

## STATUS AND ROLE OF TEACHING GEOGRAPHY SUBJECT IN MIDDLE SCHOOL EDUCATION OF THE SARAJEVO CANTON

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*Geographic knowledge is needed for young individuals to understand events in the modern world. The dynamic life and the flow of time are actually becoming more geographic, making geography an increasingly necessary science in society, both in terms of actuality and daily life, and from planning to tourism.<sup>1</sup> The shattered education system in Bosnia and Herzegovina and the new acceptance concept of the new school, unfortunately, are taking place at the expense of geography.*

*Using this method of content analysis, this paper tries to determine the actual position of the teaching subject of geography in secondary education in the Canton of Sarajevo and the role that geography plays in teaching students of that age. The analysis included Framework curriculum for nine-year primary schools in the Federation of Bosnia and Herzegovina, , Guidelines for writing textbooks from a national group of subjects, the Geography Curriculum and Program for Gymnasiums, Geography Curriculum and Program for Secondary Schools for Vocational Training, Modifications of Curricula for Gymnasiums and Secondary Vocational Schools, Remarks on curricula for geography and other relevant strategic documents in the field of education. The results showed insufficient representation of geography teaching content and an ungrateful position that is far from its clearly defined objectives and tasks.*

*School geography, although classified as a national subject, going through a very difficult period. It has become a subject of substitution with other subjects of much lesser importance. It is necessary to introduce more geography teaching content in almost all directions of vocational schools and training of the Sarajevo Canton, as well as to increase the font of geography classes in gymnasium, because geography is an irreplaceable subject for the development of patriotism. In addition, in the Curricula and in the learning outcomes, it is very important that Bosnia and Herzegovina as a homeland is the starting point, to which geography makes the most important contribution.*

**Keywords:** *geography, position in the teaching process, goals and tasks of teaching geography, curriculum, learning outcomes.*

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<sup>1</sup> Spahić M., 2004.: Osnovi aspekt razvoja geografske misli u Bosni i Hercegovini, Zbornik radova Prvog kongresa geografa Bosne i Hercegovine, Sarajevo 2004. godine

## INTRODUCTORY REMARKS AND THE SPAN OF RESEARCH

Education is one of the most important factors that facilitates the formation of a full-fledged member of the socio-political community. It is the carrier of continuity and intergenerational exchange of fundamental principles and values in society. This is especially true for societies and communities, as ours is, because in societies that are struggling with disunion and intergroup tension, which is still monitored and caused by homogenization within groups, education is also a potent source of cohesive or disintegrative forces. When it comes to the destructive dimension of education in Bosnia and Herzegovina, as a society characterized by socio-political divergence and the dominance of disintegrative forces in education, it would mean generating exclusiveness, intolerance and disrespect of human rights that directly disturb the continuity of our society that is multicultural and multiethnic with a recognizable pluralistic community. That is why education is an extremely important part of society.<sup>2</sup>

According to the *Framework Law on Primary and General Secondary Education*, one of the goals of education in our country is: developing awareness of belonging to the state of Bosnia and Herzegovina, learning about one's own cultural identity, language and tradition in accordance with civilizational practices. However, the logical question is whether the educational system in all BiH administrative units is set up to develop awareness of the affiliation with the country of Bosnia and Herzegovina; to provide learning about oneself and others in a way that will foster mutual understanding and solidarity among the people; to promote human rights and prepare an individual to live in a democratic society; and to ensure quality education free from any form of discrimination for every child and at all levels? By studying through which subject in the most sensitive age of students, which is a high school period, this is easily and most efficiently achieved; are the questions that will be discussed in this research.

Analyzing the aims and tasks of teaching subjects in secondary education, it can be noted that the specific role and advantages in achieving the above mentioned goals belongs to the subject of geography. Geographical education in Bosnia and Herzegovina is carried out within the norms of various curricula prescribed by the Federal Ministry of Education and Science, the Ministry of Education and Culture of the Republic of Srpska, the Brčko District Education Department and Croatian language curricula in the cantons with majority Croatian population (Jahić H., 2015). The role of geography in improving the understanding of the world in which students live, understanding spatial relationships and the organization of space and practicing the principle of sustainable development further empowers the knowledge that it is one of the most dominant subjects of secondary education involved in the creation of the 8 most important competencies necessary for involving an individual in the life of a community, and for understanding the world in which these same individuals live (Magas K., Marin D., 2013). Modern geography is based on explaining the legality and regularity of geographical process and the results that follow from geographical reciprocity. It reveals the causes of uneven phenomena on Earth, studies the change of these phenomena in time, proves their reciprocity, understands the role of work in transforming the natural environment in various historical stages of social development into anthropogenic environment (Spahic M., 2013).

