

Learning History which is not yet History

The commitment of teachers as citizens
seeking reconciliation; challenges and
opportunities

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What do I want to talk about?

1. Me (just shortly)
2. EUROCLIO & History Education (bit longer)
3. Interventions & Developments in History Education after the conflict in former Yugoslavia (a good 10 minutes)
4. EUROLICIO & History Teachers Associations in the region: Results & Challenges (another good 10 minutes)
5. Discussion

WHAT

Teacher Training seminars
Networking/Stakeholders meetings
Advocacy meetings (national, international)
Publications
Research
Study Visits/exchanges
Policy advice

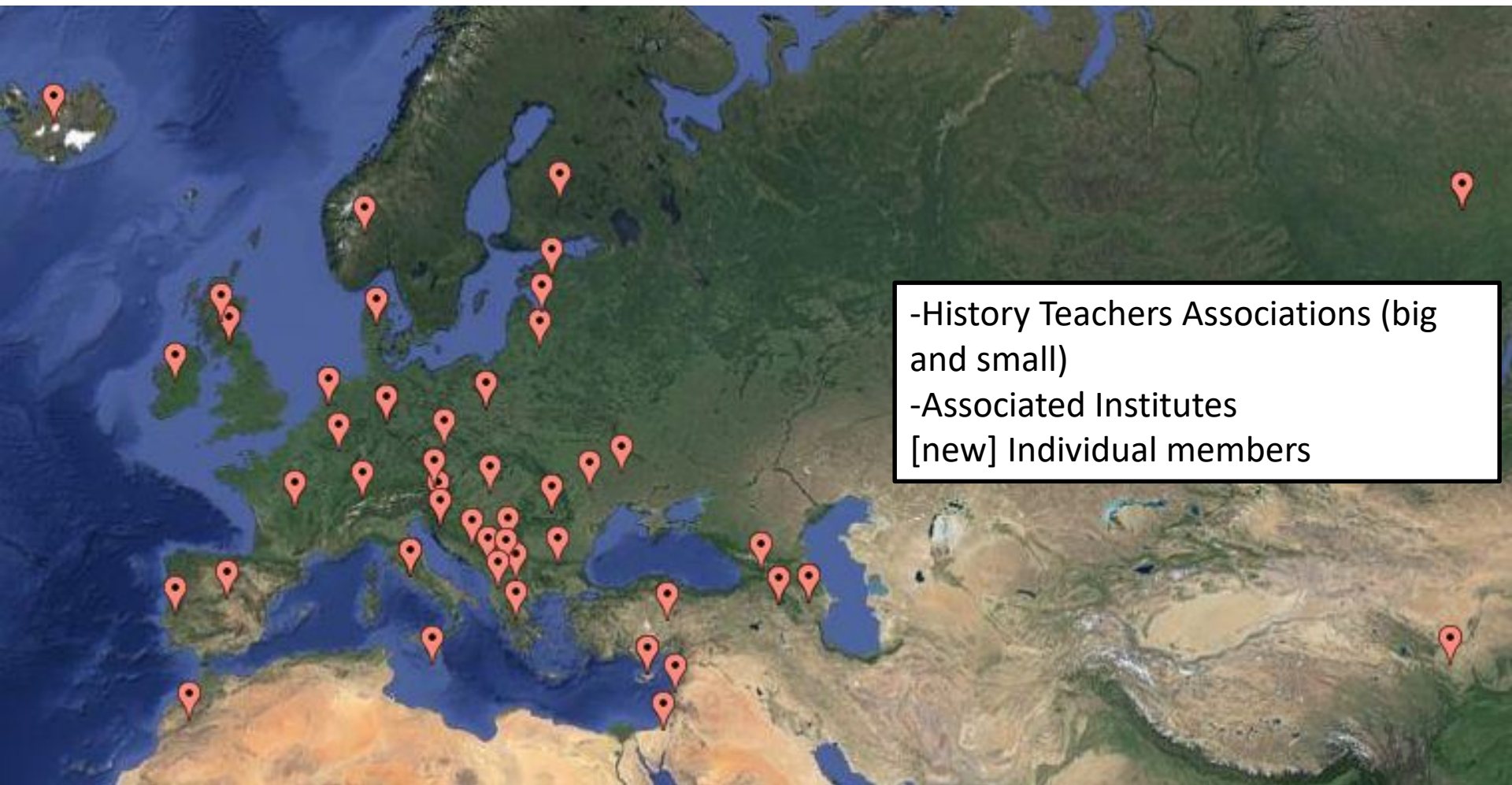
Individual Teachers
History Teachers Associations
Teacher Education
Historians
Heritage professionals
Policy makers
NGOs
International community





[2] WHO IS EUROCLIO?





-History Teachers Associations (big and small)
-Associated Institutes
[new] Individual members

European Association of History Educators



**Established in November 1992 with
support of the Council of Europe**

**In 2019 connecting 75
associations from 50 different
countries**

Participants to the EUROCLIO Annual Conference in Ohrid, listen to a speech by the French Ambassador in 2014.

