

THE SELECTION OF TOPICS IN GOOD PRACTICE OF TEACHING THE HOLOCAUST IN ENGLAND AND REPUBLICA SRPSKA

A CASE STUDY

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ABSTRACT: Even though the last decades have witnessed an increased educational interest in the Holocaust, there is no single response to what topics should be incorporated into the Holocaust curricula. This paper aims to compare the teaching preferences in selecting Holocaust-related topics in good practices of two education systems, namely Republika Srpska (Bosnia and Herzegovina) and England (United Kingdom). Research questions were focused on determining similarities and differences across the two systems and identifying relevant and original teaching practices to be shared and exchanged. Four history teachers from Republika Srpska and four English history teachers were interviewed. Questionnaires were distributed to 32 students from Republika Srpska and 21 from England. The quantitative data reveal that historical background has a more ostensible impact on the Republika Srpska education system. Significant discrepancies in teachers' and students' preferences have been identified in both systems. Qualitative data revealed original English teaching ideas potentially useful for the Republika Srpska educators teaching the Holocaust, persecution of the Serbs in the Second World War and addressing recent Yugoslav wars. Many of the identified practices might be helpful to educators beyond the two education systems.

KEYWORDS: Holocaust education, history education, Republika Srpska, England

INTRODUCTION

Even though the last decades have witnessed an increased educational interest in the topic, academic stances about crucial questions in Holocaust education still differ [Stone 2004; Totten 2001; Totten & Feinberg 2016]. In the same vein, there is no single response to what topics should be incorporated into the Holocaust curricula [Gray 2015]. To emphasize the emotionally difficult nature of the subject, academics coined the term “difficult histories” and “traumatic past” [Epstein and Peck 2017; Psaltis et al. 2017]. Given that teaching this kind of history entails numerous teaching challenges [Kovač 2021a: 136–137], the reasons for teachers’ preferences in the selection of Holocaust-related topics and the exchange of original teaching ideas are worth exploring.

This empirical research compares teaching preferences in the selection of topics in the two Holocaust curricula, one of which is Republika Srpska, an entity within Bosnia and Herzegovina that has an autonomous education system. The second education system included in the comparison is one of the autonomous education systems within the United Kingdom (the education system of England). This research partly relied on a larger-scale study conducted by the University College London’s Institute of Education, analysing stances of secondary school English Holocaust teachers [Pettigrew et al. 2009]. Even though the study by Carrier et al. [2015] analyses Holocaust curricula in 135 education systems, it is based on theoretical rather than empirical research. Apart from that, the authors did not include Republika Srpska education system. Apart from the research by Kovac [2022], which was focused on the teaching aims rather than the selection of teaching topics, Holocaust education in Republika Srpska is not included in any other international comparative research, which represents a research gap, which will be addressed in this paper.

To successfully compare the relevant aspects of Holocaust education in Republika Srpska and England, several information about their curricula should be considered.

Firstly, the Holocaust is an obligatory topic in both England and Republika Srpska.

Secondly, all students participating in the research deal with the Holocaust at the age of 18 (or 19 in some cases), in the final grade of their grammar school/ further education.

Thirdly, history curricula in Republika Srpska stipulate only one class for teaching the Holocaust, within the topic “The World War II 1939–1945”. On the other hand, teachers from England possess more freedom and flexibility in shaping the curricula, Pettigrew et al. [2009: 89]. The teachers from England included in our research devoted four classes to teaching the Holocaust. Two of them were focused on its causes and consequences. The third class aimed to tackle the issue of what Britain (could) had done to prevent the escalation of the Holocaust, and the last one was a preparation for the school trip to Auschwitz.

Fourthly, students in both education systems are academically prepared to tackle the topic. While both the curricula cover the rise of Nazism in Europe and the course of the Second World War, the English curriculum also includes Jewish history before the Holocaust and their culture and religious life.

Lastly, the difference in the historical context of the Serbs from Republika Srpska and the English people should be emphasised. Unlike the English, Serbian people suffered the genocide within the Independent State of Croatia.

This paper aims to compare teaching preferences in selecting Holocaust-related topics in good practices of two Holocaust curricula, namely, Republika Srpska (Bosnia and Herzegovina) and England (one of the United Kingdom's education systems). Hopefully, the following research questions will help reflect the abovementioned research aim:

Firstly, what are the main similarities and differences between teachers' selection of topics in Republika Srpska and England?

