

## HOLOCAUST EDUCATION AND HUMAN RIGHTS EDUCATION

*On 20-21 October 2011, 68 people gathered in Amsterdam for a conference on Holocaust Education and Human Rights Education.*

Organised by the

- European Agency for Fundamental Rights \*
- European Commission \*
- Anne Frank House \*



### Snapshots of the Day



### Welcoming, Purpose and Framing of the Day

Ronald Leopold, (Director Anne Frank House) John Kellock (Advisor on Fundamental Rights Issues and Policy to the Director of the European Union Agency for Fundamental Rights) Ylva Tiveus (Director Citizens and Institutions, Directorate General for Communications of the European Commission) opened the conference.



Ronald Leopold, Director, The Anne Frank House, recalled freedom, democracy and human rights and pointed out that the mission of The Anne Frank House is mainly working on remembrance in order to fight anti-semitism in all its forms.

- Anne Frank should be seen as an inspiration for this world.
- Reflecting on the life and thoughts of Anne Frank makes us aware of the dangers of racism, anti-semitism and discrimination.

- A common focus for both Holocaust Education and for Human Rights Education should be on trying to create a world where Human Rights and democracy prevail.

**"Anne Frank's life allows us to be aware of the worst and the best of human behaviour. We can learn from her life.**

**Exclusion and discrimination still exist today. We work for a world where human rights exist universally."**

**Ronald Leopold**



John Kellock, Advisor on Fundamental Rights Issues and Policy to the Director of the European Union Agency for Fundamental Rights, welcomed cooperation with the European Commission and The Anne Frank House.

FRA started cooperation on the Holocaust and Human Rights Education with Yad Vashem back in 2006 and subsequently launched a programme on Holocaust Education and Human Rights Education.

\* European Union Agency for Fundamental Rights <http://fra.europa.eu/fraWebsite/toolkit-holocaust-education/index.htm>

\* European Commission [http://eacea.ec.europa.eu/citizenship/programme/action4\\_en.php](http://eacea.ec.europa.eu/citizenship/programme/action4_en.php)

\* The Anne Frank House <http://www.annefrank.org/en/>



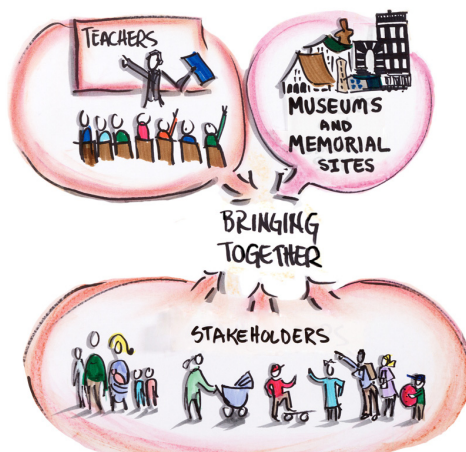
John Kellock continued...

Providing an evidence base to stakeholders, led to highlighting important links between the Holocaust and Human Rights Education for policy makers.

The project informed processes at the European Union level, such as the Key Competencies Framework for Lifelong Learning and the Europe for Citizens Programme 2014-2020. The project has empowered practitioners, both in classrooms and at sites and museums to make these links more visible and based on methodological tools.

This conference has brought together memorial sites and museums with teachers, Holocaust Education and Human Rights Education practitioners, as well as other stakeholders to jointly explore the

most appropriate ways to connect human rights and Holocaust Education. Also to share practices and activities relating to Holocaust



and Human Rights Education and identify the key learning opportunities in each other. Then to move forward with respect to a variety of issues, topics and projects as a community



of practitioners and also provide input for possible follow up regarding various developments and initiatives at the European Union level, and at national and local levels.

He emphasised the wide variety of backgrounds and experience of attendees, pointing out that this richness will allow for innovative, new and different results.

He concluded by saying that the FRA is seeking to improve its work by evaluating the Holocaust Education and Human Rights Education Programme next year.



**Ylva Tiveus, Director Citizens and Institutions Directorate General for Communications of the European Commission**

She explained that it is important for EU institutions to listen to practitioners and to learn from their work.

- Holocaust Education and Human Rights Education are fundamental for the identity of Europeans, also for integrating processes.
- EU is founded on values of respect for human dignity, freedom, democracy, equality, rule of law and respect for human rights.

- The Holocaust was a turning point in history.
- A continuing process of coming to terms is essential.
- New member states to the EU have brought this issue much closer to the EU.
- Demographics play an important role in this issue.
- Soon there won't be any more survivors of the Holocaust, which is why it's important that we talk about it now. Its important to pass on the message.
- The more time passes the more we risk forgetting before we really understand.
- We need to carry forward shared memory and understanding.
- Knowledge is crucial, especially when it comes to teaching the

younger generation.

- We shouldn't forget that since World War II there are still massive Human Rights violations going on, especially in the east of Europe.

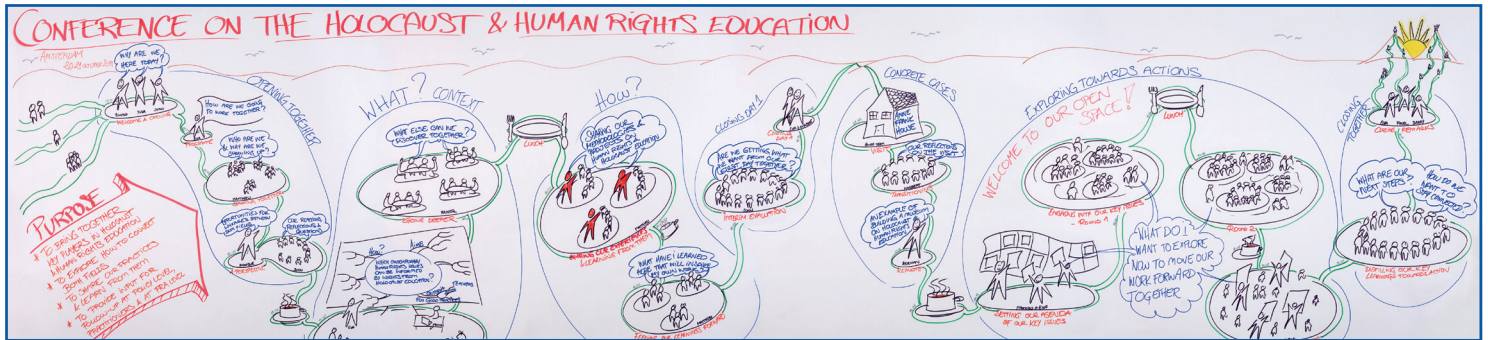


- We need to make sure that we use what we have learned and that past and present are linked.
- Within the European Commission, several institutions work on the topic; e.g. Director General for Justice; Director General for Communication.
- The future programme for 2014-2020 following the current Europe for Citizens programme will give more focus on remembrance.



