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**Reform in the Field of History
in Education Bosnia and Herzegovina**

**Modernization of History Textbooks
in Bosnia and Herzegovina:
From the Withdrawal of Offensive Material
from Textbooks in 1999 to the
New Generation of Textbooks in 2007/2008**

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Executive summary

Despite the passage of more than one and a half decades since Bosnia and Herzegovina (BiH) became an independent, internationally-recognized state, history textbooks in BiH do not universally meet modern European standards. This overview presents the key developments, with an emphasis on the past decade. This project is the result of a pilot survey among 184 history teachers from all over BiH jointly-conducted in early 2008 by the OSCE Mission to BiH and the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany. Part one provides a chronological overview of the reform process relating to history textbooks and history education in BiH. In part two, this overview contains an analysis of selected history textbooks in use in BiH primary schools within the period autumn 2000 – summer 2008. The main objective is, thereby, to investigate whether history textbooks approved for the school year 2007/08 in BiH meet the standards stipulated in the *Guidelines for writing and evaluation of history textbooks for primary and secondary schools in BiH*. The analysis is supplemented by a comparison among selected primary grade history textbooks from the years after 2000 but before the school year 2007/2008. An emphasis is placed on whether BiH history is accepted as a main reference point in the textbooks, since the requirement to accentuate BiH as the main reference point constitutes one of the major aims of the *Guidelines* and the recommendations of the *Memorandum of Understanding*. The final section provides a study on the use of history textbooks in BiH that contains the results and analysis of the pilot survey of history teachers.

Tendencies of history textbook quality

The *Guidelines* have had an impact on history textbooks published in Istočno (Eastern) Sarajevo¹ (although limited). The visual appearance of textbooks improved and more textbooks appeared that were written by authors from BiH. Thus, in the school year 2007/08, there is only one book (7th grade) in use that is still written by an author from Belgrade. However, the book is written for the *Curriculum of primary schools in the Republika Srpska* and published in Istočno (Eastern) Sarajevo. All other new textbooks are written by teams of authors originating from BiH. In terms of didactic quality, the new series of books from the Publishing House in Istočno (Eastern) Sarajevo also exhibits some impressive improvements. Thus, new books now come with briefer texts, more images and historical maps, and are altogether more manageable both for teachers and students. These improvements, however, are not necessarily accompanied by a fundamental shift or revision of content, meaning that, even after the issuance of the *Guidelines*, the predominant focus of the textbooks - in terms of national history - is on the history of Serbia and Serbs.

This review also clearly demonstrates that history textbooks written for the markets in the cantons of Croat majority in the Federation of Bosnia and Herzegovina (Federation BiH) have the least dynamic tendencies in terms of textbook writing and production. The *Guidelines* have had no impact at all on textbooks for the *Curriculum of the nine-years of primary school education in the Croatian language*. Before the year 2000, education authorities in Mostar (curriculum in the Croatian language) approved textbooks that had been published in Zagreb, without adapting them in any way to the BiH environment. Following 2000, the education authorities offered only minor adaptations. Adapted versions of Zagreb textbooks published in Mostar are still in use today. In 2006, the very first history textbooks written purely by an author from Herzegovina appeared on the textbook market in BiH. In terms of content, however, writing and publishing textbooks in BiH itself did not solve the problems inherent in all the analysed textbooks for the curriculum in the Croatian language. The analysed

¹ Publishing Institute of the Republika Srpska.

textbooks clearly show that “national history” is not equated with the history of BiH, but with the history of Croatia and Croats. This applies to all the textbooks analysed, including the latest, published in 2006/07. Each textbook is closely oriented towards textbooks imported from Zagreb.

Before the end of the war in BiH, the Bosniac² communities began to produce new history textbooks. In terms of content, quality and authorship, these first books (as well as their counterparts) bear the legacy of the war from 1992-1995 and former educational standards. In 2003, however, the first improvements took place with the emergence of a new publishing house (Sarajevo Publishing). This publisher – and to some extent other publishing houses – began to modernize the conventional textbook market in the Federation BiH with new, visually attractive formats. Additionally, new teams of authors appeared who started to try to integrate multiperspectivity into history textbooks written in the Bosnian language (textbooks for the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina*). The ongoing textbook reform process in the country contributed to this development which happened earlier than in the Republika Srpska textbook market and the textbook market in the cantons of Croat majority in the Federation BiH. As result of these changes, by 2007, textbooks written in the Bosnian language exhibited a variety of methodological approaches and perspectives. As stipulated in the *Guidelines*, textbooks must approximate “European Standards” in BiH. Several, (though not all) of the analysed history textbooks written in accordance with the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* come very close to these European standards – which cannot be said for the analysed history textbooks published in Mostar and/or Istočno (Eastern) Sarajevo.

Desiderata of history textbook quality

The textbook analysis and the pilot survey of teachers clearly demonstrate the urgent need to improve the quality of content already in history textbooks, in particular World War II history and the history of Yugoslavia, but also highlight the absence of textbook narratives that relate to the end of Yugoslavia and the following wars. Teachers all over BiH – including those teachers who have not been required to teach BiH history beyond the year 1992 – express severe difficulties when dealing with the last several decades of BiH history – the period between 1980 and the present. At the same time, the majority (about 53 per cent)³ of responding teachers clearly expressed the view that the war in BiH from 1992 to 1995 should be dealt with in history textbooks.

Finally, answers reveal that periods of conflict as well as many periods of *shared history*, be it under Ottoman, Hapsburg or Yugoslav rule, are difficult to teach throughout BiH. The textbook analysis demonstrates that, as long as national history is understood in the following way:

- all history textbooks for the *Curriculum of the nine-years of primary school education in the Croatian language* as history of Croats;
- all history textbooks for the *Curriculum for primary schools in the Republika Srpska* predominantly as history of Serbs and;
- in some (but not all) history textbooks for the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* as predominantly history of Bosniacs,

then any class dealing with periods of shared history will continue to be exceedingly difficult, both for teachers and for students.

² The names of an ethnic group are used to designate communities of an ethnic majority rather than an absolute mononational group.

³ Please see *Teaching the recent war as a topic in the textbooks*, page 39 and *Teachers’ opinions on topics from the period 1992-1995 that should be covered in the textbooks*, page 39.

History textbooks from the point of view of teachers

The aim of the pilot survey of history teachers was to gather more detailed information about the use of history textbooks in classrooms throughout BiH, especially after the implementation of a new generation of textbooks in the school year 2007/2008. The surveyed teachers (184) teach in primary as well as in secondary schools and come from different types of schools. The persons interviewed are both new teachers as well as teachers who have taught in BiH for more than 15 years. Furthermore, the teachers come from every region of BiH including the two entities and the Brčko District BiH (Brčko District). Even though the sample is representative for BiH, it must be stressed that the design of the survey has an explorative character and the results show the primary tendencies of teachers' opinions regarding these history textbooks. Therefore, no general conclusion can be drawn for the entire population of history teachers in BiH.

Which textbooks are actually being used in the classrooms in the school year 2007/2008?

The data shows that there are still old textbooks in use, with a higher percentage of responding teachers teaching in the Croatian language and using older textbooks than teachers teaching in the Serbian or Bosnian language. The latter two groups mostly indicate the use of new textbooks (published in 2007) while teachers from Brčko District use older versions of textbooks. Teachers teaching in the Croatian language use textbooks from 2003, 2005, and 2006. As stated by them, they use older textbooks because these textbooks are the most expensive textbooks in BiH and are therefore replaced less often, particularly if their content and presentation do not change much from year to year. Therefore the presence of older textbooks in the Croatian language in secondary schools has an economic explanation – the print run seems to be low. Textbooks for secondary (gymnasium) schools are older in the Republika Srpska as well. Here, reforms are still awaited at the secondary general (gymnasium) level of education.

More than half of the teachers surveyed state that they have been able to choose the textbooks. The other half of teachers, most likely all from the Republika Srpska, were unable to choose their textbooks. The explanation can be found in official textbook policies: in the Republika Srpska just one textbook per grade is published and approved; in the Federation BiH three textbooks are officially approved.

Teachers stated that they could decide on a textbook alone or together with their colleagues or that the decision was made for them on a higher level, i.e. on the level of the Pedagogical Institute or the Ministry of Education. In the last case teachers are often offered just one instead of three textbooks or are rarely consulted.

As for the criteria for the selection of textbooks, the teachers named content as one of the most important criteria, but also mentioned well-developed didactical tools as well as a multiperspective approach. The criterion of content reflects the adherence to the curriculum, and the high rating of the criteria for multiperspectivity and adequate didactical tools can be evaluated as positive. Teachers seem to have accepted the standards and principles of modern history teaching.

The educational medium of textbooks has an important role among the surveyed group of history teachers in BiH and can be considered the main medium in lesson preparation for teaching history. Therefore, it is crucial to analyse how controversial issues or regional history are dealt with in the textbook. Textbooks must also be appropriate for use in ethnically mixed classes.

Over half of the teachers interviewed state that they are working in ethnically mixed classes, even though the percentage of students of mixed ethnic background is very small in most of their classes. Nevertheless, a large group of teachers responded positively to the question of the appropriateness of the textbook for ethnically mixed classes. Furthermore, teachers state that there are no problems with teaching in ethnically mixed classes – on the contrary, some of the teachers stated that they wish to teach in more mixed classes.

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The interviewed group of teachers is divided over the approach to controversial issues in textbooks – some state that the textbook they are using provides sufficient support, but others do not share this opinion. Surprisingly, more than half of the teachers state that the textbooks present a balanced regional history while only a small group does not share this opinion. The first group mentions that the textbooks no longer contain “offensive material” and are, therefore, objective. The latter group considered the presentation of difficult topics such as various wars in the 20th century to be unsatisfactory or believed that the textbooks placed an over-strong emphasis on hatred and differences instead of similarities.

Finally, the questionnaire asked teachers for their opinion of the inclusion of the recent war in BiH in the textbooks: about 53 per cent of teachers expressed a clear statement that the war in BiH 1992-1995 should be dealt with in the history textbooks. They list the topics “Consequences of the war” and the “Destruction of cultural and historical monuments” as the most interesting topics to be put into the textbooks. Nevertheless, one third of the teachers do not share this view and another small group is uncertain. The uncertain statement regarding the issue of the recent war in the textbook could correspond to the dilemma that teachers and students face every day with topics from the war of 1992-1995, but in much of BiH, probably due to a recommendation from the Parliamentary Assembly of the Council of Europe, it is not part of the official curricula.⁴

To sum up the opinion of history teachers on the textbooks used in 2007/2008, nearly half of the surveyed teachers say that the textbooks are better than those that they used before, but there is also a similarly large group of surveyed teachers who consider the textbooks to be almost the same as the books for the previous school year. Teachers using the textbooks in the Republika Srpska see the biggest improvement and are mostly satisfied with the new textbooks. The teachers using the textbooks written for the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* have a negative opinion about the new textbooks for 2007/2008. They do not see a big change in the new textbooks and are therefore disappointed. As the textbook analysis reveals, however, the market of textbooks written in the Bosnian language started from a much higher level of textbook quality in 2003 than the markets in Mostar and Banja Luka. Teachers teaching in the Bosnian language are now looking forward to further and deeper improvements since the curriculum should be altered to correspond with the *Guidelines*. The teachers using textbooks in the Croatian language are divided in their opinion – some are happy and some are disappointed with the textbooks. This divided opinion on textbooks in the Croatian language can be seen as positive as some teachers have a relatively critical understanding of the textbooks.

⁴ In its 'Recommendation 1454 (2000) Education in Bosnia and Herzegovina' (April 2000), the Parliamentary Assembly of the Council of Europe advocated a moratorium on teaching the period 1992-1995 in BiH until historians in BiH - with the support of international experts - could develop a common approach towards teaching this period in the classroom.

1

The Reform Process for History Textbooks and History Teaching in Bosnia and Herzegovina

- REFERENCES



A chronological overview

The textbook revision process in Bosnia and Herzegovina) was launched in early 1998 with an agreement for the revision of textbooks for the "national group of subjects" (May 18th, 1998). In 1997, material inserted into the Republika Srpska history textbooks⁵ was published in the press, raising awareness of the obstacles to education that returnee population faced. An inter-entity textbook commission was established with the aim of identifying potentially offensive material in the textbooks in use, and, if necessary, to propose modifications (Pingel 2006). The commission failed to release the textbook recommendations at the beginning of the new school year due to a shortage of time and misunderstandings within the group about the process. Meanwhile, the Sarajevo Education Working Group, which was established on 1 March 1998 and consisted of representatives of the international community involved in education and Sarajevo educational authorities, finished a textbook review within the framework of the Sarajevo Declaration⁶ (February 1998) and identified textbooks in use in the Sarajevo area that contributed to ethnic hatred and intolerance. The group reported the textbook review findings in June 1998, but no immediate action was taken. In October the findings were leaked to the press, which caused a furore (Low Beer 2001). In spite of these setbacks, however, the recommendation for neutralizing textbook language gradually prevailed (Pingel 2006).

New agreements for textbooks used in the Federation BiH and the Republika Srpska were endorsed by all Ministers of Education before the beginning of the school year 1999/2000. The *Agreement on Removal of Objectionable Material from Textbooks to be used in Bosnia and*

Herzegovina in the 1999/2000 School Year was signed in Mostar in July 1999. This required broad textbook revision and the "potential determination of the existence of anti-Dayton, offensive or controversial texts." As there was no time to implement this or to produce new textbooks, the Ministries of Education signed a second agreement in August 1999 in Banja Luka that confirmed the first agreement and established an agreed procedure:

1. Objectionable material, as identified by an international team of experts, was to be either removed or annotated. "Material to be removed will be obliterated by blackening in the textbooks. Material to be annotated will be marked by the use of a stamp on the page."
2. The stamps used to mark material for annotation will read in one of the local languages: "The following passage contains material of which the truth has not been established, or that may be offensive or misleading. The material is currently under review."⁷

Personnel from the Office of the High Representative (OHR) were assigned to check the blackened or annotated passages randomly in the textbooks. The withdrawal of potentially offensive material from textbooks before the beginning of the school year 1999/2000 was made one of the minimum criteria for the accession of BiH to the Council of Europe (Pingel 2006).⁸ The process of blackening the textbooks lasted until the end of 1999.

In May 2000, at a meeting of the Ministers of Education, a major agreement on the harmonization of the three parallel education systems was reached. A coordination mechanism, consisting of the Ministries of Education, Pedagogical Institutes, and international organizations, was launched. The Coordination Boards

⁵ A "Dodatak" (by Ranko Pejić) for 8th grade history textbooks dealing with 20th century history was added to the imported textbook from Belgrade in 1997 and continued to be used until 2000.

⁶ The Sarajevo Declaration was launched by the international community in February 1998 and was intended to encourage the return of refugees to Sarajevo. The Declaration addressed working groups on issues of curricular content. The working groups working on curricular content and textbook evaluation had to be appointed by Sarajevo Education officials.

⁷ Low-Beer, Ann, *Politics, school textbooks and cultural identity. The struggle in Bosnia and Hercegovina*, Paradigm 2 (2001), 3

⁸ GR-EDS (99)46, 1 September 1999: Progress in education in Bosnia and Herzegovina. Information note prepared by the Directorate of Education, Culture and Sports, Council of Europe.

main tasks were to share information about curriculum changes, to promote the acknowledgment of certificates, and to regulate the integration of returnee and minority students (Batarilo/Lenhart 2007). In an additional declaration and agreement, the authorities agreed to remove objectionable material from textbooks, supplemental textbooks, and other literature which may be offensive to returnee children, constituent people, and national minorities. It was also decided that the use of textbooks on national subjects written and printed outside BiH would not be allowed after June 2002 (Torsti 2003).

In its Recommendation 1454 (2000) Education in BiH (April 2000), the Parliamentary Assembly of the Council of Europe advocated a moratorium on teaching the period 1992-1995 in BiH until historians in BiH - with the support of international experts - could develop a common approach towards teaching this period in the classroom.

On 14 December 2001, a new agreement on textbook review was signed at Jahorina, near Sarajevo. The Agreement required the Entity Ministers of Education to establish two Entity Textbook Commissions. As the textbooks still contained material defined as offensive, textbook revision had to be initiated anew. On January 3, 2002, Textbook Revision Agreements were signed between the Federal Ministry of Education, Science, Culture and Sports, and the Ministry of Education and Culture of the Republika Srpska.

In July of the same year the international community assigned responsibility for education reform to the OSCE. The textbook review commission has been working within the framework of the *Interim Agreement on Accommodation of Specific Needs and Rights of Returnee Children* (5 March 2002) and with the Co-ordination Board for the Implementation of the *Interim Agreement* (Pingel 2006).

A *Memorandum of Understanding on the Re-Establishment of the Inter-Entity Textbook Review Commission* was signed on 5 March 2003.

In June 2003, the BiH Parliament adopted a state-level *Framework Law on Primary and Secondary Education*. The law paves the way for a common standard of quality across BiH and sets out requirements for a **Common Core Curriculum**⁹, nine years of compulsory primary education, establishment of parent and student councils, and greater school autonomy.¹⁰

In May 2004 a Memorandum of Understanding (MoU) was circulated for forming commissions to develop guidelines for history and geography textbooks, enabling a comparative representation that is balanced, offers multiperspectivity and is based on different interpretations (Pingel 2006). By early 2004, the two commissions – one for each subject – had been established, consisting of one Serb, one Bosniac, and one Croat from the Federation BiH and the same from the Republika Srpska, along with one representative of national minorities, appointed by the State. The Textbook Commission met four times from June to September 2004 and developed a detailed set of recommendations for textbook authors titled *Recommendations for the writing of History and Geography Textbooks in BiH and Experiences in Neighbouring Countries*. The recommendations were discussed by all of the Ministers of Education at the Georg Eckert Institute for International Textbook Research (GEI) during a two day meeting in February 2005 (Braunschweig, Germany). By July 2005, all Ministers of Education - except the Minister of Education and Culture of the Republika Srpska - had signed the final document. The Minister of Education and Culture of the Republika Srpska eventually signed in 2006 and the **Guidelines for Writing and Evaluation of History Textbooks for Primary and Secondary Schools in BiH** were published in the BiH Official Gazette No. 05/07 in January 2007.

