

# Learning History that is ‘not yet History’

## ICTY Development Meeting Report – Transnational Justice and History Education

28-31 January 2017

*The Hague, The Netherlands*



*Partners:*



Udruženje profesora i nastavnika  
istorije/historije/povijesti  
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## Executive Summary

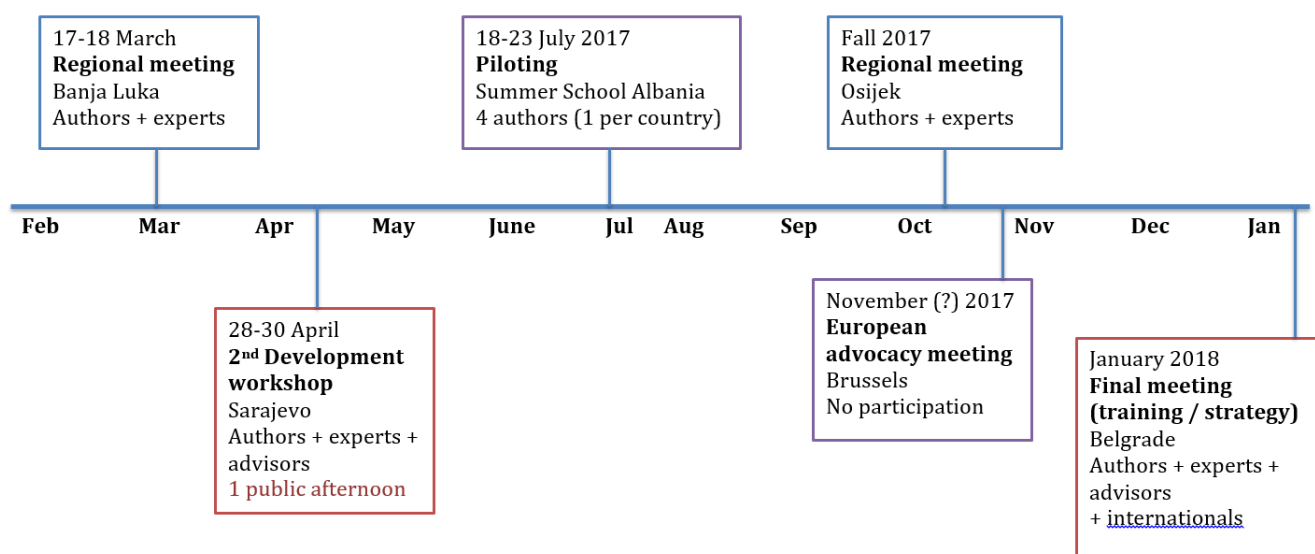
From 28-31 January, participants of the project “Learning History that is ‘not yet History’” (LHH) met at the International Criminal Tribunal for the former Yugoslavia (ICTY) in The Hague for the project’s first development meeting. The overarching theme of this development meeting was to assess the role of transitional justice – and specifically the role of the ICTY – in teaching the History of the 1990s wars in former Yugoslavia. The meeting enabled project participants to gain a better understanding of the ICTY Outreach programme and the challenges of integrating a lasting and meaningful legacy of the tribunal in schools in the region; and to develop the first ideas on how ICTY materials can be used by History educators. The meeting included fascinating insights by the ICTY Outreach team through presentations and trainings on the ICTY material’s use in a classroom.

The specific meeting aims include:

1. Get better understanding of the ICTY outreach programme and the challenges of integrating this into schools in the region.
2. Develop first ideas on how ICTY materials can be used by history educators.

## Project Overview

The main question driving the project “Learning History that is ‘not yet History’” is how to teach history of recent wars that are so often considered not to be history yet, but are remembered in so many different ways and have been investigated in great detail in the context of transitional justice. In addressing this question, this project will create a unique partnership among teachers and their associations from former Yugoslavia. Transnational teams will collaboratively create a free ready-to-use learning resource about the 1990s Yugoslav wars. This resource will explore how this history should be addressed in a multi-perspective way; how war impacts developed societies and everyday life; and to what extent history educators can also address current wars across the world through the lens of the experiences in the wars of the 1990s. Underlying the project’s aims is a desire to contribute to the field of European remembrance through raising the awareness among teachers, students and pupils that common approaches to the very sensitive past are possible, so that they can highlight and disseminate the idea that common remembrance is possible in their own countries.



