

## Objective

Like all activities in the Find the Story module, this activity supports students to discover stories from the people and places around them; to use as the raw material for a project.

This activity specifically encourages students to **find stories from the local area**.

## Activity summary

**Number of sessions:** 3

Every country has a refugee culture of some kind and students may or may not be familiar with refugee stories from their local area.

We delivered Story Valley in Ljubljana, Slovenia. In our context there is little local conversation about the large number of refugees to Slovenia after the war in Bosnia in 1992.

Through professional connections we found a contact with personal experience of fleeing this conflict and invited them to speak with the students about life as a refugee in our country.

This activity involves finding a similar speaker in your local area, organising a lecture in your setting, and encouraging students to reflect on what they have heard.

## Pre-activity preparation

### Resources

- Computer with audio-visual presentation
- Internet access
- Paper
- Pens

### Deliverer preparation

Working with local organisations, like the Vodnik homestead and Ljubljana, UNESCO City of Literature, we found a suitable guest speaker to talk about the chosen topic. We invited Maida Džinić, who came to Slovenia at the start of the war in Bosnia in 1992 and decided to stay here, to talk to the students about her experience with migration, difficulties with the cultural and language barriers and why she eventually decided to stay.

## Running the activity

### Step 1 – Background research

**Time:** One hour

It is a good idea for students to do some basic research into the topic your guest will speak about so that they understand the context of their lived experience. This activity will also help them develop research skills.

The students should divide into groups, each allocated a research topic. In our context we had four groups and asked them each to look into different facets of the 1992 refugee wave. You can see and adapt the worksheets we used at the end of this document (worksheet a in English and worksheet b in Slovene).

## Reporting on findings

**Time: One hour**

After research ask each small group to report back to the whole class on their findings. This could be as a presentation or a carousel conversation or you could ask the students to produce written proof of having done their research into the allocated topics. They should compare notes on the same topics and add to their notes things they have missed but others have found (online or during interviews).

You may wish to run this as part of the initial session or allocate an entire session to feedback.

It is a good idea to ask students to write notes on each research topic to ensure they have all of these areas covered in preparation for the lecture.

Support	Extension
<p>The students might need guidance in where to research the topic, so it is a good idea to look into books / websites on the topic in advance.</p> <p>In the findings section some students might find a template useful to organise their notes on each of the four research topics.</p>	<p>The students can look for people with personal connections to these migrations in their own local environment and conduct ad hoc interviews to add to their findings.</p>

## Step 2 - Lecture

**Time: Two hours**

Book and timetable a lecture featuring your speaker with lived experience or expertise.

Provide a brief to the speaker about the topics they should cover. In our context these included the experience of migration, the war, and life in Ljubljana.

Allocate time for the students to jump in with questions, hopefully finding some common ground or personal experience.

Support	Extension
<p>Students might be shy about asking questions; in that case the speaker could ask them questions to make it easier to start the conversation.</p> <p>Students can also each prepare 5 questions for the lecturer, then make a collaborative list of questions that need to be asked during the lecture (who asks which question can be allocated in advance or left to chance, although students must ensure all the questions are actually asked).</p>	<p>Students can compare the story/experiences heard in the lecture with the research material they have gathered prior to the lecture and single out the most obvious/glaring differences.</p> <p>Alternatively, the students can write, in note form, a short summary of the story told by the lecturer and later report the summary to other students (maybe to students who did not attend the lecture).</p>

After the lecture students write down the answers they have received from the lecturer (in note form).	
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## Step 3 - Reflections

**Time: One hour**

In all activities where students are asked to come up with material and report it to the class, it is recommended that they are first given time to think about it. The teacher can give examples to help them get started, then they write their thoughts down in note form, then they report the stories orally to the class. Due to the fact that students might feel uncomfortable speaking in front of the class (stage fright, worries about their pronunciation and/or fluency, etc.) the severity of exposure can be tempered by carrying out the activity on different levels; first they report only to their partner in pair-work, then in a small group of students, finally to the entire class.

After our lecture, the students discussed the following questions with the history teacher:

- What type of refugee were the people coming to Slovenia from Bosnia and Herzegovina in 1992-1996?
- Have these people been afforded all the rights that refugees are entitled to under international agreements (conventions)? If not, what right were they denied?
- What story or anecdote from lecture did you remember most and why?

