

**MLADI
ZA
MLADE**

**METODOLOGIJA I
RADIONICE ZA
VRŠNJAČKO
OBRAZOVANJE**

**METHODOLOGY
AND WORKSHOPS
FOR PEER TO PEER
EDUCATION**

**YOUTH
FOR
YOUTH**



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UVOD I METODOLOGIJA

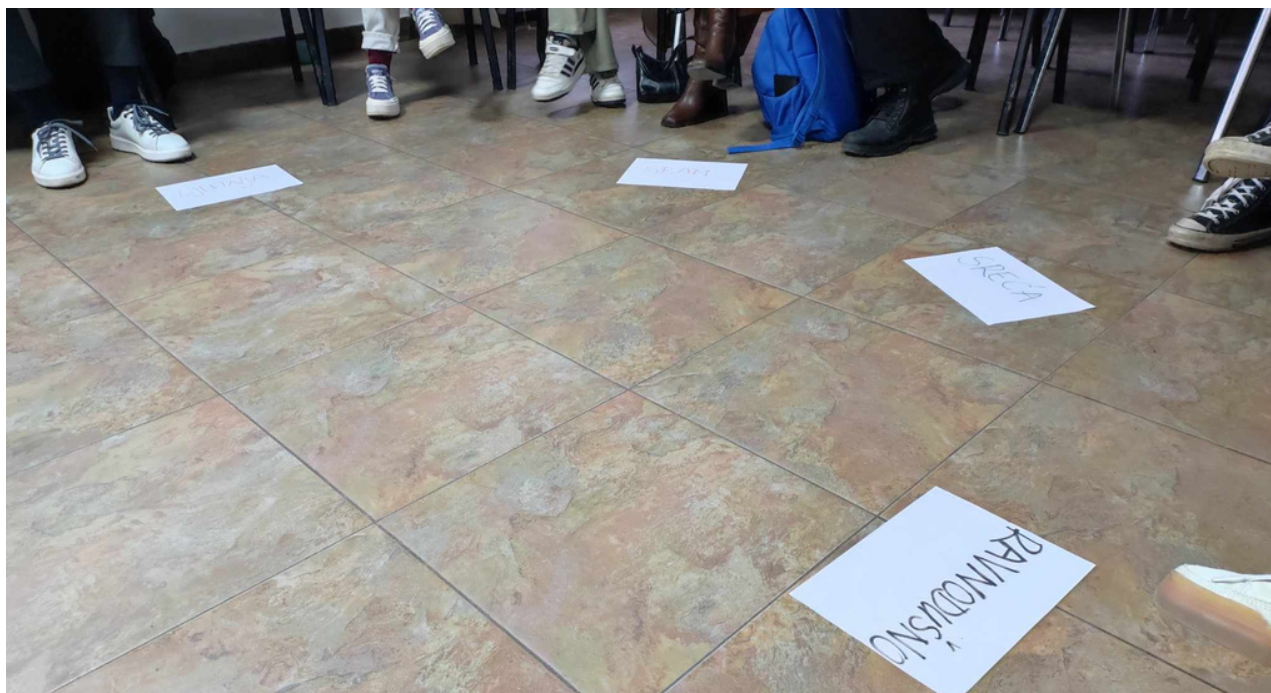
INTRODUCTION AND METHODOLOGY

Uvod

Projekt „Mladi za mlade“ za cilj je imao izravno uključivanje volontera i volonterki *Documente* u planiranje, promociju, organizaciju i evaluaciju radionica. Tijekom trajanja projekta, osam volontera organiziralo je ukupno sedam radionica u razdoblju od prosinca 2024. do svibnja 2025. godine. Grupu su činila tri volontera iz Hrvatske, dvoje iz Italije, jedan iz Njemačke, jedan iz Nizozemske i jedan iz Španjolske. Sve su radionice bile temeljene na metodama neformalnog obrazovanja i vršnjačkog učenja. Obrađivale su teme vezane uz kulturu sjećanja, ljudska prava i povijest, a uključivale su mlade i studente.

Introduction

The project “Youth for youth” aimed at directly involving *Documenta*’s volunteers in the planning, dissemination, organization, and evaluation of a workshop. During the project, eight volunteers organized a total of seven workshops between December 2024 and May 2025. The group included three volunteers from Croatia, two from Italy, one from Germany, one from the Netherlands, and one from Spain. All workshops were based on the methods of non-formal education and peer to peer learning. They explored topics connected to culture of memory, human rights, and history, and involved young people and students.



Metodologija

Volonteri su imali središnju ulogu u svakoj fazi projekta, čime su aktivnosti zaista bile zasnovane na vršnjačkom pristupu. Nakon početne prezentacije projekta i razgovora s timom *Documente*, volonteri uključeni u projekt dobili su zadatak započeti s osmišljavanjem potencijalnih tema koje bi ih zanimale za istraživanje, kao i metoda koje smatraju prikladnima za provedbu. *Documenta* im je tijekom cijelog procesa pružala podršku i usmjerenje, uključujući primjere postojećih materijala.

Nakon što su odabrali nekoliko tema i metoda koje su ih zanimale, volonteri su svoje ideje dodatno razradili kroz razgovor s timom *Documente* te su počeli detaljno osmišljavati strukturu radionica. Kada su odredili datum i vrijeme održavanja radionica, volonteri su izradili vizuale i tekstualne materijale za online promociju – proces koji im je omogućio dodatni uvid u pitanja vizualnog identiteta i javne komunikacije.

Radionice su zatim samostalno organizirali i vodili, na hrvatskom ili engleskom jeziku – ovisno o jeziku u kojem su se osjećali sigurnije, kao i o publici. Zbog njihove izravne uključenosti, sve su radionice bile temeljene na vršnjačkom učenju, a poticale su uključene mlade na aktivno sudjelovanje u raspravama i planiranim aktivnostima.

Methodology

The volunteers played a central role in every phase of the project, ensuring the activities were genuinely peer-to-peer in nature. After an initial presentation of the project and discussion with *Documenta's* team, the involved volunteers had the task to start brainstorming about possible topics they would be interested in exploring, and methodologies they see suitable. *Documenta* provided guidance and support throughout the process, offering existing materials and examples.

Once selected a few topics and methods they were interested in, the volunteers discussed with *Documenta's* team their ideas, and started designing the structure of the workshop in detail. As they decided the date and time to hold their workshop, the involved volunteers created both visual and written content for online promotion – a process that gave them additional insights into questions of visual identity and public outreach.

Finally, they independently organized and facilitated the workshops, choosing to conduct them in either English or Croatian, depending on their comfort level with the language and the audience. Because of their direct involvement, all workshops were based on peer-to-peer learning approaches, and engaged the participating young people to take part in discussions and planned activities.

UVOD I METODOLOGIJA / INTRODUCTION AND METHODOLOGY

Nakon radionica, volonteri su snimili kratke videozapise kako bi reflektirali i podijelili svoja iskustva. U tim su videozapisima govorili o temama kojima su se bavili, postupku provedbe te utjecaju koji je sudjelovanje u radionici imalo na njih osobno i kao grupu. Svi videozapisi dostupni su na:

https://www.youtube.com/watch?v=l0ewKpK0NpY&list=PLQvO03ap_DTeMnO6OVi9MV6jMpwCzCu82

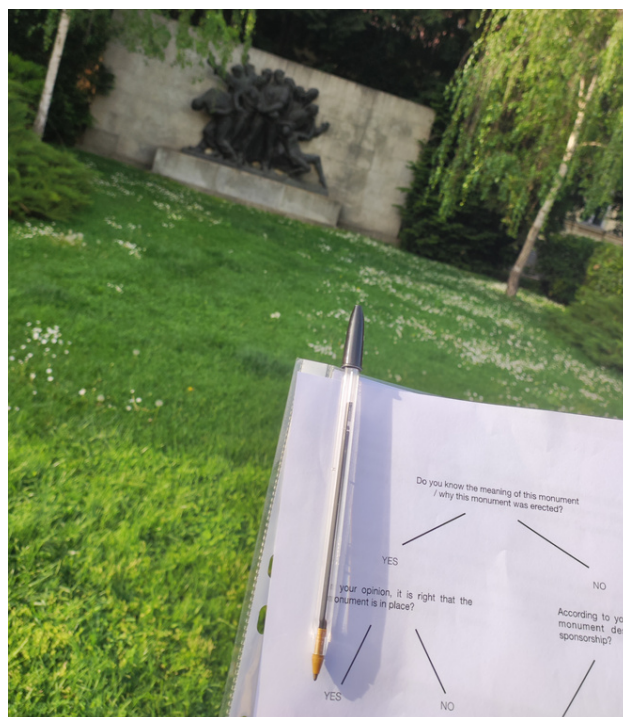
Kroz ovaj projekt, volonteri i volonterke imali su priliku po prvi put samostalno osmisliti i provesti radionicu, pri čemu su stekli organizacijske i komunikacijske vještine te konkretno iskustvo u području vršnjačkog obrazovanja o sjećanju.

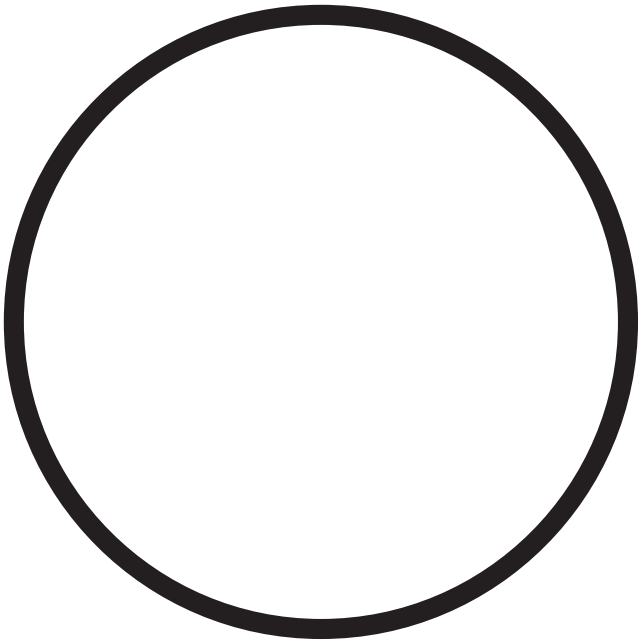


Following the workshops, the volunteers also produced short videos to reflect on and share their experiences. In these videos, they discussed the topics they addressed, the process they followed, and the impact the workshops had on them personally and as a group. All videos are available at:

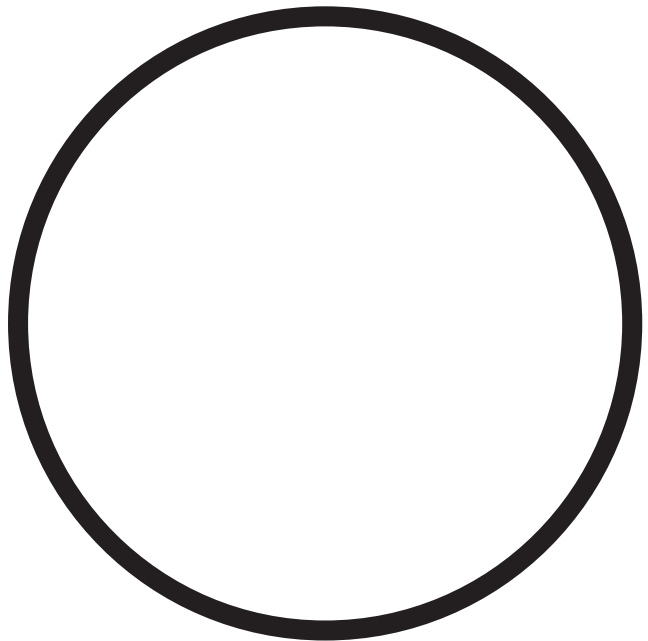
https://www.youtube.com/watch?v=l0ewKpK0NpY&list=PLQvO03ap_DTeMnO6OVi9MV6jMpwCzCu82

Through the project, volunteers had the chance to plan and conduct a workshop for the first time, gaining organizational and communication skills, and concrete experience in the field of peer to peer memory education.

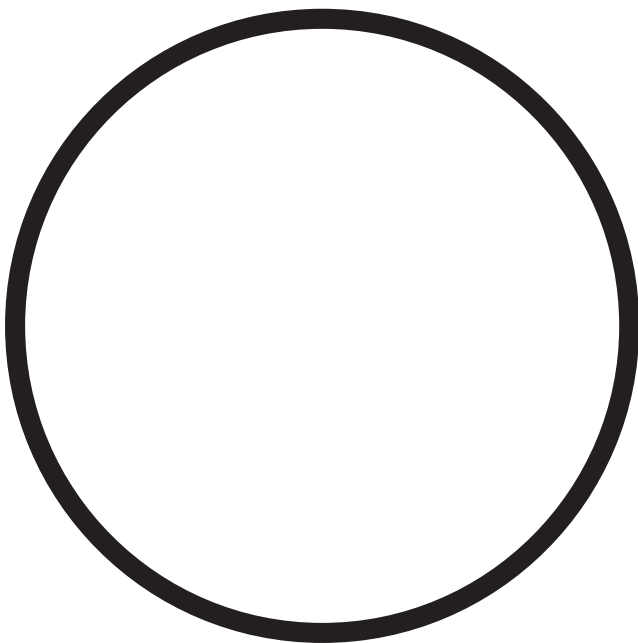




- Which topics are you interested in?**
- something that you have already worked with
 - something that you would be interested in knowing more about



Which formats do you think might be interesting (workshop, exhibition, walk, film screening...)?



Who would you like to involve in your workshop?



