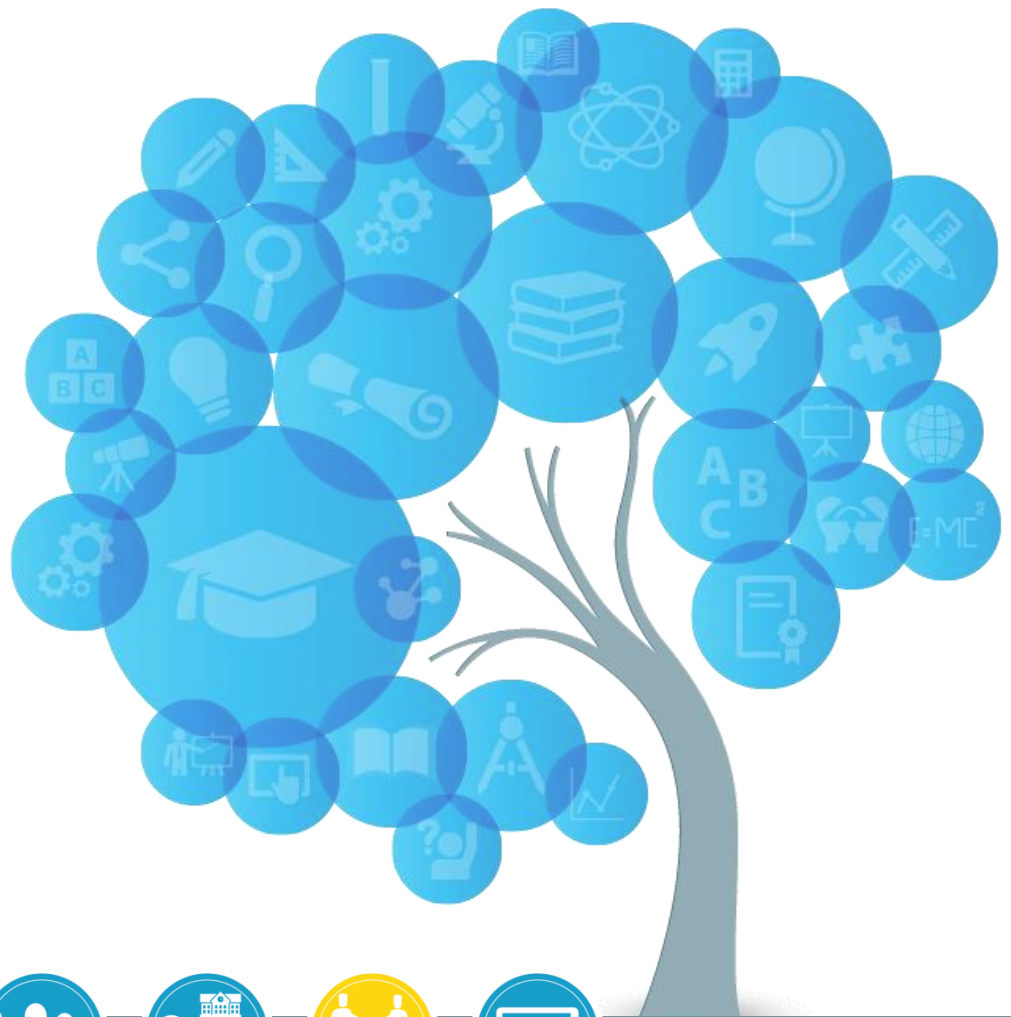




European
Commission



Thematic Fiche: Building bridges through inclusive and cross-border history education

ET 2020 Working Group on Promoting Common Values
and Inclusive Education

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Thematic Fiche: Building bridges through inclusive and cross- border history education

*ET 2020 Working Group on Promoting Common Values and
Inclusive Education*

Edited by Joke van der Leeuw-Roord

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Table of Contents

(A) INTRODUCTION..... 6

(B) KEY CONCEPTS FOR HISTORY EDUCATION RELATED TO VALUES-BASED AND INCLUSIVE EDUCATION 6

(C) INTERNATIONAL AND EU INITIATIVES 9

(D) RESEARCH 13

(E) REFLECTIONS AND OBSERVATIONS 14

(F) INSPIRING PRACTICES 16

(G) RELEVANT RESOURCES 20

(A) Introduction

This Thematic Fiche was produced by the members of the ET 2020 Working Group on Promoting Common Values and Inclusive Education. The Working Group operated within the context of the 2018-2020 mandate¹ and comprised representatives from Member States and Candidate countries, as well as from relevant EU agencies, stakeholder associations, social partners and international organisations. The Working Group was coordinated by DG EAC of the European Commission, supported by two consultants from Ecorys².

The Thematic Fiche addresses one of the two sub-topics covered under Theme 3 of the Working Group's mandate: 'Basic knowledge of European history and the multiperspectivity in history, geography and common heritage and awareness of the cultural and social diversity of the Member States of the European Union'.

The first version was prepared for the Peer Learning Activity (PLA), which took place in Zagreb, Croatia on April 4 and 5, 2019. This PLA was entitled: *Promoting common values and inclusive education through cooperation between education institutions and civil society: Exchanging national approaches and experiences*. The following document, building on presentations and discussions in Zagreb and Brussels serves as a tool to share the major insights, findings and discussions of the Working Group experts on the way in which inclusive history education can build bridges between communities and cross borders.

The Fiche presents key concepts and research on the topic at both European and international level. Working Group experts and other participants at the PLA in Croatia and subsequent Working Group meeting in Brussels have contributed to this Fiche by suggesting additional challenges, key messages and inspiring practices.

The learning and teaching of history is perhaps the most discussed school subject, as it directly relates to values of nation states and the beliefs of politicians, academics, history education specialists, pedagogues, practitioners and general public contribute to these debates, all from their particular point of views³. It often seems to be an endless debate, reflected in regularly recurring curriculum changes in many countries⁴. Since the end of World War II, and increasingly after the Fall of the Wall, an international network of academics and history teaching professionals has become engaged in addressing the role of history education in relation to conflicts and inclusive societies. Together they have created a core of basic approaches and competences, which are seen as sound and innovative history education.

(B) Key concepts for history education related to values-based and inclusive education

Some key concepts for this Fiche are briefly defined below.