⁹ The **Common Core Curriculum** is binding for all the entities, cantons and the district of Brčko and was formulated at a meeting of all Education Ministers, chaired by the International Community, in August 2003. An inter-ministerial committee met three times from April to June 2003, compared all the existing syllabi and filtered out what they had in common. The Common Core Curriculum for history is almost exclusively limited to international developments and delegates the history of the different ethnic groups completely to the syllabi of the cantons and the entities (Pingel 2006).

¹⁰ www.oscebih.org

The *Guidelines* became part of the basic documents for a tender¹¹ which called for new history textbooks for school year 2007/2008. The OSCE Mission to BiH, Council of Europe, and GEI, supported by the educational authorities, organized several trainings for textbook authors and reviewers in 2007. In September 2007, new textbooks were implemented in many schools throughout BiH more or less according to the *Guidelines*. A Teacher's Manual¹² for teaching modern history in schools was developed, published, and distributed to schools. This informed teachers of the methodological and conceptual shifts that had taken place in European history teaching in recent years. Through the OSCE Mission to BiH and Council of Europe, a series of trainings for history teachers on the use of the new textbooks and Teacher's Manual were organized in 2008.

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¹¹ The tender was announced by the Ministry of Education and Science of the Federation of Bosnia and Herzegovina, while in the Republika Srpska the procedure was closed – conducted internally and coordinated by the Ministry of Education and Culture of the Republika Srpska.

¹² The Teacher's Manual was issued by the Council of Europe, as a result of the teachers' training conducted in 2006/2007. http://www.coe.ba/pdf/Prirucnik_istorija_prelom.pdf

2

Intervention, Adoption and Professionalism – The Dynamics of History Textbook Writing in Bosnia and Herzegovina

- TEXTBOOK IMPORT, ADOPTION AND WRITING: 1992 – 2008
- THE IMPACT OF INDIVIDUAL TEXTBOOK AUTHORS AND PUBLISHING HOUSES
- THE MEANING OF NATIONAL HISTORY - REFERENCE POINT BOSNIA AND HERZEGOVINA?
- TEACHING THE WARS OF THE 20th CENTURY



Introductory remarks

The breakup of Yugoslavia has had a strong impact on history textbook writing throughout each successor state, including BiH. History textbook production remains a divisive issue more than one and a half decades since BiH became an independent, internationally recognized state. This section presents an overview of the key developments, with an emphasis on the past eight years. This general overview is accompanied by an analysis of selected history textbooks in use in BiH within the period autumn 2000 – summer 2008.

48 primary school history textbooks (grade 5/6 - 8/9) were closely reviewed; however, the aim of this analysis is not to deliver a comprehensive study¹³ of each selected textbook, but to summarize the main characteristics and tendencies from the predominantly-used history textbooks in the Federation's cantons and in the Republika Srpska. The strongest emphasis will be put on whether BiH history is accepted as a main reference point in the textbooks. The requirement to accentuate BiH as the main reference point constitutes one of the major aims of the *Guidelines for writing and evaluation of history textbooks for primary and secondary schools in BiH* and the recommendations of the *Memorandum of Understanding*.¹⁴ Therefore, the issue of BiH as the main reference point in the analysed textbooks is dealt with at length. Additionally, several outstanding examples from textbooks which effectively introduce new methodologies (such as multiperspectivity) or which are outstanding because of their balanced and thoughtful texts will be briefly presented here as examples.

Finally, the analysis of the textbooks will be linked to the OSCE/GEI - questionnaire that was delivered to history teachers in BiH in early 2008 (and was developed by the authors of this report in co-operation

with the Head Office of the OSCE Mission to BiH in Sarajevo). Thereby, three questions that are closely related to textbook analysis will be highlighted: first, the level of satisfaction among teachers with the history textbooks they used in the school year 2007/08 (that is, after the *Guidelines*); second, how teachers teach units that are difficult to cover in the classroom with the textbooks at their disposal; and third, whether the war in BiH (1992-1995) should be dealt with in new history textbooks.

Note

For reasons of efficiency the reviewer differentiates three major textbook groups in BiH:

- Textbooks used for the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* (used in the cantons of Bosniac majority in the Federation BiH)
- Textbooks used for the *Curriculum of the nine-years of primary school education in the Croatian language* (used in the cantons of Croat majority in the Federation BiH)
- Textbooks used for the *Curriculum for primary schools in the Republika Srpska* (used in the Republika Srpska, the entity of predominant Serb majority).

This, as the reviewer of the textbooks explicitly states, does not imply that the use of the three groups of textbooks is exclusively limited to the territories mentioned above. However, these demarcations reflect the ethnic majority of the canton/entity of BiH in which the specific textbook has been approved and the predominating ethnic group in the schools where these textbooks are used.¹⁵

All textbooks produced within the "Zavod za udžbenike i nastavna sredstva" (Textbook Publishing Institute) in Istočno (Eastern) Sarajevo are therefore called "textbooks written in the Serbian language".

¹³ For a more comprehensive study of the 8th grade primary textbooks, see the second part of this document titled "20th Century in the Textbooks of BiH: An analysis of the books used for the final grades of primary schools," April 2008.

¹⁴ See paragraph 1.2. (Aims of the Guidelines), also paragraph 2.4. of the General Guidelines.

¹⁵ With the major exception of the Brčko District, where textbooks of all three sides are used by students and teachers in the classroom.

All those textbooks published in Mostar (and/or in Zagreb) are called "textbooks written in the Croatian language."

All textbooks published in Sarajevo and in Tuzla are henceforth called "textbooks written in the Bosnian language."

I Textbook Import, Adoption and Writing: 1992 – 2008

During the war

The war in BiH had strong implications for history education in BiH. First, the formerly unified educational system broke down and was replaced by three parallel educational systems¹⁶ that strictly followed national lines. In terms of the approval and production of history textbooks during the war, this period was marked by the importation of history textbooks from Yugoslavia/Serbia and Croatia along with the development of new history textbooks within the territory still defined as the Republic of BiH.¹⁷

The importation of textbooks from foreign countries without any revisions took place in this period in both Croat and Serb-dominated parts of BiH. Croat and Serb educational authorities in BiH simply took over plans and programmes from their respective "kin states."

After the war

The Republika Srpska

The first imported textbooks in the Republika Srpska that were specifically revised for BiH appeared in 1997. For the

subject of history, "Dodatak" (an 8th grade history textbook by Ranko Pejić that deals with the 20th century) supplemented the imported textbook from Belgrade.¹⁸ This addition was used in schools throughout the RS for the next two school years, including the year 1999/2000.

From 2000 onwards, most history textbooks used in the Republika Srpska were published in BiH (in the Republika Srpska), though the content did not automatically reflect BiH history. Many of the same textbooks that had been imported from Belgrade were now re-published within the publishing house in Istočno (Eastern) Sarajevo. Some history textbooks were also written and published in the Republika Srpska itself, but the content usually did not differ very much from books written in Belgrade.

The *Guidelines* have had an impact, though limited, on the quality of history textbooks in the Republika Srpska. In the school year 2007/08, there is only one book (7th grade) in use that is still written by an author from Belgrade. However, the book is written for the curriculum for primary schools in the Republika Srpska and published in Istočno (Eastern) Sarajevo. All other new textbooks are written by teams of authors from BiH. In terms of didactic quality, the new book series of the Publishing House in Istočno (Eastern) Sarajevo exhibits some impressive improvements¹⁹ as well. Thus, the new books now come with briefer texts, more images, and more historical maps, making them altogether more easily manageable both for teachers and for students. These improvements, however, are not necessarily accompanied by a fundamental shift or revision in terms of content (see paragraph "The meaning of national history").

¹⁶ Strictly speaking, there are more than three – Some curricula of the Cantons with Bosniac majority are somewhat different. However, three main strands can be identified, and these also influence the otherwise distinct education system of the District of Brčko.

¹⁷ Note that, in reality, teachers, especially during the war, did use also other - in this special case: older - history textbooks than those approved by "their" Ministries of Education, quite often for reasons of limited access.

¹⁸ Mirko Mirčetić: Politika u udžbenicima. Dodatak po glavi učenika. [Trans.note: Politics in textbooks. Addition per student capita] Banjaluka, 9 October 1997. (AIM), <http://www.aimpress.ch/dyn/pubs/archive/data/199710/71009-009-pubs-sar.htm>

¹⁹ For example, all history textbooks for primary grades are now published in a modern, single format that attracts pupils by the inclusion of dynamic visuals, graphs and other images, and by briefer author's texts.

The Cantons of Croat majority in the Federation BiH

This review made it clear that the least dynamic tendencies in terms of textbook writing and production have been exhibited by history textbooks written for the textbook markets in the cantons of Croat majority in the Federation BiH. Until the year 2000, Croat authorities in Mostar approved textbooks that had been published in Zagreb without adapting them in any way to the BiH environment.

From 2001 onwards, books began to adapt to BiH by adding a Herzegovinian co-author to the original author from Zagreb and by publishing the books in Mostar. The addition of content related to BiH history, however, was only made to a minor degree. The last textbook that experienced a minor BiH-oriented revision was the 2003 book for the 8th grade of primary school.

In 2006, the very first history textbooks written purely by a Croat author (from Herzegovina) appeared on the textbook market in BiH. Adapted versions of Zagreb textbooks now published in Mostar were also in use. In terms of content, however, the writing and publication of textbooks in the country itself did not solve the problem inherent in all the analysed textbooks in the Croatian language: these textbooks in BiH provide clear evidence that "national history" is not equated with the history of BiH, but with the history of Croatia and Croats. This applies to all the textbooks analysed, including the latest, published in 2006/07, which are all conceptually oriented towards textbooks imported from Zagreb.

The Cantons of Bosniac majority in the Federation BiH

During the war in BiH, the Bosniac education authorities started to produce new history textbooks. In terms of content, quality, and authorship, the books from before 2002 (as well as their counterparts) bear the legacy of both the 1992-1995 war and the remnants of former educational standards.

In 2003, however, with the emergence of a new publishing house (Sarajevo Publishing), textbooks began to improve. This publisher – and to some extent other publishing houses – began to change the old-fashioned market of textbooks written in the Bosnian language with new, visually attractive formats. Additionally, new teams of authors appeared who, at least partly, tried to integrate multiple perspectives into the books. Improvements, which appeared in the textbook market earlier than in the textbook market in the Republika Srpska and the textbook market in the Cantons with Croat majority in the Federation BiH, were influenced by the ongoing textbook reform process in the country.

By 2007, textbooks written in the Bosnian language exhibited a variety of methodological approaches and perspectives.²⁰ The variety of approved history textbooks for the school year 2007/08 seems to reflect the ongoing pluralisation of historical narratives that is discussed, and often contested, by the public in BiH today.

²⁰ For examples, see Appendix 4 – "Examples from the textbooks."

II The Impact of Individual Textbook Authors and Publishing Houses

Individual textbook authors contribute, though not solely, to changes, improvements, and continuities in the sphere of textbook writing.

Textbook authors, regardless of nationality, who had already published textbooks in the 1980s in the former Yugoslavia, dominated the history textbook market in BiH until the early 2000s. As mentioned earlier, during this time frame education authorities in the Republika Srpska and the cantons of Croat majority in the Federation BiH imported textbooks from neighbouring countries – Yugoslavia (Serbia) and Croatia. Although some of these “older” authors are producing textbooks even today (e.g., Makek, Matković, Ganibegović), these publications have been accompanied by newer authors who began writing textbooks during the 1990s (e.g., Pejić, Mihaljčić).

Since the early 2000s, entirely new textbook authors have also appeared on the market. This phenomenon was most evident for those authors starting to write (quite often in teams) for a new publishing company called *Sarajevo Publishing* (e.g. Šehić, Kurtović, Brkljača, Hadžiabdić, Dervišagić²¹). With the emergence of yet another publishing company in 2007, *Bosanska riječ*, more new authors (e.g. Valenta, Forić, A. Isaković) who produced outstanding history textbooks appeared on the market.

Bosniacs have the largest community of “textbook writers,” which may partly result from the fact that the law in the Federation BiH allows plurality in the

textbook market (approval of three textbooks for each grade). However, for Croats in the Federation, who should technically enjoy the same right, this regulation has not had such a “multiplier” effect. Earlier books published in Zagreb by Croatian authors have a “co-authorship” from inside BiH. Since 2006, there is one textbook written solely by a Croat author from BiH (Miloš).

It seems that Croats in BiH lack the expert human resources required to make use of the plural textbook market. In Croatia itself the existing plural textbook market results in a great diversity of quality history textbooks, but the lack of such diversity and quality of the textbook market in the cantons of Croat majority in the Federation BiH may reflect a lack of political will to improve textbooks for this community.

The biggest shift in authors within the Republika Srpska appeared in 2007²², following the official adoption of the *Guidelines*. Almost all history textbooks are now written by teams of authors coming from the Republika Srpska. The legal regulation of the Republika Srpska allows for just one textbook per grade, which are all published in a single publishing house (Zavod za udžbenike i nastavna sredstva) in Istočno (Eastern) Sarajevo. This company now produces books in a series with a single format that offers modern visuals and partly modern didactics and content.

In BiH as a whole, two textbooks published in 2007 break away from the “nationally coloured” textbook markets in BiH. In the Federation BiH, the 8th grade textbook written by the author Leonard Valenta is used and highly appreciated by teachers teaching in the Bosnian and Croatian language – as the answers to the questionnaire reveal.²³

²¹ The authors Hadžiabdić and Dervišagić have been writing for the publishing company *Bosanska knjiga* from Tuzla since 2006.

²² In the case of the textbook market in the cantons of Bosniac majority in the Federation BiH, a shift occurred in 2003 with the development of the first version of the *Guidelines*.

²³ Out of the 184 teachers answering the questionnaire, 6 teachers said they use the book of Valenta. 4 of them are using, apart from the Valenta textbook, textbooks from the textbook market in the cantons of Bosniac majority in the Federation BiH (for other grades), and the remaining 2 teachers are using, apart from the Valenta textbook, textbooks from the textbook market in the cantons of Croat majority in the Federation BiH (for other grades). All of them evaluated the book in positive terms and 3 of them identified the book of Valenta as the best history textbook of all in the school year 2007/08.

In the Republika Srpska the first nationally mixed team of history textbook authors has begun publishing a history textbook for vocational schools.²⁴ There is no such mixed team so far for the primary grades, but the level of satisfaction of teachers²⁵ in the Republika Srpska who use this book is quite high. This might be evidence of a growing acceptance of the movement away from an education system and textbooks oriented along ethno-national lines.

Use of script

Whereas textbooks published in the Republika Srpska constantly and solely use the Cyrillic script, textbooks published in Mostar (and in Zagreb, of course) are published solely in Latin script. Textbooks written in the Bosnian language published in 2007 are all published in both the Latin and Cyrillic scripts. In preceding years, some books written in the Bosnian language were published in both scripts, but it seems that the use of both scripts was only adopted as a general rule in 2007.

III The Meaning of National History - Reference Point Bosnia and Herzegovina?

All analysed history textbooks express a clear but different understanding of "national history." There is still a long way to go to reach a "shared and multiperspective history of BiH."

Emphasis: Croat history

Textbooks written in the Croatian language in BiH provide clear evidence that "national history" is not equated with the history of BiH, but with the history of Croatia and Croats. This applies to all the analysed textbooks, including the latest, published in 2006/07, which are all closely oriented towards textbooks imported from Zagreb.

All of the analysed books express a kind of "possessive behaviour" towards BiH's past and present. Not only do sub-chapters on BiH history deal mostly with Croat history in BiH, but the history of Croatia is constantly incorporated even here. Additionally, certain possessive pronouns such as "our homeland" or "our soil," which are constantly included in the author's text, always relate to Croatia – not surprising considering that most books were originally written and published in Zagreb. Suggestions from expert external reviewers²⁶ regarding this problem have been ignored by the authors (and textbook approval committees) since 2001 or ostensibly accepted on the surface-level only.

²⁴ Written by the team of authors Mira Šobot, Branka Štrbac, and Esad Zahović

²⁵ Questionnaire on the Use of History Textbooks in BiH

²⁶ The author of this paper found the reviewers suggestions in the following textbook: *Ivka Pavičić, Franko Mirošević, Tihomir Zovko, Povijest 5*. [Trans.note: History for the 5th grade of primary schools] *Školska naklada, Mostar 2001*. An extract from the review comments: "The textbook needs to be revised as the focus is on Croatia, not on Bosnia and Herzegovina. If Croatia and BiH territories are mentioned in the context of archaeological findings, then the other Balkan states should be presented as well or Croatia and BiH should be separated.... on page 7 - to blacken the picture of destroyed Mostar; on page 24, 25, 50, 51 - to revise references to Croatia, such as "our soil" (possessive pronouns)." Not one of the suggestions has been followed in the second edition of the book (*Ivka Pavičić, Franko Mirošević, Tihomir Zovko, Povijest 5. Školska naklada, Mostar 2003*). The same is true for the textbook *Ivan Dukić, Krešimir Erdelja, Andrija Nikić, Igor Stojaković, Povijest 7*. [Trans.note: History for the 7th grade of primary schools] *Školska naklada, Mostar 2001*. An extract from the review comments: "The textbook is about Croatia in the period(s) from the mid-18th to the mid-19th century, while BiH is included into the sections on Balkan area. Arguably, the textbook is designed for Croatia's school system which is not acceptable in BiH considering the fact that the students should learn about the history of their country and then neighbouring states. A suggestion is to re-print the textbook and to adjust it to the BiH school system." The second edition of the textbook (2003) has been re-published without accepting any of the suggestions and without any changes.

One extreme but telling example is the Makek textbook, published in 2001, 2003, and 2006.²⁷ All three books are absolutely identical, except for the heading of the last chapter in the books. In the publications of 2003 and 2006 the former (2001) heading "*Hrvatska od 14 do kraja 18 stoljeća*" [Trans.note: "Croatia from the 14th until the end of the 18th century."] ²⁸ was replaced by "*Bosna i Hercegovina i Hrvatska od 14 do kraja 18 stoljeća,*" [Trans.note: "Bosnia and Herzegovina and Croatia from the 14th until the end of the 18th century."²⁹ thereby not changing any content in the chapters` text.