WORKSHOP

Name of the workshop:

Aim:

Time/duration:

Target group/s:

Key words (theme/topics):

Skills developed by the participants:

Materials needed:

Description:

including

- Introduction/warm-up
- Main activity
- Conclusion/reflection/evaluation

Annex (if any) / for ex. materials that should be printed

RADIONICE

WORKSHOPS

LORENA MAESO BLANCO

**UZAJAMNA POMOĆ I
KOLEKTIVNO DJELOVANJE –
OD PROŠLOSTI DO
SADAŠNJIH INICIJATIVA**

LORENA MAESO BLANCO

**MUTUAL AID AND
COLLECTIVE ACTION –
VIEWS FROM THE PAST TO
PRESENT INITIATIVES**

Uzajamna pomoć i kolektivno djelovanje – od prošlosti do sadašnjih inicijativa

Datum i vrijeme: Utorak, 10. prosinca 2024., 17:00h

Lokacija: Kuća Ljudskih prava, Selska cesta 112C, 10000 Zagreb

Trajanje: Oko 2 sata

Jezik: Engleski

Ova radionica ima za cilj promišljanje i stvaranje sigurnog prostora za raspravu o različitim primjerima uzajamne pomoći i kolektivnog djelovanja kroz različite povijesne periode pa sve do inicijativa u današnje vrijeme.

Pridružite nam se u aktivnosti koja će nam pomoći razumjeti što su uzajamna pomoć i kolektivno djelovanje, kako su organizirani u prošlosti, kako se organiziraju danas te zašto su oduvijek postojali.

Pokušat ćemo razmisliti o različitim aktualnim društvenim potrebama koje bi nas potaknule na angažman ili djelovanje kroz uzajamnu pomoć, ili osmišljavanje novih ideja koje bi se mogle provesti u praksi.

Mutual aid and Collective action – Views from the past to present initiatives

Date and Time: Tuesday, December 10th2024, 17h

Location: Kuća Ljudskih Prava (Human Rights House), Selska cesta 112C, 10000 Zagreb

Duration: 2 hours (approximately)

Language: English

This workshop aims to reflect and create a safe space for debate about different examples of mutual aid and collective action throughout the different periods of our history and up to present times initiatives.

Join us for an activity that will make us understand what is mutual aid and collective action, how can it be organized both in the past and in the present and why has it always existed.

We will try to think and spot different needs in our current society that would move us to engage or act in mutual aid based examples or come up with new ideas that could be put into practice.

WORKSHOP ACTIVITY

Mutual aid and collective action

Views from the past to present initiatives

On December 10th

At 17h

(Activity in English)

WORKSHOP ACTIVITY

Cities as politicised spaces

Street names as a narrative tool

On December 12th

At 17h

(Activity in English)

**@Kuća Ljudskih Prava (Human Rights House)
Selska cesta 112c, Zagreb**



GRAD
ZAGREB

Naziv radionice: Uzajamna pomoć i kolektivno djelovanje – pogledi iz prošlosti prema današnjim inicijativama

Cilj: cilj ove radionice je potaknuti raspravu i razmišljanje o pojmovima „uzajamna pomoć“ i „kolektivno djelovanje“

Vrijeme/trajanje: otprilike 2 sata

Ciljna skupina: mladi, studenti, ostali zainteresirani sudionici

Ključne riječi (teme): uzajamna pomoć, solidarnost, kolektivno djelovanje

Vještine koje sudionici razvijaju: kritičko razmišljanje, povećano znanje i osviještenost o temama radionice, veća motivacija za djelovanje

Potrebni materijali: PowerPoint prezentacija, tiskani primjeri

Opis:

Kako bi se ostvario cilj radionice, sudionici će biti upoznati s različitim primjerima inicijativa i društvenih pokreta koji se temelje na uzajamnoj pomoći i kolektivnom djelovanju – od povijesnih do suvremenih primjera.

Upoznat će se s detaljima svakog od primjera, a radionica će osigurati siguran prostor za raspravu o njima. Nakon što se upoznaju s odabranim primjerima, sudionici će promišljati o sličnostima i razlikama među njima te na koji su način metode uzajamne pomoći i kolektivnog djelovanja bile prisutne i zašto.

Radionica se nastavlja raspravom – prvo u parovima, a zatim na razini cijele grupe – o inicijativi u današnjem društvu koju poznaju, u koju bi se voljeli uključiti ili koju smatraju važnom za djelovanje.

Organizatori će moderirati raspravu kako bi se došlo do zaključka o mogućim načinima kolektivnog organiziranja (odnosno među samim sudionicima radionice).

Na kraju, održat će se završna refleksija u kojoj svi mogu sudjelovati – izraziti nedoumice, zabrinutosti, postaviti pitanja ili zatražiti dodatnu literaturu.

Uvod – 20 minuta

Sudionici se upoznaju s pojmom uzajamne pomoći, njezinim principima i načinima funkcioniranja.

Brainstorming – 15 do 20 minuta

Sudionici pregledavaju različite primjere i čitaju ih. Zajedno komentiramo primjere i povezujemo ih s onim što je objašnjeno u uvodu. Izdvajamo ključne pojmove koji nam pomažu u razumijevanju, poput: „solidarnost“, „ekologizam“, „radnička prava“, „ratni sukobi“ itd.

Rad u parovima – 30 do 40 minuta

U parovima sudionici razmišljaju o svojoj stvarnosti i potrebama koje uočavaju oko sebe. Promišljaju o tome postoji li neko djelovanje vezano uz te potrebe. Je li ono organizirano? Zašto je (ili nije) to važno? Kako se možemo sami organizirati? Ako je moguće, zajednički dijelimo ideje ili zaključke iz rasprave u parovima s cijelom grupom.

Završni dio i ukupna refleksija – 15 minuta

Raspravljamo što iz radionice nosimo sa sobom, kako nam je bila korisna i kako sudionici doživljavaju temu. Otvoren je prostor za pitanja, komentare i dodatne prijedloge.

Name of the workshop: Mutual aid and Collective action - views from the past to present initiatives

Aim: this workshop aims to inspire a debate and reflection about the concepts of 'mutual aid' and 'collective action'

Time/duration: about 2 hours

Target group/s: young people, students, other interested participants

Key words (theme/topics): mutual aid, solidarity, collective action

Skills developed by the participants: critical thinking, increased knowledge and awareness on the topics of workshop, increased motivation to take action

Materials needed: Power point, printed examples

Description:

To reach the aim of the workshop, participants will be introduced to different examples that span throughout the course of history up to present times of different initiatives and social movements that are mutual aid and collective action based on.

They will get to know details about each of the examples and there will be a safe space to discuss all of them. Once they are familiar with the examples selected by the organizers, the participants will reflect on similarities and differences of the examples and how the methods of mutual aid and collective action were present in them and why.

The workshop will continue with a discussion - first in pairs and then with the whole group - of an initiative in nowadays society that they can think of, would like to be involved with or consider necessary to act on.

The organizers will help to conduct the discussion in order to finish with a conclusion of some possible ways of collectively organized ourselves (that is, the people participating in the workshop)

To finish, there will be a final reflection in which everyone can participate. Express doubts, concerns, ask for bibliography, etc.

Introduction - 20 minutes

Participants get to know about what's mutual aid, how does it work and which are the bases of it

Brainstorming - 15 - 20 minutes

Participants go through the different examples and read them all. We comment together the examples and think about how are they related to what it's been explained in the introduction part. We single out different concepts/words that will help us understand. For example; 'solidarity', 'ecologism', 'workers rights', 'war conflicts', etc.

Work in pairs - 30-40 minutes

In pairs, participants think about their realities or the different needs they can spot that speak to them. They reflect on whether there is or isn't some action being done. Is it organized? How is that important to us (or not)? How can we organize ourselves? If possible, we put together the different ideas or thoughts about the discussion they had in pairs with the whole group.

Final part and overall reflection - 15 minutes

We discuss what do we take of the workshop and how is it relevant to us or what are the participants' views on it. If there are any doubts, questions, etc.



WORKSHOP ACTIVITY

Lorena Maeso Blanco

Mutual aid and Collective action

views from the past to present initiatives

20 **D** DOCUMENTA
CENTAR ZA SUOČAVANJE S PROŠLOŠĆU



GRAD
ZAGREB

INTRODUCTION

- **What is mutual aid?**

Mutual aid is actually very easy to understand. It's a basic concept within our humanity.

Mutual aid is the collective action that aims to help others in front of a need.

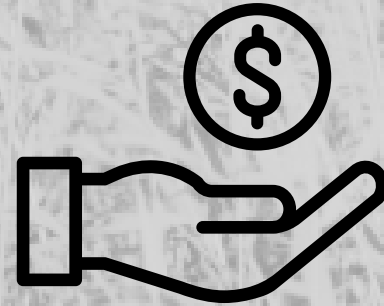
As well as the collective awareness that the conditions in which we are forced to live in are based on injustices.

Mutual aid is born when a group of people realize that these needs are not meet within the current systems and that most of the time these same systems have created the problems or make them worse.

➡ and at this point is when there is a collective action that reacts

The concept of mutual aid has always existed, it's not something from our present time only. Throughout human history people have organized themselves to survive and help each other.

But the way people used to organize, connect and help each other historically has changed drastically with the emergence of Capitalism and Colonialism.



These changes, to sum it up, forced us to live in systems of wage labor and with the existence of private property and dominance over the land and nature and over others.

As it developed, wealth became more and more in the hands of a few.

This made the different ways in which we could provide each other with support more diluted because societies started to become more fragmented.

We find ourselves competing with each other sometimes for survival and we need to rely on hostile systems to get everything we need.

social isolation



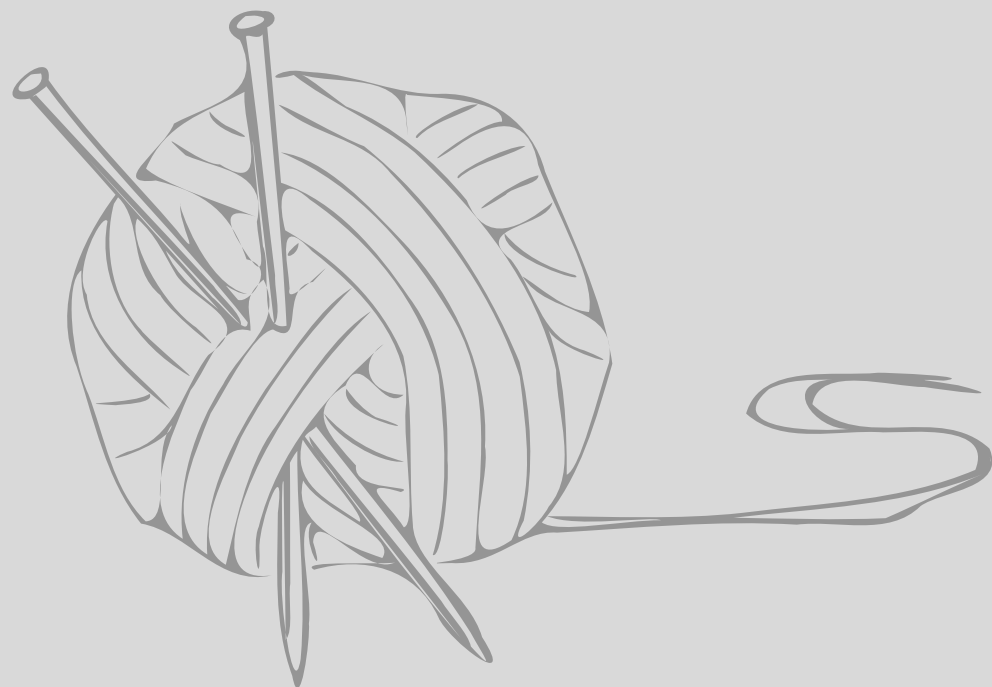
dependance on hostile systems

Projects and social movements that are mutual aid based on expose a reality. Which is that people do not have what they need. And they propose a common front, a collective action.

In some cases in order to get involved in a movement that uses mutual aid there is a previous experience of having received help. That is because it becomes very difficult for people to help when you're fighting for your own survival.

But when receiving support through a space which makes a political analysis of the conditions that have produced the problem someone is in, it helps dissolve the stigma around it, the shame, the isolation that comes with it.

Social problems in a capitalist society like ours are not interpreted as faults of the system but rather are attributed to individual moral deficiencies. Mutual aid provides an alternative to this mindset.



- **What is *not* mutual aid?**

‘Solidarity, not charity’

Participation is an important element. Mutual aid projects are participatory because its essential objective is to solve problems/needs that do not wait to be solved through what could be understood as "saving interventions". That is why it turns into a collective action.

The idea is also to provide people (everyone) with tools to develop collectively skills and to be able to make decisions.



These are not projects where "experts" necessarily have to intervene

Are by definition anti-authoritarian movements that want to demonstrate that everyone can contribute in different ways

There is no speech about "who deserves" and who doesn't get help. That is why mutual aid doesn't share the values of charity, where decisions are usually made to determine what type of help and to whom it is offered. What limits it has and under which conditions it is given

Charity aid does not intend to go to the roots of the problem that causes poverty, violence, etc. but usually charitable aid cleans the images of the elites (economic, political, social, religious) that finances it.

Mutual aid offers an alternative that there can be new (or old) ways of collectivity, of organizing human activity. We can organize ourselves to do things that have been said to be unthinkable, "not possible".

