



Recommendations

A part of the Bridging Histories in Bosnia-Herzegovina project

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RECOMMENDATIONS

Current status:

- Set goals for the legislation and accompanying agreements are not sufficiently found their place in educational practice
- Common curricula base essentially changed nothing because the shared topics provided by the study, were mostly already studied (themes from world history)
- Guidelines for writing textbooks, although so far were the best move, can not solve the essential problem of the education system without changing the quality of the education system itself and curricula
- In addition to a certain progress, it is kept an internal division of education into three systems based on ethnic identity of the constituent peoples and all of these three systems, some less some more, emphasize differences and avoid learning about each other and different. They create a selective historical awareness to students who do not have enough touch points and it is often contrary.
- A certain freedom (up to 30% deviation from the anticipated content) in the history teaching of certain areas and subsystems, a system that is not regulated and is not accompanied by the organizers and profound discharge teaching content often confuses teachers and is not achieving the desired effect.
- Latest authority's Activities regarding changes to the current situation shows that there are certain shifts, but real will and readiness for major changes is not visible.
- The need for significant change is undoubtedly recognized among the teachers. They are ready and want the change as the introduction of new methodology which encourages creativity and motivation of students to actively participate in the process of teaching of history.

General recommendations

- Access the substantial modifications of the curricula as a basic document on the basis of which history teaching can be planned and implemented, because the current system of history education is harmful to the future of the country and its nations and citizens.
- Offer high-quality solutions is largely limited to current political, social, psychological and other conditions,
- Put the accent put on the fields what would be best for B&H students, respecting the current socio-political situation
- Studying about the past as a whole does not to be abandoned, but it is required to make balance between the adoption of facts from the history and development of general culture on the one hand and to acquire skills and develop critical thinking on the other side.
- To define the balance according to what is essential (country, Bosnia peoples / nations, neighboring countries in which they live all people of Bosnia and Herzegovina (constituent peoples, world history)
- Define the general approach to issues that are differently and sometimes oppose interpreted in historiography.
- More space to leave for selected topics on which you can develop skills at the expense of accumulating facts and one-way truths.
- Reduce the contents required by the general and total approach summarizing whole past and focus on system and process, on the other hand to define units which can be done for the longer period of time and which can provide multiperspective approach.
- Include controversial and sensitive topics on which is longer and is used multiperspective approach. This would achieve the dual goal, to develop a critical attitude of students towards the past and even his skills, while the other student who worked on the controversial and sensitive topics was preserved from the exclusive truth, and getting to know different vision. As the sources and the different interpretations in the literature.
- The curriculum remains the only framework that would allow a good follow tutorials and manuals, and especially the teacher are essential part of this approach the study of history – and more useful and more interesting.

Examples as Addition:

The guidelines have had a different impact on the Croatian, Serbian and Bosnian (federal) curriculum:

- Textbooks for the Croatian curriculum and curriculum have experienced the least progress, the focus remained on the national history of the Croats and the Catholic church (for example: The Curriculum for the nine-year primary schools in the Croatian language in Bosnia from July 2008. Catholic term / a / o appears 14 times, the concepts derived from one or Orthodoxy, Islam, 3 times and does not apply to any Islam in Bosnia, the Islamization of 3 times and the emerging negative context; terms Croat and Croatian 64 times (not including the name of the Croatian government), Serb terms / in Serbian and a total of 2 times, of which one in a negative context (not including the name of the state of Serbia), the concepts of Bosniak and Bosnian twice, both in the context of conflict of Croats and Bosniaks)
- Textbooks written by the RS curriculum for advanced, but not significantly changing the content, because the emphasis remained on the Serbian national history (for example: the whole "Southern Slav nations and their neighbors from the twelfth to fifteenth century" applicable curriculum for high schools in the area reserved purely for Serbia is scheduled 14 hours in a clean area reserved for Bosnia 3 hours).
- Textbooks written by the federal curriculum (for the Bosniak majority area) have experienced significant progress has since 2003. They contain controversial issues whether the presentation of the history of Bosnia and Herzegovina in sufficiently contained the history of all constituent peoples and minorities, and not necessarily seeing the history of the environment or the emphasis placed on state and Bosniak history. (example: the federal curriculum for primary schools in general are not taught the history of Serbia and Croatia)

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