

DIDACTICAL AND METHODOLOGICAL ANALYSIS OF FRAMEWORK OF THE EDUCATIONAL PLAN AND PROGRAM OF GEOGRAPHY IN THE FEDERATION OF BOSNIA AND HERZEGOVINA

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Geographical education in Bosnia and Herzegovina takes place within the norms of different educational plans and programs prescribed by the Federal Ministry of Education and Science, Ministry of Education and Culture of the Republic of Srpska, the Education Department of Brcko District, and curriculum in the Croatian language in the cantons with majority of Croatian population. This paper presents a didactic and methodological analysis of the Framework educational plan and program for nine-year primary schools in the Federation of Bosnia and Herzegovina, in order to gain a clear insight into the quality, the advantages and disadvantages of the mentioned program document. The document has been present in educational process of geography for over a decade, especially in cantons with Bosniak majority. The methodological analysis undeniably showed that this concept of educational contents in the curricula of geography can not and should not represent a state document in which the pupils of a nine-year school, from the sixth to the ninth grade, learn geography. This fact particularly applies to the curricula of the seventh, eighth and ninth grade. The paper emphasizes the only striking examples, numerous spelling, linguistic, technical and material errors of these plans and programs.

For all these reasons it is necessary to carry out a thorough review of existing and develop new curricula, at least when it comes to geography. Their production must be entrusted to those of ordinary skill geographers, who are deeply involved in this issue. It is essential that the new plans and programs gradually grow into the curriculum, which in developed countries, is the main planning and programming documents. As a basis for drafting new plans and programs or curriculum, the current plan and program in geography for the sixth grade. can serve as a standard.

Key words: *educational plans and programs, geographical education, curriculums, didactical and methodical analysis, state program cores, innovation of educational plans and program*

INTRODUCTION

Geography is a the study which with complex, casual, dynamic and functional interpretation of the different phenomena and their interweaving in a certain areas offers comprehensive and current view of the world and the essential knowledge about the world which we live in. Geography as a science, and the subject taught in primary schools and high schools, with its objectives and tasks contributes to faster and easier way of getting familiar with the world we live in. For all these reasons it is essential the existence of high quality educational plans and programs for the geography as a school subject, which will contribute to better adoption of geographic content, and acquired knowledge will lead to

popularization of geographic scientific thought and, in the end, application of geographical knowledge in a number of areas of life and work.

As a subject, geography needs to be scientifically justified on all educational levels. In other words, geography teaching needs to maintain the results of contemporary scientific achievements, so that the students acquire appropriate skills of action in everyday life which is increasingly determined by the science. At the same time, the teaching of geography must be understood and adapted to the age of students for which it is intended.

The International Charter of the World Geographical Union (IGU) from 1992 refers to the right of each inhabitant of the Earth on a geographical education. In addition, the Charter in geographic education of schools suggests the basic concept dominated by the current geographic topics, which further enhances the geographic education in the school system. (Spahic, M. 2005).

EDUCATIONAL PLANS AND PROGRAMS, CURRICULUMS

Geography education in all developed countries of the world, at every levels of education is held according to prescribed educational plans and programs. In the modern world, especially in the Anglo-America and the European Union, teaching is performed according to prescribed standards, expanded educational plans and programs which are called curricula. Educational plan and program can be defined as an official document that determines the subjects taught in schools (both mandatory and optional), the number of classes per week and the order of their execution. In addition, it should be mentioned that the plan determines the timetable of the classes and the program determines the course content. Some authors identify curriculum with the educational plans and program, which itself is not correct.

Educational plan and program should be understood only as part of the curriculum, so the concept of the curriculum has a broader meaning and it contains educational plan and programs for individual objects in itself. The essential difference between the traditionally understood educational plan and program and the curriculum is the fact that the educational plan and program emphasize the content that students need to learn, whereas the curriculum emphasizes the objectives that need to be achieved. The term curriculum is taken from the American practice as a result of a series of innovative incentives. "The curriculum is inventory of activities applied to the design, organization and planning of some educational activity or types of the training, which includes the definition of learning objectives, content, assessment methods, learning materials, as well as templates of the system of trainers and teachers training." (G. de Landsheere, 1970).