Historical thinking and reasoning

In the global history teaching community, there is a growing agreement about the basics of the subject, using the work of the Canadian history education specialist Peter Seixas. He has

¹https://ec.europa.eu/education/sites/education/files/document-library-docs/et2020_mandates_2018-2020_final.pdf

² Barry van Driel and Vicki Donlevy

³ A good article was written in *History Today* in 2004 by Trevor Fisher. *History in Education: An Ongoing Debate Trevor Fisher examines the ongoing debate over how history is taught in the classroom*

<https://www.historytoday.com/archive/history-education-ongoing-debate>. These debates are not confined to Europe. Sometimes these debates are even called *history wars* and in his paper AH Clark gives ample examples in *Teaching the nation's story: Comparing public debates and classroom perspectives of history education in Australia and Canada* (2009)

<https://opus.lib.uts.edu.au/bitstream/10453/9877/1/2008008767.pdf>

⁴ A wealth of data about history education in Europe were collected by a EUROCLIO survey in 2003. Joke van der Leeuw-Roord, *History Changes. Facts and Figures about History Education in Europe since 1989(2003)*

assembled the results of many debates and research papers and brought them together under the heading of historical thinking⁵. The theory is based on six distinct but closely interrelated concepts. It requires students to be able to understand historical significance, use primary source evidence, identify continuity and change, analyse cause and consequence, take historical perspectives, and understand the ethical dimension of historical interpretations. This approach to the basics of history education has not stopped the debates, but the basic ideas are recognised by many in the profession and are visible in many modern history curricula in Europe and beyond. Van Boxtel and Van Drie have furthered this approach adding the concept historical reasoning, which focuses on the required actions of students: asking historical questions, using sources, contextualisation, argumentation, using substantive concepts, and using meta-concepts⁶.

Competences

In the last thirty years, the debate on the learning and teaching of history is also characterised by a dichotomy between an emphasis on historical content or skills⁷. Supporters of both directions have often been caught up in fierce and emotional discussions. Many in the current history teaching community do not make a choice between these two points of views, but are aware that history education is based on competences. This means combining cognitive (knowledge), functional (application of knowledge), personal (behaviour) and ethical (principles guiding behaviour) components. Such an approach implies giving equal importance to the acquisition of context-appropriate knowledge, skills and attitudes, beliefs, dispositions and values.

The citizenship competence formulated in the recent European Reference Framework Competences for Lifelong Learning is based on the same principles, and includes references to the learning and teaching of history⁸. This framework is a revised version of the 2006 Recommendation on key competences based on a wide public consultation. It reflects the changes in society and the economy and takes into consideration target 4.7 of the Sustainable Development Goals. This goal specifies that all learners need to acquire among others knowledge and skills promoting human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development⁹. The framework specifies also the right to quality and inclusive education, training and lifelong learning. It emphasises the fostering of citizenship competences with the aim of 'strengthening the awareness of common values, which is detailed in the 6th competence: citizenship. This citizenship competence should foster 'the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability' and mentions for knowledge 'a critical understanding of the main developments in national, European and world history'. As skills are among others stipulated fostering the ability to think critically, to develop arguments and media literacy. Among the values and attitudes to be fostered are mentioned 'respect for human rights as a basis for democracy', and 'support for social and cultural diversity, gender equality and social cohesion and promotion of culture of peace and non-violence'.

Multi-perspectivity

⁵ The theory is well explained on <http://historicalthinking.ca/>

⁶ The theory is well explained on <http://historicalthinking.ca/>

⁷ Irene Nakou, Isabel Barka (ed) *Contemporary Public Debates Over History Education* (International Review of History Education Series, Contemporary public debates over history education) (2010)

⁸ European Reference Framework of Competences for Lifelong Learning (2018) [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7)

⁹ UNESCO Sustainable Development Goal 4 and its targets <https://en.unesco.org/education2030-sdg4/targets>

There is a growing awareness that neither academic nor history education should attempt to search for objectivity, but also not seek to transmit a single historical truth¹⁰. Consequently, the concept of multi-perspectivity has entered most of the history curricula in Europe¹¹. School history is asked to create an understanding among students that historical narratives, based on solid facts and qualified evidence, are still multi-layered and interpretations of sets of historical facts. It means that the past is perceived differently according to a person's social, generational and sexual background as well as the ethnic, linguistic and religious communities they belong to, and their diverging worldviews.

Controversial history

Teaching sensitive and controversial history is not often addressed in traditional approaches to history education as it could possibly raise (national) moral questions. History curricula in Europe (and beyond) present national mirrors of pride and pain where national sufferings and pride are emphasised, while damage done to others is softened or not even mentioned¹². In many European countries and beyond, there are regular outbreaks of emotion over difficult topics such as colonialism, slavery, discrimination and prosecution. Teaching inclusive history with a focus on conflict prevention or conflict resolution requires a more critical attitude to the past, also raising sensitive historical issues. How to teach controversial and sensitive history has in the past decades been addressed by many academics and projects¹³. However, theory and practice are still wide apart. For history education practitioners, tackling controversial history in the classroom is still a major challenge as topics can easily unleash emotions among students. Difficult periods of history are consequently often avoided in classrooms¹⁴.

Critical thinking

Critical thinking is one of the transversal skills identified in the European Reference Framework of Competences for Lifelong Learning¹⁵. The need to develop critical thinking skills is generally recognised in history curricula in Europe. Developing critical thinking through history education can be applied through stimulating the willingness of students (and teachers) to question the past and their capacity to objectively analyse source materials as evidence¹⁶. History education can aspire to help learners develop a spirit of inquiry and curiosity, as well as the ability to think independently, and therefore also become better able to resist historical manipulation.

Active learning

Curricula in Europe generally require that learning should enhance a learner-centred active learning approach through strategies which should enhance motivation and engagement of

¹⁰ About the relation between historical truth and the search for objectivity Marek Tamm, *Truth, Objectivity and Evidence in History Writing* (Journal of the philosophy of history 8) (2014) <http://www.culturahistorica.es/tamm/truth.pdf>

¹¹ A helpful tool for understanding the concept is Dr. Robert Stradling, Council of Europe Expert on the learning and teaching of history, *Multiperspectivity in History Teaching: a Guide for Teachers* (2003); <https://rm.coe.int/1680493c9e> Council of Europe *Multiperspectivity in Teaching and Learning History*, Presentations from Seminars and Workshops Materials, Nicosia, Cyprus, 24 – 27 November 2004 <https://rm.coe.int/1680492f87>

¹² University of Huddersfield, Erasmus University Rotterdam and KNAW (Dutch Royal Academy of Sciences) Postcolonial Perspectives on National Historiographies and History Education (2012), https://www.knaw.nl/shared/resources/actueel/bestanden/KNAW_symposium_Dec_6-7_2012_report.pdf

¹³ Ian Phillips, history education specialist, in *Active Learning for History and Social Studies Lessons*, (2009) Chapter 8, on *teaching sensitive and controversial history*, file:///C:/Users/Admin/Downloads/Multicultural-Europe-EN.-Chapter-8.pdf

¹⁴ Kitson, Alison; McCully, Alan "You Hear about It for Real in School." *Avoiding, Containing and Risk-Taking in the History Classroom* (2005)

¹⁵ European Reference Framework of Competences for Lifelong Learning (2018), [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7)

¹⁶ Snjezana Koren Professor at the University of Zagreb, history education specialist on *critical thinking* <http://cdrsee.org/news/history-teaching-and-critical-thinking>

students and foster a sense of responsibility. In history education, active learning is mostly done through practical individual and group work, using source materials¹⁷.