Even history textbooks written by Miloš (a local BiH author) that include slightly more BiH history than others still follow the dominant line of Croatian history.³⁰ Furthermore, the books include an aggressive anti-Serbia undertone (foremost in the 8th grade) that has been disappearing from several high-quality history textbooks published in Zagreb.

What do teachers say?

History teachers within the cantons of Croat majority in the Federation BiH³¹ seem to be very aware of these problems, especially since many may know that the quality of textbook writing in Croatia is much higher than that of history textbooks published in Mostar. Teachers teaching in the Croatian

language in BiH are much less satisfied with their history textbooks than their colleagues in the Republika Srpska, as the answers to the questionnaire reveal [see Appendix 1].

The conclusion must be drawn that history teachers in the cantons of Croat majority in the Federation BiH are highly divided in regard to their opinion about the quality of the history textbooks they use at the moment. This conclusion and message from the teachers as well as the textbook analysis should be reason enough for educational authorities in Mostar and other Cantons responsible for education in the Croatian language to accept and adopt new directions for textbook writing that have already been adopted by many of their colleagues, primarily in Sarajevo but also to some extent in Banja Luka.

Emphasis: From Serbian/ Yugoslav towards South Slavic and Serb history within BiH

History textbooks published in Istočno (Eastern) Sarajevo for the 2007/08 school year have considerably more references towards local and BiH history within the context of South Slavic and national history than textbooks written in the Croatian language. Nevertheless, the main focus of all of the analysed textbooks is, in terms of national history, clearly

²⁷ Ivo Makek, *Andrija Nikić, Povijest 6 - Udžbenik za VI. Razred osnovne škole*, [Trans.note: History for the 6th grade of primary schools] *Izd. Školska naklada, Mostar, 2006*; Ivo Makek, *Andrija Nikić, Povijest 6 - Udžbenik za VI. Razred osnovne škole*, [Trans.note: History for the 6th grade of primary schools] *Izd. Školska naklada, Mostar, 2003*; Ivo Makek, *Andrija Nikić, Povijest 6 - Udžbenik za VI. Razred osnovne škole*, [Trans.note: History for the 6th grade of primary schools] *Izd. Školska naklada, Mostar, 2001*.

²⁸ Ibid

²⁹ Ibid

³⁰ *Miljenko Miloš: Povijest Staroga Vijeka: Udžbenik povijesti za 5 razred osnovne škole*. [Trans.note: Ancient History: History textbook for the 5th grade of primary schools] *Znanje, Mostar 2006*. The book appears in a visually attractive format. Nevertheless, in terms of content, the book is very closely written along the lines of its "predecessor" books *Pavičić/Mirošević/Zovko (2001 and 2003)*. The attitude towards the acceptance of BiH history as a main reference point changed slightly in the book written by Miloš (which remains nevertheless closely bound to Croat national history), for example, whereby Pavičić (2001) constantly makes statements and asks questions such as "*Koja ilirska plemena početkom 1. tisućljeća pr. Krista žive na području današnje Hrvatske?*" [Trans.note: "In the beginning of the 1st millennium B.C., which Illyrian tribes lived at the territory of the present day Croatia?"] and/or "*Koje su grčke kolonije na našem području?*" [Trans.note: "What Greek colonies are found at our territory?"] (page 88), similar statements and questions in Miloš's book read: "*Analiziraj povijesni zemljovid i odredi rasprostranjenost ilirskih plemena na tlu današnje Hrvatske i Bosne i Hercegovine*" [Trans.note: "Analyse the geographical map and indicate distribution of Illyrian tribes at the territory of the present day Croatia and Bosnia and Herzegovina."] (page 134).

³¹ Note that in comparison to teachers teaching according to the *Curriculum for primary schools in the Republika Srpska* and the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina*, teachers teaching in the Croatian language more often use textbook editions published before 2006/07 or 2007/08.

on Serb national history.³² Headings that formerly read "Serb" or "Yugoslav" history have now been changed to "South Slav" or "Balkan" history. This may be an attempt to present regional and BiH perspectives on national history apart from Yugoslav-Serbian perspectives. Nevertheless, the predominant focus in terms of national and regional history is on Serb history.

The new 8th grade book written by Vujadinović/ Kuprešanin/ Nagradić (2007) is outstanding.³³ The book exhibits various references to BiH and local history. In addition, the authors' texts are balanced and rich in content. They aim to teach and not, as is often the case, solely prove the founding of a national identity (see Appendix 4).

The new 9th grade book published by Tešić/Gavrić and Pejić (2007) is the least impressive in many respects.³⁴ Although, like all other textbooks published in Istočno (Eastern) Sarajevo in 2007, this book contains more references to BiH history, the final chapters dealing with the history of World War II and the following eras diminish the book's overall quality. Pejić, who wrote as a member of the team in 2007, outlined his view on the course of events in his first history textbook published in 2000 (and in the preceding "Dodatak" published in 1997). Pejić seems to be the only author of the final chapters of the 2007 book because the book reproduces these earlier arguments almost identically, with the exception that units about "NATO-aggression against Yugoslavia" have been, for obvious reasons, only included in the later books.³⁵

What do teachers say?

The level of satisfaction expressed by history teachers in BiH with the new textbooks is highest among teachers teaching in the Serbian language [see Appendix 2].

The high level of satisfaction among the teachers teaching in the Serbian language who responded is probably the result of the didactically modernized and visually attractive textbook format in all new textbooks in the Republika Srpska this school year. Even though the content and message of the textbooks is often the very same as those published in previous years, the new books now come with briefer texts, more images, and historical maps making them more easily manageable both for teachers and for students. It is also worth noting, however, that there were a number of teachers who did not respond to this question.

Emphasis: Between Bosniac and Bosnian history

Textbooks written in the Bosnian language have a clear focus on BiH history when dealing with national history since they, unlike their counterparts, cannot refer to a "national fatherland" abroad, but what aspects of BiH history are included? More specifically, do the presentations of BiH history emphasize the history of all the constitutive peoples (and minorities) or do they focus predominantly on the history of Bosniacs? The question is also whether the history of BiH and its people is presented in an integrated way, or if the histories of all the different people living in BiH are kept separate.

³² Clearly exhibited, for instance, by the textbook Rade Mihaljčić. *Istorija 7 za VII razred osnovne škole*. [Trans.note: History for the 7th grade of primary schools] Zavod za udžbenike i nastavna sredstva, Istočno Sarajevo 2007, compared to its predecessor Rade Mihaljčić. *Istorija za VI razred osnovne škole*. [Trans.note: History for the 6th grade of primary schools] Zavod za udžbenike i nastavna sredstva, Srpsko Sarajevo 2001. Reading the books, one almost forgets that they are meant for students in BiH. Headings for the 2001 edition read "Serb lands", "Serb people", "Serb territories" etc. The 2007 edition is visually and partly methodologically much more attractive, but the content is almost the same. Headings in the 2007 edition have now been replaced, at least partly, with "South Slavic and Serb history/lands/territories", but the sub chapter's emphasis is, as before, on Serb national history.

³³ Željko Vujadinović, Slavica Kuprešanin, Gordana Nagradić, *Istorija za VIII razred osnovne škole*. [Trans. note: History for the 8th grade of primary schools], Zavod za udžbenike i nastavna sredstva Istočno Sarajevo, 2007 (1st edition).

³⁴ S. Tešić, S. Gavrić, R. Pejić. *Istorija za 9 razred osnovne škole*. [Trans.note: History for the 9th grade of primary schools] Zavod za udžbenike i nastavna sredstva. Istočno Sarajevo 2007.

³⁵ For more details, please see the enclosed in-depth study on 8th (RS: 9th) grade primary history textbooks in BiH from April 2008 by Heike Karge.

Since 2000 some of the analysed textbooks show a shift from Bosniac to BiH history, meaning from a predominantly Bosniac perspective on BiH history towards a perspective that tries to integrate different national perspectives. The books published in 2000 and 2001 bear the legacies of the former education system and the war, but also demonstrate a focus towards Bosniac instead of BiH history. These early books are written with an implicit and sometimes explicit anti-Serb tone through which one can sense the impact of recent conflicts (foremost, the war 1992-1995).

From 2003 onwards a shift towards the "harmonisation" of BiH history takes place, meaning that the dominant tone of textbooks written in the Bosnian language is much more oriented towards underlining the historical experience of peaceful co-existence in BiH. This is especially evident in 6th and 7th grade books, which deal with the period of the Middle Ages up to the beginning of the 20th century. However, sometimes this method alludes more to a "surface-Bosnianization" of historical perspectives since the books portray multiple but separate histories. Even though the histories of Serbs and Croats in BiH are presented in a balanced and neutral way, they are separate, "parallel histories." More importantly, these textbooks put

more emphasis on history from a Bosniac perspective, both quantitatively and in the perspectives taken by the authors when judging certain events.³⁶

Starting in 2003, several history textbooks written in the Bosnian language also start to include critical discussions of BiH history with multiperspective, comparative approaches that use a more modern approach to historiography. The establishment of new publishing houses (Sarajevo Publishing, Bosanska riječ) and new young, capable authors resulted in many outstanding textbooks: the 8th grade books by Valenta (2007) and Šehić (2007, 2003), the 6th grade books of A. Isaković (2007) and Kurtović (2003), or the 5th grade books written by Forić (2007) and Brkljača (2003).³⁷ These books are very effective because of their adoption of the methodological criteria outlined in the *Guidelines* [see Appendix 4].

It is important to stress that the textbook market in the cantons of Bosniac majority in the Federation BiH – with the exception of 8th grade books – experienced most of its improvement before the official adoption of the *Guidelines*, namely in 2003/2004. Therefore, the impact of the *Guidelines* is less obvious than, for instance, within the textbook market in the Republika Srpska in 2007. There are several high-quality textbooks published by the Sarajevo Publishing house in the

³⁶ As examples, see Arifa Isaković, *Historija/Povijest za VII razred osnovne škole*. Trans.note: History for the 7th grade of primary schools] *Bosanska riječ*. Sarajevo 2007 and Hadžija Hadžibabić/Edis Dervišagić, *Historija. Udžbenik za VII razred osnovne škole*. [Trans.note: History for the 7th grade of primary schools] *Bosanska knjiga, Tuzla 2007*, which both refrain from the use of multiperspective presentations but try to emphasize binding, common elements in BiH history for all the people living there. Statements such as „Tako se prožimanjem islamskog, pravoslavnog, katoličkog i jevrejskog kulturnog uticaja stvorila etnička kulturna osnova na kojoj počiva današnje bosanskohercegovačko društvo.” [Trans.note: “The ethnic cultural basis, upon which the current Bosnian-Herzegovinian society is based, has been formed through intertwining influences of Islamic, Orthodox, Catholic and Jewish cultures.”] (*Hadžibabić/Dervišagić*, p.184, relating to cultural history in Bosnia at the beginning of the 19th century) or “Podrška vjerskih vođa katoličkog i pravoslavnog stanovništva u Bosni uticala je na uključivanje u Pokret katolika i pravoslavaca, čime je on dobio općenarodni karakter.” [Trans.note: “The support of religious leaders of Catholic and Orthodox inhabitants of Bosnia had influenced the participation at the Movement of Catholics and Orthodox, thereby making it a nation wide movement.”] (A. Isaković, p. 112, relating to the autonomy movement in Bosnia in the early 19th century) try to highlight a common historical experience, but in actual realisation the books fail to meet this perspective because of their emphasis on the history of Bosniacs.

³⁷ Leonard Valenta. *Historija – Povijest za VIII razred osnovne škole*. [Trans.note: History for the 8th grade of primary schools] *Bosanska riječ*. Sarajevo 2007; Zijad Šehić, *Zvezdana Marčić-Matošević, Alma Leka. Historija. Istorija. Povijest. Udžbenik sa historijskom čitankom za VIII razred osnovne škole*. [Trans.note: History textbook with a reader for the 8th grade of primary schools] Sarajevo Publishing. Sarajevo 2007; Zijad Šehić, *Zvezdana Marčić-Matošević, Historija. Istorija. Povijest. Udžbenik za osmi razred osnovne škole*. [Trans.note: History for the 8th grade of primary schools] Sarajevo Publishing, Sarajevo 2003; Arifa Isaković, *Historija – Povijest za VI razred osnovne škole sa radnim listovima*. [Trans.note: History textbook with assignment booklet for the 6th grade of primary schools] *Bosanska riječ Sarajevo 2007*; Esad Kurtović, *Salmedin Mesihović, Samir Hajrulahović, Historija 6, Udžbenik za VI razred osnovne škole*, [Trans.note: History for the 6th grade of primary schools] Sarajevo Publishing Sarajevo 2003; Melisa Forić, *Historija – Povijest za V razred osnovne škole sa radnim listovima*, [Trans.note: History textbook with assignment booklet for the 5th grade of primary schools] *Bosanska riječ, Sarajevo 2007*; Seka Brkljača, *Vahida Bašalić, Salmedin Mesihović, Historija 5, Udžbenik za V razred osnovne škole*, [Trans.note: History for the 5th grade of primary schools] Sarajevo Publishing, Sarajevo 2003.

year 2003 (Kurtović, Brkljača, Šehić), which were republished with minor changes (for instance, inclusion of units related to minorities, or regional history) in the year 2007. These books, though published before the official signing of the *Guidelines* in 2006, comply with them in many ways because they applied the first version of the *Guidelines* developed in 2004.

What do teachers say?

Nevertheless, it must also be emphasized that the level of satisfaction with the new textbooks is least among the teachers using books written in the Bosnian language, compared to the teachers using the other two groups of textbooks in BiH [see Appendix 3].

Thus, the textbook market in the cantons of Bosniac majority in the Federation BiH was of higher quality in 2003 than the markets in Mostar and Banja Luka. Teachers teaching in the Bosnian language, though appreciative of these books, are now looking forward to further and deeper improvements. The level of dissatisfaction expressed among teachers using history textbooks written in the Bosnian language is high, but not because the textbooks are worse than their counterparts. Many of the history textbooks written in the Bosnian language are outstanding – which can not be said about any of the books published in Mostar and is applicable to only some of the textbooks published in Istočno (Eastern) Sarajevo. The strongest reason for dissatisfaction mentioned by teachers using books in the Bosnian language is disappointment – disappointment that the *Guidelines* have had no major impact on further improving those textbooks which were already, at least partly, of good quality in 2003. The expectations of teachers using history textbooks written in the Bosnian language were higher, but were not fulfilled. However, the

curriculum is undergoing alterations to bring it into full correspondence with the *Guidelines*. Hopefully these expectations will ultimately be met.

IV Teaching the Wars of the 20th century

Teaching about the recent war is one of the most problematic areas for history teachers in BiH today. As the history textbook analysis (part one) revealed, the 1992-1995 war is dealt with in current history textbooks either a) very briefly, but nevertheless with one-sided comments (history textbooks in the Serbian language); b) in more detail, but with a far from balanced presentation (history textbooks in the Croatian language); or c) is not dealt with at all³⁸ (new history textbooks written in the Bosnian language).

Comparing the books used in the school year 2007/2008 to formerly used history textbooks, it is clear that there is virtually no development, in the classroom, in coming to terms with this sensitive period.

Textbooks written in Serbian and Croatian, which have always dealt with the wars following the breakup of Yugoslavia, do so in an imbalanced way. Textbooks written in the Bosnian language published before 2003 did so as well. Since 2003, just one textbook in Bosnian still deals with the war in BiH and does so in an unchanged, unbalanced manner.³⁹ All other books in Bosnian since 2003 have stopped dealing with this period.

In bringing these findings together with teachers' responses to the questionnaire, further conclusions can be drawn. First, leaving the war 1992-1995 out of the classroom is neither possible nor desirable. Second, teachers fear teaching this period due to the insufficient support, both in quantitative and qualitative terms, that they currently receive.

³⁸ In accordance with the Council of Europe recommendation on a moratorium on teaching the war years, noted above.

³⁹ Muhamed Ganibegović, *Historija-Povijest za osmi razred osnovne škole (3rd edition)*. [Trans.note: History for the 8th grade of primary schools] IP Svjetlost d.d., Sarajevo 2006.

⁴⁰ Teachers were asked to identify two teaching units of their choice. Out of 184 teachers, 125 responded to this question sometimes, though, identifying just one instead of two teaching units.

What do teachers say?

Teachers in BiH today are divided over their opinion of **whether the war 1992-1995 should be dealt with in the textbooks**, but there is a majority expressing that the war *should* be dealt with in the textbooks [see Appendix 5].

Findings from the questionnaire reveal the **urgent need to develop teaching tools that help teachers and students deal with this period.**

Teachers were asked, inter alia, to identify the **national history teaching units in the textbooks that are difficult to teach.**⁴⁰ Very interestingly, but not surprisingly, teaching the recent war is one of the most problematic units (17,5 per cent).

Additionally, 13,5 per cent of the teachers identified the breakup of Yugoslavia, which is closely related to the following war(s), as most problematic to teach with current textbooks. This means that about 31 per cent of all the teachers identify problems stemming from the textbooks that they use when dealing with the end of Yugoslavia and the following war(s), that is, the period 1980-1995 to present day [see Appendix 6].

Teachers using textbooks in Serbian or Croatian must teach the period of 1992-1995 according to their history curricula, but teachers working according to the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* do not have to deal with this period. The war period, therefore, is not part of new textbooks written in the Bosnian language.

Nevertheless, the teachers who teach in accordance with the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* allude to teaching the war period both directly and indirectly. The teachers often listed phrases such as "*raspad Jugoslavije*" [Trans.note: "Breakup of Yugoslavia"] or "*BiH kao*

samostalna i suverena država 1992 god" [Trans.note: "BiH as an independent and sovereign state 1992"] as difficult teaching units, but also gave answers directly related to the war such as: "*BiH u posljednjem desetljeću 20 vijeka*" [Trans.note: "BiH in the last decade of the 20th century"], or simply "1992-1995", or "*nastavne jedinice vezane za period od 1992*" [Trans.note: "teaching units dealing with the period from 1992"]. One teacher using textbooks in the Bosnian language referred to "*one nastavne jedinice koje ni autor udžbenika nije jasno objasnio nego prepisao obične fraze*" [Trans.note: "those teaching units which the textbook author did not clearly explain, but copied general phrases"]. Teachers teaching in the Bosnian language are confronted with the problem – caused by the general public or by the situation in the classroom – of teaching a period which is neither part of their curriculum nor the textbooks that they use.