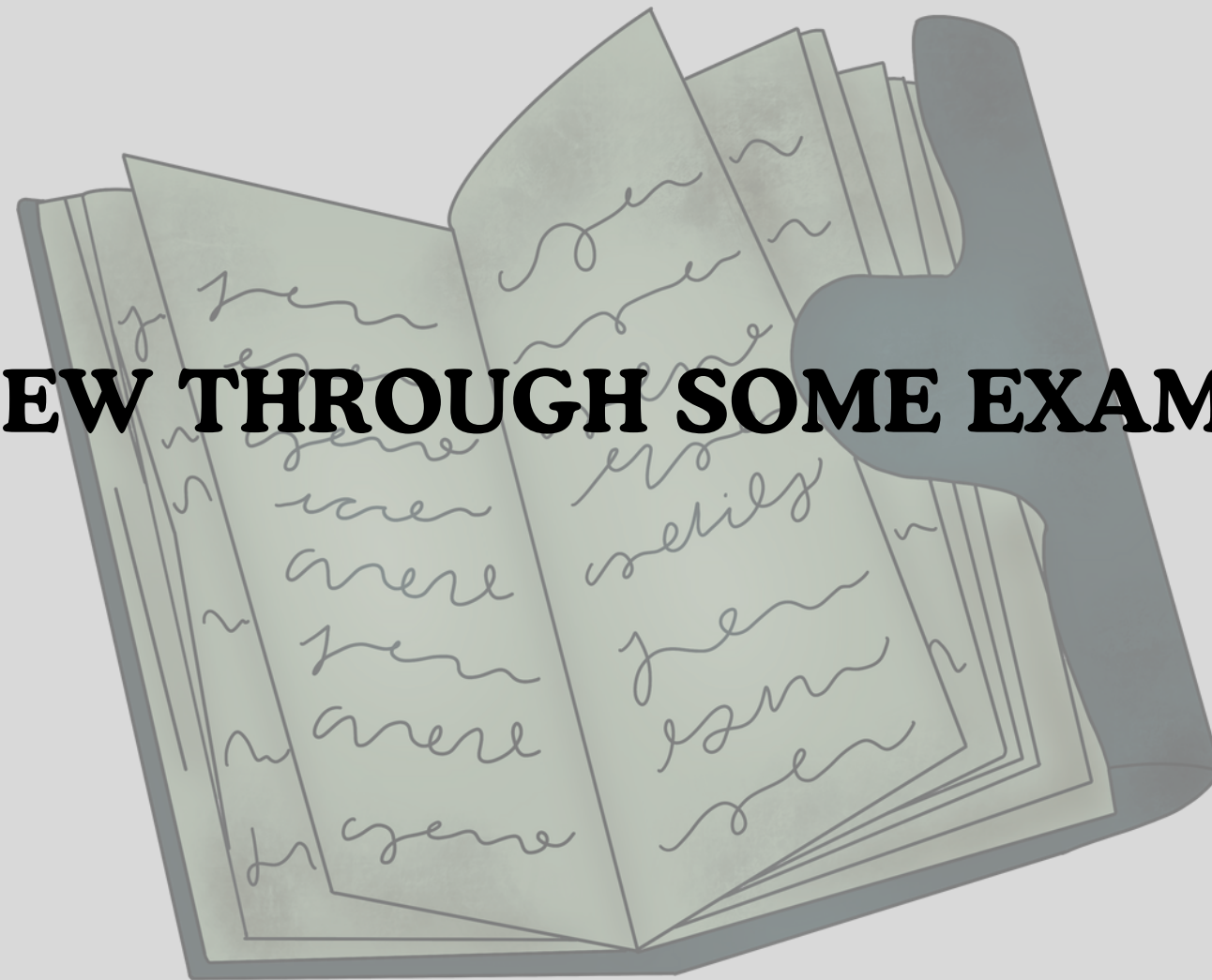
Criminalization of the work done by mutual aid projects has been always present in the history of social movements, precisely because it tackles directly to the core of injustices and offers alternatives.

As actions increase governments, companies and media usually try to dismiss the impact of them or try to integrate them into an idea of voluntarism or as something complementary to their authority and in the framework of the existing systems.

In other cases, it can be perceived as a 'heroic' consequence of a single act in order to dilute the collective and organized work behind and the intention of mutual aid.

But in most cases when mutual aid and collective action projects proceed and create a different yet real alternative to the way life is understood, the response is to monitor, criminalize and repress the effort and the alternatives set.

A VIEW THROUGH SOME EXAMPLES



‘SUPORT MUTU DANA’ - VALÈNCIA

(Mutual Aid DANA València)

The first example is a very recent case of a mutual aid project.

In October 2024, following the devastating floods that happened in different towns of the same region in València (Spain), where around 200 people died and entire houses were destroyed and a lot of people lost everything they had in the span of a few hours, ‘Suport mutu Dana’ appeared to organize the immense response of mutual aid that emerged.

Through social media platforms but also on-site there was a response to the inability of the government and other institutions to give a quick response to those in need.

Many people were trapped in their towns -or even inside the houses- that were collapsed by mud and rubble. As days followed, this project contributed to distribute food, supplies and to this day still continues to provide other necessary help such as making understandable the burocracy to ask for insurances, financial help, etc. to the people affected.

They also started to point out and discuss how the effects of the DANA could have been way less devastating if there would have been not only a more effective warning but also a reflection to look back at how the territory is organized and the problems of overbuilding.

This project created a platform to connect a network of other mutual aid initiatives in València with similar purposes.



COORDINATION OF LETTERS TO PRISON

There are several initiatives in different countries that organize the coordination to send letters to prison.

There are usually self-organized collectives who are trying to ease the people imprisoned with the isolation, the stigma and the lack of communication they suffer.

The projects mostly consist of doing workshops that are usually called 'letters to prison' or 'open letters' where people who want to participate can write letters, with the help and guidance of the organizers, to someone who is deprived of freedom in prison. And then these coordination groups make sure the letters are delivered.

These different initiatives have similarities in the way they perceive the actions they're doing; embracing criticism of the penitentiary system and the dehumanization of it, the culture of punishment and the punitive populism.

They point out the common alliance between the States and the security industry and the failure in the penal system to provide any social solutions and to keep perpetuating a system that, by percentage, sends the most vulnerable people to prison.

These initiatives especially focus on women and sexual dissidents prisoners who suffer inequality in the prison context and an invisibility of their needs. They also continue to suffer double confinement by being deprived of activities that only reach the male modules, with less access to "work" in prison and less support outside and with more percentage of physical and sexual violence and with a higher rate of deaths by suicide in prison.

ANTIWAR CAMPAIGN (ARK)

The Antiwar campaign in Croatia was a project that started in 1991 once the first violent acts of the war took place in the country. It was an initiative that started from both individual people and groups of civic society already active during the 1980s that decided to unite themselves into what was called the Antiwar Campaign (ARK).

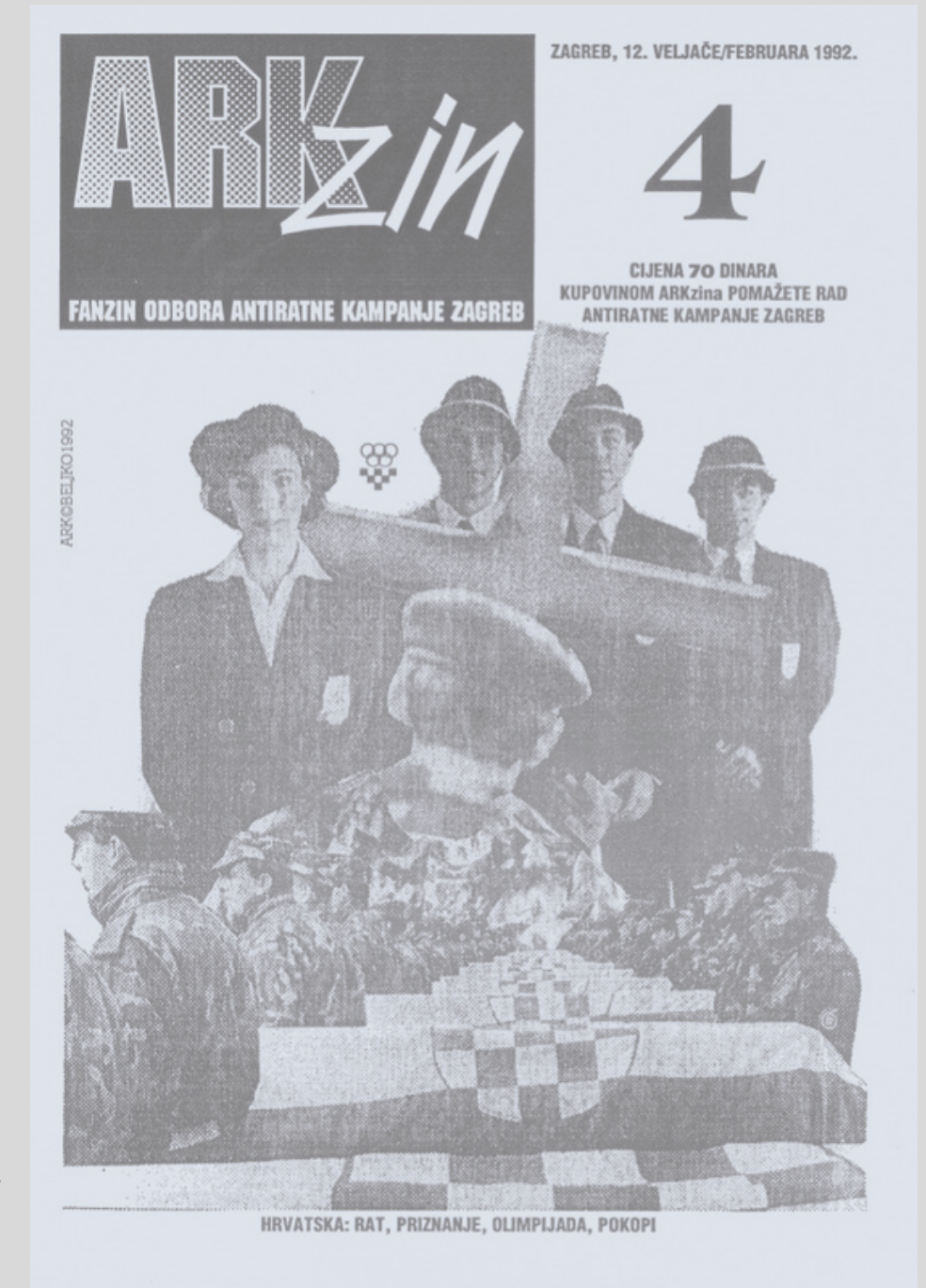
They started to operate in different fields connected to peace-building and the further establishment of civic society, through numerous actions and activities.

Since the beginning of the war the ARK supported conscientious objector by helping them in declaring objection to military service and demanding civilian service.

ARK's members created different organizations such as the Centre for peace, nonviolence and human rights founded in 1992.

One of the initiatives of ARK was the international solidarity that they helped establish with international groups of people who offered immediate help to communities affected by the war, by rebuilding houses, organizing dialogues and gatherings to support the process of rebuilding of the community and reconciliation, and helping refugees.

With help of international groups they created the online-based network "ZaMir", based not just in Croatia but also in Bosnia-Herzegovina, Serbia and Slovenia, which allowed people from war torn places and across the world to communicate, creating a feeling of international solidarity, quite unique in the first days of internet connections in the 1990s.



THE INTERNATIONAL BRIGADES

The examples of the known as the International Brigades is probably one of the most famous examples of what's considered international solidarity in contemporary history.

The IB constituted around 35.000 people from more than 53 different countries who fought alongside the 'Ejército Popular de la República' (Spanish Popular Republican Army) during the Spanish Civil War (1936-1939).

The commitment of the brigadists was understood as a fight against facism not just in Spain but a threat increasing all over the world at that time.

Although the IB were driven mostly by a communist sentiment it is important to also understand this example of international solidarity as a movement that called many different people who were not communist *per se* or that were previously linked to political organizations.

Although most of the people who join the IB were men who came to fight as soldiers, it's also important to point out that there has been documented around 700 women also who joined the Brigades and whose presence is still to these days very much unknown and unnoticed.

[...] choosing to help each other, caring, putting time and resources, is in this context a *radical* act.

– ‘Mutual Aid’ Dean Spade

GIOVANNI STELLA

**GRADOVI KAO
POLITIZIRANI PROSTORI –
IMENA ULICA KAO
NARATIVNI ALAT**

GIOVANNI STELLA

**CITIES AS POLITICISED
SPACES – STREET NAMES AS
A NARRATIVE TOOL**

Gradovi kao politizirani prostori – Imena ulica kao narativni alat

Datum i vrijeme: Četvrtak, 12. prosinca 2024., 17:00 sati

Lokacija: Kuća Ljudskih prava, Selska cesta 112C, 10000 Zagreb

Trajanje: 1 sat i 30 minuta

Jezik: Engleski

Pridružite nam se na zanimljivoj radionici koja istražuje politička značenja ugrađena u urbane krajolike. Gradovi su više od fizičkih prostora — oblikuju ih narativi koji odražavaju i jačaju političke identitete. Jedan od najvidljivijih pokazatelja tih identiteta su imena ulica.

Nazivi ulica služe kao narativni alati koji perpetuiraju specifične ideologije i povijesti. Promjene u političkom identitetu često donose značajne promjene u tim imenima, otkrivajući evoluirajuće društvene narative. Koristeći primjere kulturnih zagrebačkih ulica i trgova, ova će radionica pružiti dubinski uvid u to kako imena ulica artikuliraju političke narative.

Sudionici će također interaktivno sudjelovati u preoblikovanju imena ulica, stvarajući nove narative koji odražavaju njihove vlastite perspektive.

Cities as politicised spaces – Street names as a narrative tool

Date and Time: Thursday, December 12th 2024, 17h

Location: Kuća Ljudskih Prava (Human Rights House), Selska cesta 112C, 10000 Zagreb

Duration: 1 hour 30 minutes

Language: English

Join us for an engaging workshop that explores the political meanings embedded in urban landscapes. Cities are more than just physical spaces—they are shaped by narratives that reflect and reinforce political identities. One of the most visible markers of these identities is street names.

Street names serve as narrative tools that perpetuate specific ideologies and histories. Changes in political identity often bring about significant shifts in these names, revealing evolving societal narratives. Using examples from iconic streets and squares in Zagreb, this workshop will provide a deep dive into how street names articulate political narratives.

