B. KEYNOTE PRESENTATION AT THE NATIONAL SEMINAR

Professor Wolfgang HÖPKEN gave the keynote presentation on “Controversial and sensitive issues in history textbooks”. It was divided into three main parts. First, Professor HÖPKEN outlined some of the basic difficulties in dealing with controversial and sensitive issues in history education throughout Europe. Then, using the example of American history textbooks, he demonstrated the different approaches in dealing with the controversial topic “Dropping the atomic bomb on Hiroshima and Nagasaki in 1945”. Finally, he presented some general conclusions and suggestions as to how to deal with controversial issues in history education today.

1. Teaching controversial issues in schools is necessary, especially if these issues relate to the student's present life. In fact, students will mostly have already a personal opinion on sensitive issues, through discussing them in their families. However, these might be one-sided, partisan or biased information and opinions only. Teaching sensitive issues at school, therefore, will be beneficial not only for the individual person, but for society as a whole, contributing to processes of reconciliation and peace settling in societies after conflict. Yet, the practical experiences of teaching controversial issues in many parts of Europe and the world seem to be very ambivalent and often even disappointing. Professor HÖPKEN mentioned the history textbooks of the countries of the former Yugoslavia, where neither the Second World War nor the recent wars of the 1990s are treated in a balanced or well thought-out way. Also in Northern Ireland, where tremendous efforts have been made in textbook and curriculum development as well as in teacher training to develop concepts for teaching conflicts, teachers are still often reluctant to pick up these topics in their classroom work. Professor HÖPKEN pointed out his concerns that probably not every conflict is negotiable or should be dealt with in the classroom, because there are no ready-made solutions for dealing with controversial and sensitive issues in history education. According to him, the two basic difficulties in teaching controversial issues are, first, that the latter often involve values or questions of identity, which are challenged in the process of teaching. Second, in

particular controversial issues arising from a more recent past involve emotions and sometimes traumatic experiences of violence and loss. These experiences make it difficult to develop a multiperspective view on the past in the classroom. However, as Professor HÖPKEN was not arguing against addressing sensitive issues in general, he then identified some basic questions to be aware of when dealing with controversial issues in the classroom:

- What is the character of the controversial issue? The conditions of teaching a more remote historical conflict are very different from those teaching of a conflict from the recent past;
- What is or was the character of the conflict? Did the conflict, as in Northern Ireland, leave some basic forms of intercommunal relationship untouched, or did the conflict, as in Bosnia and Herzegovina, totally destroy society? There is no general teaching model which can be applied to both cases;
- What is the actual situation in the classroom? Is it teaching under the condition that personal experiences are involved? Are both sides of the former conflict represented in the classroom? In both cases, teacher qualification is crucial, and it will probably need specific curricula which go beyond the traditional history curricula to deal with those conflicts.

2. In the second part of his presentation, Professor HÖPKEN outlined some basic characteristics and problems of American history textbooks dealing with the dropping of the Atomic bomb in 1945. This topic is highly controversial and sensitive for American textbooks, first because the decision to drop the bomb was already heavily questioned in 1945, and second because it remains a disputed issue even today. Most textbooks try to present this issue in a strongly fact-based, neutral manner, however very often without inviting the students to discuss the implications on the people at this time or to debate alternative policies. Yet, some textbooks encourage the students to develop an opinion of their own on this issue, for instance through asking them to write a memo to President Truman to advise him on the decision. Briefly comparing these textbooks with those from the United Kingdom, Professor HÖPKEN argued that the latter present the issue in more detail and with a stronger source orientation.

3. Finally, Professor HÖPKEN outlined some basic aspects which must be taken into consideration in dealing with conflicts in textbooks and in teaching:

- Multiperspectivity is *the* crucial approach in dealing with conflicts, and should be followed on all levels of historical learning, including multiperspectivity of experiences from the time of the conflict; multiperspectivity on the level of interpretations of the controversial issue; multiperspectivity on the level of conclusions from discussing a certain controversial issue. The students should be made aware, that there are always different conclusions which can be drawn from a controversial historical issue or a conflict.

- Dealing with conflicts in textbooks and teaching could be based on “*cross-cutting topics*”: topics which reflect common experiences on both sides of the conflict, e.g. to take refuge, to be expelled etc.
- Teaching conflicts should be based on placing the conflict into a broader context. Comparison on a national or international level with other conflicts from former times helps overcome the imagination of singularity.
- A way to deal with conflicts is not only to deal with the narrow conflict, but with “*cross-community experiences*” as well. This applies first of all to dealing with more remote conflicts. When societies after a recent conflict are at stake, however, this has to be handled in a very sensitive way. Here, people are still very much occupied with their own biographical experiences of violence and hatred, so that they will often find it hard to remember that everybody lived together in harmony.

IV. SUMMARY OF THE PLENARY PRESENTATIONS

The plenary presentations of the Regional Workshop as well as of the National Seminar focussed on questions relating to the processes of actual textbook production up to the use of the textbook in the classroom.

The presentation of minorities in history textbooks

Heike KARGE gave a presentation on “Minorities in history textbooks”. Her main argument was that minority education at school must be understood as education *for* as well as *about* minorities. As such, it is relevant for all the students in the classroom. Successful minority education, therefore, must be conceptualised as a dialogue in terms of intercultural education. This aspect, however, is still now largely missing in the discussions on minority education in South East Europe.

The presentation opened with a look at educational policies in South East Europe relating to minority issues in history education. Summarising the analyses published in 2001 in the Journal “International Textbook Research”, Heike KARGE pointed to some basic characteristics of the presentation of minorities in textbooks in South East Europe:

- The history textbooks still centre almost exclusively on the perspective of the majority population. Even though the history of minorities is not totally omitted, it is often only mentioned when it comes to historical conflicts and tensions.
- Regional history, which can provide for a mediating level between national, European and World history and thus offer inputs for learning about other cultures and nations, is often presented in a bias-wise or divisive way in history textbooks in South East Europe. This relates first of all to Bosnia and Herzegovina and Croatia, where regional history is more or less solely understood as the history of co-nationals living in neighbouring states.

