

Project – statement of work

The project "Myths and truths of the events in former Yugoslavia" has its point of origin in the use of history and historical consciousness; it's significance for the development of a strong sense of nationalism but also how to proceed after a deep conflict based on widely different opinions of a historical process.

The events in former Yugoslavia, the disintegration after Tito's death and the fall of communism, the emergence of a powerful ethnic nationalism in the late 80-ies, the war in former Yugoslavia between 1991-95 and the reconciliation process, or rather the lack of reconciliation that has followed after the war are some of the key issues that the project will address. The focus is also the genocide in Srebrenica in July 1995 when more than 8,000 Muslim men were murdered. The genocide, carried out by the Bosnian Serb army under the leadership of Ratko Mladic is the most comprehensive genocide in the postwar period. The events at Srebrenica have led to several convictions of genocide by the ICTY in The Hague - the International Criminal Tribunal for the Former Yugoslavia, established in 1993.

In this project we want to highlight, raise issues and generate insights into how the practice of history can be used as leverage, how history can be used as a weapon of national mobilization nurturing strong nationalism and how the practice of history can stand in the way of a reconciliation process.

How are people affected by what is perceived as objective history? What role can history play in a nationalist process and how can one's own historical narrative stand in the way of reconciliation?

Background

During the war in the Balkans the worst massacre in Europe since World War II and one of modern history's worst crimes against humanity took place in Srebrenica in 1995.

The Bosnian Serb army, VRS, besieged Srebrenica in early July 1995. There was not just the area's actual population, but also Bosnian Muslims who fled the attacks and the ethnic cleansing that took place in other towns in the mainly Serb-controlled eastern Bosnia. Six hundred Dutch UN troops were stationed in the area to maintain order, but in practice they were far too few, too poorly trained and

badly equipped to do anything. Bosnian Muslims made their way to the UN posts for help as VRS was advancing into the area. But without adequate resources the Dutch could not resist the attack from the VRS and the Dutch colonel chose, after a meeting with the Serb General Ratko Mladic, to surrender. Capitulation meant that VRS released 14 Dutch UN soldiers previously taken as prisoners and in return forced the UN battalion to give up a few thousand Muslims, who had sought refuge adjacent to the base in Potocari. During the following days, women and children were separated out and bused away from Srebrenica. The men were detained and executed. It was only several days later, when the first fleeing survivors reached Muslim-controlled area, that news of Srebrenica reached the outside world.

United Nations decided in 1993 on a special war crimes tribunal for former Yugoslavia, International Criminal Tribunal for Yugoslavia forms, ICTY. The Tribunal was established in The Hague, Netherlands. Over 150 people have been indicted by the ICTY and over 50 have been convicted of various crimes in connection with the Balkan wars of the 1990s. A few were acquitted. The ICTY has in the legal sense defined Srebrenica as genocide. It occurred when Bosnian Serb General Radislav Krstic was sentenced in 2001. Srebrenica became, after Rwanda, the second case of legally defined genocide.

The Living History Forum (swe, Forum för Levande Historia) is now working in collaboration with Sida to develop a project around Srebrenica targeting teachers and students. The project will include historical aspects of the events both before and during the genocide in Srebrenica, as well as reconstruction and reconciliation in the former Yugoslavia. The project will also highlight international aid efforts in order to support the ongoing process of reconciliation after the genocide and war in the Balkans.

Problem description

The project seeks to illuminate, as already noted, the use of history and historical consciousness, its importance for the emergence of a nationalist movement and how the use of history can affect a reconciliation process. The project would also like to highlight how international actors, including Sida, can support the work of development and peaceful coexistence.

The starting point is the course of events in the former Yugoslavia before the war, the events in Srebrenica – the most comprehensive genocide of our time, and the time following the war.

Overall project description

Work on the myths and truths started in June 2010. A feasibility study was submitted in August 2010 and a project proposal in October of that year. The project plan that now exists has been approved by the Management Group (steering group) and is the basis for further work on the project. The project will run during the period 2010-2012.

The project's main components

The project consists of four main parts described below.

1. The first part will deal with the four nationalist narratives that prevailed in the former Yugoslavia, the Serbian-Orthodox, the Croat-Catholic, the Bosnian-Muslim and the communist. Instead of seeking to describe an objective history the project will instead focus on the subjective history and the various nationalist narratives that prevailed since the collapse of Yugoslavia. The goal for module 1 is to give students an insight into how history can be used to mobilize nationalism and power. The more intermediate part of history will be tied to an educational component which takes up nationalism as a phenomenon and answers the question how it is possible that, when necessary, the nationalist card can be played.
2. The second part will highlight the ethnic cleansing in former Yugoslavia, with specific focus on the course of events in Srebrenica. The module will highlight the chronological chain of events with specific focus on the role of the UN because the area around Srebrenica was a so-called safe area. The purpose of the module is to provide a clearer picture of the widespread ethnic cleansing that resulted from war, genocide process, and the ability to

also distinguish it from similar events during the Yugoslavia war. The systematic and planned course and extent of the genocide will be important elements in the module. Authentic testimony will also play a crucial role.

3. The third section will highlight the use of history and the possibilities of starting a reconciliation process. The module describes the work of the ICTY and ICMP, and partly to highlight the work of these institutions and their role in contributing to or preventing a reconciliation process. Again, authentic testimonies and interviews with people who are differently affected by the events in Srebrenica will be important elements. Even to this part an educational module is connected with experiential learning that will highlight the module's main issues.
4. The fourth section will highlight the international community, including Sida's support to Bosnia after the war. Key elements will be support for ICMP and to the juridical process, as well as other assistance for capacity building in governance and institutions. Also efforts directed at reconciliation by NGOs will be addressed in this part of the project.