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<sup>2</sup> *Obrazovanje u BiH: Čemu (ne) učimo djecu? Analiza sadržaja udžbenika nacionalne grupe predmeta u osnovnim školama, Fond otvoreno društvo BiH i proMente, 2017.*

Geography is a science that deals with the study of natural geographic and sociogeographical features of geographical space and seeks a mutual relationship between them, which ensures the formation, understanding and creation of a clear and complete picture of the world. The goal of the subject of geography is that students acquire complex knowledge of the Earth, the factors that shape it and constantly affect it. Through the teaching content of geography, high school students need to get acquainted with the geographical features of the modern world, and notice the need for cooperation and mutual solidarity, and it is most important that students learn about and love their homeland, the country of Bosnia and Herzegovina.

Modern geography is a science that explores space as a system because it introduces elements such as relief, the climate of the population, cities, but puts emphasis on understanding the interaction between these elements and processes. The aspirations and attempts for the ever-current school reform are a constant, or a chronic phenomenon in the world that is caused by continuous turbulence in society. And in recent times there are ongoing reforms of the school system. For this reason, the development of science and technology, as well as economic development, have led to changes in curricula, especially in the number and content of curricula, their method of realization, the number of teaching lessons for individual teaching areas and the importance that particular teaching subjects have for general education of students and application of acquired knowledge. The complete process of social change has shifted the boundaries of knowledge, and it is indisputable that changes in society have an impact on the reform of the educational system based on the competence system and the learning outcomes. Bosnia and Herzegovina is slowly recognizing the need for changing the educational system, following the new demands of time.

For a longer period, the Ministry of Education and Youth of the Sarajevo Canton has been dealing with the issue of reforming or modifying curricula in secondary schools in Sarajevo Canton, with the aim of improving the quality of the teaching process, permanently acquiring knowledge and developing students' abilities and skills. In this regard, there was a need to make changes to the curriculum in the geography course, according to the current or contemporary curricula for gymnasiums. Curricula in geography have undergone a lot of change and subject matter over a short period of time, and certain program modifications are often made. However, changes to the Curriculum generally do not benefit the learning outcomes. There are many examples to confirm this theory, and the steady decline in curriculum and geography curriculum is considered a very negative trend. The actors of such practices forget the contribution of geography and geographism to learning outcomes. The oblivion is also evident in the fact that the school geography education acquires initial knowledge of the natural and anthropogenic unique homeland and world spinning units and measures for their conservation. In addition, the school population is geographically educated and educated in the fields of tourism development and tourism, which is the basis of economic development for some countries. Geography and geographism develops a proper relation to the environment and jealousy of the unique elements of it. Geography at all levels of education contributes to the development of patriotic feelings, and geography, especially school, has the prefix of national subjects (Spahić M., 2013).

## **Methodology and procedure**

Through this paper will be analyzed the Framework Curriculum for nine-year elementary schools in the Federation of Bosnia and Herzegovina, Guidelines for writing textbooks from the national group of subjects, Remarks on curricula for geography, Curriculum for geography for both gymnasium and high vocational schools in Sarajevo Canton. This work will carry out an analysis of the Curriculum for Geography, both for gymnasiums and secondary vocational schools in Sarajevo Canton. Corrections will be analyzed in the Geography Curriculum for Gymnasiums, corrections in the Geography Curriculum for Secondary Schools for Vocational Training as well as a comparative analysis of the geography curriculum for the Canton Sarajevo with the curricula of several developed countries of the world. All of this is aimed in order to prove the hypothesis about the vulnerability of the status and position of the teaching subjects of geography in Canton Sarajevo high school.

In order to carry out this research, the method for analyzing the contents. Using this method, it is possible to detect the frequency of occurrence of geographical contents in the analyzed documents, as well as the analysis and interpretation of the same content for the purpose of understanding the sense of the necessity of a larger quantum of geographical contents in secondary education in the Sarajevo Canton. It is also possible to compare the current situation in the secondary education of Geography of Canton Sarajevo with the objectives and tasks of the "education system" defined in the Framework Law on Education. The study examines the current state of secondary education in Canton Sarajevo, which is characterized by the abandonment of geographic contents, and logically sets a justifiable premise on the importance of the presence of geography in all secondary schools, four years, two lessons each week.

