

# JASENOVAC REMEMBRANCE INITIATIVE

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## Needs Assessment Report

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# About the author

Miljenko Hajdarović holds degrees in History and Sociology from the Faculty of Philosophy in Zagreb. His career as an educator spans from 2005 to 2018 and resumed in 2022, teaching History, Sociology, Politics, and Civics in primary and secondary schools. Between 2018 and 2022, he served as an editor for printed and digital editions at the publishing house Profil Klett.

Currently, Hajdarović is a doctoral candidate at the Faculty of Education, focusing on Educational Sciences and Educational Perspectives, with a particular interest in the future of history education. In 2023, he was honoured with a HISTOLAB Fellowship by the Observatory for History Teaching in Europe, in collaboration with the European Union and the Council of Europe. This fellowship supports innovative research and methodologies in history education, fostering professional development and international collaboration. In 2024, he received the prestigious GEI Fellowship from the Georg Eckert Institute for International Textbook Research, providing him the opportunity to conduct extensive research in Braunschweig, Germany.

Hajdarović has actively contributed to various educational projects, including those by the Association for Education and Promotion of Human Rights, EUROCLIO, the Croatian Association of History Teachers, HERMES, and the Anne Frank House. He has delivered numerous lectures and participated in many local and international conferences. He is a prolific author, having written several professional and scientific works, textbooks, educational materials, and books.

As the founder of the NGO Plaforma Klio, he launched an interdisciplinary and international project in 2021 to enhance history teaching and empower history teachers. For three consecutive years, he has edited and published the professional journal "Teaching History."

Since 2005, Hajdarović has been deeply involved in Holocaust education, participating in programs by Yad Vashem, the Memorial de la Shoah in Paris, Centropa Academy, the Auschwitz Memorial, USC Shoah Foundation, Jewish Foundation for the Righteous, European Holocaust Research Infrastructure, Yahad in Unum, and the Council of Europe. He shares his extensive knowledge and experience through conferences, webinars, and written works, educating other teachers in this crucial field.

# 1. Introduction

The Public Institution Jasenovac Memorial Site, in collaboration with the Kreisau-Initiative e. V. and the Croatian Education and Development Network for the Evolution of Communication (HERMES), with the generous support of the Foundation Remembrance, Responsibility and Future (EVZ), implement the Jasenovac Remembrance Initiative project. This initiative aims to create a lasting legacy of remembrance by enhancing educational content, fostering international engagement, promoting educational outreach, and establishing collaborative partnerships. The initiative seeks to inspire reflection, learning, and research at the Jasenovac Memorial Site through these efforts.

As part of the project, in April 2024, the partners announced a public call for a needs assessment specialist. The selected needs assessment specialist should focus on two key areas:

1. Assess which existing materials at the Jasenovac Memorial Site should be translated from Croatian into English and German, identifying essential content versus content that can be omitted.
2. Evaluate the current materials to determine if any crucial information is missing that is necessary for international audiences, who may have limited or no knowledge of Jasenovac's history and the World War II context in the former Yugoslavia and Croatia.

The selected Specialist was expected to provide a written needs assessment report.

## 2. Methodology

As part of the needs assessment methodology, the selected Specialist was required to:

- Interview key representatives from the project implementing partner organizations to incorporate their expertise and priorities into the final report.
- Conduct sample interviews and/or an online survey with educators and youth from Western Europe, particularly Germany, on topics relevant to the Jasenovac Remembrance Initiative.

The following activities were carried out during June 2024:

- 1) Visit to the Jasenovac Memorial location, detailed recording of the museum's permanent exhibition, educational tour with expert guidance, analysis of the content of the permanent exhibition and the educational program.
- 2) Interview with 14 experts. Two were conducted live on-site, and the remaining were conducted online. The common characteristic of all respondents is that they have been engaged in education in Europe for at least 15 years. They educate about history, the Holocaust, human rights, religion and civic education in formal and informal education. Two respondents are exclusively related to the formal education of Croatian students and teachers, while the other respondents work in the international field.
- 3) A detailed analysis of the official website of the Jasenovac Memorial and the related social media used. Comparison with materials from similar institutions in Europe with an emphasis on Germany.

## 3. Research results

### 3.1. Background

The Jasenovac concentration camp, established by the authorities of the Independent State of Croatia (NDH), operated from August 1941 to April 1945. Rooted in Ustasha ideology and supported by the corresponding legal framework, the regime captured and deported Jews, Roma, Serbs, Croatian political opponents, and others who opposed them to various camps. The largest of these was the Jasenovac camp system, where inmates were either murdered or succumbed to forced labour, malnutrition, or disease.

The Jasenovac Memorial Site, which includes the Memorial Museum, was established to collect, process, and present museum and archival material about the Ustasha concentration camp at Jasenovac. It is dedicated to maintaining monuments from the former Ustasha camps and mass graves, educating young people about the truth of the Jasenovac camps and their victims, and promoting awareness of human diversity. Besides the main site in Jasenovac, the institution oversees the preserved authentic camp building Tower and the camp cemetery in Stara Gradiška, the Roma cemetery in Uštica, and the mass graves in Krapje, Mlaka, and Jablanac.

The site also features an Educational Center. Jasenovac serves as a place for reflection, learning, and research. It aims to foster personal attitudes and active resistance to evil and crime while also promoting the values of human life and the moral principles of humanity.

The original memorial museum and the Flower Memorial were constructed in the 1960s. The third and current permanent exhibition of the Jasenovac Memorial Museum, along with the Education Center, was opened in 2006.

The institution performs its activities in accordance with the Law on Institutions, the Law on Museums and the Law on the Jasenovac Memorial Area. In its current organizational form, the institution has only two units: the professional department for museum documentation and the technical department for maintenance. This needs to be pointed out to emphasise that no special education department exists. The bodies of the institution in accordance with the Statute of the Public Institution of the Jasenovac Memorial Area are the Administrative Council, the Council and the director. The council proposes protection, use, presentation, and maintenance programs, proposes a program for scientific research activities; proposes publishing programs; and gives opinions on publishing, film, and other projects. According to the letter from the Ministry of Culture to the members of the Council, the permanent exhibition can be changed, but with precise elaborations and the presentation of a new museological concept by the members of the Council who propose changes.

Jasenovac Memorial is on the territory of Jasenovac Municipality. Although the memorial is mentioned in the municipality's strategic development plan, there is no indication that the municipality perceives the memorial as an opportunity to develop any programs. A tourist board has been operating in the municipality since 2010, and it only tentatively mentions the memorial's existence.

## 3.2. Jasenovac Memorial in the public eye

Jasenovac Memorial has a unique role in Croatia. Not only is it about the memorial area of the largest camp during the Second World War in Croatia, but the memorial itself has an additional role. Croatia does not have a particular Holocaust museum or at least a significant museum exhibition in a museum that would cover the subject. Therefore, the Jasenovac Memorial is perceived at the same time as a museum that would have to cover the entire topic of the Holocaust, genocide and crimes during the Second World War. This goes beyond the mission of the Jasenovac Memorial, although the museum's permanent exhibition and the expert guidance of visitors cover this broader perspective to a certain extent.

The public perceives the Jasenovac Memorial as a controversial place. The contested narratives surrounding its history and mission can be understood through differing perspectives on its purpose, the portrayal of the events, and the broader political and historical implications.

It can be commented that the Jasenovac Memorial represents a narrative that Croatia's official policy is ready to accept. On the other side of the Sava river bank, we come across a different narrative at the Public Institution of the Donja Gradina Memorial Area, which is approved by the policy of Republika Srpska, which governs that area of Bosnia and Herzegovina.<sup>1</sup> This memorial area emphasizes the suffering and number of Serbian victims (700,000). Since 2020, the Uštica Roma Memorial Center has been operating near Jasenovac.<sup>2</sup> It is located near the Roma cemetery, where some of the approximately 17,000 Roma victims of the Jasenovac camp were buried. Thus, we have three intertwined and somewhat conflicting narratives about the victims in a narrow space. Currently, there is no joint project between the three mentioned institutions.

Jasenovac Concentration Camp was infamous for its brutal treatment and mass murder of Serbs, Jews, Roma, and anti-fascist Croats. Estimates of the number of victims vary widely, ranging from tens of thousands to several hundred thousand, reflecting the contentious nature of historical interpretations. Some Croatian nationalists tend to downplay the number of victims and the extent of Ustaša atrocities, arguing that the figures have been exaggerated for political reasons and emphasizing the suffering of Croats under the Yugoslav communist regime after the war. Certain Croatian nationalist groups attempt to rehabilitate the image of the Ustaša, portraying them as patriotic fighters against communism and for Croatian independence, rather than as perpetrators of genocide.

Many Serbian narratives emphasize the high number of Serbian victims and frame Jasenovac as a site of genocide against Serbs, viewing the camp as part of a broader historical pattern of Croatian aggression against Serbs.

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<sup>1</sup> <https://www.jusp-donjagradina.org/>

<sup>2</sup> <https://rmcu.hr/>

The Jasenovac Memorial is also a constant element in the political maneuvers of various groups. There are concerns that the site can be used for political purposes, either to foster nationalism or to serve contemporary political agendas, which can involve the manipulation of historical facts or the emphasis on certain narratives over others. The interpretation of Jasenovac can affect Croatia's relations with neighbouring countries, particularly Serbia, as well as its image in the international community. These contested narratives often complicate efforts to foster a shared understanding and reconciliation.

Holocaust and genocide scholars generally aim to provide a balanced and well-documented account of the events at Jasenovac, recognizing the complexities and scale of the atrocities. However, even academic discourse can be influenced by national biases and differing interpretations of evidence. In 2023, Croatia held the presidency of the International Holocaust Remembrance Alliance (IHRA), during which there was considerable criticism from minority communities representing groups of victims of the former camp. IHRA representatives visited the Jasenovac Memorial and provided Croatia with a series of guidelines on improving the site. This document has not been made public.

Conflicting narratives, political influence, and expectations from both the public and professionals complicate the work of the Jasenovac Memorial staff. The professional team, consisting of just four members, is responsible for managing all the memorial's research, museum operations, archival tasks, educational programs, and business activities.

Unfortunately, special attention should be paid to the current issue of the resignation of the director of the Jasenovac Memorial. Jasenovac Memorial Area Public Institution Director Ivo Pejaković resigned on May 21, 2024.<sup>3</sup> This was met with different media coverage. By some media, Pejaković's resignation is primarily due to a series of concurrent events. While it may be overstated to label these events as a coordinated campaign, they share a common theme rooted in the revisionist stance of Andrej Plenković's government.<sup>4</sup> Allegedly his government seeks to downplay the atrocities of the Ustasha death camp in Jasenovac and mainly aims to avoid acknowledging that the Ustasha regime in the NDH committed genocide against Serbs, in addition to the Holocaust against Jews and the genocide against the Roma. Branimir Janković, the editor of the Croatian historiography portal [historiografija.hr](http://historiografija.hr) and professor at the Faculty of Philosophy in Zagreb, expressed the hope that the director's resignation will stimulate a public discussion about the activities of JUSP Jasenovac and its professional and socio-political status.<sup>5</sup> He emphasized that Jasenovac should be of much greater importance to the public, memory culture, education, and historiography.

The media discussion revealed details about the Croatian Ministry of Culture and Media's handling of recommendations from the International Holocaust Remembrance Alliance (IHRA).<sup>6</sup> The IHRA experts had advised the installation of new information panels at a memorial site, including text that described the Ustasha crimes in the NDH as a Holocaust

<sup>3</sup> <https://www.vecernji.hr/vijesti/ravnatelj-jasenovca-ivo-pejakovic-podnio-je-ostavku-1770929>

<sup>4</sup> <https://www.nacional.hr/presuceni-podli-manear-pejakovic-je-otisao-i-zato-sto-plenkoviceva-vlada-odbija-priznati-ustaski-genocid-nad-srbima/>

<sup>5</sup> <https://historiografija.hr/?p=40993>

<sup>6</sup> <https://www.nacional.hr/ustaski-zlocini-nina-obuljen-korzinek-nalozila-uklanjanje-izlozbe-u-jasenovcu-i-cenzurirala-tekst-kustosa/>

against Jews and genocide against Roma and Serbs. The Ministry asked the memorial's curators to draft this text and send it for review. However, instead of receiving feedback, the curators found that their text had been altered, with the terms "Holocaust" and "genocide" removed. These modified information panels, lacking these key terms, are now displayed in front of the Education Center.



*Image 1. Info boards with modified text opposite the Education Center.*

### 3.3. Review of the experience of visiting the location

For the purposes of this research, the researcher assumed the role of an "average" tourist attempting to travel from Zagreb to the Jasenovac Memorial. Given the focus of Croatia's tourism on coastal regions and historical cities, combined with the memorial's relatively remote location and the specific nature of its significance, it is likely that a smaller proportion of general tourists visit the Jasenovac Memorial compared to other attractions. However, those with a specific interest in history, particularly World War II and the Holocaust, might prioritize visiting the memorial.

Information on the official website under "How to find us" was reviewed, suggesting travel options such as by train or road.<sup>7</sup> Since no additional details or recommendations were provided, the researcher consulted a web search engine and the popular online service Rome2Rio.<sup>8</sup> Rome2Rio suggests four options for travelling to the location: by train, bus, taxi or car. The proposal details reveal the challenges of travelling to a location off Croatia's usual tourist routes. Brief analysis of the proposals:

- Bus - No direct line connects the Croatian capital with the Jasenovac Memorial. The visitor would have to use a combination of bus and taxi. The estimated drive is about 70 minutes for up to €12. Operators that can be found online are Flixbus and Slavonija Bus. This is where we encounter an additional challenge regarding the timetable. The first Flixbus ride starts at 2 am and the second at 6.30 pm. Flixbus

<sup>7</sup> <https://www.jusp-jasenovac.hr/Default.aspx?sid=7129>

<sup>8</sup> <https://www.rome2rio.com/>

lines run daily. The operator Slavonija Bus runs on this route only on Mondays, Tuesdays and Wednesdays, with a trip starting at 10.30 pm. Upon arrival in Novska, the visitor should find a taxi to take him to the memorial's location. Return to Zagreb from Novska using Flixbus is possible only at 12.35 am and 8.10 am.

- Train - The direct train ride from Zagreb to Jasenovac takes about 133 minutes. The second option with one train change takes 204 minutes. Prices are up to €9. Arriving at the railway station in Jasenovac, the visitor has to walk about 1.4 km (about 15 minutes). Train departures from Zagreb are at 6:31 am, 7:54 am, 11:13 am, 3:41 pm, 7:16 pm and 10:40 pm. Considering the duration of the drive, only the first two listed times are optimal.
- Taxi - By booking or ordering a taxi from Zagreb to the Jasenovac Memorial, possible transport prices are from around 110 to 170 € one way. An additional challenge is the need to arrange to wait for a taxi if you want to return the same way.
- Car - Car rental costs should be checked individually with different operators. For example, the cheapest option with operator Sixt is from €55 and up. In addition, the cost of fuel and tolls on the highway should be added.

Organized groups of visitors can use the services of travel agencies that organize the entire trip.

The problem of location is also a question of accommodation. The memorial itself has no accommodation facilities. The accommodation capacity of the village of Jasenovac is minimal. The largest accommodation object has 12 overnight rooms with a total capacity of up to 30 people.<sup>9</sup> The same object is also the largest restaurant in the settlement. Grocery shop is open in Jasenovac village.

This information on travel methods, accommodation, and food is necessary to get a comprehensive picture of the challenges faced by any individual who wants to visit the Jasenovac Memorial.

For this research, a car was used to visit the location. The highway from Zagreb is of the usual quality, with good signalling and adequate road signs that warn when the exit should be used to get to the Jasenovac Memorial location. Driving from the centre of Zagreb to the memorial takes approximately 75 minutes. After exiting the highway near Novska, the drive takes another 8 km on the local road to the memorial.

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<sup>9</sup> <https://kod-ribica.com/index.php/hr/nocenje>



*Image 2. Jasenovac memorial area (Google Maps satellite image).*

Arriving at the field or the location of the former camp, the visitor first sees the Flower monument, and continuing the drive brings him close to the entrance to the village of Jasenovac. Turning left, you pass the Jasenovac Elementary School and then enter the Jasenovac Memorial Public Institution. The school is the dominant building in that location, while the memorial buildings are more modest and covered by trees. The parking lot in front of the museum is marked with horizontal traffic signs intended for bus parking. Twelve park spaces are marked where visitors' buses, motorbikes and campers are parked. There are also some parking places on the side next to the main parking area. Parking is not charged. To the left, next to the parking lot, is an area with benches for rest. It is also the only place to sit next to the bench next to the memorial museum entrance. There is no seating area at the remaining location of the memorial except for the Education Center (which can only be entered during regular museum hours).

The Jasenovac Memorial is open every day except public holidays. Summer and winter working hours apply. Summer working hours from March 1 to November 30 are from 9 am to 5 pm. Entrance is free.

The memorial area can be divided into several zones. The first zone where visitors come contains the Education Center, the memorial museum in two buildings and the administration building. There are toilets at the back of the Education Center. The second zone is a promenade that leads visitors from the memorial museum to the Flower

Monument. The second zone is a walkway that leads the visitor from the memorial museum to the Flower Monument. The promenade from the place where the professional guidance usually starts to the Flower Monument is about 800 meters long. Half of that length is paved, and the other half has wooden railway sleepers as a floor. That second part makes it impossible for people with reduced mobility to continue the educational walk as well as visit the Flower monument. The third zone is the Flower monument.



*Image 3. The area of the museum, educational center and administrative part is circled with the number 1. The path from that part to the Flower Monument is an educational walking area. Flower Monument is marked with number 3.*

According to the explanation of the Jasenovac memorial staff, the usual educational program consists of three phases. The first is a walk from the Education Center, along the path that leads along the train, towards the Flower Monument. Along the walk and three stops, the guide explains the past of the location and the camp. The second phase is an independent museum exploration, where students look for information to solve the tasks on the worksheets. The third phase takes place in the Education Center, where students present the results of their group research. As a teacher, the researcher-led groups of primary and secondary school students to the Jasenovac Memorial several times. In this way, he can confirm that this is a normal educational procedure. This was also confirmed in conversations with two Croatian educators.