Interestingly, of all the teachers who responded to this question (125 teachers), a clear majority (59,5 per cent or 74 teachers) references teaching wars in the 20th century (World War I, World War II, and the war 1992-1995) as difficult. Teachers in primary schools in BiH usually teach all the historical periods from pre-history up to recent times, therefore this high percentage is especially significant [see Appendix 7].

Simply removing problematic teaching units from the textbooks is not a solution. There are other problematic teaching units for history teachers in BiH today that must be included in addition to recent history. Apart from the periods already mentioned, teachers consider the following periods difficult to teach: the Early Middle Ages – before the arrival of the Ottomans (17 per cent), the Ottoman period and the period of the first Yugoslavia in the Interwar period (each 16 per cent), or the periods of the Hapsburg Empire and socialist Yugoslavia – until 1980 - (each 13 per cent).

⁴⁰ Teachers were asked to identify two teaching units of their choice. Out of 184 teachers, 125 responded to this question sometimes, though, identifying just one instead of two teaching units.

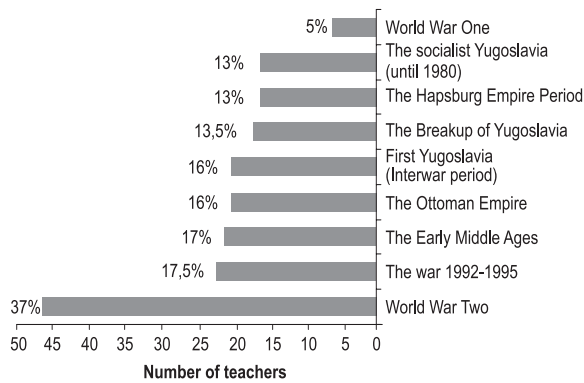


Chart 1: Difficult teaching units

Conclusion

The results from textbook analysis and teachers' opinions reveal that there is an urgent need to address textbook quality, particularly in relation to World War II history and beyond. Additionally, there is a definite need to develop textbook narrations relating to the end of Yugoslavia and the wars that followed.

Teachers all over BiH, including those teachers who have not been obliged to teach BiH history beyond the year 1992, mention severe difficulties in dealing with the period between 1980 and the present in BiH history. As mentioned earlier, this finding is striking with regard to teachers working with textbooks written in the Bosnian language.

As the answers to the questionnaire reveal, more than half of the responding teachers already work in ethnically mixed classes. Some situations may exist where pupils have already received school education according to a different history curriculum. Therefore, teachers throughout BiH must accept the challenge of teaching the controversial period of the last three decades in BiH.

The answers further reveal that there is almost no period in the area of national history (except perhaps for the period of the arrival of the Slavic tribes in the Balkans) that does not seem to be difficult to teach with current BiH history textbooks. This does not imply that today's history textbooks in BiH fail to generally address these historical periods. Teachers may have, for personal reasons, preferences and distastes for teaching certain periods but, as the answers clearly reveal, periods of conflict and war as well as the many periods of *shared history*,

be it under Ottoman or Hapsburg or Yugoslav rule, are quite difficult to teach throughout BiH.

Considering that the results of the textbook analysis revealed that different textbooks portray different meanings of national history, it should not be surprising that teachers find many topics difficult to teach. As long as national history is understood in the following way:

- all the history textbooks for the *Curriculum of the nine-years of primary school* education in the Croatian language as Croat history,
- as predominantly Serbian history in textbooks for the *Curriculum for primary schools in the Republika Srpska*, and
- in a few (but not all) textbooks for the *Framework curriculum for the compulsory nine-years of primary education in the Federation of Bosnia and Herzegovina* as predominantly Bosniac history,

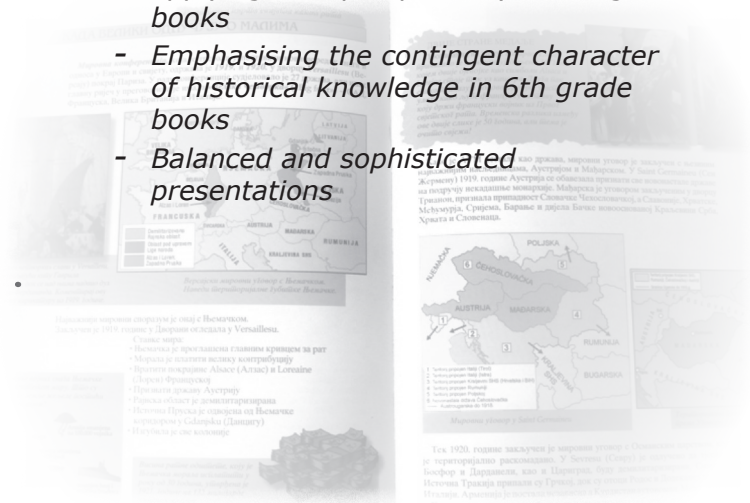
then any classroom dealing with periods of shared history will continue to be exceedingly difficult for both teachers and students.

Finally, as mentioned earlier, many textbooks written in the Bosnian language have begun to include textbook narratives that conform to modern European textbook standards more closely than textbooks in Croatian and most textbooks in Serbian. History textbooks written in the Bosnian language include presentations of BiH history that try to reflect the controversial but shared nature of BiH history.

3

Study on the Use of History Textbooks in Bosnia and Herzegovina

- EXECUTIVE SUMMARY
- GENERAL OBJECTIVE AND TOPICS OF THE STUDY
- RESULTS OF THE SURVEY
 - I The sample
 - II Comments on the teacher's work with textbooks in the classroom
 - III Teachers' opinion about history textbooks in BiH
- *Introducing multiperspectivity as a historical-methodological tool in 5th grade books*
- *Applying multiperspectivity in 6th grade books*
- *Emphasising the contingent character of historical knowledge in 6th grade books*
- *Balanced and sophisticated presentations*



Executive Summary

The final portion of this study includes a pilot survey of 184 history teachers from throughout BiH. This was an exploratory survey, therefore no conclusions can be drawn for all history teachers in BiH from the survey results. The results reveal a great deal, however, about the teachers surveyed. Teachers were invited to comment on how they use the current textbooks in the classroom and results show that textbooks are very important for lesson planning for most teachers. Teachers were also asked to address a variety of topics including their qualifications and experience of teaching in the classroom, how they participate in textbook selection, the ethnic distribution of their classes, and their own opinions of textbook revisions since the introduction of the *Guidelines for writing and evaluation of history textbooks for primary and secondary schools in BiH*.

The sample group is diverse but respondents also share some similarities. The teachers who answered the questionnaire teach in primary and secondary schools from all parts of BiH. The respondents are distributed fairly equally according to their length of time teaching history and their frequency in attending teacher training in the last three years. The majority of teachers received their teacher education degrees in the 1980s or after 1995. 63 per cent of teachers work in ethnically mixed classes, while 34 per cent of teachers work in ethnically homogenous classes. A large group of teachers, however, expressed the desire to teach in ethnically mixed classes and many did not see a problem with having students of different nationalities in their class.

The survey results demonstrate that many of the responding teachers are concerned about the textbooks that they use in the classroom. Teachers cited textbook content, a user-friendly format, the inclusion of didactical tools, and multiperspectivity as important characteristics for choosing a textbook,

yet the textbook selection process is not the same for each teacher. 52 per cent of teachers answered that they were able to select their own textbooks however many teachers in the Republika Srpska and the Federation BiH stated that the respective Ministries of Education, Pedagogical Institutes, or subject teachers groups selected textbooks for them. Some teachers feel that current textbooks provide a balanced and thoughtful view of the region's history, but a slight majority remain uncertain or disagree that the textbooks provide sufficient support for teaching controversial issues. Nearly a third of teachers do not believe that the 1992-1995 war should be included in textbooks. Teachers using textbooks written in the Bosnian language are unsatisfied because publishers updated less between editions however, as mentioned in part two, textbooks in Bosnian are also consistently of higher quality than history textbooks in Serbian and Croatian. Textbooks published in Istočno (Eastern) Sarajevo have seen the largest improvement and the teachers using them are generally satisfied with the new textbooks. Finally, teachers teaching in the Croatian language remain divided over their new textbooks.

General objective and topics of the study

The goal of this part of the study was to gather more detailed information about the *use* of history textbooks in classrooms throughout BiH. The teachers were asked about different aspects of the textbooks. Important criteria had to be considered for the selection of the surveyed teachers.⁴¹ First, teachers from both primary and secondary schools had to be chosen. The teachers also had to be from different types of schools and teaching different grades. Furthermore, the teachers needed to come from all regions of BiH, meaning from the two entities as well as from the Brčko District. Even though the sample (184 teachers) is

⁴¹ These criteria were discussed and jointly agreed upon by the GEI team and the OSCE Education Office in Sarajevo, and were distributed /communicated to the OSCE Regional Education Officers, who were in charge of distributing the questionnaire to the teachers.

representative for BiH, it must be stressed that the design of the survey has an explorative character and that the results show primary tendencies. Therefore, no conclusion can be drawn for the entire population of history teachers in BiH.

The following information was collected from the teachers questioned:⁴²

- applied and preferred criteria for the textbook selection process
- adequacy of available/selected textbooks for ethnically mixed classed
- preferred or less preferred teaching topics
- adequacy of the textbooks for teaching multiperspectivity
- adequacy of the textbooks for teaching regional history
- progress of the textbooks and argumentation
- preferred elements of textbook which need to be changed
- teaching war in history classes and textbooks.

Results of the Survey

I. The sample

Chart 2: Ethnic distribution of the Sample

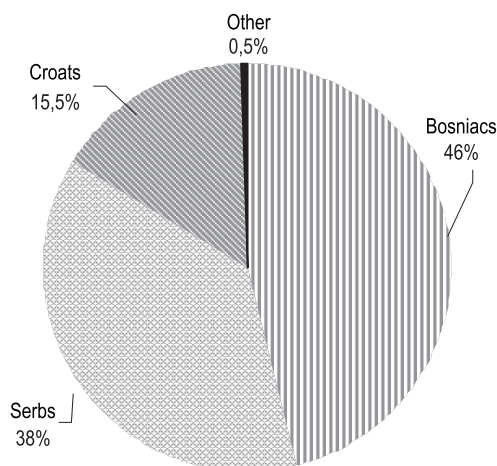


Chart 3: Area

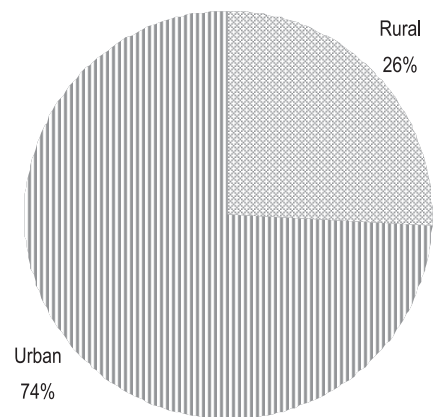


Chart 4: Gender

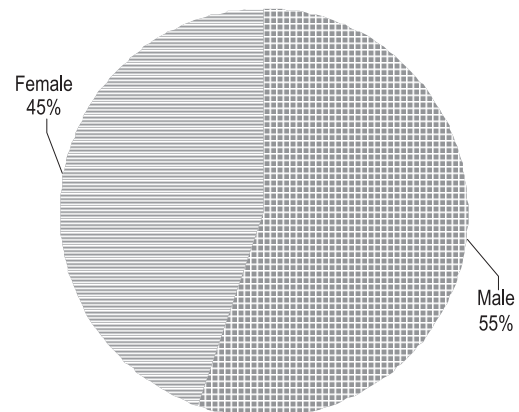
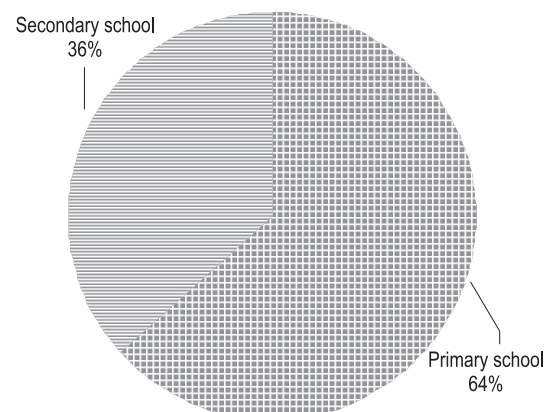


Chart 5: Types of school



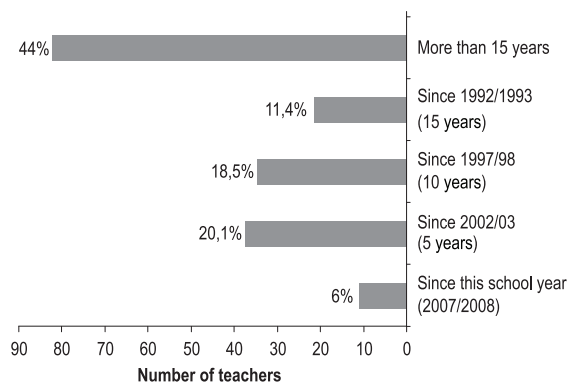
⁴² See Appendix 11 – Questionnaire on the Use of History Textbooks in BiH.

In addition, available data shows that 14 out of the 184 selected teachers are teaching at "2 schools under 1 roof."⁴³ About 21 per cent of the teachers are teaching at 4-year vocational high schools and about 13 per cent are teaching at the Gymnasium.

Years of teaching history:

Many of the respondents (44 per cent) have been teaching for more than 15 years and therefore have experience teaching history from within the old Yugoslav system (and with older generations of textbooks and teaching methods). The remainder of respondents are quite young and started teaching history in the school year 2002/2003 or later.

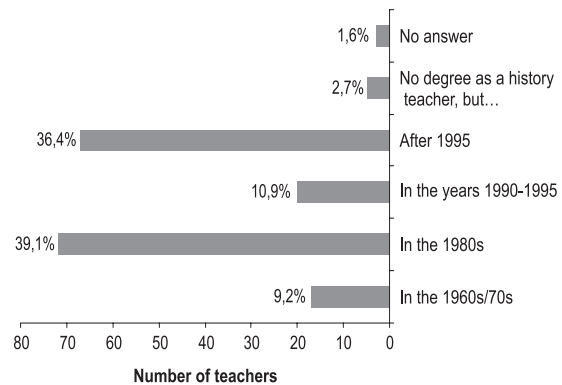
Chart 6: Years of teaching history



Teacher education: degree obtained

The teachers received their education in different time periods – mostly in the 80s (about 39 per cent) and in the post-war period (about 36 per cent). This roughly corresponds to the two largest groups of teachers with more than 15 years and up to 5 years of teaching experience. A smaller group (about 9 per cent) are part of an older generation of teachers that obtained their teaching degrees in the 1960s or 70s. Another group of interviewed teachers (about 11 per cent) acquired their respective degrees from 1990-1995 and even 5 (2,7 per cent) of teachers stated that they have no degree as a history teacher (however, only 2 teachers have degrees completely outside the field of history).

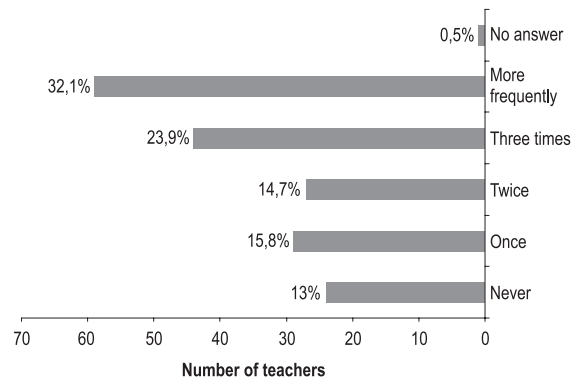
Chart 7: Teacher education - degree obtained



Teacher training

One third of the teachers (about 32 per cent) attended teacher training more than three times in the last three years. The second largest group (about 24 per cent) attended three times during this time period, or on average once a year.

Chart 8: Frequency of teacher training in history in the last three years



⁴³ These are schools which are completely divided on the basis of curriculum and ethnicity. A very small minority of teachers teach both sets of students.

II. Comments on the teacher's work with textbooks in the classroom

Textbooks used in the school year 2007/2008 – teachers responses⁴⁴

According to the responses of the teachers surveyed, there are still old textbooks in use, with a higher percentage of Croat respondents using older textbooks than Serb and Bosniac teachers.

- Textbooks in the Croatian language from 2003, 2005, and 2006 are almost the same in terms of content and presentation; therefore, teachers teaching according to the *Curriculum of the nine-year primary school education in Croatian language* use older textbooks because the content has not changed substantially. Textbooks in Croatian are also generally the most expensive textbooks in BiH so teachers do not require their students to buy new textbooks.
- Teachers teaching according to the *Curriculum for primary schools in the Republika Srpska* use both old and new textbooks for the school year 2007/2008. Older textbooks are especially used in grammar schools⁴⁵.
- Teachers teaching according to the *Framework curriculum for the compulsory nine-year primary education in the Federation of Bosnia and Herzegovina* use mostly new textbooks for the school year 2007/2008, but there is also a group of teachers that uses older textbooks from 2003 that have not changed much in recent years (e.g. the Hadžiabdić textbook as well as textbooks from Sarajevo Publishing, Svjetlost, Bosanska knjiga).
- All teachers from the Brčko District use textbooks from 2 or more different groups (either in Serbian, Croatian or

Bosnian), but they are mostly older versions of the textbooks.

Process of selection of textbooks

Possibilities for teachers to choose between various history textbooks

More than half of the surveyed teachers (about 52 per cent) specified that **they were able to choose** among various history textbooks in the 2007/2008 school year. The remainder said that they could not choose the textbook they were using (about 47 per cent of the teachers).