Secondly, what are the main differences/discrepancies between teachers' and students' preferences in selecting Holocaust-related topics across both the systems?

Thirdly, what are (if any) original teaching practices which might be exchanged between the two education systems?

METHODOLOGY

Sampling information

Questionnaires were distributed to 32 students from Republika Srpska and 21 from England. All of the students were 18/19 years old, attending the final grade of their grammar school/further education. Interview data were derived from the responses of four Republika Srpska and four English history teachers.

Given that the focus of this research is "good practices", schools that have been selected are those paying particular attention to teaching the Holocaust. The research has included the oldest and the largest grammar schools in Republika Srpska, whose teachers attended various Holocaust-related seminars. A London reputable school, closely collaborating with the UCL Centre for Holocaust Education, was selected as a counterpart.

Research instruments

Given that the focus of this research is why teachers, rather than students, think in a particular way and put into practice original teaching ideas, semi-structured interviews have been used to analyse teachers' answers. On the other hand, students' answers identified potential discrepancies between their and teachers' preferences. This is why questionnaires have been deployed to collect students' preferences. It might be sensible to assume that expanding this research by interviewing students and analysing why they think in a particular way may yield valuable data. Nonetheless, such research would surpass the scope of this paper.

Given that Holocaust might be emotionally difficult and traumatic, the first two interview questions aimed to identify the most challenging Holocaust-related topics and how teachers deal with these challenges. Accordingly, teachers were first asked, "What Holocaust-related topic do you find most challenging

to teach?” With the hope of discovering original teaching practices in this respect, the second question aimed to discover “How do you (teachers) attempt to overcome these challenges?”. The third and fourth questions aimed to discover possibly inspirational topics and teaching practices. Educators were asked, “What topics, if any, do you find inspirational to teach?” and “What topics would you include if you had complete freedom?”

Students’ questions were simplified to increase their responsivity. It is in line with both Scott & Morrison [2006] and Cohen et al. [2011], arguing that one of the main preoccupations when designing a questionnaire lies in respondents’ understanding of the questions. The three open questions were focused on the same topics as those for teachers. Firstly, What Holocaust-related topics did you (student) find challenging to understand? Secondly, what topics, if any, did you find inspirational to learn about? Thirdly, what topic, if any, would you like to learn more about?

Data processing methods and Ethics

Teachers’ answers were analysed quantitatively for the purpose of comparison and qualitatively to examine their original teaching ideas. Qualitative data were processed by content analysis, inductive and deductive types [Elo & Kyngäs 2008]. On the other hand, students’ answers were analysed only quantitatively. This approach is in line with Scott & Morrison [2006] and Davies [2001], arguing for the benefits of combining qualitative and quantitative data.

Students and teachers participated in the research voluntarily and anonymously. They had been given information sheets and consent forms. Interviews were recorded. Prior to conducting this research, the Ethics Approval of the University College London’s Institute of Education had been obtained.

RESULTS AND DISCUSSION

What topics do teachers deem most challenging to teach?

Teachers were asked to identify topics of the Holocaust that they found most challenging to teach (Table 1).

Table 1. Data revealing teachers’ challenging topics

Teachers’ responses	Republika Srpska (n)	England (n)
Persecution of children	3	0
Reading diaries	2	0
Holocaust by bullets	1	0
Life in ghettos and concentration camps	1	2
Treatment of the disabled	0	1
Teaching in multinational environment	0	1
Holocaust denial	0	1

The challenge of a teacher from England deserves particular attention. It is related to some of the specificities of his school, having many students and teachers with disabilities. The teacher explained that those students feel a tremendous amount of upset when learning about the treatment of the disabled people in Nazi Germany.

If they (students with disabilities) were alive in the late 1930s, and early 1940s Germany, those disabilities would result in them heading off to a camp or sterilised. We do not tell that actually in their face, but they understand that their life would be much different.

The last teacher referred to another teaching challenge – addressing the Holocaust atrocities in the presence of one or more students of German origin, stating that “they (German students) sometimes feel a considerable amount of guilt, responsibility and shame.”

