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Post-genocide Society, Criminology, and Pedagogy of Lifelong Learning: An Analysis of the Empirical Example of Bosnia and Herzegovina
Background

- Literature review.
- Genocide as a process.
- War violence - genocide - denial of the genocide.
- Genocide – victims - perpetrators of war violence.
The aim of this study is to reach a new understanding of: 1) the negative/dark sides of social capital in the Bosnian–Herzegovinian post-genocide society that emerged because of decades of symbolic and real war and post-war violence against the people in Bosnia and Herzegovina; and 2) the possibility of social development in the direction of a positive/lighter side of social capital.
Genocide and social capital

- Pierre Bourdieu.
- Trust
- Cooperation
- The Dayton structuring of Bosnia and Herzegovina.
Destruction of social capital in a post-genocide society

- It occurred because:
  - of the symbolic contesting of the idea of a Bosnian–Herzegovinian multicultural society
  - of the programmatic denial of the very idea of coexistence.
- Symbolic violence.
Dark sides of social capital are still active on the political scene in the Bosnian environment.

Certain actors from the 1990s are still active in 2019.
Pedagogy of lifelong learning in a post-genocide society

- Lack of authoritative superiors who could lead the country away from war and towards stable peace.

- Perception regarding past, present, and future.

- The importance of a shared desire for a better life.
The positive side of social capital - the existing negative sides if all crime, both identitary and economic - adequately sanctioned.

Society that fears violence, with foundations that often remain hidden in formal education with its foundations in war classifications.

Paulo Freire.
Thank you for your attention and participation!