The teachers who could not influence the choice of textbook responded that the Ministry of Education⁴⁶ mainly made the decision on textbooks (65 teachers, most likely from the Republika Srpska). The important groups or institutions for such decisions in the Federation BiH were the Pedagogical Institutes/Ministries and the subject teachers groups (*stručni aktiv*)⁴⁷ which each received 26 answers. Two teachers named the headmaster as the person who decided on textbooks. Some teachers stated that instead of being offered three⁴⁸ textbooks they were offered just one.

The teachers who were not in a position to choose the textbook also stated that they were not consulted (about 55 per cent of the teachers) or only briefly consulted (36 per cent of teachers) regarding their opinion on the selection of the textbook. Only about 7 per cent of the teachers who could not choose the textbook themselves stated that they were able to participate in the selection and give their opinion on the textbooks. The fact that over half of the teachers were not even asked for their opinion during the textbook selection process demonstrates that it was the Ministries of Education or the Pedagogical Institutes who made most decisions regarding textbooks.

⁴⁴ A detailed list and frequency of the use of the textbooks for grade 5, 6, 7, 8 can be found in Appendix 10.

⁴⁵ Reform of the curriculum for primary and vocational schools is taking place, but the same process has not yet begun for grammar schools.

⁴⁶ "Ministarstvo prosvjete i kulture Republike Srpske, rješenjem broj: 07.2-5619/07 od 24.08.2007. god. 07.2-4817-2/07 od 23.07.2007. godine 07.2-5990/07 od 03.09.2007. godine." [Trans.note: "The Ministry of Education and Culture of the Republika Srpska through the Decision no.07.2-5619/07 dated 24.08.2007, the Decision no. 07.2-4817-2/07 dated 23.07.2007, the Decision no. 07.2-5990/07 dated 03.09.2007."]

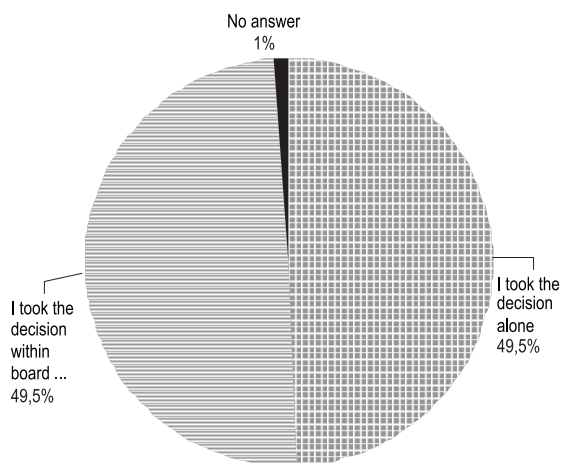
⁴⁷ "Stručni aktiv, ali za šesti razred ponuđen za šk 2007./08. samo 1. izd. od Miljenka Miloša - Znanje Mostar." [Trans.note: "The subject teacher group, though we have been offered only one textbook for the sixth grade of the school year 2007/2008, the textbook by Miljenko Miloš, Znanje Mostar."]

⁴⁸ In the Federation three textbooks for one grade were officially approved for the school year 2007/2008.

Even more noteworthy, **almost 80 per cent of the teachers with no influence on the selection process did not see the textbook before they were told to use it.** Only about 19 per cent of teachers had the chance to see the selected textbook before they began to use it in school.

Out of the group of surveyed teachers, more than half of the teachers stated that they had the possibility to **choose** the textbooks that they are using. Out of these, 48 teachers (49,5 per cent) stated that they made the decision by themselves and the other half made the decision within different groups, such as the Ministry of Education (one teacher said that it was more of an instruction than a common decision⁴⁹), the Pedagogical Institute (*Pedagoški zavod*), and the subject teachers groups (*stručni aktiv*). A few teachers stated that they made the decision with the headmaster and one participant even answered that he took the decision in consultation with the author of the textbook.

Chart 9: Teachers' ability to choose a textbook personally or as part of an advisory board

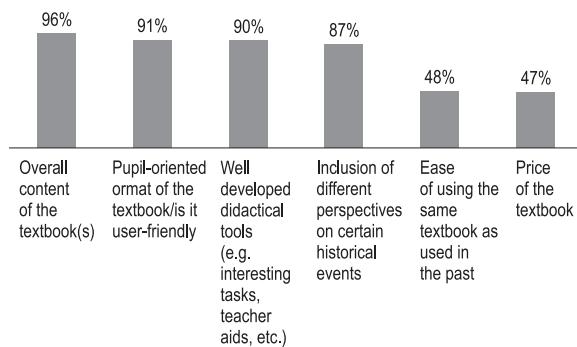


Criteria for the decision of the textbooks

The teachers who were able to choose the textbooks were asked about the criteria that they considered most important for their decision. Among six criteria offered, the content of textbooks is considered the most important – about 96 per cent of the teachers think that the content is very important or important. The second most important standard according to the teachers is the format of the textbook. Textbooks must also contain well-developed didactical tools and the texts need to include different perspectives on certain historical events. Almost one half of surveyed teachers also cited the ease of using the same textbook in the past and the price of the book.

The survey gave the teachers the chance to express their own criteria for choosing textbooks. Out of many different answers, the following criteria are significant: compatibility with the curricula⁵⁰ (10 answers), errors in the content of the textbook⁵¹, language, promotion of historical learning, availability of the textbook, objectivity, enough time for the teachers to reach a decision, and the quality of the textbook.

Chart 10: Rating of very important and important criteria for the decision on the textbook



⁴⁹ "Naputak ministarstva bez konzultacija nastavnika." [Trans.note: "An Instruction from the Ministry without prior consultations with teachers."]

⁵⁰ "Usklađenost sa nastavnim planom i programom za USK i odobrenje za korištenje od nadležnog ministarstva obrazovanja." [Trans.note: "Harmonization with the curriculum used in the Una Sana Canton and the usage approval by the Ministry of Education."]

⁵¹ "Imali smo vrlo malo vremena da se upoznamo sa novim udžbenicima. Izbor je bio na "brzinu". Tek u toku šk. 2007/2008 koristeći iste uočili smo mnoge nedostatke - materijalne greške, nejasne slike, karte, nedorečenost u tekstu i sl." [Trans.note: "We had very little time to scan through the new textbooks. The choice was "quick". Only when already in use during the school year of 2007/2008 did we see numerous shortcomings – factual errors, blurry images, maps, incomplete sentences etc."]

Textbooks for ethnically mixed classes

The table below shows that over half (about 63 per cent) of the surveyed teachers work in ethnically mixed classes, but most of these teachers state that the percentage of students of mixed ethnic background is very small in their classes. One third (about 34 per cent) work in ethnically homogenous classes. Even though most of the teachers have less than 5 per cent ethnically mixed classes, a relatively large group expressed that they regard all students as equal and even more expressed that they wish to teach in ethnically mixed classes,⁵² saying that the national background of their students is not important to them.⁵³ Most teachers stressed that ethnically mixed classes do not cause any problems for them.⁵⁴

Chart 11: Number of teachers who are working with students of an ethnic background other than the majority of students in the classroom

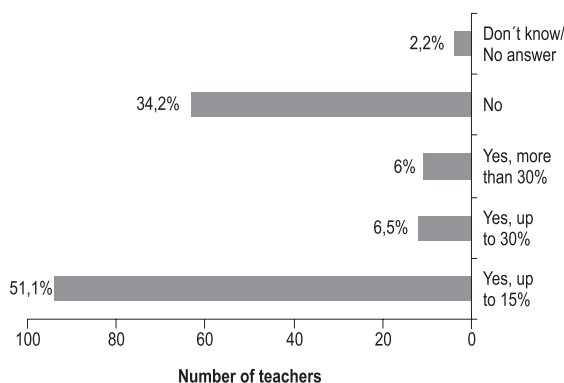
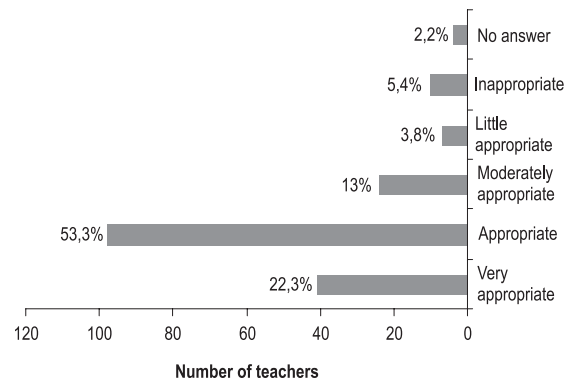


Chart 12: Appropriateness of the textbooks used for teaching in ethnically mixed classrooms



A large group of teachers (about 76 per cent) responded positively to the question of the appropriateness of the textbook for ethnically mixed classes. The answers can be classified as follows:

Group 1: Good (generally good opinion, no textbook is mentioned as inappropriate) = **29 per cent**, e.g. *"Nacionalna historija je prilagođena svim učenicima bez obzira na nacionalnu pripadnost."* [Trans.note: "National history is adjusted to all pupils, irrespective of their ethnic background."]

Group 2: No offensive material = **46 per cent**, e.g. *"udžbenik nema uvredljivih sadržaja po bilo kom osnovu."* [Trans.note: "The textbook has no offensive content of any kind."]

Group 3: Objective and therefore good = **7 per cent**, e.g. "verified facts".

Group 4: Not bad, but it could be better, e.g. "textbooks

⁵² "Radim u školi gdje je zastupljena jedna narodnost, a volio bih da ima i drugih narodnosti, osim muslimana, sigurno da bih bio tolerantan i prema drugima, jer su u Bosni sve do ovog rata živjele vjerske zajednice jedna uz drugu i niko nikome nije smetao." "Volio bih da radim, jer bez pripadnika svih nacija nema budućnosti." [Trans.note: "I work in a school of a clear majority of one ethnic group. I wish there were other ethnic groups besides Muslims. I would certainly be tolerant towards others since prior to the war, different religious communities in Bosnia used to live one next to the other without any troubles." "I would like to work with kids of other ethnic groups as there is no future without members all ethnic groups."]

⁵³ "Zbog nacionalne šarolikosti nema nikakvih problema i čini se da su mladi puno tolerantniji po tom pitanju." [Trans.note: "Due to the national diversity, there is not trouble and it seems the youngsters are more tolerant with regard to the issue."]

⁵⁴ "U nekim odjeljenjima imamo učenike različite nacionalnosti i sa njima radimo isto kao i s ostalim učenicima. Predajem iste nastavne sadržaje, postavljam ista nastavna pitanja, imam iste kriterijume prilikom ocenjivanja, nemam apsolutno nikakvih problema." [Trans.note: "A few classes do have pupils of other ethnicities, and we treat them equally. I teach the same contents, repeat the same questions, have the same assessment criteria, and I have no problems what so ever."]

are appropriate for using in teaching, but controversial elements in the textbook are missing" = **2 per cent**, e.g.: "Jedan dio gradiva oko 20% nije sagledan sa više strana, tj. nije potkrepljen određenim dokazima, dok 80% jeste." [Trans.note: "Approximately 20 per cent of the content is not multi-perspective, i.e. it is not grounded on certain historical sources, whilst 80 per cent is"]

Group 5: No hatred, but = about **4 per cent**. Textbooks do not include hatred, but a negative constraint e.g. old-fashioned didactical tools or too little information about the other, so that the teachers sometimes notice that the students' understanding differs from that of the textbook.

Group 6: Insufficient = about **17 per cent**, e.g. "Textbooks from grade 5 or 6 are good, but textbooks from grade 7 and 8 are not appropriate for teaching in ethnically mixed classes." E.g.:

- 2 textbooks from the Republika Srpska (4th grade of grammar school and 9th grade primary school)
- 4 textbooks in the Bosnian language (8th grade Sarajevo Publishing, 4th grade of grammar school, and 5th and 7th grade primary school)
- 1 teacher teaching in the Croatian language stated that the 5th, 6th, and 7th grade textbooks were bad, but the textbook from Leonard Valenta is very appropriate for mixed classes.

Different teaching materials for lessons and concrete ways of using the textbooks

Materials for preparation of history lessons

The table below shows the range of different materials that teachers use for the preparation of their classes. Teachers surveyed mostly use the textbook indicated in the survey. In addition, history teachers use scientific books or articles to prepare their lessons. Some of these articles are specified within the table on teachers' manuals (see below).

Textbooks other than the "official textbook" are also used, such as primary sources and documentaries, even though 20 per cent of requested teachers did not give an answer as to how often they use primary sources. Teachers use print media often (27 per cent) or sometimes (40 per cent) as material for preparation. Finally, teacher's manuals are often used by about a third of the teachers.

Chart 13: Rating: Materials used for the preparation of a lesson

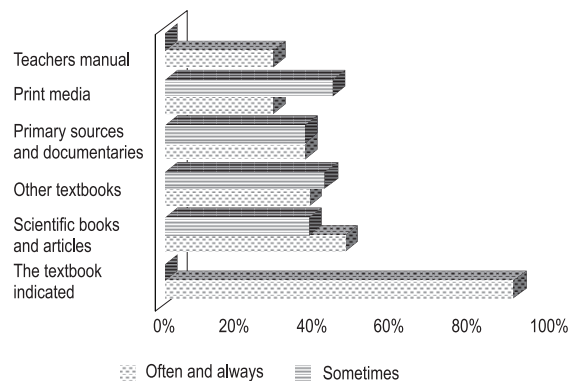
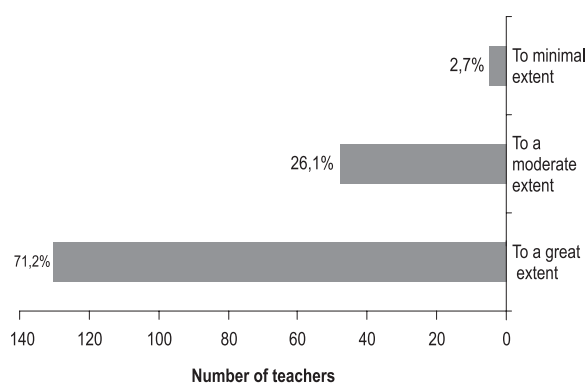


Table 1: Teachers manuals used by the interviewed teachers

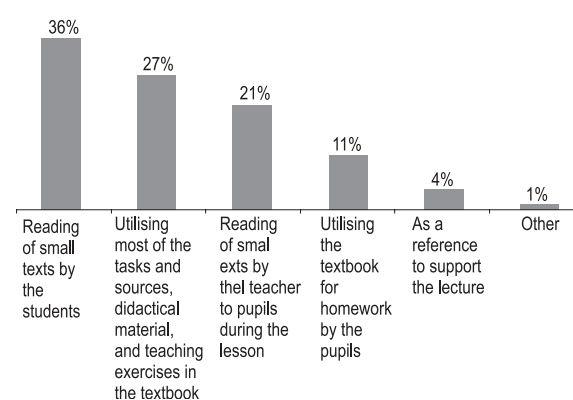
| | |
|--|----|
| Hadžiabdić/ Dervišagić, Priručnik za nastavnike od 5 do 8 razreda | 13 |
| Luisa Black, Priručnik za nastavnike istorije u BiH | 10 |
| Diverse teacher's manuals from neighbouring countries | 12 |
| <i>From Croatia</i> | |
| Ivka Pavičić - Školska knjiga Zagreb; | |
| Ivan Dukić, Franko Mirošević - ŠK Zagreb | |
| Priručnike izdavačkih kuća Školska knjiga, Profil, Meridijan, Alfa | |
| <i>From Serbia</i> | |
| Nastava moderne ist. jugoist. Evrope, Beograd, 2005 | |
| Priručnik iz istorije - Jelisaveta Dražić | |
| Hist. Readers (historijske čitanke) | 15 |
| Istorijska čitanka za VI razred iz 1988. g. | |
| Istorijska čitanka za VI razred, izdanje Minist. obrazovanja Srbije | |
| General handbooks for different grades /levels without mentioning the title | 17 |
| Didactical-methodological guides (as well as maps, historical atlases, etc.) | 5 |
| Encyclopaedia | 5 |
| Teachers manuals for Bosnia | 3 |
| Historija-povijest - Arifa Isaković VII | |
| Historija-povijest - Leonard Valenta - VIII | |
| Other scientific literature, like historical reviews | |
| Istorija naroda Jugoslavije i Istorija srednjovjekovne Bosne | |
| Jugoslovenski istorijski časopis 1999 | |
| Nastava Istorije (časopis) | |
| Istorija u o.š. (zbornik radova) | |
| Istorija Srba V. Ćorović | |
| Istorija Srba S. Stanojević | |
| Treba li djeci istorija (Ana Pešikan Avramović) | |
| Others | 17 |

The history textbook as the focal point of a lesson

Since the textbook plays the most important role for teachers during lesson preparation, the textbook is the most important material in a lesson. A considerable majority of the teachers (about 71 per cent) stated that the textbook is to a great extent the focal point of a lesson. About a quarter use the textbook to a moderate extent, and for a small group of teachers (about 3 per cent) the textbook is the centre of their lesson to only a minimal extent.

Chart 14: History textbook as the focal point of a lesson


Textbooks are mostly used by teachers as reading assignments for students. About one third of teachers use the textbook to work interactively with their students by using the book's tasks and sources. A smaller group of teachers (about 21 per cent) read from the textbooks in class and about 11 per cent give homework to their students with the help of the textbooks.

Chart 15: How textbooks are being used by the teachers


An open question gave the teachers the chance to give further examples of the functions of the textbooks. It needs to

be stressed that the “active” parts of the textbook for promoting interactive learning were mentioned (see below).