EDUCATIONAL PROCESS OF GEOGRAPHY IN PRIMARY SCHOOLS OF BOSNIA AND HERZEGOVINA

Geographical education in Bosnia and Herzegovina takes place within the norms of different educational plans and programs prescribed by the Federal Ministry of Education and Science, Ministry of Education and Culture of the Republic of Srpska, the Education Department of Brcko District, and curriculum in the Croatian language in the cantons with majority of Croatian population. Since the main object of this paper is didactic and methodological analysis of Federal educational plans and programs for elementary schools, special emphasis will be right on them. The federal educational plan and programs, in

addition to program content, contains educational goals and tasks, the results of educational work, activities that need to be transferred to the students, prior knowledge that students need to know about particular teaching materials prior to its processing, the main outcomes (expected knowledge and understandings and abilities and skills that students acquire by processing certain teaching units), the activities of students in the lesson, the activities of the teacher (organization and teaching methods of teaching and learning), that is, didactic and methodological notes. When such actions, taken during the making of the educational plans and programs are generalized, at first glance it seems that this is remarkable qualitative improvement. However, through the analysis of the same thing, one can easily achieve the clear view of the frivolity of the document, language and linguistic errors, scientific and technical inaccuracies, inconsistencies and professional incompetence of the respective authors of this extremely important official document.

Decentralization of the government in Bosnia and Herzegovina involves the transfer of authority over financial, administrative, educational and pedagogical issues at lower levels, or entities, cantons and Brcko District, so in the end, education is controlled by the several uncoordinated state bodies. In other words, there is no unique ministry of education in Bosnia and Herzegovina. The only administrative body at the state level responsible for the sector of education is the Ministry of Civil Affairs. Bosnia and Herzegovina is one of the few countries in the world that does not have unique national curriculum. The existence of the national curriculum is important for each country and its educational system. The attribute “national” is derived from the educational values and goals that are adopted by the national consensus, where the backbone of such curricula are national standards of education. The national curriculum and its components (educational values, goals, curriculum principles, educational content, organization, methods, evaluation and self-evaluation) are usually made in the form of a framework document, which is called the National Curriculum Framework. This document is fundamental document that implies that all other curricular documents are made according to it, and on the other hand it is also developmental document open to changes and improvements. The National Curriculum Framework emphasises the development of competencies, rather than the adoption of the facts. The National Curriculum should be the foundation for developing school curricula. It is actually a projection of common view of what children we want to see, and school curriculum is the realization of these projections through the educational aspects of school life. Therefore, the National Curriculum is made in the form of the frame, where schools adjust it towards their specifications.

The making of a unified national curriculum, at least when it comes to the geography as a school subject, was partially achieved through a common core curriculum, which was developed by the working professionals from all three constituent nations of Bosnia and Herzegovina. "The competent authorities in Bosnia and Herzegovina presented the strategy of education reform to the Peace Implementation Council in Brussels on 21 November 2002. Education Reform Strategy is a comprehensive document drafted by the participating local education professionals and representatives of the competent authorities, as well as parents, teachers, students and representatives of the international community. The strategy consists of the goals of education reform and measures that are necessary in order to achieve set objectives, while the objective is primarily downed to the development of contemporary modern, depoliticized high quality education system in Bosnia and Herzegovina, where everyone would be ensured with full and equal access." (U. Ismic, 2008)

According to Article 42 of the Framework Law on Primary and Secondary education in Bosnia and Herzegovina, the common core curriculum has to be applied. Although the common core curriculum was not made and developed according to the prescribed methodology, this plan was supported as the evidence of the willingness of competent educational authorities to make an important step and the practical implementation of the agreed objectives of the reform. Declaratively expressed readiness, unfortunately, did not result in a rapid and consistent implementation of the established common core curriculum throughout the country. (UNICEF, 2009).

Primary education in the Federation of Bosnia and Herzegovina is compulsory and lasts for nine years. The reform of education extended primary education from eight to nine years. The eight-year education was extended for one school year, where students are six years old when they start their primary education. As a subject from a national group of subjects, geography in the Federation of Bosnia and Herzegovina has two educational plans and programs that contain certain differences. The differences relate to the particularities of national, historical, cultural and religious heritage of nations and national minorities living in the Federation of Bosnia and Herzegovina. Regardless of the process of the implementation of the reform and adopted Common Core Curriculum, the above mentioned facts show that the educational plans and programs for the compulsory primary education in the Federation of Bosnia and Herzegovina are still not unique.