The teacher explained that the situation was common in his multicultural school. He mentioned the possibility of teaching the Holocaust in the presence of both a German and a Jewish student.

The data reveal that teachers from Republika Srpska experience many similar challenges, while their colleagues’ answers from England are more diverse. The data also showed that persecution of children is the most challenging topic for teachers from Republika Srpska. Two of the teachers referred to their national context, mentioning the persecution of Serbs within the Independent State of Croatia.

Teachers from England included in a larger-scale study conducted by the British Institute of Education reported various challenges: the organisation of teaching content (selection and sequence of Holocaust-related topics), dealing with prejudice and cultural diversity of their students [Pettigrew et al. 2009: 87–94].

How do teachers attempt to overcome their challenges?

Teachers were asked how they overcome challenges related to Holocaust teaching (Table 2).

Table 2. Data revealing the teachers’ attempt to overcome their challenges

Teachers’ responses	Republika Srpska (n)	England (n)
Preparation at home	2	0
Showing photography	1	0
Focusing on recent German contributions	0	1
Engagement of specialised stuff	0	1
Unclear/vague responses	0	2

The interview data extracted from teachers of Republika Srpska reveal that two of them find preparation activities helpful in this respect.

One of the teachers from Republika Srpska uses photography as it “speaks for itself.”

For that purpose, I use photography. I spare myself, and students can see what is shown in the photography. Photography speaks for itself.

Using tentative language, two of the teachers from England struggled to explain how they overcame their teaching challenges.

The third teacher from England was more specific. He gave an insight into his methodology when overcoming the challenge of teaching the Holocaust in the presence of students with disabilities. Both his teaching and his schools policy seem to be focused on relief of students’ psychological pressure of living with disabilities:

I would say that we actually do not consider disabilities as inherent weaknesses but as weaknesses that can be overcome and can be dealt with. Our focus is on maximising the quality of life. We explain that disabilities are something which they can overcome these days.

Apart from the general description, the teacher emphasised the benefits of investing additional time and resources to overcome his learning challenge.

In our school, we have an active special educational needs department, and we have those students. We try to accommodate that, whether that be additional laptops or additional time for the assessment of those students. It may be providing a support teacher one to one when dealing with a sensitive topic or someone who will be a reader of their assessment. We are very proud of that. By learning about the Holocaust, students might appreciate the benefits of living in the 21st century.

The last teacher from England elaborated on the challenge of teaching the Holocaust atrocities in the presence of a German student. In this context, he pointed out the benefits of emphasising the recent German contributions to the humankind and question of the refugees, as well as avoiding any generalisation.

We look at what Germany has done recently. We address the question of refugees and German efforts in that respect. We also challenge the idea that all the Germans were the Nazis. In doing so, we also address different examples from Nazi Germany. We try to find a proper balance.

Using photography, which “will speak for itself”, as described by a teacher from Republika Srpska, seems to be problematic. Without adequate contextual explanation, arousing students’ emotions is not educationally beneficial [Salmons 2011].

The reconciliatory approach of the teacher from England when teaching the Holocaust in the presence of a German student might be helpful to Republika Srpska schools, teaching persecution of the Serbs in the Second World War in the presence of one or more students of Croatian origin. It goes without

saying that the teachers should do their best to meaningfully address the critical topic of Serbian persecution, trying to avoid the detrimental personal shame of any student. The same methodology might be adopted to address the atrocities during the Yugoslavian wars of dissolution. It might be sensible to assume that the teachers in the countries of former Yugoslavia might teach the topic in the presence of students of, until recently, belligerent nations. It goes without saying that teaching history in post-conflict societies might be particularly challenging [Kovac 2021b].

English teachers included in the research by Pettigrew et al. [2009: 95] reported that getting to know their students better helps when addressing the topic of the Holocaust. This finding indicates the importance of good relations between teachers and students when addressing the Holocaust.

What topics do teachers find inspirational?

Teachers were asked whether there is any Holocaust-related topic they find inspirational to teach (Table 3).