- In cases where the minority history is dealt with in separate chapters of the textbook (e.g. in Serbia), sometimes it is not the proper history of the minority within the country which is presented, but rather the history of a neighbouring state, where the minorities' co-nationals live.
- Sometimes, e.g. in Bulgaria or Kosovo, educational policies provide for a supply of additional textbooks for minority students. This is still often realised through history textbooks which have not been developed for the purposes of the minority students, but for their co-national counter-parts living in neighbouring countries, thus totally failing the educational aim of developing a modern civic identity out of history education.

In the second part of her presentation, Heike KARGE focused more generally on education systems, which, in all societies today, have to balance the justified aspirations of national minorities for educational autonomy as well as striving on state level for a certain amount of unified, agreeable common identity layers imparted through the educational process. This balancing is a current task not only in South East European educational politics, as Heike KARGE showed from the example of a recent OSCE report.¹ It showed, that still not all member countries of the OSCE teach about minority issues in the general curriculum. In South East Europe, this conclusion is valid for instance for Bulgaria, “the former Yugoslav Republic of Macedonia”, Croatia or Bosnia and Herzegovina.

Current and future endeavours towards successful minority education in terms of intercultural education should, therefore, focus on three basic factors:

- Minority students should be exposed to formal education that takes into account their own experiences and perspectives, in the same way as the students of the majority;
- Minority students should have the right to learn about the majority culture and history;
- According to modern international standards, the teaching of minority issues should be directed to the student population at large, in particular to students who are not members of the minority and would thus have no other obvious place in which to learn about them.

The topic “Minorities in textbooks”, as Heike KARGE concluded, is first of all an issue related to the mainstreaming of minority and intercultural aspects into the general curriculum, and not just into the curriculum of the respective minority population.

¹ OSCE Report on the Linguistic Rights of Persons belonging to National Minorities in the OSCE Area on: http://www.osce.org/documents/hcnm/1999/03/239_en.pdf

Childhood in the Balkans

The plenary presentation on the teaching material “Childhood in the Balkans” was given by Dubravka STOJANOVIC.

The project on developing this teaching material was launched in 2000 jointly by the University of Graz, Austria, the University of Blagoevgrad, Bulgaria, and the Association of History Teachers in Belgrade, Serbia. The main goal was to connect more strongly the actual findings of history researchers, especially social anthropologists, with the teaching practices of history teachers in the classroom. In fact, as Dubravka STOJANOVIC admitted, this book was seen as an experiment, because social anthropology was a widely neglected research area in the whole of South East Europe until the mid-1990s.

The work on the book was done by 11 researchers, each representing one South East European country. They collected the relevant sources related to the topic “childhood” in their countries. In the book, each chapter illustrated sources and materials of two countries in a comparative way.

The book “Childhood in the Balkans” should not be understood as a regular history textbook nor does it aim at replacing the national history textbooks. At this moment, Dubravka STOJANOVIC presented the book as a model, which has been translated into different languages of the South East European region, but which nevertheless still needs some methodological and textual improvements. The main difficulty so far has been the different levels of cooperation with the countries in the region, resulting for instance in an enormous amount of sources for some, and in only simple material accounts for other countries. These imbalances have to be adjusted through future efforts.

The introduction of historical anthropology into history teaching through this project aimed first of all at changing the perspective on the past in the South East European region. This was important, as everywhere in this region history textbooks even today centre almost only on political history.

Dubravka STOJANOVIC then identified some of the major aims and ideas of the published teaching material:

- The historical anthropological approach chosen for the teaching material aims at overcoming the conflicting images so far present in the history textbooks in almost every region in South East Europe.
- The book intends to show the reader, that being a child in South East Europe was more or less similar in the past, as well as in the present. It tries to illustrate that there are far more similarities and parallels in the past than conflicts.
- The book intends to change the approach to teaching controversial issues through a look at children’s perspectives, who everywhere and at all times have been the

main victims of war and conflict. History is thus not something abstract, but seen as directly influencing the lives of the children.

- Through the composition of the book, comparative approaches in history teaching can be encouraged.
- The book aims at stimulating the use of historical sources in the classroom. This is important to counter tendencies which approach history as an exact science. Instead, history should be learned and understood first as a process, which is open to many different interpretations and questions, and second as a subject which is based first of all on evidence.

Balance between texts, photos, maps, tasks for pupils

Richard MORRIS' presentation on "The design of history textbooks" centred on the question of what a good design would mean for a textbook. As a designer of school textbooks for United Kingdom publishers, Mr MORRIS pointed out that designers must first of all be aware that they are designing for students, who need books which are easy to read and visually stimulating.

Unlike a national curriculum that identifies what should be taught there are no specifications regarding the design of books in the United Kingdom. Designers are professionally trained and, by using their experience, have to achieve the best design for the students while balancing the financial constraints imposed on them from the publisher (and ultimately the schools which buy the books).

So, whilst there are no standards laid down by the Department for Education or other official organisations, the designer has to work within constraints of what is technically and financially possible, and what is right for the content and, most importantly, the students who have to read the textbook

Most history textbooks in the United Kingdom today have the follow basic structure:

- The book will be divided into chapters covering a particular theme or topic which may represent a single lesson;
- Each chapter contains a narrative text, written source material in the form of quotations from politicians, newspapers etc., pictures, maps and student exercises;
- The book will start with a contents list and possibly an introduction / guide on how to use the book, and conclude with an index and possibly a glossary.

Mr MORRIS then presented some guidelines which can help to create well designed and illustrated textbooks which will interest and motivate students.