DIDACTICAL AND METHODICAL ANALYSIS OF FRAMEWORK OF THE EDUCATIONAL PLAN AND PROGRAM OF GEOGRAPHY

Framework educational plan and program for nine-year primary school in the Federation of Bosnia and Herzegovina is applied in cantons with Bosniak majority and the so called mixed cantons in which is also applied curriculum in the Croatian language. In the mixed cantons schools are divided, so that the ones apply the framework curriculum for nine-year primary school in the Federation of Bosnia and Herzegovina, and the others apply curriculum in the Croatian language. Cantonal administrations, all ministries and departments included, are openly divided with little or no coordination between them.

Table 1. Cumulative educational plan and program of geography in the Federation of Bosnia and Herzegovina

Age (Grade)	Number of classes per week	Number of classes per year	Geographical educational content
VI grade	2	70	General Physical and Social geography
VII grade	2	70	Europe, Regions of Europe, European, Asian and African Mediterranean
VIII grade	1	35	Asia, Africa, America, Australia, Polar regions
IX grade	1	35	Bosnia and Herzegovina

Source: The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina

The primary nine-year education is divided into three cycles, which represent the developmental stages of a child and each includes three years of schooling. As each cycle makes

a whole with conception of nine-year education, it is predicted that cycles need to be related in terms of organization, content and methodically linked and have common educational goals, which is currently not the case in the Framework curriculum.

Educational achievements are not listed after completion of the cycle, but rather for each education topic. Framework curriculum for nine-year primary school in the Federation of Bosnia and Herzegovina is not written in the form of a single document. The educational geography program for each grade is written as a separate unit.

While the first part of the Framework curriculum states that the program contains: arguments role and importance of the subject, the objectives, the expected learning outcomes, contents, methodological notes and guidelines for monitoring and evaluation, educational programs have different structures. Common element, such as the objectives and tasks for the entire program are not listed.

Geography as a subject is compulsory in primary education in the Federation of Bosnia and Herzegovina. Weekly and annual schedule is accurately determined. Geography is an independent subject; it is studied from the sixth to the ninth grade. In the sixth and seventh grade, geography is planned with two classes a week, a total of 70 classes per year, while in the eighth and ninth grade; weekly working hours are limited to one lesson a week, which are 35 classes per year. Geography is located in the natural curricular area.

Based on the simple analysis of the Table 1, deficiencies of the Framework curriculum of Bosnia and Herzegovina can be detected, as well as the violation of the Article 42 of the Framework Law on Primary and secondary Education in Bosnia and Herzegovina. This is especially true when it comes to Common Core Curriculum, which predicted educational plans of geography from sixth to ninth grade with two hours per week, and which was only complied for sixth and seventh grade. The framework curriculum in the Federation of Bosnia and Herzegovina, by which, as already mentioned, only Bosniak children are studying, is the only educational plan and program in Bosnia and Herzegovina, but also in the neighbouring countries (Croatia, Serbia, Slovenia, Montenegro) in which homeland geography is taught only with the fund of one hour per week. If it's known already, that the one of the primary goals of teaching geography, among others, is the development of patriotism, with justification, the question arises: is it possible to achieve this goal with the current educational plan and program? On the other hand, in the documents of a common core curriculum, it is predicted the independent study of the neighbouring countries: Serbia, Croatia and Montenegro, which is not the case in the Framework curriculum used in geography teaching with the Bosniak majority. In this way, directly undermining of the common documents and common core programs signed by leading experts from around the country has been done, as well as violation of Article 42 of the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina.

It is important to note the fact that the non-European continents are studied in the fund of one lesson a week on an annual basis of 35 classes. Due to the bulkiness of the curriculum, as well as the number of the teaching topics and teaching units required for the educational process, an impossible task is been placed before the teachers of geography, as well the students. It is therefore necessary to innovate Framework curriculum through the introduction of at least two hours of geography on a weekly basis. When analysing other curricula in Bosnia and Herzegovina, neighbouring countries and the countries of the European Union, it's shown that the Framework curriculum in the Federation of Bosnia and Herzegovina is the only one of this kind which only requires one lesson of geography per week. In addition to the things mentioned above, it's important to note that the Framework

curriculum is not aligned with another document signed at the state level and by the geography experts from all three constituent nations. The document named The Guidelines for writing and evaluating geography textbooks of elementary and high schools in Bosnia and Herzegovina has once more harmonized the common core curriculums of geography at the level of all schools in Bosnia and Herzegovina. The framework curriculum of geography in the Federation of Bosnia and Herzegovina did not respect this document neither, although when the competition for the provision of geography textbooks started, it was stated that textbooks must be written by those guidelines.