Participants will also take part in an interactive activity to redesign street names, creating new narratives that reflect their own perspectives.

WORKSHOP ACTIVITY

Mutual aid and collective action

Views from the past to present initiatives

On December 10th

At 17h

(Activity in English)

WORKSHOP ACTIVITY

Cities as politicised spaces

Street names as a narrative tool

On December 12th

At 17h

(Activity in English)

**@Kuća Ljudskih Prava (Human Rights House)
Selska cesta 112c, Zagreb**



GRAD
ZAGREB

Naziv radionice: Gradovi kao politizirani prostori – Nazivi ulica kao narativni alat

Cilj: uključiti mlađe sudionike te ih potaknuti na razmišljanje i razumijevanje političkih značenja koja su ugrađena u urbani prostor koji ih okružuje. Gradovi nisu neutralni "objekti", već reproduciraju i oblikuju određene narative, povezujući sadašnjost s određenom prošlošću, točnije s određenim službenim sjećanjima. Proces preimenovanja ulica jedan je od najočitijih pokazatelja promjene narativa, uspona novih i slabljenja prethodnih sjećanja.

Vrijeme/trajanje: 1 sat i 30 minuta

Ciljna skupina: mladi sudionici (18 – 25 godina); do 20 osoba. Nije potrebna posebna predznanja.

Ključne riječi (teme): politika sjećanja, grad Zagreb, preimenovanje ulica i trgova

Vještine koje sudionici razvijaju: kritičko razmišljanje, stavljanje povijesti u širi kontekst, propitivanje hegemonijskih povijesnih narativa i službenih sjećanja

Potrebni materijali:

- PowerPoint prezentacija za opći uvod
- Informativni listići s biografijama i povijesnim kontekstom za odabrane slučajeve
- Prazne karte Zagreba, papiri za bilješke i pisanje

Opis:

Radionica se usredotočuje na 4 ili 5 slučajeva – konkretno, 4 ili 5 ulica, trgova ili parkova u Zagrebu koji su mijenjali imena tijekom prošlog stoljeća. Obuhvaćeno je okvirno razdoblje zadnjih 100 godina, podijeljen u 5 razdoblja:

1. doba Habsburške Monarhije
2. razdoblje Kraljevine Jugoslavije
3. razdoblje NDH
4. razdoblje Socijalističke Jugoslavije
5. razdoblje samostalne Hrvatske.

Treba uzeti u obzir promjene imena u svih pet razdoblja.

Popis slučajeva uključuje:

- Trg Republike Hrvatske
- Hebrangova ulica
- Trg kralja Tomislava
- Trg bana Josipa Jelačića
- Park dr. Franje Tuđmana

Uvod / zagrijavanje (10 minuta)

Ledolomci (*Icebreakers*)

Glavna aktivnost (60 minuta)

- Teorijski uvod o političkom značenju imenovanja ulica + povijesni uvod o imenovanju ulica u Zagrebu -> osnovna prezentacija geografije Zagreba i predstavljanje odabranih slučajeva (20 minuta)
- Interaktivni dio (40 minuta)

Podjela informativnih listića s kartama Zagreba, kronologija promjena imena za svaki odabrani slučaj

Radionica mapiranja i redizajna imena ulica:

- Uz pomoć praznih karata Zagreba, sudionici u parovima osmišljavaju nova imena za sve odabrane ulice, trgove i lokacije (svaki par mora postići unutarnji konsenzus o odabranom imenu)
- Predstavljaju i obrazlažu svoj odabir ostatku grupe
- Cijela grupa zajedno glasa za novo ime za svaku od odabranih lokacija među prijedlozima koje su dali parovi – na taj način uviđamo koji alternativni ili dodatni narativi su se pojavili iz same grupe, a koji su ostali manjinski

Završna diskusija i zaključci (15 minuta)

Name of the workshop: Cities as politicised spaces – Street names as a narrative tool

Aim: engage younger participants and encourage them to reflect and understand the political meanings intrinsic in the urban space that surrounds them. Cities are not neutral “objects” but reproduce and elaborate particular narratives, relinking the present to a certain past, and, more specifically, to certain official memories. The process of renaming streets is one of the most visible symptoms of a change in the narrative, of the rise of new memories and the decay of the previous ones.

Time/duration: 1 hour 30 minutes

Target group/s: younger participants (18-25); MAX 20 people. Non-specified background

Key words (theme/topics): politics of memory, city of Zagreb, renaming of streets and squares

Skills developed by the participants: critical thinking, putting history in perspective, challenging hegemonic historical narratives and official memories.

Materials needed:

- Power point slides for the general introduction.
- Info-sheets with biographies and historical contexts about the selected cases
- Blank maps of Zagreb, pieces of paper for notes and writing

Description:

The workshop focuses on 4/5 cases, that is 4/5 streets, squares, parks in Zagreb that changed names throughout the last century. The periods considered by the workshop is, roughly, the last century, divided in 5 periods:

- 1) Habsburg time,
- 2) time of the Kingdom of Yugoslavia,
- 3) time of the NDH, 4) time of the Socialist Yugoslavia,
- 5) time of the independent Croatia.

The changes of the street names in all 5 periods should be taken into account.

The list of cases includes:

- Trg Republike Hrvatske
- Hebrangova Ulica
- Trg Kralja Tomislava
- Trg Bana Josipa Jelačića
- Park dr. Franja Tuđmana

- **Introduction/warm-up (10 mins)**

Icebreakers

- **Main activity (60 minutes)**

- Theoretical introduction on the political meaning of street naming + historical introduction on street naming in Zagreb -> basic presentation of the geography of Zagreb and presentation of the selected cases (street, squares, avenues) (20 mins).
- Interactive part (40 minutes)

Distribution of info-sheets with maps of Zagreb, chronology of the changes of name for each selected case

- **Street Name Mapping and Redesign Workshop ->**

- With the help of blank maps, the participants, in pairs, think about how to redesign the names of all the selected streets, squares and places (each pair has to reach an internal consensus on the chosen name)
- they present and motivate their choices to the whole group
- the whole group, together, votes to choose, among the names proposed by the pairs, a new name for each selected street; doing so, we understand which other narratives (alternative or additional) emerged from within the group and which ones resulted minoritarian

- **Wrap up session (15 minutes)**

Trg Republike Hrvatske

2017-now

Republic of Croatia Square

In 2017, Zagreb's new city council decided to rename *Trg Maršala Tita* to *Trg Republike Hrvatske*. This shift in the political symbolism inherent in the square's name marked the final step in a process of erasing the Yugoslav past that had begun in 1990. Considered untouchable for more than 30 years, the removal of Tito's square was strongly contested by portions of the Croatian public.

Republic of Croatia

Trg maršala Tita

1947-2017

Marshal Tito Square

With the victory of the Yugoslav Partisans and the establishment of Socialist Yugoslavia, the square, considered by many to be the most elegant in Zagreb, was named after the most important figure in Yugoslavia: Marshal Tito.

Socialist Yugoslavia

Trg I.

1941-1947

First Square The square previously named after the Yugoslav monarch killed by the Ustaša terrorists remained nameless during the period of the NDH. It was officially referred to simply as *Trg I*, or First Square.

NDH

Trg kralja Aleksandra I

1928-1941

King Aleksandar I Square

With the extensive street renaming initiated in 1928, the prestigious square hosting the theater and the university was named after the ruling king, Aleksandar I Karađorđević, to symbolically reinforce the connection between Zagreb and the Serbian dynasty.

Kingdom of Yugoslavia

Trg Woodrowa Wilsona

1918-1928

Woodrow Wilson Square

The end of WWI and the fall of the Austro-Hungarian Empire opened the door to the self-determination of several peoples previously subjected to foreign rulers. Among them were the Croats and Slovenes, who, together with the Serbs, formed a multi-national southern Slavic kingdom. The political figure most closely associated with the peoples' right to self-determination was U.S. President Woodrow Wilson, to whom one of the most important squares in Zagreb was dedicated.

GRAD
ZAGREB

Sveučilišni trg

1888-1918

University Square

In 1888, the square was named University Square, reflecting the presence of the Palace of the Dean of the University of Zagreb and the Faculty of Law. With the inauguration of the Croatian National Theatre in 1895, the square also became unofficially known as *Kazališni trg* (Theatre Square).

Sajmište

1878-1888

Fairground

In 1878, as part of Mažuranić's toponomastic reform, the square hosting Zagreb's main market and fairground was named *Sajmište*.

Ulica Andrije Hebranga

1990-now

Andrija Hebrang Street

In 1990, as part of Franjo Tuđman and the HDZ's new nationalist rhetoric, *Ulica braće Kavurića* was renamed after Andrija Hebrang, a so-called "victim of Communism." Initially a prominent member of the Communist Party of Croatia, Hebrang was viewed as Stalin's preferred successor to Tito following the Tito-Stalin split in 1948. As part of the anti-Stalinist purges, he was arrested, accused of treason, and secretly killed in his cell in Belgrade.

Republic of Croatia

Ulica braće Kavurića

1945-1990

Kavurić Brothers Street

In 1945, with the final victory of the Yugoslav forces, Arnaldo Mussolini Street was renamed after the brothers Stjepan and Zvonimir Kavurić, two members of the Anti-Fascist movement that were arrested and killed by the Ustaša in 1942 and 1944.

Socialist Yugoslavia

Mussolinijeva ulica

1941-1945

Mussolini Street With the victory of the Axis forces in Yugoslavia and the establishment of the NDH puppet state, the symbols of the new Nazi-Fascist allies became visible in Zagreb. *Ulica kraljice Marije* was renamed after Arnaldo Mussolini, the younger and late brother of Benito Mussolini. Editor of the main Fascist newspaper, *Il Popolo d'Italia*, Arnaldo Mussolini had become one of the key figures in the Fascist pantheon after his death.

NDH

Ulica kraljice Marije

1928-1941

Queen Marija Street

With the Karađorđević dynasty eager to assert their presence in Zagreb's urban landscape, *Kukovićeve ulice* was renamed after the ruler's wife, Queen Marija.

Kingdom of Yugoslavia

Kukovićeve ulice

1878-1928

Kuković Street

Since 1878, a street in the center of Zagreb was named after Mirko Kuković, an investor who financed the construction of a palace on that street. The name remained in use for 50 years.

Austria-Hungary

Trg žrtava fašizma

Victims of Fascism Square

2000-now

In 2000, Zagreb's new left-wing local government decided to restore the old name *Trg žrtava fašizma*, emphasizing the fundamental importance of anti-fascist values for Croatia. It remains, to this day, the only major square to have its Socialist-era name restored.

Trg hrvatskih velikana

Croatian Nobles Square

1990-2000

In 1990, the new nationalist narrative promoted by Franjo Tuđman and the HDZ introduced new street names reflecting Croatia's historical traditions. Central to a network of streets and squares named after ancient Croatian rulers was *Trg hrvatskih velikana* (Croatian Nobles Square). Notably, the HDZ had its main offices in this square.

Republic of Croatia

Trg žrtava fašizma

Victims of Fascism Square

1946-1990

With the end of the NDH and World War II, the new Socialist authorities of Yugoslavia renamed *Trg Kulina bana* to *Trg žrtava fašizma*. The choice of the new name was deliberate, as the square was home to the infamous Ustaša-Gestapo prison located at number 10.

Socialist Yugoslavia

Trg Kulina bana

Ban Kulin Square

1941-1946

With the establishment of the NDH, which included also most of Bosnia and Herzegovina, the Bosnian Muslims were “welcomed” into the Croatian nation, according to the Ustaša nationalist doctrine. To cement this union, *Trg kralja Petra I* was named *Trg Kulina bana* after Ban Kulin, one of the rulers of the medieval Kingdom of Bosnia.

NDH

Trg kralja Petra I Osloboditelja

King Petar I Liberator Square

1928-1941

With the period of extensive street renaming initiated in 1928, *Trg N* was renamed after King Petar I Karađorđević, the first King of the Serbs, Croats and Slovenes and father of the current ruler Aleksandar.

Kingdom of Yugoslavia

Trg N/Sajmište

N Square/Fairground

expansion-1928

The growth and eastward expansion of the city of Zagreb brought the fairground, previously on the outskirts, into the city limits. Before being included in the regulatory plan, the area was renamed, generically, *Trg N*.

Trg hrvatskih velikana

2000-now

Croatian Nobles Square

In 2000, while restoring the name *Trg žrtava fašizma*, Zagreb's new left-wing local government decided to rename the square then known as *Trg burze* to *Trg hrvatskih velikana*.

Trg burze

1990-2000

Exchange Square In 1990, the new nationalist narrative promoted by Franjo Tuđman and the HDZ led to the erasure of many street names associated with the Socialist past. In some cases, pre-revolutionary street names were restored, as was the case with *Trg Jože Vlahovića*, which reverted to its first name: *Trg burze*.

Republic of Croatia

Trg Jože Vlahovića

1945-1990

Joža Vlahović Square

Aware of the power of symbols, the new Socialist authorities of Yugoslavia introduced their own narrative in Zagreb. The square previously named after the Munich "victims" was dedicated to Joža Vlahović, a young Zagreb-born martyr of the Anti-Fascist Struggle.

Socialist Yugoslavia

Trg Münchenskih žrtava

1941-1945

Munich Victims Square

The rise to power of the Ustaše and the establishment of the Nazi-fascist puppet state, the NDH, was reflected in the renaming of streets. Symbols of Nazi and Fascist ideologies appeared throughout Zagreb. *Washingtonov trg* was renamed *Trg Münchenskih žrtava* in honor of the Nazi "martyrs" of the failed 1923 Munich Putsch.

NDH

Washingtonov trg

1928-1941

George Washington Square

With the strengthening of good relations between the United States and the Kingdom of Serbs, Croats, and Slovenes, the square in front of the Exchange was officially named *Washingtonov trg* (George Washington Square) in honor of the powerful ally.

