



2016  
EDUCATORS' INSTITUTE FOR HUMAN  
RIGHTS  
Education Summit &  
Master Teacher Workshop  
*Bosnia & Herzegovina*

## FINAL REPORT

*The Educators' Institute for Human Rights (EIHR) held an Education Summit and Master Teacher Workshop in Jahorina, Bosnia-Herzegovina (BiH) from July 15-19, 2016, which included twenty participants from a variety of regions and a wide range of interests in the future of education in BiH. Participants engaged in rich dialogue, learned strategies for Holocaust and mass atrocities prevention education from representatives of EIHR, Memorinmotion, Watchers of the Sky, ICTY Outreach, the Post-Conflict Research Center, and heard a variety of insightful special guest presentations. They reviewed the goals of the 2015 Education Summit for human rights education in Bosnia and Herzegovina, as such:*

- *Generate political will and funding*
- *Develop curriculum and materials*
- *Determine teacher training strategies and materials*
- *Support teachers as they work on sensitive topics*
- *Foster networks with other human rights educators and stake holders in the region and globally*

*Building on these goals, the group shared exemplary models in lesson demonstrations and presentations of pedagogy, brainstormed ideas, prioritized essential questions, and created a specific, realistic plan. The group will develop a guiding philosophy and materials, present a teacher workshop, and pilot materials and strategies. After completion of these activities, the group will evaluate the process and product to make revisions in preparation for publication and wider dissemination.*

### Friday, 15 July:

#### **Greetings, review of agenda, revisions, and goals: What is our vision?**

***Kate English, Executive Director, EIHR***

EIHR Executive Director Kate English opened the event with welcoming remarks and brief introductions by participants. Review of the day's agenda and revisions to the plan followed. She then distributed a packet containing an abridged version of the final report from 2015 and minutes from the December 2015 and March 2016 meetings. Participants formed small groups to read over and process the packets, with each group reporting their impressions in a large group discussion. Five essential topics arose for discussion and consideration in the sessions to come:

1. How to work with existing partners and tools
2. Create work that is realistic and do-able. There must be realistic optimism to make change and deliver replicable and consistent material.

3. Create a logistical draft (including a decision to move the workshop from October to March)
4. Consider long-term teacher support
5. Consider for clarification: audience/student age, content of material, formal or informal educational settings

Ms. English clarified that the first portion of the event, the Master Teacher Workshop, would include lesson demonstrations by participants, offering ideas for content and curriculum to the group, and addressing the idea of working with existing partners and tools. The second portion of the event, the Summit, would focus on “big picture” planning, logistics, and specific details for meeting established goals.

### **Workshop Session 1: Review USHMM Guidelines**

*Kate English, EIHR*

In keeping with the frame of the 2015 Education Summit, Ms. English reviewed the Guidelines for Teaching about the Holocaust as developed for the United States Holocaust Memorial Museum (USHMM). Once again, she emphasized that they are *guidelines*, not *rules*. Teachers must consider their rationale for teaching the content, as well as consider their own context, the complexity of the material, and the accuracy of the content. The guidelines are as follows:

- Define the term “Holocaust”
- Do not teach or imply that the Holocaust was inevitable
- Avoid simple answers to complex questions
- Strive for precision of language
- Strive for balance in whose perspective informs your understanding of the Holocaust
- Avoid comparisons of pain
- Do not romanticize history
- Contextualize the history
- Translate statistics into people
- Make responsible methodological choices

Ms. English then presented information on patterns that have emerged in both contemporary and historic mass atrocities, including patterns of *war crimes*, *crimes against humanity*, and *genocides*. Such events generally share **warning signs**, such as *past group violence*, *scapegoating*, *preparations*, and a context of *armed conflict*, followed by **acts of violence** specific to the context. The international community can effectively **respond** through humanitarian *aid*, *advocacy*, *policy*, systems of *justice*, and *military intervention*. The **legacy** for such events varies depending on the specific circumstances, including the nature and effectiveness of response by local, regional, and international communities.

Group discussion focused on the complexity of the role of “bystanders” or “onlookers” and how classroom climate, teaching methods, and the nature of personal responsibility intersect with these ideas.

### **Guest Speaker Presentation:**

*Louise Lawrence Israels & Ruth Cohen, Holocaust Survivors*

Louise Lawrence Israels shared her experiences as a child in hiding in the Netherlands during the Holocaust. Introductory details included a brief history of the Nazi occupation of Holland, resistance, and concepts of collaboration. Ms. Lawrence Israels went on to describe her life as a child in hiding, sharing maps and photographs of her family, and her memories of many aspects of the war, including the hunger winter and liberation. At the conclusion of her

testimony, Ruth Cohen, a survivor of Auschwitz and other camps and ghettos, joined the discussion in a question and answer format. Both presenters emphasized, in closing, that knowledge presents the first step towards possible change, with Ms. Lawrence Israels advising, "The earlier you start talking, the more you can change." Participants, particularly those who were in BiH during the war, continued the dialogue privately with both women throughout the next several days.