RESULTS AND DISCUSSION

The geography curriculum is starting from the subject content, from which objectives are developed, then the educational tasks at the outcome, which is contrary to the concept of nine-year education in which is stated that the programs need to be focused on the processes and outcomes of learning, rather than on presentation of the contents of an academic discipline. The educational geography plan from the sixth to the ninth grade contains different outcomes, for example learning outcomes, goals, program requirements, expected knowledge. These guidelines are not synonymous terminology and may not be presented as uniform outcomes. In addition, learning outcomes are vaguely formulated and don't allow teachers and students the necessary clarity in terms of expectations, and thus the measurement of progress and achievements. In some programs, activities of students are shown as the outcomes of learning, which itself is nonsense. In the Framework curriculum for the nine-year primary education, educational programs of Geography were written according to the spiral-upward model, which is a combination of linear and concentric model of the order of teaching topics and units.

The educational program of the sixth grade includes elementary material of general physical and social geography. Teaching material of the seventh grade in accordance with the spiral-upward model is just the continuation of the material from the sixth grade. Geographical features of European continent are the starting point in the study of the regions and regional geography. Regions and the regional geography are presented in the eighth grade through the study of the regions of non-European continents. Program of the ninth grade includes the geographical characteristics of the Bosnia and Herzegovina, which is in the line with the methodical and didactic principles of distal to proximal.

The educational program of geography for the sixth grade is well designed program, which cannot be said for the educational programs of the seventh, eighth and ninth grade. Teaching topics and units, suggested by the program for the sixth grade are fully compatible with the proposed common core curriculum, and the Framework Law on Primary and Secondary education in Bosnia and Herzegovina. The structure of the educational program consists of educational objectives and tasks of programmed contents, expected results, educational topics and didactic and methodical notes. Introductory lecture topics and units are dedicated to the contents of mathematical geography, which should enable students to acquire basic knowledge about Earth as a celestial body and regularity of its existence in the Cosmos, as well as the consequences of such regularity, which are manifested on Earth as natural phenomena. Curriculums are fully compliant with didactic and methodological principles of distal to proximal, which was confirmed by the educational topics presented in the following chronological order: The sky and the celestial bodies, Orientation on the horizon, orientation on the surface of the Earth and so on.

Topics related to the physical geography allow students of the sixth grade to get familiar with natural phenomena in the lithosphere, atmosphere, hydrosphere and biosphere in one systemic and logical order, which has for the final goal the training of students for the successful acquisition of complex materials from regional Geography in the higher grades. Cartographic parts of the teaching enable students to acquire knowledge on geographical maps, scale, deformations on the map, and others characteristics of geographical maps, types of maps, means of construction, map reading etc. Parts related to the social geography predicted by the curriculum for the sixth grade include the study of the demographic characteristics, natural and mechanical population trends, demographic structure, population, types of settlements, industry sector of economic activity. Educational goals and objectives of program contents are presented in tables with distinct set objectives and the expected results for every teaching unit. The curriculum is presented with teaching topics and teaching units, which, of course, makes it easier for every teacher.

The framework curriculum for sixth grade is certainly the closest to what should be aimed for, which is production of high-quality curriculum. Teaching topics, teaching units, educational aims and objectives, didactic and methodological notes are clearly separated; the program does not have the material and spelling errors, and is in accordance with all normative legal acts and regulations in Bosnia and Herzegovina. The only obvious objection refers to the number of lessons to be covered during the school year: 72 of classes in total are predicted by the program, but geography of the sixth grade is taught on the annual level in the fund of 70 teaching hours.

