



WAR(S) IN PICTURES

A pedagogical tool about teaching war conflicts
in the area former Yugoslavia



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2018

INTRODUCTION

History of the recent wars of the 1990s in the area of former Yugoslavia is a rather sensitive and controversial issue in all the countries of the West Balkans. In some countries these topics were introduced into the teaching, in some only partially or not at all. This period is remembered in different ways, often confronting and mutually exclusive. While some believe this is why this period of history still isn't past that should be studied.

The European association of history educators EUROCLIO, in cooperation with the partners, initiated a project focusing on the question how to teach the themes of the 1990s wars in the area of former Yugoslavia.

The project titled 'Learning a History that is 'not yet History' was initiated in 2016 and realized in cooperation with partner organizations:

ANIM - History Teachers' Association of Macedonia

Documenta – Centre for Dealing with the Past

University of Split and the Faculty of Humanities and Social Sciences

HIPMONT - History Teachers Association of Montenegro

ISHA - International Students of History Association

EUROCLIO HIP BiH - History teachers association in Bosnia and Herzegovina

Association for education and human rights, Croatia

Association for Social History – Euroclio, Serbia

Pedagogic tool on teaching about wars in the area of former Yugoslavia „War in pictures“ is part of the EUROCLIO project 'Learning a History that is 'not yet History'.

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LEARNING A HISTORY THAT IS 'NOT YET HISTORY'

Reconciliation & Responsible History Education?

How to teach the history of recent wars that is often considered not to be history yet, but is remembered in so many different ways, and has been investigated in great detail in the context of transitional justice? This is the main question the project seeks to answer through collaboration between History teachers associations and transnational teams.

This resource explores 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.

PROJECT AIMS

The project aims 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 may raise awareness in their countries that common remembrance is possible.

- To contribute to citizens' understanding of the Union, its history and diversity.
- To raise awareness of remembrance, common history and values and the Union's aim that is to promote peace, its values and the well-being of its peoples by stimulating debate, reflection and development of networks.

EXPECTED OUTCOMES

- To connect history teachers in Europe to review their approaches to the recent violent past of the 1990s wars.
- To empower history students in the countries of former Yugoslavia to approach the sensitive history of the 1990s conflict in a multi-perspective way.
- To evaluate, valorise, disseminate and support further exploitation of past successful projects that took initiative to deal with the recent wars through education.
- To provide students and the public at large with opportunities to study the history of the 1990's war in the context of clashing memories and the various perspectives on the achievements of international law and transitional justice.

To raise awareness among European history educators (formal and non-formal) on the challenges of teaching this recent conflict history in the countries of former Yugoslavia.



Workshop title

War(s) in pictures

How were the wars of the 1990s marked in visual historical sources?

A pedagogical tool about teaching war conflicts in the area former Yugoslavia.

Wars in former Yugoslavia started in 1991 and lasted until the end of 1999. After 25 years since the end of war, there is no uniform position about the name of the war, character of the conflict and wartime events. In the public, there are prevailing three or more interpretations of same events from the recent past. Whether the war was civil, religious, national, liberation, homeland war, or was it an aggression – remains an open issue. Holding wartime commemorations, places of suffering and remembrance, counting military and civilian casualties, revisiting court-established facts, are topics in the public discourse. There are very few examples of calling to question the role and responsibility among the members of one's own people in those conflicts.

Why is it important to teach about war conflicts of the 1990s?

Historiography failed to find a consensus about the 1990s wars, while actual education policies in all newly formed states of the former Yugoslavia additionally deepen misconceptions, stereotypes and prejudices. Teaching topics relating to this period of the past are still the most sensitive topics for teaching.

The teachers are not sufficiently trained to teach about the 1990s wars, hence non-teaching the 1990s wars had been selected as one of models in history teaching in the new states.

The intention of authors was for this teaching material to help the teachers to start teaching about 1990s wars and to interpret them in a way not burdened with high national politics and away from narrow interpretation of a victim and/or aggressor.

We are aware it is very difficult to be objective in observing and interpreting events that we participated in, as soldiers, civilians, children in war, refugees, observers, victims. Our goal was to present one model of teaching and to show war conflicts the way they were seen by war photographers.

Context

Context

Starting with CoE Recommendations / Ministerial Committee (2001) 15 about teaching history in Europe in the 21st century, where history teaching should be the decisive factor in reconciliation, acceptance, understanding and confidence among nations, and play the leading role in improving basic values such as tolerance, mutual understanding, human rights and democracy, we believe it is important that pedagogical tools based on historical / scientific didactical methodology of history teaching on the 1990s conflicts in the area of former Yugoslavia are created in the education process.

Learning about the recent past is important and that is why school should be significant participant in facing the past and give its contribution to dialogue and building peace. Every single one of us should take a deep look inside and try to find answers to questions about causes and consequences of the 1990s wars, since consequences still impact the lives of most inhabitants of former Yugoslavia today. The process of facing with the past, the recent past, has to commence.