*Image 4. The educational walk is about 800 meters long.*

At the beginning of the educational walk, the guide explains the historical background. This actually means that it explains what the Ustasha movement was, what their ideology was, how their quisling state was created in 1941, the introduction of racial laws, the beginning of persecution and the first camps, and the beginning of the Jasenovac camp. It is a lecture that lasts at least twenty minutes depending on the group's dynamics. It is filled with historical facts that mention chronology, names of people, policies and events from pre-war and wartime, historiographical terminology and more. Although the narrative, according to the guide, sometimes changes or adapts to some announced groups, it remains very similar in principle. This can be a problem right from the start, which can destroy the attention or motivation of certain visitors that they had upon arrival.

Please note that visitors stand and walk exposed to weather conditions - except for some shade from the trees at the beginning of the educational walk, visitors are exposed to the sun during the summer, and during the autumn and winter periods, this location is often windy. These conditions are mentioned as an aggravating factor in the education of students, especially those of younger age groups.



*Image 5. The beginning of the guided tour.*

The next stop of the educational walk is tentatively at the entrance to the former camp. The guide continues the story of the establishment of the Jasenovac camp complex, its location, groups of victims who were imprisoned, parts of the camp and its functioning. Particularly valuable is the narrative's emphasis on the victims, where possible on their individual naming, in contrast to the names of the perpetrators, which are avoided. This emphasizes the very mission of the memorial, which gives voice to the victims of this place. Such an approach does not suit all visitors who are looking for the clearest possible naming of criminals, i.e. perpetrators.

The former camp's memorial complex does not contain camp facilities' remains. The sites of the camp buildings were marked by shallow, inverse pyramid-shaped hollows in the ground, while shallow cones of packed earth indicated graves and torture sites. This memorial intervention (visible here on the satellite image) represents a certain challenge for educators and students. Namely, nowhere in the outer space of the memorial is there a representation of what the camp looked like at the time of his activity. Although on the way to the Flower Monument, there is a metal cast, reminiscent of a mushroom, on which the camp plan is sketched, showing the memorial area's current state. Labels, i.e., text in Croatian, are names of objects that were once located in a certain place. However, there is nowhere a camp plan, a comparison of the past with the present state, or a reduced model of the camp. This method of comparing the past and present of a location is common and valuable in history lessons.

On the way to the Flower Monument, the most impressive object is certainly the train (Memorial train). The composition is composed of a locomotive, a coal wagon and five livestock wagons. Although it is not a historical original, this composition is extremely similar to the composition used to transport victims to the camp. The wagons are closed and cannot be viewed from the inside. The guide explains the use of the train for transportation and

points out the "hills and valleys" that represent parts of the camp and the place of murders on the banks of the Sava River.

The educational walk ends with entering the Flower Monument, where the guide talks about the last days of the camp, the breakthrough and the few survivors. Depending on the groups that come, sometimes a verse from the poem *Jama (Pit)* is read, which is highlighted inside the monument.<sup>10</sup> The verse is written only in the Croatian language.



*Image 6. View towards the Flower Monument.*

The students then return to the museum. With teachers' help, museum employees divide them into seven groups. Each group receives a printed worksheet with questions to be answered in the museum. Worksheets are not available online for prior review or teacher and student preparation.

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<sup>10</sup> Translation of the verse highlighted in the monument: *That simple happiness, the window's glint; Swallow and young; or windborne garden sweet – Where? – The unhurried cradle's drowsy tilt? Or, by the threshold, sunshine at my feet?* The English translation of the entire poem is available at the link: [https://www.kriticnamasa.com/item\\_en.php?id=873](https://www.kriticnamasa.com/item_en.php?id=873).



*Image 7. Students of Čakovec High School in the Education Center (March 2018).*

After collecting the answers, the students gather in the Education Center. The area of the Education Center is a simple classroom for up to 60 students/visitors. As stated on the website the space is functionally adapted for three types of teaching, namely ex-catedra, group work and focused teaching. The classroom is equipped with a computer with a projector and a sound system. There, students present their answers from the worksheets. An employee of the museum monitors the presentation, checks the correctness of the answers and asks additional questions. Depending on the group, additional discussion is encouraged. This concludes the educational program.

## 4. Internet presence review

### 4.1. Web site

The official website is at [jusp-jasenovac.hr](http://jusp-jasenovac.hr). The site is bilingual, and the Croatian texts are mostly translated into English. The site has a modern design and is adaptable for display on computers, tablets and smartphones.

The website has not been adapted according to web accessibility standards. Web accessibility ensures that websites and online services are usable by everyone, including people with disabilities. It involves designing and developing web content so that individuals with visual, auditory, motor, or cognitive impairments can understand, navigate, and interact with the internet. This includes features like: text alternatives for images (alt text), keyboard-friendly navigation, screen reader compatibility and adjustable text sizes and color. The EU has established regulations to ensure that public sector websites and mobile applications are accessible to all users, including those with disabilities. The main legislative acts are Web Accessibility Directive (Directive (EU) 2016/2102) and European Accessibility Act (Directive (EU) 2019/882).

The main menu is located at the top of the page, and the footer contains information about location, working hours and contact information. A photograph of the Flower Monument dominates the home page. In the following section, the most attention will be paid to the English version of the website compared with the Croatian version.

There is no search function on the page.

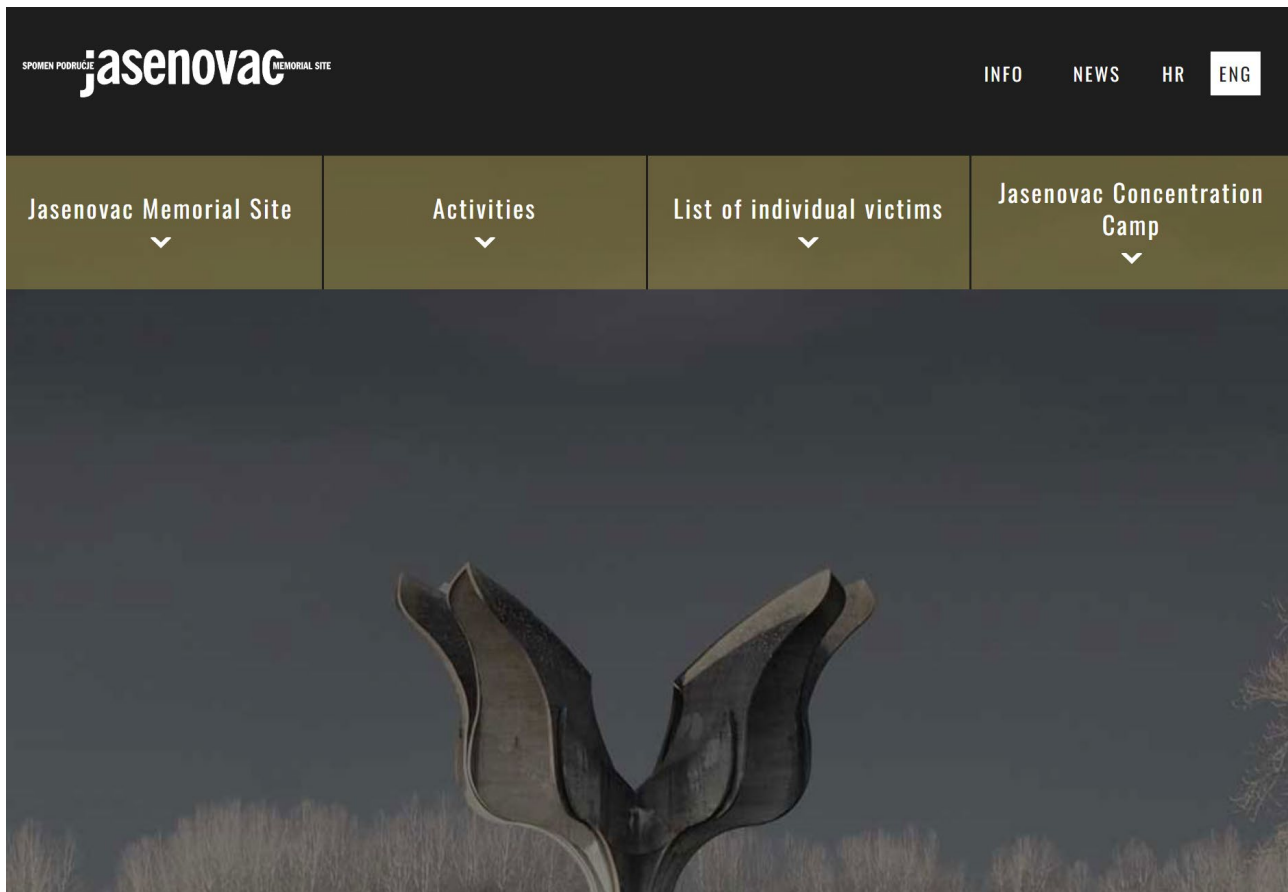





Image 8. Homepage - English version.

Unfortunately, it is immediately evident on the English homepage that no attention is paid to this part. Only three news items are available. Two from 2024 related to the Jasenovac Remembrance Initiative project and only one more news from 2015. Clicking on "All news" lists only two news items from 2024, and when clicking on "Older news" on that page, the "Archive: 2023" page appears without any content. If we return to the home page, there is a "SELECTION" section under the listed news, which has absolutely no content.

<p>Call for Applications: Jasenovac Researchers Workshop</p>	<p>Open Call: Needs Assessment Specialist</p>	<p>Director of the Jasenovac Memorial Site Nataša Jovičić visited Israel</p>
<p>5/22/2024</p>	<p>4/25/2024</p>	<p>7/24/2015</p>
		
<p>Dates: October 24 - 27, 2024 Location: Daruvar and Jasenovac, Croatia. Jasenovac Memorial site, situated in present-day Croatia, collects, processes and presents museum and...</p>	<p>The Public Institution Jasenovac Memorial Site, in collaboration with the Kreisau-Initiative e. V. and the Croatian Education and Development Network for the Evolution of...</p>	<p>Director of the Jasenovac Memorial Site, Ms Nataša Jovičić visited Israel as part of the delegation of the President of the Republic of Croatia, Ms Kolinda Grabar-Kitarović, as...</p>
<p><b>ALL NEWS &gt;</b></p>		

## SELECTION

Image 9. Homepage with all news listed and an empty SELECTION section.

The top level menu has INFO contents in the first place, which include Contact, Memorial Museum Opening Hours, How to find us and Impressum. The Contact page shows the institution's address, employees' names and positions and their e-mail addresses. The institution does not have a unique e-mail address such as info@jusp-jasenovac.hr. This would be advisable to avoid sending emails to all employees. At the same time, opening such an e-mail address would be desirable as an official contact address of the institution. This would avoid spamming employees or the case of sending a message to a person who may no longer work at the institution. It would be advisable to set up a contact form instead of all employees' contact addresses. Page Memorial Museum Opening Hours contains incorrect information about working hours "The museum is closed on Saturdays, Sundays and state holidays.". For groups of adults, the price in HRK is highlighted, which will not be used from the end of 2022. The page "How to find us" is not adequate or not user friendly enough. It contains a lot of text without illustrations. In many places in the text, it is evident that the editors of the website did not do their job. Instructions are visible in places where links should have been placed - such as: (Link to memorial train 3/13), (Link to Education Centre 4/2, Messages of Peace of the Education Centre 4/2-1), (Link to Relief...3/2), Dušan Džamonja 3/2-1, Gallery 3/2-2), etc.

The main menu consists of: Jasenovac Memorial Site, Activities, List of individual victims and Jasenovac Concentration Camp. Under the Jasenovac Memorial Site we can find some information about the institution, detailed history of the Jasenovac Memorial Site and details about the 14 memorials in the former Jasenovac Camp locations.

The remainder of the website contains extensive information regarding the museum's history, the evolution of its exhibits, and detailed historiographical insights into the camp: its contents, operations, perpetrators, and victims. Typically, web pages present text uniformly with graphics positioned at the bottom. This layout often results in large blocks of text that can be challenging for average students to navigate. While the graphics are visually appealing in their current rows and columns, they may obscure individual information and brief biographical details buried within them. For the purposes of this report, the content of the pages is not analysed in detail or historiographically, but attention is focused on the educational potential. Students can use the content of the pages for independent research. However, finding your way among a large number of pages with a large amount of text is certainly not stimulating.

There are no multimedia or interactive elements on the pages.

By sheer chance, the link "A virtual walk through the permanent exhibition" was noticed on the title page "The third permanent museum exhibition - 2006" (in Croatian and English).<sup>11</sup> Considering that it is a relatively frequent part of the modern museum offer, it is strange that the virtual walk is not prominently displayed in a more visible place. A virtual walk for a museum typically includes interactive, panoramic views of different museum galleries and exhibits. Detailed images of artworks and artefacts, often with zoom capabilities and sometimes with narration, provide context, background, and interesting facts about the exhibits. More modern versions include video content, interactive elements, virtual maps, and even educational materials such as quizzes, clickable hotspots, and augmented reality features to enhance engagement. These elements aim to replicate the experience of visiting in person and often offer additional educational content. Unfortunately, the virtual walk of the Jasenovac Memorial is actually only a Google Street View and 360 service. The recording was made in November 2020 by the Zagreb company virtualno360. The recording does not currently read the state, although it has not changed significantly. In addition to quite imprecise movement around the space (it is not possible to see all parts or exhibits), the recording does not allow reading the bilingual text on the panels (excessive pixelization and granulation due to graphic compression). The problem is that the materials are placed in the cloud, so by changing Google services or withdrawing materials from the company virtualno360, the museum no longer has anything available. This kind of virtual walk can roughly serve teachers or students to look at the area superficially, but it has no additional educational value.

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<sup>11</sup> <https://www.jusp-jasenovac.hr/Default.aspx?sid=5971>

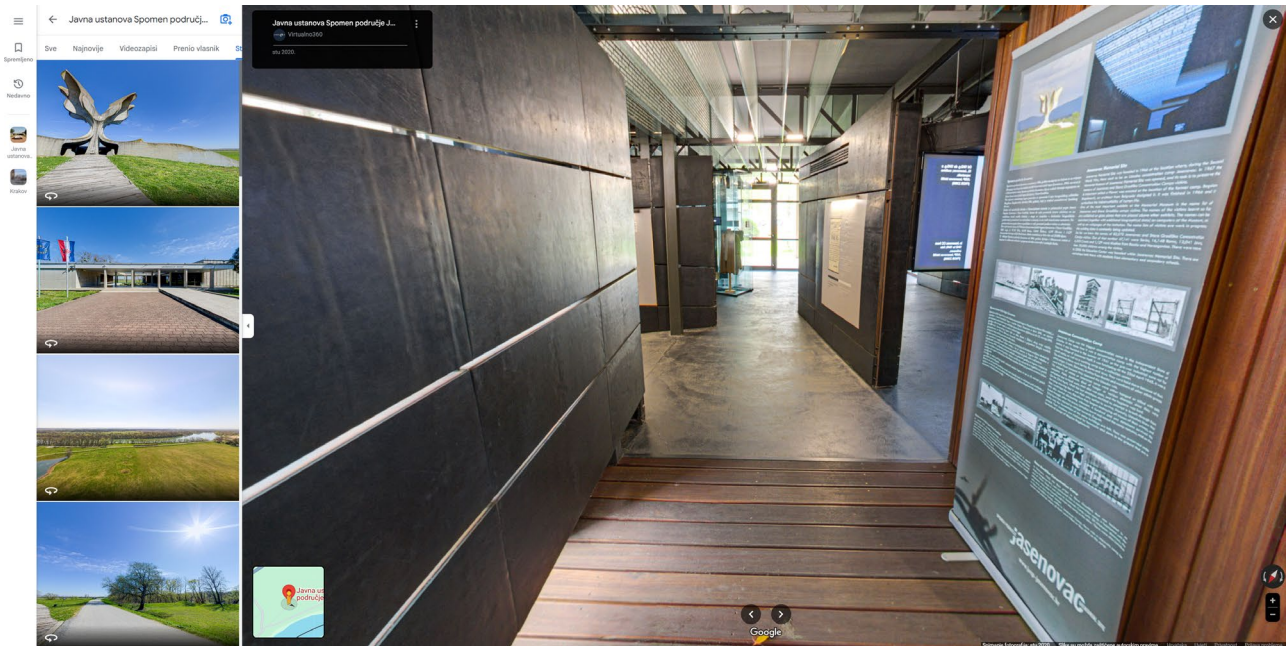


Image 10. The start of the virtual walk after the visitor clicks on the link on the page of Jasenovac Memorial. In its current state, a tape of time is placed on the left side of the wall, and this temporary panel is not in that space.