Curriculum selection

History is a vast field of study and the selection of what to teach is a constant struggle for curriculum developers everywhere. Traditionally the subject had a strong focus on the political history of the nation state but, over the last fifty years, a whole set of new requirements has entered the curriculum debates. The focus on political history is increasingly questioned, and there is a drive to diversify the narrative of the past through including social, economic and cultural dimensions¹⁸. Women, various communities and migrants have pressed for more visibility. An emphasis on everyday life history is also considered to help young people to better understand the past. On top of this diversification of the viewpoint on the national past, there is a growing awareness that the current young generation needs a wider, European and even global, perspective.

Curriculum overload

The move from traditional knowledge to competence-based history education has increased the pressure on the scope of history curricula. It seems very difficult to abandon the traditional curriculum narrative by systematically rethinking the assumptions of the subject. In a survey carried out by EUROCLIO in 2010, respondents were asked to reflect on the statement 'My country's approach to multi-perspectivity is satisfactory'. Almost 70% disagreed, with only 17% agreeing. Consequently, we see that many curricula first emphasise the importance of historical thinking and competence-based learning, but thereafter continue with long lists of historical events, developments and persons. The volume of the history curriculum is thus increased, however without being given more curriculum time. Indeed, on the contrary, the hours in the overall curriculum allocated to learning and teaching history is in many countries regularly discussed during curriculum debates. There is a general complaint of history teachers that the curriculum is overloaded and that active learning approaches are therefore hardly possible.

(C) International and EU initiatives

Intergovernmental organisations and non-governmental organisations have regularly raised concerns about the traditional nation-focused approaches in history education as such approaches might create tensions between European States and beyond. Since long there have been international interventions, however the Fall of the Wall and the end of the Soviet Union has profoundly intensified this process. All these efforts have emphasised the need to widen the scope of the subject, to move cross community and cross border, to lessen the focus on political and war history and to enable active and learner-centred learning.

Council of Europe

The Council of Europe has focused on history and history teaching since its beginning in 1949¹⁹. The organisation recognised the importance of history as a basis for the education of the citizens of Europe and its role in bridging differences and bringing people together by establishing mutual understanding and confidence between the peoples of Europe. It has organised many conferences and projects bringing together politicians, educational authorities with academics, experts on the learning and teaching of history and practitioners. From 1991, many historians and history educators became engaged in its wide-ranging work, especially supporting the countries in central and eastern Europe in the process of rewriting their history

¹⁷ An example of European wide ready to use source materials is the Historiana website, with ready to use learning activities, and innovative digital tools <https://historiana.eu/#/>

¹⁸ Maria Grever and Siep Stuurman(ed) Beyond the Canon. History for the Twenty-First History (2008)

¹⁹ The Council of Europe website on history education contains a wealth of materials, <https://www.coe.int/en/web/history-teaching/>

education. In 1995 and 2001, the Committee of Ministers to Member States agreed on Recommendations on History Teaching which stipulate all the significant issues still relevant today²⁰. The Recommendations require that 'history teaching should be free of political and ideological influences' and that it should be 'a gateway to the experiences and richness of the past of other cultures.' It should therefore help students to respect others, to understand differences, to realise the value of diversity and to develop intercultural dialogue in order to build relations based on mutual understanding and tolerance. After 1998, in the framework of the Stability Pact for south eastern Europe, the Council of Europe had special responsibility for education in the Balkan region and co-ordinated a working group on history and history teaching in the region²¹. The collaborative approach of the Council of Europe shaped a strong European-wide network of professionals. Several significant publications and political recommendations on the learning and teaching of history are also the result of this common endeavour. The history teaching website of the Council of Europe is a rich resource²².

UNESCO

UNESCO was created in response to the horrors of the Second World War to build "peace in the minds of men and women". From the organisation's inception, history was at the heart of UNESCO's work on education. Some examples that follow are especially relevant in the European context.

In recent years, some of the emphasis was put on dealing with violent pasts, such as the history of the Holocaust and other Nazi crimes. UNESCO is a global leader in the field of education for holocaust remembrance and genocide prevention²³. The programme is based on the idea that education can play a key role in preventing genocide by providing a forum to address past violence, while promoting the knowledge, skills, values and attitudes that can help prevent current day group-targeted violence. This work is being implemented in the context of Global Citizenship Education (GCED)²⁴, a priority of the Education 2030 Agenda which consists of pedagogical research, guidance for education stakeholders, and capacity-building for ministries of education and civil society organisations, leading to various national initiatives of all regions.

Another major project of UNESCO in the field of history and memory is the Slave Route project²⁵. The programme contributes to a better understanding of the causes, forms of operation, stakes and consequences of slavery in the world and highlights the global transformations and cultural interactions that have resulted from this history. It encourages research in neglected regions, the teaching of this history, supports the identification, preservation and promotion of sites and itineraries of memory related to the slave trade and slavery, promotes the contributions of people of African descent to the construction of contemporary societies and finally seeks to preserve written archives and intangible heritage related to this history.

Amongst many other projects, UNESCO is also quite involved in enhancing historical and remembrance policies and dialogue in south-east Europe. For instance, in 1999, UNESCO organised an international conference in Visby, Sweden on Disarming History on Combating Stereotypes and Prejudice in History Textbooks of South-East Europe²⁶. A major endeavour

²⁰ Council of Europe, *Recommendation Rec(2001)15 of the Committee of Ministers to Member States On History Teaching in Twenty-First-Century Europe*, https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805e2c31

²¹ About the work on the Council of Europe in the Balkan region, <https://www.coe.int/en/web/history-teaching/south-east-europe>

²² The Council of Europe website on history education contains a wealth of materials, <https://www.coe.int/en/web/history-teaching/>

²³ <https://en.unesco.org/holocaust-remembrance>

²⁴ <https://en.unesco.org/themes/gced>

²⁵ <http://www.unesco.org/new/en/social-and-human-sciences/themes/slave-route/>

²⁶ <https://unesdoc.unesco.org/ark:/48223/pf0000122375>

was the launch in 2013 of the exhibition 'Imagining the Balkans. Identities and Memory in the long 19th century'²⁷, involving 12 national history museums are coming together to confront and compare their collections and their national histories in a joint exhibit. In the same spirit, UNESCO conducted discussions in the past years between the successor states of former Yugoslavia to set up a new, joint exhibition about the Holocaust and other crimes perpetrated during the Second World War in Yugoslavia in the former Yugoslav Pavilion of the Auschwitz Museum, a UNESCO World Heritage Site.