Layout and design guidelines

- The choice of typeface, size and style should be clear and easily readable according to the age and reading ability of the student for whom the book is written. The text may be justified or unjustified. Unjustified text has the advantage of ensuring even letter and word spacing, and, in multi-column layouts, it avoids the look of solid blocks of text. Hyphenation should be used sparingly.
- The text should be broken up into manageable chunks using headings and sub-headings. Headings should help the student, guiding them through the material. The start of new chapters should be clearly identified with numbers and titles.
- Pages should be numbered and have either a running head or foot clearly telling the student which chapter they are reading.
- Pictures, maps and source material should be placed as close to the relevant narrative text as possible, on the same page in most cases, certainly on the same spread.
- Sources should be treated in a way which clearly differentiates them from the narrative text, and questions should also be clearly identified. This may be done with the use of different fonts, boxes and/or the use of colour. Whatever device the designer uses, the student should easily recognise the different elements and their significance.
- The layout of the page and spread must be clear, so that the student is in no doubt as to the progression through the material. This is particularly important where multi-column layouts are used. The presentation and organisation of the book should illuminate the objectives of the lesson / chapter / whole book.
- The textbook should be visually appealing to the student and stimulate interest in reading. Wherever possible, page layouts should be dynamic rather than static, for instance using cut out pictures to create interesting shapes, both of the image and from the resulting white spaces. Avoid filling every page with 'squared-up' material leaving no white spaces.

Pictures, maps and diagrams:

- Pictures cover any of the following: photographs; researched printed material such as posters, cartoons or newspaper cuttings; fine art paintings and commissioned illustrations.
- Pictures should contain information that the student can read and use as a source. They should complement the narrative and written sources. Pictures must be reproduced in a sufficient size and quality that enable the student to read that information. There may be occasions when pictures can be used which do not have a

specific pedagogic purpose, but they are nonetheless relevant and most importantly interesting and motivating to the student.

- All pictures should have captions that explain what the picture is and enhances the text. Students will look at the pictures first when they flip through the book. Captions may be the first text they read, so they should be interesting and informative. Good, active pictures with captions that inform the reader will encourage and motivate the student to read further.
- Wherever possible, pictures should reflect social situations appropriately and avoid stereotypes. There should be a spread of pictures of both men, women, and minorities in positive roles.
- Avoid head and shoulder photographs of (bearded) men. Too many history textbooks are full of squared-up portraits of politicians, generals and other famous men. Find pictures that show groups and, wherever possible, choose pictures which have activity in them. Pictures that are active rather than static will help create pages which are alive and, therefore, stimulate the student. In the case of writers, composers, scientists find pictures of what they did rather than boring portraits.
- Commissioned illustrations of historical scenes are fraught with difficulties. There is a real danger that the illustrators will draw from their own experience/knowledge which may not be historically accurate. If illustrations are to be commissioned, it is essential that the author supplies very detailed reference material for the illustrator, and checks the work as it progresses. In addition to historical accuracy, it is important that the quality of the illustrator's work is of a high artistic standard. In most cases, it is better to avoid this kind of illustration by using photographs.
- Technical and statistical information should be treated as diagrams and graphs rather than as text in the narrative.
- Maps can contain a great deal of information. However, there is a danger that the simple teaching point of the particular section of the book is lost in too much information or at best the emphasis is obscured. The brief for the cartographer should clearly specify the main teaching objective of the map, and all other information should be edited to ensure that the objective is understood by the student. All maps should have a key, a scale and a north point. It is often helpful to have a smaller locator map to show where the detailed map is in relation to the region / country / continent. Avoid using hard lines to show boundaries between regions if they are not precisely known. This might apply today for country borders that are in conflict and for borders in ancient times where, unless there is a specific geographic feature like a river, the exact position cannot be known.

Concluding his presentation, Mr MORRIS noted that none of the guidelines are specific to a certain kind of history textbook. They can be used for all periods of history, indeed many of them can be applied to other subjects such as geography. They are not absolute rules. However, by publishing textbooks which apply some or all of these guidelines, it is possible to give students books which they will find stimulating and interesting to read and a positive help to teaching history. Good design cannot be used to hide a poor manuscript – the content and methodology must be excellent in the first place. Poor design and production can turn a good manuscript into an unattractive textbook which students will not find motivating to learn from. Good design can make the same manuscript into an excellent textbook that is a pleasure to read.

Questions and comments related to the plenary presentations mainly then have been discussed during the workshop sessions. Accordingly, these discussions will be summarised in the following working group reports.

The Regional Workshop as well as the National Seminar operated in three (Workshop) or four (Seminar) parallel working group sessions on developing materials and multiperspective approaches. The participants chose to participate in one of the following working groups:

- Educational publishers;
- Minorities;
- Controversial and sensitive issues / Multiperspectivity.

Related to its specific subject, each working group had to look at the balance between texts, maps, illustrations, sources and tasks for pupils. The participants of the Regional Workshop had been asked in advance to bring with them textbooks from their respective countries as examples to work on. During the National Seminar, participants were provided with textbook examples from Croatia, Serbia and Slovenia. As for the National Seminar the discussions focused on specific problems related to Serbia only. The results of these working groups will be given in more detail in the joint reports.

V. REPORTS FROM THE WORKING GROUPS

1. Working group “EDUCATIONAL PUBLISHERS”
Report by Richard MORRIS

The group comprised five representatives of publishers from Bosnia and Herzegovina, Croatia, Montenegro, Serbia and Slovenia. The first activity was for the participants to create their own criteria for evaluating the design and layout of history textbooks. Mr MORRIS outlined the importance of being able to do this, not only to evaluate existing textbooks, but also to be able to look critically at ways of improving them for

use in future textbooks. The same criteria could also be used in evaluating the work of designers at the sample page stage of new books.

The group studied examples of their own books and titles from the United Kingdom. Topics discussed were as follows:

- **Typography**

There was a discussion about using justified or unjustified text, the problems of variable word spacing caused by justified text and the need for hyphenation. There was no consensus on which was the best, but it was clear that potentially justified text could have more problems and, therefore, needed to be used with more care. Clear headings were regarded as being important, and there were examples where this did not occur and this was considered unacceptable.

- **Layout**

All agreed that clear progression through the page was essential. There were examples of texts using multi-column layouts where the progression was not clear. This was unacceptable. There were other books where the use of two columns was clear and easy to use, but the resulting page was not very interesting. Some participants felt that narrative text should always only be across a single wide measure, with margins used for captions, questions and other ancillary text.