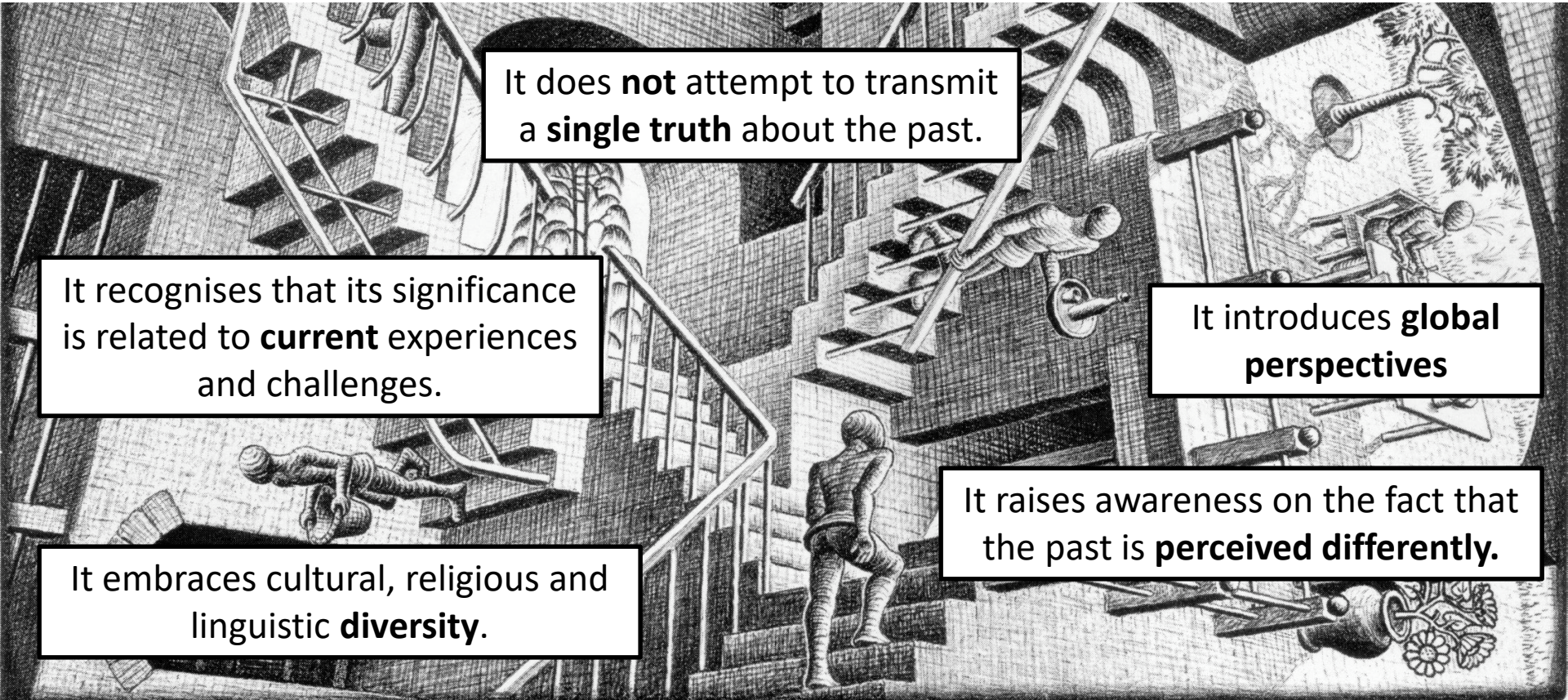
Mission of EUROCLIO



To promote innovative and responsible history, heritage and citizenship education

A cropped version of a Mural in Northern Ireland. The text on the banners is illustrative of the EUROCLIO Mission.

The Manifesto (euroclio.eu/manifesto)



It does **not** attempt to transmit a **single truth** about the past.

It recognises that its significance is related to **current** experiences and challenges.

It introduces **global perspectives**

It raises awareness on the fact that the past is **perceived differently**.

It embraces cultural, religious and linguistic **diversity**.

Selected Principles from the Manifest on High-Quality History, Heritage and Citizenship Education, adopted by the EUROCLIO General Assembly in 2014,
Background Image: M.C. Escher, Relativity, 1953

WHAT “Responsible” History Education

Helping students understand that History is:

- ✓ **Interpretation:** based on finding evidence, from (historical) sources, cross-reference them, to create peer-reviewed, arguments which answer questions.
- ✓ **Complex:** every answer leads to new questions, with many inter-relationships and layers. Within the complexity, a narrative is an instrument of selection.
- ✓ **Value-based:** responding to relevance and attitudes prevalent today.