The UNESCO Associated Schools Network was established in 1953 with the aim to encourage students promoting peace and international understanding. It consists of thousands of educational establishments from primary to tertiary education in more than 170 countries. They use the UNESCO educational resources in their strategies for global citizenship education²⁸.

OSCE

The OSCE considers that educators play a central role in shaping the behaviour and attitudes of students²⁹. Their education programmes are focused on conflict prevention and post-conflict rehabilitation³⁰. The mandate of OSCE High Commissioner on National Minorities in The Hague aims to specially formulate national minority education policies with specific attention to inter-ethnic understanding and interaction in education, as well as to allow for multiple perspectives in history teaching. Together with the Georg Eckert Institute for International Textbook Research (see below) in Braunschweig, Germany, it took an active role in streamlining history education through common textbook guidelines in the Federation of Bosnia and Herzegovina and the Republika Srpska³¹.

European Union

EU education policy never had a particular focus on the role of history and history education for the European Project. The current Council Recommendation on Common values, Inclusive Education and the European Dimension of Teaching Inclusive and high quality education and training comes closest to this aim by saying that "the European dimension of teaching, are paramount for creating and maintaining a cohesive European society". It states that "Introducing a European dimension of teaching should aim to help learners experience European identity in all its diversity and strengthen a European positive and inclusive sense of belonging complementing their local, regional and national identities and traditions. It is also important for promoting a better understanding of the Union as well as an understanding of its Member States"³². However, history education is not mentioned as such. In the staff working document, history is mentioned in the framework of the 2018 European Year of Cultural Heritage and underlines the importance of 'a deeper knowledge and understanding about the origins and functioning of the EU' and 'the main developments in national, European and world history'³³. However, via the European educational, vocational and citizenship programmes, civil society lifelong learning projects related to inclusive, controversial and European History have been and are funded.

²⁷ <https://en.unesco.org/events/travelling-exhibit-imagining-balkans-identities-and-memory-long-19th-century-5>

²⁸ About the UNESCO Schools Network

https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/UNESCOAssociatedSchools-ASPnet.pdf

²⁹ About the Education programmes of the OSCE, <https://www.osce.org/education>

³⁰ About the education focus of the OSCE High Commissioner for Minorities in The Hague

<https://www.osce.org/hcnm/107882>

³¹ About the OSCE mission for curricular reform, <https://www.osce.org/bih/108118?download=true>

³² The Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching (2018)

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0607\(01\)&rid=2](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0607(01)&rid=2)

³³ Staff working Document on the Recommendation (2018)

<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018SC0013&from=EN>

European Union Agency for Fundamental Rights (FRA)

In many EU Member States, visits to memorials, commemoration sites, original historical sites and historical exhibitions play an important role in Holocaust education and human rights education. The FRA therefore decided, in 2006, to launch a project that studied the role that such visits play in school education across the EU from a comparative perspective. The project included an assessment of the pedagogical approaches and educational programmes of a selection of sites in the EU and aimed to inform policymakers and funding institutes about the current role that visits to original sites and historical exhibitions play in school education³⁴. It also developed practical guidance materials for schoolteachers and operators of commemoration sites, original sites and historical museums. The project went beyond the scope of previous projects in the field as it covered all Member States, with an in-depth study of 9 Member States. The study combined pedagogical, psychological and art of hosting expertise with social scientific expertise.

The results of the project include: a comparative analysis of the role of commemoration sites, original sites and historical museums in Holocaust education and human rights education in all Member States of the EU³⁵; handbooks for teachers³⁶; an online toolkit for teachers on how to prepare a class using Holocaust and human rights education methodology³⁷; and an online module designed to reflect on the Holocaust and Human rights today³⁸. The project organised a variety of activities in cooperation with partners such as Yad Vashem, Memorial Terezin, Anne Frank House, Memorial Mauthausen, and the Danish Institute for International Studies.

Recently FRA also jointly published with the European Commission a report on the situation 'Young Jews in contemporary Europe' in which young Jewish Europeans say that antisemitism is a problem in their countries and believe it to have increased over the past five years³⁹.

House of European History

The House of European History is a project of the European Parliament but is academically independent. It is a forum for learning, understanding, reflection and debate on the history of Europe in all its complexity. The Institute interprets history from transnational perspectives across Europe. It connects and compares shared experiences and their diverse interpretations. It aims to address the transnational phenomena which have shaped the European continent. It presents Europe's history in a way that raises awareness about the multiplicity of perspectives and interpretations. It preserves shared and dividing memories, as well as exhibiting the history of European integration and its foundations. It displays a permanent transnational collection as well as temporary exhibitions, and targets visitors of all ways of life and ages. The House has a special focus on education, with a good offer of educational visits and activities for children and young adults. Under 'Activities for your classroom', a variety of digital resources are available on topics such as human rights, information technology and migration⁴⁰.

Georg Eckert Institute for International Textbook Research

The academic Georg Eckert Institute for International Textbook Research is based in Braunschweig, Germany, and was founded in 1975 based on the working principles of Georg

³⁴ <https://fra.europa.eu/en/project/2006/holocaust-and-human-rights-education>

³⁵ <https://fra.europa.eu/en/publication/2012/discover-past-future-role-historical-sites-and-museums-holocaust-education-and-0>

³⁶ <https://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers>;
<https://fra.europa.eu/en/publication/2011/human-rights-education-holocaust-memorial-sites-across-european-union-overview>

³⁷ https://fra.europa.eu/sites/default/files/fra_uploads/1149-toolkit-holocaust-education_en.pdf

³⁸ <http://learning-from-history.de/Online-Lernen/Online-Modul/11832>

³⁹ http://europa.eu/rapid/press-release_IP-18-6724_en.htm

⁴⁰ <https://historia-europa.ep.eu/en/educators-teachers/classroom-activities>

Eckert⁴¹. Eckert developed history and geography textbook research as a new field of academic research after the Second World War, primarily with the political aim of reconciliation between Germany and its neighbours. The Institute subsequently developed as the European - and possibly global - expertise centre for textbook research, combining academic work with practical guidelines on how to improve textbooks and history education. Since 2010, it is member of the Leibniz Association, a coalition of 91 German non-university research institutes from various branches of study⁴². Though its long-standing project 'History beyond Borders', it has been and is involved in many projects related to inclusive history education, and the learning and teaching of history for conflict prevention and in post-conflict situations. It has organised a plethora of workshops, seminars and conferences and published a wealth of studies and teaching resources, many also about the Balkan region⁴³. It acts as advisor to international organisations such as UNESCO and the Council of Europe. It has contacts and projects with Academic Institutes in Europe and beyond and works on history education projects with Czech Republic and Poland.