## Saturday, 16 July:

### **Workshop Session 2: *Memorinmotion*, a pedagogical tool on the culture of remembrance: one example of best practices for an educational approach to dealing with the past.**

*Michele Parente, Project Manager, Forum ZFD*

Michele Parente presented *Memorinmotion*, a multi-media package focused on memorial sites located throughout the former Yugoslavia. The project centers on a memorial site guidebook along with lesson plans to foster dialogue about the meaning of memory and its role in "dealing with the past". It features a short, thought-provoking video created by students, which imagined iconic memorials engaging in a search for reconciliation. Critical questions arose among participants regarding the criteria by which sites were chosen for the package. For example, the tool includes twelve sites from Serbia, eleven sites from BiH, nine sites from Kosovo, five sites from Croatia, four sites for Macedonia, and one site for Montenegro. Thus, there were questions about how this ratio of sites could lead to reader perception of bias. In addition, there were questions about the rationale of selecting a number of Western-oriented sites, such as monuments of the title character from the movie *Rocky*, Bob Marley, and former U.S. President Bill Clinton. Mr. Parente indicated that the memorial sites were chosen through a series of diverse selection panels, field-testing, and evaluation. Notably, the tool is published in local languages and to date 130 teachers in BiH have been trained in the tool.

### **Work Session 3: USHMM Timeline Activity**

*Kate English, EIHR*

The Timeline Activity involved multiple stages of lesson development, from prompting students to think critically about the significance of certain events in the rise and fall of the Nazi German state, to the impact of Nazi Germany's campaign against the Jews and other minorities, both individually and collectively. The lesson involved the audience's placement of key elements along a timeline, specifically using four sets of materials: "ID Cards" created for the USHMM, captioned photographs of significant news events during the Holocaust, Nazi propaganda posters and photographs, and examples of Anti-Jewish Decrees in Nazi Germany, to creating a multi-layered time line. Individuals read and reflected on the stories of persons who suffered under the regime, as well as thought critically about how these lives were affected across the timeline of the regime. Once all materials were posted, participants took part in a "Gallery Walk" to consider the intersection of the events over time, and terming it an "old-school info-graphic." The timeline remained posted for the duration of the event.

### **Work Session 4: *Watchers of the Sky*: Lesson Applications in BiH**

*Lejla Mulalic, Professor, University of Sarajevo, and Alma Zero, Teacher, University of Sarajevo*

Ms. Mulalic and Ms. Zero engaged the group in lesson demonstrations from curriculum they have drafted based on the documentary film, *Watchers of the Sky*. They worked in consultation with one of the film's Executive Producers, Elizabeth Bohart (of the *Watchers of the Sky Initiative*, which sponsored this event). Ms. Mulalic and Ms. Zero also partnered with Larisa Kasumagic (currently abroad) across the year to develop ideas, calling

on their own expertise in creating pedagogy as well as materials previously created for the film by Facing History and Ourselves. In so doing, they came up with new ideas and content specific to history and contemporary needs in BiH. Ms. Mulalic and Ms. Zero included clips from sections of the film highlighting Samantha Powers' description of Raphael Lemkin's creation of the word "genocide," the story of Umdala and her sons, and finally, Ben Ferencz invoking Tycho Brahe to inspire us all to be a "watcher of the sky."

*Watchers of the Sky* provided an excellent background to the development of the legal concept of 'genocide' and the ongoing struggle to move the legal prohibition to a universal prohibition. It also served as a good introduction to the purpose of the Teacher Training and Summit, and its messages were frequently used as reference points for motivation and overall direction of the Training and Summit discussions.

### **Work Session 5: *ICTY Outreach* lesson demonstration** ***Almir Alic, Liaison Officer, ICTY***

Almir Alic provided a general overview of the International Criminal Tribunal for the Former Yugoslavia (ICTY)'s efforts at outreach. The ICTY did not have a formal outreach effort established until nearly six years after the Court's establishment, which placed the Court at a disadvantage in managing its public relations and in particular addressing inaccuracies published by parties adverse to the Court's work. Mr. Alic and his office for ICTY Outreach have worked with approximately 50 universities and 60 high schools across all of BiH since initiating their work. He reported, "Students from mixed schools are most optimistic. They think differently when they're in a multi-ethnic context, and the level of empathy increased in different ethnic communities." As the work of the court comes to a close, Mr. Alic expressed the hope that the materials and work of the Outreach Office would continue, perhaps in another context.