- **Pictures**

Although the intention of the session was not to get into the detail of individual pictures or maps, this was of course difficult to avoid. All agreed that the illustrative material should be near the text to which it related. There was an opinion that pictures should be in the same or in a similar place on each page throughout the book, although this was not the view of the group.

- **The 'look' of the textbook**

There was considerable discussion about whether certain aspects of a design were appropriate for a history textbook. One example from the region used very bold graphics for running heads and page numbers. This design had clear influences from web sites and looked for some participants very exciting. Their opinion was that young students would react well to the design and that it did not distract from the main topic on the page. Others thought that this did not look like a history book. The discussion about what a history book should look like was inconclusive.

In the second workshop session, a similar activity to the first was carried out, but this time studying pictures and maps. The books from the regions showed a complete range of quality, from the totally unacceptable to very high standards. Most agreed that too many of the pictures did not have sufficient content to be useful for the students (portraits of bearded men). In other cases, including books from the United Kingdom, pictures were reproduced at a size which rendered them useless because the detail was lost. This was a recurring problem.

As in the plenary session, Mr MORRIS had suggested that the use of drawn reconstructions should be avoided, some of the participants felt that they were useful

especially when done well. There was a discussion about a particular painting in a United Kingdom book of a prehistoric village. This illustration was felt to bring the subject alive in a way that photos of archaeological finds and/or archaeological excavations could not. There were also stylised drawings associated with family trees of English kings which were felt to illustrate the subject well. The conclusion was that drawn illustrations have a place in history textbooks, but they must be done by competent artists using excellent reference material.

The group discussed whether there were any limits to the use of photos in history textbooks due to the content. In particular, they looked at various well known images from the Vietnam war and discussed whether they were all suitable for any age group. There was general agreement that certain images would not be appropriate for use in primary level books.

The group agreed that maps should be simple and to the point and avoid overloading the student with unnecessary information.

The third workshop session was designed to get participants to look at the information a designer needs before starting work: the establishment of the design brief. Mr MORRIS stressed the importance of the brief to both the publisher and the designer, and reported that frequently poor design can stem from an inaccurate brief. Even though this third workshop was rather hurried (due to lack of time), the participants had established most of the crucial information that should be given to a designer.²

In conclusion, participants welcomed the opportunity to discuss publishing matters. A lot of time is spent discussing the content of history books, but there has been little focus on the practical issues involved in designing and publishing good history textbooks. It was useful for all concerned to see the range of material which has been published in the region and to compare it with books from the United Kingdom and to discuss common problems. There is a clearer understanding now of the role of design and how it can play a part in creating history books which students enjoy reading. Design is not the last part of a process that involves stuffing as much of the text and pictures onto the page and getting it off to the printers. Good design can enhance the author's manuscript and create excellent teaching materials.

Appendix 1. 1.: Evaluation of layout and design

- 1 *Unacceptable*
 - There are no headings, sub-headings etc., or they are unclear
 - Chapters are not numbered and they lack clear titles
 - Page numbering and running heads are missing or unclear
 - Type size and style are inappropriate (eg too small) for the age range / reading ability
 - Text and illustration are crowded and/or confusingly laid out

² See below in the appendices also the "check list" which Mr MORRIS prepared in advance.

- 2 *Poor*
- Must have at least three but not all of the characteristics of three *Acceptable*
- 3 *Acceptable*
- Headings and sub-headings are clear
 - Chapters are numbered and their titles are clear
 - Page numbering and running heads are visible and easy to use by the pupils
 - Type size and style are clear and easy to read for the age range
 - There is a good relationship between text and illustration
- 4 *Good*
- Must have all the characteristics of three *Acceptable*
 - Must have at least three but not all the characteristics of five *Excellent*
- 5 *Excellent*
- Headings and sub-headings positively help in the use of the book
 - Presentation and organisation of the textbook illuminate the objectives of the lesson / unit / whole book
 - All main concepts are emphasised and are easy to identify
 - Textbook is visually appealing, and stimulates interest in reading
 - There are clear distinctions between different types of text which assist pupils and teachers in the use of the text (eg captions, source material)

Mark the elements of 'Layout and Design' by circling one number, eg 3

a) Clarity of layout and typography	1	2	3	4	5
b) Enhancement of teaching sequence	1	2	3	4	5
c) Signposting of Chapter/Unit/Lesson	1	2	3	4	5
d) Appeal and enhancement of content	1	2	3	4	5

Total the marks of a) b) c) and d) =

Divide the total by 4 = (to the nearest whole number) = Criteria mark

Appendix 1. 2: Evaluation of illustrations

- 1 *Unacceptable*
- The printing is out of register, and/or photographs are poorly reproduced
 - Illustrations are badly drawn or photographed so that they are difficult to use
 - Insufficient number of illustrations for text/age range
 - Inappropriate illustrations for text/age range
 - Illustrations detract from understanding of text
 - Poor use of colour (if available)
- 2 *Poor*
- Must have at least three but not all of the characteristics of three *Acceptable*

3 *Acceptable*

- Print reproduction of illustrations is acceptable
- Illustrations/photographs are carefully drawn/selected, and are easily identified by, and are comprehensible, to pupils
- There is a reasonable balance of text and illustration for the age range
- Illustrations/photographs are relevant to the text and content
- Acceptable use of colour (if available)

4 *Good*

- Must have all the characteristics of three *Acceptable*
- Must have at least three but not all the characteristics of five *Excellent*

5 *Excellent*

- Illustrations are intrinsically interesting and attractive and motivating for the age range
- Illustrations are referred to in a consistent way throughout the text, and the use of captions or rubrics links the illustrations clearly to the text
- Each illustration has a clear pedagogic and/or motivating purpose
- Illustrations reflect social situations appropriately and avoid stereotyping
- Illustrations are well positioned to enhance their use alongside text
- Illustrations are exceptionally well reproduced with good use of colour (if available)

Mark the elements of 'Illustrations' by circling one number, eg 3

a) Technical quality of graphics/photography	1	2	3	4	5
b) Integration with text	1	2	3	4	5
c) Enhancement of text	1	2	3	4	5

Total the marks of a) b) and c) =

Divide the total by 3 = (to the nearest whole number) = Criteria mark

Appendix 3: Evaluation of printing

1 *Unacceptable*

Paper

- Show through makes reading difficult.
- The finish is not suitable for the quality of printing/images required. Eg fine screen pictures being printed on coarse uncoated paper.
- Paper liable to tear/disintegrate too quickly.