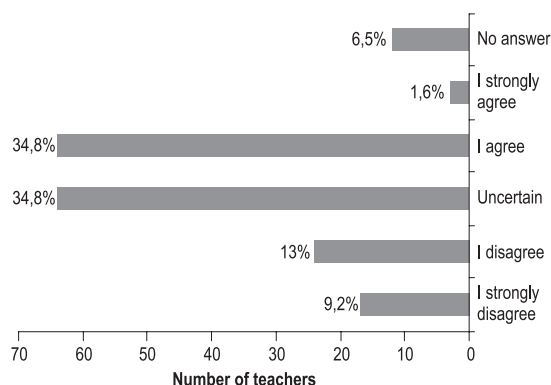
Other ways of using textbooks indicated by the teachers:

- Interactive learning through illustrative materials, sources, and tasks from the textbook
- Introducing the textbook as a basic text to be analysed
- Presenting additional literature to supplement textbooks
- Using the internet as additional media to the textbook
- Correcting textbook errors together with the students

Dealing with controversial issues with the help of the textbook

More than a third of the teachers (about 36 per cent) share the opinion that the new textbooks provide sufficient support for teaching controversial issues, whereas a similar group of teachers (about 35 per cent) is not certain whether controversial issues can be easily dealt with using the textbook. This situation may be caused by uncertainty or a lack of knowledge regarding how textbooks can actually present controversial issues. About 22 per cent of teachers state that the textbook does not deal with controversial issues in an adequate way.

Chart 16: Teachers’ opinion of the adequacy of the textbook for teaching controversial issues



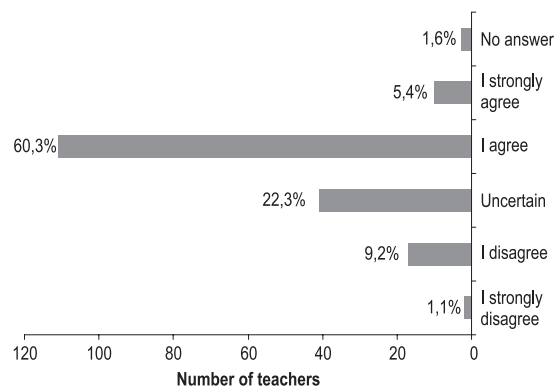
⁵⁵ "Ako želim učenicima pružiti takav prikaz historije, to ne mogu pomoću udžbenika, nego pomoću dodatnih izvora." [Trans.note: "If I want to give pupils that kind of historical perspective, the textbook is not much help without additional sources."]

⁵⁶ "Ponavljam, previše je ratova, sukoba i mržnje, a premalo onoga što nas veže i što nam je svima zajedničko i u interesu. A ima, bilo je i treba biti više primjera onog humanog u ljudima koje smo zaboravili ili nam ne daju tražiti." [Trans.note: "I repeat, there are too many wars, conflicts and hatred elements, too few of the binding and common traits. There should be more examples of the humane parts amongst us, the elements we seem to have forgotten and/or we seem to have been forbidden to seek such examples."]

Textbook and regional history

The surveyed teachers expressed a very positive opinion of the presentation of the region’s history in the textbooks used. About 66 per cent of teachers confirmed that the textbook they are using presents a regional history. Approximately 10 per cent of teachers did not share this opinion and about 22 per cent were uncertain.

Chart 17: Teachers’ opinion on the support of the used textbook(s) to provide a balanced and thoughtful review of the region’s history



Some teachers (about 11 per cent) who stated that the textbook is not providing a balanced regional history, named the following reasons:

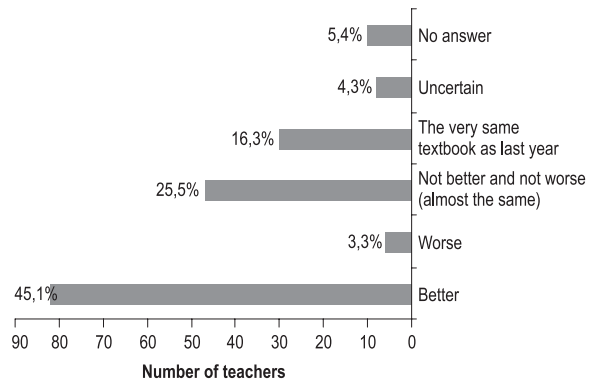
- A balanced view can only be given through the use of additional literature and material.⁵⁵
- A balanced textbook is not possible because of the ongoing political circumstances.
- Specific topics, like World War II, are badly presented.
- Too much emphasis is given to hatred and differences.⁵⁶

A second group of teachers (19 teachers) spoke positively about the textbooks with regard to balanced presentation. They said that the new textbooks present the region's history in a more adequate and real⁵⁷ manner. The textbooks are objective⁵⁸ and no longer contain offensive material.⁵⁹ Some teachers even mentioned that the new textbooks exhibit multiperspectivity.

III. Teachers' opinion about history textbooks in BiH

History teachers were asked to share their opinions of the new generation of textbooks in comparison to the textbooks that they used before. About half of the teachers (45 per cent) stated that the new textbooks are better than older textbooks. The second largest group of teachers (about 41 per cent) expressed that the textbooks are almost the same and that they did not see any improvement. This second opinion could be from the group of teachers using textbooks that did not change much in recent years (like the history textbooks in Croatian or the textbooks in the Bosnian language by Hadžiabdić/Dervišagić). Only a small group of about 3 per cent of teachers stated that the textbooks are worse and about 4 per cent were uncertain in their rating.

Chart 18: Teachers' opinion on whether the history textbooks they are using this school year are better or worse than the textbooks they were using last school year



Out of a total of 166 answers, five different themes emerged for why the teachers consider the textbooks better or worse:

- Disappointed**, because the textbooks are the same.⁶⁰
- Positive**, because in didactic terms the textbooks are better.⁶¹
- Generally positive**⁶²
- Positive, but** some books are better or some topics in the books are better
- Bad or lacking**

With regard to the ethnic distribution of the ratings, the following results can be stated: teachers using textbooks in the Serbian language are mostly satisfied with their new textbooks (61 per cent of surveyed teachers); yet, a quarter of them (24 per cent) state that the new textbooks are lacking. Many teachers using textbooks in the Bosnian language are unsatisfied with their new textbooks (44 per cent of teachers) and say that the textbooks are the same as the year

⁵⁷ "Udžbenici koje koristim obrađuju istorijat svih država i naroda regiona." [Trans.note: "The textbooks I use cover the history of all states and nations in the region."]

⁵⁸ "Udžbenici koje koristim su objektivni, potkrijepljeni izvorima i činjenicama, prema tome pomažu mi da učenike upoznam sa stvarnim događajima iz prošlosti naših naroda." [Trans.note: "The textbooks I use are objective, grounded on historical sources and facts, hence helping me to present real historical events from the history of our nations."]

⁵⁹ "Čitajući udžbenike lako je zapaziti da nema "zapaljivog" teksta." [Trans.note: "By reading the textbooks it is easy to conclude there is no "volatile" parts to it."]

⁶⁰ 30 per cent of the teachers (50 answers, including answer e).

⁶¹ 46 per cent of teachers (76 answers, including answer d).

⁶² 18 per cent of teachers (30 answers).

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before (38 per cent of teachers). Just a small group of Bosniac teachers (about 18 per cent) are happy with the new history textbooks in relation to previous textbooks.

Teachers using textbooks in the Croatian language are almost equally divided into three groups: more than one third of teachers (about 38 per cent) are disappointed, another third (about 35 per cent of teachers) are satisfied with "new" textbooks, mostly in didactical terms, and the last third (about 27 per cent of teachers) are generally happy with the textbooks being used in the school year 2007/2008.

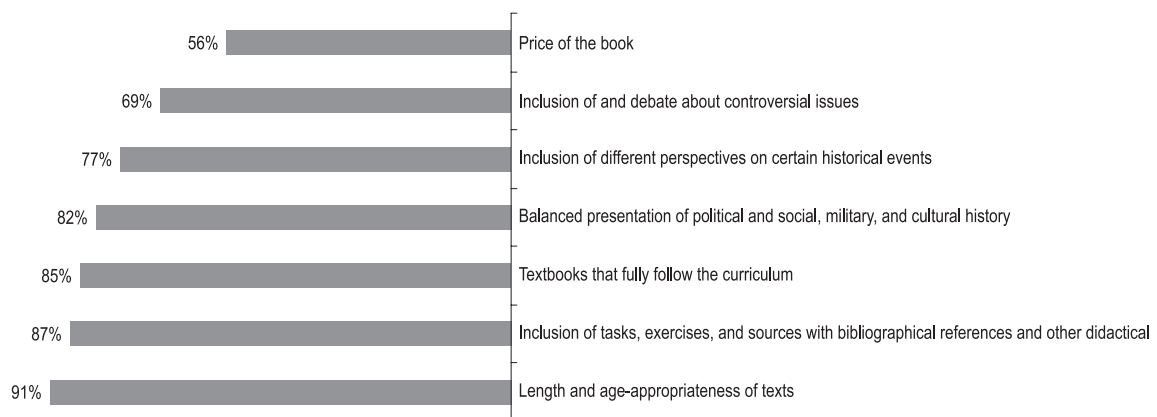
In summary, teachers using the textbooks written in the Serbian language see the biggest improvement and are mostly satisfied with the new textbook. Teachers using the textbooks in Bosnian have

a very negative opinion of the new textbooks because they do not see a big change in the new textbooks and are therefore disappointed. Teachers using textbooks in Croatian are divided in their opinion – some are happy and some are disappointed with the textbooks. This divided opinion on textbooks in the Croatian language can be seen as positive since some teachers have a relatively critical understanding of these textbooks.

Changes proposed by the teachers for new textbooks

The teachers were asked what changes they would consider to be the most important for themselves and their work with textbooks, assuming that they could have any influence on the development of new textbooks in the future. Their suggestions are presented in the following table:

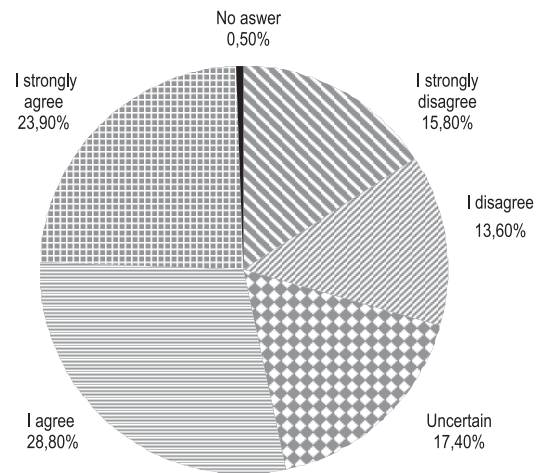
Chart 19: Very important and important elements to change in new textbooks



Teaching the recent war as a topic in the textbooks

Teachers in BiH today are fairly divided on the question of whether the 1992-1995 war should be dealt with in textbooks, but a majority expresses that the war should indeed be dealt with. Of the 184 teachers who answered the questionnaire, 184 gave their opinion to this question, meaning that the issue evoked great attention from teachers. Out of the whole sample, about 53 per cent expressed a clear view that the war in BiH, 1992-1995 **should** be dealt with in the history textbooks. In contrast, about one third of the teachers declared that the war **should not** be dealt with. Another small group of teachers (about 17 per cent) is uncertain about this question, and only one teacher had no opinion at all with regard to this question.

Chart 20: Opinion on inclusion of the period from 1992-1995 into textbooks

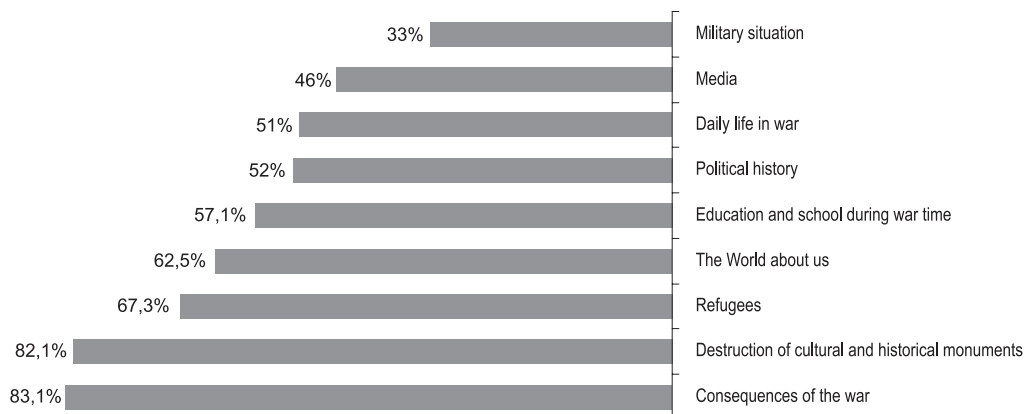


Teachers' opinions on topics from the period 1992-1995 that should be covered in the textbooks

When asked about teaching and including precise topics from the period 1992-1995 within the textbooks, teachers would most like to include the topics "Consequences of the war" and "Destruction of cultural

and historical monuments." The topic of "the military situation" is less desired by teachers, just 33 per cent consider this topic important. The rating of other issues can be seen in the following table:

Chart 21: Rating of most-wanted war topics (very important and important)



Conclusion

The results from the study of history textbooks show that besides new textbooks released in the school year 2007/2008 there are still old textbooks in use, with a higher percentage of respondents teaching in the Croatian language using older textbooks compared to the other two groups of teachers. Regarding the selection process, a portion of the surveyed teachers are unable to choose the textbook. This group is most probably from the Republika Srpska, as there is only one textbook published per grade. Another group of teachers, presumably from the Federation BiH, stated that they made the decision alone, together with colleagues or the decision came from institutions on a higher level, like the Pedagogical Institute. In the latter case, teachers noted negatively that Pedagogical Institutes presented just one, instead of three, approved textbooks.

The teachers included a textbook's content among the most important criteria for the selection of textbooks, but also listed didactical tools as well as a textbook's effort to offer multiperspectivity. These criteria can be considered highly positive.

Textbooks play an important role among the surveyed group of history teachers in BiH as the main means for lesson preparation and teaching history. Therefore, how controversial issues or regional history are dealt with in textbooks is crucial. The group of teachers interviewed is divided over controversial issues – some state that the textbook they are using provides sufficient support, but others disagree.

Surprisingly, more than half of the teachers state that the textbooks also present a balanced regional history (only a small group does not share this opinion). The first group mentions that the textbooks no longer contain offensive material and, therefore, are objective, while the latter group named the unsatisfactory presentation of difficult topics or an emphasis on hatred and differences instead of similarities as their reasons.

In this context it is important to check the attitude or the opinion of teachers regarding the approach to the recent war in BiH in the textbooks. About 53 per cent of surveyed teachers have expressed a clear view that the war in BiH from 1992 to 1995 should be dealt with in the history textbooks. They give the "Consequences of the war" and the "Destruction of cultural and historical monuments" as the most interesting topics to put into the textbooks.

Nevertheless, one third of teachers do not share this view and a smaller group is uncertain. The uncertain statement regarding this issue in textbooks may be due to the dilemma that teachers and students come across practically every day with topics from the war of 1992-1995. In much of BiH the war is not part of the official curriculum.⁶³

To sum up the opinion of history teachers on the textbooks used in 2007/2008, nearly half of the teachers surveyed (45 per cent) said that the textbooks are better than those that they have used before. Another large group, however, of teachers surveyed (about 41 per cent) considered the textbooks to be almost the same as the previous school year and therefore did not see any large developments or changes.

As the study is a pilot study, no general conclusions can be drawn for the entire population of history teachers or to public opinion in general, nor can (and shall) the results be associated with the national identities of individual teachers.

What this pilot survey among history teachers in BiH can provide is, however, an initial barometer of teachers' opinions – what they think, in 2008, about the new generation of history textbooks in BiH.

⁶³ In accordance with the recommendations of the CoE for a moratorium on teaching the war years, cited above.

Appendix 1 – The level of satisfaction regarding history textbooks in 2007/08 among teachers using history textbooks in the Croatian language

| Level of satisfaction | Number of teachers |
|--|--------------------|
| Disappointed | 10 |
| Generally positive with reservations | 7 |
| Completely satisfied | 9 |
| Overall number of teachers using books in Croatian | 31 |

Out of the 31 teachers using history textbooks written in the Croatian language, 26 identified their level of satisfaction with the books they used this school year (2007/08). Of these, 10 teachers expressed a distanced, disappointed stance towards the books they used, mostly because of the fact (mentioned by teachers) that the books they used this school year were the very same that they were using before. In comparison, 9 teachers were completely satisfied with the books currently in use. However, 7 teachers, who expressed a generally positive stance towards the books, had severe reservations and took a conditional stance towards the books which they evaluated as "positive under the current circumstances."⁶⁴

Appendix 2 – The level of satisfaction regarding history textbooks in 2007/08 among teachers using history textbooks in the Serbian language

| Level of satisfaction | Number of teachers |
|---|--------------------|
| Disappointed | 15 |
| Generally positive with reservations | 9 |
| Completely satisfied | 37 |
| Overall number of teachers using books in Serbian | 70 |

Of the 70 teachers using textbooks in Serbian, and who answered the questionnaire, 61 responded to the question concerning whether the newly published textbooks are better, worse or the same as those published before. More than half (37 teachers, 61 per cent) had a positive opinion of the new books. 15 teachers (24,5 per cent) had a negative opinion of the new textbooks, mostly because of teachers' impressions that textbook changes in 2007/08 only appeared on the surface, and that, in fact, the books have not changed very much. 9 teachers appreciated the new books, but had severe reservations as well, mostly regarding the quality of a single textbook.

⁶⁴ Again, it is significant that the textbook of Valenta, which is used by two teachers teaching in the cantons of Croat majority in the Federation BiH, is highly appreciated by them.

Appendix 3 – The level of satisfaction regarding history textbooks in 2007/08 among teachers using history textbooks in the Bosnian language

| Level of satisfaction | Number of teachers |
|---|--------------------|
| Disappointed | 35 |
| Generally positive with reservations | 14 |
| Completely satisfied | 30 |
| Overall number of teachers using books in Bosnian | 85 |

Of the 79 responding teachers working with these books, 35 teachers (44 per cent) expressed a disappointed stance towards the books they used in the school year 2007/08 – foremost because of their dominant impression that most of the books published in 2007 have experienced just minor changes or improvements (with the exception of the 8th grade book of Valenta, which was published in 2007 in its first edition). At the same time, 30 teachers (38 per cent) were very satisfied with the books they used this school year, and 14 teachers (18 per cent) had a conditionally positive opinion (with severe restrictions).