→ Multiperspectivism

History Education is a Mirror of:



Scientific
Achievements

Arts and
Culture

Wealth and
Power

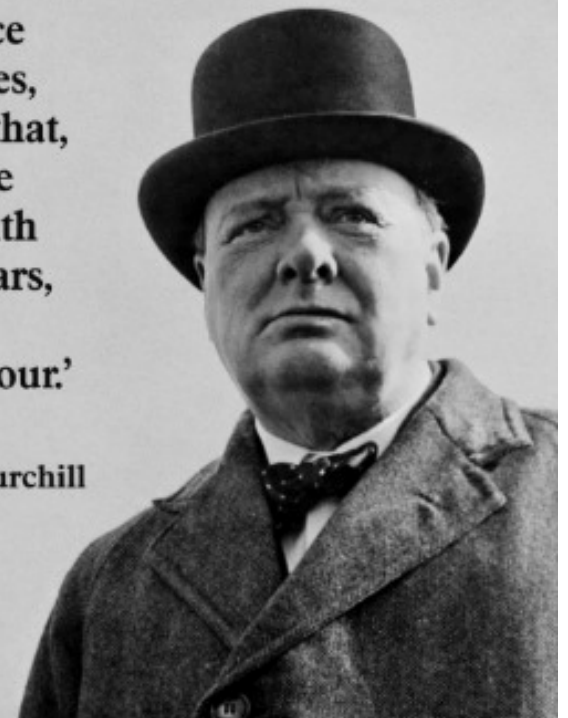
National Heroes

Victories

PRIDE

Let us therefore brace
ourselves to our duties,
and so bear ourselves that,
if the British Empire
and its Commonwealth
last for a thousand years,
men will still say,
'This was their finest hour.'

-Winston Churchill



History Education is a Mirror of

Pain



Occupation

Colonialism

Wars and victimhood

Human Right
Violations

But, does History Education include...

15 June 1940 Lithuania was occupied by the Soviet Union.

In 1941 June Mass deportations of Lithuanians to Siberia began.

22 June 1941 The German army entered Lithuania. German occupation began.

1944 Lithuania was occupied by the Red Army.

1944-1953 Repressions, mass deportations of Lithuanians to Siberian gulags (around 300,000 people were victimized), nationalization of farms and industry, active guerrilla resistance.

Ever since **1945** Lithuanians that fled to the West (usually to the USA) have formed political, cultural and public organizations working in support of Lithuania and Lithuanian identity.

**Possible
responsibility for
inflicting pain**

And, what about other history?

Issues in which we consider not to be involved



Nation Centricism

A different map?



1 - 0







Key question

- **Should the Sarajevo assassination be considered as an act of heroism or a crime? Could the assassination be justified by patriotic reasons?**
 - **What type of the monument should mark the Sarajevo Assassination?**
-



Topic

Module is about Sarajevo Assassination, an event that marked the beginning of the World War 1, and it is mentioned all around Europe. The main controversies of this topic are that it is differently presented in the textbooks in the region and in Bosnia itself. For some of them assassins are presented as heroes and for the other they are presented as terrorists who initiated the crises that lead into the war.



Learning outcomes:

- To learn about the Sarajevo Assassination, its causes and consequences based on the different perspectives.
- Ability to ask clear historical questions; critical use of historical sources, historical interpretations and perspectives, are some of key elements for understanding the particular issue of Sarajevo Assassination
- Students will evaluate historical sources in terms of reliability and different perspective
- The students will develop empathy skills.

WHERE “Responsible” History Education

Developing School History in relation to:

- ✓ Public History and Historical Culture
 - ✓ Academic History & Research
 - ✓ (Political) Use and Abuse of History
 - ✓ Values, Attitudes and Dispositions
-
- Developing Historical Consciousness
 - Critical reforms

WHERE is Reform?

Civil servant (top-down)

And/or

Student-centred (bottom-up)

Student

Educator

Resources

Institution

Policies

Minister

Assessment/Exams

Curriculum

Textbook

School

Teacher

[3] Interventions and Development in HE in Balkans

**Dimension 1: Dealing with
conflict is part of “Double
Transition”**

**Dimension 2: Political culture is
first and foremost
ethnocentric/nationalistic**



The Seven Rules of Nationalism

by Stuart Kaufman

1. If an area was ours for 500 years and yours for 50 years, it should belong to us – you are merely occupiers.
2. If an area was yours for 500 years and ours for 50 years, it should belong to us – borders must not be changed.
3. If an area belonged to us 500 years ago but never since then, it should belong to us – it is the cradle of our nation.
4. If a majority of our people live there, it must belong to us – they must enjoy the right of self-determination.
5. If a minority of our people live there, it must belong to us – they must be protected against your oppression.
6. All of the above rules apply to us, but not to you.
7. Our dream of greatness is historical necessity, yours is fascism.