## **RESULTS AND DISCUSSION**

### **Analysis of the curriculum for gymnasium and secondary vocational and technical schools in Canton Sarajevo**

In accordance with the definition, Curricula and Programs give an overview of the basic elements, the theme and the overview of global content that are developed in textbooks and implemented in the teaching process (Lukić D., 2012). It is the first and we could say the most frequent insight into the representation of the contents of individual subjects. Regarding Bosnia and Herzegovina and its educational reforms, the process of adopting the Framework Law on Primary and Secondary Education started in 2003.<sup>3</sup> It actually intensified the democratization and humanization of the education system, with a focus on the needs of a conscientious democratic society. Starting from the analysis of the Curriculum of Gymnasiums, the Common core curriculums defined in the learning outcomes for geography, the Aktif of geography professors of the Sarajevo Canton emphasized the necessity of adapting the teaching to the needs of students in contemporary world trends, bearing in mind the definition of the learning outcome. Considering the fact that every reform is a long-term process, a lot of caution and consistency in introducing

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<sup>3</sup> The Official Gazette of BiH, number 18/03, which established and concocted the course of changes in primary and secondary education and education.

changes is needed. It is necessary to find a measure between the new one and the one that has already received positive confirmation in schools.

According to the Gymnasium Curriculum in the first and the second grade, geography is taught two times per week, 70 hours per year, and in the third and fourth grade, three hours per week or 90 hours per year. Compared to other non-science and science and science-based subjects, this relationship is detrimental to the geography that is representative of the national area because the hours spent studying its contents are inappropriate and very scarce. The curriculum for the first class is essentially related to General Geography and follows the causal links between natural-geographic and socio-geographical phenomena and processes. The curriculum of the second grade deals with the socio-geographic phenomena and processes from the aspect of demographic development and cultural heritage of the society. A third-class curriculum teaches Regional Geography, some countries of the world, in particular emphasizing globalization flows and polarization of the world through the index of development. In the fourth grade, the National Geography of Bosnia and Herzegovina is being studied. The natural-geographic and socio-geographical features, as well as the natural regions, cultural heritage and heritage of Bosnia and Herzegovina are being studied.<sup>4</sup>

**Table 1. List of gymnasiums with the weekly fund of teaching hours of geography by grade**

Naziv srednje škole	Sedmični fond nastavnih sati geografije			
	1.razred	2.razred	3. razred	4. razred
Prva bošnjačka gimnazija	2 časa	2 časa	3 časa	3 časa
Prva gimnazija	2 časa	2 časa	3 časa	3 časa
Druga gimnazija	2 časa	2 časa	3 časa	3 časa
Treća gimnazija	2 časa	2 časa	3 časa	3 časa
Četvrta gimnazija	2 časa	2 časa	3 časa	3 časa
Peta gimnazija	2 časa	2 časa	3 časa	3 časa
Gimnazija Dobrinja	2 časa	2 časa	3 časa	3 časa
Gimnazija Obala	2 časa	2 časa	3 časa	3 časa
Gimnazija „Richmond Park College“ Sarajevo	/	/	3 časa	3 časa
Katolički školski centar – Opća realna gimnazija	2 časa	2 časa	3 časa	3 časa
Gazi Husrev-Begova Medresa	/	2 časa	2 časa	2 časa
Međunarodna gimnazija "Richmond Park International Secondary School"	2 časa	2 časa	3 časa	3 časa
Perzijsko-Bosanski koledž Ilijaš	2 časa	2 časa	3 časa	3 časa
Srednja škola - Gimnazija "Maarif"	2 časa	2 časa	3 časa	3 časa

Source: <http://mon.ks.gov.ba/ustanove/lista/24>., *Nastavni plan i program za predmet Geografija/Zemljopis-Gimnazije, Kanton Sarajevo, MONKS, 2016.*

<sup>4</sup> *Nastavni plan i program za predmet Geografija/Zemljopis-Gimnazije za srednje škole-korekcije, Kanton Sarajevo, MONKS, 2016.*

Regarding the quantum of the study of geography in Canton Sarajevo's gymnasiums as well as in private schools, which largely follow gymnasium's concept or the type of secondary school, the number of teaching hours of geography at the weekly level is quite uniform, with geography in the first two years having only 2 teaching hours per week, similar to the previous concept of general gymnasium, and in the third and fourth grade according to the latest data, it is being studied in the Social Department, and students study geography 3 times a week, which is one of the positive examples. The exception is the "Richmond Park College" Gymnasium in Sarajevo, where geography is taught in higher grades, more precisely in the III and IV grades, and this is 3 times a week.