### **Work Session 6: *International Holocaust Remembrance Day* lessons** ***Tatjana Juric, Teacher, Gimnazija Banja Luka***

Tatjana Juric, a teacher in Gimnazija Banja Luka, Republika Srpska, presented an overview of the lessons she has taught with respect to Holocaust remembrance, based on professional development provided by Yad Vashem. Her lessons centered on the analysis of photographs and diary entries of Holocaust survivors and victims, including two individuals posted in the Timeline Activity.

### **Work Session 7: *P-CRC Ordinary Heroes* lessons** ***Tatjana Milovanovic, Manager of Field Operations, P-CRC***

Tatjana Milovanovic, a project manager for the Post-Conflict Research Center (P-CRC), presented an overview of the Center's work in the development and distribution of an exhibition centering on the extraordinary stories of ordinary people. The exhibition, a temporary outdoor display of photographs and text, has been on view in approximately 25 cities in BiH. The featured stories focused on heroic efforts of individuals who took actions to help others during circumstances of persecution, suffering, or war, including the Holocaust, Cambodia, Rwanda, and BiH. P-CRC ran workshops for young people in the communities hosting the exhibition called "Heroes in Training," which focused on examples from everyday life, giving young people the opportunity to reflect and develop an understanding of "moral courage" and how "hero" is defined. Ms. Milovanovic reported that P-CRC continues to collect stories as the exhibition tours, observing "people don't tell stories, because they don't consider themselves as doing anything out of the ordinary."

Sunday, 17 July:

**Next Steps: Review and processing of lesson demonstrations. What works?**

*Group*

Ms. English provided an opportunity to process all of the presentations, lesson demonstrations, and discussion of the previous days. Participants formed new small groups to debrief and discuss transposition of the content into a cohesive workshop. The groups reported their discussion to the larger group, recording ideas on poster paper for reference. Over several hours, an abundance of ideas, content, and rich conversation concluded with a draft plan and an agreement to work toward distilling the findings of the Master Teacher Workshop into a formal plan during the Summit portion of the event.

**Presentation: Photography and the Holocaust**

*Paul Lowe, Photojournalist, London College of Communications*

Dr. Lowe began his presentation on the educational use of photography and images of the Holocaust with four portraits of women, similar in composition and framing. After inviting analysis and comment, he revealed that all four portraits were from Bergen-Belsen, but two of the portraits were Holocaust survivors and two were guards. He then juxtaposed a series of other photos, some from liberation, some depicting the aftermath of battle, including reprisal killings, and some to demonstrate the impact of graphic photos. In contrast, he also projected “aftermath photos” reflecting the impact of war without detailed illustration of death and injury. Dr. Lowe asked the group to consider “How might such photos be used to best effect? If you don’t use them, then you don’t make the point forcefully enough. On the other side, there may be re-victimization, etc. So that’s very problematic. What kinds of materials are usable in what kind of context?” While Dr. Lowe did not offer specific answers, he emphasized the need for documentation and preservation, noting “which photos are published show the standards of a society.”

**Why We Are Here**

*Valery Perry, Independent Education Consultant*

Dr. Perry has lived in BiH since 1997, and has developed a thorough and unique perspective on the state of education. She provided a historical overview of the political environment of BiH, including insights into the legal framework and political culture that continue to undermine and prevent systematic educational reform. Her presentation generated significant debate on the practical and theoretical circumstances that encourage segregation in the schools as well as the ongoing ethnic divide between communities. The content of Dr. Perry’s remarks was sobering, given the specific realities of the landscape she described. Nonetheless, participants came away with new resolve and optimism, particularly those living and working in BiH, who appreciated Dr. Perry’s clear-eyed pragmatism and frankness. International participants took their cue from their domestic peers, and recognized that while the challenges are substantial, a realistic, thoughtful process and product has the potential for substantial, sustainable change.

Monday, 18 July:

**Moving from Conceptual to Concrete: Creating a Plan for 2016-2017**

*Kate English, EIHR*

Fluid and continuous work throughout the day focused on moving from conceptual to concrete. Two representatives from the OSCE joined the event, offering insight into practical considerations for the group. Breaks for coffee and meals punctuated the efforts and allowed for natural transitions toward a specific plan.

The Summit portion of the events opened with reviewing and revising the following concepts and questions:

- How to determine effective educational human rights content: What examples, such as the Holocaust, other genocides globally, recent history, best serve our children and communities?
- How do we develop materials and incorporate them into the curriculum? How do we overcome the limits of the prescribed curriculum?
- How do we identify and train teachers?
- How do we secure political will?
- How do we bring together stakeholders?
- What is our plan of action?