Five strategies to “Disarm” History Education

Strategy

New methodologies that support peace education

New textbooks/alternative materials for implementation

New policies/curricula that support this teaching

New joint historical research / shared narratives to be produced transnationally

New political agreement on teaching history of recent wars

Support history teachers associations to work together

Five strategies to “Disarm” History Education

Strategy	Tactics	Reality checks
New <u>methodologies</u> that support peace education	Provide ITT and CPD Inspire teachers/networks	Teacher leave/accreditations Irrelevant contents

Perspectives

- International Education Programmes (e.g. Yad Vashem)
- Peer-Learning Programmes (e.g. EUROCLIO, HTAs, Centropa, Forum ZFD ++)
- *Who controls the stamps?* (Institutional malfunctioning)
- State CPD not touching *responsible history education*

Do's

- Assess the local needs / support direct local leadership
- Understand the hierarchies of permission and reputation
- Seek to impact teacher training structures

Dont's

- Trust the state to provide equal opportunities for teachers to participate
- Deliver methodologies based on contents which are not contextualised

Five strategies to “Disarm” History Education

Strategy	Tactics	Reality checks
New <u>textbooks/alternative materials</u> for implementation	Create, pilot and distribute multiperspective resources Provide training on usage	Limited impact Contested materials <i>Textbook mafia</i>

Perspectives

- Regional: Committee-lead long-term initiatives (CDRSEE Joint History Project)
- Regional/National: Open-ended/process projects (EUROCLIO, Anne Frank House HIP, ZFD)
- Online: Repositories/Best Practices exchanges (eTwinning, Devedesete.net)

Do's

- Train authors/editors to be able to produce own/new materials/textbooks – provide space for this process to mature.
- Transnational piloting to understand dynamics/failsafe

Dont's

- Expect to disrupt the dominance of textbooks
- Put all eggs in the basket of quantitative impact

Five strategies to “Disarm” History Education

Strategy	Tactics	Reality checks
New <u>policies/curricula</u> that support this teaching	Advocate for reform, support <i>competence-based</i> , promote international standards (CoE, UNESCO)	Ultra slow/frozen process Highly political <i>Paper reality</i>

Perspectives

- Example: The Kosovo Curriculum Framework, Core Curricula, Competences.
- Example: Serbian development of education standards #10yearchallenge
- Example: Croatian on/off switch; *post-yugoslav space*
- Trojan horse for civil society/policy makers: CoE/EU Competence-agenda

Do's

- Support the official process; as a way to involve new generation of people
- Consider competence-based curriculum as gain for teacher freedom

Dont's

- Push for controversial historical contents in curriculum (pushback)

Five strategies to “Disarm” History Education

Strategy	Tactics	Reality checks
New <u>joint historical research</u> / <u>shared narratives</u> to be produced transnationally	Influential historians compromise to deliver public mutually acceptable materials	Far from the public (academic language) and difficult to use in education Politicised/slow committees

Perspectives

- Example: (unofficial) IHJR/Helsinki Committee → Yugoslavia from a Historical Perspective – A Multi-perspective account (2017)
- Example: (official) Bulgaria-Macedonia Friendship Agreement (2018)

Do's

- Seek to convince political leaders to plan for this
- Discuss with historians on creating accessible outputs

Dont's

- Create a political tool

Five strategies to “Disarm” History Education

Strategy	Tactics	Reality checks
New <u>political agreement</u> on teaching history of recent wars	Sign top-level treaties to agree on contents/actions in history education	Policy-to-action pipeline reduced to limited impact <i>window dressing</i>

Perspectives

- Example: CoE Recommendations (1991, 1996, 2001, 2010, 2018)
- Example: Stability Pact (1999) → Regional Cooperation Council (2008)
- Example: EU Strategies/Actions re. Accession (Ljubljana Process 2008, various Reconciliation initiatives. Still coming: Flagship)
- Example: RYCO – Regional Youth Cooperation Office (2016) & Western Balkan Fund
- Example: RECOM - Regional Committee (advocacy by human rights groups, not yet official)
- Example: ICTY outreach office sought official support for education programme

Do's

- Keep pressure on the agenda from conflict prevention point of view
- Ensure educational activities are resulting/included

Dont's

- Expect much ☺

[4] EUROCLIO & History Teachers Associations in the region: Results & Challenges

Since 1998, it has supported and established:

✓ History Teachers Associations in all countries



Udruženje profesora i nastavnika
istorije/historije/povijesti
Bosne i Hercegovine



HIPMONT

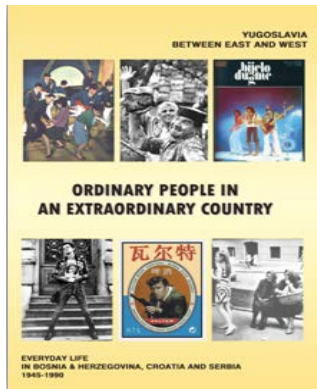


[4] EUROCLIO & History Teachers Associations in the region: Results & Challenges

Since 1998, it has :