EUROCLIO

EUROCLIO - European Association of History Educators - is an umbrella association of national, mainly European, educators' associations and other organizations active in the field of history, heritage, and citizenship education⁴⁴. The organisation was set up on request of the Council of Europe in 1992. EUROCLIO supports the development of responsible and innovative history education by promoting critical thinking, multi-perspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates for the sound use of history for the building and deepening of democratic societies, addressing the past across boundaries of communities, countries, ethnicities and religions. In 2014, the EUROCLIO community agreed on the Manifesto on High Quality History, Heritage and Citizenship Education, which brings together the basic principles for the learning and teaching of these subjects⁴⁵. As a civil society association, the activities are non-formal and volunteer-based, with a focus on capacity-building, producing and implementing innovative teaching tools and supporting civil society by stimulating, initiating, and empowering independent history, heritage and citizenship educators' associations across Europe and beyond. Since 1992, EUROCLIO has worked in many countries addressing inclusive national and European history⁴⁶. There has been a special focus on countries in political transformation, and in particular those with inter-ethnic and inter-religious tensions such as Bulgaria, Estonia, Latvia, Romania, Russia and Ukraine. It has also worked in regions that have experienced recent violent conflicts such as the Former Yugoslavia, Cyprus, Lebanon, and the Caucasus. From 2003, it has been continuously involved in a variety of projects in the Balkan region⁴⁷. A variety of downloadable educational resources in many languages are available⁴⁸. A special cross-border digital learning environment is developed on Historiana⁴⁹, which includes a wealth of source materials combined with learning activities, timelines and blogs.

CDRSEE

The Center for Democracy and Reconciliation in Southeast Europe was established in 1998, as a reaction to the war in Yugoslavia. As a non-governmental, non-profit organisation, its focus is on fostering democratic, pluralist and peaceful societies in southeast Europe⁵⁰. The CDRSEE

⁴¹ About the Georg Eckert Institute <http://www.gei.de/en>

⁴² <https://www.leibniz-gemeinschaft.de/en/about-us/>

⁴³ A wealth of Georg Eckert Institute publications is available <http://www.gei.de/en/publications.html>

⁴⁴ About EUROCLIO <https://euroclio.eu/>

⁴⁵ The full EUROCLIO manifesto <https://euroclio.eu/manifesto/>

⁴⁶ Joke van der Leeuw- Roord, EUROCLIO, a Cause or Consequence of European Historical Consciousness (2001) <http://culturahistorica.es/joke/euroclio.pdf>

⁴⁷ Information about current and past EUROCLIO project <https://euroclio.eu/our-projects/>

⁴⁸ https://www.euroclio.eu/projects/#projects_widget-0-0-0-all

⁴⁹ <https://historiana.eu/#/>

⁵⁰ About the Center for Democracy and Reconciliation in Southeast Europe, <http://cdrsee.org/>

has organised seminars, conferences, research projects, exchange programmes and opinion polls, frequently with a focus on history and history education. It brought together a network of academics and history educators in the Balkan region and is responsible for a wide set of publications related to these topics. Their flagship undertaking is the Joint History Project which has brought together academics and practitioners from the region⁵¹. This collaborative work resulted in four publications on Balkan History using a multi-perspective approach and addressing sensitive issues⁵². Together with EUROCLIO, it published in 2017 *How Practitioners see the Current State and Future Developments in History Education across the Western Balkans*⁵³. For this publication, practitioners from the region were asked for critical feedback on past international interventions and required to give recommendations for future work.

(D) Research

In the last decades, the question of whether research can prove if the pathways for sound and innovative history education are effective has been asked by many researchers. Such research is complicated as there are so many factors at work outside the traditional training and classroom settings, influencing people's and students' knowledge and understanding, as well as attitudes towards the past. Initially most publications offered theoretical frameworks, however certainly, after 2000, research into the effectiveness of new approaches in school history are carried out in many European countries and beyond. These research projects also focus on the impact of inclusive history education and the role of history education in reconciliation processes⁵⁴. Many of these studies combine theory and practice and have among others resulted in a growing collection of practical suggestions for educators and tools applicable in the learning process⁵⁵. Research seems to indicate that these approaches also support conflict prevention and possibly also reconciliation processes⁵⁶.

The growing corpus of research findings confirms many of the assumptions and expectations for the innovative approaches⁵⁷. However, a real understanding of what is required and a consistent connectivity between the different components within these approaches varies from place to place. The transfer and progression through the different stages in education is generally also elaborated to a limited degree. Teachers often complain that, despite their willingness to change, the everyday classroom practice and curriculum overload hampers the implementation of the required innovations. Theory and practice are often worlds apart. In a Dutch study among history teachers questioning how they apply multiperspectivity in their classrooms, the teachers mentioned a special problem⁵⁸; when addressing rather sensitive topics such as the Dutch Revolt, slavery and the Holocaust, they found themselves struggling to deal with those perspectives, which were not equally valid or politically desirable. Multiperspectivity requires the use of a range of source materials to help pupils realise that there are different possible points of views and interpretations of the past. Students should be aware that each point of view and interpretation is not equally valid and should not be taken at face value. This requires in-depth and high-quality learning as it is not easy to distinguish between 'fake' and 'trustworthy' materials. And finally, some historical facts show the evil behaviour of humankind. Some teachers felt that such conditions have to be taken into

⁵¹ For the Joint History Project <https://cdrsee.org/projects/education-projects/joint-history-project>

⁵² Christina Koulouri (Ed) *The Ottoman Empire; Nations and States in South East Europe; the Balkan Wars and the Second World War* (freely downloadable), <http://www.cdrsee.org/publications/publications-books>

⁵³ <https://euroclio.eu/wp-content/uploads/2017/12/Final-Final-ePact.pdf>

⁵⁴ Much is done by Alen McCully on the challenges of history education in Northern Ireland see for example his *History teaching, conflict and the legacy of the past* (2012)

⁵⁵ A useful publication is for example Keith Barton and Linda Levstik, *Teaching History for the Common Good*, (2004)

⁵⁶ Elizabeth A. Cole *Teaching the Violent Past, History Education and Reconciliation* (2007)

⁵⁷ Keith Barton and Linda Levstik have brought to gather a variety of studies in *Teaching History for the Common Good* (2004)

⁵⁸ Bjorn Gert Jan Wansink, *Between fact and interpretation. Teachers' beliefs and practices in interpretational history teaching* (2017), file:///C:/Users/Admin/Downloads/Wansink%20(1).pdf

account; otherwise a multi-perspective approach could lead to moral relativism or even indifference.