Table 3. Data revealing teachers' inspirational topics

Teachers' responses	Republika Srpska (n)	England (n)
Youth organisations	1	0
Racial theories	1	0
The industrialisation of the Holocaust	1	0
The life of Jews before the war	1	0
Testimonies of survivors	1	1
Question of forgiveness	0	1
Question of justice	0	1
Difficult choices of ordinary people	0	1
Maintaining faith in difficult situations	0	1
Being polite in difficult situations	0	1

During the interview, one of the teachers from England gave an exceptionally detailed answer. The teacher is more inspired to convey various moral messages than to develop historical knowledge.

It is the ordinariness of resistance. Maintaining your faith or educating your child despite everything that was going on. Acts of kindness that were possible, not everywhere, but those sorts of things. Then these choices are beyond my comprehension. Some parents had to decide which child to send to Britain as they could not afford to send all three.

Focusing on inspirational teaching topics indicates the teachers from Republika Srpska are more inspired to teach the content that aims to develop historical knowledge rather than focusing on social and moral messages. On the other hand, teachers in England seem more inspired to discuss moral questions

raised by the Holocaust, namely the questions of justice, forgiveness, maintaining faith and being polite. The most commonly specified topic relates to the question of resistance. These findings correspond with Hector [2000] and Russell [2006], indicating that teachers across the United Kingdom prefer approaching the Holocaust with broad moral aims. However, it should be noted that the teachers included in these researches were not historians, teaching the Holocaust through various subjects.

The dichotomy of these preferences corresponds with the recent debates about the overarching aims of Holocaust education. Adorno [1998], Landau [1989] and Short [2003] are among the academics claiming that transmitting moral or social messages equals educating thoughtful citizens. On the other hand, many academics [Destexhe 1995; Salmons 2000] argue that the main aim should be developing historical knowledge without any moral or social agenda. Given that the question of aims in Holocaust education is considered an open question [Kovač 2021a], the dichotomy of preferences of the teachers included in this study seems reasonable.

Nonetheless, the research revealed some worrying data. Four out of six topics specified by the teachers from Republika Srpska – Implementation of anti-Jewish laws, racial theory, Nazi propaganda, and Nazi education, are presented in the textbooks from a perpetrators' perspective. Furthermore, the methodology of using photography without adequate explanation – as specified by one of the teachers, confirms the presence of the unwanted perspective.

What topics would teachers include if they had complete freedom?

Teachers were asked what topics they would include had they had complete freedom (Table 4).

Table 4. Data revealing the topics teachers' would include if they had complete freedom

Teachers' responses	Republika Srpska (n)	England (n)
Jewish life before the Holocaust	3	1
Jewish life after the Holocaust	3	0
The process of depriving the Jews of their civil rights	1	0
Individual stories	1	0
Contemporary anti-Semitism	1	0
Formation of Israel	1	1
Consequences of the Holocaust	1	0
Comparison with other genocides	1	1
Yugoslavian wars	0	1
The centrality of the Holocaust in the creation of the state of Israel	0	1
The myth of stabbing Germany in the back	1	0
The trial of Eichmann	1	0
The question of legacy	0	1

Apart from the section revealing teaching challenges, the historical context and national Second World War experience were referred to on this occasion. One of the teachers from Republika Srpska explained he would include and compare the genocide against the Serbs within the Independent State of Croatia. Interestingly, an English teacher mentioned a comparative analysis of the wars of Yugoslavian dissolution.

While a teacher from Republika Srpska stated that he would begin his history of antisemitism at the beginning of the 19th century, one of the teachers from England emphasised the importance of addressing the Jewish life and culture at an earlier point in time. The same teacher from England holds the view that a much longer history of antisemitism is essential for understanding the historical background of the Holocaust:

Students often do not understand the diversity of Jewish life. Equally, the fundamental thing is that antisemitism has a very long history, and it has changed direction so many times in history, leading eventually to a racial definition and persecution of the Jews as a race rather than a religious group. They know nothing about the religious context, which on one hand, is not a problem as the Nazis did not prosecute them for religious reasons. They recognise Jews as they would recognise Muslims or Christians, and they know nothing about the idea that it is perfectly possible to be Jewish and be an atheist.

The same teacher touched upon another critical question – cross-curricular teaching.