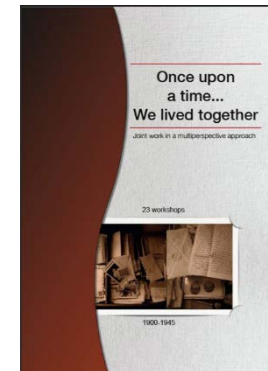
- ✓ History Teachers Associations in all countries
- ✓ **Created transnational educational resources**

EUROCLIO
Bosnia – Croatia
– Serbia (2008)



EUROCLIO Albania -
Bulgaria - Republic of
Macedonia (2003)

EUROCLIO
Bosnia – Croatia – Macedonia,
Montenegro – Kosovo* - Serbia
- Slovenia (2014)



[4] EUROCLIO & History Teachers Associations in the region: Results & Challenges

Since 1998, we have worked with:

- ✓ History Teachers Associations in all countries
- ✓ Create transnational educational resources
- ✓ **Advocate Responsible History Education**
 - ✓ Establish wide network of all stakeholders locally, nationally, regionally and internationally
 - ✓ Curriculum Review “Key to unlock the past” Macedonia (2012)
 - ✓ Curriculum Review Bosnia-Herzegovina (2008, 2018)
 - ✓ Public events with EU, Ministries.

[4] EUROCLIO & History Teachers Associations in the region: Results & Challenges

Since 1998, we have worked with:

- ✓ History Teachers Associations in all countries
- ✓ Create transnational educational resources
- ✓ Advocate Responsible History Education
- ✓ **Build capacities for professional development**
 - ✓ Stand-alone projects, publications
 - ✓ Train-the-trainers
 - ✓ New Regional trust (own regional project platform)

Recent Developments (2018)

- **Project: Learning a History which is not yet History:**
 - **Making Sense of the Past which Refuses to Pass** – a Joint Position Paper by History Educators
 - **www.devedesete.net** - a common Repository on Suggested Resources to Deal with the History of the 1990s
- **Project: ePACT – Educational Partnership for Advocacy, Capacity and Transformation:**
 - **Teachers on Teaching: How Practitioners See the Current State and Future Developments in History Education Across the Western Balkans** – a Collaborative Research with 800+ history educators

[3] How about the history teachers?