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## Participants

### Coordinating Team –

1. Bojana Dujkovic Blagojevic (EUROCLIO-HIP – Association of History Educators of BosniaHerzegovina)
2. Dea Maric (Documenta – Centre for Dealing with the Past, Croatia)
3. Emina Zivkovic (UDI-EUROKLIO – Association of History Teachers of Serbia)
4. Igor Radulovic (HIPMONT – History Teachers Association of Montenegro)
5. Miljenko Hajdarovic (Association for Education and Human Rights Promotion, Croatia)
6. Milos Vukanovic (HIPMONT – History Teachers Association of Montenegro)

### Authors –

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3. Bojana Dujkovic Blagojevic (EUROCLIO-HIP – Association of History Educators of BosniaHerzegovina)
4. Miljenko Hajdarovic (Association for Education and Human Rights Promotion, Croatia)
5. Dea Maric (Documenta – Centre for Dealing with the Past, Croatia)
6. Igor Radulovic (HIPMONT – History Teachers Association of Montenegro)
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8. Natasa Kostic (UDI-EUROKLIO – Association of History Teachers of Serbia)
9. Alexander Todosijevic (UDI-EUROKLIO – Association of History Teachers of Serbia)
10. Emina Zivkovic (UDI-EUROKLIO – Association of History Teachers of Serbia)

### National Experts –

1. Dr. Marko Suica (University of Belgrade)
2. Prof Dr. Saša Knežević (University of Montenegro)
3. Mire Mladenovski (ANIM – History Teachers Association of Macedonia)
4. Prof. Dr. Aleksandar Jakir (University of Split)
5. Igor Jovanovic (Croatian History Teachers' Association)

### Resource Persons –

1. Daniela Zunzer (History Teachers' Association of Switzerland)
2. Dr. Alan McCully (University of Ulster)

### EUROCLIO Coordinators –

1. Jonathan Even Zohar (EUROCLIO – European Association of History Educators)
2. Judith Geerling (EUROCLIO – European Association of History Educators)
3. Rick Hoefsloot (EUROCLIO – European Association of History Educators)



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## Meeting Details

The 28<sup>th</sup> January began with a welcome speech from EUROCLIO officers Jonathan Even-Zohar and Judith Geerling, including a presentation on the LHH project, the current framework, and EUROCLIO's approach to dealing with sensitive histories. An extensive icebreaker followed to allow all participants to share their personal introductions as well as their professional expectations from this development workshop and the project as a whole. These included:

- An increased sense of urgency looking at the current political escalation in the region and 'rumours of war'.
- An increased sense of urgency dealing with a topic in history teaching that is hardly addressed.
- A sense of opportunity of bridging from new methodologies developed in previous regional cooperation, for example on Holocaust education.



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ICTY Outreach officer Rada Pejić-Sremac then took the group on a short tour of the ICTY facilities, in particular sharing more detailed information related to the court room, proceedings and dealings with the media during 'high profile'-cases. A presentation by the ICTY Outreach officer Almir Alić introduced the broad work of the ICTY from the point of view of outreach. He explained the importance of communication between The Hague and local communities in the region. The issue was raised of how the legacy of the court would be preserved/protected/prolonged.

One project he highlighted was called "bridging the gap", which was about bringing the judges, investigators and prosecution to the region and speak to ordinary community groups in plain language. Almir also shared his experiences in disseminating difficult stories with school children. When he presented to the school children, the children were very eager to speak about the stories. The students were in particular eager to challenge witnesses and the exploring the possibility that they might lie. He showed that witnesses are chosen only when fully credible. Almir went on to point out that universities are, contrary to schools, able to include in their curriculum the ICTY lectures. At these lectures, students are presented a selected topic, which includes showcasing of materials and dealing with law students.