Trg burze

expansion-1928

Exchange Square

The growth and eastward expansion of the city of Zagreb led to the construction of new streets, squares, infrastructure, and institutional buildings. As the construction of the new Zagreb Exchange (*burza*) progressed, the square in front of it naturally came to be known as *Trg burze* (Exchange Square).

Kingdom of Yugoslavia

Trg dr. Franje Tuđmana

2006-now

Dr. Franjo Tuđman Square

In 2006, nearly seven years after Franjo Tuđman's death, a political debate arose in Zagreb over how to honor the legacy of Croatia's first president. While most agreed on the need for commemoration, the Zagreb City Council was divided: the right-wing faction pushed to rename a central square after Tuđman, while the left-wing faction, led by the mayor, preferred preserving old names and dedicating a new square to him.

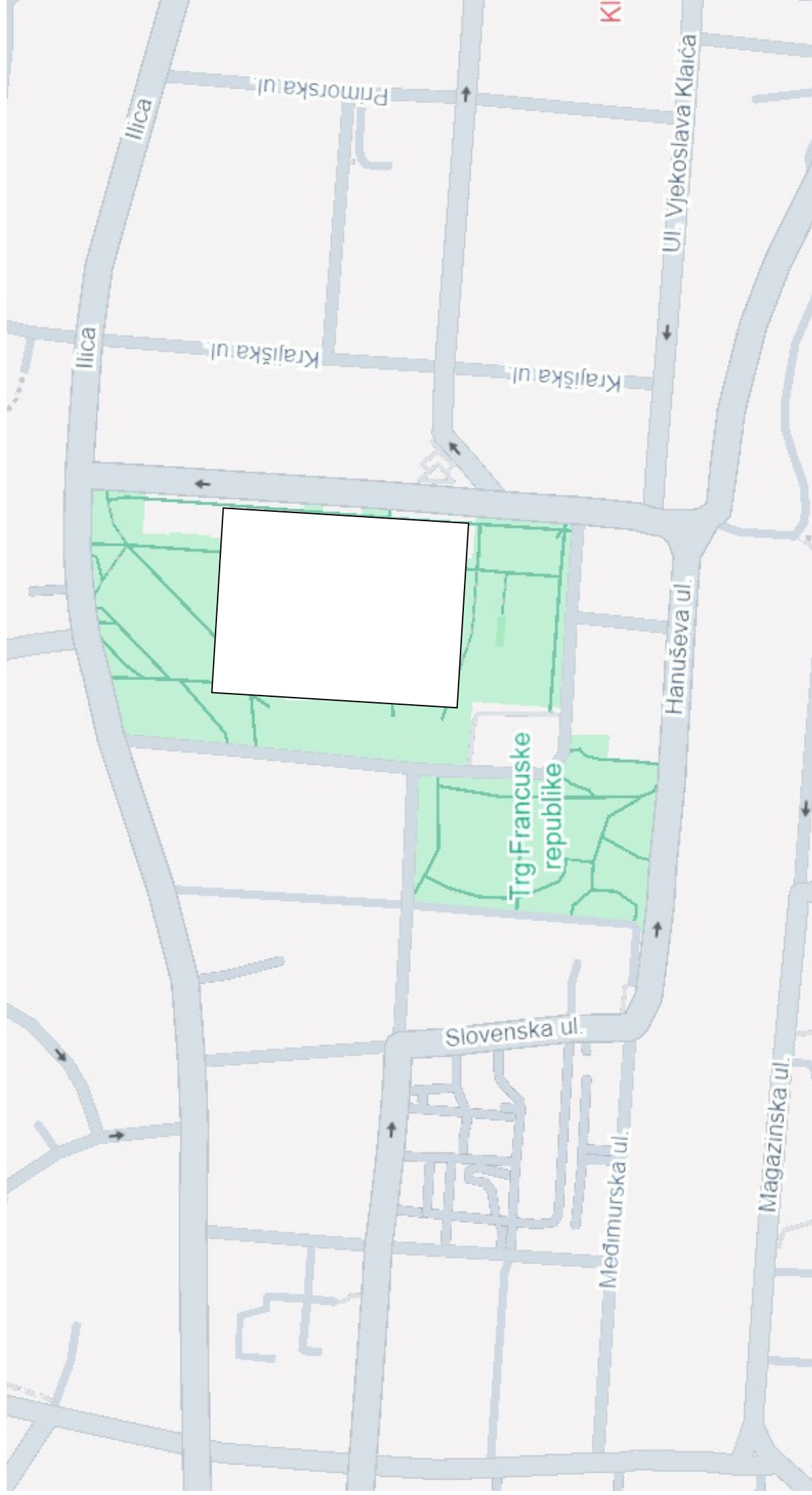
This debate reflected differing views on Tuđman's legacy. The right wing first proposed renaming *Trg maršala Tita* after Tuđman but faced resistance due to Tito's enduring positive image among many Croats. They then suggested renaming other iconic squares, such as *Britanski trg*, *Trg svetog Marka*, and *Rooseveltov trg*. On the other side, the left wing initially proposed to name after Tuđman a nameless area in front of the National University Library. However, their proposal was discarded as the chosen location seemed too vague and undignified. The controversy was resolved with the mayor's proposal to

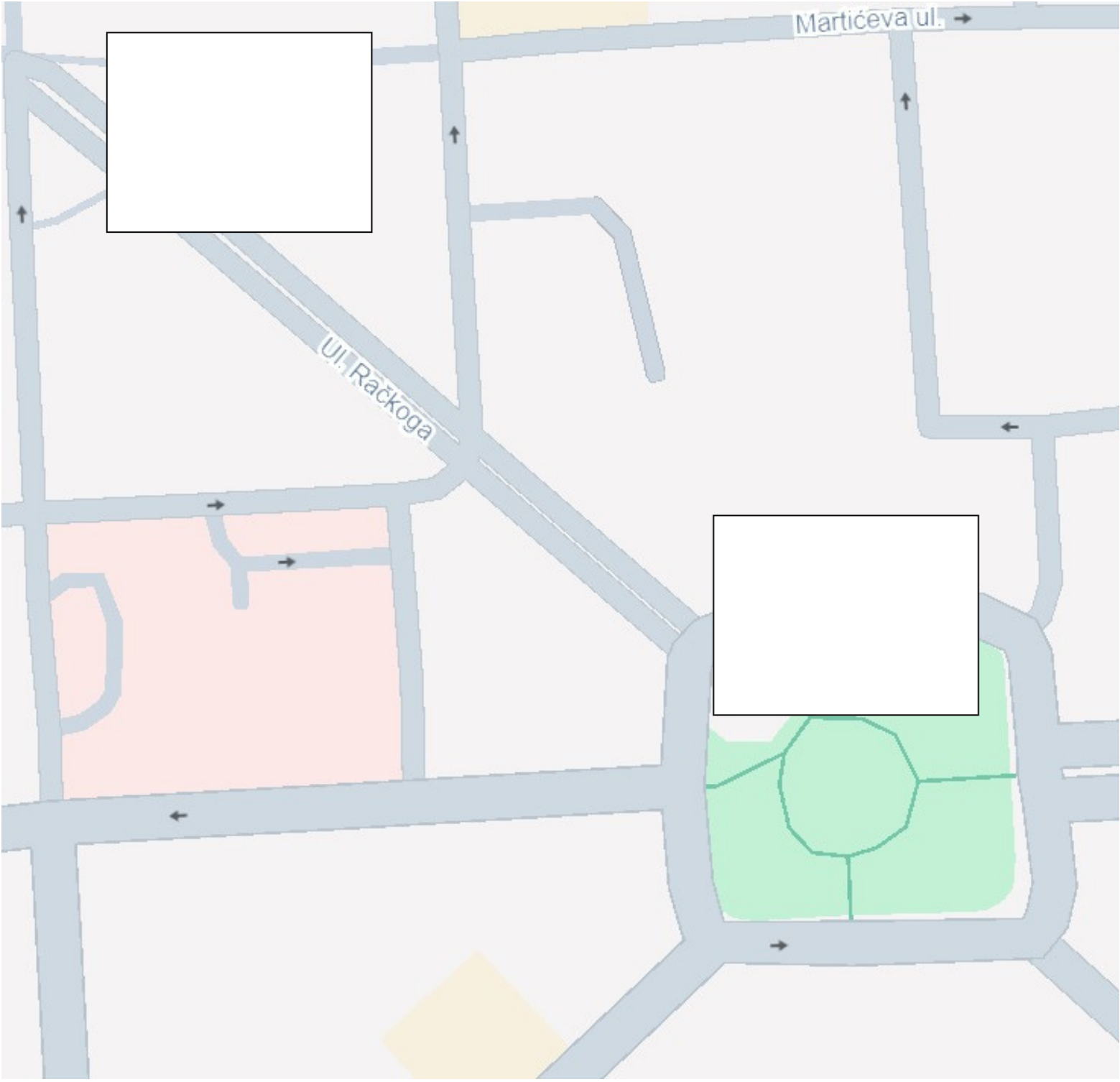
designate a green area along

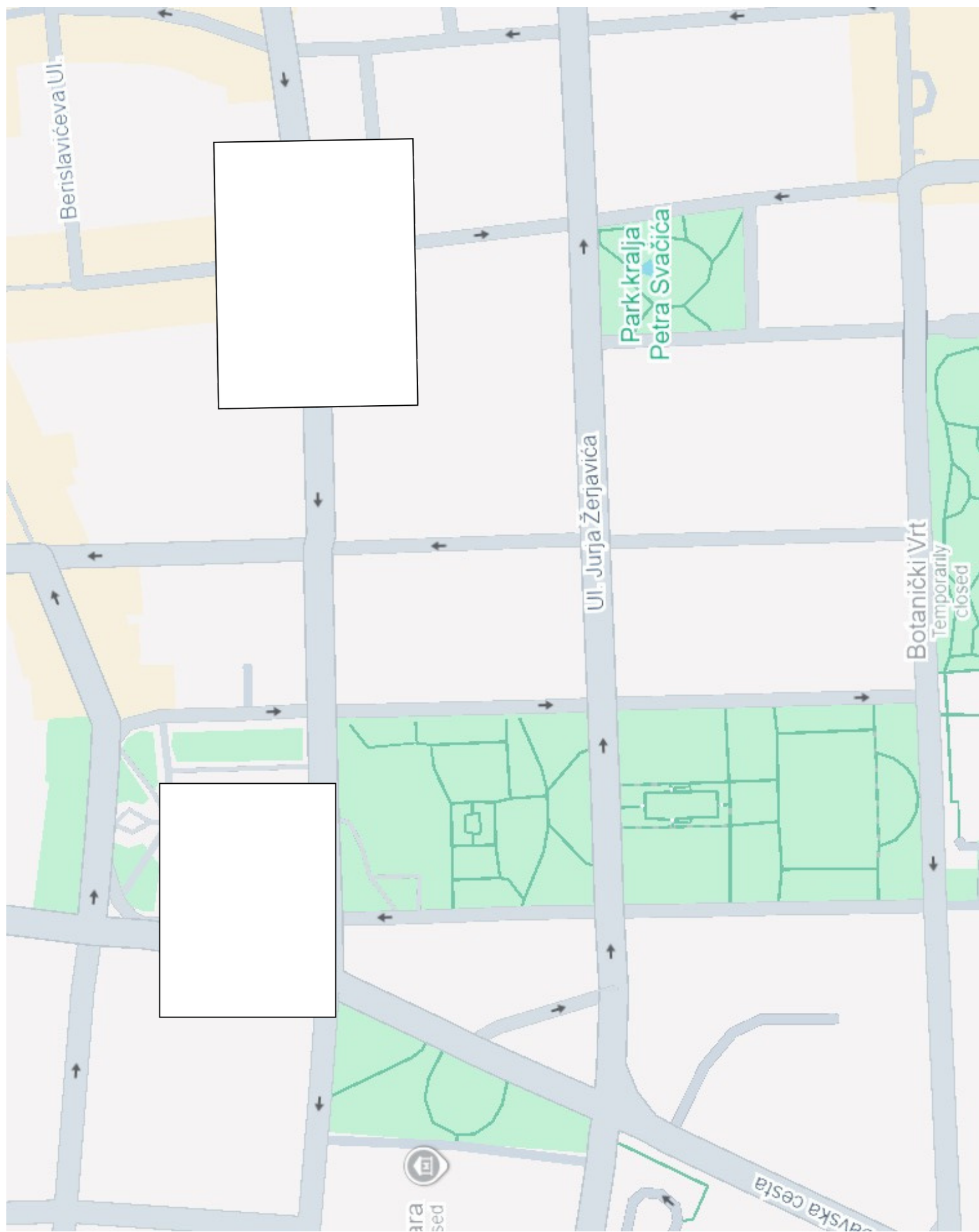
Ilica, near *Britanski trg*, as *Trg dr. Franje Tuđmana*. While many on the right considered the location insufficiently central, the mayor justified his choice by highlighting Tuđman's historic speeches held there and the park's potential to become Zagreb's second urban heart.

For more info and sources:

Stanić, J., Šakaja, L., & Slavuj, L. (2009). Preimenovanja zagrebačkih ulica i trgova. *Migracijske i etničke teme*, 25(1–2), 89–124.







PETRA MILIĆ

**STUDENTI SU BUDUĆNOST,
A NE GREŠKA!**

PETRA MILIĆ

**STUDENTS ARE THE
FUTURE, NOT A MISTAKE!**

Studenti su budućnost, a ne greška!