Key question of the workshop

How do we remember the 1990s wars in the area of former Yugoslavia?

Specifics of the workshop**Politics and politicians**

- Where is the boundary of responsibility of politics / politicians in the 1990s wars in the area of former Yugoslavia?

Soldiers

- What was the role of soldiers in the 1990s wars in the area of former Yugoslavia?

Ordinary people

- What was the impact of war to the everyday life of ordinary people?

Remembrance of war

- To what extent a relation towards the monuments speaks about our relationship towards the 1990s wars in the area of former Yugoslavia? Strengthening the teachers' competences to approach the process of teaching history of 1990s wars in the area of former Yugoslavia by analyzing visual historical sources.

General goal of the workshop

¹ Recommendations number (2001)15 about teaching history in Europe in the 21st century, Ministerial Committee of the Council of Europe, 31 October 2001.

**Specific goals
of the
workshop**

- Enabling teachers to teach the topics about the 1990s wars in the area of former Yugoslavia through analyzing visual historical sources using the multiperspective methodology.
- Encourage teachers to critical review of visual historical sources about the 1990s wars in the area of former Yugoslavia.
- Enabling teachers to promote dialogue and reinstate peaceful relations through deconstructing the prejudices and stereotypes.
- Encourage teachers to give their contribution infacing the past of 1990s wars in the area of former Yugoslavia.

**Learning
outcomes**

Participants will be trained to analyze visual historical sources using multiperspective method, to ask questions about them, collect data based on the source, organize them, perform analysis and synthesis of obtained data, compare them and draw conclusions.

**Time length of a
workshop**

90 minutes

**Number of
participants**

20 - 25

**Methodology of
a workshop**

- Working in groups
- Multiperspective analysis of visual historical sources

Workshop workflow

Presenting the program and participants of the workshop

Activities of trainers / workshop holders: trainers ask questions. We ask the question to the participants as a dilemma and we ask them to write their response on a sticker and put it on a flipchart (both questions).

Questions:

- *Do you remember where were you / what were you doing on 27 June 1991?*
- *What was the most impactful picture of war for you?*

Activity of participants: Answering the questions and putting them on a flipchart.

Activities of trainers / workshop holders: Addressing the participants.

The first victims of the 1990s wars died in the Spring of 1991. In the area of Plitvice lakes, on 31 March 1991, there were two police officers killed, one on the Croat and Serbian side each, in Borovo Selo on 2 May twelve Croat policemen and three members of Serb forces got killed, but the 'real' war

**Introduction
activity
(15 minutes)**

**Introduction
activity
(15 minutes)**

started with the first casualties in Slovenia, on June 27. Instead of small-scale fights between larger groups, there was a conflict between Slovenian Territorial Defense and the JNA (Yugoslav National Army) units.

Context for workshop holders:

A soldier in JNA uniform, with a camouflage helmet, 'green' model with leaves holding a rifle, lying on the ground, and is approached by Yutel rapporteur, Ivica Puljic, who started to interview him. The interview has made it to the history of TV journalism in the region.

Time and place, description of life of Bahrudin Kaletovic.

End of June 1991, somewhere in the line of fire in Krakovski Gozd, in Slovenia. The JNA soldier, Bahrudin Kaletovic, a 19 years old boy from Tuzla, came into a collective memory of all Yugoslav people who watched the Yutel report from Slovenian front that evening. Bahrudin was captured in Slovenia. A little while after that, imprisoned soldiers were given civilian clothes and released to go back to their homes. After a few days of rest, Bahrudin and the rest of the soldiers were summoned to JNA, in order to serve the remaining part of their military service. The soldiers from Tuzla were transferred to Djakovo, Croatia. Bahrudin was playing an instrument in an army orchestra, so he was not on the line of fire in Croatia. He finally completed his military service on 29 November 1991, on the Day of the Republic, which by that time already ceased to exist. At the start of the war in Bosnia, Bahrudin reported to a reserve police forces, from which he was demobilized on 24 April 1996. In Bosnian war he was a communications technician, often on the first line of fire. After the war he continued to play the guitar. He got married and his daughter Esmeralda was born in 1993. His son Damir was born in 1998. At that time Bahrudin was performing with his band in Zagreb, so he left for Tuzla to see his son, but he got killed in a traffic accident.

**Main activity
(45 minutes)**

Activities of trainers / workshop holders: Forming working groups and disseminating the tasks. Participants are divided in four groups.

- Each group receives different material to perform their task. Trainer sits at the table. Previously prepared material lies on the table.

Material prepared for participants:

1. Flipchart
2. Markers

- Workshop holders instruct the participants from all groups that on another table there are:

- Paper with prepared questions for realization.