Overall, the Summit endeavored to shift the ideas and discussions from the 2015 Summit into a more concrete plan for implementation. Discussions brought forth some unresolved issues and questions. For example, participants pointed out the difficulty in producing a curriculum that would be universally accepted by all ethnic groups and government ministries. All participants agreed that a curriculum that addresses the 1992-1995 War would not be a realistic goal in the near-term. All participants believed that Holocaust education could be accepted by all ethnic groups/governments, and there was informed speculation that it may even be required curriculum (on paper, if not in practice). Consequently, there was a general consensus that the next step would be the development of a Holocaust curriculum that could be introduced in the public schools.

There was a general consensus that the proposed curriculum should be piloted in three communities—one for each ethnic group/region in BiH. This pilot would allow the EIHR “consortium” to demonstrate that a universal curriculum was possible in BiH.

Questions arose among the participants on the practical steps forward. Questions arose such as: “Who would coordinate this project? What should the curriculum entail? And, how would funding be secured?” Overall, while there was a general agreement that a funding proposal should be developed, and specific teams were formed pursuant to developing the products related to these questions, additional follow-on meetings would be necessary, particularly as the project framework matured. Prior to completion of the conference, the participants were all aware of their respective responsibilities, which were organized by teams. Some team members were identified from participants in last year’s work, and will be contacted by their teams to confirm their willingness to collaborate. Participants are aware that their work on these teams is unfunded and voluntary, unless or until a funding source that includes provisions for honoraria can be procured.

Significant insights on the local environment arose during the workshop. Specific details relating to the questions and observations highlighted above were discussed in extensive detail, and the result of that dialogue is evident in the final plan. Of particular import is awareness that there is a great deal of friction and disagreement between ethnic groups that permeates the teaching profession and student population. Because ethnic division pervades the administration of education in BiH, such as the practice of “two schools under one roof,” a pilot of the project in three communities seems to be the most feasible next-step.

## **Presentation: P-CRC *Ordinary Heroes* documentary screening**

*Tatjana Milovanovic, P-CRC*

For the last evening together, Tatjana Milovanovic of P-CRC shared “Zoran and Azra,” one of the documentary short films in the *Ordinary Heroes* series. Afterward, she led a discussion on her experiences sharing the film with the public and possible applications for educational settings.

## **Tuesday, 19 July:**

### ***Final Review: Putting our plans into action***

Participants arrived the last morning eager to work and ready to finalize details for the plans they had developed over the course of the full event:

### **Project Title: *Holocaust: Lessons For Peace***

#### **August-September:**

##### *Project Proposal Working Group:*

- Prepares reports and grant application materials.
- Identifies of BiH Project Coordinator and Partner organization

#### **September – February:**

##### *Pedagogical Working Group:*

- Develops lessons (8 modules, 16 lesson plans)

##### *Project Coordinator:*

- Works to establish relationship with a specific school/ministry from each of the three nationalities (Bosnian Croat, Bosniak [Muslim], and Bosnian Serb) in the Federation of Bosnia & Herzegovina and the Republika Srpska
- Undertakes leadership for logistical work for March workshop

**November:** Whole group participation in logistical work for March workshop as facilitated by the Project Coordinator

**March:** Four-day workshop with teachers and presenters from all three ethnicities in a central location to establish guidelines and demonstrate a selection of the lessons

**April-May:** Workshop teachers pilot lessons and materials in classrooms

**July:** All parties meet to evaluate outcomes of workshop, materials, and lesson

## **Post-Summit:**

### **Conclusions and Recommendations:**

- As of the writing of this report, EIHR and the Post-Conflict Research Center have agreed informally to create a partnership for the purpose of securing funding through

international/European sources. Tatjana Milovanovic will serve as Project Coordinator. A formal MOU detailing this agreement is pending.

- Forum ZFD has offered their office meeting space for working groups to gather and plan.
- Shared experiences of surviving mass atrocities across time, nationality, and culture enriched collaboration and forged relationships immeasurably.
- Partnerships with other organizations to collaborate on content, resources, outreach, and other important elements critical to the success of the project remain essential, as well.
- New potential partners, from organizations unable to participate in the Workshop and Summit, have also come forth, and the group looks forward to widening the working group community in a spirit of inclusive cooperation.
- EIHR and partner organizations need to work with local ministries and cantons to establish training and materials that may reach the widest possible audience.
- The group will continue to consider methods and resources for building a second-generation project, which can include content on the recent war, in parallel with the current project. This is an exceptionally difficult and sensitive task, and requires further consideration.
- The outcomes of the work of this event are dependent on funding. All participants agreed to assist in seeking funding, sharing ideas for resources, and contributing to the collective goal as they are able. International organizations are called to assist in these efforts with expertise, materials, financial, and logistical support.
- Discussion of strategies for support of teachers dealing with their own grief and healing post-conflict shows innovation and may be a valuable asset for other educational communities with similar circumstances.
- The number of participants was fewer than last year, with some last minute cancellations due to world events and illness. This may have contributed to a more intimate process with a high level of commitment to the project.

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