

The International Holocaust Education Newsletter

Fall 2017

Engaging with International Holocaust Education around the Globe

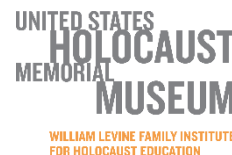
The United States Holocaust Memorial Museum (USHMM) and The United Nations Educational, Scientific, and Cultural Organization (UNESCO) are pleased to cooperate to expand the reach of Holocaust education and genocide prevention through a capacity-building initiative entitled the **International Conference on Education and the Holocaust (ICEH)** to be held at the US Holocaust Memorial Museum in Washington DC 4-8 December 2017. The learning that will take place during the week is intended to advance deeper understandings of how and why the Holocaust happened and the dynamics that lead to genocide around the world.

The current list of invited countries for 2017 is:

<i>Argentina</i>	<i>Namibia</i>
<i>Colombia</i>	<i>Tunisia</i>
<i>Indonesia</i>	<i>South Africa</i>
<i>Kenya</i>	<i>Ukraine</i>
<i>Mexico</i>	

Teams from these countries will join our 2015 cohort of teams from Chile, Hungary, India, Lithuania, Mexico, Morocco, Namibia, Rwanda, The Republic of Korea, and Turkey.

More information about the 2017 conference will be shared in future newsletters.



COUNTRY TEAM UPDATES

Eight country teams have implemented their Holocaust and Genocide education projects: Chile, Hungary, India, Lithuania, Mexico, The Republic of Korea, Rwanda, and Turkey.

Each project utilized Holocaust history as an important lens to prompt conversations about historical events in their own countries. These projects reached 2,700 individuals and took place with the support of 44 different organizations. Hungary and Lithuania's projects were represented in international media due to the involvement of local diplomatic communities, including the US Embassies. Team members in all countries report continued work on Holocaust education, with many continuing to collaborate with the Museum and UNESCO.

LATEST COUNTRY UPDATES

The Turkey Team continues to raise awareness about the Holocaust in their society by providing events that draw relevance for local audiences, especially related to discussions about human rights. The team organized a student seminar and a public event in December 2016 in cooperation with the US Embassy in Ankara, Istanbul Bilgi University's Jewish Communities Studies Unit (YATOÇ), and Anadolu Kültür. It provided university students with sessions on the Holocaust and other genocides, and it sought to increase their awareness about human rights. From one hundred student applications twenty-five students were invited to attend. For many, this was their first time discussing the Holocaust in such depth. There was also a public event organized at Istanbul Bilgi University. This program centered on survivor testimony, which included a live stream interview with USHMM Holocaust survivor Alfred Münzer. This was the first time a Holocaust survivor ever addressed a Turkish audience in Istanbul. The team hopes to continue their work in Turkey.



The Namibia Team aims to deepen conversations about genocide and the Holocaust in Namibian society through traveling Museum exhibitions that will serve as a shareable educational resource throughout its 14 different educational provinces. To this end, the team completed a new exhibition about the Herero-Nama genocide, the first traveling exhibition of its kind in the country. This resource will complement Holocaust and genocide education already touring schools by bringing in more local historical context. The team is also finalizing a plan for presenting the exhibition at schools, training university students to serve as exhibit guides, and collaborating with Senior Education Officers about new ways to strengthen the national curriculum and highlight its resources. Namibia's strong educational partnership with South Africa to further Holocaust education will serve as a basis for their participation as the first ever bi-national team at ICEH in 2017.



The Hungary Team remains active in their commitment to promote dialogue about its own Holocaust history, especially as a lens through which to discuss contemporary events. The team presented their final event showcasing their project *Your Decision: Training Bystanders to Become Upstanders* at the Robert Capa Contemporary Photography Center in downtown Budapest. There, they presented a display of the student-made travelling

exhibition based on the Museum's *Some Were Neighbors* exhibit. This event included two dozen teachers and psychologists who have worked with the team over the course of the project year, as well as 30 other teachers who work on the subject in their own classrooms. The Chargé d'Affaires of the U.S. Embassy in Hungary (pictured above) opened the event with welcoming remarks in support of the project. The Hungarian National Commission for UNESCO also participated in the event, which was mentioned in their [annual report](#).

