**Znj. Ana Radakovic**

**“Trajnimi i mësuesve për t’iu qasur historisë së regjimeve totalitare”**

I have to say that I’m very sad for not being able to join you in person because I could see so many lovely discussions are happening and I’m somehow feel so isolated from this side. I would just like to ask the technical team is it possible to one very short presentation maybe just to easing my speech if it is possible. So first of all I would also like to take thank to my colleagues and other speakers on this panel because you really how shall I say you really taught me a lot of things that I didn’t know about how the system goes and how the history teaching goes in Albania and I’m very grateful and I really hope that we can exchange a lot of ideas and a lots of things and therefore you know. The only thing that I can do and to contribute to this panel and to this conference is at least to share some of the things that we are doing in Serbia and also that I’m doing not only in Serbia but let’s say in all let’s say post Yugoslav space and we faced there are similarities and there are differences of course but maybe some of our mechanisms and tools that at least my colleagues and I develop maybe can be useful for instance.

Well I got a chance also to speak yesterday and when I was talking I shared with you some of my concerns how if not planned very well it can always. You know whatever you teach it can go to a completely wrong direction but as I like to stress. These topic as my speak as the previous speakers also said they’re very sensitive and still quite socially controversial. So what I always suggest to my students and what I do it on my own as well is to try to lean on the competencies for democratic culture and this is something that I always come back to it something that Council of Europe teams developed in very thorough way and this is something that you know combine everything what we should achieve in history teaching but also in teaching other humanities, on one hand these are values and attitudes and on the other skills and knowledge and critical understanding. So these two things are very important and we have to always have all of them in mind in order to keep our teaching and learning of our students in the best way possible. Furthermore, I wanted to also share with you some of the as I said I will do my best to be as concrete as brief as precise and I hopefully as useful, as possible some of the things that I’m always suggest to my students but also something that came out from my research what would be the shall I say the things to have in mind in order to have and to conduct a successful lesson on topics that have certain do of controversy and of course that are so sensitive as we could see from this case.

First of all, what I also mentioned yesterday is always to carefully set your educational aims. What do you want to archive and why? You know this is like the top question the key question that we always have in mind. Second thing is to reflect on the outcomes we want to reach and are both cognitive and effective ones and why do I mention this is now as in introduction. It was said I was working and now I hopefully it will be published very soon one teacher manual with euro Cleo organization. How to teach controversial and sensitive issues and we did a lot of interviews and we spoke with a lot of teachers and we noticed one thing that somehow there is that how shall I say that effect aims trap or in other words. Sometimes now especially teachers put a lot of focus into developing only effective outcomes and effective aims which can you know, which can be very important and very useful but without historical thinking and analytical skills. Your students can become more subject to emotions and maybe some further manipulation. You’re not manipulating them of course but it can make them more sensible and sensitive maybe to something that can be done by politicians, media or in some other subject, in some other topic. So it’s very important to have somehow in mind that it can be also dangerous only focusing as it is dangerous of only focusing on cognitive aims and you know that’s disciplinarian knowledge so it’s very important to have in mind that perfect balance between these two as of course the competencies for democratic culture are presenting us.

Secondly now we are talking about the selection of sources and it is very important. You’re as a teacher, we as a teacher, I as a teacher. My role is to you know help them in that selection. What is suitable for them what is not suitable according of their you know like cognitive skills but also their age of course it is very you know sometimes it’s not just you know it can be sometimes some sources can be too shocking but maybe you can produce the exact the same or even bigger effect if you’re using something that is appropriate to their age but also we have to teach students different methods and approaches of their analysis for instance especially. If you’re talking about you know like inclusion of the documents from these archives that are open it’s very important to explain them how to analyze those sources and maybe to introduce multiperceptivity or as approach and help them to also analyze different kinds of sources to compare them as I think also one of the previous speakers mentioned. Secondly if we go to that direction it is also very important for instance to help them with oral history to teach them how to approach the interviews and to talk to the personal stories and families because you know you mentioned and I also found out well. In Serbia and all for former Yugoslavia if you’re talking about you know especially of the 90s and all of course also of the socialist times it’s usually family is the main sources but our role as a teacher is also to help them to embrace respect but also to have that critical attitude toward the personal stories that are very important part of the puzzle but all they have to be compared and put together with other sources as well.

The fourth thing which is I think all the studies proved that engaging students to participate more and to do research on the own will definitely improve the knowledge they obtain you know they have to be active in that process and this is something that whenever we are planning our less activities we should include.

And finally I want to share with you something it is actually the quote from one article called shifting out of mutual. It is the article written by a teacher well I’m not sure I think that he’s not a history teacher but still a teacher who was talking about subjectivity and objectivity inside the classroom and I just use this quote if there is interest to read more. I can share with the organizers the link. So they can spread it more because me personally I also had a problem of how you know I have to be objective in the classroom but somehow you can never skip from your subjectivity and especially in the stories and if you are supposed to teach this part of history which is somehow our part of history, part of our lives you cannot neglect it and it’s good to embrace it but to put it on the right pillars and this is what he said. “My goal is for my students to learn to think how I think but not necessarily what I think”. You know I think it’s good to have something like these on the mind while preparing the lesson plan about sensitive and controversial recent past.

Instead of the some conclusion maybe I would like to share with you let’s say example of a good practice or at least for now its example of a good practice. It is one project called Belgrade Adventure or Belgrade tour. I hope you can see this website. This project started as a secondary school project in one grammar school in Belgrade during covid and actually I’m not directly engaged into this project but it is done by my colleagues that are together with me in education for the 21st century. So they needed somehow to engage their students to you know like study during covid times so they decided to start a project where students will be researchers. Students are were supposed to write articles to do research, write articles, take photographs but also to do technical stuff like setting the website and later on that website turned out to be a mobile phone application and now if you come to Belgrade is maybe the most how shall I say the most useful application for discovering cultural and historical heritage of Belgrade. So I said the floor is given to students but these tours you know they this seem some of the topics very touristic in a way but there are some of the topics very controvert viral and some of them are very sensitive and this was one of the ways how the teachers actually you know approach to these topics they literally left the floor. They gave them helped they facilitate the process of election of sources of doing research helping with the method how to analyze the sources but let them provide their own analysis and their own results. One of the tours for instance they’re like personal stories where they need to do the oral history but also to compare it with multiple with other multiple sources and some of these people were very how shall I say both important notable figures but some of them were persecuted by different regimes and they needed to face this kind of history of their own city is well. There is also walking tours for instance about socialist Yugoslav time so also rethinking different and for instance there is also one maybe one of the most controversial was about the dark side of Belgrade where they needed to discover. The places of political assassinations from the 19th century but also until the 21st century when in 2003 Serbia prime minister was killed while on duty so as I said they you know the responses that we got from the students I’m now not talking about that the other outcomes of this project that turned out to be very useful in some other tourist. Touristic things are that they actually found a way to face controversies and sensitivity in one quiet, quiet not dangerous way. To be honest now we included university students at the from the history department faculty of philosophy in Belgrade who are now tutoring the high school students so one very broad basis was made for discovering more and more and now of course getting into more and more problematic issues.

So that would be everything from me but if you have any question I’m here to and open to speak more about this project but also different things that we are working and trying to cope with all problems that recent history is bringing to us.

Thank you so much!