Printing

- Colour work printed out of register
- Weak/variable ink coverage
- Set off and other printing marks

Binding

- Weak binding resulting in pages falling out (after relatively short use)
- Book bound too tightly so the book will not open nicely and stay flat

2 *Acceptable*

Paper

- No show through
- Finish is suitable for the quality of printing/images required.
- Quality paper should last

Printing

- Colour work printed in register
- Even ink coverage
- Vibrant colours
- No set off or marks

Binding

- Strong binding which should last a long time
- Book opens nicely and stays flat on the desk

Appendix 4: Design brief

This is the information you will need from the editor before you can start designing. A written design brief should form the basis of a briefing meeting at which the editor and designer can discuss each of the items. The main headings for a design brief will mostly be the same for any type of book.

Subject	What is the book about? It is a history book, or a book teaching English.
Market	Who is going to use the book? Teachers or students? If students – what age and ability? Where will the book be used? In the classroom or self study at home. Are there any special needs for this market?
Competition	Are there books already published doing the same thing? Analyse these books to determine their strengths and weaknesses so the book you are designing can be different.
Production details	The format of the book – this may be a fixed size or the editor may suggest that it is a small or large format and leave the designer to make a proposal of an actual size. They will need to know where it will be printed in order to do this. The estimated number of pages. It is unlikely that the final extent will be known at this early stage.

	<p>Number of colours which can be used – 1, 2 or 4 colour process. The use of colour will probably have been determined by the editor when the budgets were established. Where will it be printed, and what type of paper will be used? This affects the resolution of pictures etc. What kind of binding will be used. This affects the margins.</p>
Special features	<p>The editor should describe all the main features. It might contain narratives, sources, captions, exercises How the book is structured, sections/chapters/revision units How a chapter is structured, opening statements/quotations/exercises/glossary etc. What should be in the running head or foot? Are there any tables?</p>
Headings	<p>The brief should give some order of importance to these features. How many levels of heading? (there should not be more than four) What is the order of importance?</p>
Pictures	<p>Will there be drawn illustrations? Should they be stylised, realistic, technical? What maps will be required? Who will commission illustrators and photographers? Photography? Researched or commissioned? Who will collect the photographs and printed documents? Who will clear the copyright? Will the author/editor supply reference material?</p>
Related material	<p>If the brief is being given for a student's book, will there be a teacher's book and/or workbook too? Is the book going to be one of a series? Is there a chance that it may be published in another form – web pages for example.</p>
Intangibles	<p>What is the editor's <i>vision for the book</i>? What style and feel?</p>
Budgets	<p>What is the budget for design and pictures?</p>
Schedules	<p>Are there any special deadlines – ministry approval, start of academic year etc.? At the briefing, it may not be possible to establish a detailed schedule for the whole book. If this is not possible, try to establish some key target dates. You must fix dates for the sample design.</p>
The cover	<p>In the United Kingdom, the cover usually has a separate briefing meeting. The cover brief will repeat many of the questions outlined above.</p>

2. Working group "MINORITIES"
Report by Marko SUICA and Heike KARGE

After having compared the different history textbooks at the disposal of the working group sessions, the working group first came up with some general comparative remarks on the situation of educational policies in all the former Yugoslav countries.

In most of the countries present at the workshop, education in general is now in a phase of transition and reform. In Serbia, in Kosovo as well as in Bosnia and Herzegovina, a new curriculum is being developed at the moment and new textbooks are in the process of being written. The educational reform period has also strong implications for minority issues. First of all, this relates to questions on how the minority groups are involved in the actual reform process itself and how, then, minority issues are present in the structure and contents of the history curricula and textbooks. In general, until today, minority groups are not really present in the textbooks of the different countries. The main reason behind this is the fact that, overwhelmingly, national history is perceived as the history of the nation, and not as the history of the state. Apart from this, none of the countries today offer any other school subject where minority issues may be dealt with.

The different problems in the countries represented at the workshop with regard to minority education were then discussed.

In *Kosovo*, educational matters are still very sensitive. Here, UNMIK is not using the term “minority” at all, but rather the more inclusive term “community”. At the moment, minority issues in education focus first of all on the linguistic rights of the minorities, e.g. the right to be taught in one own’s mother tongue. The tremendous difficulties in Kosovo’s educational reform efforts arise from the fact that there are two parallel education systems functioning at the moment. One is the Albanian system, which is followed by most of the non-Serbian ethnic minorities, and the other is the Serbian system, which is followed by the Serbian speaking Roma and Gorani minorities. Creating a uniform education system for all students is, therefore, the main goal for the future. To achieve this, a curriculum reform process has started which should be finished in 2005. In parallel, new textbooks are to be developed by the year 2007, following the new and common curriculum. These reforms are accompanied by efforts to start a review process of all the textbooks currently in use in Kosovo. UNMIK is arguing that international and regional cooperation will be an important precondition in terms of a successful textbook review, which should lead to the development of improved, balanced history textbooks for all the students living in Kosovo.

Croatia is operating currently with three different kinds of minority education. Firstly, minorities are taught in separate schools, or, secondly, minorities are taught certain subjects in their mother tongue. The third is that additional classes in minority languages are offered at school. Apart from this, there are two regions in Croatia where minority education is currently a sensitive topic. The first is Podunavlje, a region with a strong Serbian minority. Here, a moratorium on teaching the period of the 1990s, i.e. the wars, to Serbian students, has expired only recently. New teaching materials are now being developed for the use of Serbian minority students in Podunavlje only. Teachers in the region find it difficult to teach this controversial topic. Another conflict area in terms of minority education is Medjumurje, a region

with a strong Roma community. Here a group of Croatian parents of school children asked for separate classes for Roma students, with the argument that they do not have sufficient language skills to be taught together with ethnic Croat students in the classroom. This is, of course, an exemplary case for the whole region of South East Europe, where the education of Roma students is still one of the most burning issues at stake.