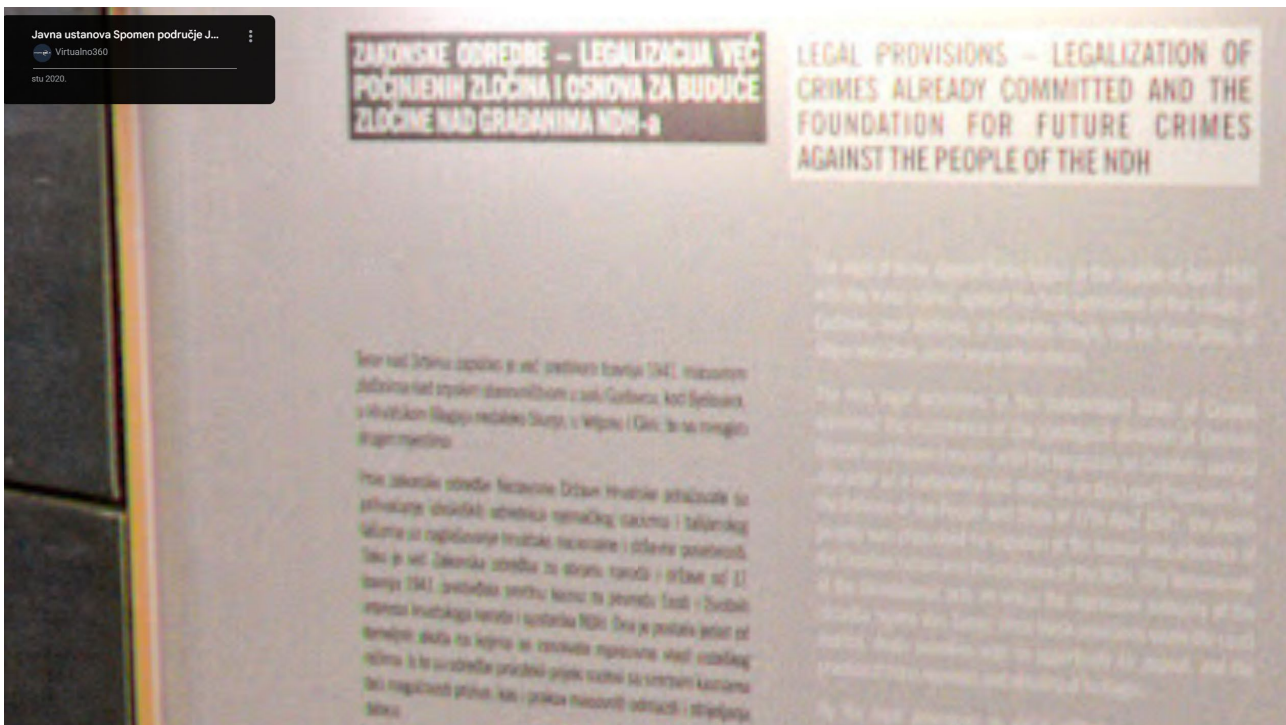


Image 11. Apart from the title in the virtual walk, the rest of the content is not readable.

The page "The educational programme" describes what Jasenovac Memory offers to educators and students.<sup>12</sup> Summary of the text: The Educational Programme at the Education Centre, in collaboration with institutions like Yad Vashem and the Anne Frank House, targets Croatian students aged 13-18. Designed in 2011, it aligns with the Croatian National Educational Standard. Its goals are to educate students on WWII, the Ustasha regime, and the values of democracy and tolerance. The program uses small group work

<sup>12</sup> <https://www.jusp-jasenovac.hr/Default.aspx?sid=9808>

and consists of four phases: preparation, visiting the exhibition, classroom discussion, and a visit to the Flower Memorial. This structure encourages critical thinking and understanding of historical events and democratic values. The description of the program is the same as the 13-year-old program. In the meantime, a curriculum reform was implemented in Croatia. So the current educational program is not aligned with the history curriculum for elementary schools and high schools. Vocational schools are currently being reformed, so from 2024/2025 that part of Croatian high school students will also work according to the new curriculum.

The program description contains several inaccuracies. It incorrectly states that students are divided into six groups; however, based on input from staff and teachers who have participated, the activities actually occur in seven groups. The sequence of activities outlined on the website suggests that after the preparatory phase, students first explore the museum using worksheets, then analyze and discuss their findings at the Education Center with staff assistance. In the final phase, students proceed to the Flower Monument, guided by an expert, to enhance their understanding of Jasenovac. At the conclusion of their visit, they return to the classroom to reflect on their experiences and insights gained during the educational process.

In practice, the program begins with an in-depth presentation by an expert guide, followed by a walk to the Flower Monument. Students then return to the museum to collect worksheets and conduct independent investigations. Ultimately, all seven groups present their findings at the Education Center, engaging in a discussion facilitated by the expert guide.

One fact that is important for Croatian teachers should be highlighted. In 2022, the Ministry of Science and Education published the news "Implementation of field teaching in the Jasenovac Memorial Area".<sup>13</sup> The program was introduced after numerous public criticisms of the Ministry regarding the lack of care for education about the Holocaust in the area of the former Jasenovac camp. The Ministry enables interested schools to organize a visit to the Jasenovac Memorial Area with a refund of the costs of transportation, accommodation, meals, as well as travel orders for teachers. The schools arrange the visit directly with the Jasenovac Memorial, and after the education is completed, they submit a request for a refund to the Ministry. This program is continuously available until today. There is **no information about that program** anywhere on the Jasenovac Memorial website.

## 4.2. Social media

There are no prominent links to social networks on the official website. Jasenovac Memorial does have a Facebook page.<sup>14</sup> No accounts on other social networks, such as Youtube, TikTok, Twitter or LinkedIn were detected.

Jasenovac Memorial Site on Facebook has 3,6K likes and 3,8K followers (as of June 30, 2024). Based on 41 reviews, it has a rating of 4.4. Reviews are written in many different

<sup>13</sup> <https://mzom.gov.hr/vijesti/realizacija-terenske-nastave-u-spomen-podrucju-jasenovac/3410>

<sup>14</sup> <https://web.facebook.com/JasenovacMemorialSite>

languages and scripts. A significant part of them contains SPAM messages in the comments. The review function can be turned off and is not necessary for the institution.

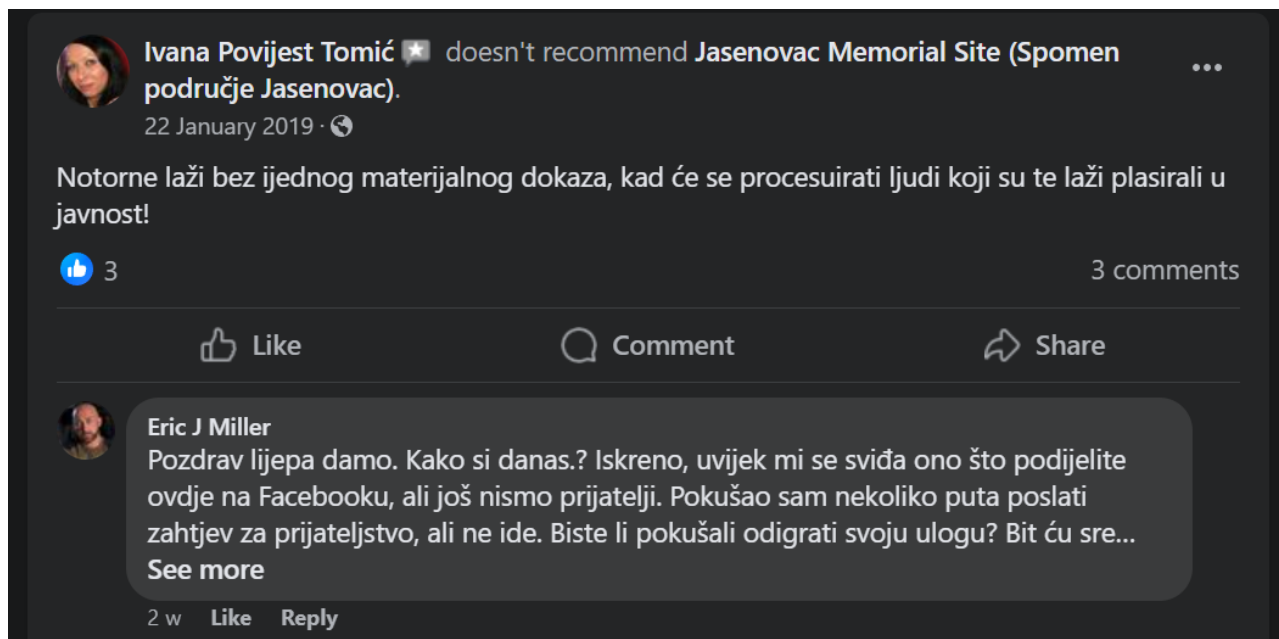


Image 12. This is an example of a revisionist and threatening review with a SPAM message in the comment.

Posts follow the activities of public institutions with occasional publications about the victims and the camp's history. All posts are only in Croatian.

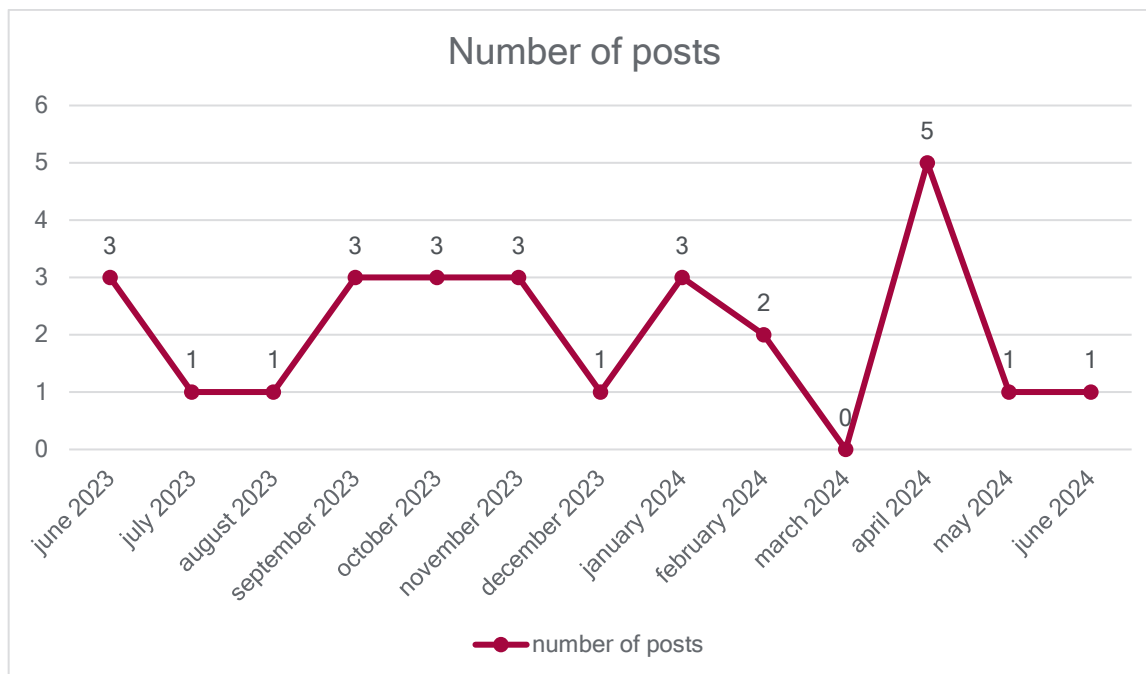


Image 13. Number of posts in the last 13 months.

In the Events section, you can see 15 events that the institution organized and announced via Facebook from 2013 until today. It is recommended that the biggest events be continuously published so that the continuity of the institution's activities can be seen in this way. Given that the last post in this section was from December 2024, it looks like the institution has been without any published events for almost four years.

Administrators of the institution's Facebook page can turn off the promotion of sections that are not needed (such as Music, Sports, Films, TV Programmes, Books, etc.). It would also be better if the title button instead of Call Now was directed to the institution's website.

## 5. Summaries of interviews with experts

The founders and leaders of the JRI project, including Maja Nenadović, Tvrtko Pater, and Rene Wennmacher, have reaffirmed the project's objectives, integrating their unique insights and visions. Additionally, Ivo Pejaković and Ines Puljić from the Jasenovac Memorial provided invaluable perspectives on its mission, operations, and educational potential from an insider's viewpoint.

Based on discussions with project managers, the key objectives for the project were outlined. The primary goal is to enhance Jasenovac's offerings, particularly for Western European visitors. Jasenovac should serve as a hub for dialogue about World War II, confronting history, historical revisionism, and addressing national guilt that is somewhat present. A crucial task is to ensure that teachers and students from Germany can easily understand Jasenovac's significance and complexity without requiring extensive prior knowledge. From an external perspective, Jasenovac needs consolidation, and increased international involvement could bolster the Memorial's standing, which is currently under political pressure. Additionally, the institution's website should effectively provide comprehensive information about Jasenovac, allowing users to learn about its history without needing to visit the site.

Alongside these five, nine more expert interviews were conducted. With extensive formal and informal education, these experts bring experience in Holocaust studies, human rights, memorialization, civic education, and religion. Two Croatian experts who work directly with children and teachers contribute firsthand knowledge of Jasenovac, which is crucial for their deep understanding of the local socio-educational context and the memorial's historical significance. They also have experience in organizing educational programs in the region. The remaining experts are based in Germany, France, and the Netherlands, enriching the project with diverse international perspectives. Only two respondents had visited Jasenovac. The others, who had not visited the Jasenovac Memorial, drew on their knowledge and experience of educational opportunities at similar sites. This perspective is valuable because they independently researched Jasenovac in preparation for the interview, enabling them to provide informed opinions about its potential educational opportunities.

### 5.1. About the museum and permanent exhibition

Ivo Pejaković served as the director of the Jasenovac Memorial Area Public Institution from 2017 until his resignation in May 2024. Currently, he remains active as the director during his resignation period. A conversation with him provides valuable insights into the challenges faced by the memorial. The current permanent exhibition is 18 years old, and Pejaković believes it needs modernization. Discussions with the Ministry of Culture about this have been ongoing for several years.

"Our museum space is too limited for any expansion," Pejaković notes. The institution operates with just four curators who handle all the tasks, lacking specialized departments and a museum pedagogue, although the ministry has recently approved the position.

Professional museum guidance is available only in Croatian and English. The educational workshop for groups is outdated and needs an update. The three-part educational program lasts three hours: first, students tour the outdoor area; then they return to the museum, where they are divided into seven groups to search for answers independently; finally, they present their findings in the Education Center with the help of a curator. This balance between the curator's input and the students' independent work aims to stimulate discussion. Teaching materials are printed for announced groups, with English translations available, but additional resources like historical sources have not been implemented.

According to Pejaković, visitors need a lot of imagination to understand the original layout of the camp, as none of its structures remain. A map, floor plan, or scale model of the camp could significantly enhance understanding during guided tours. This view is shared by most experts, one of whom remarked that the current landscape fails to convey the camp's functionality. The scenery, while picturesque, does not help visitors comprehend the site's historical significance.

Experts and museum staff agree on the need for a structured plan or schedule for visiting the museum's permanent exhibition. Currently, there is no clear sequence or direction, which means visitors might miss important information. Pejaković points out that the exhibition begins in a room on the right with a man removing his ring, but this starting point is not obvious to visitors, resulting in a confusing experience.

A Croatian teacher who frequently visits with students describes the museum as a labyrinth where students often get lost. An expert commented that without a guide, they wouldn't know where to go and would miss key information. The space is not well-utilized, with a lot of empty areas.

Another issue is the terrain, which poses difficulties for the elderly, out-of-shape, or disabled visitors. The institution, being in the European Union and the 21st century, should be accessible to everyone.



*Image 14. Info leafllets and impression book at the entrance to the museum.*

## 5.2. A question of narrative

When asked whether the institution should address certain public statements and debates, Pejaković responds: The criticisms surrounding revisionism often focus on what is missing—specifically, the context of what occurred before the events, emphasising the victims. Many critics argue that there is insufficient information about the perpetrators, and some even request explicit photos, particularly representatives of the victims. Although modern museum practices generally avoid such explicit displays, there is a possibility of creating a special room in the future that would clearly warn visitors about the explicit content. The challenge is to evoke an emotional reaction from visitors without resorting to shock tactics. The museum houses many personal items linked to specific individuals, which allows for further exploration of the inmates' personal stories.

Information on the number of victims and the creation of the victims' list is available both in the museum and on our website. Some approaches to this topic are problematic and sensationalistic. Managing different narratives in a confined space presents challenges. We oversee four sites: JUSP Jasenovac, the Roma Memorial, the Jasenovac Women's Monastery with its library, and the Donja Gradina Memorial across the Sava River. The Roma Memorial complements the Jasenovac Memorial. The political situation is complex as the former camp area is divided between two countries. The issue of victim numbers is prominent, with the Donja Gradina Memorial still citing the figure of 700,000 victims. The

Jasenovac Monastery, located in the former Ustasha hospital i.e. reception center, adopts a religious perspective, viewing the victims as martyrs of Jasenovac.

One of the interviewees emphasizes that the European dimension of the Holocaust must be emphasized in such a location. The European dimension of the Holocaust refers to the widespread and systematic genocide carried out by Nazi Germany across multiple European countries during World War II. This genocide targeted Jews primarily but also included Roma, disabled individuals, political dissidents, and other minority groups. The Holocaust's European dimension highlights its geographical scope, affecting numerous nations and involving collaboration or complicity from various local governments and populations across the continent. This transnational aspect underscores the Holocaust as not only a German atrocity but a tragic chapter in the broader history of Europe. The institution has to address what is discussed outside of the memorial regarding what happened there, it's a part of a larger society, not only national but European discussion.

It's crucial to link German experiences with those of other European regions to attract German teachers. One major challenge is that Croatian or Balkan history is not typically on the radar for German educators. Often, Germans are less informed about events outside Germany or possibly Poland. Typically, German students' knowledge rarely extends beyond the Holocaust within Germany itself. Occasionally, German students participate in study tours to Croatia, which might interest teachers who are inclined toward history. However, topics like the Nazi era or similarly dark periods do not usually capture student interest as much as they might interest teachers. Jasenovac, for example, might appeal more to educators than to students.