## Success criteria

Things to look for to ensure this activity has been run successfully include:

- Students actively participating in the discussion
- Students talking about their own experience with migration or refugees
- Students showing interest in learning more about the topic (Internet research, reading books on the topic, finding people in their environment with similar experience)

## Further prompts

If you are interested in exploring the topic of migration in former Yugoslavian countries due to the war here are some useful reading materials:

- Alen Mešković: Ukulele-jam (novel)
- Saša Stanišić: Where you come from (novel)
- Velibor Čolić: Priročnik za izgnance / Velibor Čolić: Manuel D'Exil (novel, translated into French)
- Joe Sacco: The Fixer: A Story from Sarajevo (journalistic comic book)
- Joe Sacco: Safe Area Goražde (journalistic comic book)
- Tomaž Lavrič: Bosanske basni (comics anthology, translated into French, Spanish and Italian)

## Worksheet A

Group work worksheet: Historical background of Bosnian refugees in the last "Yugoslav" war

### Group 1

The refugee wave from Bosnia and Herzegovina in 1992-1996

1. Research the types or forms of refugee migrations we are familiar with and list them.
2. Which type do the refugees from Bosnia and Herzegovina who came to Slovenia in 1992-1996 belong to?
3. Try to find out which other countries besides Slovenia these refugees emigrated to.
4. Find out how many refugees from this wave of migration remained in Slovenia and are still living here today.

### Group 2

Arrival of refugees from Bosnia and Herzegovina in 1992-1996

1. How many Bosnian refugees actually arrived in Slovenia in 1992-1996?
2. Find out what their journey was like (organised or individual). Did they encounter any problems on the way?
3. Where were they placed immediately after their arrival in Slovenia and how long did they stay there?
4. Who helped them after they had to leave the accommodation centres and how?

### Group 3

International conventions governing the status of refugees and compliance with these conventions

1. Research which international conventions regulate the status of refugees and list them.
2. What rights do refugees have under international agreements or conventions?
3. Try to find out whether refugees from Bosnia and Herzegovina in Slovenia in 1992-1996 were granted all the rights that refugees are entitled to under international conventions.
4. If not, what rights were they deprived of?

#### Group 4

### Assimilation of refugees from Bosnia and Herzegovina in 1992-1996

1. Explore which elements of assimilation are the most difficult for Bosnian refugees.
2. Find out how they cope with the language barrier.
3. Which institutions in Slovenia offer free Slovene language courses to refugees? Where can they take Slovene language exams?
4. What are the employment opportunities for refugees in Slovenia? Can they get a job that corresponds to their level of education or do they have to settle for any job?

## Worksheet B

Delovni list za skupinsko delo na temo poznavanja zgodovinskih okoliščin bosanskih beguncev v zadnji »jugoslovanski« vojni

### Skupina 1

#### Begunski val iz BiH v letih 1992–1996

1. Raziščite, katere tipe oz. oblike begunstva poznamo, in jih naštejite.
2. V kateri tip spadajo begunci iz BiH v letih 1992–1996, ki so prišli v Slovenijo?
3. Poskušajte ugotoviti, v katere države poleg Slovenije so se ti begunci še izseljevali.
4. Poiščite podatek o tem, koliko beguncev iz tega vala preseljevanja je v Sloveniji ostalo in še danes živijo tu.

### Skupina 2

#### Prihod beguncev iz BiH v letih 1992–1996

1. Raziščite, koliko bosanskih beguncev je v letih 1992–1996 dejansko prišlo v Slovenijo?
2. Ugotovite, kako je potekala njihova pot (organizirano ali individualno). Ali so na poti naleteli na kakšne težave?
3. Kam so bili takoj po prihodu v Slovenijo nameščeni in koliko časa so ostali tam?
4. Kdo in kako jim je pomagal po tem, ko so morali zapustiti namestitvene centre?

### Skupina 3

#### Mednarodne konvencije za urejanje statusa beguncev in upoštevanje teh konvencij

1. Raziščite, katere mednarodne konvencije urejajo status beguncev, in jih naštejte.
2. Katere pravice pripadajo beguncem po mednarodnih dogovorih oz. konvencijah?
3. Poskušajte ugotoviti, ali so bile beguncem iz BiH v letih 1992–1996 v Sloveniji omogočene vse pravice, ki pripadajo beguncem po mednarodnih konvencijah.
4. Če ne, katere pravice so jim bile odtujene?

### Skupina 4

#### Asimilacija beguncev iz BiH v letih 1992–1996

1. Raziščite, kateri elementi asimilacije so za bosanske begunce najtežji.
2. Ugotovite, kako se spopadajo s problemom jezika.
3. Katere ustanove v Sloveniji nudijo beguncem brezplačne tečaje slovenščine? Kje lahko opravljajo izpite o znanju slovenščine?
4. Kako je z zaposlitvenimi možnostmi za begunce v Sloveniji? Lahko nadejo delo, ki ustreza njihovi stopnji izobrazbe, ali se morajo zadovoljiti z vsakršnim delom?