In *Bosnia and Herzegovina*, the education systems still continue to be diffused throughout the country. Images and presentations of the three constituent peoples, Bosniacs, Serbs and Croats, in the textbooks are still occupying the main discussions on educational matters. As a result, the “real minorities” such as Roma, Turks, Czechs, Ukrainians or Jews, only seldom have get a voice in the educational reform process. This is evident through a look at the newly written textbooks here too, which still more or less neglect minority issues. Future efforts in Bosnia and Herzegovina should be directed towards the question of how to mainstream minority issues into the general framework curriculum, which is to be introduced.

In *Serbia*, the reform process envisages the development of textbooks for the minorities within projects organised by the Ministry of Education and Sports of Serbia and the OSCE. These efforts are also supported by the Council of Europe. All the national minorities in Serbia have established National Councils (with the exception of the Albanians, who are organising one at the moment), which will have a strong voice in the development of textbooks for their respective minority group. At the moment, a curriculum team at the Ministry of Education and Sports of Serbia is developing the goals and outcomes of general school education, including the subject of history. For the latter, 70 % World, European, Regional and Serbian history is envisaged, thus leaving 30 % in terms of content for the choice for minority history. Apart from this, the aims and outcomes will be equal for all students on the national level. This means, in the future, learning about national minorities will be part of the general aims and outcomes of history education, whereby the choice of actual content will be left to the decision of the teacher in the classroom.

At the National Seminar, the current problems of school teachers dealing with minority issues in the classroom have been obvious. The teachers came from all over Serbia, including the ethnically mixed regions of Vojvodina, Sandzak and Southern Serbia as well as the more or less ethnically homogeneous regions of Central Serbia. In Serbia as elsewhere, minority topics are at stake not only when it comes to teaching in ethnically mixed territories. The whole of the country has to face the problem of including internally displaced children or refugee students into the regular classroom activities, and the teachers need methodological help to cope with these issues. Besides the question of the language of instruction for minority groups, participants discussed intensively the problem of including minority issues into the general curriculum, regardless of whether minority students are present in a certain school or not. Introducing minority perspectives and issues in terms of intercultural education for all the students has two basic preconditions. First, it needs a curriculum which leaves room for creative work, which is leaving time in the classroom to discuss with the students and give them a chance to develop their own minds. Second, teachers

will need methodological support and training to deal with intercultural education, as this has hardly been an issue in history education up till today.

When analysing history textbooks from Croatia, Slovenia and Serbia, the participants of the “Minority workshop” at the National Seminar concentrated on the following questions:

- In which contexts are minorities and / or neighbouring countries dealt with in the textbooks?
- Are minorities and / or neighbouring countries given a place in pictures, illustrations, sources?
- Is the term “minority” used and explained in the textbooks?
- Do the materials offer possibilities for discussing the distinctness and the interactions of different nations?
- How could minority perspectives be introduced into textbooks or additional teaching material?

As the time to work on these questions was rather limited, the participants did not deal with all these questions. However, they agreed that discussing these questions will strengthen their sensitivity for minority issues in actual classroom work.

Minorities are generally not a topic on their own in textbooks. The focus of the textbooks on national history shows that minorities are almost not present in visual illustrations in the textbooks. Yet, at least partly, they come into the perspective when regional history is dealt with. Especially when dealing with more distant historical periods such as the Middle Ages, the participants agreed that teaching regional history may be a way to offer minority perspectives in history education. For the presentation of more distinct historical times, the participants expressed their need to change the perspective of the textbooks, which almost exclusively focus on conflict and political history with regard to neighbouring countries. Therefore, the development of new textbooks or of additional teaching materials, which is much needed especially for 20th Century history, should focus more on cultural history and the history of everyday life. Participants expressed their wish to cooperate in the future in developing materials on a regional and local level, which could even go beyond national and state borders.

3. Working group “CONTROVERSIAL and SENSITIVE ISSUES / MULTIPERSPECTIVITY”
Report by Wolfgang HÖPKEN and Dubravka STOJANOVIC

Both at the Regional Workshop and the National Seminar, the work in this group was first related to more theoretical questions on how to deal in textbooks and teaching

with controversial and sensitive issues. The main difficulties for dealing with these issues are being faced today by the societies of Bosnia and Herzegovina and Kosovo, traumatised through recent wars. Should the history of these wars be dealt with at all in the textbooks and curricula there? The workshop participants found arguments for as well as against this question. In Bosnia and Herzegovina for instance, teaching about the last war will immediately produce problems, as there is not even common agreement on how to name the conflict, whether it is a “civil war”, an “aggression”, etc. Not teaching the conflict could produce problems as well, as the students today deserve answers to their questions. Trying to widen the perspective on teaching conflicts, Professor HÖPKEN presented some experiences from the German and the Chilean cases on how controversial issues have been dealt with in these societies. Again, he underlined that there are no ready-made answers for dealing with history in societies after a conflict. The sensitivity of the problem has to be taken very seriously in dealing with history education.

The second part of the workshop dealt with the issue of multiperspectivity. It was stated that history in the countries of the former Yugoslavia still continues to be a subject where national identities are constructed. As long as this is the educational aim of the subject, introducing multiperspectivity into the textbooks seems to be difficult, even impossible. To start with, however, it might be possible to work on introducing multiperspective methods for the less controversial issues. New textbook authors and teachers in their actual classroom work should seek to widen the up-till-now monoperspectival view of the textbooks, e.g. through the use of different historical sources such as poems, pictures, photographs. Even presenting some smaller chapters from a history textbook of a neighbouring country will foster the students’ understanding of different possibilities to look at the same historical events.