The Korea Team remains one of the first in their country to promote Holocaust education as a method of historical inquiry to raise important questions about their own historical past. The team has worked in a number of new venues with educators as they teach the Holocaust and other "difficult pasts." The first event for the team project was a teacher training workshop in Jeju Province with the support of the Jeju Provincial Office of Education. They also conducted a teacher-training workshop in Gwangju in July 2016 with the Gwangju Metropolitan Office of Education. The UNESCO Asia-Pacific Center on Education for International Understanding

(APCEIU) organized the *Global Capacity-Building Workshop on Global Citizenship Education*, which featured a session on Holocaust education in June 2016. Professor Ho-Keun Choi presented about Holocaust Education at an international seminar in July 2016 in Gwangju, and also participated in other related meetings and seminars focused on teaching about difficult pasts. A first-ever teaching guide on Holocaust Education in the Korean context will be completed in 2017 as an online resource.

The Lithuania Team works to expand comprehensive Holocaust education to diverse teacher audiences through resource development and teacher trainings on strategies for utilizing new materials. Recently, the team worked with a small school in the town of Balbieriskis to commemorate International Holocaust Remembrance Day with a nationally attended teacher and student led seminar. Over 200



participants from 22 schools with school-wide Tolerance Education Centers attended, as did representatives from the Ministry of Foreign Affairs and guests from the Jewish community. There were presentations and performances by both students and teachers. Additionally, the book *Stories from the Past*, which was created by students in Lithuania as part of the team's country project, was provided to all participants. The team also presented strategies for using the book of local stories to teachers in five other seminars around the country. The team continues to translate and use pedagogical materials from USHMM in their work expanding their small but growing set of teacher resources (pictured above).

The Rwanda Team continues to develop resources for educators around the country and to provide teacher training seminars on Holocaust history as a way to prompt conversations about their own history. The team will complete their country project in October 2017 with the implementation of a teacher training program for 30 advanced educators at the Kigali Genocide Memorial Center. These teachers will return to their own communities to share new strategies for strengthening the national commitment to Holocaust and genocide education in local practice. USHMM staff will travel to Rwanda to assist in facilitating sessions on key subjects in Holocaust education, including similarities found in both instances of genocide through the power of propaganda and the role of educational segregation as a tool of political repression. A profile of this country project will appear in the next newsletter.

Country Profile: CHILE



(L to R) Maria Veronica Romero,
Alejandra Morales Stekel, Nancy
Nicholls

The project in Chile sought to provide vital teacher training opportunities and educational resources on Holocaust history.

One team member summarized the challenges they hoped to address:

"Despite the relevance of the Holocaust, young people are not generally interested and do not know much about it. Hopefully this conference will lead us to succeed on the first of many projects that will help build a reconciliatory memory in Chile."

The Chile team led the teacher training workshop *Education on Human Rights: Holocaust and Chilean Dictatorship. Theoretical Approaches and Comparative Pedagogy* for 50 educators with the Museum of Memory and Human Rights, the Jewish Interactive Museum of Chile. The workshop was also supported by the Institute of History of the Catholic University of Chile and the Ministry of Education.

The aim of the workshop was to highlight how educators could integrate Holocaust education into the national *Program of Citizen Training and of Human Rights* implemented in August 2016. The Chilean national curriculum highlights the importance of teaching the Holocaust and supports the challenge of reflecting on human rights violations in Chile's recent history in both basic education and in the media. During the workshop, teachers examined theory and pedagogy for the teaching of the Holocaust and Chilean history in order to encourage participants to reflect on the educational possibilities both themes offer.