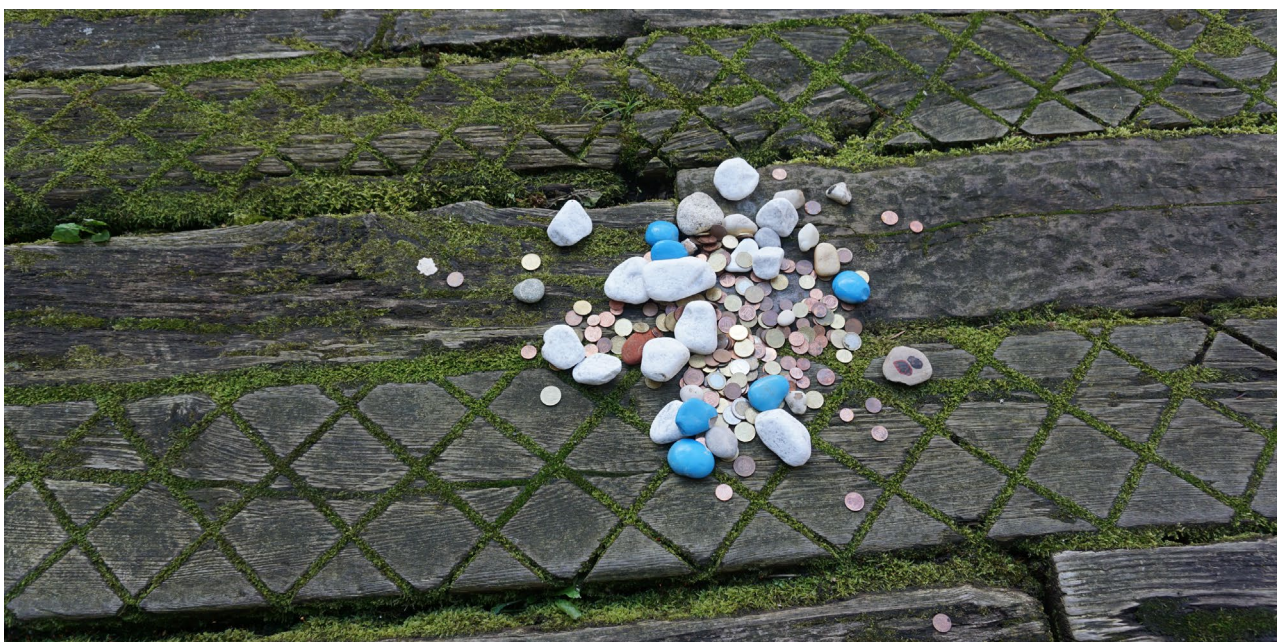
There is ongoing debate about the importance of German teachers visiting Holocaust sites, though few ultimately choose to do so. Additionally, Germany faces the challenge of Holocaust fatigue, a phenomenon where individuals or society become emotionally and psychologically exhausted from repeated exposure to Holocaust-related information, media coverage, or discussions. This exhaustion can lead to a sense of numbness, desensitization, or even avoidance of the topic, despite its historical significance and importance.

Jasenovac faces issues of competitive victimhood. The narrative must clearly address the conflicting memories that still influence contemporary perceptions. Jasenovac should adopt a multinational approach, considering its historical geography—the camp spanned both sides of the Sava River, which was integral to its operation and the atrocities committed there. The narrative should be multiperspective, encompassing the Yugoslav Wars, subsequent developments, and the ongoing political manipulation by various groups.

How Jasenovac was memorialized during Tito's era and afterwards is a crucial part of some of the following exhibitions. Initially frozen by official discourse, the narrative became contested once it was unfrozen, leading to a split in perspectives. Currently, there is no regional effort to establish a unified narrative, and the likelihood of such an effort materializing is diminishing—evident in the fact that Jasenovac is not a priority for regional stakeholders.

One of the most experienced interviewees who visited Jasenovac suggested forming an international professional commission to develop a common narrative, removing Jasenovac from political games. The long-term recommendation was for regional involvement, but this goal seems increasingly unattainable, especially with Pejaković's departure.

Jasenovac should be marketed as a place of multiperspectivity, recognizing and sharing the divided history, especially within the region. It should be acknowledged as a site where many died—a cemetery. The Flower Monument, which lacks a place for candles, highlights the complexities of memorializing a multiconfessional space, as different traditions, like Jews placing stones, need to be considered.



*Image 15. Coins and pebbles left inside the Flower Monument.*

### 5.3. Digital

Current Institutional Director Pejaković - The 3D reconstruction project of the camp, completed over the past few years, has yet to be integrated into the educational program and is currently only accessible in one of the museum's rooms. The debate on digital versus classical methods of student engagement has proponents on both sides. Currently, we do not have Wi-Fi available, and our website could benefit from improvements and updates; for instance, educational materials are not currently available, and some information is difficult to find. When we asked the German educator what kind of educational materials he expected on institutional websites like the Jasenovac memorial, he answered by counter-questioning what kind of materials they have on the website because he could not find them.

When asked about the possibility of implementing live site tours using online conferencing tools, similar to those offered by the Anne Frank House or the Auschwitz Memorial, Pejaković expressed uncertainty about how comfortable the curators would be in such roles. As for the idea of pre-recording materials, such as explaining parts of the exhibition, Pejaković admitted, with considerable hesitation, that this had not been considered before.

Additionally, the museum's archive materials have not been digitized, and there are no plans to do so, meaning they are only accessible in their original paper form within the museum's archive.

Regarding the museum's digital experience, curator Puljić mentioned that the museum offers a virtual tour. This statement surprised a teacher who was well-acquainted with the museum, as she was unaware of such content. The 3D reconstruction within the museum is tucked away in a corner, making it easy to overlook, and the virtual tour on the website is nearly impossible to locate intentionally.



*Image 16. Access to the 3D visualization of the camp is available only in the museum area.*

One of the interviewees clearly explained what he expects from the Jasenovac Memorial website. The website is helpful if you can find something more than what you can find on a Wikipedia page. It should be something visual like video testimonies of survivors from all sides (Jews, Roma, Serbs, etc.), timeline and maps (from where did people come from), historical videos that could provide context - that attracts students and teachers.

Several respondents reiterated that you can expect the camp plan, a timeline of events related to the camp, and certain ready-made educational materials on the website. These do not always have to be actual lesson plans, but at least specific modules that indicate very precisely what the teacher can do with the students at the location, how much time is needed and exactly what materials are needed. Lack of time to prepare teachers is always a problem. Especially if they are preparing to arrive at a location, they are not too familiar with, as in this case would be the arrival of German teachers in Jasenovac.

It is essential that all materials, from the website to the educational ones, be translated into high-quality foreign languages such as English or German.

The database, which is supposedly available in the museum, does not serve the purpose. The interviewed Croatian teacher confirms that computers with databases were not available last year, and we witnessed the same during the visit this June. Access to a database that is not well arranged in an educational package is useless.

## 5.4. Education in Jasenovac Memorial

Curator Puljić noted that the Memorial currently offers a single workshop for all groups, which is not ideal. The questions in the existing workshop could be better formulated. Some worksheets, like those on racial laws, are more complex, which can be challenging for weaker or less motivated students. In contrast, the worksheet on detainees is quite basic. The educational program lasts about three hours, affecting work quality over time as student motivation wanes.

Additionally, the level of preparation by teachers varies. Towards the end of the program, when students are expected to present their findings, some fear public speaking and may not participate at all. Typically, standout students are awarded the book "The Story of Teddy." This approach lacks systematic consistency. Another issue with working in seven groups is that it is unclear how many students gain a comprehensive understanding, as it's uncertain if they listen to other groups' presentations.

Experts unanimously concur that a practical educational approach to teaching the Holocaust must prioritize personal narratives over abstract statistics or generalized accounts of victimhood. The focus should shift towards the detailed stories of individuals, offering a humanized perspective that transcends mere numerical representation. This encompasses not only the experiences of the victims but also those of the collaborators and perpetrators, thereby creating a comprehensive and multifaceted understanding of the Holocaust.

Integrating personal stories allows educators to bridge the gap between the macro history of the Holocaust and the micro-histories of individuals. Students can develop a deeper emotional and cognitive connection to the historical events by delving into these personal accounts. This method fosters a more profound engagement with the material, encouraging students to empathize with the individuals involved and to grasp the complex human dimensions of the Holocaust.

Furthermore, to enhance student involvement and relevance, it is beneficial to draw parallels between the Holocaust and contemporary human rights violations. This approach contextualizes historical events within the framework of present-day realities and prompts critical reflection on ongoing injustices. By examining where societal and institutional failures have persisted, educators can provoke thoughtful discussion and analysis without diminishing the significance of the Holocaust.

This pedagogical strategy aims to instill in students a heightened awareness of human rights and the consequences of intolerance and discrimination. It encourages them to recognize

these issues' continuity across time and consider their role in advocating for a more just and humane society. Thus, the educational focus on personal stories and the connection to current human rights breaches serves to both honour the memory of the Holocaust and to inspire proactive engagement with the world today.

Educational activities designed for students should prioritize interactivity and active participation. A singular, uniform educational program is insufficient to address the diverse needs of all students. The Jasenovac Memorial must develop and implement differentiated educational strategies tailored to various age groups. This differentiation ensures that the educational content is appropriate and impactful for each developmental stage.

Additionally, the Memorial should prepare comprehensive preparatory materials for both teachers and students to utilize before their visit. These materials will enhance the educational experience by providing a contextual background and framing the significance of the site visit. Equally important are the reflective materials and activities designed for post-visit engagement, facilitating more profound understanding and contemplation of the historical events commemorated at the site.

Pejaković highlights a significant gap in the current educational approach, noting the absence of structured plans for preliminary preparation and subsequent reflection. Addressing this gap is crucial for maximizing the educational potential of the Jasenovac Memorial, ensuring that visitors not only gain knowledge but also engage in meaningful reflection on the historical and ethical dimensions of their experience. - We do not have a formal way for additional reflections or evaluations that is left to the teachers.

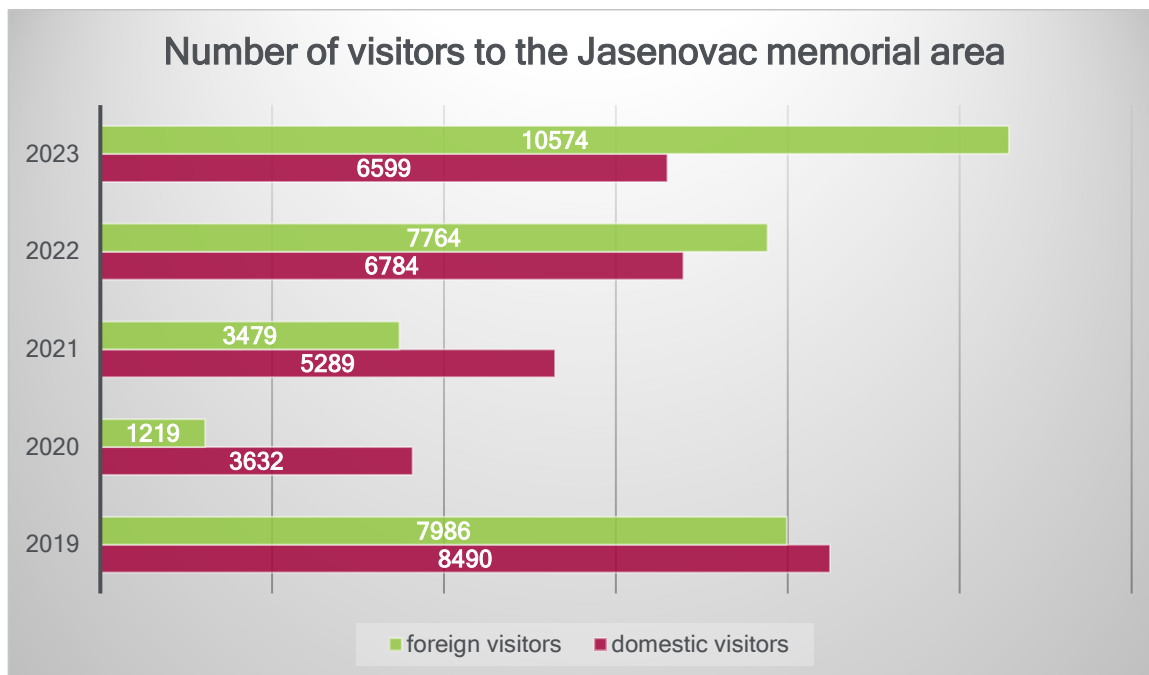
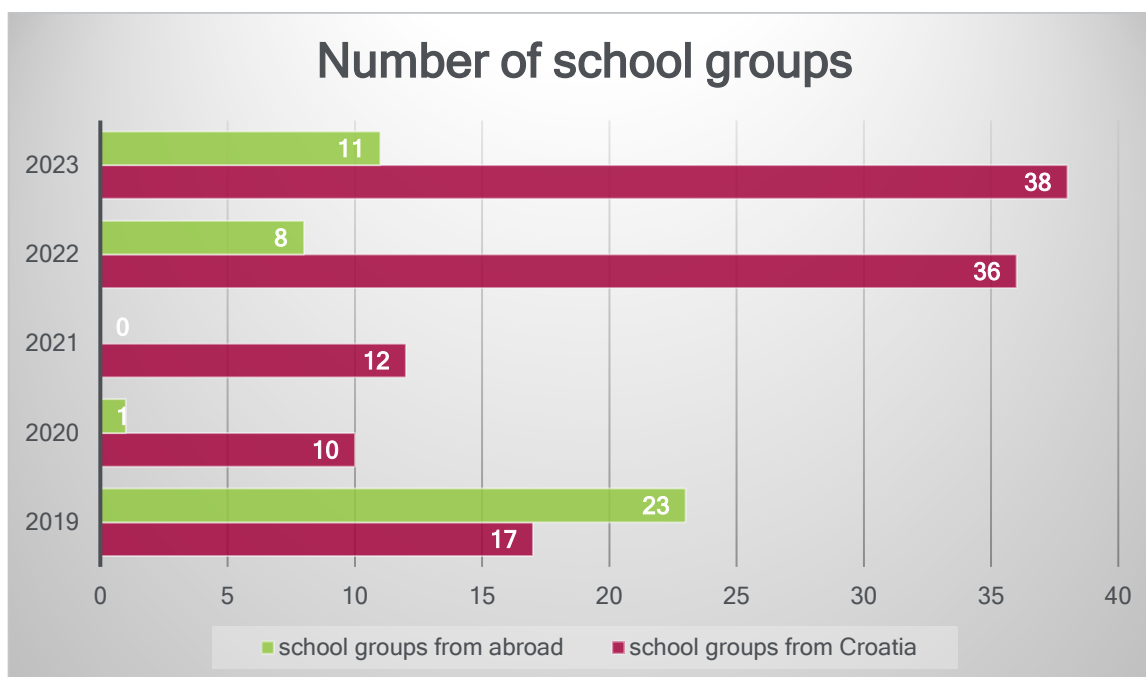


Image 17. Number of visitors to the Jasenovac memorial area.

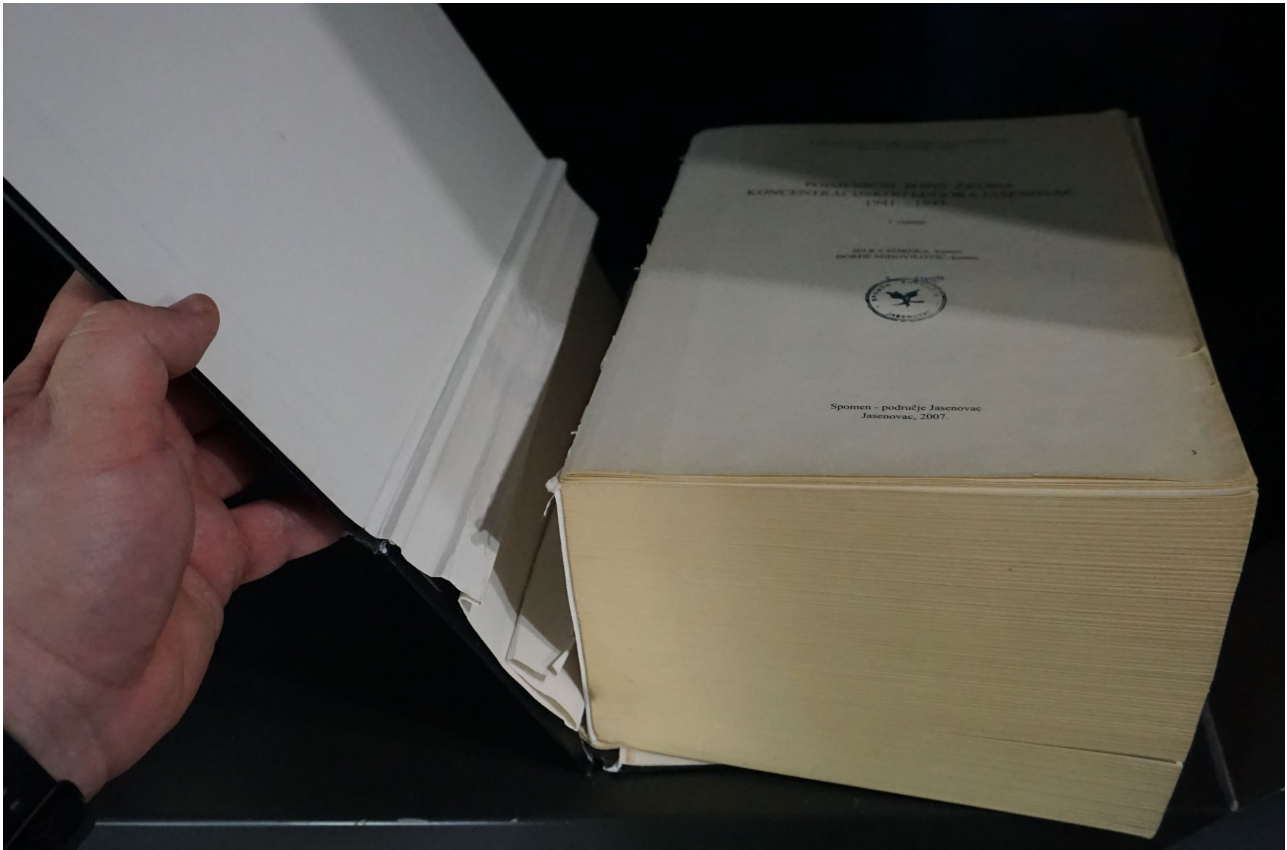


*Image 18. Number of school groups. Looking cumulatively, the highest number of school groups from abroad came from Italy. As for foreign school groups, they usually do not go through the educational program. They only have guidance around the area and a tour of the museum.*

The Croatian teacher observes that while the generations of students gradually evolve, the essence of Jasenovac remains steadfast. This constancy in the museum contrasts sharply with the shifting characteristics of the students, who demonstrate an increasing tendency towards superficiality and disinterest, coupled with a noticeable decline in effort. Contemporary students prefer being guided through the museum and desire more time to engage with its exhibits. Despite the curators' best efforts to maintain an enriching educational experience, there is a discernible waning of their enthusiasm, reflecting the broader challenges posed by these changing student dynamics.