The last part of the workshop was devoted to the analysis of history textbooks from the region, dealing with the period of Socialist Yugoslavia. The participants compared the different textbooks and came to the following conclusions:

- In general, the textbooks have improved as regards first of all the efforts to use a more neutral, balanced language (with the exception of Kosovo, where still very emotional language is used).
- However, the language of the narrative often seems to be too complicated for the age group of students. The textbooks are mostly written by university professors, who do not adapt their academic style for the purpose of school textbook writing.
- In terms of content, almost all textbooks focus solely on the history of their own nation during the period of Socialist Yugoslavia. This is not a didactical problem, but one of delivering a false and incomplete historical picture.
- Related to this, many dimensions are missing in the textbooks for the description of the socialist period. Mainly, aspects which were common to all the people living in Yugoslavia, e.g. everyday life, youth pop culture) are left out of the accounts.

- When dealing with the period of the 1990s, again ethnically cross-cutting experiences, e.g. suffering, taking refuge etc. are missing.

When summarising these findings, the workshop participants stated that even though textbooks are very diverse today, ranging from still traditional textbooks in Kosovo or in the Republica Srpska to modern, well-designed and richly illustrated textbooks in Slovenia or Croatia, none of them is really introducing multiperspective accounts. Instead, the different improvements up till today have resulted in what Professor HÖPKEN would call “a monoperspective modernisation”.

During the National Seminar, the participants of this working group were divided into sub-groups where they worked out models on how to deal with specific controversial issues in history education in Serbia. The groups were dealing with the “Balkan Wars”, the “Founding of the First Yugoslavia in 1918”, the “Assassination of Stjepan Radic”, the “Civil War in Yugoslavia as part of the Second World War”, the period of “The socialist Yugoslavia” and “The 1990s”. As can be seen from this thematic list, all these topics are relevant for the other former Yugoslav countries as well. The controversies and different interpretations of these topics, therefore, also have to be dealt with in joint seminars, such as the preceding Regional Workshop. The participants of the National Seminar tried to illustrate innovative approaches to these sensitive and disputed historical issues through role play in the classroom, where students are encouraged to take on perspectives of different historical actors. The use of multiperspective source material would prove beneficial for teaching such topics. Yet, until now these source materials have not been made available for teachers. Therefore, the participants asked for support from the Ministry of Education and Sports of Serbia and the Council of Europe to develop supplementary teaching material related to these specific sensitive topics.

VI. A. CONCLUSIONS OF THE REGIONAL WORKSHOP

The Regional Workshop was organised as a direct follow-up to the Stability Pact Conference on “History textbooks and teaching resources in SEE: a future?” (Sinaia, Romania, 6-8 June 2002). Whereas representatives of all the countries of the Stability Pact for South East Europe took part in the Conference, the Regional Workshop in Belgrade was conceptualised for participants from the former Yugoslavia only. The participants of the Regional Workshop expressed their great need to organise more workshops or seminars like this. Discussing and exchanging views on history education with all the regions and countries of the former Yugoslavia is enormously fruitful for all the participants, as the countries have shared many problems in the past, some of them sharing them as well in the present, and above all the societies after a recent violent conflict.

Learning from each others’ experiences may start with questions of designing a textbook. Participants very much welcomed the opportunity to see how other countries with small financial budgets solve design problems. A visit to the Belgrade-based Textbook Publishing House “Zavod za udzbenike i nastavna sredstva” provided the opportunity for an animated discussion on more practical questions of designing,

publishing and selling textbooks in Serbia. Additionally, the coming together of textbook authors, teachers, designers and historians was appreciated as a contribution to the more professional exchange of information on different kinds of source material, which can be incorporated into new textbooks. The area of textbook design is probably one where different countries and regions can learn to profit from exchanges of information between themselves.

On the other hand, when discussing issues of minority education and controversial and sensitive topics in history will certainly need more time and more opportunities for professional exchange. Minority education, as the workshop showed, is an issue at stake for all the countries and regions of the former Yugoslavia, even though Kosovo and Bosnia and Herzegovina are these societies, where the issue is most burning at the present time. Here, minority questions in education are still more or less omitted because of the highly politicised and traumatised atmosphere of the societies.

Despite all the differences between the countries present at the workshop, the participants agreed that, for all of them, curriculum reform is the first and most important precondition for improving the textbooks, for introducing multiperspective methods and minority issues into new textbooks.

The Council of Europe should, therefore, continue its efforts to support history education in the region. Alison CARDWELL informed the participants that the results of the current project on key dates and key events which have shaped the recent history of Europe, "The European dimension in history teaching" focusing on 1848, 1945, 1989, 1919 and 1913 will be distributed to all European regions, including South East Europe. Additionally, Seminars on "The new Europe – the years of transition 1989-2000" will be organised in Donaueschingen, Germany, in May 2004 and Ms CARDWELL invited the participants to spread this information in their countries and to apply for this seminar through the National Liaison Officers in each of the countries.

Follow up activities to this workshop, as the participants stated, should centre in future on practical instruction, e.g. analytical methods on how to identify the use of language in the textbooks. Methodological support is also strongly needed for implementing multiperspective methods into new textbooks. Accompanied by this, future seminars or workshops should concentrate on certain topics, for instance minorities or the presentation of the controversial period of the 1990s in the textbooks. These topically focused seminars or workshops, dealing in parallel with methodological questions, will prove the most fruitful way of cooperation between all the countries of the former Yugoslavia.

VI. B. CONCLUSIONS OF THE NATIONAL SEMINAR

Unlike the Regional Workshop, the National Seminar offered the opportunity to discuss in more detail the problems and efforts in history education of one particular State, i.e. Serbia. As the participants already came together for the third time in 2003, the working atmosphere was animated and intense. The coming together of teachers

from different parts of Serbia teaching in different environments has been seen by the participants as a fruitful moment to exchange teaching experiences and to sharpen their teaching methods. There are reform efforts in education currently under way. The Ministry of Education and Sports of Serbia, which had co-organised the Seminar, encouraged the participants to use the experiences of these last three seminars in Serbia for the development of additional teaching materials. As the working group sessions have shown, these additional teaching materials are much needed in the classroom.