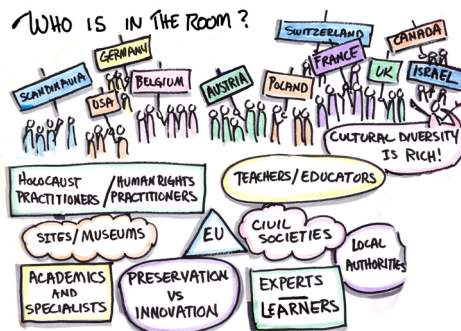


## Conversation 1: Setting intentions for the conference



**Eva Sobotka** framed the conference process.

as experts or learners and position themselves on a pole of innovation or preservation.



**Monique Eckmann**, Professor at the University of Applied Sciences of Western Switzerland, Geneva

Four main points of her Speech:

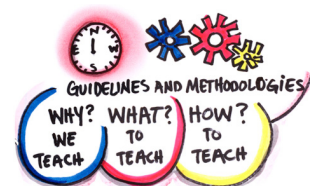


**Matthieu Kleinschmager**  
Who is in the room?  
Participants were invited to form human tag clouds.

Why are we here?

- We have great expertise in the room, how can we connect?
- How can we deal with memory and 'Hollywoodisation' of Holocaust and with a young generation, who doesn't have a connection with this?
- If memory doesn't get preserved you can't produce innovation.
- Sharing best practices in the field.
- To learn about the process of how Holocaust Education and Human Rights Education methodologies came alive.
- How can we sustain, on what we have worked together and how can FRA contribute to this?

- \* Challenges in teaching about the holocaust and human rights
- \* Aims, contents and methodologies of Holocaust Education and Human Rights Education
- \* Meeting points and differences of Holocaust Education and Human Rights Education
- \* Focus on précis-ing general things



Reactions to the speech:

- Barry van Driel: it is possible to link Holocaust Education and Human Rights Education, especially if we focus on bystanders and helpers, it is possible
- Peter Fritzsche, UNESCO Chair in Human Rights Education: can't reduce Human Rights to Geneva; Loss of HR happens step by step
- Peter Kirchsclaeger: Human Rights Education can bring a lot to Holocaust Education; conventions try to empower persons and ensure



The participants moving around in the room identified themselves by nationality, Holocaust and Human Rights education practitioners, working at memorial sites, museums, teachers, representatives of foundations, local authorities, civil society and EU institutions. They were asked to identify themselves



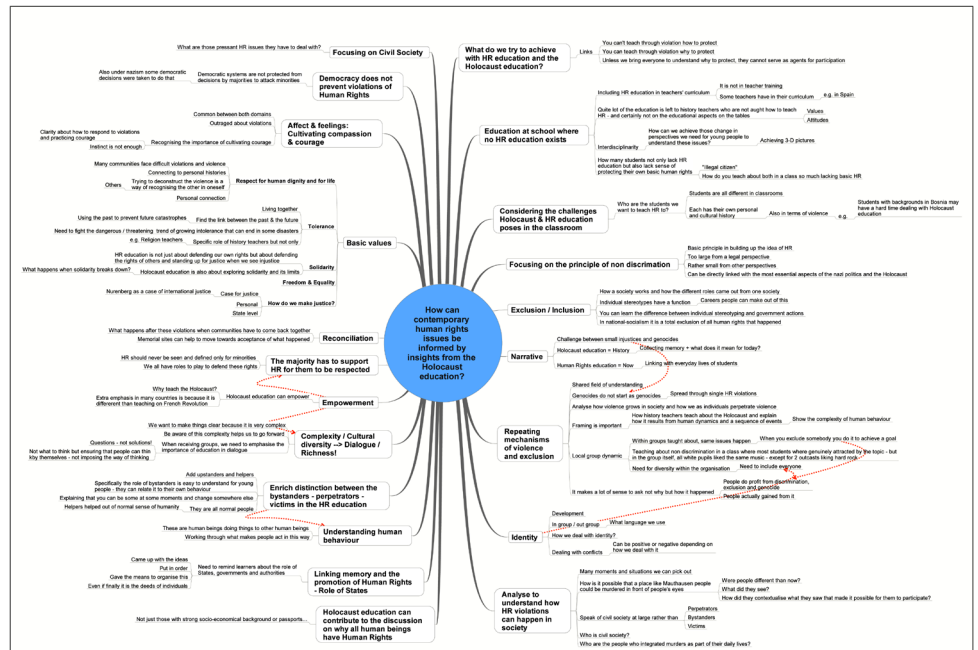
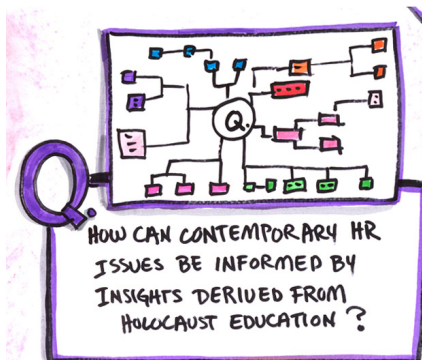


(Monique Eckmann continued)

their rights; international institutions play a role but don't have the exclusive role

- Marija Davidovic: asking Monique to share her thoughts on whether to focus political, economic and social rights or civil and collective rights and helpers.

After coffee, we created a collective Mind Map



## How can contemporary Human Rights issues be informed by insights derived from Holocaust Education?

### Conversation II World Café Question:

What is the missing link between Holocaust Education and Human Rights Education?



- Methodology of teaching in steps:
  - 1) Knowledge
  - 2) Dissonance
  - 3) Response



- Teachers and students share responsibility - individual and active engaging citizenship



Information Harvest from our 'cafe' conversations



- Relating to the situation of the target group on multiple levels
- Human Rights Education may learn from Holocaust Education in the sense that many of the same mechanisms play a part
- Basic link: tolerance, nondiscrimination, human dignity, equality
- Knowledge on rights, political game; ability to analyse your environment
- To understand HOW Holocaust



happened: WHY did people act as they acted? (Role of the individual, choices, personal responsibility, personal values)

- Teachers teach, but do children learn what the teacher wanted them to learn?
- We need to help children to learn that there are always choices to make and that there are always consequences rising from those choices. Children are responsible for the consequences as well as for their choices.





## Overview of Posters created from Conversation II

### Poster 1:

Multiple questions:  
How did this happen?  
What are the answers?

In relation to what we do today -  
what they did then (e.g. refugees)  
concept of human  
behaviour -compassion?

Holocaust denial is an issue today  
(extreme right)  
also depending on the country  
How do people react to  
ideology -process?



### Poster 2:

What connects all issues?

Normal human behaviour - the  
psychological / anthropological  
insights are missing

What are the dangers of Holocaust  
Education and how does it impede  
Human Rights Education?  
New research: Harald Welzer,  
Barbare Engelking



### Poster 3:

Media  
Social media,  
propaganda (simple)

Pluralism (cultural sensitivity,  
are Human Rights universal)

Critical thinking:  
national myth deconstruction

### Poster 4:

What is the missing link  
that holds all together:  
Lack of political will,  
lack of teaching training  
Real understanding of  
HOW

(focus on process destructing)  
things happened?