One foreign educator highlights that a crucial element of any memorial site is the dedication and involvement of its staff. In Jasenovac's case, the personnel's commitment is evident as everyone contributes to all aspects of the site's operation. However, an illustrative example of a concerning issue is the condition of the book of victims at the entrance, which is in a state of significant disrepair. This neglect points to an inadequate allocation of staff resources and inadvertently conveys a troubling educational message: "This is not of great importance to us."

Such neglect can profoundly affect the perception and educational impact of the memorial site. The book of victims, intended to honour and remember those who suffered, serves as a record and a powerful symbol of collective memory and respect. Its dilapidated condition suggests a lack of proper maintenance and care, undermining the site's purpose and potentially diminishing its educational value.



*Image 19. A book listing the names of the victims at the entrance to the museum.*

In memorial sites, every detail contributes to the overall narrative and educational mission. Therefore, the condition of key elements like the book of victims must be meticulously maintained. It reflects the site's commitment to preserving history and honouring the memory of the victims. Ensuring such artefacts are well-preserved and prominently displayed can enhance the educational experience, demonstrating respect and reverence for the past while fostering a more profound understanding among visitors.

The museum offers books for sale but lacks a dedicated shop. Visitors seeking refreshments, such as drinks or food, will need to go to the centre of the village of Jasenovac. "We do not have a printed guide, just information sheets," explains Pejaković.



Image 20. Editions are available for purchase.



*Image 21. Informative English, German and Croatian leaflets contain information about the Jasenovac camp, the activities of the Jasenovac Memorial Area, the Flower Monument and the Education Center. The A4 size leaflet is printed in colour and folded twice.*

Several foreign educators have highlighted the challenge of organizing visits. The issue extends beyond travel costs; having a guide who speaks their native language is crucial, especially for vocational schools. Even if students speak English, the specific vocabulary related to history and the Holocaust can be challenging. Some teachers also emphasize the need for a dedicated space, like a classroom, to work with their students.

Memorial sites need to be impactful for every student, not just the exceptional ones, but this level of engagement is often lacking. Students require a variety of activities to engage with—walking, touching, writing, and working on digital projects—thus, a mix of educational materials is the key solution.

Inviting teachers to Jasenovac to demonstrate the possibilities available there is important. Once they experience Jasenovac firsthand, they can share its story effectively. Teachers need to feel confident in managing the visit, knowing how to reach the location and what to expect upon arrival. The educational program should be well-established with adequate on-site infrastructure. Additionally, Jasenovac's remote location means there is currently insufficient infrastructure for tourists visiting the area.

## 6. Survey results

For the purposes of this report, an online survey was created to test the interest of the younger population. Although minor students are also mentioned in the JRI project, they are not included in the survey. This was done because the consent of the parents/guardians, permission of the school or even the competent national ministry is required for the examination of minors. Given that such a procedure is highly organizational and time-consuming, it was decided to examine the 18- to 25-year-old group.

The survey was conducted in June 2024. Invitations to participate were sent via the social networks Facebook, LinkedIn and Twitter and were forwarded to potential respondents by email through a group of educators. Considering that it is a particular topic, a minimal number of responses were collected.

Despite the non-representative number of respondents, the obtained results can be certain guidelines for the interests of the younger audience. 11 respondents filled out the questionnaire.

### 1. What is your age?

11 responses

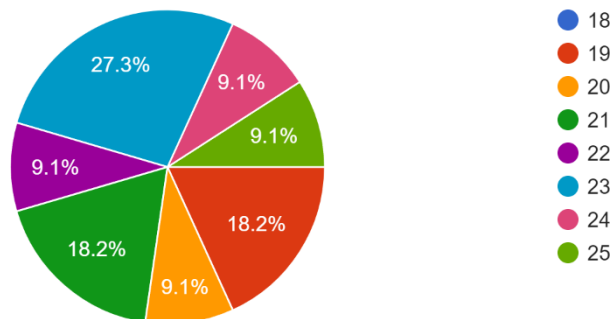
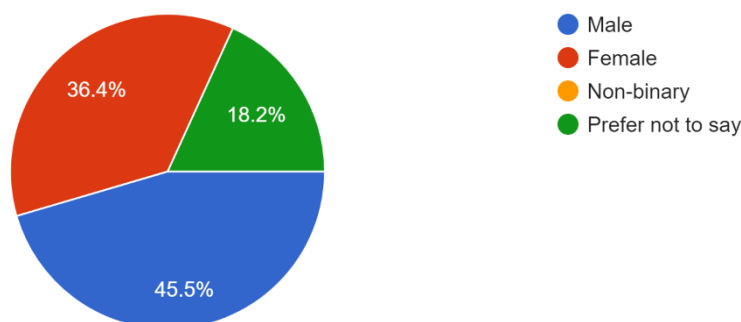


Image 22. Most respondents were 23 and 21 years old. None of the respondents was 18 years old.

### 2. What is your gender?

11 responses

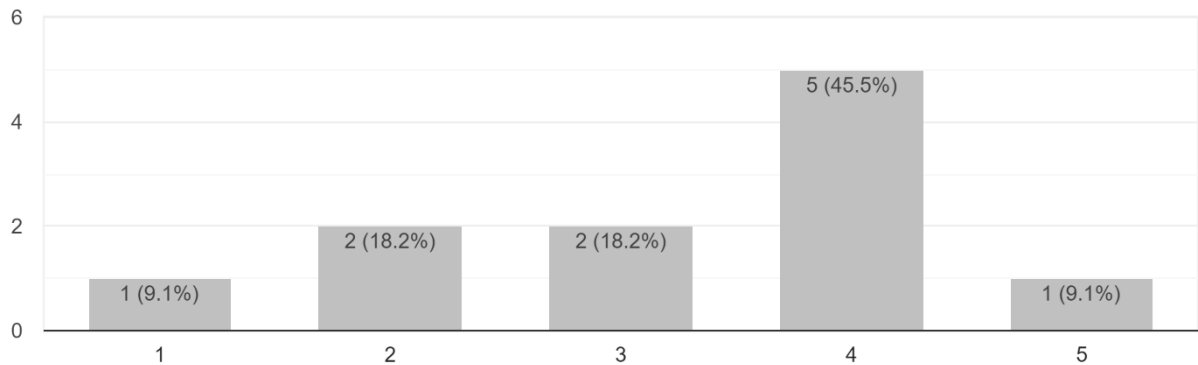


*Image 23. The largest number of respondents were male (45.5%) and female (36.6%).*

The respondents are from Croatia (2), Serbia (2), Germany (3), Poland (1), Hungary (1), Bosnia and Herzegovina (1) and the Netherlands (1).

#### 4. How interested are you in learning about the Holocaust?

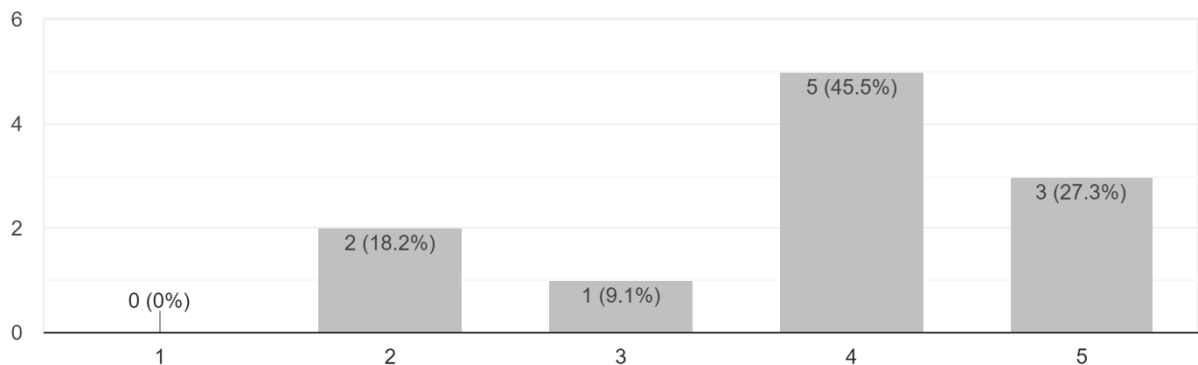
11 responses



*Image 24. Most of the respondents rated their interest as 4 (45.5%). Respondents from Croatia, Serbia and Bosnia and Herzegovina showed the greatest interest.*

#### 5. Do you think it is important for young people to learn about the Holocaust?

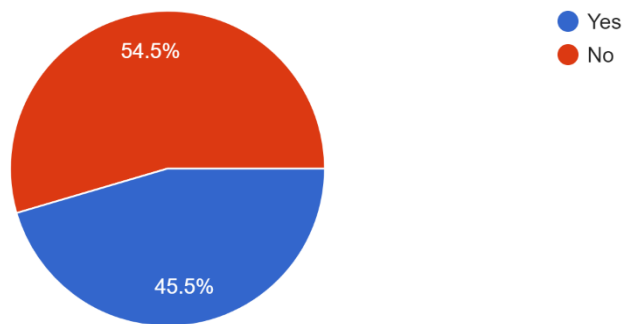
11 responses



*Image 25. The majority of respondents rated the importance of educating young people about the Holocaust as 4 (45.5%). Respondents from Croatia, Serbia and Bosnia and Herzegovina expressed the greatest importance.*

6. Before this survey, were you aware of the Jasenovac Memorial in Croatia?

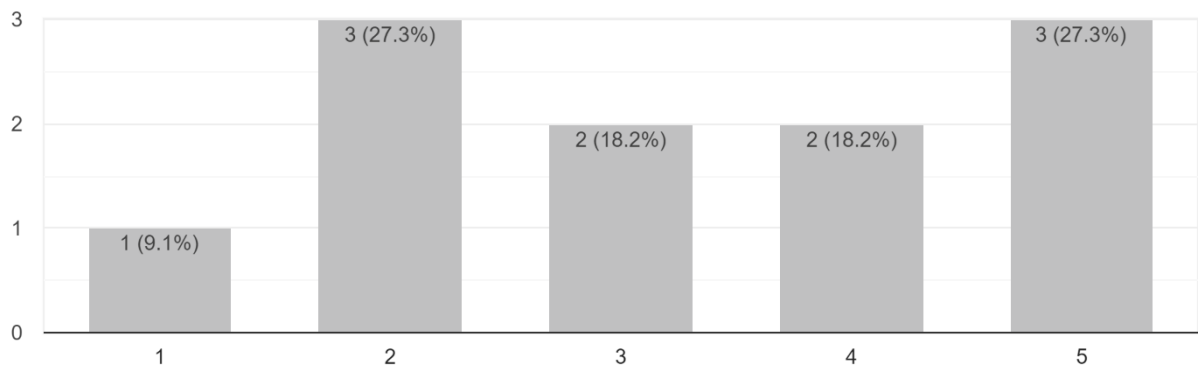
11 responses



*Image 26. Jasenovac Memorial was known only to respondents from Croatia, Serbia and Bosnia and Herzegovina.*

7. How interested are you in visiting the Jasenovac Memorial to learn about the Holocaust?

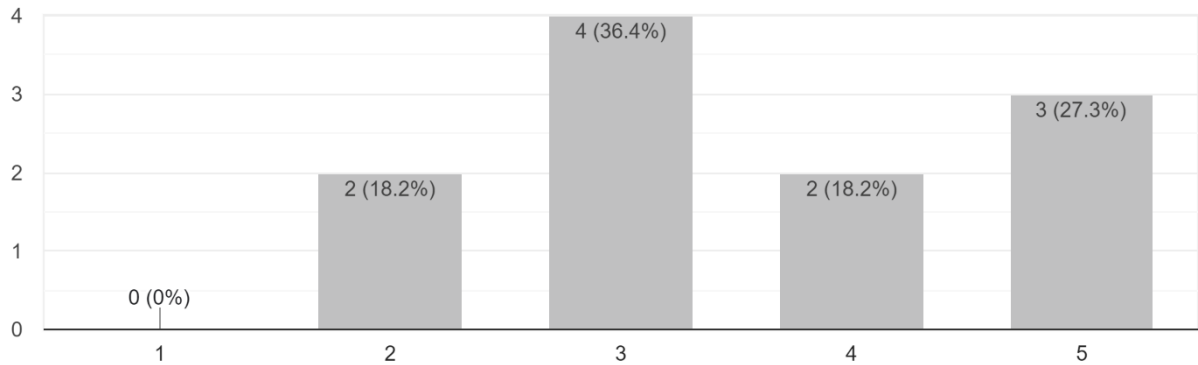
11 responses



*Image 27. Respondents from Croatia, Serbia and Bosnia and Herzegovina expressed the greatest interest in visiting the Jasenovac Memorial.*

8. How interested are you in engaging with online resources about the Holocaust provided by the Jasenovac Memorial?

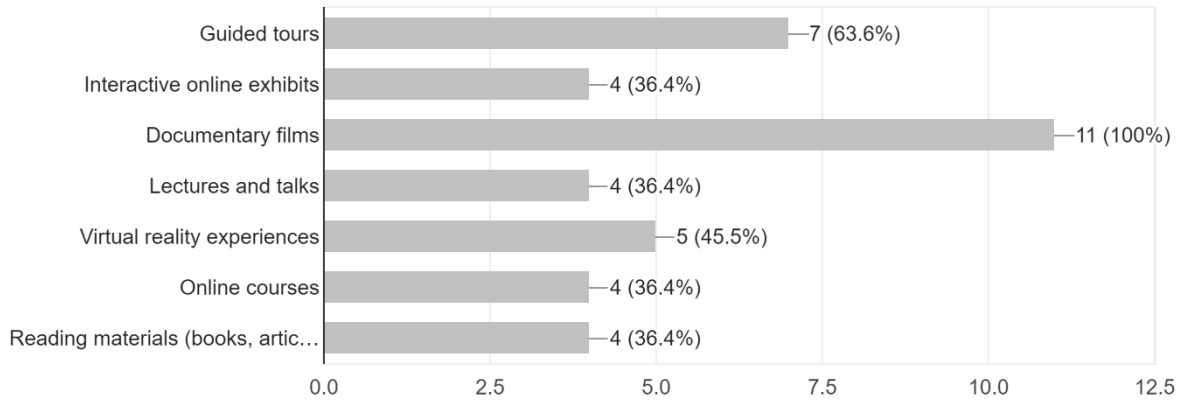
11 responses



*Image 28. The interest in online resources about the Holocaust provided by Jasenovac Memorija is significantly greater than the desire to visit the location itself.*

9. Which of the following methods would you prefer for learning about the Holocaust? (Select all that apply)

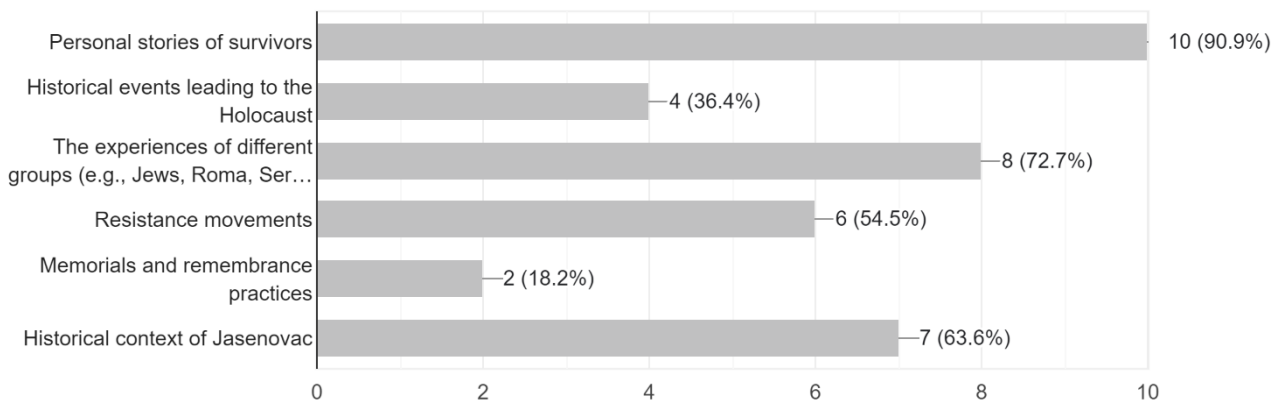
11 responses



*Image 29. The three most preferred methods of learning about the Holocaust are documentaries, guided tours and virtual reality experiences. There is less interest in methods that require greater personal involvement.*