The educational plan for the seventh grade was conceived at the level of thematic and educational topics, without prominent lessons. Teaching material, presented in two separate tables is, in one, specified thematic units and, in other, teaching topics. The analysis of the first table in which specified thematic units, educational goals and objectives of the program content are, shows a number of deficiencies, spelling, grammar and material errors, inaccurate and incorrect educational objectives and learning outcomes of which, according to the character of this paper, only some will be shown. In the first column of said table, following topics were mentioned: Europe (physical and social characteristics), Mediterranean, the European Mediterranean, Asian Mediterranean, African Mediterranean, Western Europe, Northern Europe, and Eastern Europe – Russian Federation (East European Plain and North Asia). At first glance, there's nothing controversial here, where the order of the regions is determined by the model of spatially closer to the far region. However, with detailed analysis of the mentioned table it's clearly shown how many of the cardinal errors there are. We will examine only one part of it. The goals and the tasks of the teaching, presented in the second column, are not listed correctly, e.g. for thematic unit Europe, only educational aims were provided, for thematic unit Mediterranean only functional aims, and for the Asian Mediterranean only educational tasks. Distinct disconnect between the teaching content and tasks is clearly noticeable, which is primarily the result of the incompetence of the authors of this curriculum, because the goals and tasks of teaching were written without any logical or methodological connection to the course units that students need to study. How else, among other things, to explain that the expected results provided by this educational plan and program, in more than half the cases (56%) should be the ability to show objects on the map and the use of cartographic signs. If these are the expected results of the geography teaching in the seventh grade predicted by the state document called Framework curriculum for the seventh grade, then, geography teaching, free to say, is entirely pointless.

The order of regions, as mentioned above, is determined by the model from closer to distant region, so the teaching materials wouldn't be repeated in the study. However, in this early stage in the study of the Europe, students learn about physical and social characteristics of the continent, which are within the teaching topics about European regions taught again, only with greater intensity. After students learn about Europe as a whole, each region is processed separately, which leads to repeating whole content over again. In this way, our model of closer to distant is useless, and the avoidance of re-learning the same material.

As part of the lecture topic European Mediterranean, learning about Spain, Italy and the countries of the Balkan Peninsula – Southeast Europe is included. Although there was intention to process each country of the Europe, Portugal wasn't mentioned anywhere, nor the miniature countries of the Apennine peninsula such as Vatican and San Marino. The study of the neighbouring countries: Serbia, Croatia and Montenegro as the part of this region, has disturbed agreed common core curriculum, which included the study of mentioned countries separately in the ninth grade.

A particular problem of the educational program of the seventh grade represents the innovation of the new regions, which were completely unknown to the geographical science by now. This primarily relates to the separation of the region of Asian Mediterranean and its identification. Thus, the authors of the curriculum include in this region all the countries of the Arabian Peninsula (countries of the region of Southwest Asia), and even the countries of the Middle East, such as Iran and Afghanistan. This is regional division that's unheard of so far, which managed to place Asian countries such as Saudi Arabia, Iran and Afghanistan into the Mediterranean area. Each of these countries is not part of the Mediterranean based on any ground: be it geographical, social or regional characteristics. In addition, none of these countries has access to the Mediterranean Sea. It would be very interesting to ask the authors of the curriculum how the countries such as France, Monaco or Georgia are not the part of the Mediterranean area, unlike Iran or Afghanistan which, apparently, according to the authors are. Everything stated above is followed by the incredible statements, spelling and technical errors such as: "Balkan Peninsula - Southeast Europe, find the oldest cities on the map, mark all the larger rivers on the map (underground and ones on the surface), recall the karst erosion as one of the main relief processes – land degradation, thoughtful journey from the Spain to Morocco on which all the major cities are to be seen (the two countries are separated only by the Strait of Gibraltar op. a.) etc. In addition, within the same teaching topic, there are some teaching units that are totally confusing, such as “Asian Mediterranean: Asia Minor, Middle East, area in conflict”.

The entire curriculum of the seventh, eighth and ninth grade is full of spelling mistakes, thus the impression of the lack of author's seriousness when creating the document is obvious. The fact that this is the state document should be enough to, at least, include the proof-readers in it. During the study of the African Mediterranean, following teaching topics were listed: "African Mediterranean, Egypt and other countries of the African Mediterranean". However, in educational tasks or the "Knowledge" column only Egypt was emphasized, while no other country was even mentioned. Is the region of African Mediterranean same as the region of North Africa, what are the boundaries of this region and which African Mediterranean countries are parts of it is only known to the authors of the curriculum for the seventh grade? Inappropriate and incorrect regionalization of the Mediterranean region and the introduction of the African and Asian Mediterranean caused a repetition of the study of the regions in the eighth grade, but also the creation of the new,

confusing regions so that the new teaching materials would be connected at least in any way.