Methodology

WHY

Empower individuals to protect  
Human Rights

Do you teach the Holocaust?  
Different ways of teaching about  
Holocaust  
(moral, knowledge –  
tell the story historically)

Acting part of the equation, does the  
question imply that we need to  
facilitate the follow up question of...

NOW WHAT?

### Poster 5:

Step by step -  
Who defines?  
Self or other?

Inclusion/exclusion  
(can create identity) = dynamic  
Yet : policy making is exclusionary,  
grounds should be  
nondiscriminatory

Basic ingredients for process:  
combat exclusions, love, empathy  
(make students understand)

Holocaust is about us -  
values  
respect  
listening  
dialogue  
fairness  
same treatment  
atmosphere for teaching/engaging  
on issues of Holocaust Education  
and Human Rights Education



### Poster 6:

Discrimination/Exclusion -  
to identify mechanisms of  
discrimination/exclusion

(identify as an example:  
national, jewish-not jewish)

The idea of inequality -  
new groups of perpetrators  
How do media and politicians  
influence attitude and perceptions in  
order to make exclusion and  
violence possible?

Challenges: Does Human Rights  
mean the same for everyone?

Can we agree to disagree?  
How does this affect the validity?

How to answer: How can HR be for  
everyone, if I am experiencing Human  
Rights breaches?



### Poster 7:

Learning / Prevention / Teaching

to appreciate, protect  
and respect  
diversity

Age appropriate learning

Social constructivism

Role of humiliation

Don't use students as objects of  
education

Which project can change students  
attitude?



## Conversation III (Story telling)



Participants were asked to tell stories of their experiences by answering the following questions:

- 1) What is the methodology or practice – Please describe it
- 2) What in your context made you want to develop or implement this practice / methodology?
- 3) What did you achieve through this?
- 4) What conditions made this achievement possible?
- 5) What were the pitfalls or challenges in developing or implementing this methodology/practice?
- 6) What would you recommend not to do when repeating this? What is a definite “no go”?

### STORY ONE

#### FREE 2 CHOOSE/FREE TO CREATE

It is a debate / discussion program that looks at where fundamental freedoms collide with the right to be protected against discrimination. More recently young people, after reflecting on the Holocaust and human rights, have been facilitated in making their own films.

Develop critical thinking among young people about human rights. Develop listening and debate skills.

Awareness of Human Rights, realise that they can come into conflict with each other, develop skills

Reflection on importance of Human Rights to young people today



### STORY TWO

#### 4 DAY PROGRAMME AT THE ANNE FRANK HOUSE (COMING TO JUSTICE)

Ask student to define justice and injustice; give one example of justice and injustice in all of history; use Otto Franks concept

International Criminal Tribunal for the former Yugoslavia (ICTY) - local trials going on

- maximize this

(must be at least 17 to get into ICTY)

#### Punishment vs. Reconciliation

Students shaken by perpetrator who is bright, active and looks like grandfather

Evaluation: student moved, follow trial online

More complicated understanding of justice

City of Liverpool action  
reconciliation group from Germany  
Diverse groups – university students

Concept and language can be distracting, involve enough that is necessary but don't overload them

Justice and Human Rights giving enough time, tough to balance  
Justice in conjunction

Worst experience: disadvantaged youth from out of country-put together in an international school from another country. International school prepared for 6 months. When they came in they excluded the disadvantaged group - be careful with group make up



### STORY THREE

#### TRAINING OF PROFESSIONALS: MILITARY AND POLICE

Military professionals, early warning signs, actors, military's role  
About the responsibility to save or to take lives, same rank

Ability of discussing the issue with military institutions

Same rank, uniform, integrate education materials into the existing ones

Not to use terms like discrimination, Human Rights  
Recalling as Nazis, respect to them, not to be arrogant

### STORY FOUR

#### THE IDEA: POETRY AND MUSIC CAN BE TOOLS TO DEFEND HUMAN RIGHTS

Teach with smuggled stories, personal letters, poems etc,

Interdisciplinary method to learn by



fragments - reconstructing the puzzle

Place disadvantaged students in order to discover by themselves the history of the story and reach their creativity and conscience about human dignity

The students know what they need to have a good life (human dignity), they know what "human violation" is.

We have a good story and financial support

It's not possible to teach the story of Holocaust and Human Rights explicitly in 5 hours. You have to reduce the area ?...



## STORY FIVE

### HOLOCAUST EDUCATION TRUST

Bringing school children age 16-18 to spend on day visiting Auschwitz-Birkenau preceded by a seminar on Jewish life (prewar) and followed up a week after to discuss key lessons from the experience. Bringing reflections and links to contemporary societal issues.

One-day on site visits is not enough to offer a lasting impact, must be given/seen in historic context.

Greater understanding about prewar Jewish life in Europe.

Ambassadors for anti-bullying, anti-discrimination

Existed since 1999, made possible to extend to 3000 students/year through government financing.

Students need to be at least 16 years or older to fully understand and exploit their experience; preparations and follow up essential

## STORY SIX

### ANALYSING THE PERPETRATORS ETHICAL ELEMENT POLITICAL ELEMENT VICTIMS AND BYSTANDERS

Through documents and photos, different positions people took in the context - all the people had a choice

Present: Posing of difficult questions regarding Human Rights (e.g. refugees today)



## STORY SEVEN

### MUSEUM:

### STARTING FROM THE BELGIAN EXPERIENCE WITH THE HOLOCAUST - LINK THE PRESENT DAY HUMAN RIGHTS ISSUES

- 1 the principle of nondiscrimination (individual)
- 2 mass violence (collective)
- 3 historic analysis: analysing the present with link to the past by present day analysis



## STORY EIGHT

### DEMONIC TRANSITION TARGET GROUP: 15 YEAR OLDS

Perpetrator psychology - not a story between good and evil but a story that moves from good to evil. There is a grey zone:

- Begins with strong Holocaust using a practice of perpetrators being confronted by their victims



- Photo is used to consider different points of view with the audience being asked where is evil?
- People then take the position as victim or perpetrator
- Thus leads to discussion and the perpetrator sees his world
- Then video footage of perpetrator is used
- This leads to a model (real) with all the groups, outside perpetrators influenced by propaganda
- Examining the model and examining the groups - using sociological and psychological tactics and professional actors
- This leads to consideration of how people justify their actions
- After this the focus moves to the perpetrators by doing things that are normal from the perpetrators perspective but abnormal to sites
- Then move back to the bystanders group and those who were heroic or who were silent bystanders
- Finally move to the victim group

Aim is to give insight into what are triggers for human behaviour that leads to atrocities

Another aim is to consider group dynamics on human behaviour

Knowledge of history but also criminality and socio/psychology

Lack of student knowledge (need lots of pre reading)