**Table 2. List of secondary schools for vocational education and training in the Canton Sarajevo with the weekly fund of teaching geography hours**

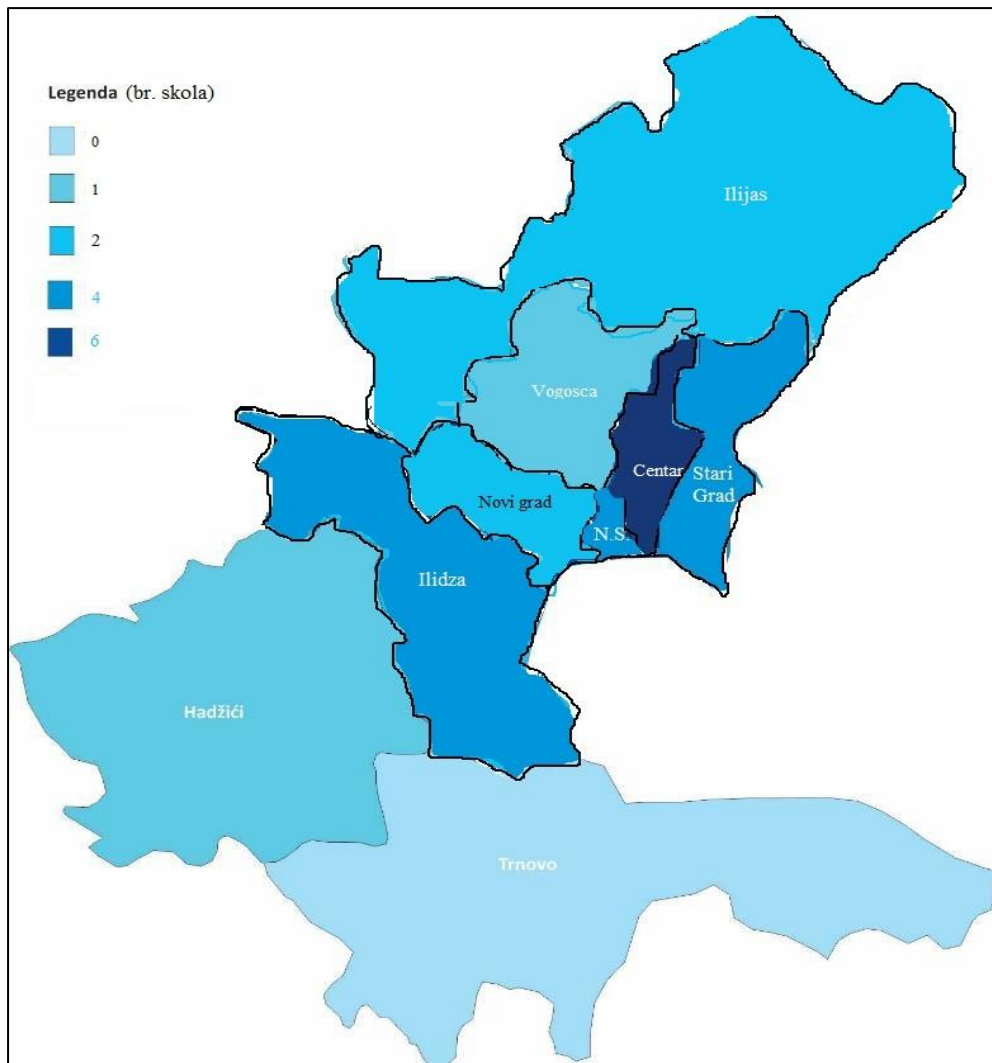
Naziv srednje škole	Sedmični fond nastavnih sati geografije			
	1. razred	2.razred	3. razred	4. razred
<a href="#">Željeznički školski centar</a>	2 časa	2 časa	/	/
<a href="#">Srednja škola za saobraćaj i komunikacije</a>	2 časa	2 časa	/	/
<a href="#">Srednja ugostiteljsko-turistička škola</a>	2 časa	2 časa	/	/
Srednja ekonomska škola Sarajevo	3 časa	/	/	/
Srednja trgovačka škola	/	2 časa	/	/
Srednja škola primijenjenih umjetnosti	2 časa	/	/	/
Srednja škola za tekstil, kožu i dizajn	2 časa	/	/	/
Srednja medicinska škola	/	2 časa	/	/
Srednja ekonomska škola-Vogošća	2 časa	2 časa	/	/