An exhibition will also be produced and is meant to serve as an initial input to the project's theme. The theme of the exhibition will preliminarily be "can you fall in love with anyone". By focusing on the love stories before the war between different ethnic groups, students' curiosity about nationalism and ethnic identity will be sued. The exhibition will be very limited and linked to the educational material and the pedagogical process.

5. The project will also produce a seminar - 15 years after Srebrenica. The conference is meant to have two themes, commemoration of the genocide and an expose of what happened in Bosnia-Herzegovina since 1995, with a focus on reconciliation and the practice of history. Previously it was thought that the conference would be done in collaboration with the Institute of International Affairs and Sida, but after the Institute dropped out, it will be done in cooperation with the Civil Rights Defenders and Sida. The conference is planned for autumn 2011.

6. In order to extend pupils' own historical narratives of the events in former Yugoslavia as one of the project's main points, teaching methods for this will be developed.

Orientation/purpose

The project has the following main objectives;

- To understand and reflect on the practice of history and its importance for nationalism
- To raise awareness about crimes against humanity in former Yugoslavia in the 1990s, focusing on the genocide in Srebrenica in 1995.
- To allow for reflection on processes and patterns of behavior behind such an event and thereby identify possible factors, mainly nationalist significance of fragmentation on ethnic or religious grounds.
- Recognize methods to counteract similar processes and patterns of behavior in the future, including the establishment of international criminal courts and through international assistance efforts at institutional support and reform efforts to strengthen democracy and human rights.

In addition to the above specified objectives, the project also follows internal goals:

- To increase knowledge within the organization about the issues that the project illustrates.
- Supplying FLH new knowledge and experience on the basis of spectating the project's pedagogical method.
- Add knowledge to Sida regarding pedagogical approaches in meeting with young people.

Impact goals

- Achieve increased recognition that how we choose to use history can increase the risk of nationalism and ethnic division
- Achieve greater insight into the mechanisms within ourselves that could allow the emergence of a strong nationalism
- Achieve a greater understanding of how history and uses of history affect the prospects of reconciliation.
- Increasing our knowledge about what measures can be instituted to reflect on reconciliation and the use of history between different ethnic groups.
- Enhance the understanding of important institutions, international development and its importance to peaceful coexistence and hope for the future.
- Make knowledge of the former Yugoslavia available for a wider audience.

Production goals

The goal of the project is to produce the following.

Educational materials

- educational materials in four parts
- In the first step 20 schools in 3 regions are to be reached out to. The goal is to reach to at least 30 municipalities during the project.
- two teacher seminars during 2011 based on the contents of the project and its focus

Exhibition

- a smaller exhibition that can be sent around Sweden with educational materials

Communication

- an information campaign in connection to the launching of the material in October 2011

- a seminar/workshop about the pedagogical and didactic methods is performed for the employees of Sida

Program activities

- Some program activities during 2011 with focus on different aspects on the subject focus of the project, but also on the events in former Yugoslavia

The National Mission

The main target groups are high school students. The project will be spread over the whole country in several steps, through cooperation both with The Global School (swe. Den Globala Skolan) and the Pedagogical Centre of Gothenburg (swe. Göteborgs pedagogiska centrum - GRUL) which means that the project will mainly cover western Sweden. Also FLH's (Forum for Living History, swe. Forum för levande historia) large databases will be used to identify schools around the country. The reference group that consists of teachers and which is in the process of formation will also help with spreading the project.

Boundaries

The project is not aimed at young people outside school.

The project should not spread indiscriminately to all schools throughout the country. Its implementation should be driven by demand on the local level.

The project does not address all issues of the multifaceted conflict in former Yugoslavia. The focus is on the usage of history and reconciliation and the events in Srebrenica have been chosen partly because a number of genocide-judgments in the ICTY are a consequence of Srebrenica, but also because questions around reconciliation and the role that different institutions play in the process of reconciliation and the establishment of historical facts are major parts for the survivors of Srebrenica.

The Target Groups

The most important target groups of the project are youths of age 16-19. The main channel for reaching these youths will be school. Since the project will be channeled through school, teachers are one of the main target groups.

The age of the target group is determined by several factors. The questions at issue are consistent with the students' intellectual and personal maturity. For students younger than the target group it is difficult to reflect on several of the issues in the project. Based on the syllabus and the new emphasis on the use of history, the estimate is that the project is appropriate for the high school level.

A secondary target group could be grownups with the interest in history and society. The tour policy from the Pavel Morozov exhibition could be used in this case as well, i.e. the libraries across the country could host a smaller exhibition. In that case, the **catcher** which was mentioned earlier could also work as an independent exhibition.

Strategy

One of the main challenges is to reach out with educational materials to schools and teachers. The schools have slight possibilities to assimilate new materials and there are many other organizations that want to reach out with their own messages to the school. The project will therefore (in order to reach a larger audience) be launched to a set of chosen schools that will get an opportunity to try the materials. In order to increase the efficiency and to reach the goal in the presented material on the primary target group, an education in the materials will be performed for the teachers in the chosen schools. Project implementation should take place on a municipality by municipality basis.

By letting the education material derive from experience-based learning, we are enabling the students to understand some very complicated and abstract issues in an easier and a more entertaining way. Role playing games and other forms of experiences will form the core of the pedagogical method.