The workshop showcased USHMM's timeline activity translated into Spanish and adapted to the local context to deepen the participants' knowledge about the relationship between personal histories, historical events, Nazi laws and decrees, and other relevant topics. Program facilitators also highlighted how this approach could be adapted to incorporate elements of other subjects or to emphasize particular topics. Due to an overwhelmingly positive response, this workshop will be offered again in the coming year.



Educators work together on the US Holocaust Memorial Museum's timeline activity.

Source: Museo Interactivo Judío De Chile

The Mexico team led the conference *Education: From the Holocaust Experience to Transformation for a Culture of Tolerance* at Iberoamericana University and at the Museum of Memory and Tolerance in Mexico City in fall 2016. The event attracted undergraduate and graduate students, faculty, and scholars. Approximately 650 people participated over two days.

At the conference, the Holocaust was examined as a starting point for understanding human resilience and resistance in contexts of mass violence and genocide. This approach prompted broader conversations about the relevance of Holocaust history in the Mexican educational setting. Dr. Peter Hayes, Theodore Zev Weiss Holocaust Educational Foundation Professor of Holocaust Studies Emeritus at Northwestern University, was the keynote speaker. The team also created an educational handbook for teachers that was distributed during the conference.



The Mexico Team and Dr. Peter Hayes present at the conference at Iberoamericana University.
Source: The Mexico Team

Members from the Mexico and Chile teams continue their work through a bi-regional initiative for teacher training supported by a grant from the International Holocaust Remembrance Alliance (IHRA). This project is named *The Dan Napolitano Latin American Regional Initiative: Pilot Project in Chile and Mexico* in memory of the former Director of Education at USHMM. Team members are also working with partners from Colombia and Argentina and are active within the UNESCO Latin American Network on Education about the Holocaust and Genocide.

Country Profile: MEXICO



(L to R) Carlos García Hernández,
Adán García Fajardo, Yael Siman

The project in Mexico sought to raise awareness about the Holocaust through an academic conference for students and faculty.

One team member summarized the challenges they hoped to address: *"In Mexico, there has been some resistance to incorporating the topic of the Holocaust given that it is frequently seen as distant in time and identity, and perhaps not a priority."*

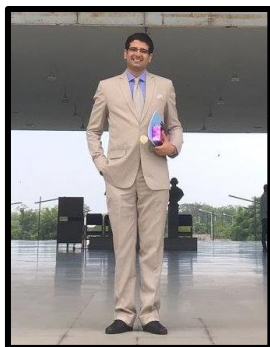
ROHEE DAS GUPTA, INDIA



Rohee returned to USHMM in November 2016 to work in the Museum archives on several projects. While there, she presented on a panel at the Levine Institute for Holocaust Education discussing *The Cultural Contexts of International Holocaust Education*. She spoke about finding relevance in Holocaust education programs in different cultural settings, including India. Rohee is also working on several Holocaust education books with fellow India Country Team Member Navras Aafreedi (update below). These publications include (1) *Global Approaches to Holocaust Education*, (2) *Narratives on Mass Violence*, and (3) the first-ever *Guidebook to Introducing Holocaust Education in India*.

NAVRAS AAFREEDI, INDIA

Navras joined the Department of History at Presidency University as Assistant Professor in June 2016. There he organized the exhibition “Anne Frank in Photographs” (obtained from the Anne Frank House), which was on display from January to March 2017. He also organized the first Holocaust-themed postgraduate course in Asia outside of China, Japan, and Israel, *A History of Mass Violence: Twentieth*



Community Updates

Century to the Present. Navras was recently selected for the Institute for the Study of Global Antisemitism and Policy (ISGAP)-Oxford Summer Institute at St John’s College, University of Oxford.