*Source: Nastavni plan i program za predmet Geografija/Zemljopis-Srednje škole za stručno obrazovanje i obuku, Kanton Sarajevo, MONKS, 2016., <http://mon.ks.gov.ba/ustanove/lista/24>*

The geography curriculum has made several adjustments so far. The volume of teaching hours changes very slowly, mostly to the detriment of geography. Changes in the curriculum were made in the second grade of high school. The analysis of the quantum of the study of geographical contents in secondary education for vocational education and training has shown that the geographical content is studied in only nine secondary schools, through individual courses and only in certain classes. Two classes are envisaged at the Željeznički školski centar in the first grade, and in this segment there was least change in the curriculum and its scope.

In the Secondary School of Traffic and Communication the subject of Transport Geography is as presented as it follows: in 1st grade, the department for Motor vehicles drivers with 2 hours a week and in the second grade, the department for Traffic technicians, also with 2 hours a week. Since transport geography is a technical subject, students acquire knowledge about development, spatial distribution and organization, as well as the legality of the functioning of the transport systems. Students from the geographical aspect explain, map out, determine and show the characteristics of traffic in the world with particular emphasis on certain types of traffic in the geographical and natural environment. They have a task to connect the characteristics of traffic with the elements of the natural and geographical environment, and know the elements of the geographical position, traffic and

geographical position and all its benefits within the territory of Bosnia and Herzegovina. Tourism geography aims to provide knowledge about tourism geography, new achievements in the field of tourism geography and tourism as a whole, and that students recognize the need for connection of tourism, culture, ecosystems and the environment.



**Fig. 1. Map of the secondary schools in Canton Sarajevo by municipalities, with geography as a subject (according to data from: [www.mon.ks.gov.ba](http://www.mon.ks.gov.ba))**

In the Secondary School of Economics, geography is represented in the 1st grade with 3 hours a week. Teaching contents of general and economic geography are taught. Students can get to know, geographically explain, and, using both geographical and statistical

methods, explain the concept and division of economic geography, and the basic prerequisites for the development of the economy in the world. They recognize the developed and less developed countries of the world and their specificities, recognize and permanently operate the facts related to the development of the economic sectors and activities, and their distinctive features. They also economically determine the characteristics and components of developed and developing countries.<sup>5</sup>

The curriculum for the Secondary Trade School envisages for 2<sup>nd</sup> grade two classes. In the Secondary School of Applied arts in the first grade, geography is scheduled for 2 hours a week. The natural geographic and social-geographical features of South-East Europe and Bosnia and Herzegovina are studied. More detailed study of the content of tourism geography of Bosnia and Herzegovina clearly define the areas of tourism geography, natural geographic and socio-geographical conditions for the development of tourism in our country, and all the features of tourism with the application of descriptive, quantitative, qualitative, cartographic, statistical and other methods.

In Secondary School for textiles, leather and design in I grade, geography takes 2 hours a week. The contents of General Geography are studied. More detailed study of the content of tourism geography of Bosnia and Herzegovina clearly define the areas of tourism geography, natural geographic and socio-geographical conditions for the development of tourism in our country, and all the features of tourism with the application of descriptive, quantitative, qualitative, cartographic, statistical and other methods. The curriculum for the Secondary Medical School in II grade envisages two classes.

Canton Sarajevo has a total of 38 secondary schools, and the Center for the Blind and Visually Impaired Children and Youth and the Center for Hearing and Speech Rehabilitation are often added to the same list. In accordance with the quantum and sustainability of the study of geographical content, students in total 23 high schools study geography contents. In addition to emphasizing the need for more frequent study geographical content in gymnasiums, it is necessary to emphasize that there are enormous number of courses in secondary vocational schools where geography could be introduced as a compulsory subject in one of the years of study. In addition, the national geography of Bosnia and Herzegovina should be the subject of study in all departments of secondary vocational education and training in the Canton Sarajevo.