I would like to talk about legacy, looking at memory and representation in art, literature and cultural elements. The inter-curricular connections are not made in the UK. There must be Jewish authors, artists or musicians that students encounter somewhere across the curriculum, but we do not acknowledge their Jewishness. I would like to look at what is already there in the curriculum and find these connections. However, several teachers coordinated our exhibition two months ago.

Even though two of the teachers from Republika Srpska would include a more recent pre-war life of the Jews, it might be sensible to assume that they missed an important aspect. A considerably earlier starting point would enable reflection on a long history of antisemitism, necessary for critical contextual explanations, as touched upon by a teacher from England and recommended by Gray [2015].

Nonetheless, the arguments of a teacher from England about the absence of cross-curricular teaching are not necessarily valid. A large-scale study showed that cross-curricular teaching is present in many British schools [Petigrew 2009: 91]. The importance of cross-curricular teaching in Holocaust education has been emphasised by Chapman [2020: 54], explaining that the Holocaust should be approached through several distinct “optics”, or ways of seeing.

What Holocaust-related topics did students find challenging to understand?

In questionnaires, students were asked to specify any topics they found challenging to understand. (Table 5). Topics related to historical knowledge – *The role of Britain, the reasons why the Jews were targeted, Anti-Semitism, knowing what is reliable and what is not, and more teaching about it* – were chosen by 52.38% of the British students. No students from Republika Srpska reported a learning challenge in the context of historical knowledge. Assessing the knowledge of the students in Republika Srpska would reveal whether their Holocaust understanding is on such a level that they do not have any learning challenges. If this is not the case, reporting no learning challenge might reveal a lack of interest.

Table 5. The topics students have found challenging to understand

Students' responses	Republika Srpska [% (n)]	England [% (n)]
No challenge	84.40 (27)	47.6 (10)
To explain the inexplicable	12.50 (4)	4.76 (1)
Questions that reveal a lack of contextual understanding	3.12 (1)	0
The role of Britain	0	9.52 (2)
Why the Jews	0	9.52 (2)
Anti-Semitism	0	9.52 (2)
Why it happened	0	4.76 (1)
Not able to read – related to historical knowledge	0	9.52 (2)
Knowing what is reliable and what is not	0	4.76 (1)
Need more teaching about it	0	4.76 (1)

What topics do students find inspirational?

In this question, students were supposed to specify the topics they found the most inspirational to learn about (Table 6).

Reasonably, teachers from Republika Srpska are not inspired to teach about concentration camps, even though the topic seems to be arousing most of their students' curiosity. Quite adversely, the teachers try to avoid the theme and deem it challenging to teach.

Even though three out of four teachers in England are inspired to teach about resistance, the theme arouses inspiration with only one among 21 surveyed students. Assessing students' knowledge might reveal valuable results in this respect. If their level of knowledge turns out to be high, it might be that the reasons they are inspired by topics different from their teachers' lie with their intellectual maturity. As Gray [2015] emphasised, students learn about the Holocaust in different ways, many of which are not linked with their academic settings. In other words, students' sources of inspiration might lie outside of the classroom setting.

Table 6. The most inspirational topics in the eyes of students

Students' responses	Republika Srpska [% (n)]	England [% (n)]
None of the topics	15.62 (5)	14.28 (3)
The treatment of people in concentration camps	28.12 (9)	4.76 (1)
Spreading of Nazi ideology	12.50 (4)	0
The scale of the Holocaust	2.86 (1)	0
Hitler's rise to power	2.86 (1)	0
Causes of the Holocaust	6.25 (2)	0
Each topic	12.50 (4)	9.52 (2)
Nazi trials	2.86 (n1)	0
Resistance of ordinary people	2.86 (1)	4.76 (1)
Individual responsibilities	2.86 (1)	0
Testimonies of survivors	2.86 (1)	30.00 (7)
Deepening knowledge of the Second World War	0	4.76 (1)
Importance of understanding why to prevent anything of that type	0	4.76 (1)
How quickly a population or society can turn to blame the other	0	0
Life in a ghetto	0	4.76 (1)
Choices humans made, even if the choices were not great or severely limited	0	9.52 (2)
Restitution of property	0	4.76 (1)
How antisemitism has ceased over time	0	0

What topic(s) would students like to further explore?

In their questionnaires, students were asked to specify the topics, if any, that they would like to learn more about (Table 7).