International research

Unfortunately, most research projects are national-based, quite often looking at small samples of students and teachers. Larger regional or European research on the effects of national and cross-border innovative learning and teaching of history in Europe and beyond is basically absent. The only main pan-European research is on 'Youth and History: a Comparative European Survey on Historical Consciousness and Political Attitudes among Adolescents', carried out in 1997 by Magne Angvik and Bodo von Borries.

A recent publication on UNESCO's work on education for international understanding however contains studies on UNESCO interventions on history education in several countries⁵⁹. The more general effects of the international interventions on school history in Europe are not researched either. Such research would be desirable, as the still ongoing political and academic debates about the purposes of school history would be nourished by insightful international research findings.

(E) Reflections and observations

The Working Group experts shared a series of reflections and observations on the topic of history education. They considered that it was vital to start with explaining why it is important to be inclusive in history education, as minority communities and migrants are often not included in a country's history. There was a fear of radicalisation or extremism if their perspectives on the past are not included in the learning and teaching of history. Minority and migrant communities could feel left out if history only focuses on the dominant national community.

History teachers often focus on more ancient than modern history since it is 'safer' and less controversial, more far removed from daily realities. However, if students are not aware of the 20th century historical events, they will not be able to understand what current democracies are based on and why democratic systems are so important.

Surveys of teachers on how to discuss controversial issues concluded that it is vital to create a dialogue among students, and that teachers should avoid giving their personal points of view. The Institute for Historical Justice and Reconciliation project on Contested Histories in Public

Spaces is a multi-year initiative intended to address controversies over statues, memorials, street names and other representations of disputed historical legacies in public spaces. It helps decision-makers, policy planners, educators and other stakeholders with a set of case studies, best practices and guidelines for historical contestations in an effective and responsible manner⁶⁰. Researchers from the Georg Eckert Institute performed a needs assessment in 2017/18, to collect the opinions and input from educators on the issue of debate, dialogue, and discussion in the classroom⁶¹. This research will be used to develop concrete classroom activities.

The Working group members identified the challenge of avoiding presenting history in a linear or chronological manner and making it as relevant as possible. They suggested as possible approaches using a thematic approach or working backwards from the present day back to

⁵⁹ Aigul Kulnazarova, Christian Ydesen (ed) UNESCO *Without Border, Educational campaigns for international understanding* (2017)

⁶⁰ <https://ihjr.org/ethics-and-legacy/>. Together with EUROCLIO the IHJR furters this project <https://www.euroclio.eu/project/contested-histories/>

⁶¹ <https://www.euroclio.eu/tag/georg-eckert-institute/>

early history. However, others considered that the established chronological approach still works, but insisted that it should be grounded in a competences-based approach.

The Working Group also noted a possible conflict between using history education to develop national as well as EU identities. Using the plural form for the term identity ('identities') would help foster the understanding that people have multiple identities, which can coexist.

The experts also questioned how best to present the EU common values, as they felt that the approach should not be only Europe-centric. Too much concentration on Europe as the single best practice was not favoured; the global outlook should not be forgotten. However, the participants agreed that current national history curricula do not always specify the need to promote EU values. This could be a consequence of possible stereotypical thinking of experts responsible for curriculum development.

The Working Group made the following recommendations and suggestions:

- It is essential to ensure that there is a multi-perspective and inclusive approach to history. This means including various ethnic, linguistic and religious communities in new history curricula, in order to avoid any undue bias or discrimination;
- It is important for national history education to recognise the impact on other countries and therefore to widen the perspective beyond the national viewpoint;
- History education should not be only Europe-centric or make a distinction between Europe and the rest of the world. Many values and approaches are global, not just European, but also local. There is a need to connect and balance this local level with the national, European and global dimensions;
- Teachers should be aware of the diversity in their classrooms and recognise that young people from diverse origins bring different memories, values and cultures;
- It is essential to investigate how to develop history education, which is relevant for the everyday life of learners. Connections of past (political) events to their reality will encourage the learning of history and ability to think critically. Recent issues such as climate change gave evidence how many young people become interested and motivated;
- It is important to develop skills such as historical consciousness and (historical) key competences, knowledge, skills and attitudes;
- History teaching must allow time for discussion, and such debates should allow both positive and negative considerations;
- There is a need to move away from assessing the learning of facts and figures in history education and to develop tests which use historical facts and narratives to develop competences;
- Conflict between history and civics teachers should be avoided, as both subjects integrate human rights and democracy in their curricula;
- There is a need for high-quality initial teacher education and continuous professional development, supporting teachers' capacities to address controversial and sensitive issues in the classroom;
- Existing teaching aids, providing guidance on addressing controversial issues in the classroom, should be made widely available;
- The opportunities provided by digital media should be widely shared;

- There is a need to find ways to involve families to make them aware of the different perspectives to key historical events and support a process of developing history culture in the family;
- Start using the plural 'identities' rather than just the singular term 'identity'.

(F) Inspiring practices

During the PLA in Zagreb, several experts presented practices relating to 'Building bridges through inclusive and cross-border history education: learning history in and out of school?'. Educational authorities and institutions and civil society participants were asked to present examples of inspiring practice, especially based on civil society practice. During the subsequent Working Group meeting, members were also invited to give such inspiring examples from their respective backgrounds. The day which the Working Group spent in the European History House gave deeper insights into how such bridges through inclusive and cross-border history could be built by official institutes, such as the European Parliament. International institutes and organisations also shared rich examples of their work. Unfortunately, local or national inspiring practices are rarely initiated by educational authorities, but rather left to civil society engagement. Some examples of inspiring practice are set out below.

Croatia

Europe House

Europe House⁶² in Vukovar is a civic society organisation (NGO) which aims to initiate and support the socio-economic development of the Vukovar-Syrmium county in order to consolidate peace and improve the welfare of its citizens, as well as to foster an equal and effective cooperation of Croatia with other EU Member states. It focuses on the renewal and revitalisation of Vukovar's fragmented post-war community, promoting a spirit of tolerance, mutual understanding and trust among the citizens belonging to different ethnic, religious and political groups. Its work offers lifelong learning opportunities for various groups, among them young people, people with special needs and national minorities. The organisation is supported by the Croatian authorities as well as by national and international non-governmental donors.