### **Causes and consequences of insufficient representation of geography in secondary schools in Canton Sarajevo**

There are numerous factors that in the modern period of development and implementation of the education system in a certain way have caused the unresponsive position of geography in high school education in Canton Sarajevo. One of these is the wrong perception of geography among students. The very word of geography among students of that age causes different reactions and often contradictory thoughts. The fact is that everyone can not understand the objects and tasks of geography in the same way. Sometimes deviations in the perception of geography arise because of the lack of harmonization of the approach to geographic study of space in the educational, methodological and research-scientific concept, but also because of the influence of the

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<sup>5</sup> *Ibid.*



media, especially the Internet (Banda A., 2014). Due to poor perception of geography, it is necessary to mention that the most important issue with which geography starts is actually the question of "why". This is a question that drives students to think. In addition, geography does not stop here, but it goes a step further by comparing certain phenomena with similar phenomena in another space. This should stimulate the students curiosity and develop their intellectual abilities.<sup>6</sup>

The issue of textbook selection and the harmonization of the concept of textbooks with the requirements of modern goods is also one of the most common questions closely linked to the status of geography in secondary schools. Since the demands of the modern age are focused on the application of technologies and its implementation in education, it is necessary to design a textbook policy in this direction.

Also, it is important to support the individualized approach, because it is necessary to include special groups of students from both minority groups and in the field of inclusive education. It is worrying about the absence of geography in vocational secondary schools as well as poor coordination and communication between line ministries with geographic institutions and associations. Notwithstanding all the documents adopted at the state level of Bosnia and Herzegovina on a common core program, harmonization of the geographical plan and programs and signed agreements on writing and publishing textbooks of geography, the documents are not implemented in accordance with the agreed concept<sup>7</sup>.

Also, the insufficient application of the principle of actualization and correlation of geography, which facilitates the connection of the natural, social and humanistic area, ie the correlation and integration of teaching contents, and thus coherence in teaching, has a significant impact on the present status of geography. Geography more than any other subject offers explanations of current natural-geographic, economic-geographical and political-geographical facts, but also links and frames the knowledge of natural and social disciplines studied through teaching subjects in secondary schools in Sarajevo Canton, such as biology, ecology, economics, history, and the like.

According to the results of a survey in Croatia involving more than 300 geography teachers, 72% of respondents use intercultural connections in schools, and 28% use it seldomly. In all regions, the correlation is represented by over 60%, the most pronounced in Continental Croatia (80%), and the least represented in the City of Zagreb (66%). According to survey data, teachers in schools correlate almost all subjects. The correlation is the most common in history (it accounts for about 65% of respondents). Nature/ biology, mathematics and physics (about 40%) have a high share of representation. Other subjects, such as technical, fine arts, music, chemistry and Croatian language, are significantly lower, between 5-10% (Magaš K., Marin D., 2013).

It is a general assessment that geography teachers do not use integrative character of geography, and therefore a special position in the system of science as a bridge science, or as a link between the natural and the social field. Also, in its research, it uses the knowledge of the humanities and technical fields of science. The purpose of learning and teaching geography is to adopt geographical knowledge and skills and positive ethical attitudes (which, as a set of competences, we can call geographical literacy), so that students become

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<sup>6</sup> *Predmetni program geografije I ili II razred trogodišnje srednje stručne škole, Ministarstvo prosvjete i sporta, Zavod za Školstvo, Podgorica.*

<sup>7</sup> *Spahić M., 2008., Osvrt na rad geografa Bosne i Hercegovine i aktuelni problemi razvoja geografije Bosne i Hercegovine, Zbornik Drugog kongresa geografa Bosne i Hercegovine, Neum, 2008.*

trained members of the community, who are aware of their responsibilities towards other people and nature, respecting the principles of sustainable development, in designing and transforming functional spatial organization at different levels, from local through national, towards the global one<sup>8</sup>. Learning and teaching Geography will contribute to the realization of all the basic values of the educational system. It will allow the acquisition of knowledge necessary for a successful continuation of education and the beginning of a professional career. Acquired knowledge enables responsible behavior and action in the community towards others and towards the nature.