Complexity of the issue

Don't try to re-do the experiments, show footage instead





### KEY INSIGHTS FROM OUR CONVERSATIONS

- It is more important to formulate good questions than to have the good answers (historically accurate)
- Dealing with conflicts and dilemmas is crucial for both teaching about the Holocaust Education and Human Rights Education
- Begin with a positive example



- What are the common contents to Holocaust Education and Human Rights Education?
- Context
- Never enough time vs. complexity of issues
- Creating dissonance knowledge in the head
- Diversity in opinions and approaches



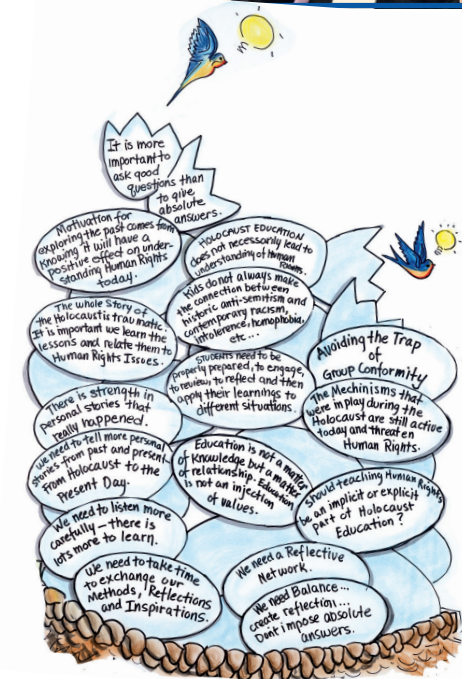
- Connect on personal/professional level
- Use authentic cases / dilemmas
- Through personal history to a larger historical context / political
- About teaching the Holocaust in a country outside of the world war II and making connections to local violations of Human Rights
- Knowledge of groups processes are important to understand genocide
- Inspiring to hear about how we can use national produced by prisoners in an educational program.
- Multiplying Holocaust Education and Human rights Education: Learning at cognitive and emotional level = reflection drawing conclusions = consequences for one's own life = action



- Positive outputs: the variety of different approaches related to different target groups; the attention paid to feed back from participants and active working with it.
- Readiness to change what

doesn't work properly and encouragement to try new approaches and techniques

- Bright stereotypes, create a safe place and get people out of their comfort zone
- Where to start, where to end? Is there a final outcome?





## DAY II Eva Sobotka provided a summary on key learnings from Day One



### Our Insights and Inspirations

It is more important to ask good questions, than to give absolute answers.

The bigger picture:

The mechanisms of violence and human rights violation that were working during the Holocaust are still visible to some extent today, and pose threats to human rights.

Motivation for exploring the link between the Holocaust and Human Rights derives from trauma, but leads to a positive story, if connected to building understanding of Human Rights.

Students are at the centre of the motivation of our efforts. They need to be prepared to engage in learning and review of the learning when applying it in their lives.

In order to do that we need inspiration, methods, tools.

The tools will bring the students to the bridge, which needs to be shown to them, while we need to make that bridge stronger by active listening and learning.

The bridge can be strengthened with personal stories, both from the past to show history of the Holocaust, but also personal stories of human rights compliance today.

The nature of education comes into question.

What kind of education would prepare us to deal well with the past in the



interest of our present human rights concerns?

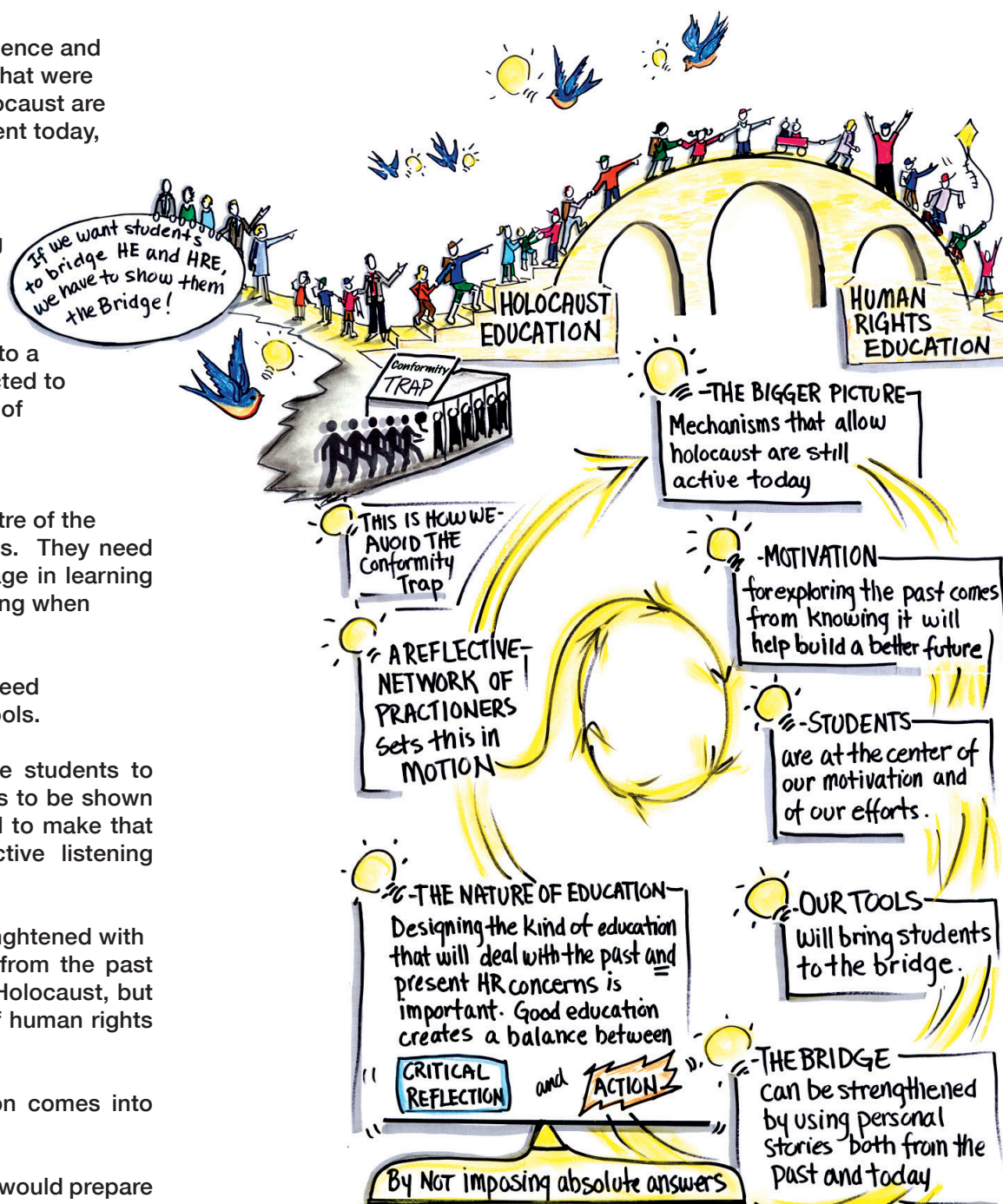
Education is not only a matter of knowledge but a matter of relationship.