Centre for Peace Studies

The Centre for Peace Studies⁶³ in Zagreb is a non-governmental and non-profit organisation promoting non-violence and social change through education, research and activism. It was founded in 1996 in Pakrac and formally registered in Zagreb the following year. It grew out of various forms of direct peace-building in western Slavonia. The organisation has around 60 members. It runs several programmes which focus on peace education and nonviolence, advocating for the democratisation of the educational system and quality education policies. It seeks to raise civic competence through encouraging dialogue, activism and preventing violence through training in nonviolent practices and experiences.

⁶² <https://edvu.hr/english/>

⁶³ <https://www.cms.hr/en>

Documenta, Centre for Peace, Non-Violence and Human Rights

Documenta⁶⁴, the Centre for Peace, Non-Violence and Human Rights, Osijek, was founded by the Centre for Peace Studies, Civic Committee for Human Rights and Croatian Helsinki Committee.

Cyprus

IMAGINE, Education for a Culture of Peace

Education for a Culture of Peace – ‘IMAGINE’⁶⁵ - is a project implemented by the Association for Historical Dialogue and Research (AHDR), a multi-communal, non-profit, non-governmental organisation established in Nicosia in 2003 with members from various ethnic, linguistic, and professional backgrounds working at different educational levels in Cyprus. It focuses on open dialogue about enhanced pedagogical practices that could encourage a critical, multi-perspective and ethical understanding of the discipline of history and the learning and teaching of history.

Sweden

Living History Forum

The Living History Forum is a Swedish public authority commissioned to work with issues related to tolerance, democracy and human rights, using the Holocaust and other crimes against humanity as its starting point⁶⁶. The goal of the Living History Forum is to teach about historic patterns and to equip people with knowledge for the future; the goal is to work for everyone’s equal value. The Forum has continuous contacts with teachers and other experts within education and develops exhibitions, methods and tools for young people. It also carries out attitude surveys. The majority of the exhibitions and projects are aimed at upper secondary and high school students and their educators.

Bosnia Herzegovina

EUROCLIO-HIP

The Bosnian History Teachers’ Association (HIP) was established in 2003 as the first national Bosnian Association on the state level, operating in both entities and all 10 cantons. The name HIP stands for Historija/Istorija/Povijest, meaning ‘history’ in the three official languages in Bosnia and Herzegovina. It currently has 200+ members representing the various communities in Bosnia-Herzegovina. The association has an office in the Museum of Contemporary History⁶⁷ in Sarajevo. The mission of the organisation is to improve the learning and teaching of history in schools and universities in Bosnia and Herzegovina. The goal(s) of the organisation are the modernisation of history teaching, enhancing a contemporary approach to history, as well as a subject studied in faculties, through projects, seminars and other activities.

Youth Initiative for Human Rights Bosnia and Herzegovina

The Youth Initiative for Human Rights (YIHR) Bosnia and Herzegovina is a youth Initiative for Human Rights. It runs a variety of projects and initiatives in Bosnia and Herzegovina together with Forum ZFD Bosnia and Herzegovina, and in cooperation with the German and French embassies in Bosnia and Herzegovina, with the support of the German Ministry of Foreign Affairs and the Mission du Centenaire, targeting students of history, political or social sciences,

⁶⁴ <https://www.documenta.hr/en/home.html>

⁶⁵ <https://www.ahdr.info/peace-education/58-education-for-a-culture-of-peace-imagine>

⁶⁶ <https://www.levandehistoria.se/english>

⁶⁷ www.cliohipbih.ba

area studies, or other interested young persons (18-25 years) from Bosnia and Herzegovina⁶⁸. Projects include:

- 1918-2018: Building peace – lessons from World War One. Youth seminar: Bosnia and Herzegovina, France, Germany;
- Histories and History: an intercultural and interreligious project addressing three generations;
- School of different memories: summer programme based on study visits with the aim to exchange the experiences of local communities, activists, faith-based organisations, religious leaders, historians, and victims about the reconciliation processes and facing the past.

Nansen Dialogue Centre Sarajevo

Nansen Dialogue Centre Sarajevo⁶⁹ is a non-profit, non-governmental organisation that aims to contribute to the development of democratic practices and the prevention and resolution of conflict in Sarajevo and throughout Bosnia and Herzegovina by creating dialogue across ethnic and national divides.

Balkans

Memory Lab

Memory Lab⁷⁰ provides a platform for exchange, cooperation and critical understanding of history and remembrance in Europe. It connects institutions, organisations and individuals working on memory sites and remembrance education, especially in the Western Balkans and in Western Europe.

Youth Trail

Youth Trail⁷¹ gathered more than 40 young people from all over the Western Balkans on 20 June 2018 for the second time in Tirana. The event was organised by the OSCE Presence in Albania, the Italian OSCE Chairmanship, the Regional Youth Cooperation Office (RYCO) and Tirana Municipality.

The Balkan Museum Network

The Balkan Museum Network (BMN)⁷² exists to celebrate, preserve and share the complex common heritage of the Balkans and to create - through cooperation - a strong, collective voice for Balkan heritage and the museum profession.

Divided Past Joint Future

Divided Past Joint Future⁷³ is a project implemented by a consortium of 18 partners: 7 IPA beneficiary countries, plus Slovenia, Croatia, Austria and the Netherlands and involves CSOs, research institutes, foundations, resources centres and Erasmus National Agencies and 13 associated business partners.

Helsinki Committee for Human Rights

The Helsinki Committee for Human Rights⁷⁴ runs a number of projects including:

⁶⁸ <http://yibr.ba/>

⁶⁹ <http://www.nansen-dialogue.net/ndcsarajevo/index.php/en/>

⁷⁰ <http://www.memorylab-europe.eu/about/mission>

⁷¹ <https://www.osce.org/presence-in-albania/385314>

⁷² <http://www.bmuseums.net/mission-vision-and-values/>

⁷³ <http://jointfuture.org>

⁷⁴ <http://helcommrs.org/index.php>

- 'Multi-ethnic community is my home'. This project is dedicated to interethnic reconciliations. High school students from 8 local communities in BiH prepared a small local research about the 'others' in their communities and presented their work in public debates.
- 'Civic education mission'. This is a three-year project (2018-2020), funded by USAID. The main goal is the improvement of formal education, peace and tolerance and the integration of peace studies in formal curricula in cooperation with education authorities in the country.

Forum ZFD

Forum ZFD⁷⁵ exists since 1999 in the Western Balkans, striving to increase the impacts of work towards peaceful conflict transformation throughout the region with projects within the Civil Peace Service Programme. In 2018, there were offices in Belgrade, Pristina, Skopje and Sarajevo. They have a regional focus on 'Dealing with the Past' and providing education for peace formally and non-formally. They try to discredit militant discourses, to overcome stereotypes and to promote a culture of non-violence.