In the absence of the study of geographical content in secondary education in Sarajevo Canton, students were denied that they build and develop solidarity by building social sensitivity and ecological awareness. Thus, acceptance of cultural and other differences and appreciation of the needs of others, as well as mutual understanding and respect, are denied. Geography truly provides knowledge and skills that enable students to understand more fully the complex and changing world and their position in it. Learning and teaching Geography contributes in particular to understanding sustainability. In the subject of geography, students can develop spatial thinking, learn about space, but also in space. With the lack of geography, high school students will not be able to be adequately trained to recognize spatially relevant problems from local to increasingly higher spatial levels. They will not be able to encourage proposing solutions to these problems and actively participating in shaping a better future. They will be disabled to develop a sense of responsibility in which each generation leaves behind a more coherent and orderly space than it has received in the inheritance.

Secondary education in the Sarajevo Canton should necessarily add more frequent studies of national subjects through all professional and technical courses and trainings. This is important because it will lead to the positioning of Bosnia and Herzegovina as their homeland, will raise them in the life of a multicultural society, will enable students to develop critical thinking and avoid any form of discrimination. The geography of all national cases in this plays the most important role. The contemporary world is confronted with numerous challenges, such as drinking water, food and energy, which are the result of intense development that is not in line with natural opportunities. The issue of sustainable development and participation in the responsible evaluation of natural resources that will not irretrievably destroy the environment can not be understood without geography.

The process of learning and teaching is based on clearly defined outcomes, basic principles, goals and educational outcomes.<sup>9</sup> One of the important concepts that was advocated at least a little through the design of the concept and the NPP, was related to the environment and its role in the everyday life of students and teachers. In this sense, in the NPP itself defined that one of the most important tasks of education is to raise the level of ecological awareness and to introduce ecological thinking and behavior into everyday life (Goletić Š., 2007). Of course, it is inevitable to point out that the actors of this document and plan have in mind that educational institutions play a major role in environmental education and sustainable development, as they have the greatest impact on the transfer and formation of knowledge to primary school students. Through this analysis, a reduced volume of

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<sup>8</sup> *Analiza reforme obrazovanja u Bosni i Hercegovini, Ministarstvo civilnih poslova Bosne i Hercegovine, 2016.*

<sup>9</sup> *Strategija razvoja obrazovanja i nauke Kantona Sarajevo za period 2017-2022. godine (2017): Kantona Sarajevo, MONKS, Sarajevo*

geography lessons has demonstrated the under-representation of environmental awareness content.

Our country was obliged to implement in the education system and all other forms of formal and informal education a segment of environmental and sustainable development education, in accordance with the UN Education Strategy for Sustainable Development adopted at the meeting of Environment and Education Ministers in Geneva on February 25, 2005. (eg the International Environment Education Program, Agenda 21, the Rio Declaration on Environment and Sustainable Development, the Aarhus Convention, the Declaration on Education for Sustainable Development, etc.), and many international legal documents<sup>10</sup>.

School is the basic factor of upbringing and ecological education. It provides significant opportunities for acquiring certain knowledge, but also for building certain habits, for the development of ecological awareness by developing love and responsible attitude towards the family. (Brader, 2002). Although the education and training of young people in the field of environment protection has its starting point in family education, the school has become immutable in that regard. The importance of environmental relevance and the correlation between teaching subjects in the teaching process itself and with students' experiences and knowledge depends, to a considerable extent, on the affinity and training of teachers. Therefore, great attention must be paid to the continuing professional training of teachers through additional training and seminars. It is necessary to further educate teachers working in schools and to oblige teachers for a certain number of hours of education during one school year. At the same time, it is necessary to change and adapt the NPP of educational faculties to a different primary and secondary schools where the students-future teachers- would, at the higher education institution, acquire the knowledge and skills necessary for work in the classroom.

The role of teachers as a knowledge transferer in modern times is transformed into the role of mediators and the leaders of process of learning, as well as associates and mentors. This role of geography teachers implies greater creativity in teaching planning and the application of appropriate learning strategies and teaching in the management of learners through the process of active learning, with the aim of achieving a high level of adoption of educational outcomes. The teacher should provide emotional, social and intellectual support to students, and the relationship between him and the student must be cooperative and flexible with clearly defined rules of work, behavior and mutual respect (Tandarić, Tekić, 2013). Common European Principles of Teacher Competencies and Qualifications promote the system of doctrine of teachers as a continuous process involving the period of studies and the period of professional development in lifelong learning. It is individually and collectively, both at school and outside, mainly at various expert meetings (consultations, seminars, activities, study tours, etc.) (Magaš K., Marin D., 2013).