Datum i vrijeme: 01. ožujka 2025. godine u 10h

Lokacija: Documenta, Selska cesta 112 C, 10000 Zagreb

Trajanje: otprilike 2h

Jezik: hrvatski

Radionica je usmjerena prema kritičkom razmišljanju i osvješćivanju, primarno studenata ali i ostatka stanovništva, o položaju studenata i mladeži u današnjem društvu. Cilj je potaknuti na razmišljanje koji su problemi aktualni, koji su propusti evidentni u obrazovnom sustavu i na koji način negativno utječu na mlađu populaciju.

Ultimativni cilj je prikazati istinit položaj mladeži i studenata, razbiti šutnju i potaknuti na izjašnjavanje o problemima.

Studenti su budućnost države i društvo bi se prema njima trebalo na takav način i odnositi, s poštovanjem.

Students Are the Future, Not a Mistake!

Date and Time: March 1, 2025, at 10:00 AM

Location: Documenta, Selska cesta 112 C, 10000 Zagreb

Duration: Approximately 2 hours

Language: Croatian

This workshop is focused on critical thinking and raising awareness, primarily among students but also the wider population, about the position of students and youth in today's society. The goal is to encourage reflection on the current issues, identify shortcomings in the education system, and understand how these negatively affect the younger generation.

The ultimate aim is to present the true situation of youth and students, break the silence, and encourage open discussion about these problems.

Students are the future of the country, and society should treat them accordingly—with respect.



DOCUMENTA **D**²⁰

STUDENTI SU BUDUĆNOST



Položaj studenata u RH

Na datum I.ožujka u IOh

Naziv radionice: Studenti su budućnost, a ne greška!

Cilj: radionica je usmjerena prema kritičkom razmišljanju i osvještavanju, primarno studenata, ali i ostatka stanovništva, o položaju studenata i mladeži u današnjem društvu. Cilj je potaknuti na razmišljanje koji su problemi aktualni, koji su propusti evidentni u obrazovnom sustavu i na koji način negativno utječu na mlađu populaciju. Krajnji cilj je prikazati istinit položaj mladeži i studenata, razbiti šutnju i potaknuti na izjašnjavanje o problemima.

Vrijeme/trajanje: 1h i 30 minuta do 2 h

Ciljna skupina: primarna grupa je 18-30, ali bilo bi iznimno lukrativno proširiti krug. Obuhvatiti srednjoškolce i stariju populaciju.

Ključne riječi (teme): položaj studenata i mladeži, financijski problemi, izvanredni student, stereotipi vezani za mladež i studente, studentski posao

Vještine koje sudionici razvijaju: prepoznavanje nedostataka u sustavu, razvijanje empatije prema studentima i mladeži, poticanje na izražavanje socijalnih nepravdi. Upoznati pojedince sa stvarnim prikazom okolnosti u kojima se studenti trenutno nalaze. Mladima prikazati stvarni položaj studenata, te ih pripremiti za potencijalne zapreke.

Potrebni materijali: prezentacija s kratkim prikazima studentskih prava, statistički podaci o konkretnim problemima

Opis:

Uvod / zagrijavanje

- predstavljanje teme
- prikaz studentskih prava
- percepcija stanovništva prema mladeži i studentima; stereotipi povezani s mladeži i studentima

Glavna aktivnost

- Poticanje publike na razmišljanje o potencijalnim problemima povezanim s studentima i mladeži
- Navođenje na prepoznavanje problema
- Istinit prikaz položaja studenata
- Potaknuti na razmišljanje koji su razlozi nastanka problema i nedostataka
- Zašto se studenti boje izreći iskreno mišljenje?

Zaključak / refleksija / evaluacija

- Osvijestiti populaciju o stvarnom položaju studenata, njihovim financijskim i psihičkim problemima
- Potaknuti mladež na izražavanje mišljenja i potaknuti ih na razbijanje straha i imaginarno stvorenih zapreka

Petra Milić, Students Are the Future, Not a Mistake!

Name of the workshop: Students are the future, not a mistake!

Aim: the workshop is focused on encouraging critical thinking and raising awareness, primarily among students but also the general public, about the position of students and youth in today's society. The goal is to reflect on current issues, identify evident shortcomings in the education system, and understand how they negatively impact younger generations.

The ultimate aim is to present the true position of youth and students, break the silence, and encourage open discussion about the challenges they face.

Time/duration: 1 hour and 30 minutes to 2 hours

Target group: the primary group is 18–30 years old, but it would be highly beneficial to broaden the scope to include high school students and older adults.

Key words (themes): position of students and youth, financial issues, part-time students, stereotypes about youth and students, student jobs

Skills developed by participants: identifying flaws in the system, developing empathy towards students and youth, encouraging expression of social injustices. Participants will become familiar with the actual circumstances students face today. Young people will gain a realistic view of the student experience and be better prepared for potential obstacles.

Materials needed: presentation with short overviews of student rights, statistical data on specific problems

Description:

Introduction / Warm-up

- Introduction of the topic
- Overview of student rights
- Public perception of youth and students; stereotypes related to youth and students

Main activity

- Encourage the audience to think about potential problems related to students and youth
- Lead participants toward identifying these problems
- Provide a truthful picture of the student position
- Stimulate reflection on the root causes of these problems and systemic shortcomings
- Ask: Why are students afraid to express their honest opinions?
- **Conclusion / Reflection / Evaluation**
- Raise awareness about the real conditions students face, including financial and psychological struggles
- Encourage young people to express their opinions, and support them in overcoming fear and imaginary barriers

KARLIJN HULSHOF

**POVEZIVANJE DOTRŠČINE /
CONNECTING DOTRŠČINA –
RAZOTKRIJTE PRIČE
SPOMENIKA**

KARLIJN HULSHOF

**CONNECTING DOTRŠČINA –
UNCOVER THE STORIES OF
THE MONUMENTS**

Povezivanje Dotrščine / Connecting Dotrščina – razotkrijte priče spomenika

Pridružite nam se u subotu 22. ožujka 2025. u spomen-parku Dotrščina u Zagrebu.

Vrijeme i mjesto: 10:15 sati na tramvajskoj stanici Dubrava (okretište ZET-a). Odavdje zajedno idemo autobusom do spomen-parka. Možete nam se pridružiti i na ulazu u sam spomen-park u 10:45 sati.

Tijekom radionice saznat ćete više o povijesti spomen-parka Dotrščina, a nakon kratkog uvoda, provest ćemo analizu lokacije, kroz raščlanjivanje jednog od spomenika. Zatim će uslijediti rasprava o našim novim spoznajama te njihovo povezivanje kroz kontekst kulture sjećanja, uz pitanja: Što je spomenik?, Koja je svrha spomenika?, Zašto podižemo spomenike? To će nam pomoći da bolje razumijemo spomen-park u kojem se nalazimo. Na kraju, raspraviti ćemo o značenju ovih spomenika u najširem mogućem smislu.

Glavni jezik radionice: engleski

Karlijn Hulshof, Connecting Dotrščina – uncover the stories of the monuments

Join us on Saturday 22nd of March 2025 in the monument-park Dotrščina in Zagreb.

Time & Location: 10:15 am at tram station Dubrava (ZET okretište). Here we take the bus all together to the memorial site. You can also meet us at the entrance of the park at 10:45 am (spomenpark Dotrščina).

During the workshop you will learn more about the history of the monument-park Dotrščina by investigating the location. After a short introduction, we will do a site-analysis of the park, by analyzing one of the monuments.

Then, we will reconvene and discuss our findings and connect our discoveries. We will do this mainly in relation to memory studies and questions such as: 'What is a monument?', 'What is the purpose of a monument?', 'Why do we make monuments'. This will help us to make sense of the park around us. Ultimately we discuss the meaning of these monuments in the widest sense possible.

Main language: English



SUBOTA / SATURDAY

22.03.2025

CONNECTING DOTRŠČINA -
UNCOVER THE STORIES OF THE
MONUMENTS

Naziv radionice: Povezivanje Dotrščine / Connecting Dotrščina – razotkrijte priče spomenika

Cilj: provesti terensku analizu lokaliteta Dotrščine kroz osobne priče koje su prošle godine ispričali različiti ljudi kod pojedinih spomenika dok su boravili u parku. Pokazati kako spomenici mogu imati različite uloge u društvu – ne samo u odnosu na konkretan događaj koji obilježavaju, već i u odnosu na povezane (povijesne) događaje i prostore. Naglasiti važnost osobnih priča u tom kontekstu.

Vrijeme/trajanje: 60 – 90 minuta

Ciljna skupina: Mladi ljudi iz Hrvatske i EU

Ključne riječi (teme): Sjećanje, suočavanje s prošlošću, Dotrščina, Drugi svjetski rat, Jugoslavija, analiza lokaliteta, osobne priče

Vještine koje sudionici razvijaju: Sposobnost provođenja analize lokaliteta; Stavljanje povijesnog događaja u kontekst i razmišljanje o osobnim pričama povezanim s tim događajem

Potrebni materijali:

- Informacijske kartice s osobnim pričama

Opis:

- **Uvod / zagrijavanje (15 minuta)**

1. dio:

Predstaviti lokalitet Dotrščine i objasniti cilj radionice: napraviti analizu prostora kroz osobne priče koje su ljudi podijelili tijekom zime 2024. dok su boravili u parku.

2. dio:

Objasniti pojam analize lokaliteta.

- **Glavna aktivnost (maks. 60 minuta)**

1. dio (20–30 minuta):

Sudionici dobivaju informativne kartice s kratkim pričama koje su ljudi prošle godine podijelili u vezi s Dotrščinom dok su šetali ili se odmarali u parku. Te priče donose osobne perspektive povezane s povijesnim događajima iz Drugog svjetskog rata i načinom obilježavanja tog prostora u doba Jugoslavije.

Sudionici se s tim pričama upućuju prema spomeniku na koji se priča odnosi. Na toj lokaciji razmišljaju o prostoru i raspravljaju o povezanosti priče sa spomenikom i memorijalnim lokalitetom Dotrščine. Također, potiču se na postavljanje vlastitih pitanja i razmišljanja u vezi s pročitanim pričom.

2. dio (15 minuta):

Sudionici se vraćaju na mjesto sastanka i iznose zaključke s pojedinih lokacija. Razmjenjuju dojmove te razgovaraju o vlastitim pričama koje su se možda javile tijekom aktivnosti.

3. dio (10 minuta):

Objašnjenje koncepta "čvora sjećanja" u kontekstu ovih aktivnosti: spomenik može funkcionirati kao mjesto u kojem se isprepliću brojne priče. Može potaknuti dijalog i postati prostor ili izvor za nove načine promišljanja prošlosti (i sadašnjosti).

- **Zaključak / refleksija / evaluacija (15 minuta)**

Razmišljanje o lokalitetu Dotrščina u cjelini. Razgovor među sudionicima o novim uvidima stečenima tijekom radionice.

Evaluacija – je li ova aktivnost ponudila drugačiji način pristupa jednoj lokaciji?

Name of the workshop: Connecting Dotrščina – uncover the stories of the monuments

Aim: to do a site analysis of Dotrščina through personal stories told by other people at the different monuments in Dotrščina last year whilst they were spending time in the park. To demonstrate how monuments can perform in society, not just in relation to the exact event they were designed to commemorate, but also in relation to somewhat related (historical) events and places. Demonstrate the importance of individual stories in this sense.

Time/duration: 60 – 90 mins

Target group/s: young people/from Croatia/EU

Key words (theme/topics): memory, dealing with the past, Dotrščina, World War II, Yugoslavia, site-analysis, personal stories

Skills developed by the participants: being able to do a site-analysis; Placing a historical event in context and reflect on personal stories related to this event.

Materials needed:

- Information cards with the stories of the people

Description:

- **Introduction/warm-up (15 mins)**

Part 1:

Introduce the site of Dotrščina and explain the aim of the workshop: to do a site analysis through the personal stories the site evoked for others in the winter of 2024.

Part 2:

Explain the idea of a site analysis.

- **Main activity (max. 60 min)**

Part 1: (20-30 mins)

The participants receive information cards with a story people told in relation to Dotrščina last year while they were hiking or relaxing in the park. These stories are short, but show a personal perspective in relation to the historical events of World War II and the memorialization of the park during Yugoslav times.

With these personal stories they walk to the monument that is connected to the story. There, the participants will reflect on the site and discuss how the story is related to the monument and the Dotrščina memorial site. They also think about some questions/thoughts of their own in relation to the story they read.

Part two: (15 mins)

The participants come back to the meeting point. Report back on the findings at the sites. See what stories come up from the participants themselves in relation to the activity of before.

Part three: (10 mins)

Explanation of the memory knot concept in relation to these activities: a monument can function as a place in which many stories intertwine. It can foster dialogue and provide a space or source that opens up other ways of looking at the past (and present).

- **Conclusion/reflection/evaluation (15 mins)**

Reflect on the site of Dotrščina as a whole and try to discuss some newfound insights among the participants. Evaluate the activity and if it provided another way to approach a site?

MONUMENT 1

Who: Woman, middle aged, walks her dog

"I used to visit this monument at the beginning of July, on the Day of the Uprising. It was in the 70s, when I moved to Dubrava. Now not anymore."

MONUMENT 2

Who: Man, middle aged, walking his dog

'I come here regularly to walk my dog. But my wife does not like to visit the park. She is Jewish and it is very difficult for her to visit the site. Her father and an uncle have been killed at the site. Other family members of her have been murdered in Jasenovac.'

MONUMENT 3

Who: Man, pensioner, goes for a walk weekly

'I come to the park for peace, not the monuments. I have no sentimental value attached to the monuments. My father was killed by the partisans.'

Who: Woman, Middle aged

'It is so nice and peaceful here, in comparison to the city.'

MONUMENT 4

Who: Young woman, walks her dog almost every day

'I'm not really interested in the history of the park. I like the nature. Last summer there was a storm, but still they have not cleared everything up.'

MONUMENT 5

Who: Two women, pensioners, with two children playing in the park

"We discuss with our grandchildren what happened here. It is history, and we are certain that our grandchildren will go here in 20 years to tell the same stories to their children."