Good education creates a balance between reflection and action by not imposing absolute answers.

In order to set this in motion, we need a reflective network of practitioners who can help the process.

This is how we will avoid the trap of group conformity.

And this is the connection to a bigger picture of why to make the link between the Holocaust story and Human Rights, both today and then more explicitly.





## Day II MORNING VISIT TO

anne frank  
house

Norbert Hinterleintner  
The Anne Frank House

He asked participants what they would like to share with the group, after their visit to The Anne Frank House.



- The importance of personalising issues of HR violations, it is done well in the museum
- When you visit such a place you use your emotion besides intellect. But isn't using emotions problematic, I think we should reflect on this.



- For me the the transition from the exhibition to Free 2 Choose is too soon.

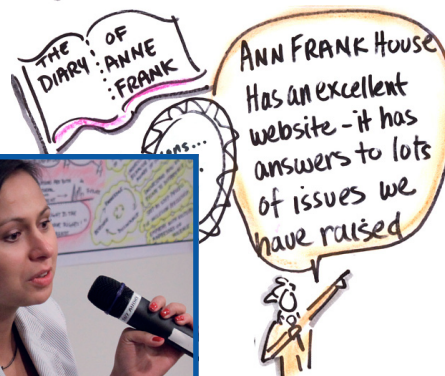


Norbert Hinterleintner: Don't make the connection between Anne Frank and Free 2 Choose explicit, let people make connections themselves.



Barry van Driel: There is a generational difference in the appreciation of Free 2 Choose, young people appreciate it more than old.

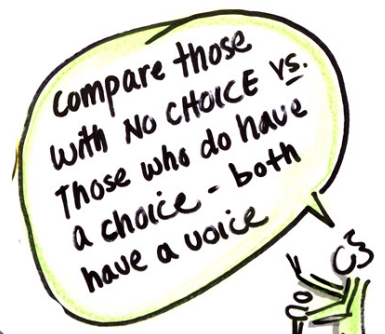
Reaction: I like Free 2 Choose, I just think there should be a more explicit bridge.



- To me Anne Frank is the story of the choiceless, this is problematic when we link it to Free 2 Choose.

On the other hand today walking through the museum I realised that Anne Frank had a strong voice.

- The participants have seen the Anne Frank house in a unique way, it was empty
- All of your concerns have been addressed through the education programs on the site.







**Professor Herman van Goethem**  
Kazerne Dossin  
Memorial, Museum  
and Document Centre on  
Holocaust and Human Rights

- The museum is situated on the site of old transit camp.
- We received the mission from the Flemish Government to link Human Rights to the Holocaust.
- In our Museum we refrain from demonizing perpetrators and instead choose to focus on -the (wrong) ethical choices that were made, -on the banality of evil -on the ideological contexts in which mass violence is capable of arising.



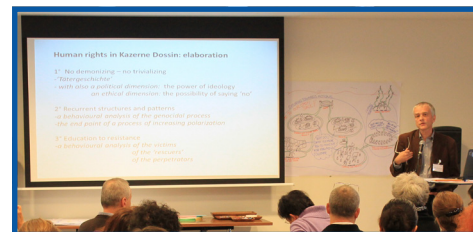
- The starting point (of the genocidal process) is when the large group turns against a single individual, to play down tensions within the group as a whole. From here you show the transition is made from targeting the individual to targeting groups.
- Our priority is the development of web applications and web tools to transmit Human Rights

## Questions and Answers

**Q. How will you present / make the transition from history to Human Rights?**

- We will develop pedagogical material which teachers can use beforehand.

The practice shows that teachers usually don't make use of this material.



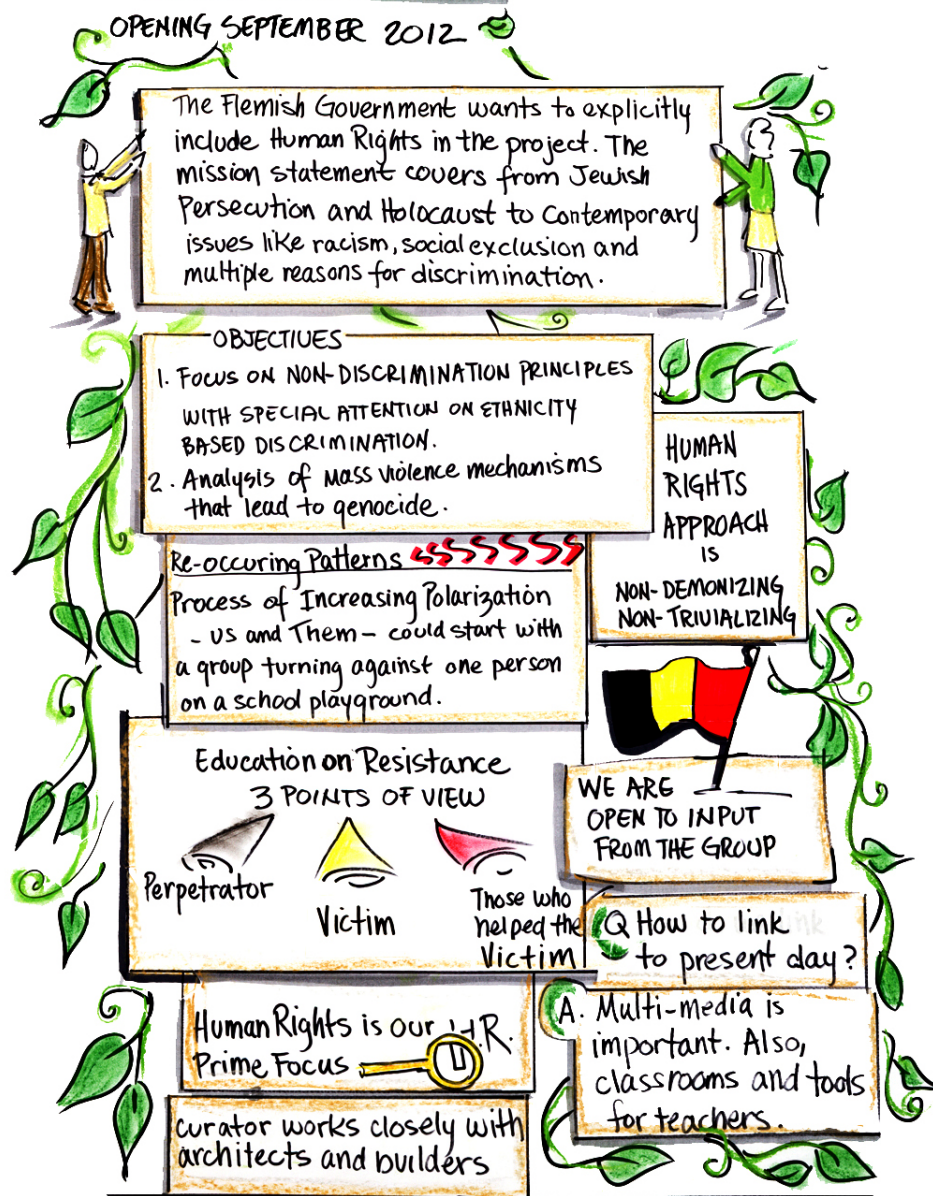
**Q. If the Human Rights violations you will depict in the Human Rights section are about Human Rights violations far away it may not have the desired effect.**

That is to say, to show Belgian students that Human Rights violations are not far off, (Roma Rights, Data protection and Bullying)

- We need not compromise in what we show. Rather, we need to compromise in how we show it.