10. What specific aspects of the Holocaust are you most interested in learning about? (Select all that apply)

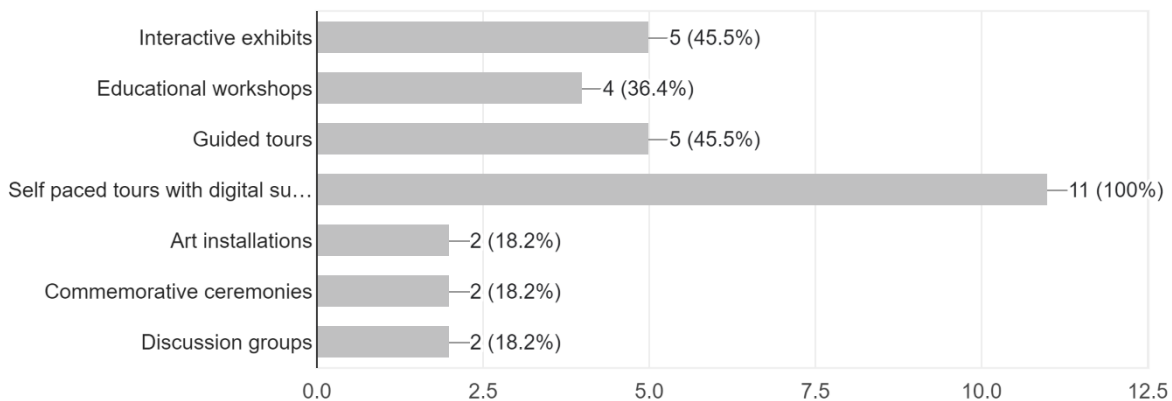
11 responses



*Image 30. Respondents are most interested in the personal stories of the survivors, the experiences of different groups and the historical context of Jasenovac in general. The historical context of Jasenovac was chosen by respondents from outside Croatia, Serbia and Bosnia and Herzegovina.*

11. What types of activities would you expect or enjoy at the Jasenovac Memorial? (Select all that apply)

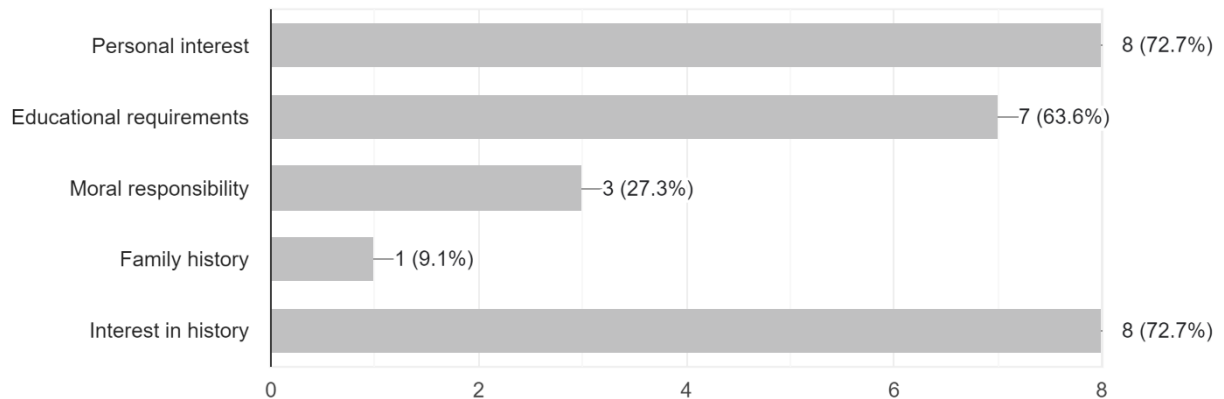
11 responses



*Image 31. Self-paced tours with digital support (e.g. audio guide, tablet or smartphone guides) are the most desirable activities at the Jasenovac Memorial.*

### 13. What motivates you to learn about the Holocaust? (Select all that apply)

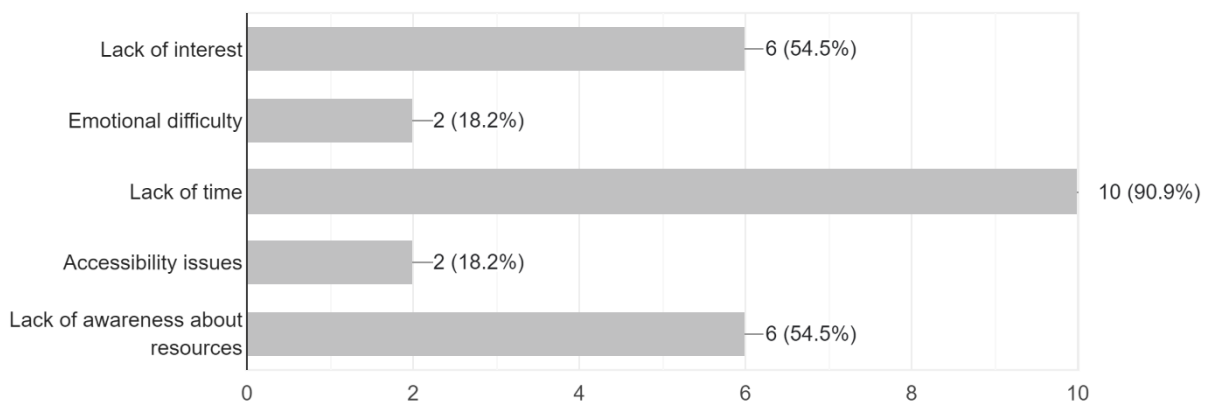
11 responses



*Image 32. Respondents are most motivated to learn about the Holocaust by interest in history, personal interest and educational requirements.*

### 14. What do you perceive as barriers to engaging with Holocaust education? (Select all that apply)

11 responses



*Image 33. Respondents consider lack of time, lack of interest and lack of awareness about resources as the biggest barriers to engaging with Holocaust education.*

There were no additional comments, i.e. answers to the 15th question.

## 7. Recommendations and suggestions

### 7.1. Educational content for translation

The museum's current permanent exhibition is bilingual. Everything has been translated into English with inscriptions and explanations in Croatian. We imagine upgrading the museum's existing permanent exhibition as education on several levels. On the first level, there are contents that could be called basic for understanding the camp's history and the function of the museum. Each next level is "I want to know more". For example, if the Ustashas and Ante Pavelić are mentioned at the basic level, they do not need to be further explained at that level. However, if the user/visitor wishes, the museum can offer him more material. In this way, those with less time or interest in the topic can go through the basic story alone. Everyone else with more time and interest can go into much more detail.

Texts and translations for the basic or first level are based on the current permanent exhibition, so the implementation could be carried out without additional legal and time complications. Most of the following texts are rewritten according to the existing texts in the permanent exhibition, and some are entirely new written.

1. Memorial area Jasenovac - Gedenkstätte Jasenovac (1.257 characters with spaces - 1.153 Zeichen mit Leerzeichen)

Place the QR code on the memorial area plan near the Education Center.

<p>The Memorial Area Jasenovac commemorates the victims of one of the largest concentration camps in Europe during World War II. Operated by the fascist Ustaše regime, Jasenovac was the site of horrific atrocities against Serbs, Jews, Roma, and anti-fascists.</p>	<p>Die Gedenkstätte Jasenovac erinnert an die Opfer eines der größten Konzentrationslager Europas während des Zweiten Weltkriegs. Jasenovac wurde vom faschistischen Ustaše-Regime betrieben und war Schauplatz grausamer Gräueltaten gegen Serben, Juden, Roma und Antifaschisten.</p>
<p>Visitors gain insight into the history of the Holocaust in the Balkans, the brutal regime of the Ustaše, and the broader context of ethnic conflict. The museum provides educational materials on the importance of tolerance, human rights, and the dangers of fascism.</p>	<p>Besucher erhalten Einblicke in die Geschichte des Holocaust auf dem Balkan, das brutale Regime der Ustaše und den breiteren Kontext ethnischer Konflikte. Das Museum bietet Lehrmaterial über die Bedeutung von Toleranz, Menschenrechten und die Gefahren des Faschismus.</p>
<p>The memorial museum exhibits include personal belongings of the victims, photographs, documents, and multimedia presentations. These displays educate visitors about the camp's history and the lives lost.</p>	<p>Die Ausstellungsstücke des Gedenkmuseums umfassen persönliche Gegenstände der Opfer, Fotos, Dokumente und Multimediapräsentationen. Diese Ausstellungen informieren die Besucher über die Geschichte des Lagers und die verlorenen Leben.</p>
<p>The Stone Flower Monument is a striking sculpture by Bogdan Bogdanović that symbolizes resilience and remembrance. Its abstract petals reach towards the sky, representing hope and renewal.</p>	<p>Das Steinblumendenkmal ist eine beeindruckende Skulptur von Bogdan Bogdanović, die Widerstandsfähigkeit und Erinnerung symbolisiert. Seine abstrakten Blütenblätter strecken sich zum Himmel und stehen für Hoffnung und Erneuerung.</p>
<p>The Jasenovac Memorial stands as a powerful reminder of the horrors of genocide and the resilience of human dignity. It sends a message of remembrance, urging visitors to reflect on the past</p>	<p>Die Gedenkstätte Jasenovac ist eine eindringliche Erinnerung an die Schrecken des Völkermords und</p>

<p>to prevent future atrocities. It promotes peace, reconciliation, and the importance of safeguarding human rights, ensuring that the memory of the victims endures.</p>	<p>die Widerstandsfähigkeit der Menschenwürde. Es ist eine Botschaft der Erinnerung und fordert die Besucher auf, über die Vergangenheit nachzudenken, um zukünftige Gräueltaten zu verhindern. Es wirbt für Frieden, Versöhnung und die Bedeutung des Schutzes der Menschenrechte, um sicherzustellen, dass die Erinnerung an die Opfer erhalten bleibt.</p>
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## 2. The foundation of the Independent State of Croatia (860 characters with spaces - 978 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum.

<p>The Independent State of Croatia (NDH) emerged in 1941 after the April War, established by Nazi Germany and Fascist Italy through the Ustasha movement led by Anto Pavelić. Pavelić and his associates vehemently opposed any Yugoslav state, considering Serbs as historical enemies. When the Ustaschas took power, they implemented radical measures against Serbs, Jews, and perceived enemies.</p> <p>The NDH encompassed Croatia, Bosnia and Herzegovina, and Srijem. However, the Treaty of Rome in May 1941 ceded most of the eastern Adriatic coast and immediate hinterland to fascist Italy, while Hungary annexed Međimurje and Baranja.</p> <p>Germany and Italy divided the NDH's territory along their occupation zones, gradually assuming more authority from the NDH's civilian and military authorities. Consequently, the NDH was neither truly independent nor a genuine Croatian state.</p>	<p>Der Unabhängige Staat Kroatien (NDH) entstand 1941 nach dem Aprilkrieg und wurde von Nazideutschland und dem faschistischen Italien durch die Ustascha-Bewegung unter der Führung von Anto Pavelić gegründet. Pavelić und seine Gefährten lehnten jeden jugoslawischen Staat vehement ab und betrachteten die Serben als historische Feinde. Als die Ustascha die Macht übernahm, ergriffen sie radikale Maßnahmen gegen Serben, Juden und vermeintliche Feinde.</p> <p>Der NDH umfasste Kroatien, Bosnien und Herzegowina sowie Srijem. Der Vertrag von Rom im Mai 1941 trat jedoch den größten Teil der östlichen Adriaküste und des unmittelbaren Hinterlandes an das faschistische Italien ab, während Ungarn Međimurje und Baranja annektierte.</p> <p>Deutschland und Italien teilten das Gebiet des NDH entlang ihrer Besatzungszonen auf und übernahmen nach und nach mehr Autorität von den zivilen und militärischen Behörden des NDH. Folglich war der NDH weder wirklich unabhängig noch ein echter kroatischer Staat.</p>
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## 3. Legal provisions - Gesetzliche Bestimmungen (1.186 characters with spaces - 1.350 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum.

<p>The terror against the Serbs began in mid-April 1941, with mass crimes committed against the Serbian population in various locations, including Gudovac near Bjelovar, Hrvatski Blagaj near Slunj, Veljun, and Glina.</p> <p>The initial legal provisions of the Independent State of Croatia reflected the influence of German Nazism and Italian fascism while emphasizing Croatian national identity. The Legal Provision for the Defense of the Nation and the State, enacted on April 17, 1941, already included the death penalty for offences against the Croatian people and the National Democratic Union. This provision</p>	<p>Der Terror gegen die Serben begann Mitte April 1941 mit Massenverbrechen an der serbischen Bevölkerung an verschiedenen Orten, darunter Gudovac bei Bjelovar, Hrvatski Blagaj bei Slunj, Veljun und Glina.</p> <p>Die ursprünglichen Rechtsvorschriften des Unabhängigen Staates Kroatien spiegelten den Einfluss des deutschen Nationalsozialismus und des italienischen Faschismus wider und betonten gleichzeitig die kroatische Nationalidentität. Die am 17. April 1941 erlassene Rechtsvorschrift zur Verteidigung der Nation und des Staates sah bereits die Todesstrafe für Straftaten gegen das</p>
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<p>led to swift trials with no appeal process, as well as mass reprisals and hostage shootings.</p> <p>Additionally, Jews and Roma (Gypsies) were disenfranchised and subjected to persecution and property confiscation based on racial affiliation. The Serbs, constituting a third of the NDH's population, faced further restrictions, including bans on Serbian symbols and religious practices, property seizures, and internment in camps.</p> <p>The Ustasha regime extended its terror to anti-fascists, Communist Party members, and civil-liberal intellectuals who expressed dissatisfaction with their rule.</p>	<p>kroatische Volk und die Nationaldemokratische Union vor. Diese Vorschrift führte zu Schnellprozessen ohne Berufungsverfahren sowie zu Massenrepressalien und Geislerschießungen.</p> <p>Darüber hinaus wurden Juden und Roma (Zigeuner) entrechtet und aufgrund ihrer Rassenzugehörigkeit Verfolgung und Eigentumsbeschlagnehmung ausgesetzt. Die Serben, die ein Drittel der Bevölkerung der NDH ausmachten, sahen sich weiteren Einschränkungen gegenüber, darunter dem Verbot serbischer Symbole und religiöser Praktiken, der Beschlagnehmung von Eigentum und der Internierung in Lagern.</p> <p>Das Ustascha-Regime weitete seinen Terror auf Antifaschisten, Mitglieder der Kommunistischen Partei und zivilliberale Intellektuelle aus, die ihre Unzufriedenheit mit ihrer Herrschaft zum Ausdruck brachten.</p>
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#### 4. Deportation - Abschiebung (812 characters with spaces - 845 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum. It is also possible near the Memorial Train.

<p>The Independent State of Croatia (NDH) established its first concentration camps in April and May 1941. These camps were officially mentioned in legal acts on June 26, 1941, through the Extraordinary Legal Provision and Order issued by Ante Pavelić, the head of the NDH. Among the initial camp complexes were Jadovno near Gospić, Danica near Koprivnica, and Đakovo and Jastrebarsko.</p> <p>A legal provision from November 25, 1941, allowed for the internment of politically unfit citizens in concentration and labor camps based on written decisions by competent police or judicial authorities. However, many camp inmates were transported without proper procedures or written sentences. Jews, Roma, and Serbs from across the NDH were often subjected to mass transports, with some individuals taken directly for execution.</p>	<p>Der Unabhängige Staat Kroatien (NDH) errichtete im April und Mai 1941 seine ersten Konzentrationslager. Diese Lager wurden am 26. Juni 1941 in einer außerordentlichen Rechtsvorschrift und Anordnung von Ante Pavelić, dem Leiter des NDH, offiziell erwähnt. Zu den ersten Lagerkomplexen gehörten Jadovno bei Gospić, Danica bei Koprivnica sowie Đakovo und Jastrebarsko.</p> <p>Eine Rechtsvorschrift vom 25. November 1941 erlaubte die Internierung politisch untauglicher Bürger in Konzentrations- und Arbeitslagern auf der Grundlage schriftlicher Entscheidungen der zuständigen Polizei- oder Justizbehörden. Viele Lagerinsassen wurden jedoch ohne ordnungsgemäße Verfahren oder schriftliche Urteile deportiert. Juden, Roma und Serben aus dem gesamten NDH wurden oft Massendeportationen unterzogen, wobei einige Personen direkt zur Hinrichtung gebracht wurden.</p>
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#### 5. The foundation of the Jasenovac camp - Die Gründung des Lagers Jasenovac (1.293 characters with spaces - 1.414 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum. It is possible to set up near the so-called "mushroom".

<p>The Jasenovac concentration camp, established by the Ustasha regime in the summer of 1941 near Jasenovac town, played a pivotal role in the regime's pursuit of an ethnically, racially, and</p>	<p>Das Konzentrationslager Jasenovac, das im Sommer 1941 vom Ustascha-Regime in der Nähe der Stadt Jasenovac errichtet wurde, spielte eine entscheidende Rolle bei dem Streben des Regimes</p>
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<p>religiously homogeneous state. Located strategically along the Zagreb-Novska railway, its setting amidst the challenging terrain of flooded rivers like Sava, Una, and Veliko Struga, alongside nearby marshlands such as Lonjsko and Mokro polje, made it an ideal location for isolation and control. Moreover, the presence of industrial infrastructure, including factories and mills, further facilitated the camp's operations.</p> <p>Initially comprising Camps I (Bročice), II (Krapje), III (Ciglana), and Stara Gradiška, Jasenovac quickly expanded to include satellite units like Mlaka, Jablanac, Gređani, Bistrica, and Feričanci. These were primarily agricultural areas where detainees were forced to work during peak seasons.</p> <p>On August 21, 1941, the first inmates were transferred to Krapje and Bročice camps from the previously disbanded Jadovno and Jastrebarsko camps. Following their closure in November 1941, Ciglana became fully operational. Notably, the camp's administration was headed by Vjekoslav Maks Luburić, an infamous figure in Ustasha leadership known for his brutal enforcement of Ustasha policies.</p>	<p>nach einem ethnisch, rassistisch und religiös homogenen Staat. Es lag strategisch günstig an der Eisenbahnlinie Zagreb-Novska, inmitten des anspruchsvollen Geländes von überfluteten Flüssen wie Sava, Una und Veliko Struga und neben nahegelegenen Sumpfgebieten wie Lonjsko und Mokro polje, was es zu einem idealen Ort für Isolation und Kontrolle machte. Darüber hinaus erleichterte die Anwesenheit industrieller Infrastruktur, darunter Fabriken und Mühlen, den Betrieb des Lagers zusätzlich.</p> <p>Zunächst bestand Jasenovac aus den Lagern I (Bročice), II (Krapje), III (Ciglana) und Stara Gradiška, wurde aber schnell um Satelliteneinheiten wie Mlaka, Jablanac, Gređani, Bistrica und Feričanci erweitert. Dies waren hauptsächlich landwirtschaftliche Gebiete, in denen die Häftlinge während der Hochsaison zur Arbeit gezwungen wurden.</p> <p>Am 21. August 1941 wurden die ersten Häftlinge aus den zuvor aufgelösten Lagern Jadovno und Jastrebarsko in die Lager Krapje und Bročice verlegt. Nach ihrer Schließung im November 1941 wurde Ciglana wieder voll betriebsbereit. Die Lagerverwaltung wurde von Vjekoslav Maks Luburić geleitet, einer berühmten Figur in der Ustascha-Führung, die für ihre brutale Durchsetzung der Ustascha-Politik bekannt war.</p>
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## 6. Forced labour camp - Zwangsarbeitslager (1.301 characters with spaces - 1.346 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum. It is possible to set up near the so-called "mushroom".