- Photos / cards (Card description: on the front side of a card is a photograph. On the back side is the description of the photo).

**Main activity
(45 minutes)**

Activity of participants: Selecting photographs: One representative from each group chooses the photographs and takes the paper with corresponding questions.

Performing the task follows.

Each group has to answer the key question provided - analysis of a visual historical source / photograph(s).

Participants: Notice and solve the problem; interpret the historical source; note down the basic results of their work.

Questions during analyzing the photographs:

Key task for all groups: *Describe what you see.*

1. What is presented in the photo?
2. Where was it taken?
3. When was it taken?
4. Who/what is in the photo? What are they doing?
5. Think about: Feelings of people who are in the photo, at the time of taking the photo.
6. What did the photographer want to show/say with the photo?
7. Do you know who is the author of the photo?
8. What would you ask the actors presented in the photo?

Remark: The group 4 (monuments) receives additional questions:

1. To what extent a relation towards monuments of the past speaks about our society today?
2. Do the monuments have 'expiration date' in physical sense / remembrance sense?
3. What/who has the largest impact to such a relation towards monuments?
4. In what way our lack of care for monuments tells us that we are 'ashamed' of our own past?

Activity of workshop holders (during the task performing of participants)

- Trainers/holders use earlier prepared timeline with marked years that reflect the historical context (1991-1999) where the participants will mark the time when their photo was taken. The timeline is fixed on a wall.

- During performing their tasks, the workshop holders give additional instructions and answer the possible questions from the participants.

**Concluding
activity
(30 minutes)**

Activity of participants: Presenting results. Each group uses the timeline for the purpose of presenting their results. Each group presents its conclusion, there is a discussion answering to the key tasks.

Key tasks:

Politics and politicians

- Where is the boundary of responsibility of politics / politicians in the 1990s wars in the area of former Yugoslavia?

Soldiers

- What was the role of soldiers in the 1990s wars in the area of former Yugoslavia?

Ordinary people

- What was the impact of war to the everyday life of ordinary people?

Remembrance of war

- In what way a relation towards the monuments speaks about our relationship towards the 1990s wars in the area of former Yugoslavia?

Activity of workshop holders / participants: Participants summarize answers to the initial questions:

Questions:

- *Do you remember where were you / what were you doing on 27 June 1991?*

- *What was the most impactful picture of war for you?*

**Visual
historical
sources**

Photographs by war photo-reporters

The photographs were used upon the compliance by Sandra Vitaljic, a Curator of the exhibition "Lessons from 1991". The photographs were exclusively intended for the workshop "War(s) in pictures" and any copying, re-taping, publishing, and distributing of the whole or any part thereof, of this pedagogical tool (including documents, pictures, photos, etc.), regardless of the reasons for doing so, is forbidden and constitutes a violation of copyrights.

1. Tone Stojko, The meeting of the presidents, 1991.
2. Romeo Ibrišević, The defense of the Mladost Bridge, Zagreb 1991.
3. Srđan Ilić, Vukovar, 1991.
4. Srđan Ilić, Srebrenica, 1993.
5. Srđan Ilić, Operation Storm, Prijedor 1995.
6. Dragoljub Zamurović, Vukovar, 1991.
7. Renato Brandjolica, Refugees, Zagreb, 1991.
8. Renato Brandjolica, Refugees, 1991.
9. Renato Brandjolica, The lowering of the flag, Zagreb, 1990.
10. Renato Brandjolica, The raising of the flag, Zagreb, 1990.
11. Rikard Larma, Sarajevo, Doing the laundry in Miljacka river, 1993.
12. Rikard Larma, Sarajevo, Two grenades and drinking water, 1992.
13. Rikard Larma, Sarajevo, The winter of bicycles, 1993.
14. Miloš Cvetković, Skelani, 1992.
15. Miloš Cvetković, Srebrenica, Potočari, 1995.
16. Miloš Cvetković, The prisoner-of-war camp Šljivovica, 1995.
17. Amel Emrić, Srebrenica, 1995.
18. Željko Gašparović, Refugees, Davor, 1991.
19. Toni Hnojčik, Operation Flash, Gavirnica, 1995.
20. Milomir Kovačević Strašni, Little soldiers, 1992.
21. Imre Szabo, Gazimestan, 1989.
22. Imre Szabo, Soldiers, Negoslavci, Vukovar, oktobar 1991.
23. Pavo Urban, Dubrovnik, novembar 1991.
24. Pavo Urban, A man with a dog – Fear, 1991.
25. Zoran Jovanović Mačak, The Merciful Angel, Pančevo, 1999.
26. Miloš Cvetković, Vukovar, 1991.
27. Youtube channel, Interview Bahrudin Kaletović, 27Jun 1991.
https://www.youtube.com/results?search_query=lekcije+iz+91

**Visual
historical
sources**

Photographs by CAN – Centre for non-violent action <https://nenasilje.org/>
The photographs were used upon the consent by CAN – Centre for non-violent action. The photographs were exclusively intended for the workshop "War(s) in pictures" and any copying, re-taping, publishing, and distributing of the whole or any part thereof, of this pedagogical tool (including documents, pictures, photos, etc.), regardless of the reasons for doing so, is forbidden and constitutes a violation of copyrights.