In the regionalization of the Europe, five different regions were listed: "European Mediterranean, Western Europe, Northern Europe, Central Europe and Eastern Europe." As an exemplary countries, in the process of studying Western Europe, the focus is on France, Great Britain and the Benelux countries. The Principality of Monaco and the Republic of Ireland are not mentioned at all, similar to the Portugal in the European Mediterranean region unit. Very often, it is mentioned that countries of the Western Europe are highly developed countries and members of the European Union, which is not treated as a separate teaching unit. The exemplary states of the Northern Europe intended for the processing are: Norway, Sweden, Finland, Denmark and the Baltic countries. In this region, Iceland is completely forgotten, but also it is not specified which countries are the part of the teaching unit named "Baltic countries". When we talk about Central Europe, it was planned to study Germany, Switzerland, Austria, Poland, Slovenia, Czech Republic, Slovakia and Hungary (Liechtenstein is completely forgotten), while within the region of Eastern Europe, countries such as Ukraine, Belarus, Moldova are only mentioned and Russian Federation is the separate teaching unit.

All teaching units mentioned above are followed by the similar grammatical and linguistic errors which are followed by the incorrect or imprecise facts. We will only state some of those. During the presentation of the region Central Europe, in the column "values, attitudes and habits", it is stated: "The students need to form the right attitude towards the activities of the Czech Republic, Poland, Slovakia and Hungary, so they can through the general social and economic reforms accept the European standards and become part of the European Union". Stated countries, as it is known, are members of the European Union for more than a decade. During the study of the Northern Europe, in the column representing activities of the students it is stated that the students need to write homework about "Santa Clause". For the age of the students of the seventh grade, such task seems inappropriate when it comes to their interest and age. Furthermore, doing the study of the Eastern Europe, in the same column it is stated that: "In the example of the Russian Federation, which includes all climatic and vegetation zones, clarify following zones". Russian federation does not include any climatic or vegetation zone of the tropic belt.

Framework curriculum for the eighth grade implies the study of the non-European continents in the following chronological order: Asia, Africa, America, Australia and the Polar Regions. All statements, or more specifically disadvantages, mentioned for the educational program of seventh grade also apply to the curriculum of the eighth grade. First is Asian continent, its physical and social characteristic, as well as separate regions and exemplary countries for them. Chronologically, Asian regions are approached in the following order: Central Asia (the Caucasus, the Middle East), Monsoon Asia with Southern and Southeast Asia as separate parts, and then the Far East as separate region. India and Indonesia are separated as the exemplary countries within the Monsoon Asia region and China and Japan as exemplary countries of the Far East region.

Incompetence in the allocation of new regions within the curriculum of the seventh grade resulted in the complete confusion in the regional division of Asia in the eighth grade. This process was reflected in several cases: it was planned the study of the region of the Middle East, which was already studied in the seventh grade within the region of the Asian Mediterranean; it leads to unifying of the regions of South and Southeast Asia into a regional part with geographically imprecise and inaccurate name of Monsoon Asia; rename

of the region of East Asia to the geographically unjustified label of Far East etc. All these facts are followed by the inaccurate statements, to mention only some: "... know that Asia is the continent of the largest mountains, lowlands, biggest sea depths, the largest rivers, deserts...". Largest lowlands are not located in the Asia, nor the largest rivers, let alone the biggest deserts, and for the first time we have chance to hear that the continent can have the greatest depths of the sea. In the student activity column, students are required to: "find on a map the biggest and the oldest cities of the Indian and Indo-China Peninsula, including (Taj Mahal) "Taj Mahal" , which is not even the city but the one of many buildings in the city of Agra in Uttar Pradesh province, "Central Asia, Caucasus; Middle East (definition of space, physical and social characteristics, political division – the countries in this area), etc., which is one of the lessons provided by this curriculum.

When it comes to the African continent, after the presentation of the general physical and social geographic characteristics of the continent as a whole, it's planned to process the regions of Africa in the following order: West Africa (representative country: Nigeria), Central Africa (representative country: Congo), East Africa (representative country: Ethiopia), and South Africa (representative country: South Africa). The curriculum indicated that the teaching topic is entitled "The most important countries of the Equatorial Africa (Western, Central and Eastern), Nigeria, Congo, Ethiopia and South Africa, basic geographical characteristics, level of economic development (natural resources), the basis for development, population density and the level of development – apartheid." This proposed teaching unit unites the four regions and four countries in one lesson. In addition, it is important to point out another statement shown in the Knowledge column "... take into account that the already processed teaching material – African Mediterranean – should be taught again".