The Council of Europe's publications, such as the handbook on "Multiperspectivity in history teaching: a teacher's guide" by Dr Robert STRADLING can offer useful methodological support and exemplary ideas on how to develop these materials.

Biljana STOJANOVIC, Head of Curricula Department of the Ministry of Education and Sports of the Republic of Serbia reminded the participants in her closing speech of three main questions to work on for the near future:

- What does the principle of multiperspectivity mean for history education in Serbia? How can multiperspective approaches be introduced into the daily classroom work? How will the textbook authors conceptualise multiperspective approaches in the new history textbooks?
- How do we conceptualise the term and meaning of "minority" in history education? Which principles will ensure that the history of minorities will be part of the general curriculum for all the students?
- What are the principles according to which new history textbooks and additional teaching materials for the year 2004/2005 are written? What forms of methodological input in terms of regional and international support and co-operation can be used for the writing of new textbooks?

The National Seminar together with the two previous seminars (Belgrade, January, and Vrnjacka Banja, September 2003) have put these questions on the agenda. As the educational reform process in Serbia currently underway is supported by the Council of Europe, the reform efforts in Serbia can already today profit from existing methodological, technical and professional support provided by different institutions and organisations. The questions put on the agenda at the seminar will need discussion and evaluation at future seminars, dealing then probably more intensively with specific issues. As stated for the Regional Workshop, Serbia will mostly benefit from different forms of cooperation, where teachers, textbook and curriculum authors as well as historians from different countries of the region will share their experiences together. Seminars focusing on thematic questions such as minorities or 20th Century history should be organised with the aim of developing teaching aids. Methodological input is needed as well for these materials, and can be provided for instance through the materials published by the Council of Europe.

**APPENDIX A:
THE REGIONAL WORKSHOP**

APPENDIX A-I:
PROGRAMME OF THE REGIONAL WORKSHOP

Monday 3 November 2003

Arrival of the participants

Briefing and preparatory meeting with all speakers and organisers.

Dinner at Hotel Palace

Tuesday 4 November 2003

09h30 – 10h30 **Plenary Session**

Chair: Serbia

Opening of the Seminar by:

- i. Mr Željko POPOV, Deputy Minister of Education
- ii. Mr Jorgen GRUNNET, Special Representative of the Secretary General to Serbia and Montenegro
- iii. Ms Alison CARDWELL, Head of History Education Section, Council of Europe

Keynote presentation on:

Teaching 20th Century European History
by Dr Robert STRADLING

10h30 – 11h00 Coffee break

11h00 – 13h00 **Plenary session on history textbooks:**

- i. The presentation of minorities in history textbooks by Ms Heike KARGE, European University Institute, Italy
- ii. Childhood in the Balkans by Ms Dubravka STOJANOVIC, Serbia
- iii. Balance between texts, photos, maps, tasks for pupils by Mr Richard MORRIS, United Kingdom

Discussion

13h00 – 14h00	Lunch
14h00 – 15h30	Visit to an educational publisher in Belgrade
15h30 – 16h00	Coffee break
16h00 – 18h00	Working groups on developing materials and multiperspective approaches: iv. EDUCATIONAL PUBLISHERS Mr Richard MORRIS v. MINORITIES Ms Heike KARGE Mr Marko ŠUICA vi. CONTROVERSIAL AND SENSITIVE ISSUES and MULTIPERSPECTIVITY Mr Wolfgang HÖPKEN Ms Dubravka STOJANOVIC

Each working group should look at the balance between:
texts, maps, illustrations, sources, tasks for pupils, etc.

Official Dinner

Wednesday 5 November 2003

09h30 – 11h00	Workshops continue
11h00 – 11h30	Coffee break
11h30 – 13h00	Workshops
13h00 – 14h30	Lunch
14h30 – 16h00	Plenary Session Summing up of the results of the group discussions by the rapporteurs of each working groups
Around 16h30	Close of the seminar

**APPENDIX A-II:
LIST OF PARTICIPANTS**

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APPENDIX B: THE NATIONAL SEMINAR

**APPENDIX B-I:
PROGRAMME OF THE NATIONAL SEMINAR**

Thursday 6 November 2003

09h30 – 10h30 **Plenary Session**

Opening of the Seminar by:

- i. Mr Jorgen GRUNNET, Special Envoy of the Secretary General to the Information Office in Belgrade
- ii. Ms Alison CARDWELL, Head of History Education Section, Council of Europe

Keynote presentation on:

Controversial and sensitive issues in history textbooks by Professor Wolfgang HÖPKEN

10h30 – 11h00 Coffee break

11h00 – 13h00 **Plenary session on history textbooks:**

- i. The presentation of minorities in history textbooks by Ms Heike KARGE, European University Institute, Italy
- ii. Childhood in the Balkans by Ms Dubravka STOJANOVIC, Serbia
- iii. Balance between texts, photos, maps, tasks for pupils by Mr Richard MORRIS, United Kingdom

Discussion

13h00 – 14h00 Lunch

14h00 – 15h30 Working groups on developing materials and multiperspective approaches: preparation of materials

1. EDUCATIONAL PUBLISHERS
Mr Richard MORRIS
2. MINORITIES
Ms Heike KARGE
Mr Marko ŠUICA

3. CONTROVERSIAL AND SENSITIVE ISSUES and
MULTIPERSPECTIVITY

Mr Wolfgang HÖPKEN

Ms Dubravka STOJANOVIC

Each working group should look at the balance between:
texts, maps, illustrations, sources, tasks for pupils, etc.

15h30 – 16h00 Coffee break

16h00 – 18h00 Workshops

Friday 7 November 2003

09h30 – 11h00 Workshops continue

11h00 – 11h30 Coffee break

11h30 – 13h00 Workshops

13h00 – 14h30 Lunch

14h30 – 16h00 **Plenary Session**

Summing up of the results of the group discussions by the
rapporteurs of each working groups

Around 16h30 Close of the seminar

Departure of the participants

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