No teaching subject in such a convincing and peculiar way can explain the concept of sustainability as a geography. Students, in the absence of such a material from geography, are deprived of the story of harmonious development with limited sources of energy and raw materials, and generally with nature, in which a person is an extremely important factor. The concept of sustainability is important as students prepare for sustainable management and action to preserve the environment for future generations.

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<sup>10</sup> Strategija razvoja obrazovanja Republike Srpske za period 2016-2021. godine, (2016): Ministarstvo prosvjete i kulture Republike Srpske, Banja Luka

Observing the national curricula of European countries and comparing them with the situation in Sarajevo Canton, it is possible to notice certain differences and in fact conclude that one of the directions of progress in the status of geography in Canton Sarajevo can be achieved through constant innovations and additions in the field of defining the outcomes of geography learning and its goals and tasks. For example, the excellent status of geography in Finland is a consequence of its clearly defined curriculum highlighting the importance of linking and forming cross-curricular topics that enable complex approach to problems and linking theory and practice. In Norway, a special emphasis is placed on developing a creative and critical thinking that should enable students to take an active role in society. In the teaching of geographers in Ireland, emphasis is placed on the need to update teaching content. Each teacher has the freedom to choose new topicalities (Vuk R. et al., 2007). Teachers are encouraged to apply a variety of teaching methods and forms of work.

## CONCLUSION

There is no doubt that teaching content from geography in high school in Sarajevo Canton encourages the development of awareness of belonging to Bosnia and Herzegovina and its own cultural identity, language and tradition. In addition, geography enables its students to approach the understanding of themselves, others and the world in which they live, the understanding of spatial relationships and the organization of space.

A greater volume of geographic content teaching for high school students is very important also due to the fact that this will promote positive ideas such as equal treatment of all inhabitants, peoples and religions in Bosnia and Herzegovina, will encourage a sense of belonging to students in our homeland, will create a picture with high school students in which they will see diversity as a positive concept and not as a problem.

Geography has very important objectives and tasks, it is still inappropriate and underestimated in the School Curriculum and Programs for Secondary Schools in Sarajevo Canton, and nothing is different in other cantons of the Federation of Bosnia and Herzegovina. Its contents are represented in all secondary schools of gymnasium type, altogether 14, but insufficiently, because it is studied twice per week, only in the first two grades, while in the third and fourth grade, only as part of the social area. Changing the curriculum in favor of increasing the teaching content of geography and teaching hours is also important because the state of Bosnia and Herzegovina is being attacked today, and geography as a school subject is the only one that starts from the homeland of Bosnia and Herzegovina in its learning outcomes and particularly emphasizes the development of students patriotism. The triad of geography, which implies that it offers content from the natural, social and national fields at the same time, is another imperative that makes this science and school subject the essence of innovation in all curricula and programs (Spahić M., 2008.).

Insufficient representation of geographical content is especially characteristic for secondary schools for vocational training and education, as geography as a subject exists only in 9 such schools. There is no doubt that geography could be part of high school centers in Hadžići, Vogošća and Ilijaš, in the secondary technical school of graphic technologies, design and multimedia, the Secondary School of Agriculture, Food, Veterinary and Service Activities, Secondary School of metal professions, Secondary mechanical engineering school and so on.

In order to achieve this, it is necessary, especially for young people who are exactly the age of high school students, to have knowledge about the world and the country where they live. This is precisely the significance of geography, because it is not a mere knowledge of the position of a State on the map, it already implies the relationship between man and space, and knowledge of the environment, society, past events, culture and religion. Geographic knowledge is knowledge for whole life, and it is also essential for future decision makers. Geography has the potential to affect all spheres of knowledge, although the implementation of the broad goals of geography education so far relies only on schools and teachers, who have been deprived of teaching lessons for years. There is no doubt that the worrying tendencies to suppress geography in the school system are the result of entity bifurcation and the political-geographical trichotomy of Bosnia and Herzegovina<sup>11</sup>.

Future strategic plans, changes to curricula, corrections to the Common Program Core, school system reforms and similar activities in Sarajevo Canton, as well as in other cantons, must bear in mind that geography is of the highest national importance and that the amount of teaching hours and teaching content must have a better position.

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