**KRISTINA HUSINEC I LOVRO
TURALIJA**

**METANARATIVI I EMOCIJE -
KONSTRUKCIJA/DEKONSTRUKCIJA
NARATIVA STRAHA I
RAZUMIJEVANJE SEBE I DRUGOG**

**KRISTINA HUSINEC I LOVRO
TURALIJA**

**METANARRATIVES AND
EMOTIONS – THE CONSTRUCTION/
DECONSTRUCTION OF FEAR
NARRATIVES AND THE
UNDERSTANDING OF THE SELF
AND THE OTHER**

Metanarativi i emocije - konstrukcija/dekonstrukcija narativa straha i razumijevanje sebe i Drugog

Datum i vrijeme: 31.3.2025. 18:00h

Lokacija: Kuća ljudskih prava, Selska cesta 112C, 10000 Zagreb

Trajanje: oko 3 sata

Pridružite nam se na radionici gdje ćemo se nizom vježbi probati na "vlastitoj koži" pozabaviti mehanizmima koje često "automatski" imamo aktivirane u nama, a tiču se naših predodžbi nas, onih "drugih" i imaginarnih granica koje postavljamo između ta dva pojma.

Uz suočavanje s narativima iz (vlastite) prošlosti, dotičemo se i narativa koji, na jedan ili drugi način, grade nas danas te koji su vezani za suvremene identitete poput onih nacionalnih, rodnih, političkih i sl. Ipak cilj nije toliko ulaženje u detaljno objašnjavanje svakog od njih, nego pitanje što se događa kada se neki dio "osjeti" ugroženo, dugotrajno gradi na strahu ili dođe u sukob sa onim stranim i "drugim"?

Metanarratives and emotions - the construction/deconstruction of fear narratives and the understanding of the self and the other

Date and Time: March 31 2025, 6:00 PM

Location: Human Rights House, Selska cesta 112C, 10000 Zagreb

Duration: Approximately 3 hours

Join us for a workshop where, through a series of exercises, we will explore—on a personal level—the mechanisms that are often "automatically" activated within us, especially those related to our perceptions of ourselves, of the "other," and the imaginary boundaries we place between these two concepts.

In addition to confronting narratives from (our own) past, we will also reflect on the narratives that, in one way or another, shape who we are today—particularly those connected to modern identities such as national, gender, political, and others. However, the goal is not to analyze each of them in detail, but rather to ask: what happens when a part of our identity feels threatened, is long built upon fear, or comes into conflict with something foreign or "other"?



Metanarativi i emocije –
konstrukcija/dekonstrukcija
narativa straha i
razumijevanje sebe i
Drugog

radionica 31. 3. 2025.

Naziv radionice: Metanarativi i emocije - konstrukcija/dekonstrukcija narativa straha i razumijevanje sebe i Drugog

Cilj: osvijestiti mehanizme koje nesvjesno aktiviramo u odnosu na vlastiti identitet i identitet "drugih", te kroz iskustvene vježbe istražiti kako osobne i kolektivne predodžbe, granice i narativi utječu na našu percepciju, osjećaj ugroženosti i odnos prema drugačijem. Radionica potiče refleksiju o tome kako suvremeni identiteti – poput nacionalnih, rodni ili političkih – nastaju, mijenjaju se i reagiraju u susretu s različitim narativima.

Vrijeme/trajanje: oko 3 sata

Ciljna skupina: mladi i studenti/studentice

Ključne riječi (teme): identitet, predodžbe o "Drugima", narativi iz prošlosti

Vještine koje sudionici razvijaju: samorefleksija, empatija, kritičko mišljenje,

Opis:

- **Uvod / zagrijavanje**

uvodna ledolomac vježba – upoznavanje i opuštanje

barometar – brza gradacija naspram tvrdnji poput "svaki je čovjek rođen slobodan", "moraš više misliti na druge nego na sebe", "tradicija nas drži zajedno", "Ja sam Hrvatica/Hrvat (ili bilo koji drugi nacionalni/etnički identitet kojem pripadam)", "hej umorna zemljo izmučena ima li još tko umrijeti za te." itd., a nakon svake rečenice sudionici će se postaviti u vezi njih na temelju emocije koju osjećaju (sreća, spokoj, ugoda, uzbuđenje, ravnodušnost, strah, gađenje, sram, ljutnja, tuga, iritacija....)

cilj: ne raspravljanje i racionalno argumentiranje naših stavova, nego čisto prepoznavanje prvih emocija koje se u nama bude na pročitano (i ovisno jesmo li jedini u prostoriji stali baš na „kontroverzno" mjesto barometra) – možda nam se prvo „upale" emocije pa tek onda „racio", no pitanje je što s njima dalje – emocije i govori koji „pale" u politici i sl.

kratka rasprava nakon vježbe

igra sa stolicama – sudionicima se podjele papirići i „objasne" pravila riječima da imaju 1 (zajednički) zadatak, ali da je jedino pravilo da ne mogu komunicirati riječima prilikom vježbe podijeli im se 3 papirića sa 3 različita cilja (posložiti stolice prema sjeveru ili prema jugu i posložiti sve stolice u krug u sredinu) te imaju 10 min da to naprave u tišini)

cilj: sukobljavanje strana (različiti ciljevi – isti „resursi") i kako reagiramo kad shvatimo da iako smo svi u istoj situaciji nemamo nužno isti cilj, „Sukob" „nas" i „njih"

- **Glavna aktivnost**

teorijski dio

vidljivi i nevidljivi narativi u sukobu

santa leda – sudionici popunjavaju što je ono površinski vidljivo, a što je ono ne rečeno i dublji razlog sukobu

Galtungov trokut nasilja – pojašnjenje i interpretacija (nestabilnost trokuta i općenito nasilja i kako ga stabiliziraju narativi koje govorimo)

Dekonstrukcija narativa

Uvriježena mišljenja / „opravdanja" vs strah koji iza toga stoji / što je nenamireno

Zapisivanje tih ideja – tipa „da nismo mi njih oni bi nas", „bolje spriječiti nego liječiti", „ovo je oduvijek naša zemlja mi imamo pravo na nju" – osjećaj ugroze, potreba za kontrolom nesigurne situacije, manjak prostora/domovine za „našu" grupu, kolektivni identiteti (posebno moderni nacionalni) i granice....

Nošenje tuđih cipela i zamjena strane – vježba pokušaja davanja uvriježenih mišljenja i strahova ono „drugog" s kojim se ne slažemo / čega nismo dio

- **Zaključak / refleksija / evaluacija**

Završna „goofy" vježba – izbacivanje potencijalnih napetosti i resetiranje

Finalna rasprava i dojmovi.

Title of the workshop: Metanarratives and emotions – the construction/deconstruction of fear narratives and the understanding of the self and the other

Aim: to raise awareness of the mechanisms we unconsciously activate in relation to our own identity and the identity of “others,” and to explore, through experiential exercises, how personal and collective perceptions, boundaries, and narratives influence our perception, sense of threat, and attitudes towards difference.

The workshop encourages reflection on how contemporary identities – such as national, gender, or political – are formed, transformed, and react when encountering opposing narratives.

The goal is not to deeply analyze each identity, but rather to explore what happens when a part of us feels threatened, is long built on fear, or comes into conflict with something foreign and “other.”

Time/duration: approximately 3 hours

Target group: young people and university students

Key words (topics): identity, perceptions of “Others”, narratives from the past

Skills participants develop: self-reflection, empathy, critical thinking

Description:

- **Introduction / Warm-up**

Ice-breaker exercise – introductions and relaxation

Barometer – quick gradient positioning in relation to statements such as: "Every person is born free"; "You must think of others more than yourself"; "Tradition keeps us together"; "I am Croatian" (or any other national/ethnic identity one belongs to); "Oh weary land, is there anyone left to die for you?" etc.

After each sentence, participants position themselves based on the emotion they feel (happiness, calm, comfort, excitement, indifference, fear, disgust, shame, anger, sadness, irritation...).

Goal: Not to argue or rationalize our positions, but to identify the initial emotion triggered by each statement (and whether we're the only one in the room who stood on a "controversial" side of the barometer). Often, emotions are activated before rational thought – but then what do we do with them? This exercise touches on emotional and political speech that "activates" or "fires up" in public discourse.

Brief discussion following the exercise

Chair game

Participants are handed slips of paper and told the "rules": they have one shared task, but cannot communicate verbally during the activity.

They receive three different goals (e.g., arrange chairs facing north, arrange chairs facing south, or arrange all chairs in a circle) and have 10 minutes to complete the task in silence.

Goal: To simulate conflict of sides (different goals – same "resources") and examine how we react when we realize that, although we're all in the same situation, we don't necessarily have the same objective. This simulates the "us" vs. "them" dynamic.

- **Main Activity**

Theoretical part

Visible and invisible narratives in conflict

Iceberg metaphor – participants fill in what's visible on the surface vs. what's unspoken and lies beneath the surface in a conflict

Galtung's Triangle of Violence – explanation and interpretation (how the triangle is destabilized and how narratives we tell help to stabilize or perpetuate violence)

Deconstructing Narratives

Common beliefs / "justifications" vs. the fear behind them / what remains unresolved
Example statements to reflect on: "If we didn't get them, they would've gotten us"; "Better safe than sorry"; "This land has always been ours; we have the right to it"

These ideas reflect feelings of threat, a need to control uncertain situations, lack of space/homeland for “our” group, modern national collective identities, and boundaries.

Walking in Someone Else’s Shoes / Switching Sides

An exercise to articulate common beliefs and fears of the “other” – someone we disagree with or are not a part of – in an attempt to understand their perspective.

- **Conclusion / Reflection / Evaluation**

Final “goofy” exercise – releasing any residual tension and “resetting”

Final group discussion and impressions

FILIPPO AGOSTINELLI

**SPOMENICI I NJIHOVO ZNAČENJE -
KAKO SE ODNOSIMO PREMA
MEMORIJALNIM MJESTIMA**

FILIPPO AGOSTINELLI

**MONUMENTS AND THEIR
MEANING - HOW WE DEAL WITH
MEMORIAL SITES**

Spomenici i njihovo značenje - kako se odnosimo prema memorijalnim mjestima

Datum i vrijeme: srijeda, 23. travnja 2025., 17 sati

Lokacija: Muzički paviljon (park Zrinjevac), Zrinjevac 6, 10000 Zagreb

Trajanje: 2h (približno)

Jezik: engleski

Ova radionica ima za cilj ispitati mišljenje ljudi i dobiti njihovo tumačenje triju spomen obilježja i mjesta vezanih uz Drugi svjetski rat, koja se nalaze u središtu Zagreba. Prvo ćemo napraviti kratki uvod o Zagrebu u ratnom razdoblju (1941.-1945.) i temi povijesnog sjećanja i očuvanja/rušenja spomenika. Potom će sudionici biti podijeljeni u grupe i sudjelovati u interaktivnom dijelu radionice koji će se uglavnom sastojati od razgovora s lokalnim stanovnicima i prikupljanja njihovih stavova i razmišljanja o odabranim spomenicima. Na kraju će cijela grupa održati kratku raspravu o dobivenim rezultatima i mogućim sličnostima i razlikama.

Monuments and their meaning - how we deal with memorial sites

Date and time: Wednesday, April 23th, 2025, 17h

Location: Muzički paviljon (park Zrinjevac) Zrinjevac 6, 10000 Zagreb

Duration: 2h (approximately)

Language: English

This workshop aims to test people's opinion and interpretation of three memorial sites and places related to World War II, located in the city center of Zagreb. First, we will make a brief introduction about Zagreb during the war period (1941-1945) and the topic of historical memory and preservation/demolition of monuments. Afterwards, participants will be divided in groups and will take part in the interactive part, mainly consisting in speaking with locals and collecting their opinions and thoughts about the monuments in consideration. In the end, the entire group will have a brief discussion about the results obtained and possible similarities/divergences.



MONUMENTS AND THEIR MEANING

How we deal with memorial sites

interactive workshop



23th April 17:00

 **Muzički paviljon (park Zrinjevac)
Zrinjevac 6, 10000 Zagreb**



activity in English

Naziv radionice: Spomenici i njihovo značenje - kako se odnosimo prema memorijalnim mjestima

Cilj: podizanje svijesti o lokacijama povezanim s Drugim svjetskim ratom koje se nalaze u Zagrebu.

Vrijeme/trajanje: 1 sat i 30 minuta

Ciljna skupina: studenti, stanovnici Zagreba

Ključne riječi (teme): sjećanje, spomenici

Vještine koje sudionici razvijaju: komunikacija s nepoznatim osobama, razumijevanje različitih gledišta i interpretacija

Potrebni materijali (u tiskanom obliku):

- Opis spomenika (autor, godina, značenje)
- Upitnik za prolaznike
- Povijesna fotografija lokacije
- Prazni listovi papira za bilješke

Opis aktivnosti:

- **Kratki uvod o okupaciji Zagreba** tijekom Drugog svjetskog rata i o temi osporavanog sjećanja te očuvanja/rušenja spomenika. Sudionici se dijele u tri grupe i svakoj grupi se dodjeljuje jedna lokacija.
- **Glavna aktivnost:** Sudionici dolaze na dodijeljenu lokaciju i postavljaju niz pitanja prolaznicima, bilježeći njihove odgovore.
- **Zaključak:** Sve grupe se ponovno okupljaju i svaka grupa predstavlja prikupljene rezultate. Slijedi rasprava o sličnostima, razlikama i specifičnim odgovorima/interpretacijama.