Appendix 4 – Examples from the textbooks

In the following section, some examples from selected textbooks will be presented, which may serve as models of “best practice.” Thereby, 8th (and in the Republika Srpska: 9th) grade books are not included here, since they have been dealt with in the first part of the textbook analysis.⁶⁵ There is an admitted imbalance of presented quotations, as the majority have been taken out of books written in the Bosnian language, with just one example derived from a book in Serbian, and no example at all from books written in the Croatian language. **The reason for this is that only outstanding examples of modern passages are presented and under current circumstances, such examples are completely lacking in books in Croatian used in the Federation BiH and are only minimally present in the Republika Srpska.**

Introducing multiperspectivity as a historical-methodological tool in 5th grade books

Primary history education starts in the Federation BiH with grade 5, in the Republika Srpska with grade 6. The history textbooks for the *Curriculum for primary schools in the Republika Srpska* (6th grade) and for the *Curriculum of the nine-years of primary school education in the Croatian language* (5th grade) do not contain any introductory (or any other) remark about the nature of history as a compendium of multiple and sometimes contesting perspectives on the course of events.

In contrast, several 5th grade textbooks in Bosnian do. As an example of best practice see Brkljača et al 2003 and Forić 2007:

⁶⁵ “20th Century in the Textbooks of BiH: An analysis of the books used for the final grades of primary schools,” April 2008.

From the methodologically oriented introductory chapter:

Seka Brkljača, Vahida Bašalić, Salmedin Mešihović, Historija 5. Udžbenik za peti razred osnovne škole. [Trans.note: History for the 5th grade of primary schools] Sarajevo Publishing. Sarajevo 2003

„Kako se vidi neki događaj? Različite interpretacije” [Trans.note: “How to analyse an event? Different interpretations”] (page 28):

„... Postoje neslaganja u pogledu onoga što se desilo i zašto se desilo kao i u samom značaju događaja. I dva historičara mogu isti materijal tumačiti na različite načine. Iste činjenice često mogu biti u prilog različitih tumačenja. Često su informacije i dokazi koji su dostupni historičaru daleko od potpunih, što otvara još veće mogućnosti za različita tumačenja. U okolnostima kada različiti prikazi jednog te istog događaja održavaju različite uglove gledanja pojedinih ljudi ili historičara ne radi se uvijek o tome da jedna od tih verzija mora biti tačna. Neke, a možda i sve, mogu stajati kao tačne, jer održavaju različita iskustva ljudi. U nekim situacijama jasniju i sveobuhvatniju sliku onoga što se desilo dobili bismo ako bismo sagledali različite uglove gledanja. To bi bilo kao djelovi slagalice, ili kockice mozaika, priče o nekom događaju.” [Trans.note: „... There are disagreements on what had taken place, why it had taken place and disagreements on the importance of the event itself. Even two historians can have different interpretations of the same sources. The same facts often incite different interpretations. Information and evidence available to historians tend to be incomplete which leads to a greater possibility of different interpretations. In situations when different representations of the same event reflect different views of certain persons or historians, it would be misleading to believe that one of the views must be correct. Some, if not all views can be regarded as correct since they reflect different experiences of people. Under certain circumstances we would have a greater picture of what had taken place if we were to analyse different views of the same event. You might think of it as pieces of a puzzle, parts of a mosaic, and stories of an event.”]

From the methodologically oriented introductory chapter:

Melisa Forić, Historija – Povijest. Za 5 razred osnovne škole sa radnim listovima. [Trans. note: History textbook with assignment booklet for the 5th grade of primary schools] Bosanska riječ, Sarajevo 2007

„Kako se vidi neki događaj. Različita objašnjenja.” [Trans.note: “How to analyse an event. Different interpretations.”] (page 24 and 25)

„... Tako i u historijskoj nauci: postoji nekoliko viđenja istog događaja. U zavisnosti da li je neko direktni učesnik ili samo svjedok događaja, nastaju izvori i istine koji se u njima prezentiraju. Tako pojedini događaji dobijaju nekoliko interpretacija. Dva historičara mogu imati dva različita tumačenja istog događaja. Oni mogu biti slični, ali i potpuno suprotni... Zbog toga priče o prošlosti nikad nisu konačne...” [Trans.note: „...The same applies to historical science: there are several views of the same event. The way historical sources and truths represented in them are created depends on whether someone is directly influenced by the event or is a mere witness to it. That is how certain events have different interpretations. Two historians can have different interpretations of the same event. The interpretations can be similar as well as fully opposite... Therefore, stories of the past are never final...”]

Applying multiperspectivity in 6th grade books

Multiperspectivity is applied in the textbook narrations of several 6th grade books, combined with a close orientation towards modern standards for historiography. See as an example the teaching unit dealing with "Crkva bosanska" [Trans.note: The Bosnian Church] in the textbook A. Isaković 2007:

Arifa Isaković, Historija – Povijest za 6. razred osnovne škole sa radnim listovima. [Trans.note: History textbook with assignment booklet for the 6th grade of primary schools] Bosanska riječ Sarajevo 2007 (page 133, 134)

„...O karakteru Crkve bosanske u nauci postoje dva suprotna mišljenja: jedno, da je ona pripadala dualističkom pokretu, rasprostranjenom na velikom prostoru od Male Azije, preko Balkana i Italije do južne Francuske i srednje Evrope; drugo, da ona ne predstavlja dualističku sektu nego kršćansku instituciju koja se odvojila od Rima i zadržala svoja tradicionalna shvatanja i način života. Katolička i Pravoslavna crkva smatrale su Crkvu bosansku heretičkom, ali za njene sljedbenike nisu imale jedinstven naziv. Tako se u historijskim izvorima susreću različiti nazivi za bosanske heretike: manihejci, patareni, bogumili, kutugeri i babuni.” [Trans.note: „...There are two opposing views on the character of the Bosnian Church: according to the first view, it was part of the Dualistic movement, spread across a vast area from Asia Minor, through the Balkans and Italy, all the way to the southern France and Central Europe; according to the other view, the Bosnian Church does not represent a dualistic sect but a Christian institution which had detached from Rome and preserved its traditional beliefs and way of life. The Catholic and the Orthodox Church regarded the Bosnian Church as heretical and they had not used a common name for its followers. Therefore, many different names for the Bosnian heretics can be found in historical sources: the Manichaeans, the Pataria, the Bogumils, the Kutugeri and the Babuni.”]

Emphasising the contingent character of historical knowledge in 6th grade books

Some textbooks make it clearer to their readers than others that the acquisition of historical knowledge is a constant and open process. The book Kurtović et al 2003 (see below) convincingly presents this difficult process of acquiring historical knowledge with the example of "Crkva bosanska." Additionally, the book convincingly discusses different understandings and meanings of certain terms, such as, for instance, "Bosnian" and "Bosnia and Herzegovina":

Esad Kurtović, Salmedin Mesihović, Samir Hajrulahović. Historija 6. Udžbenik za VI razred osnovne škole. [Trans.note: History for the 6th grade of primary schools] Sarajevo Publishing. Sarajevo 2003 (page 153)

„Zagonetka Crkva bosanska: Osnovna zagonetka srednjovjekovne Bosne je Crkva bosanska. Mali broj izvora istraživačima je nedovoljan da bi se mnoge nejasnoće zadovoljavajuće objasnile. Literatura o Crkvi bosanskoj je ogromna, a zbog različitih pristupa i rezultata i teško saglediva...” [Trans.note: „The riddle of the Bosnian Church: the Main riddle of Medieval Bosnia is the Bosnian Church. Too few historical sources at historians’ disposal means that many obscurities cannot be clarified to a satisfactory level. The scholarship on the Bosnian Church is vast; nevertheless, due to different approaches and results, it is often difficult to analyse...”]

Making students aware of the different meanings of the term “Bosnian” in different times (page 142):

„Stanovnici srednjovekovne Bosne nazivani su prema državi u kojoj su živjeli – Bošnjanima, Bosancima. To je naziv koji u novom vijeku i u savremeno doba ima drugačije pojmovno određenje...” [Trans.note: “The name for inhabitants of the Medieval Bosnia reflected the name of the State they lived in – Bošnjanimi (Latin: Bosniensis), Bosnians. The name in the Modern Age and contemporary times has a different meaning...”] with the question „Zašto je pogrešno ili neprecizno reći: Bosna i Hercegovina u srednjem vijeku?” Trans.note: “Why is it incorrect to say: BiH in the Middle Ages?”]

Balanced and sophisticated presentations

As mentioned before, the new 8th grade history textbook in the Republika Srpska is quite impressive because of its balanced and in-depth (though not multiperspective) presentation. Examples from the book include the units dealing with the reform period of the late Ottoman Empire and its consequences in Bosnia.⁶⁶ The 2007 textbook (unlike earlier books in the Republika Srpska and current books written in Croatian) not only mentions the autonomy movement of Husein-kapetan Gradaščević in the early 1830s, but delivers a balanced and thoughtful discussion about it, its motifs, and its opponents.⁶⁷ The book, unlike other books, does not portray a “Muslim-Christian confrontation” but highlights that conflicts in that time were mainly due to the unsolved question of land reform.⁶⁸

This example is important since the autonomy movement of the early 1830s, while of minor importance in historiography and school teaching in the socialist Yugoslavia, developed into a major Bosniac “*lieu de memoire*” – an important historical topic for the Bosniac community in BiH after independence. At the same time, history textbooks in the Republika Srpska did not even mention this historical movement until very recently. The textbooks in Croatian do not mention it even today.

The balanced and thoughtful discussion of the movement in the new 8th grade history textbook written in the Serbian language is, hopefully, an indication of the possibility of developing all-BiH perspectives on history that abstain from ignoring or denouncing what is important in the past and present for “the other.”

⁶⁶ Željko Vujadinović, Slavica Kuprešanin, Gordana Nagradić, Istorija za 8 razred osnovne škole. [Trans.note: History for the 8th grade of primary schools]. *Zavod za udžbenike i nastavna sredstva Istočno Sarajevo, 2007* (pages 164-167 and 105-108).

⁶⁷ The authors, after having discussed the autonomy movement, highlight elements of tolerance and economic progress within this period. With regard to Ali-paša Rizvanbegović from Stolac, an opponent of the autonomy movement, the authors state “*Bio je tolerantan prema pravoslavnom i katoličkom stanovništvu*” [Trans.note: “He was tolerant towards the orthodox and the catholic inhabitants.”] (page 165), mentioning also that he introduced, for instance, irrigation systems to Herzegovina (page 166). At the end of the chapter, the authors included source material, such as, inter alia, statements from Ivan Mažuranić, a Croat poet travelling in the middle of the 19th century through Bosnia.

⁶⁸ See for instance statements such as “*Zavisno seljaštvo (raju) činilo je i muslimansko i hrišćansko stanovništvo. Kasnije su pojmom raja bili obuhvaćeni isključivo hrišćani... Kriza koja je zahvatila Carstvo još u 17. i 18. vijeku, neprestani ratovi, nametanje novih poreza, zloupotrebe vlasti, stalno su pogoršavali položaj raje*” [Trans.note: “The common people (raja) consisted of Muslim and the Orthodox inhabitants. Later on, the term “raja” applied only to the Christians... The crises that took over the Empire in the 17th and the 18th century – constant wars, imposing new taxes, misuse of power – had deteriorated the status of “raja” even further.”] (page 164). Or, relating to the peasant uprisings in Bosnia during the first Serbian uprising “*U osnovi svih pobuna iz ovog i kasnijeg vremena nalazilo se neriješeno agrarno pitanje*” [Trans.note: “The essence of all the uprisings during the period and later on was the unresolved agrarian question.”] (page 165), which in former books has been put in connection with the “national awakening” of Serbian peasants in Bosnia.

Appendix 5 – Inclusion of the period 1992-1995 into BiH history textbooks – Teachers opinions

| Teachers opinions | Number of teachers | In % (rounded off to the nearest value) |
|--|--------------------|--|
| Should be dealt with in history textbooks in BiH | 97 | 52,5 |
| Should not be dealt with in history textbooks in BiH | 54 | 29,5 |
| Uncertain | 32 | 17,5 |
| No opinion | 1 | 0,5 |
| Overall number of teachers answering this question | 184 | 100,0 |

Of the 184 teachers who answered the questionnaire, all indicated their opinion towards this question (including one teacher (0,5 per cent) who noted "no opinion" with regard to this question). 52,5 per cent said that the war in BiH 1992-1995 *should* be dealt with in the history textbooks. In contrast, 29,5 per cent said that the war *should not* be dealt with. 32 teachers (17,5 per cent) were uncertain about this question.

Appendix 6 – Difficult teaching units related to 1992-1995 and to the breakup of Yugoslavia – Teachers' opinions (of all the 125 teachers answering this question):

| Difficult teaching units related to 1992-1995 and to the breakup of Yugoslavia | Number of teachers | In % (rounded off to the nearest value) |
|--|--------------------|--|
| The war period 1992-1995 | 22 | 17,5 |
| The breakup of Yugoslavia | 17 | 13,5 |
| Sum of related responses | 39 | 31 |

Appendix 7 – Difficult teaching units related to wars in the 20th century – Teachers opinions (of all the 125 teachers answering this question)

| Difficult teaching units related to wars in the 20 th century | Number of teachers | In % (rounded off to the nearest value) |
|--|--------------------|---|
| The war period 1992-1995 | 22 | 17,5 |
| World War Two | 46 | 37 |
| World War One | 6 | 5 |
| Sum of related responses | 74 | 59,5 |

The absolute majority of answers relates to World War II (37 per cent), directly followed by 1992-1995 (17,5 per cent). 5 per cent of the teachers also identify World War I in BiH as a problematic teaching unit.

Appendix 8 – ALL Difficult teaching units – ALL Teachers opinions (125 teachers answering this question) – in descending sequence

| Difficult teaching units - in descending sequence - | Number of teachers | In % (rounded off to the nearest value) |
|---|--------------------|---|
| World War Two | 46 | 37 |
| The war 1992-1995 | 22 | 17,5 |
| The Early Middle Ages | 21 | 17 |
| The Ottoman Period | 20 | 16 |
| First Yugoslavia (Interwar period) | 20 | 16 |
| The Breakup of Yugoslavia | 17 | 13,5 |
| The Hapsburg Empire Period | 16 | 13 |
| The socialist Yugoslavia (until 1980) | 16 | 13 |
| World War One | 6 | 5 |
| Sum of related responses | 184 ⁶⁹ | |

⁶⁹ The number of 184 responses does not correspond to the number of teachers answering this question (125), since, as mentioned above, some of the answering teachers identified just one instead of two difficult teaching units.

4

Appendix

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Appendix 9 – List of Textbooks – Intervention, adoption and professionalism – The dynamics of history textbook writing in Bosnia and Herzegovina

8th grade (the Republika Srpska: in 2007 9th grade)

- Zijad Šehić, Zvezdana Marčić-Matošević, Alma Leka. Historija. Istorija. Povijest. Udžbenik sa historijskom čitankom za VIII razred osnovne škole, Sarajevo Publishing, Sarajevo 2007.
- Zijad Šehić, Zvezdana Marčić-Matošević, Historija. Istorija. Povijest. Udžbenik za VIII razred osnovne škole, Sarajevo Publishing, Sarajevo 2003.
- Leonard Valenta. Historija – Povijest za VIII razred osnovne škole, Bosanska riječ, Sarajevo 2007.
- Hadžija Hadžiabdić, Edis Dervišagić, Alen Mulić, Vahidin Mehić. Historija. Istorija. Povijest 8, Udžbenik za VIII razred osnovne škole. Bosanska knjiga. Tuzla 2007.
- Muhamed Ganibegović. Historija – Povijest za VIII razred osnovne škole (3rd edition), IP "Svjetlost" d.d. Sarajevo 2006.
- Muhamed Ganibegović, Historija za VIII razred osnovne škole, Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2003.
- Muhamed Ganibegović, Enes Durmišević, Muhidin Pelešić, Historija za VIII razred osnovne škole. Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2001.
- Hrvoje Matković, Božo Goluža, Ivica Šarac. Povijest 8. Udžbenik za VIII razred osnovne škole (3rd edition), Školska naklada, Mostar 2006 (approved also for 2007/08).
- Hrvoje Matković, Povijest 8, Udžbenik za VIII razred osnovne škole. Školska knjiga, Zagreb 2002 (3rd edition, first published in 2000).
- Miljenko Miloš, Povijest Novoga doba. Udžbenik povijesti za VIII razred osnovne škole, Znanje, Mostar 2006 (approved also for 2007/08).
- S. Tešić, S. Gavrić, R. Pejić. Istorija

za IX razred osnovne škole. Zavod za udžbenike i nastavna sredstva. Istočno Sarajevo 2007.

- Dr. Ranko Pejić. Istorija za IX razred osnovne škole. Zavod za udžbenike i nastavna sredstva. Istočno Sarajevo 2006.
- Ranko Pejić, Istorija za VIII razred osnovne škole, Zavod za udžbenike i nastavna sredstva Republike Srpske, Srpsko Sarajevo 2000.

7th grade (the Republika Srpska: in 2007 8th grade)

- Arifa Isaković, Historija-Povijest za VII razred osnovne škole. Bosanska riječ, Sarajevo 2007.
- Hadžija Hadžiabdić/Edis Dervišagić, Historija, Udžbenik za VII razred osnovne škole. Bosanska knjiga, Tuzla 2007.
- Edin Radušić, Aladin Husić, Vehid Smriko, Historija 7, udžbenik sa historijskom čitankom za VII razred osnovne škole. Sarajevo Publishing, Sarajevo 2007.
- Edin Radušić, Aladin Husić, Vehid Smriko, Historija 7, udžbenik za VII razred osnovne škole. Sarajevo Publishing, Sarajevo 2003.
- Fahrudin Isaković, Enes Pelidija, Historija za VII razred osnovne škole. Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2003.
- Ibrahim Tepić, Fahrudin Isaković, Historija za VII razred osnovne škole. IP Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2000.
- Ivan Dukić, Krešimir Erdelja, Andrija Nikić, Igor Stojaković, Povijest 7. Školska naklada, Mostar 2003 (2nd edition).
- Ivan Dukić, Krešimir Erdelja, Andrija Nikić, Igor Stojaković, Povijest 7. Školska naklada, Mostar 2001.
- Željko Vujadinović, Slavica Kuprešanin,

Gordana Nagradić, Istorija za VIII razred osnovne škole. Zavod za udžbenike i nastavna sredstva Istočno Sarajevo, 2007 (1st edition).