800+ participated in a large research project into their views

Project: ePACT

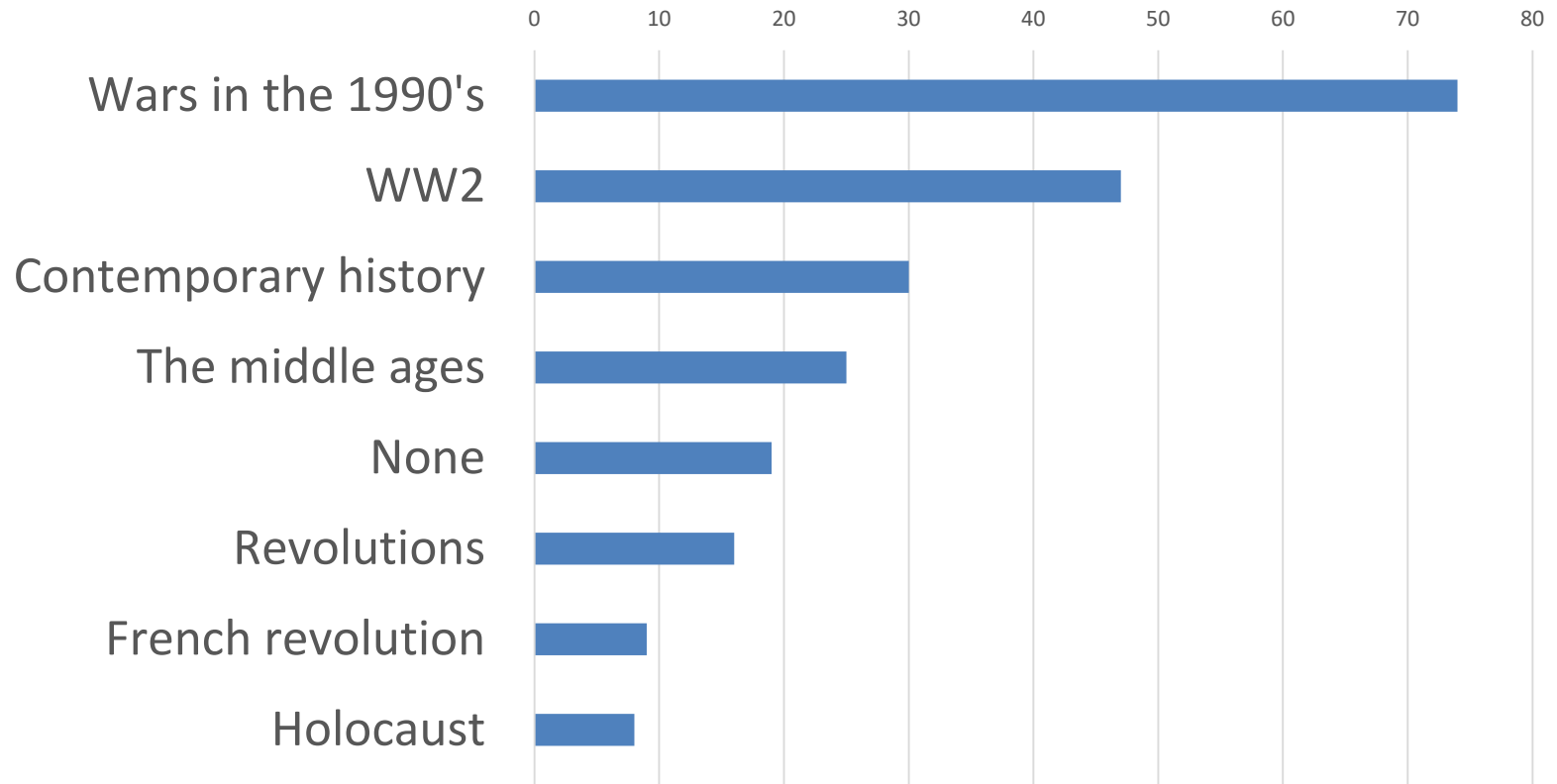
Donor: Austria MFA

By: EUROCLIO & CDRSEE

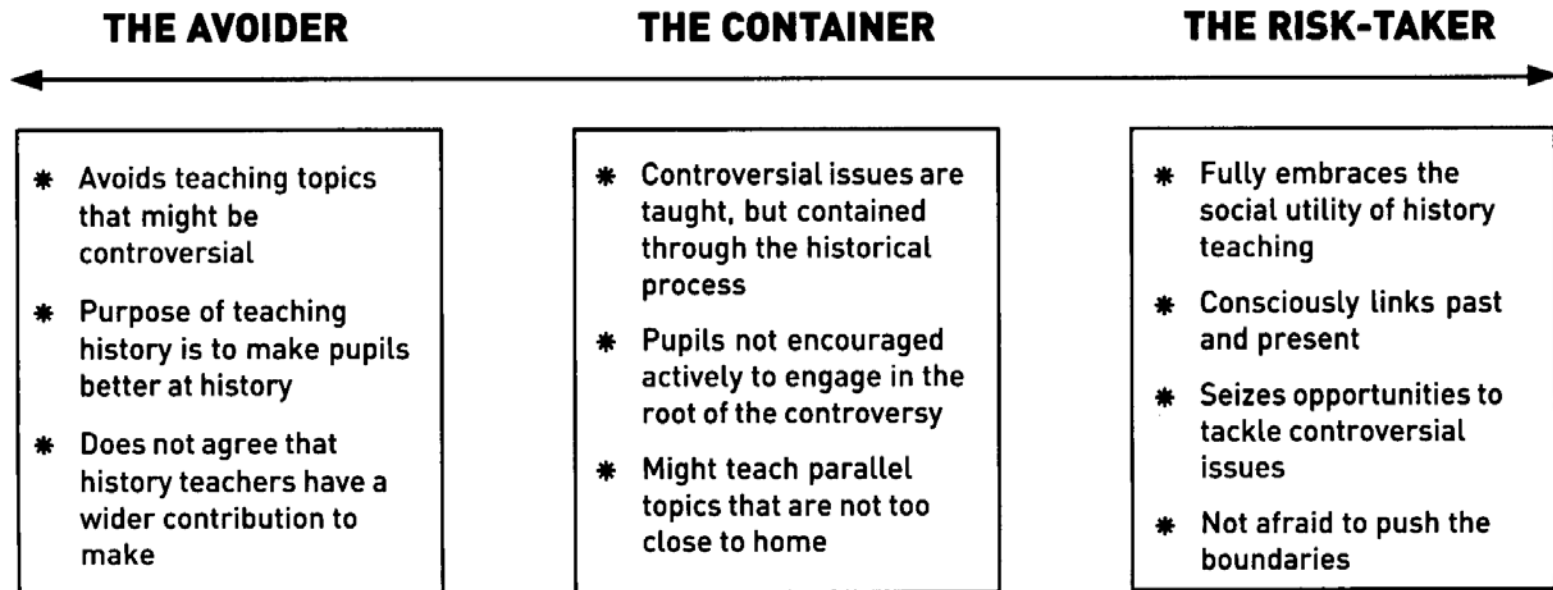
Available in 7 languages on EUROCLIO website!