Yael SIMAN, MEXICO and ALEJANDRA STEKEL MORALES & NANCY NICHOLLS, CHILE



Yael, Alejandra, and Nancy organized a project with colleagues from Argentina and Colombia for the USC Shoah Foundation Center for Advanced Genocide Interdisciplinary Research Week for the 2017-18 academic year on “Mobility, Survival and Integration: A Latin American Comparative Study of Holocaust Narratives.” The study includes comparative research on Holocaust survivor migration to Latin America (Mexico, Argentina, Chile and Colombia) and uses methods from history and social science, such as circular migration plots and text mining, to map trajectories of survival and mobility.

Yael and Nancy also presented at the 2016 Lessons and Legacies conference on *Narratives of Survival in Latin America: Chile, Colombia and Mexico*, which will appear as a chapter in *Lessons and Legacies Volume 14* to be released in 2019.

Analyzing Historical Photographs from the Holocaust

When teaching the Holocaust, educators often use photos. Below are some strategies to help you do this.

Describe: In describing a photograph, note as much essential, factual information as is available: Who is the photographer? When and where was it taken? Look at the subject matter and describe it as clearly as you can.

Analyze: In analyzing the photograph, look at how the photograph was composed. What can you learn from the clues in the photo? Look closely at other less significant details. What is going on in the background? Do you see any writing in the photo (signs or posters)? Are there buildings or landmarks?

Interpret: In interpreting a photograph, use what you have discovered through description and analysis to draw conclusions. While we cannot say exactly what is happening in the photograph, we can ask what is the intent of the photographer? What is in the picture and what is left out? How do these decisions affect its meaning?

Research: At this point, you might need to do some additional research to discover the historical context of the photograph. Was it staged or spontaneous? What was happening in the world at the time? Think about the time period when the photograph was taken.

Why was this photograph preserved? Does the meaning of the photograph change when we look at it now, compared to when it was created? **Think critically; do not simply accept the image as a true representation of what happened.**

Evaluate: The final stage of your decoding is evaluation. What do you think about the work? Is the photograph useful to you in terms of your historical research? What does it add to your knowledge of the subject? Base this on the earlier information you have gained.

Museum curators suggest a strategy of **separating the whole photo into component parts**. The aim behind this approach is to better understand the relationship between the elements of the photo. This method helps us better understand how and why the Holocaust happened because of certain actions taken by individuals or groups.