- Milutin Perović, Borislav Stanojlović, Milo Strugar, Istorija za VII razred osnovne škole. Zavod za udžbenike i nastavna sredstva Republike Srpske, Srpsko Sarajevo, 2001.
- Milutin Perović, Milo Strugar, Istorija za VII razred osnovne škole, 9th edition. Zavod za udžbenike i nastavna sredstva, Beograd 2000.

6th grade (the Republika Srpska: in 2007 7th grade)

- Arifa Isaković, Istorija – Povijest za 6 razred osnovne škole sa radnim listovima. Bosanska riječ. Sarajevo 2007.
- Hadžija Hadžiabdić, Edis Dervišagić, Alen Mulić, Vahidin Mehić, Istorija Udžbenik za VI razred osnovne škole. Bosanska knjiga, Tuzla 2007.
- Esad Kurtović, Salmedin Mesihović, Samir Hajrulahović. Istorija 6, Udžbenik za VI razred osnovne škole. Sarajevo Publishing, Sarajevo 2003.
- Enver Imamović, Istorija za VI razred osnovne škole, Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2003.
- Enes Pelidija, Fahrudin Isaković, Istorija za VI razred osnovne škole, Svjetlost. Zavod za udžbenike i nastavna sredstva, Sarajevo 2001.
- Ivo Makek, Andrija Nikić, Povijest 6 - Udžbenik za VI razred osnovne škole. Izd. Školska naklada, Mostar, 2006.
- Ivo Makek, Andrija Nikić, Povijest 6 - Udžbenik za VI razred osnovne škole. Izd. Školska naklada, Mostar, 2003, 2nd edition (first approved in 2001).
- Ivo Makek, Andrija Nikić, Povijest 6 - Udžbenik za VI razred osnovne škole. Izd. Školska naklada, Mostar, 2001.
- Rade Mihaljčić. Istorija 7 za VII razred osnovne škole. Zavod za udžbenike i nastavna sredstva, Istočno Sarajevo 2007.
- Rade Mihaljčić, Istorija za VI razred osnovne škole. Zavod za udžbenike i nastavna sredstva, Srpsko Sarajevo 2001.

5th grade (the Republika Srpska: in 2007 6th grade)

- Melisa Forić, Istorija – Povijest. Za V razred osnovne škole sa radnim listovima, Bosanska riječ, Sarajevo 2007.
- Hadžija Hadžiabdić, Edis Dervišagić, Istorija, Udžbenik za V razred osnovne škole. Bosanska knjiga, Tuzla 2007.
- Muhamed Ganibegović, Istorija za V razred osnovne škole, Svjetlost, Sarajevo 2007.
- Seka Brkljača, Vahida Bašalić, Salmedin Mesihović, Istorija 5, Udžbenik za V razred osnovne škole. Sarajevo Publishing, Sarajevo 2003.
- Enver Imamović, Istorija za V razred osnovne škole, Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2003.
- Enver Imamović, Istorija za V razred osnovne škole. Svjetlost, Zavod za udžbenike i nastavna sredstva, Sarajevo 2000.
- Stjepan Bekavac, Marija Bradvica, Miroslav Rožić, Povijest 5, Udžbenik za V razred osnovne škole. Alfa, Mostar 2007.
- Miljenko Miloš: Povijest Staroga Vijeka: Udžbenik povijesti za V razred osnovne škole. Znanje, Mostar 2006.
- Ivka Pavičić, Franko Mirošević, Tihomir Zovko, Povijest 5. Školska naklada, Mostar 2003 (2nd edition).
- Ivka Pavičić, Franko Mirošević, Tihomir Zovko, Povijest 5. Školska naklada, Mostar 2001.
- Đorđe Nijemčević, Sonja Milović, Istorija za VI razred osnovne škole. Zavod za udžbenike i nastavna sredstva, Istočno Sarajevo 2007.
- Ranko Pejić, Istorija za VI razred osnovne škole. Zavod za udžbenike i nastavna sredstva. Istočno Sarajevo 2006.
- Ranko Pejić, Istorija za V razred osnovne škole, Zavod za udžbenike i nastavna sredstva. Srpsko Sarajevo 2001.
- Lazar Rakić, Istorija za V razred osnovne škole. Zavod za udžbenike i nastavna sredstva, Beograd 2000.

Appendix 10 – Tables of textbooks used in school year 2007/2008

Note: The distribution of textbooks used for history teaching refers to the teachers surveyed and is not representative of all of BiH.

**Table 1: Frequency of use of the history textbooks for 5th grade
in 2007/2008 school year**

| Author | Date of publication | Frequency |
|-------------------------|---------------------|-----------|
| Hadžiabdić (et al) | 2004 | 02 |
| Hadžiabdić (et al) | 2007 | 39 |
| Hadžiabdić (et al) | 2005 | 01 |
| Hadžiabdić (et al) | 2006 | 01 |
| Hadžiabdić (et al) | 2008 | 01 |
| Isaković | not mentioned | 01 |
| Miloš | 2006 | 04 |
| Miloš | 2008 | 01 |
| Nikić/Makek | 2001 | 01 |
| Nikić (et al) | 2003 | 01 |
| Forić | 2007 | 01 |
| Ganibegović | 2007 | 02 |
| Kurtović | not mentioned | 01 |
| Nijemčević/Milović | 2006 | 01 |
| Imamović | not mentioned | 03 |
| Cerovski/Lovrinović | 2006 | 05 |
| Valentić/Zovko/Bubanji | 2001 | 01 |
| Bekavac/Bradvice | 2007 | 02 |
| Pavičić/Mirošević/Zovko | 2004 | 01 |
| Basalić/Mesihović | 2007 | 01 |
| Stanojlović/Pašalić | 2007 | 01 |

Table 2: Frequency of use of the history textbooks for 6th grade in 2007/2008 school year

| Author | Date of publication | Frequency |
|---|---------------------|-----------|
| Hadžiabdić/ Dervišagić | 2007 | 31 |
| Hadžiabdić/ Dervišagić | 2008 | 01 |
| Nijemčević/Milović | 2007 | 30 |
| Arifa Isaković | 2007 | 03 |
| Kurtović (et al) | 2007 | 09 |
| Miloš | 2007 | 05 |
| Makek/ Nikić (et al) | 2006 | 04 |
| Ranko Pejić | not mentioned | 01 |
| Dukić - Erdelja - Nikić - Stojaković - Školska naklada | 2001 | 02 |
| Željko Brdal, Margita Madunić, Nikola Lovrinović, Tragom prošlosti 6, 2007. | 2007 | 02 |
| E.Pelidija, F. Isaković, Historija, Sarajevo 2001.; | 2001 | 01 |
| Rade Mihaljčić | 2004 | 01 |
| Rade Mihaljčić | 2006 | 01 |
| Rade Mihaljčić | 2007 | 01 |
| Mijatović/ Mirošević/ Nikić/ Sanjek | 2001 | 01 |

**Table 3: Frequency of use of the history textbooks for 7th grade
in 2007/2008 school year**

| Author | Date of publication | Frequency |
|------------------------------------|---------------------|-----------|
| Hadžiabdić (et al) | 2005 | 02 |
| Hadžiabdić (et al) | 2007 | 26 |
| Hadžiabdić (et al) | 2008 | 01 |
| Vujadinović/Kuprešanin | 2007 | 02 |
| Radušić/Husić | 2003 | 01 |
| Radušić/Husić | 2007 | 12 |
| Isaković,/ Pelidija | 2001 | 01 |
| Isaković,/ Pelidija | 2004 | 01 |
| Isaković,/ Pelidija | 2007 | 02 |
| Miloš | 2007 | 05 |
| Mihaljčić | 2002 | 01 |
| Mihaljčić | 2006 | 01 |
| Mihaljčić | 2007 | 29 |
| Dukić, Erdelja, Nikić, Stojaković, | 2001 | 02 |
| Dukić, Erdelja, Nikić, Stojaković | 2003 | 03 |
| Dukić, Erdelja, Nikić, Stojaković, | 2004 | 02 |
| Dukić, Erdelja, Nikić, Stojaković | 2005 | 02 |
| Jurković/Mirošević | 2001 | 01 |
| Matković et al | 2003 | 01 |
| Ganibegović | Not mentioned | 01 |
| No Author - Banja Luka | 2007 | 01 |

Table 4: Frequency of use of the history textbooks for 8th grade in 2007/2008 school year

| Author | Date of publication | Frequency |
|--|---------------------|-----------|
| Hadžiabdić/ Dervišagić | 2007 | 20 |
| Zijad Šehić (et al) | 2007 | 13 |
| Zijad Šehić (et al) | 2004 | 01 |
| Zijad Šehić (et al) | 2005 | 01 |
| Zijad Šehić/ Kovačević | not mentioned | 01 |
| Petrović/ Stanojević/ Strugar | 2005 | 02 |
| Miloš | 2007 | 06 |
| Miloš | 2006 | 01 |
| Matković (et al) | 2003 | 02 |
| Matković (et al) | 2004 | 02 |
| Matković (et al) | 2005 | 03 |
| Matković (et al) | 2006 | 01 |
| Radušić/ Husić | not mentioned | 01 |
| Ganibegović (et al) | 2001 | 04 |
| Valenta | 2007 | 04 |
| Valenta | 2008 | 01 |
| Vujadinović/Kuprešanin/ Nagradić | 2007 | 33 |
| Pejić (et al) | 2007 | 03 |
| Pejić (et al) | 2006 | 01 |
| Pejić (et al) | 2004 | 01 |
| Dukić - Erdelja - Nikić - Stojaković - Školska naklada | not mentioned | 01 |

Appendix 11 – Questionnaire on the Use of History Textbooks in BiH

Dear teacher,

This questionnaire has been prepared by the Georg Eckert Institute for International Textbook Research in Braunschweig / Germany, with kind support of the OSCE Office in Sarajevo and the OSCE Education Officers. It will be distributed to approximately 200 history teachers in all parts of Bosnia and Herzegovina (BiH). The Georg Eckert Institute and the OSCE have developed this questionnaire in order to receive more detailed information about the use of history textbooks in the classroom in BiH. Thereby, we are most of all interested in your personal opinion about the textbooks you are using for your daily work at school. We would like to encourage you to answer the following questions as detailed as you can.

Please be aware, that all information from the questionnaire is made anonymous in the analysis, which will be conducted by the Georg Eckert Institute. The analysis will be part of a more comprehensive report on the state of the art of history textbook development and the use of history textbooks in BiH; the report will be sent to competent educational BiH authorities in summer 2008.

Thank you very much for your cooperation!

I. Sociodemographic data

1. Please indicate if you are

Male.....

Female

2. Please indicate the type of school where you are teaching (if necessary, indicate more than one):

a) Primary school

b) VET (4 years)

c) VET (3 years)

d) Grammar School

e) Others: _____

3. Since when are you teaching history at school?

a) Since this school year (2007/08)

b) Since 2002/03 (5 years)

c) Since 1997/98 (10 years)

d) Since 1992/1993 (15 years)

e) More than 15 years

4. When have you obtained your professional degree as a history teacher?

a) In the 1960s/70s

b) In the 1980s

c) In the years 1990-1995

d) After 1995

f) No degree as a history teacher, but _____

5. How often have you been taking part in teacher training courses for the subject history in the last three years (since 2005)?

a) Never

b) Once

c) Twice.....

d) Three times.....

e) More frequently.....

II. About your work with the textbook in the classroom

1. Which textbook(s) are you using this school year in your class(es)? Please indicate separately the title, author, and publishing date of the book for each grade if you are teaching in more than one grade!

Primary school:

a) Grade 5:

b) Grade 6:

c) Grade 7:

d) Grade 8:

f) Grade 9:

Secondary school:

g) Grade 1:

h) Grade 2:

i) Grade 3:

j) Grade 4:

2. Have you been able to choose between various history textbooks this school year in one of the grades you are teaching?

Yes → please, move to question No. 6 a+b

No..... → please, answer the following questions starting with No. 3

3. Who made the decision for the choice of the textbook you are using?

4. Were you consulted for your opinion about the selected textbook at any point?

- Yes, in detail
- Yes, but just shortly
- No, not at all

5. Did you ever see the textbook before you were told you had to use it?

- Yes
- No

Questions 6 a) and 6 b) need just to be answered by those teachers who have been able to choose between various history textbooks this school year!

6 a) Have you been able to make your choice personally or have you been part of any advisory board?

1. I took the decision alone.....
2. I took the decision within

(please indicate the type of advisory board)

b) If you were able to choose the book you are using, what were your criteria to decide for the textbooks you are using this school year?

| | Very important | Important | Moderately Important | Of little Importance | Unimportant |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Overall content of the textbook(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pupil's oriented format of the textbook/is it user-friendly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Price of the textbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Inclusion of different perspectives on certain historical events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Well developed didactical tools (e.g. interesting tasks, teacher aids, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ease of using the same textbook as used in the past | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Other criteria, namely: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Reform in the Field of History in Education Bosnia and Herzegovina

7. Are you working with students of different ethnic background other than the majority of students in your classroom?

Yes, up to 15%

Yes, up to 30%

Yes, more than 30%

No

Please add any comment, if you like:

8. Is, according to your personal opinion, the textbook you are using appropriate for teaching in an ethnically mixed classroom? (irrespective of your actual situation in the classroom)

a) Very appropriate

b) Appropriate

c) Moderately appropriate

d) Little appropriate

e) Inappropriate

Please add additional comments to support your rating:

9. Please indicate which material(s) you are using for the preparation of your lessons!

| | Never | Rarely | Some-times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) The textbooks indicated above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Textbooks other than indicated above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Teachers' manual: Please add the title here: _____ _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Scientific books / articles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Print media (newspapers, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Documentaries/ Primary sources (memoirs, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. On average, to what extent is the history textbook the focal point of a lesson?

- a) to a great extent
- b) to a moderate extent
- c) to minimal extent
- d) to no extent

11. Please indicate, how you are using the textbook in your classroom!

(if necessary, indicate more than one):

- a) Reading of small texts to your pupils during the lesson
- b) Reading of small texts by the students to you during the lesson
- c) Utilizing most of the tasks and sources, didactical material and teaching exercises in the textbook
- d) Utilizing the textbook for homework by the pupils
- e) As a reference to support the lecture and relevant exercises on a particular topic.....
- Others:

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Reform in the Field of History in Education Bosnia and Herzegovina

Now we would like to ask you some questions about your teaching preferences, as well as those areas which are difficult to teach for you. For us, the most important thing is to get to know if and how the textbook(s) you are working with have any influence on your and your pupils' preferences and difficulties to teach and to be taught certain historical topics.

- 12. Which teaching units from the area of national history do you like to teach most?
Please indicate as concretely as you can your two favourite teaching units!
(concrete period, area, topic of the unit)**

Teaching unit 1:

Teaching unit 2:

- 13. Why do you personally prefer to teach these units in the classroom?
Please briefly explain as concretely as possible:**

- 14. Now we would like to ask you, which teaching units from the area of national history are for you most difficult to teach in the classroom? Please indicate as concretely as you can the two teaching units you find most problematic! (concrete period, area, topic of the unit)**

Teaching unit 1:

Teaching unit 2:

- 15. Please briefly explain as concretely as you can, why the teaching of these units is difficult for you in the classroom.**

16. There are epochs and topics in world and national history, which are more controversial than others. What do you personally think about the following statement: “The textbook(s) I am using this school year provide(s) sufficient support for teaching controversial issues”.

- a) I strongly disagree
- b) I disagree.....
- c) Uncertain.....
- d) I agree
- f) I strongly agree

17. Please explain briefly your opinion mentioning one concrete example from the textbook(s) you are using in the classroom this school year!

18. What do you think about the following statement: “The textbook(s) I am using help(s) me, as a teacher, to provide a balanced and thoughtful review of the region’s history.”?

- a) I strongly disagree
- b) I disagree.....
- c) Uncertain.....
- d) I agree
- e) I strongly agree

Please add any comment, if you like:

III. Your opinion about history textbooks in BiH

1. According to your personal opinion, are the history textbooks you are using this school year better or worse than the textbooks you have been using last school year?

- a) Better.....
- b) Worse
- c) Not better and not worse (almost the same).....
- d) The very same textbook as last year.....
- e) Uncertain.....

2. Please briefly explain as concrete as you can why you think the new textbooks are better / worse than, or, (almost) the same as, the older ones!

3. Please indicate, if you remember, the title and some further bibliographic data (author, publishing date, grade) of that history textbook which, according to your personal opinion, has been the best history textbook you ever have worked with in your teaching career in BiH. Please note why you think this is the best available textbook you have used.

4. a) Which textbook, according to your personal opinion, is the best history textbook available in this school year? Please indicate the title and some further bibliographic data (author, publishing date, grade).

4. b) Why do you think this textbook is the best currently available?

5. If you as a teacher would have any influence on the development of new textbooks in the following years, which changes would be most important for you and your work with the textbook in school?

| | Very important | Important | Moderately Important | Of little Importance | Unimportant |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Price of the book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Length and age appropriateness of texts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Inclusion of tasks, exercises, sources with bibliographical references, and other didactical tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Inclusion of different perspectives on certain historical events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Balanced presentation of political and social, military and cultural history | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Inclusion of and debate about controversial issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Textbooks that fully follows the curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. What do you think about the following statement:

“Textbooks in BiH should encompass the period from 1992-1995.”

1. I strongly disagree
2. I disagree
3. uncertain.....
4. I agree
5. I strongly agree.....

4

Reform in the Field of History in Education Bosnia and Herzegovina

7. Which topics from this period should according to your opinion be covered in the textbooks?

| | Very important | Important | Moderately Important | Of little Importance | Unimportant |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Political history | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Military Situation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Daily life in war | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Refugees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Destruction of cultural and historical monuments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Education and school during war time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Consequences of the war | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The World about us | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please add any other comments or thoughts you may have on history textbooks in BiH, including any your comments on recent public debates about history textbooks in BiH (irrespective of or in conjunction with the actual textbook your are using)!

Thank you for your time! Your input is valuable.