Filippo Agostinelli, Monuments and their meaning

Name of the workshop: Monuments and their meaning - how people deal with memorial sites

Aim: raising awareness on World War II - related sites located in Zagreb

Time/duration: 1h 30min

Target group/s: students, Zagreb's inhabitants

Key words (theme/topics): memory, monuments,

Skills developed by the participants: interact with strangers and understanding different points of view and interpretations

Materials needed (printed)

- Description of the monument (author, year, meaning)
- Questionnaire for passers-by
- Historical photo of the site
- Blank sheets of paper for notes

Description of the activities:

Brief introduction about the occupation of Zagreb during World War II and about the topic of contested memory and preservation/demolition of monuments. Division of participants into three groups and assigning a location to each team

Main activity: participants reach the assigned site and ask a series of questions to people passing by, collecting their answers

Conclusion: the entire group meets again and each team explain the collected results. Discussion about similarities, differences and specific answers/ interpretations

Execution of hostages (Monument to victims of fascism by Frano Kršinić) - Trg Josipa Jurja Strossmayera (behind the Library of Croatian Academy of Arts and Sciences)

The sculptural monument “Shooting of Hostages” is placed on a stone base in front of a stone wall. The author of the sculpture is Fran Kršinić. It is a monument erected in 1954 and is the first monument to the victims of fascism in the immediate vicinity of the city center.



Trafika sestara Baković – Ulica Nikole Tesle 7

The monument is dedicated to Zdenka and Rajka Baković. The two sisters, who owned a newsstand, soon joined the Communist Youth League of Yugoslavia, which at the time operated underground in the Kingdom of Yugoslavia. The Bakovic sisters' store then became a regular gathering place. In 1941, after the establishment of the Free State of Croatia (NDH), the Ustaša police arrested the two sisters. In prison, Rajka and Zdenka were beaten and tortured to extort information regarding the communist movement, which was growing stronger and stronger. On Christmas Eve 1941, Rajka was transferred to Sveti Duh hospital due to severe injuries, where she died a few days later. On Christmas Day Zdenka committed suicide by throwing herself out of a window. Today, they are buried at the Mirogoj cemetery. After the war, a small street in the center was named after them, but in the 1990s the same street was renamed “Miškec Passage”. A civic initiative restored the name of the old street, which now also shows the two busts of the sisters.



Tunel Grič - Mesnička ulica 19

The Grič Tunnel was built during World War II, when Allied bombing began, and served as a shelter for Ustaša citizens and officials. Construction began in 1943 with the idea of being able to accommodate about 5,000 people. The original plan called for a large central hall, but it was abandoned because of the enormous cost. The hall was built later, however, although it is not known exactly when. There are many other similar tunnels under Zagreb that are not accessible to the public or visitors, while the existence of some is only suspected.



ANTONIE BLUMBERG

**POVRATAK BALKANSTVU –
KREATIVNI OTPOR ZAPADNIM
STEREOTIPIMA**

ANTONIE BLUMBERG

**RECLAIMING BALKANISM -
CREATIVE RESISTANCE TO
WESTERN STEREOTYPES**

Povratak balkanstvu – Kreativni otpor zapadnim stereotipima

Pridružite nam se u četvrtak, 29. svibnja 2025. na interaktivnoj i kreativnoj radionici koja nadilazi zapadne narative o Balkanu!

Vrijeme i mjesto: 16:00 sati u Kući ljudskih prava u Zagrebu. Radionica traje oko 3 sata i otvorena je za sve.

Istražit ćemo kako su dominantni zapadni narativi često prikazivali, a i dalje prikazuju Balkan kao regiju nasilja, zaostalosti i podjela. Koristeći medijske izvore i teorijska saznanja, kritički ćemo promišljati o tome kako takvi narativi utječu na identitet.

Sudionici će potom formirati male grupe kako bi osmislili protunarative. Možete izraditi vizualne plakate, kreirati glazbene mikseve ili playliste s regionalnim zvukovima ili zajednički osmisliti “zid riječi” s izrazima i dijalektima.

Na kraju ćemo sve radove predstaviti kroz mini-izložbu i zajednički promisliti o tome kako umjetnost i suradnja mogu pomoći u preoblikovanju načina na koji regiju vide drugi — ali i mi sami.

Glavni jezik radionice: engleski

Reclaiming Balkanism - Creative Resistance to Western Stereotypes

Join us on Thursday 29th of May 2025, for a hands-on, creative workshop that flips Western narratives on the Balkans!

Time & Location: 16:00 pm at Kuća ljudskih prava Zagreb. The workshop lasts around 3 hours and is open to all.

We will explore how dominant Western narratives often framed and still frame the Balkans as a region of violence, backwardness and division. Using different media sources and theoretical insights we will critically reflect on how these portrayals affect identity.

Participants will then form small groups to produce counter-narratives. You can make visual posters, curate music mashups or playlists with regional sounds or craft a shared “word wall” of expressions and dialects...

We'll wrap up by displaying all creations in a mini-exhibition and reflecting on how art and collaboration can help reshape how the region is seen by others and ourselves.

Main language: English

Workshop



THURSDAY, 29. 05. 2025

Reclaiming Balkanism

Creative Resistance to Western Stereotypes

📍 Kuća ljudskih prava Zagreb

Antonie Blumberg, Povratak balkanstvu

Naziv radionice: Povrat balkanstvu – Kreativni otpor zapadnim stereotipima

Cilj: propitivanje dominantnih zapadnih narativa o Balkanu kao prostoru nasilja i zaostalosti kroz ponovno prisvajanje i slavljenje zajedničke povijesti, kulturnih preklapanja i raznolikosti regije kao izvora snage, jedinstva i pomirenja.

Vrijeme/trajanje: oko 3 sata (može se prilagoditi)

Ciljna skupina: mladi ljudi, ali i svi ostali zainteresirani za regiju. Što je više sudionika, to se može stvoriti više grupa i postići raznovrsniji ishod. No, radionica se može održati i s manjim brojem sudionika.

Ključne riječi (teme): balkanski identitet, kontra-narativi, kulturna raznolikost, suprotstavljanje stereotipima, pomirenje, zajedničko nasljeđe, vizualno pripovijedanje, interkulturni dijalog

Vještine koje sudionici razvijaju: kritičko mišljenje, kreativno izražavanje, timski rad i interkulturna suradnja, oblikovanje kontra-narativa, artikulacija identiteta

Potrebni materijali:

- Laptopi/tableti za pristup Europeana platformi
- Zvučnici (za glazbene mashupove)
- Projektor/platno za prikaz digitalnih kolaža
- Papir, flomasteri/markeri u boji, škare, ljepilo
- Časopisi, tekstil, fotografije
- Razglednice za igru zagrijavanja
- Ljepljivi papirići (sticky notes)
- Plakati/posteri

Opis aktivnosti:

- **Uvod / zagrijavanje (30 minuta)**

Kružna razglednica: Svaki sudionik započinje crtež, nakon dvije minute ga preda drugome koji nadograđuje, i tako nekoliko puta dok se ne dobije konačna "razglednica".

Razgovor: Kako se osjećala suradnja? Jesu li se pojavile zajedničke teme?

- **Glavna aktivnost (2 sata)**

Korak 1: Analiza dominantnih narativa (30 minuta)

- Prikaz stvarne povijesne propagande ili medijskih naslova o Balkanu (npr. "bure baruta Europe", "etnička mržnja", "zaostalost").
- Kratko predstavljanje teorije Balkanizma Marije Todorove
- Poticanje rasprave:
 - Jeste li osobno iskusili balkanske stereotipe?
 - (ako je primjenjivo) Kako ti stereotipi utječu na vaš regionalni ili osobni identitet?
 - Koje ste stereotipe ili ideje o Balkanu imali ili čuli kroz život? Kako su se promijenili nakon dolaska na Balkan?

Korak 2: Osobne i kolektivne perspektive (30 minuta)

Rasprava u malim grupama (po 3 osobe):

- a) Što volite ili cijenite kod Balkana? Što ovu regiju čini posebnom?
- b) Koji su elementi zajedničke kulture i povijesti na koje možemo biti ponosni?
- c) Koje snage želimo istaknuti?

Korak 3: Redefiniranje kroz kreativnost (60 minuta)

Sudionici se dijele u kreativne timove i biraju jedan oblik izražavanja:

- Kontra-narativni poster (analogne ili digitalne verzije uz pomoć Europeana)
- Glazbeni mashupovi ili izrada playliste s glazbom s Balkana
- Zid riječi jedinstva (regionalni izrazi, dijalekti, zajednički pojmovi)
- Druge ideje su također dobrodošle!

- **Zaključak / refleksija / evaluacija (45 minuta)**

Korak 4: Mini-izložba i krug refleksije

- Izlaganje svih radova u prostoru; sudionici šetaju, promatraju i komentiraju
- Koje narative nosimo sa sobom iz ove radionice?
- Kako želimo izazvati zablude i stereotipe ubuduće?
- Kako možemo koristiti kreativnost i suradnju kao alate za izgradnju mira i jedinstva?

Opcionalno: Odabrane radove podijeliti na društvenim mrežama ili u lokalnoj zajednici

Antonie Blumberg, Reclaiming Balkanism

Name of the workshop: Reclaiming Balkanism - Creative Resistance to Western Stereotypes

Aim: to challenge dominant Western narratives of violence and backwardness about the Balkans by reclaiming and celebrating the region's shared histories, cultural overlaps, and diversity as sources of strength, unity, and reconciliation.

Time/duration: about 3 hours (can be adjusted)

Target group/s: young people, but also everyone else interested in the region. The more people participate, the more groups can be created and the more diverse the outcome will be. However, it can also be done with a few people.

Key words (theme/topics): balkan identity, counter-narratives, cultural diversity, anti-stereotypes, reconciliation, shared heritage, visual storytelling, intercultural dialogue

Skills developed by the participants: critical thinking, creative expression, teamwork & intercultural collaboration, reframing and counter-narrative building, articulation of identity

Materials needed:

- Laptops/tablets to access Europeana
- Audio speakers (for music mashups)
- Projector/screen to show digital collages
- Paper, colored pens/markers, scissors, glue
- Magazines, textiles, photographs
- Postcards for warm up game
- Sticky notes
- Poster paper

Description:

- **Introduction/warm-up (30 minutes)**

Postcard Drawing Rounds: Everyone starts a drawing, switches after 2 minutes, adds to someone else's drawing. After some rounds, the final "postcards" is revealed.

Debrief: How did collaboration feel? Did any common themes appear?

- **Main activity (2 hours)**

Step 1: Analysing Dominant Narratives (30 min)

- Show real historical propaganda or media headlines depicting the Balkans (e.g., "powder keg of Europe", "ethnic hatred", "backwardness").
- Briefly introduce the theory of Balkanism by Maria Todorva
- Prompt discussion:
 - Have you experienced Balkanist stereotypes personally?
 - (if applicable) How do these affect regional or personal identity?
 - What were the stereotypes or ideas you had about the Balkans/that you've heard throughout your life in your country about the Balkans, and how have these been disproven or challenged after coming to the Balkans? How have your ideas about the region changed?

Step 2: Personal and Collective Perspectives (30 min)

- Small group discussions (3 people per group):
 - What do you love/appreciate about the Balkan region? What makes it special?
 - What are some aspects of shared culture or history that we can be proud of?
 - What strengths do we want to highlight?

Step 3: Reframing Through Creation (60 min)

Participants form creative teams. They will reclaim and reframe narratives by choosing one of these design forms:

- Counter-narrative posters (analogue with paper and other supplies OR digital with Europeana website)
- Music mashups with sounds from the Balkans OR a maybe creating a music playlist
- Word wall of unity (regional terms, dialects, shared expressions)
- Other ideas are also welcome

- **Conclusion/reflection/evaluation (45 minutes)**

Step 4: Mini-Exhibition & Reflection Circle:

- Display all creations in the room & invite participants to walk around, reflect, and comment
- What narratives do we take with us from this experience?
- How do we want to challenge misconceptions going forward?
- How can we use creativity and collaboration as tools for peacebuilding and unity?

Optional: Share selected outcomes on social media or with local community

ZAKLJUČCI

CONCLUSIONS

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Zaključci

Projekt "Mladi za mlade" potvrdio je vrijednost uključivanja mladih u proces oblikovanja edukativnih sadržaja kroz metodologiju vršnjačkog učenja i neformalnog obrazovanja. Kroz sedam radionica, osam volontera iz pet zemalja osmislilo je i provelo različite tematske radionice koje su se bavile kulturom sjećanja, narativima identiteta, društvenom angažiranošću te odnosom prema prošlosti i spomeničkoj baštini

Conclusions

The "Youth for Youth" project demonstrated the value of engaging young people in the creation of educational content through peer-to-peer and non-formal learning methodologies. Over the course of seven workshops, eight volunteers from five countries developed and delivered thematic sessions exploring memory culture, identity narratives, civic engagement, and critically approaching historical sites and monuments.



ZAKLJUČCI / CONCLUSIONS

Svaka radionica bila je jedinstvena, ali ih je sve povezivao zajednički okvir: otvoren prostor za dijalog, suradnju, osobnu refleksiju i aktivno učenje. Mladi su, kao facilitatori i kao sudionici, razvijali vještine kritičkog mišljenja, analize prostora i društvenih procesa, empatije, komunikacije i grupne dinamike.

Ova metodologija omogućila je mladima ne samo da bolje razumiju teme vezane uz povijest, identitet i sjećanje, već i da postanu aktivni nositelji znanja i promjena u svojim zajednicama.

Projekt dokazuje kako obrazovanje može i treba biti iskustveno, inkluzivno i participativno – vođeno i oblikovano od strane samih mladih ljudi.

Each workshop was unique in its content and approach, yet all shared a common framework: open space for dialogue, cooperation, personal reflection, and active learning. As both facilitators and participants, the youth developed critical thinking, site analysis, empathy, communication, and group facilitation skills.

This methodology enabled young people not only to deepen their understanding of memory, history, and identity but also to become active agents of knowledge and change within their communities.

In conclusion, the project shows that education can and should be experiential, inclusive, and participatory—led and shaped by young people themselves



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