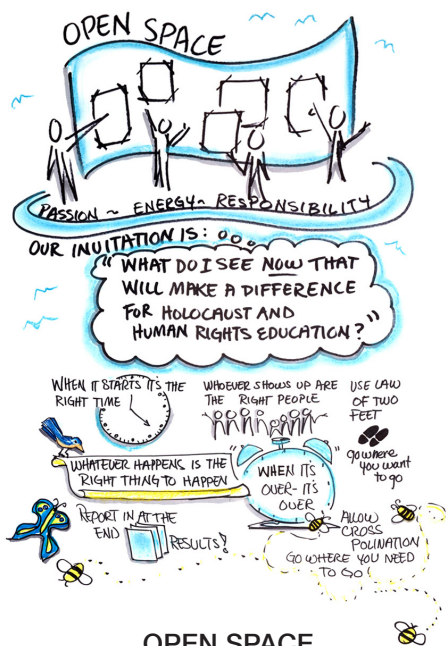


OPENING SEPTEMBER 2012





## Conversation V



## OPEN SPACE 4 Ways to Participate

- Call a session on a particular topic (host and bring back good results)
- Participate in a session (bring your questions, listen, help and collect results)
- Circulate between sessions (cross fertilise ideas and listen for cross-cutting patterns)
- Take time on your own
- Law of two feet: go where you feel drawn to contribute

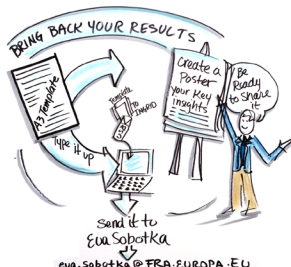
## Principles

- Whenever it starts is the right time
- Whoever shows up are the right people
- Whatever happens is the only thing that could have happened
- When it's over, it's over

## Our Question

**What do I see now that will make a difference for Holocaust Education and Human Rights Education?**

Use this time and space to learn and contribute with responsibility, passion, and energy.



## OPEN SPACE SESSIONS CALLED



Monique Eckmann: need for reflective network, need more knowledge and concepts (inter vision-research)

Audrey and Felisa: Thinking about Human Rights Education and Holocaust Education from the perspective of the youth. How to create link between experts and teachers

Klaus Mueller: how to develop a conversation about the Holocaust outside the ITF (International Task Force on Holocaust Education, Remembrance and Research) countries

Nadine Assoune: Co-existence of Jews and Arabs, Seminar in Israel, Cultural diversity richness as a factor of education for peace

Rainer: How could we use the results from this conference for our own work?



Karen Polak: Deeper level of exchange between experts through institutional exchange of staff?

Pavel Tychtl: What can the European commission do for you?

Silvia Fernandez: build partnership, strengthen European network of sites/museums/initiatives working on connecting past and present

Marija and Jen: focus on adult and professional target group (methodologies)

Chrisophe: how to focus on mechanisms of mass violence in Holocaust Education and Human Rights Education?

Joanna : challenges – links between education about roma and sinti extermination and the contemporary situation on Roma in Europe

Barry van Driel: What would a concrete educational module look like (4-5 periods) for 14-15 years olds that would make the connection Human Rights and Holocaust?



## OPEN SPACE SESSIONS



**Quality research on theoretical bases / the educational concepts about the bridges between historical learning and Human Rights Education**

Monique Eckmann

Short summary of our key points and insights

We need a kind of research able to highlight critical point and to discover why and how they were working.

Research doesn't mean supervision but deep and also peer reflection on the process we went through, not paying too much attention to the so called results.

Research is not strictly about evaluation but about looking deeply into the paths and the processes we took.

Choreography: to build a good educational program means not to simplify the connections while to balance premises and results.

You are supposed to understand what works and what doesn't and under what conditions it works.  
How much knowledge is needed?  
How many inputs?



There is a need about the theory behind what we do. It is a matter of decision based on deep ideas not only a matter of chances taken or good will and good intentions in the educators.

When you research about memory sooner or later you find yourself dealing with national / public policies and this can stop you or bring you away from the core.

Through the analysis of the experiences on the ground we can improve and change what didn't work.

Considering each practice we have to take into consideration the frame of the institution you are working in.

To make the theoretical backgrounds of each practice transparent and shareable in order to come out with how do we bridge the historical learning and the Human Rights Education

Anna Frank House and the Peace School Foundation, Haus der Wansee Conference, Falstad Memorial Site and Human Rights Centre are offering their programs to be object of the research and the peer participants.

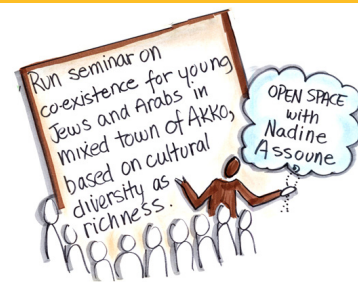
Universities (Monique and Felisa Tibbitts) and other institutions, EVZ for example (Errinerung, Verantwortung und Zukunft [www.stiftung-evz.de](http://www.stiftung-evz.de)) as researchers probably.  
Others to be contacted.



Possible methodologies:

- 1) observation
- 2) critical incidents analysis
- 3) case study: most significant change (quality research)
- 4) peer comments / video recording + explanations

Financing, facing language problems and training researchers on the field, protect and safe spaces. We needs a group of researchers who can fix the methodology and build the frame.



**Seminar on/of Co-Existence between young scholars Jews and Arabs in Israel in Akko mixed town based on cultural diversity as a richness and a factor of education for Peace based - also on improving the ecological environment sharing the same living space.**

Nadine Assoune

Short summary of our key points and insights



General discussion about the very sensitive situation in Israel.

Initiative "Akko a town of partnership" Dialogue, Different point of views, beyond the narratives and politics what is your culture, what is your identity?

Discover the difference  
Discussion about what could be the topic of such seminars? Daily life, Theatre groups, music, photographs, food, tradition

Bringing groups of Jews for a day seminar to Nazareth, Starting a Process of trusting, Demonstrations this summer for social justice

500.000 people said No, Stop it  
Stop with security questions. We just want to live.