The afternoon saw participants split into groups to receive training on working with three different types of ICTY materials. This included training on the ICTY's archive by Iva Vukusic, a PhD candidate at Utrecht University specialising in ICTY impact in former Yugoslavia – Iva highlighted the SENSE tribunal's summary reports, the interactive narrative on Operation Storm, and the judgement documents which are of particular use in presenting

interpretations and perspectives. The second training group was led by Petar Finci, the ICTY Outreach Documentary Producer, who presented how documentaries and videos about the ICTY can be used within the LHH project – he highlighted the fact that videos are for students an attractive way to learn, whilst raising the issue that often footage is too explicit for younger students. The final training groups focused on the pedagogical approach and experiences used so far by ICTY Outreach and was presented by Almir Alić from the ICTY Outreach Sarajevo Field Office. Amir focused on the importance of a bottom-up approach in so far as finding a core group of educators that want to work on the topic of the 90s; the training of teachers so that they feel confident to give presentations; and the sensitivity of approaching teaching the topic in schools.



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A discussion followed along the topic of “can the ICTY Court materials be used for telling the stories of ordinary people?” with participants offering their views on what the needs of educators are in order to further use ICTY legacy materials within the LHH project and beyond.

Sunday 29 January began with a presentation by Mirko Klarin, the editor-in-chief of SENSE Agency - a project that aims to provide regular, balanced and comprehensive news coverage of the work of the ICTY. He explored the role of history in the media and hate speech, giving participants food for thought in the multi-perspectives surrounding the sources available for teaching the conflicts in the 90s. In this respect, participants also commented on the capacity of the SENSE news reports as materials for teaching about the conflicts in the 90s.



Authors and expert working meetings followed. Each individual's thoughts and feelings about how the project is going and in what direction the project was heading were aired, with participants commenting that the meeting once again emphasised the clear importance of multi-perspectivity when teaching the 90's in the region, whilst they further stressed that the meeting opened their eyes to the plethora of materials available. Discussions were productive, with the nature of the outputs of the project debated and decided upon. Please see the section below outlining the decisions and next steps regarding the project's outputs.

## Conclusions and Next Steps

### Output

The primary output from the meeting was the decision to focus the project results through three separate channels:

1. A Database of Existing Resources
2. A Joint Position Paper
3. An Exemplar Learning Activity

### Database of Existing Resources

The database of existing resources will be in the form of a website that be highly useful for teachers. The database will be partially in English, but it will primarily be in local language(s). It will include a number of different resources including: online resources; catalogues and printed materials; permanent, temporary or travelling exhibitions; archive materials; and documentaries and fictional movies. These suggested resources should contain a recommendation of why that certain resource should be included and will only be included once they are peer reviewed within the project team – if there are any materials that are deemed to be of a lower standard, they can be placed on a blog on the website. Crucially, the criteria for the inclusion of suggested resources



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include: BCMS language identical, not politically controversial, the material has relevance to the project aims, and the material is not specific for one country (can be used cross-border).

The next steps for this database include:

1. Building of a web platform and domain
2. Using the upcoming author's meeting in Banja Luka in March 2017 to set in place a peer-review system
3. Finalising the criteria for inclusion of resources
4. Deciding on the language(s) of the database website

### **Joint Position Paper**

Dea Marić, Edin Radušić, Marko Suica and Saša Knežević will work on the proposed structure of the position paper. The paper will include: Outcomes/aims of history education in the respective countries; international policy documents on teaching conflict in post-conflict societies; and inspiring and useful teaching strategies, approaches and tools when it comes to teaching other recent conflicts in post-conflict societies.

The next steps for the joint position paper include:

1. The position paper team should agree on a framework for the joint paper and start the work
2. Once a framework has been agreed upon, EUROCLIO will be informed on the development team's needs for input to the paper.

### **An Exemplar Learning Activity**

An exemplar learning activity on the topic of '*What is / was the ICTY?*' will be created. The learning activity will address issues such as: everyone is equal in front of the court, break prejudice towards national guilt: Individualisation of blame/guilt and the aftermath and consequences of the ICTY as seen today.

Next steps for the learning activity include:

1. The discussion of a first draft of the learning activity to take place at the Banja Luka authors and experts meeting in March.



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