We Balkans

We Balkans⁷⁶ is the model of a simulation of the international criminal court project. Three organisations from Serbia, Bosnia Herzegovina and Croatia jointly developed this project with six five-day events and trainings organised in each of the three countries. The target group is high school students. The simulation trains the students to prepare press articles on 3 cases - ICTY - Case Erdemovic, Rwanda - case Bikindi, and the Nurnberg process.

Teachers on Teaching: How Practitioners See the Current State and Future Developments in History Education Across the Western Balkans

In 2017 the research report 'Teachers on Teaching; How Practitioners See the Current State and Future Developments in History Education Across the Western Balkans'⁷⁷ was published. It was written by EUROCLIO in collaboration with CDRSEE and History Teachers Associations from the Western Balkans. It was launched at the House of European History in Brussels looking at questions related to teaching history in a post-conflict space.

CLIO in the Balkans

In 2018, CLIO in the Balkans developed an exemplar curriculum for the history of Yugoslavia based on values for peace, freedom, cooperation and equality under the title '*Yugoslavia – 100 years later. Lessons we (didn't) learn*'⁷⁸. Written by history educators from Bosnia Herzegovina, Kosovo, Macedonia, Montenegro and Serbia, the project also furthered the history teachers' networks in the region and improved the practice of teaching history as tool for reconciliation. Other materials are also available about the project⁷⁹.

⁷⁵ <https://www.forumzfd.de/en/western-balkans>

⁷⁶ <https://webalkans.org/micc-web-project-summary/>

⁷⁷ <https://euroclio.eu/2017/12/new-report-teaching-difficult-history-western-balkans/>

⁷⁸ <http://cliohipbih.ba/portfolio/alternativni-kurikulum-2/>.

⁷⁹ Other materials on this project are available as <https://www.youtube.com/watch?v=L11OgSvgKoU&fbclid=IwAR2-MTURwaaLNttNqZacfy6GcRCbIqiF7Eh5XYIV2A1s2JxpG6f-psYQt9Y> and <http://www.6yka.com/novosti/dosta-je-bilo-narativa-koji-hrane-podjele-dajmo-djeci-priliku-da-razmislijaju-svojom-glavom>

(G) Relevant resources

General

- Council of Europe, Quality History Education in the 21st Century, Principles and Guidelines⁸⁰ (2018)
- Grever, M., Stuurman, S. (Eds.), *Beyond the canon: history for the twenty-first century* (2007)
- Robert Guyver (Ed) *Teaching History and the Changing Nation State, Transnational and Intra-national Perspectives* (2016)
- Markus J. Prutsch, *European Historical Memory: Policies, Challenges and Perspectives* (2013)
- Martin Roberts (Ed), *After the Wall, History Teaching in Europe since 1989* (2004)
- Alan Scott, Lauren Metzger, Harris McArthur (Ed) *The Wiley International Handbook of History Teaching and Learning* (2018)
- Robert Stradling, *The European Content of the School History Curriculum* (1995).
- Robert Stradling, *Handbook: Teaching 20th century European history* (2001)
- Robert Stradling and Christopher Rowe *Handbook on Values for Life in a Democracy* (2009)
- Rüsen, J., Leeuw-Roord, J. van der, (Ed.), *History for today and tomorrow: what does Europe mean for school history?* (2001)

Conflict, reconstruction and reconciliation

- Luigi Cajani, Simone Lässig, Maria Repoussi (Ed.) *The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era* (2019)
- Elizabeth Cole (ed), *Teaching the Violent Past, History Education and Reconciliation* (2007)
- Alan McCully, C Psaltis, A Agbaria, C Makriyianni, F Pingel, H Karahasan, M Carretero, M Oguz, M, R Choplarou, S Philippou, W, Wagner, and Y Papadakis, *Recommendations for the History Teaching of Intergroup Conflicts*. Research report COST (2017)
- Charles Ingrao and Thomas A. Emmert (ed) *Confronting the Yugoslav Controversies, A scholars' initiative* (2009)
- Heike Karge, `Geschichtsbilder im postjugoslavischen Raum` (315-338) in *Umgang mit Konflikts/Dealing with Conflicts*, Zeitschrift International Schulbuchforschung/Journal International Textbook Research 4/1999/Vol 21
- Charis Psaltis, Mario Carretero, Sabina Cehajic-Clancy (Eds), *History Education and Conflict Transformation, Social Psychological Theories, History Teaching and Reconciliation* (2017)
- Alan Smith, *Education in the twenty first century: Conflict, reconstruction and reconciliation* in Compare Volume 35, Number 4 / 01,373 – 391 (2005)
- Paula Cowan and Henry Maitles (ed) *Teaching Controversial Issues in the Classroom, Key Issues and Debates* (2012)

Balkans

- Jean-Damascène Gasanabo *Fostering Peaceful Co-Existence through Analysis and Revision of History Curricula and Textbooks in Southeast Europe*, UNESCO Report 2007
- Martin George, *The Past as a Tool for the Present. The Role of History Education in the Western Balkans since the Second World War* (2014)
- Wolfgang Hoepken (ed), *Oil on Fire? Textbooks, Ethnic Stereotypes in South-Eastern Europe*. (1996).
- Christina Koulouri (ed.) *Teaching the History of South-eastern Europe* (2001)

⁸⁰ <https://rm.coe.int/prems-108118-gbr-2507-quality-history-education-web-21x21/16808eace7>

Christina Koulouri (ed.) *Clio in the Balkans. The Politics of History Education* (2002).

Bahir Şahin, Cem Ertür (eo) *Improvement of Balkan Textbooks, project reports*. (Probably 2002, no dating)

Teaching War, How Croatian schoolbooks changed and why it matters ESI Report, Berlin – Zagreb – Vienna (2015)

Maria N.Todorova (ed) *Balkan Identities: Nation and Memory* (London, 2004)

Experiences and attitudes

Angvik, M. and von Borries, B. (eds) *Youth and History* (1997)

Maria Grever, Ben Pelzer and Terry Haydn, *High school Students' views on History* in *Journal of Curriculum Studies* 1–23 (2011)

Dženana Trbić and Snježana Kojić Hasanagić *Education in Bosnia and Herzegovina: What do we teach our children? Surveying Attitudes of Students and Parents about Values in Curricula and Textbooks in Primary And Secondary Schools In Bosnia-Herzegovina* (2007)

Responsible History

Antoon De Baets, *Responsible History, with code of ethics for History Professionals* (2008)

Finding information about the EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website at: https://europa.eu/european-union/index_en

EU publications

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