Scholars and Students could be a target group.

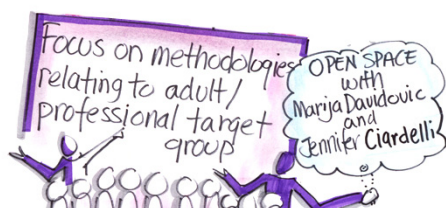
Concretely we want to organize a seminar. We will ask those who need and want to be part of moving this forward.

We are looking for partners

We need:

**WILL! AND OFFICIAL PARTNERS**

(Open Space sessions continued)



## Focus on adult/professional target group (methodologies)

Marija Davidovic and  
Jennifer Ann Ciardelli

Short summary of our  
key points and insights:

Marija: AFH did police training in Amsterdam, it worked well but they never looked into methodology; questions on theoretical framework of methodologies;

Confront police with the responsibilities and actions regarding Jews during the WWII

Don't read out laws (too boring), but rather give practical steps

"The power is in the memorial site"

Important to connect with young people and bring them back in a few years time and create a moment of continuous learning (e.g. bullying is also on work floor not only in the school)



Jennifer: Programmes of Holocaust Museum in Washington; programme to show professional responsibility through outreach to civil servants, judges etc.; professions often don't specifically ask for programmes, therefore harder to push; teach persons with power to also show them that they have responsibility not just power; no contemporary pieces in their programme, but trained persons nearly always come up with issues in their present work; programme is about reminding the trained persons about their choice;

Tine: programme on HE was extended to broader audience, also adults (adult seminars etc.); questions on how to work with adults, don't have enough practice; social worker students with immigrant background

Bernhard Mosse: training for police/military heads will start in May next year in Marseilles (memorial site will also open next year); want to use the site (camp in WWII) for training; French police has a bad image, the training wants to change this; training institute approaches the police/military; training for young and experienced police;

Use "Jew Hunters" in police training? Definitely don't point with the finger

Enemy (non-)combated is not a legal term, it can't be used to ignore humanitarian rights

Be respectful about expertise from police/military brought in to HR training

What do we want to do about this concretely?

To learn more about methodologies in adult education?

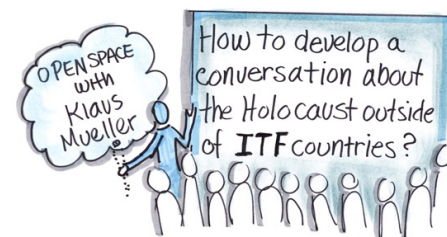
Visit each others trainings; exchange programme/methodology materials

Exhibition in Holocaust Museum in Washington will open in 2013 "collaboration and complicity"

Marija is planning to write an article on experiences in adult training

Have ambitious plans and publish a book together on experiences in adult Human Rights teaching

We want to exchange E-mail contacts in order to build a network.



## How to develop a conversation about the Holocaust as a reference, education, memorial outside ITF countries (conference in Salzburg in June next year)

Klaus Mueller  
US Holocaust Memorial Museum

Short summary of our  
key points and insights

What is needed to prepare the conference? Ask participant before the conference: Material from memorial sites, teacher training; Key experiences in your own country (points of oppression); How do you use he in your specific frame in your country?



Possible content of the conference? How do you teach about the Holocaust though, when your country was not directly affected by the Holocaust? Does the Holocaust offer a frame to understand your own experiences of suppression and violence? What is the universal message of the Holocaust (within schools, academics, teacher training)?

Is the Holocaust relevant outside of Europe? What does the Holocaust mean in your frame?

Better understanding colleagues who work in different contexts (understand the reality)

Outcome of the seminar?: shouldn't be a comparison of genocides; from ITF to worldwide learning,



responsibilities etc.; what do we want to give participants for their work at home and what do we as organiser want out of this conference?

A more precise knowledge of how Holocaust Education is used in very different frames around the world to understand the process of the different learning contexts? Creating a place of global conversation about Holocaust and a sense of connection

Possible participants: members of Jewish communities who does Holocaust Education, governments, NGOs, school and academic teachers; discussion on countries

Follow up to the conference: results should influence next conference



English, French and German. Please ask Rainer for details. Contact [rainerleo@gmail.com](mailto:rainerleo@gmail.com) +32 495905881 Check the Art of Hosting website: [www.artofhosting.org](http://www.artofhosting.org)

Many participants are interested to learn more and build the methods into their way of working / conferencing.

Start with a critical but rather small event, where an engaged hosting team of few people could do it with only one or two external process hosts.

We need a limited budget, a handful of engaged staff members in our context.



**How could we use the methods of this conference to support our work in Human Rights Education or Holocaust Education?**

Rainer v. Leoprechting

The purpose of the conference or meeting is the guiding principle for the design. Shared purpose is the hidden leader. Interest to raise engagement and commitment among participants. Invitation to active participation and co-creation of agenda, questions and results or actions to follow up.

Surprise is welcome – we want to learn new insights and opportunities rather than only share what we already know.

Roles: Caller or convener of the project with support of process facilitators (hosts), participants

**Budget:**

Attention to intensive preparation. Building up of a (little) hosting team that prepares the event jointly, and ensures follow-up.

Open trainings of three day duration are offered regularly in Europe in



**Discussing possibilities for exchange of the expertise of our institutions and others working in the field of memory, history and the Education for Human Rights- With a concrete focus on the exchange of staff between institutions.**

Karen Polak, Anne Frank House (NL)  
Stine Thuge, DIIS (DK)  
Monika Kovaks, Hannah Arendt Institute (Hungary)  
Yariv Lapid, Mauthausen Memorial (Austria)  
Pavel Tychtl, European Commission,  
Jennifer USHMM (USA)

Short summary of our key points and insights

- We discussed the exchange on the level of creating and executing programs.
- There are many parallel projects within our institutions –we need not reinvent the wheel.
- There are very successful programs in place for exchange of students and teachers but not for museums and memorial sites.
- As we can assume that none of us 'understand the Holocaust' the core question we are faced with is what do we do in education with this topic. The only way ahead is through cross fertilization.
- We need to share the outcome of our work with more people from within in our own countries.



**Concrete Actions**

- A. To ask all participants to share several points with us:
- A short biography with specific fields of expertise
  - Their own ideas / wishes in relation to sharing expertise with other institutions
  - Their institutions fields of expertise and the possible openings for being part of an exchange program.



- B. To create a program structure (with the EC) that makes the exchange of staff between museums, sites and institutions dealing with defining moment in European history possible.

...continued



(Open Space sessions continued)

The aims would be

1. to create an awareness of a common European history and to create common goals in the field of education and

2. to work on educational approaches that contribute to the learning from history to enhance citizenship, democracy and human rights.

3. Create the possibility for workshops for experts from 2 or 3 institutions to share deeply their expertise in relation to a specific educational project.

Karen offers to be in contact with the members of this group to follow-up and with any other conference participants that want to join the group.