1. CNA - Centar za nenasilnu akciju, Sarajevo roses, Sarajevo 1996.
2. CNA - Commemoration plaque to citizens of Sarajevo killed in a line waiting for bread, Markale marketplace, Sarajevo 1996.
3. CNA - Sarajevo, Dobrovoljačka, Sarajevo 1992.
4. CNA - A monument to fallen soldiers of Stari Vitez, 2012.
5. CNA - Memorial to all killed and missing Bosniaks, children, women and men from Višegrad 2012.
6. CNA - Commemoration room – Museum of inmates in Bosnia and Herzegovina , Brčko district 2010.
7. CNA - Busovača, prison camp 'Silos' 1993.
8. CNA - Prijedor, Camp Omarska, 2003.
9. CNA - Prijedor, prison camp in Trnopolje 1992.
10. CNA - Monument to fallen people of Obudovac in the past wars (since Protá's rebellion to date), Obudovac, Šamac, 2001.
11. CNA - Monument in Pobrjeđe, Sanski Most 2013. Photographs from the Internet:
 1. Ron Haviv, Vukovar 1991.
 2. Ron Haviv, Soldiers, Ključ 1995.
 3. Ron Haviv, Children in war, Slavonija 1991.
 4. Ron Haviv, Vukovar 1991.
 5. Ron Haviv, Kosovo 1999.
 6. Živan Jovanović, Santa Claus with a rifle Mirkovci 1991.
 7. Official signing of the Dayton Agreement, Dejton .
 8. Blace, Macedonia 1999.
 9. Border crossing Blace, Macedonia 1999.
 10. War in Slovenia 1991.
 11. Road from Prizren towards Prishtina (Kosovo and Metohija) 1999.
 12. Kosovo Roma leaving Obilic 1999.
 13. Brioni, Slovenia 1999.
 14. Konvoy of Kosovo Serbs leaving Gnjilane 1999.



Bojana Dujkovic-Blagojevic graduated from Department of History at the Faculty of Philosophy, University of Banja Luka, where she obtained her Master as well. She was working in parallel as a history teacher and for an NGO for several years. She was one of the founders of the history teacher's association of Bosnia-Herzegovina, EUROCLIO HIP, where she holds the role of Project Manager. Bojana is the author of supplemental teaching materials for history and a co-author of a textbook for Culture of religions. During her long cooperation with EUROCLIO, she has coordinated projects, developed teaching materials and acted as Editor in Chief for the publications for the Balkans actively worked as a trainer in the projects that are focused on culture of remembrance and improving the capacities of history teachers. 2014 Bojana was appointed as a EUROCLIO ambassador.

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Nataša Kostić was born 1970. She graduated from the Department of History at the Faculty of Philosophy, at the University of Belgrade. She is an experienced History teacher with over twenty years of work in 'Momcilo Zivojinovic' Primary school, Mladenovac, Serbia. From 2002 she is a member of the Association for Social History – Euroclio (UDI-EUROCLIO), Belgrade. Nataša is interested in improving history teaching with the focus on the social history of the 20th century, as well as teaching both the Holocaust. Currently, Nataša is a member for the Serbian national experts team for the Office for Democratic Institutions and Human Rights (ODIHR) and the Anne Frank House in Amsterdam project to implement teaching materials on anti-Semitism in classrooms across Serbia. Nataša is interested in breakup and wars during the 1990s on the territory of the former Yugoslavia. She is a member of the project team EUROCLIO " Learning history that is not yet 'history". She is also interested in using ICT skills during the History teaching process. She is the author of a blog for teaching history classroom Eduhistory. In this area she gained National recognition 2015, 2016 and 2017. Moreover, she is a coordinator of UDI EUROCLIO project.

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WAR(S) IN PICTURES

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Pedagogic tool on teaching about wars in the
area of former Yugoslavia "War in pictures" is
intended to hold a workshop for in-service
teachers.

53 didactic cards (photographs) for
participants to process. Didactic cards were
used upon the compliance from:

- Sandra Vitaljic Exhibition "Lessons of 1991."
- Project CNA - Centre for non-violent action
"War of remembrance: A research on places of
suffering and memories of the war in BiH"
- Zivan Jovanovic (Photo Reuters/TASS), Santa
Claus and four boys, Mirkovci, 1991.
- Photos from the internet
- 16 didactic cards / war years, for the work with
workshop participants and the Timeline
- Catalogue description of the Workshop