<p>Forced labor emerged as a pivotal aspect of detainee life in Jasenovac camp. Initially, detainees were tasked with erecting wire fences around the camps, constructing barracks, observation posts, and embankments to fortify against floods. The rehabilitation and refurbishment of existing industrial facilities were also underway, albeit progressing slowly; many of these facilities did not become fully operational until February 1942.</p> <p>The organization of labor within the camps took shape during the winter of 1941/1942. Detainees were grouped and assigned to different plants, both within the camp (internal work) and in surrounding areas (external work). These work groups were named according to the specific tasks they performed, ranging in size from ten to several hundred detainees. Larger groups were subdivided into smaller units, each led by detainees holding positions such as corporals or centurions. Notably, the initial commander of the work service was Ljubo Miloš, a first lieutenant in the Ustasha.</p>	<p>Zwangsarbeit entwickelte sich zu einem zentralen Aspekt des Häftlingslebens im Lager Jasenovac. Zunächst wurden die Häftlinge damit beauftragt, Stacheldrahtzäune um die Lager zu errichten, Baracken, Beobachtungsposten und Wälle zum Schutz gegen Überschwemmungen zu bauen. Auch die Sanierung und Renovierung bestehender Industrieanlagen war im Gange, wenn auch langsam; viele dieser Anlagen wurden erst im Februar 1942 voll betriebsbereit.</p> <p>Die Arbeitsorganisation innerhalb der Lager nahm im Winter 1941/42 Gestalt an. Die Häftlinge wurden in Gruppen eingeteilt und verschiedenen Fabriken zugewiesen, sowohl innerhalb des Lagers (interne Arbeit) als auch in den umliegenden Gebieten (externe Arbeit). Diese Arbeitsgruppen wurden nach den von ihnen ausgeführten spezifischen Aufgaben benannt und ihre Größe reichte von zehn bis zu mehreren hundert Häftlingen. Größere Gruppen wurden in kleinere Einheiten unterteilt, die jeweils von Häftlingen in Positionen wie Korporalen oder Zenturios angeführt wurden. Der erste</p>
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Throughout the seasons, detainees were engaged in various tasks related to agricultural economies in camps such as Mlaka, Jablanac, Gređani, Bistrica, and Feričanci. However, by the conclusion of their labor assignments, a significant number of detainees had tragically lost their lives.	Kommandeur des Arbeitsdienstes war Ljubo Miloš, ein Oberleutnant der Ustascha.  Im Laufe der Jahre waren die Häftlinge in Lagern wie Mlaka, Jablanac, Gređani, Bistrica und Feričanci mit verschiedenen landwirtschaftlichen Arbeiten beschäftigt. Am Ende ihrer Arbeitseinsätze verloren jedoch viele Häftlinge auf tragische Weise ihr Leben.
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## 7. Death camp - Todeslager (1.298 characters with spaces - 1.365 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum. It is possible to set up near the so-called "mushroom".

<p>In the historical context of genocide and the Holocaust (Shoa), the Jasenovac concentration camp held a pivotal role. Operating as a multifaceted facility, it served as a collection point, transit hub, labour camp, and place of punishment. However, its most notorious function was as a DEATH CAMP—a site where the majority of those who entered met their end.</p> <p>Victims at Jasenovac included Serbs, Jews, and Roma, targeted indiscriminately due to their perceived incompatibility with the Ustasha regime's ideals of racial and national purity. Additionally, Croats and Bosniak Muslims faced persecution, either for their involvement in anti-fascist activities or because they were viewed as a threat by the authorities. Notably tragic was the murder of over 20,000 children under the age of 14, who were detained and perished within the camp's confines.</p> <p>Execution sites such as Limani, Granik, and Donja Gradina, located along the Sava River's right bank, witnessed mass killings of detainees during this dark chapter in history.</p> <p>Unlike some other notorious camps, Jasenovac did not utilize gas chambers. Instead, the methods of extermination employed—slaughtering, hanging, poisoning, burning, beating, starvation, and forced labor—underscore the harrowing nature of the suffering endured by its victims.</p>	<p>Im historischen Kontext des Völkermords und des Holocaust (Shoa) spielte das Konzentrationslager Jasenovac eine zentrale Rolle. Es war eine vielseitige Einrichtung und diente als Sammelstelle, Transitknotenpunkt, Arbeitslager und Strafstätte. Seine berüchtigtste Funktion war jedoch die eines TODESLAGERS - ein Ort, an dem die Mehrheit der dort Betretenen umkam.</p> <p>Zu den Opfern in Jasenovac gehörten Serben, Juden und Roma, die wahllos verfolgt wurden, weil sie angeblich nicht mit den Idealen der Rassen- und Nationalreinheit des Ustascha-Regimes vereinbar waren. Darüber hinaus wurden Kroaten und bosniakische Muslime verfolgt, entweder weil sie sich an antifaschistischen Aktivitäten beteiligten oder weil die Behörden sie als Bedrohung betrachteten. Besonders tragisch war die Ermordung von über 20.000 Kindern unter 14 Jahren, die innerhalb der Grenzen des Lagers inhaftiert wurden und umkamen.</p> <p>Hinrichtungsstätten wie Limani, Granik und Donja Gradina am rechten Ufer der Save waren in diesem dunklen Kapitel der Geschichte Schauplatz von Massentötungen von Häftlingen.</p> <p>Anders als in anderen berüchtigten Lagern gab es in Jasenovac keine Gaskammern. Stattdessen unterstreichen die angewandten Vernichtungsmethoden - Schlachten, Erhängen, Vergiften, Verbrennen, Schlagen, Hungern und Zwangsarbeit - die grauenhafte Natur des Leidens, das die Opfer erdulden mussten.</p>
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## 8. Jasenovac camp victims - Opfer des Lagers Jasenovac (1.131 characters with spaces - 1.282 Zeichen mit Leerzeichen)

Place the QR code in the appropriate place in the museum. A convenient place is also near or inside the Flower Monument.

Debates about how many people died at Jasenovac concentration camp have sparked controversy for decades. During Yugoslavia's time from 1945 to	Die Debatten darüber, wie viele Menschen im Konzentrationslager Jasenovac starben, sorgen seit Jahrzehnten für Kontroversen. Während der
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<p>1990, officials claimed 700,000 deaths there. However, after Croatia gained independence in 1990, estimates dropped dramatically to between 30,000 and 40,000. These numbers were heavily influenced by politics, with different groups wanting to either inflate or deflate the death toll for their own reasons.</p> <p>In recent years, various organizations and researchers have tried to figure out the actual number of victims at Jasenovac. They have been working hard to compile accurate lists of victims' names through personal identification efforts. For instance, the Jasenovac Memorial, which is a public institution, has gathered information from many sources and confirmed 83,145 deaths. This includes 20,101 children under the age of 14.</p> <p>Even though it is still difficult to say precisely how many people died at Jasenovac, and we might never know the identities of all those who perished, the sheer scale of suffering and the reasons why the camp was set up tell us much more than just the numbers alone.</p>	<p>Zeit Jugoslawiens von 1945 bis 1990 gaben die Behörden an, dass dort 700.000 Menschen ums Leben gekommen seien. Doch nach der Unabhängigkeit Kroatiens im Jahr 1990 sanken die Schätzungen drastisch auf 30.000 bis 40.000. Diese Zahlen wurden stark von der Politik beeinflusst, da verschiedene Gruppen die Zahl der Todesopfer aus ihren eigenen Gründen entweder erhöhen oder verringern wollten.</p> <p>In den letzten Jahren haben verschiedene Organisationen und Forscher versucht, die wahre Zahl der Opfer in Jasenovac herauszufinden. Sie haben hart daran gearbeitet, durch persönliche Identifizierungsbemühungen genaue Listen mit den Namen der Opfer zusammenzustellen. So hat beispielsweise die Gedenkstätte Jasenovac, eine öffentliche Einrichtung, Informationen aus vielen Quellen gesammelt und 83.145 Todesfälle bestätigt. Darunter sind 20.101 Kinder unter 14 Jahren.</p> <p>Auch wenn es immer noch schwierig ist, die genaue Zahl der in Jasenovac gestorbenen Menschen zu ermitteln, und wir vielleicht nie die Identität aller Opfer erfahren werden, sagen uns das Ausmaß des Leidens und die Gründe für die Errichtung des Lagers viel mehr als nur die Zahlen allein.</p>
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## 9. Breakthrough and liquidation of the camp - Durchbruch und Auflösung des Lagers (733 characters with spaces - 868 Zeichen mit Leerzeichen)

Place a QR code inside the Flower Monument.

<p>The Jasenovac Memorial commemorates the final day of the Jasenovac camp, April 22, 1945. On that day, about 600 out of 1073 detainees attempted a daring escape through the camp's fortified walls and bunkers. Ante Bakotić signalled the breakout, sparking chaos as guards opened fire. Miraculously, 90 detainees broke free.</p> <p>In Jasenovac village, a smaller camp outpost called Kožara held 167 detainees who also attempted escape upon hearing the gunfire. Sadly, only 12 survived.</p> <p>In the days following, the Ustaschas hastily disposed of bodies from mass graves to conceal evidence of their atrocities. Partisans arrived on May 2 and 3, 1945, tasked with preserving crime scenes until a state commission could document the occupiers' crimes.</p>	<p>Das Jasenovac-Denkmal erinnert an den letzten Tag des Lagers Jasenovac, den 22. April 1945. An diesem Tag versuchten etwa 600 der 1073 Häftlinge einen gewagten Fluchtversuch durch die befestigten Mauern und Bunker des Lagers. Ante Bakotić gab das Signal zum Ausbruch und löste Chaos aus, als die Wachen das Feuer eröffneten. Wie durch ein Wunder konnten sich 90 Häftlinge befreien.</p> <p>Im Dorf Jasenovac hielt ein kleinerer Lageraußenposten namens Kožara 167 Häftlinge fest, die ebenfalls einen Fluchtversuch unternahmen, als sie die Schüsse hörten. Leider überlebten nur 12.</p> <p>In den folgenden Tagen entsorgten die Ustaschas hastig Leichen aus Massengräbern, um Beweise für ihre Gräueltaten zu vertuschen. Am 2. und 3. Mai 1945 trafen Partisanen ein, die die Aufgabe hatten, Tatorte zu sichern, bis eine staatliche Kommission die Verbrechen der Besatzer dokumentieren konnte.</p>
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## 10. Contested narratives and memorialization - Umstrittene Erzählungen und Gedenken (1.643 characters with spaces - 1.889 Zeichen mit Leerzeichen)

Suitable places to place the QR code are the Flower Monument and the memorial area plan near the Education Center.

<p>The Jasenovac memorial, dedicated to the victims of the Jasenovac concentration camp in Croatia, stands at the center of contested narratives and memory politics in the Balkans. It symbolizes divergent interpretations of history among ethnic and national groups, particularly Croats and Serbs.</p> <p>Some Croatian narratives frame Jasenovac within broader fascist atrocities during World War II, emphasizing the complexities of wartime Croatia and sometimes downplaying the extent of Ustaše crimes. In contrast, many Serbian perspectives highlight Jasenovac as a site of genocide against Serbs, Jews, and Roma, underscoring the systematic brutality of the Ustaše regime and framing it as emblematic of Serbian suffering.</p> <p>Disputes over the number of victims are highly politicized, with varying figures supporting different historical and political narratives. Serbian sources often cite higher estimates to emphasize the atrocities' scale, while some Croatian accounts provide lower estimates, leading to accusations of revisionism.</p> <p>The design and interpretation of the memorial have sparked debates. Initially, the site focused on broader antifascist messages, but over time, tensions arose regarding the representation of victims' identities and the nature of the crimes. Controversies also emerge during official commemorations, with narratives promoted by political leaders reflecting ongoing ethnic tensions.</p> <p>Jasenovac has been leveraged in nationalist politics, with accusations in Croatia of downplaying Ustaše crimes, while in Serbia, criticism focuses on exploiting the site for political gain and reinforcing narratives of national victimhood.</p>	<p>Das Jasenovac-Denkmal, das den Opfern des Konzentrationslagers Jasenovac in Kroatien gewidmet ist, steht im Zentrum umstrittener Narrative und Erinnerungspolitiken auf dem Balkan. Es symbolisiert unterschiedliche Interpretationen der Geschichte zwischen ethnischen und nationalen Gruppen, insbesondere Kroaten und Serben.</p> <p>Einige kroatische Narrative ordnen Jasenovac in umfassendere faschistische Gräueltaten während des Zweiten Weltkriegs ein, betonen die Komplexität des Kriegskroatiens und spielen manchmal das Ausmaß der Ustaše-Verbrechen herunter. Im Gegensatz dazu heben viele serbische Perspektiven Jasenovac als Ort des Völkermords an Serben, Juden und Roma hervor, unterstreichen die systematische Brutalität des Ustaše-Regimes und stellen es als Sinnbild des serbischen Leidens dar.</p> <p>Streitigkeiten über die Zahl der Opfer sind stark politisiert, wobei unterschiedliche Zahlen unterschiedliche historische und politische Narrative stützen. Serbische Quellen zitieren oft höhere Schätzungen, um das Ausmaß der Gräueltaten zu betonen, während einige kroatische Berichte niedrigere Schätzungen angeben, was zu Vorwürfen des Revisionismus führt.</p> <p>Die Gestaltung und Interpretation des Denkmals haben Debatten ausgelöst. Ursprünglich konzentrierte sich der Ort auf allgemeinere antifaschistische Botschaften, doch im Laufe der Zeit kam es zu Spannungen hinsichtlich der Darstellung der Identität der Opfer und der Art der Verbrechen. Auch bei offiziellen Gedenkfeiern kommt es zu Kontroversen, da die von politischen Führern geförderten Narrative anhaltende ethnische Spannungen widerspiegeln.</p> <p>Jasenovac wurde in der nationalistischen Politik instrumentalisiert. In Kroatien wird dem Ort vorgeworfen, die Verbrechen der Ustaše herunterzuspielen, während in Serbien die Kritik darauf gerichtet ist, den Ort für politische Zwecke auszunutzen und Narrative nationaler Opferrolle zu verstärken.</p>
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Recording of other audio locations can be somewhat additionally highlighted. Texts can be posted without illustrations on the website. Audio recordings can be made from the text. You can quickly and easily record audio clips and videos that have been recorded on your computer. Such video clips can be used to record animated online videos and other digital educational materials.

## 7.2. Audio guide concept

Audio guides in Holocaust memorials and museums serve as an important tool to enhance visitor experience and education. Visitors can move at their own pace, spending more time on sections that interest them and skipping others if they wish. Audio guides can engage visitors more deeply by providing additional context, personal stories, and detailed explanations that may not be available on display panels. Audio guides can be offered in multiple languages, making the exhibits accessible to a wider audience. For visually impaired visitors, audio guides can provide essential information they might not be able to access otherwise. They can offer in-depth information and narratives, including survivor testimonies, historical context, and expert analyses, enriching the educational value of the visit.

However, there are also several challenges and obstacles when using audio guides. Audio guide devices can sometimes malfunction or run out of battery, disrupting the visitor experience. Some visitors might find the devices difficult to use, especially if they are not tech-savvy. Some audio guides can also provide overwhelming information or the visitors might focus too much on the audio guide and not enough on the actual artefacts and displays. Providing high-quality translations can be difficult, and poor translations can detract from the visitor experience.

The Jasenovac Memorial should have technical conditions for continuous charging, checking the correctness and disinfection of the device. Such devices must be adequately stored. For their maintenance and issuance to visitors, there should be staff that deals with this work only. Considering the relatively small number of visitors, the Jasenovac Memorial is quite inadequate.

The production of audio guides in Croatian, English, and German provides an extraordinary opportunity to upgrade the educational offer of the Jasenovac Memorial and the museum's permanent exhibition.

The texts of the audio narrations in English and German are in chapter 7.1. The user would access these texts by scanning the QR code on their device or possibly on a device that can be borrowed from the Memorial.

The recorded audio guide can be used by visitors non-stop, regardless of whether the Memorial is working or not. The contents would be stored online so they can be accessed on location or from any other location in the world. On location, they would be placed in a suitable place in the museum and in the area of the educational promenade and the Flower Memorial.

In order for additional independent research and for the audio guide to be useful when the museum is not working, it would be necessary to set up a memorial plan with highlighted QR codes somewhere near the Educational Center.

### 7.3. The issue of upgrading educational materials for an international audience

Today's constructivist approach to education emphasizes active learning, where students build their own understanding and knowledge through experiences. This method encourages critical thinking and problem-solving. Teachers guide students by providing tools and resources, rather than giving direct answers. Adapting to different learning styles is essential in this approach. Each student learns differently—some through visual aids, others through hands-on activities or discussions. Recognizing and addressing these diverse needs helps ensure that all students can succeed and feel engaged in their learning journey.