Next is the American continent divided into two regions: North and South America, while the Central America, as well as the representative countries of this region is not even mentioned? After the mention of physical and social geographical characteristics of the continent as whole, representative countries such as USA and Canada for North America and Brazil, Argentina and Chile for South America are studied separately. Teaching unit of Australia and Oceania is planned through the basic physical and social characteristic and certain specifics related to that area. The division of Oceania is also mentioned, and as the representative country a New Zealand has been selected. The last topic in the eighth grade is the Polar Regions, where only geographical location and physical characteristics of the Arctic and Antarctic are mentioned.

The curriculum in the ninth grade is given per teaching topic with separate educational and functional goals, which are labelled as the knowledge, skills, values, attitudes and behaviours. The curriculum includes activities of the students as well as teachers. Didactic and methodological instructions and guidelines for student's assessment, the arguments of the role and importance of the subject have been excluded. Spelling errors are not lacking in this curriculum neither. With curriculum for the ninth grade, due to the fact that study of the neighbouring countries was not planned at all, it is directly undermined the provisions of the joint conclusions presented by the Common Core Curriculum, and in this way, it does not respect the religious, ethnic and cultural characteristics of the people of Bosnia and Herzegovina. In addition, in a similar way as in the curricula for the seventh and eighth grades, the curriculum for the ninth grade is full of mistakes, ambiguity and imprecision. From countless constitutions, only the few will be presented, which adequately reflect the

necessity of changes and innovation of educational plans and programs in the Federation of Bosnia and Herzegovina.

Column Knowledge states: "Knowledge about the importance of the three geographical units of Bosnia and Herzegovina for its geographic – traffic position", given that the names of these regions are not mentioned anywhere, their names are known only to the authors. If it's about geographical regions of Bosnia and Herzegovina here, then the authors contradict themselves, because they stated earlier the division of Bosnia and Herzegovina on four geographical regions; Column Knowledge within the teaching unit "The economy of Bosnia and Herzegovina – natural and social conditions for economic development", states following "know how to determine the proportion of the population in the primary, secondary, tertiary and quarterly sector (distinguishing quarterly and tertiary sector)". Quarterly sector does not exist, authors were probably thinking of quaternary. Since this name is mentioned twice, it is impossible to treat it as a typing error; Column Skills says: "Ability to analyse diagrams of movement of the population of Bosnia and Herzegovina since the first census in 1879 to the last census in 1991 (analysing charts on the number of population trends from 1991 to 1995 and from 1885 to 2006." Aside the fact that sentence is confusing with a lot of grammatical errors, with open parenthesis which wasn't closed, only the authors are familiar with the institutions which were dealing with the counting of the population during the last war, etc..

All these deficiencies of the Framework curriculum of Geography are only part of a wide range of spelling, material and technical errors published as a public official document, which can be downloaded from the webpage of the Federal Ministry of Education.

CONCLUSION

The didactic and methodological analysis of the Framework curriculum of geography, prescribed for the students from sixth to ninth grades blatantly points out all the flaws in the education system of the Federation of Bosnia and Herzegovina, especially in the cantons with Bosniak majority. Creating the new Framework curriculum and entrusting the drafting of the same to the unskilled persons, at least in the terms of geography, led to the creation of the insane conglomerate represented by the geography curriculum, full of material, technical, spelling and logical errors. In this way, common core curriculum of geography and the Guidelines for writing and evaluating geography textbooks in primary and secondary schools in Bosnia and Herzegovina were directly undermined, as well as violation of the Framework law on primary and Secondary Education in Bosnia and Herzegovina. The result of these activities is evident in the current curriculum of geography, so far unknown in professional circles of Geographers of Bosnia and Herzegovina, the region and the European continent as a whole. It is safe to claim that such educational program doesn't meet any of the common practices with which it could be considered a national document, let alone that children study by this curriculum for more than one decade. Instead of working on a new National Curriculum Framework, which is introduced to the school system in all "serious" countries, the few existing common educational contents in Bosnia and Herzegovina have been violated. It's it important to emphasize the educational plan and program for the sixth grade as a positive exception and rare progress, which with minimal investment of professional efforts can become a model for the development of new national curriculum. On the other hand, the educational plans and programs for the seventh, eighth and

and ninth grades in geography, because of all the flaws, must be withdrawn from the use and the making of those needs to be entrusted to the qualified and experienced people.

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