- Dea Marić
- University of Zagreb
- Rodoljub Jovanović
- University Deusto, Bilbao, Spain

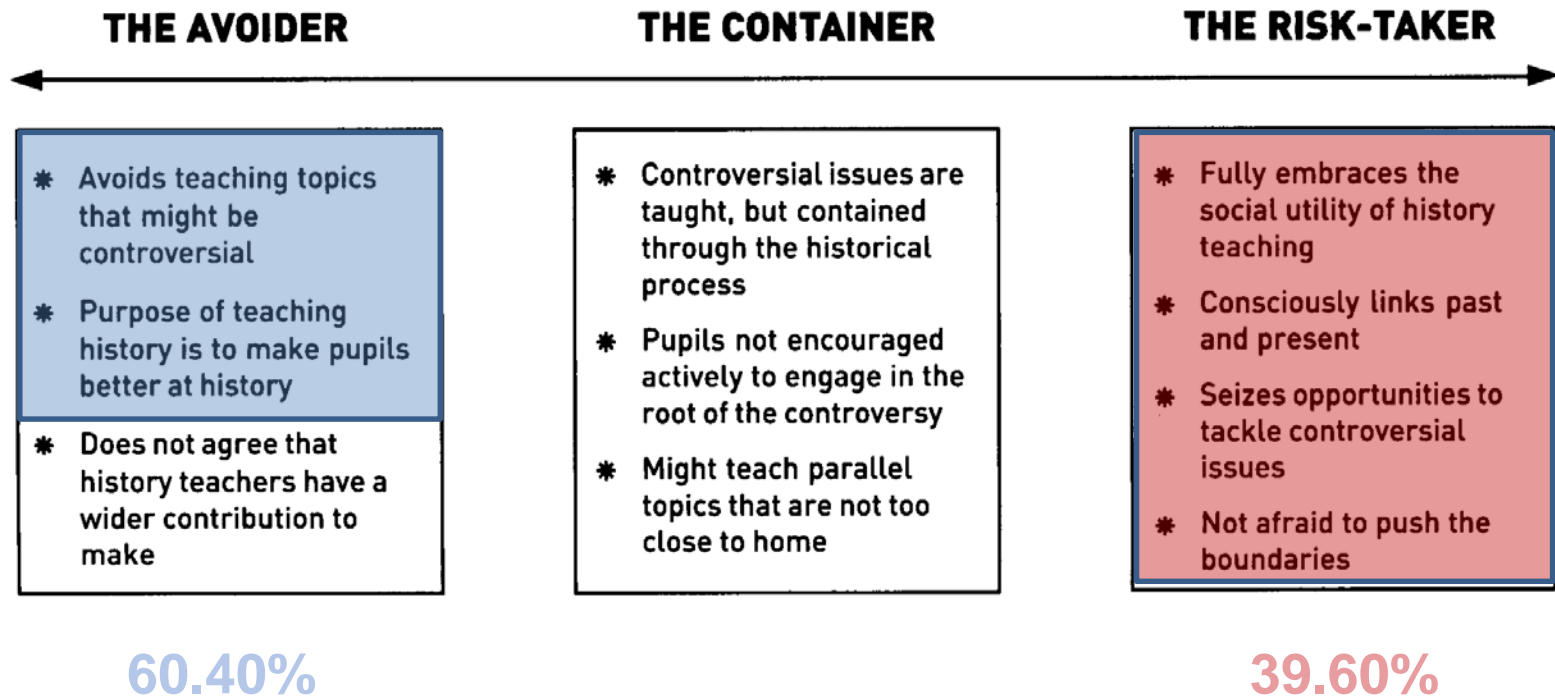
Controversial topics



Risk-taking continuum (Kitson & McCully, 2005)



Risk-taking continuum (Kitson & McCully, 2005)



Risk-taker profile

- less religious
- more often members of CSOs
- more often have participated in a project dealing with history teaching
- pupils' needs influence their teaching more
- parents' opinions influence their teaching less