More than 30% of the students in both Republika Srpska and England reported that they would not like to expand their Holocaust knowledge. It might be sensible to assume that the disturbing content could impede students' interest in the topic. Surprisingly, comparing this data with those from the previous question leads to an opposite conclusion. The previous question (What topics do students find inspirational?) reveals that life in concentration camps and testimonies of survivors are the topics most commonly referred to by both English and Republika Srpska students either as inspirational topics or the topics they would like to learn more about. Seemingly, both of the topics are linked to the cruellest aspects of the Holocaust. The finding that the most significant number of students would like to explore further the cruellest aspects of the Holocaust, which half of the interviewed teachers in Republika Srpska tended to bypass, seems worrying. The same discrepancy exists in the context of England's education system.

Table 7. Topics students would like to learn more about

Students' responses	Republika Srpska [% (n)]	England [% (n)]
None	31.25 (10)	30.00 (7)
To explain the inexplicable	15.62 (5)	0
Testimonies of survivors	18.75 (6)	4.76 (1)
Individual stories	9.37 (3)	4.76 (1)
Experiments in concentration camps	3.25 (1)	0
Consequences of the Holocaust	6.25 (2)	9.52 (2)
Return of prosecuted to everyday life	3.12 (1)	0
Causes of antisemitism	6.25 (2)	4.76 (1)
Life in concentration camps	3.12 (1)	14.28 (3)
Causes of the Holocaust	3.12 (1)	4.76 (1)
Holocaust in former Yugoslavia	3.12 (1)	0
Resistance	6.25 (2)	0
Prosecution of other groups – Slavs, Roma, homosexuals.	3.12 (1)	0
Evolution of Hitler's radical thoughts	3.12 (1)	0
Jewish life before the Holocaust	3.12 (1)	0
How allied armies helped survivors when they liberated concentration camps	0	4.6 (1)
More global knowledge-causes, consequences, events	0	4.76 (1)
What happened in Channel Islands	0	0
Post-war justice	0	4.76 (1)
Responsibilities of other countries, not just Germans	0	9.52 (2)
British responses	0	4.76 (1)

Drawing on students' initial interests may be necessary for learning outcomes, as one of the crucial questions – the question of motivation – is likely to be resolved initially [Kitson et al. 2011; Harris 2005]. Allowing students as much freedom as possible in the choice of topics is recommended by Hammond [2011]. These suggestions might be helpful for the teachers of both education systems to increase the interest of their students in studying the Holocaust.

Limitations

As emphasised by Robson & McCartan [2016] and Scott & Morrison [2006], the validity of the quantitative research with small samples is limited. The replication of the research, which would include a more significant number of participants, would increase the validity of the conclusions. On the other hand, this research is focused on “good practices”, the examples of which are rare within the developing society of Republika Srpska. In this context, a small number of interviewed teachers were necessary. Apart from that, some of the qualitative findings, where the teachers share original teaching ideas, partly overcome the limitation of small samples.

Another limitation of the comparison lies in the fact that the teachers in the two education systems have a different number of lessons assigned for teaching the Holocaust. Nonetheless, the question in which the teachers express their Holocaust teaching theoretical and hypothetical ideas is not subject to this limitation.

CONCLUSIONS

The data show four notable differences between the education systems. Firstly, the answers of Republika Srpska teachers seem to be more in unison compared to their colleagues from England when it comes to specifying their teaching challenges. In other words, teachers from Republika Srpska seem to experience similar challenges. Secondly, unlike their colleagues from England, the teachers from Republika Srpska are more inspired to teach historical topics rather than focusing on social and moral messages. Thirdly, students' responses reveal that students from Republika Srpska have more challenges with the category of psychological questions raised by the Holocaust, while their English peers reported more challenges with historical knowledge. Thirdly, teachers of Republika Srpska seem to be more inclined to accept a perpetrator-lead perspective, which reflects itself in showing pictures of atrocities without adequate explanations and following the course of the textbook. Lastly, the national experience during the Second World War appears to have a more significant influence on the teachers from Republika Srpska, noting a similarity between the atrocities committed against the Serbs during the Second World War and the Holocaust as a disturbing topic. The British historical background seems to have a lesser impact on the selection of Holocaust themes.