Conversations with educators originating from Western Europe have revealed a significant lack of familiarity with the Croatian context of the Holocaust, particularly concerning the existence and operations of the Jasenovac concentration camp. As previously posited, there exists a clear imperative to develop an educational framework that not only introduces foundational facts but also diverges into nuanced aspects. Analogously likened to a tree, where the trunk supports fundamental knowledge, each branch extends outward, offering educators and students alike the opportunity to access materials that align with their interests and educational objectives.

Central to this initiative is the translation of all educational materials into widely spoken foreign languages such as English and German. Additionally, it is essential to ensure that comprehensive publications including books and multimedia resources are created in multiple languages.

## 7.4. New thematic exhibitions and workshops

Creating a **new thematic exhibition** is a good way of educating about topics important to the Jasenovac Memorial, especially if such an exhibition, in addition to being exhibited in the memorial's Education Center, can also be sent on a trip through Croatian schools or other heritage institutions. Also, such an exhibition can have an additional European dimension that would be interesting for educators and students outside of Croatia. Creating a thematic exhibition about the Jasenovac Memorial requires a delicate and comprehensive approach to effectively convey the historical, cultural, and humanitarian significance of the events that took place there.

Here are some ideas for thematic exhibitions:

- 1) **The Significance of Jasenovac Memorial - Overview of the memorial's purpose and importance.** Brief history of the concentration camp established by the Ustaše regime during World War II. Introduction to the thematic panels and what visitors can expect to learn.
- 2) **Comparative Analysis of Jasenovac and Other Concentration Camps -** This exhibition aims to draw parallels and distinctions between Jasenovac and other notorious concentration camps, particularly Sachsenhausen, which influenced its design and operation. The comparison will help visitors understand the global context of the Holocaust and genocides, revealing how ideologies and methods were adapted to different political and social environments.
- 3) **The Legacy of Jasenovac: Lessons for Humanity -** Reflection on the broader implications of the events at Jasenovac. Discussions on human rights, the importance of remembrance, and preventing future genocides. Voices of historians, survivors, and human rights activists on the enduring legacy of Jasenovac.
- 4) **Remembering and Memorializing Jasenovac -** Development and evolution of the Jasenovac Memorial site. Architectural and artistic elements of the memorial. The role of the memorial is to educate future generations and promote peace and reconciliation.
- 5) **Liberation and Aftermath -** The events leading to the liberation of Jasenovac in May 1945. Immediate aftermath for survivors and their challenges in rebuilding their lives. Documentation of the camp's physical and emotional scars on individuals and communities. The theme of such an exhibition could be especially relevant in 2025, when the 80th anniversary of the camp's liquidation is being celebrated.
- 6) **Resistance and Revolts -** Accounts of resistance within and outside the camp. Notable uprisings, such as the April 1945 revolt. Acts of defiance and solidarity among prisoners. Impact of these resistance efforts on the broader fight against fascism. The theme of such an exhibition could be especially relevant in 2025, when the 80th anniversary of the camp's liquidation is being celebrated.
- 7) **Victims of Jasenovac: Diverse Faces of Tragedy -** Focus on the diverse groups targeted by the Ustaše regime, including Jews, Serbs, Roma, and political dissidents (anti-fascists). Personal stories and family histories. Statistical data on the number of victims and their backgrounds.
- 8) **Life in the Jasenovac Camp -** Description of daily life for prisoners in the camp. Personal testimonies, artifacts, and photographs depicting living conditions, work

assignments, and interactions among inmates. Highlighting the resilience and survival strategies of the prisoners.

- 9) World War II and Croatia - Detailed background on the political and social climate in the Balkans leading up to and during World War II. Explanation of the rise of the Ustaše regime and its alignment with Axis powers. Maps and timelines illustrating key events.

Although the project mentions the development of an exhibition on 10 panels, I encourage you to think about optimization or additional elaboration of such an idea. Although a topic can be covered in 10 panels in an excellent and detailed way, for many schools this represents a multiple challenge. First of all, and not to be overlooked, is that the display of 10 panels requires much space. A significant part of the schools do not have adequate spaces for exhibitions. An exhibition on fewer panels (5-8) could encourage more teachers or school principals to join such a project. In addition, the smaller number of boards represents a more minor task for teachers and children who have to prepare how to use them. It is certainly worth noting that for the success of the promotion of such an exhibition, teachers should be informed in a timely manner. This means that they need to be motivated and informed when the annual curricula are drawn up (end of August and beginning of September). Probably the simplest way is online presentation with recording recording for later viewing. I guess we should think about it and maybe instead of one big exhibition, 2-3 smaller thematic exhibitions can be formed. In this way, those interested can choose the topics they like better and can probably present themselves to a wider group of users. It would be extremely significant if the prepared exhibitions were additionally shaped in a virtual form. Once the materials for printing the exhibition are prepared, these same materials can be designed for the virtual world with minor refinements.

Below are suggestions for educational workshops with the purpose of involving local, regional and international audiences, as a supplement to the permanent exhibition of the Jasenovac Memorial Area and the existing educational offer. Workshops are aimed at different age groups and should reflect different learning styles. In doing so, materials from the permanent exhibition of the Jasenovac Memorial and other multimedia materials that have yet to be designed are used. Suggestions:

- 1) Digital History: Preserving the Past for the Future (ages 11-14) - Teaching students how digital tools and technologies are used to preserve and study history, using Jasenovac as a case study. Learning Styles: Demonstrations of digital archives and virtual reality experiences. Presentations by historians and archivists on digital preservation (can be prerecorded). Interactive sessions where students create their own digital history projects (BYOD or tablets stored in the Educational center). Activities: Virtual tour of the Jasenovac Memorial. Hands-on workshop where students digitize and annotate historical documents or artifacts. The group project is to create a mini digital exhibit using online tools.
- 2) Understanding History Through Personal Stories (ages 14-18) - This workshop aims to humanize historical events by focusing on personal stories and testimonies from Jasenovac survivors. Learning Styles: Utilize multimedia presentations with photographs, documents, and video testimonies from survivors. Incorporate recorded interviews and oral histories. Interactive activities like creating memory boards or timelines based on personal stories. Activities: Group discussion on the

impact of individual stories versus historical data. Creation of a digital or physical memory wall where students can post reflections and key takeaways from the stories they heard. Writing letters or creating video messages addressing survivors' families, expressing what they learned and felt.

- 3) Art as Resistance and Remembrance (College Students and Adults) - Exploring how art has been used as a form of resistance and remembrance by those affected by the Holocaust, specifically focusing on Jasenovac. Learning Styles: Analysis of artworks created by survivors or inspired by the Holocaust. Discussions and presentations on the role of art in memory and resistance. Art creation workshops where participants express their reflections through various mediums.
- 4) From Bystander to Upstander: Ethical Decision-Making in Difficult Times (General Public - All Ages) - Exploring moral and ethical decision-making during times of atrocity, using historical examples from Jasenovac. Learning Styles: Case studies and panel discussions with ethicists and historians (can be prerecorded). Activities: Presentation on historical contexts and ethical dilemmas faced by individuals during the Holocaust (Diana Budisavljević, Jelena i Vinko Šrumf, Marija Lončarević, Stjepan Risović). Group discussions on contemporary implications and personal reflections on being an upstander.
- 5) Cultural Memory and Public History (General Public - Educators and Historians) - Examining how societies remember and teach about the Holocaust, with a focus on the public history presented at Jasenovac. Learning Styles: Analysis of memorials, museums, and public commemorations. Lectures and discussions with historians and educators. Collaborative workshops on developing public history projects. Activities: Lecture series on the development of Holocaust memorials and museums. Group discussions on the role of public history in education. Workshop where participants design their own public history project or educational program.
- 6) Mapping Narratives: Understanding and Countering Revisionism (High School Students and Adults) - Identifying and analyzing revisionist and antagonistic narratives about the Holocaust and Jasenovac, and developing skills for rhetorical self-defense. Learning Styles: Mapping exercises and analysis of media examples. Discussions and debates. Interactive role-playing and response practice. Activities: Participants will identify and map different revisionist narratives using case studies and media examples. Group discussions on the impact of these narratives on historical memory. Role-playing exercises where participants practice responding to revisionist arguments. Development of counter-narratives and discussion of effective communication strategies. Collaborative workshops where participants create tools (e.g., infographics, social media campaigns) to counteract misinformation and promote accurate historical understanding.

## 7.5. Ideas for better educational offer and increase of reach

The issue of **creating a new permanent exhibition** is a complex process that has been discussed in the Memorial for many years. In the "JUSP Jasenovac 2016-2019 Strategic Plan" it is written:

*In addition to the main goal of obtaining final guidelines for the creation of a new museum exhibition in Jasenovac, the continuation of the sociological analysis will be carried out with the aim of understanding the contemporary wave of revisionism as well as with the aim of understanding the spread of the wave of right-wing ideologies in Central and Eastern European countries. In the national context, we will look back at the contemporary issue of the list of victims, the abuse of victims (manipulation of the number of victims), the development of political propaganda during the 1980s (but also in the present). In the European context, we will look at the issues of human rights and democracy in the context of the refugee crisis, the threat of terrorism, and finally the rise of extremist political options (especially in Poland, Hungary, France).*

Given that a more recent strategic plan has not been found, it remains an open question what about the scenario of the announced museological concept of changing the permanent exhibition.

**Collecting written or audiovisual memories** of surviving detainees or members of their families is part of the continuous strategic plan of the Jasenovac Memorial. In the previously mentioned strategic plan, thirty statements have already been mentioned. The testimonies already collected should be evaluated in order to assess their additional educational value in addition to the obvious archival and historiographic ones. There are recorded testimonies in other bases as well. Just a quick search of the "Personal memories" project, Documeta showed 15 video recordings of memories that mention Jasenovac. Such bases are, for example, in the Yad Vashem Institute and the Shoah Foundation. It should enable the research of these databases, transcription and translation if necessary, and finally, the analysis of the educational potential of these recordings.

Following the example of some other institutions and organizations, the Jasenovac Memorial could in the future invite researchers, enable a research stay, and even finance research, publication and presentation of results (possible Jasenovac Memorial Fellowship).

**Social networks**, despite the Jasenovac memorial's lack of an official presence, are still filled with content about the Jasenovac camp. In the absence of an authoritative source presenting accurate information, individuals with varying intentions—whether benevolent or malicious—can dominate the narrative. This can democratize the debate, allowing more voices to be heard, but it also poses a risk of significant historical distortion. The Jasenovac Memorial should establish a presence on YouTube, TikTok, LinkedIn, and Twitter to ensure accurate historical information is widely accessible, engage diverse audiences, and counteract misinformation effectively. Since the Memorial already publishes content on Facebook, they can be copied (and additionally translated into English and German) on Twitter and LinkedIn in the same way. Such verbatim copying of content will not burden resources with minimal additional expenditure of working time. YouTube and TikTok are

visual and emphatically social networks for video content. However, if the memorial decides to adapt or prepare certain video materials for the website, they can also be used on these networks. If the memorial approaches more active use of online learning, such content can also be prepared for subsequent publication. The preparation of video material requires spending additional resources.

For the professional and scientific public, Memorial can renew the **journal Poruke (Messages) publication** or launch a new edition. This would allow researchers and educators to publish new research and discussions, and would certainly increase the reach in the international community.

History teachers are the closest group of potential educational users of the Jasenovac Memorial. About 1,700 of them are organized in Croatia into county and inter-county professional activities that carry out professional development. It is not enough or adequate to just publish an invitation on the official website or send an invitation to the Agency for Education or the Ministry of Science, Education and Youth in order for them to disseminate an invitation. Memorial must regularly and several times a year approach the managers of the county's professional assets, inform them about news and activities, and offer them webinars and lectures. Such activities are apparently planned in the strategic document of the Memorial, but so far they have not been identified among the target population. According to the Education Agency, which is responsible for the annual national training of history teachers, Jasenovac Memorial can insist on being regularly present at these activities. In addition to history teachers, Jasenovac Memorial can also approach teachers of language, religion, fine and musical arts, ethics and civic education in order to expand the base of experts.

Forming a **Professional Learning Community (PLC)** focused on the Jasenovac Memorial in Croatia and the Holocaust involves creating a collaborative network of educators and scholars dedicated to studying, teaching, and commemorating these historical events. This PLC can foster a deeper understanding of the Holocaust, its impacts, and the specific historical context of the Jasenovac concentration camp. Core Leadership Team can be a group of experienced educators and scholars who will steer the community, set goals, and ensure the community's activities align with its mission. Open to teacher, educators, historians, researchers, museum curators, and other professionals interested in Holocaust studies and Jasenovac. Objectives of such PLC could be: deepen the understanding of the Holocaust, including the specific events at Jasenovac; explore the broader historical, cultural, and social contexts of these events; develop and share best practices in Holocaust education; create and disseminate educational resources and curricula; encourage and support research on Jasenovac and the Holocaust; promote activities and events that honor the memory of victims; encourage reflective and respectful commemoration practices, etc. One of the long-term goals is to establish the PLC as a leading authority on Jasenovac and Holocaust education.

Incorporating a **program ambassador system** can significantly enhance the effectiveness and reach of the Professional Learning Community (PLC) focused on the Jasenovac Memorial and the Holocaust. Ambassadors will promote the PLC's mission and activities within their networks, including schools, universities, museums, and community

organizations. They will distribute educational materials and resources developed by the PLC. Ambassadors will help organize local events, workshops, and seminars, ensuring broad participation. They will gather feedback from participants to help the PLC improve its offerings and address the needs of its community. Potential ambassadors can apply or be nominated. Selection criteria might include experience in Holocaust education, a demonstrated commitment to the PLC's goals, and leadership skills. Ambassadors will undergo training to familiarize them with the PLC's objectives, available resources, and effective outreach strategies. This can include webinars, instructional videos, and a training manual. Upon completing the training, ambassadors receive certification, recognizing their role and preparing them to represent the PLC. Certification is important because it enables teachers to advance in the profession in accordance with official regulations and to participate in the annual awarding of teachers organized by the Ministry of Science, Education and Youth.

**Cooperation with non-governmental associations** can increase the educational reach of the memorial. Such cooperation must include Croatian and international organizations. For example, in Croatia, more and more teachers are gathering around the association Platforma Klio in recent years, and Documenta has organized many projects for many years. There is undoubtedly Euroclio, Centropa, Terraforming and organisations like EHRI at the international level.

**Cooperation with the Jasenovac Elementary School** could have a unique effect in the search for partners for the school at the international level. There is excellent potential for school activities in the eTwinning community.

Additional **feedback** can be developed for teachers and students who visit Jasenovac. Online forms on different platforms are very amenable to customization. Data obtained from such feedback can be useful in refining existing programs and designing new ones.

Instead of current worksheets, we propose a new educational format combining museum guides and **workbooks**. This format will include detailed information about the museum and the history of the camp, including personal stories and historical sources. It will feature tasks that students can complete at the museum, links, and QR codes to online resources, multimedia, and augmented reality experiences (like AR models of the camp or Flower Monument). This approach aims to make learning more interactive and immersive for students, enhancing their understanding and engagement with the subject matter.



*Image 34. Timeline on the Majdanek Museum site.*

Creating an interactive timeline and creating an **interactive (clickable) camp plan** are multimedia materials that must necessarily emerge as the tangible next step of this project.

The museum staff continuously designs and presents temporary exhibitions. They are presented in the Education Center or sometimes guest in similar institutions in Croatia and abroad. It is a real shame that after the presentation of such exhibitions, we do not additionally use these materials for educational purposes. Today, there are ready-made online solutions for creating **online virtual exhibitions** so that each Jasenovac memory product can be used multiple times.



*Image 35. Taking a selfie in the museum area.*

**Instructions for museum visitors** were not prominently displayed during the visit, nor were they found on the museum's website. Developing and discussing such guidelines can also serve as a valuable educational initiative. For instance, the Jasenovac Memorial could issue a public call inviting Croatian elementary schools to engage with the rules of conduct within its premises as part of the "Citizen Project" for the 2024/2025 school year.

**Gamification**, increasingly prevalent in educational contexts, raises pertinent questions regarding its appropriateness, particularly in sensitive environments like Holocaust memorial sites. Integrating game-like elements in educational activities has become a common strategy to enhance engagement and learning outcomes. However, ethical considerations emerge when contemplating the application of gamification in settings designed to commemorate historical tragedies, such as Holocaust memorials. Central to this discourse is the ethical inquiry into the potential implications of turning sites of profound historical significance into spaces that simulate playful interaction. Such applications risk trivializing the gravity of the events memorialized and may undermine the solemnity and reverence due to these places. Furthermore, the introduction of gamified elements could obscure the intended educational focus, potentially detracting from the primary goal of fostering visitor reflection, remembrance, and historical understanding. Thus, while gamification holds promise in enriching educational experiences, its application demands careful deliberation and sensitivity, particularly when considering its implementation in contexts as sensitive and sacred as Holocaust memorial sites.

A "**memory walk**" within the Jasenovac Memorial Area could also be considered. Such a memorial walk aims to interconnect various sites of remembrance and monuments managed by the memorial authorities. Initially, this guided tour could be conducted with a guide's assistance or through a map. As the project progresses, integrating a mobile application could further enhance the narrative. Potential collaboration with the iWalk project

is also being explored, presenting opportunities for synergistic development. This initiative seeks to deepen the visitor experience, offering both educational value and a respectful commemoration of the historical significance of Jasenovac.

The limitations of the existing permanent installation, which are challenging to address or enhance due to significant institutional complexities, could be innovatively substituted by creating an **educational guide**. This guide would encompass comprehensive historical narratives, discussions on memorialization and cultural heritage, and the construction of a European identity rooted in the triumph over fascism and lessons from the Holocaust. The guide would also feature convenient, detailed instructions for navigating the museum's labyrinthine spaces.