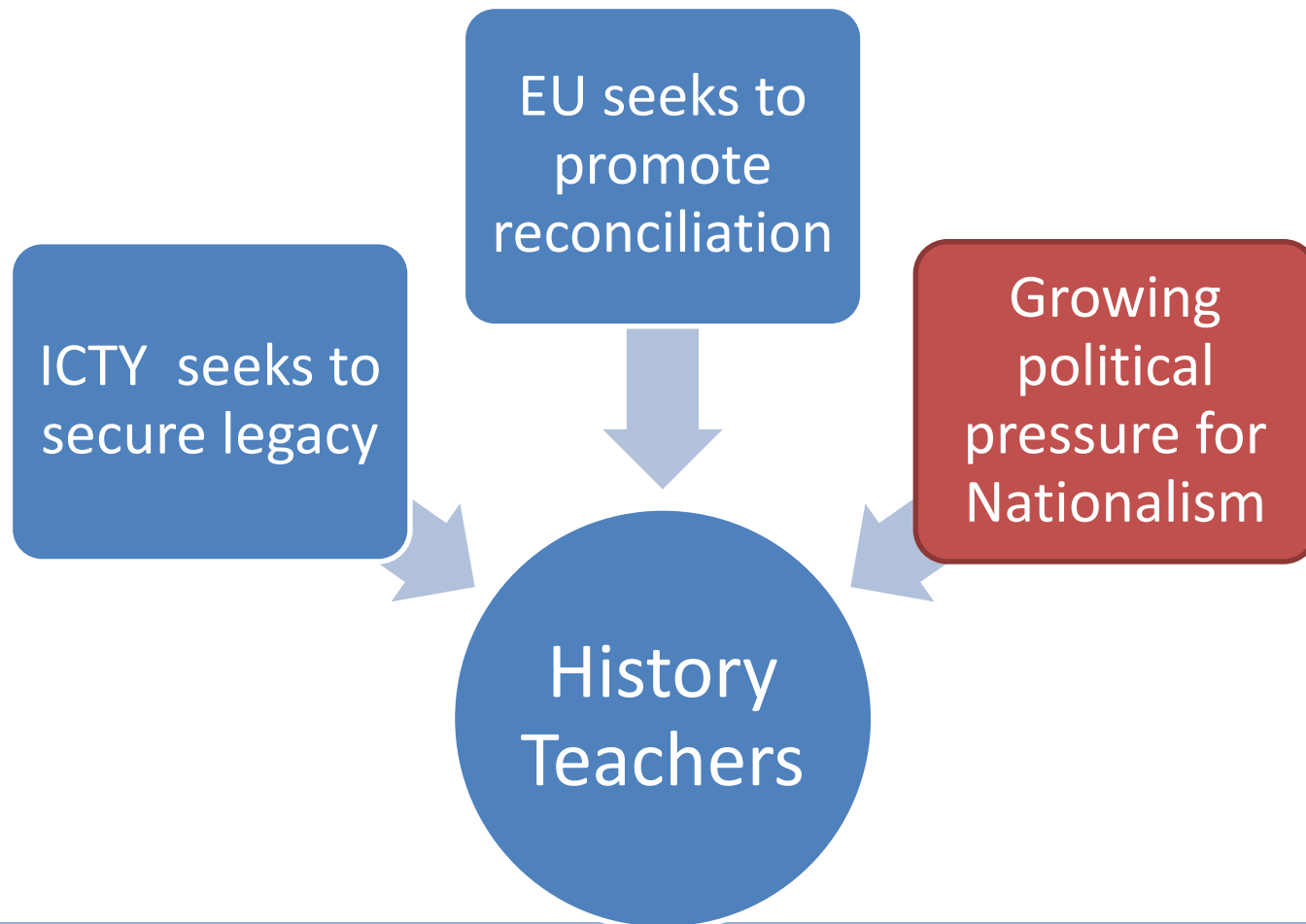
Risk-taker profile

- believe curriculum should be less prescriptive
- less follow through the textbook
- more often try out new methods and approaches
- more often use history to help students understand current political situation

Results of the ePACT Project

- Collaborative Research (350 involved in survey design)
- Standing Working Group with policy makers and educators as equals
- Policy Recommendations
- New Evidence base for future work

Results of the LHH Project



But again: Reality check.

Glass half full	Glass half empty
Dealing with sensitive issues	Impossible
Capacity building for teachers	High pressure / high risk
Open-ended creative processes	No idea what to do
Local ownership	No time/money for support
Strategic partners (e.g. CoE, ICTY, etc)	Too many captains on the ship
Equality in project team	Everybody wait and see

Still; Individual teachers got through!

No-Comfort Action	Importance
Making new educational materials together	Recognition of a big step forward with small examples
Start of dealing with 1990s wars	Sense of pride, personal need to deal with this!
Reliance on personal commitments	Stronger team with shared sense of purpose → own spin-off projects
Professional volunteering	Confidence in own capacities
Equality in project team	Mutual respect, also having dealt with fall-out and self-mediation.

Discussion

- Change in Education comes from **change in/by/for teachers first, and reform second**. But if the connection between teachers and government is one of loyalty and asymmetry, this does not work.
- Transitional justice needs to look deeper into **teacher leadership, dynamic relationships and intervention dynamics** before *checkboxing* education in any (well-intended) treaty/policy.
- It is not sexy, but **trust-building events of dialogue and exchange** provide the fundamental material (capacities!) for the rest to work.
- European (including Swiss!) history educators should seek how to work directly **together with their colleagues in the Balkans** on the shared history which the conflict poses.

Recommendations to you

- **Talk** with history teachers in the region in the FB group “History that Connects the Balkans”
- **Connect** with the History Teachers Associations: Albania (Vojsava Kumbulla), Bosnia-Herzegovina (Bojana Dujkovic-Blagojevic), Croatia (Dea Maric), Kosovo (Donika Xhemalji), Macedonia (Mire Mladenovski), Montenegro (Milos Vukanovic), Serbia (Aleksander Todosijevic), Slovenia (Matej Matkovic), Bulgaria (Bistra Stoimenova), Greece (Vassiliki Sakka), Turkey (Mustafa Ozturk)
- **Join** EUROCLIO as an individual member
- **Study, and USE!** the educational resources and research report (on www.euroclio.eu and www.devedesete.net)
- **Support** RECOM (www.recom.link - which is actually partially Swiss-funded)

More on YouTube Playlist “Clio in the Balkans”



Thank you!

www.euroclio.eu

www.evenzo.ist