The data reveal two notable discrepancies in teachers' and students' answers within both education systems. Firstly, while all teachers in Republika Srpska included in this research found distressing topics challenging to teach, no student referred to the disturbing content of the Holocaust as a learning challenge. In the same vein, no English student reported this challenge in the context of learning about atrocities, while half of their teachers found the same topic challenging to teach. Furthermore, life in concentration camps and testimonies of survivors are two topics that are most commonly identified, by both English and Republika Srpska students, either as inspirational or topics they would like to learn more about.

Secondly, the data show a significant discrepancy between the topics teachers would like to include if they had complete freedom and the topics students would like to learn more about. This is the case in both education systems. The teachers might consider researching and drawing on students' initial interests in both education systems to increase students' interest in studying the Holocaust. The fact that more than 30% of students in both Republika Srpska and England reported that they would not like to expand their Holocaust knowledge might be worrying and requires further research.

The research reveals good English practices, which could be exceptionally useful for Republika Srpska educators.

The first potential benefit is the methodology used when educating about the Holocaust atrocities in the presence of a German student. An aspect which deserves particular attention in this context is the incorporation of positive German contributions in other contexts, challenging any generalisation or possible identification of the whole nation with the perpetrators' national identity. Like the teacher addressing the Holocaust in the presence of German students, the Republika Srpska teachers and their colleagues from the region are likely to experience a similar challenge – to teach the wars in Yugoslavia to the members of different nations involved on warring sides of the war atrocities.

The second benefit lies with a very detailed methodology, as explained by an English educator teaching the Holocaust in the presence of students with disabilities.

The third benefit for both the education systems lies in the emphasis on cross-curricular Holocaust teaching. Considering that Holocaust education is in the process of reformation and receives increased attention in Republika Srpska education system, cross-curricular teaching is one of the aspects worth considering.

This paper, including Republika Srpska in an international comparative analysis, gave an academic contribution to its Holocaust education, which is especially important in post-conflict societies.

It goes without saying that some of the abovementioned original teaching ideas might be applied beyond these two education systems. Accordingly, it is expected that these original ideas gave a modest contribution to the challenges of teaching “difficult histories” and “traumatic past”.

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ОРИГИНАЛНИ НАУЧНИ РАД

СТУДИЈА СЛУЧАЈА КОЈА УПОРЕЂУЈЕ ИЗБОР ТЕМА
У ДОБРОЈ ПРАКСИ НАСТАВЕ О ХОЛОКАУСТУ
У ЕНГЛЕСКОЈ И РЕПУБЛИЦИ СРПСКОЈ

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РЕЗИМЕ: Иако последњих деценија расте образовни интерес, још увијек не постоји јединствен став о избору тема везаних за Холокауст, које треба уврстити у наставне планове и програме. Овај рад има за циљ поређење ставова наставника по питању избора тема везаних за Холокауст у два образовна система. У питању је

образовање Републике Српске (Босна и Херцеговина) и Енглеске (један од образовних система Уједињеног Краљевства). Истраживачка питања су била усредсређена на утврђивање сличности и разлика између ова два система и на препознавање релевантних и оригиналних наставних пракси и искустава који би се могли размијенити. Интервјуисана су четири наставника историје у Републици Српској и четири наставника историје у Енглеској. Тридесет два ученика из Републике Српске и двадесет један ученик из Енглеске су попунили упитнике потребне за ово истраживање. Квантитативни подаци откривају да национални историјски контекст има већи утицај на наставу Холокауста у Републици Српској. Уочена су значајна одступања у ставовима наставника и ученика, како у оквиру једног, тако и другог образовног система. Квалитативном обрадом података анализиране су оригиналне идеје наставника у Енглеској, које могу бити корисне за просвјетне раднике Републике Српске. Ове наставне праксе могу се прилагодити и за обраду страдања Срба у Другом свјетском рату, као и ратове деведесетих на подручју бивше Југославије. Многе од идентификованих идеја могу бити корисне и за просвјетне раднике изван ова два образовна система. Ово истраживање дало је иницијални академски допринос настави Холокауста у Републици Српској, будући да ова тема раније није била обрађивана.

КЉУЧНЕ РЕЧИ: настава Холокауста, историја, Република Српска, Енглеска, теме