**What the EC can do for you?**

**Pavel Tychtl**

Short summary of our key points and insights

- European schools not aware of commission activities. Lead the way in Holocaust Education and in Human Rights Education
- Danish Presidency Event
- Follow-up sustainability/support
- Reconciliation / re-integration / living together based on holocaust survivors stories = contemporary human rights, social cohesion.
- Providing vision & opening the horizon



- Linking together information about existing opportunities
- Affirmative action for museum staff
- Funding of exchanges of professional staff
- Holocaust survivors ~ dignity of life and social welfare
- Individual care by volunteers / day clubs / psychiatric care

Measuring the impact of holocaust and Human Rights Education from European perspective ~ study

Expanding the scope to embrace the defining moments of European history

Preserving the memories and transferring them to education



**How to spread and improve methods regarding education about Roma history and contemporary situation**

**Joanna Talewicz-Kwiatkowska**

Short summary of our key points and insights

- Introduction to the situation of Roma in Poland and Belgium
- Sharing information about activities of the Roma People's Association Poland, EV2 and CCLY
- Explaining and pointing out obstacles in educational work for and with Roma and non-Roma
- Exchange tools and methods
- Ask FRA for advice



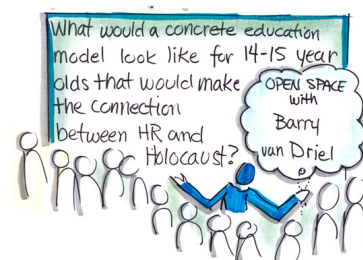
- Help in translation of materials and speaking them
- Networking
- Common European Project
- Social Campaigns
- Workshops for teachers

The Roma People Association in Poland, EV2 Foundation, CCLY will help us get this started

We can get input from the group from FRA + exchange of materials

We need:

- Constant contact
- Presenting on-going project
- Planning future common projects



**What would a concrete educational model look like [4-5 periods] for 14-15 year olds that would make the connection between Human Rights and the Holocaust**

**Barry van Driel**

Short summary of our key points and insights

1. 30 articles HR on cards > reduce to 25 > implications for the young



2. FHAO has programme Jews Middle Ages > Jews now > then back to Nazi period





(Open Space sessions continued)

3. With small groups [role play] Nuremburg Trials.  
Lecture or talk about WWII  
"what was it that Jews lost?"  
16 year olds > mock trial at Nuremburg, students get different documents/interpretations  
4-5 hours

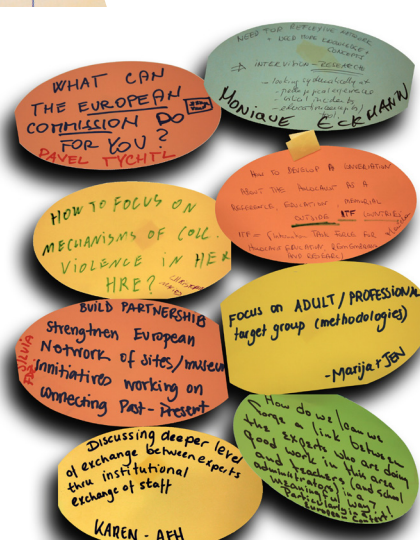
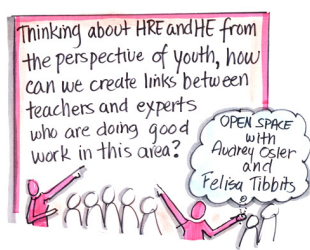


4. Working with Ceausescu trial  
Intro, witch-hunts lecture.  
Function Role of Law video, Reflect Universal rights, debate 1 hour
5. Refugees - Letters kinder transport & deterioration of rights.  
What do you see in letters?  
Refugees, no letters - listen to survivor. Modern day newspaper reports.

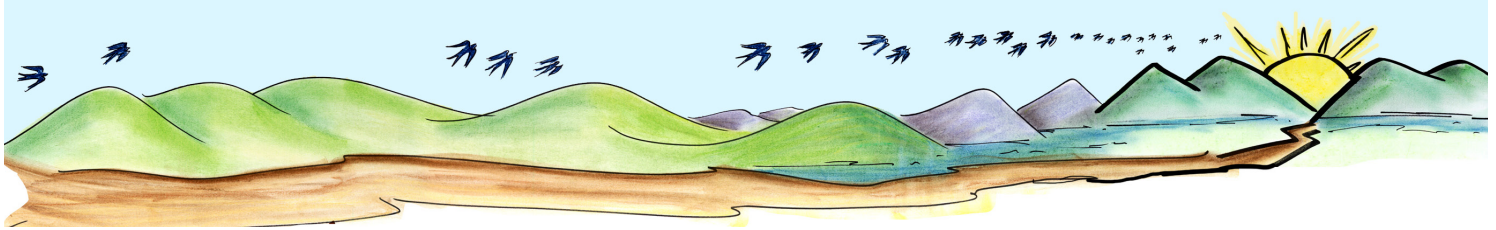


6. 4 hours - Computers, create blog Norway genocide. Present blog  
Download Movie Maker.  
Detective work.  
Digital stories.

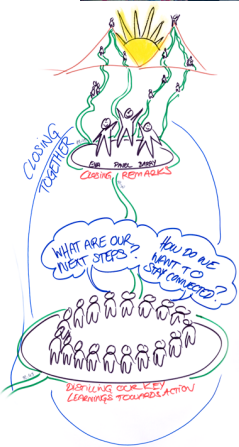
We need a Database and Forum for sharing.







How am I leaving this conference?



## Reflections on our Work Together

Honored and Humbled

Hungry for More

Full of Ideas

Very Happy

Ready to Connect more

Lot of Laughter (and safety)

I see that exchange matters!

Enriched

Encouraged to Continue

Right Direction

Very Grateful for what you gave me

Confident

Hoping to meet you again

Hands on Action

Tired - More Work

Excited

Inspiration

Very connected

Hopeful

With a Plan want More!

Larger network



Confidence and trust!

New thoughts and ideas

continue discussion







## Closing Comments and Conclusions



**Eva Sobotka**

"I am very grateful for mutual inspiration, exchange and co-creation.

I'm looking forward to facilitating FRA's support of a community of practitioners on Human Rights Education and Holocaust Education, in the future."



**Pavel Tychtl**

"I am inspired by all of you and your participation here with each other. We will continue this work. The Commission is very committed to the work of European integration."



**Barry van Driel**

"I'm very, very impressed with what has happened here over the last two days!"

Barry van Driel, in closing our time together, shared quotes from Anne Frank. This was a very moving end to our productive time together over the last two days.



How lovely to  
think that no one need  
wait a moment, we can start  
now, start slowly changing the  
World! How lovely that everyone,  
great and small, can make their  
contribution toward introducing  
justice straightaway... And you  
can always, always give something,  
even if it is only kindness!  
- Anne Frank -



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## Conference Gallery







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