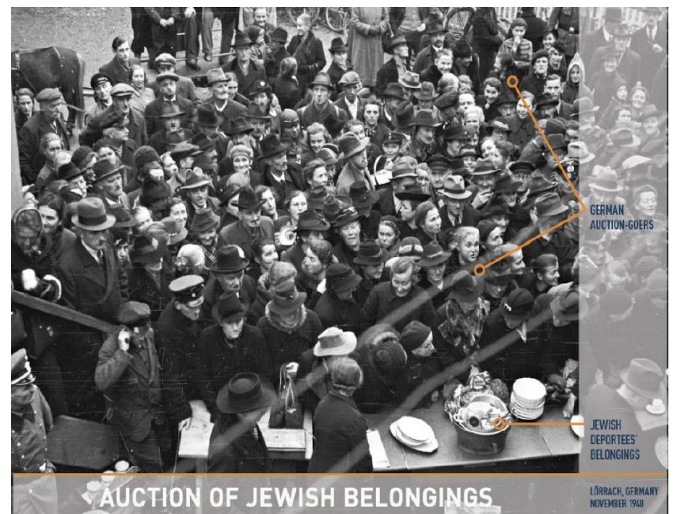


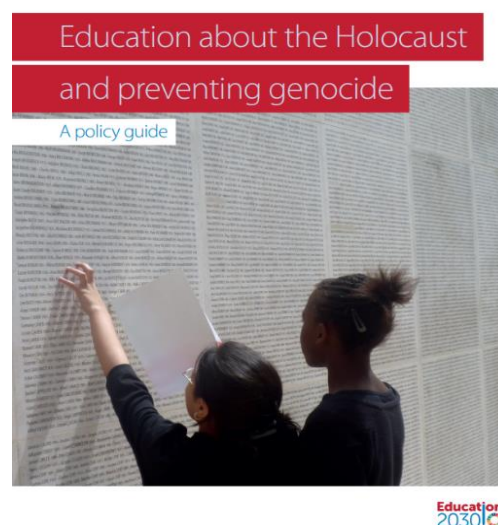
Photo: The United States Holocaust Memorial Museum. Text: Adapted from resources at USHMM, Library and Archives Canada, the National Archives and Records Administration, Feinberg, S. & Totten, S. (2001), *Teaching and Studying the Holocaust*, (Allyn and Bacon), & Teachinghistory.org.

RESOURCES FOR TEACHING ABOUT THE HOLOCAUST, GENOCIDE, AND MASS ATROCITIES

Education about the Holocaust and Preventing Genocide: A Policy Guide

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) launched a first-ever policy guide for education on the Holocaust and more broadly, genocide and mass atrocities. *Education about the Holocaust and preventing genocide* is designed for policy-makers, curriculum developers, and textbook writers to engage in or reinforce education about the Holocaust and the prevention of genocide.

The rapidly changing, globalized world creates an urgency to ensure that education is helping young people become responsible global citizens. To play a role in shaping the future, young people must have a better understanding of the past. An understanding of history can support efforts to create free and just societies. Such examination is required not only for our greatest achievements but for our failures as well. The Holocaust was a watershed event in relatively recent history. Its legacies still shape our world and its lessons are relevant to the challenges we face today. To this end, in line with initiatives supported by the United Nations and UNESCO, this guide aims to help key actors in the world's educational systems implement effective education about the Holocaust, genocide, and mass atrocities by discussing approaches for integrating the topics into various environments. The guide is available in English, Spanish, and soon in French.



We would like to thank the project partners and donors supporting ICEH 2017:

The Government of Canada
The Government of Germany
The SNCF
Susan and William S. Levine and Family



With gratitude, the US Holocaust Memorial Museum and UNESCO recognize the work of our first round of country teams from 2015 who laid the groundwork for institutionalizing international Holocaust and Genocide education initiatives in their local contexts.



Front (L-R): María Verónica Fariña (Chile), Nancy Beatriz Nicholls (Chile), Alejandra Morales Stekel (Chile), Yangsook Lee (Republic of Korea), Katalin Kállay (Hungary), Arij Boussouf (Morocco), Nehoa Hilma Kapuka (Namibia), Rohee Dasgupta (India), Naitsikile Iizyenda (Namibia), Yael Siman (Mexico), Asena Günal (Turkey), Cameron Walpole (USHMM), Christine Beresniova (USHMM). *Middle Row (L-R):* Kristin Thompson (USHMM), Zsuzsanna Kozák (Hungary), Aimable Mpayimana (Rwanda), Youngkwon Yi (Republic of Korea), Boubker Outaadit (Morocco), Roma Diktaraitė (Lithuania), Rita Juškevičienė (Lithuania), Freddy Mutanguha (Rwanda), Carlos García Hernández (Mexico), Ingrida Vilkienė (Lithuania), Pinar Dost-Niyego (Turkey), Sakaria Siranda (Namibia), Abderrahim Chhaibi (Morocco), Karel Fracapane (UNESCO). *Last row (L-R):* Péter Aradi (Hungary), Adán García Fajardo (Mexico), Jean-Damascène Gasanabo (Rwanda), Szabolcs Virágh (Hungary), İlker Aytürk (Turkey), Navras Aafreedi (India), Ho-Keun Choi (Republic of Korea), Bonheur Pacifique (Rwanda).

We would also like to thank the generous support of our 2015 donors: The Government of Canada, The Government of Denmark, The Helena Rubinstein Foundation Endowment, and The Tziporah Wiesel Fund for the Study of Hungarian and Romanian Jewry.

