

## Stories that Move


Expert meeting of educators and educational policymakers on teaching about antisemitism in Europe, in relation to other forms of discrimination  
Berlin, 16 to 20 June 2014





Project team members Veronika Nahm, Guido Gerrichhauzen, Maria Ecker and Peter Dral

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A joint project of the Anne Frank House, the Anne Frank Zentrum and the Federal Agency for Civic Education (bpb).

In cooperation with the Congress of National Communities (Ukraine), erinnern.at (Austria), Milan Simecka Foundation (Slovakia), Pedagogical University of Cracow (Poland), Zachor Foundation (Hungary) and the OSCE Office for Democratic Institutions and Human Rights (ODIHR).

[www.storiesthatmove.org](http://www.storiesthatmove.org)

# 1. Introduction

In June 2014, with the support of very many organisations, we were able to bring together sixty-five leading experts from the field of education from fourteen countries across Europe. The Anne Frank Zentrum was pleased to coordinate the years' work that went into the expert meeting, cooperating closely with the Anne Frank House and other partners. During an intensive weeklong meeting many of the educational challenges posed by antisemitism and other forms of discrimination were discussed.

The project team, managing the whole process of developing the programme and recruiting the participants, consisted of people from seven countries. They have been able to build on their own prior collaboration, in preparing an international youth meeting, *Stories that Move. Discussing Diversity and Discrimination*, which was held in Berlin less than a year previously. They have also been able to work with the network of educators from fourteen countries that the OSCE Office for Democratic Organisations and Human Rights (OSCE/ODIHR) and the Anne Frank House have previously brought together to develop and use printed teaching materials on antisemitism and other forms of discrimination, a process that started in 2005.

For the Anne Frank Zentrum and the Anne Frank House both the international and multidisciplinary character of the meeting are important, as we face an urgent challenge in Europe to address growing intolerance in our societies and violent expressions of antisemitism and other hate crimes. All the participants were engaged in the educational field, but all had their own specialism concerning hate crimes and discrimination, or were educators approaching the topic from a classroom perspective. We all agreed that we should take young people's opinions seriously. On other issues, many points of view were taken into account and explored.

The meeting itself was a huge inspiration for the project team, but also for the participants, many of whom indicated that they would like to stay connected, sharing examples of good practice and advising on projects. It feeds into the work of the international project team developing an online contribution to education against antisemitism and other forms of discrimination. This report aims to share both the inspiring collaboration during the week and the analysis of the challenges we face, specifically in bringing complex and sensitive issues into the classroom.

We would like to thank the German Federal Foreign Office for hosting the opening event of this meeting. It underlines the importance of the international cooperation of NGOs and governments. Without the support of the German Federal Agency for Civic Education and the OSCE/ODIHR, we would not have been able to achieve the rich programme or the diversity of experts taking part. The longstanding cooperation with these organisations and also with our partners in developing an online tool for learners and educators, the Congress of National Communities (Ukraine), *erinnern.at* (Austria), Milan Simecka Foundation (Slovakia), Pedagogical University of Cracow (Poland) and Zachor Foundation (Hungary), inspires us to take the next steps in a challenging and exciting project. We thank the German Foundation Remembrance, Responsibility and Future, and the International Holocaust Remembrance Alliance for their financial support. We also wish to thank the participants who contributed their valuable time.

We hope that this report will give a good idea of the inspiration and commitment that was so clearly present. We are also looking forward to continuing to work with the many organisations and individuals that contributed to the expert meeting.

Ronald Leopold, director Anne Frank House, Amsterdam  
Patrick Siegele, director Anne Frank Zentrum, Berlin



Ronald Leopold, Amsterdam



Patrick Siegele at the opening session in the German Federal Foreign Office

# 2. Report of the meeting

## Background and aims

*The meeting focused on the opportunities that online learning offers in teaching about prejudice and discrimination. Modules on the themes of identity, diversity and discrimination, and on historical biographies were presented. One important background to the meeting was the insight and experience gained developing and implementing the OSCE/ODIHR and Anne Frank House teaching materials on antisemitism and other forms of discrimination. Another was the international youth meeting *Stories that Move. Discussing Diversity and Discrimination*, in which 41 teenagers (14-17) from nine countries met in Berlin in September 2013. Their experiences and opinions, collected and presented as films and in other ways, were part of the discussion.*

*The meeting aimed to:*

- *facilitate an international exchange of experiences on developing educational tools;*
- *share dilemmas, incidents and achievements, with a focus on the most recently developed content and methodology;*
- *contribute to the development of educational modules that deal with: racism, antisemitism and discrimination against Roma, Muslims and lesbian, gay, bisexual and transgender (LGBT) individuals and groups, in history and today;*
- *hear what young people are saying and make this part of educational lessons;*
- *lead to a sustainable network of experts who will continue to work together; and*
- *bring in policymakers from educational institutions and governmental organisations to consider strategies for sustainable international cooperation in developing and implementing educational tools.*

*Moreover, the outcomes should feed into the further development of a multi-language online toolkit and enhance further testing of it with teachers and students.*

## Day 1. Opening event at the German Federal Foreign Office

Ambassador Felix Klein, the Special Representative for Relations with Jewish Organizations, offered a warm welcome to the participating experts, guests from Berlin and some of the specially invited young people gathered in the library of the German Foreign Office. The outcomes of the International Youth Meeting were presented and the challenges that young people face when it comes to racism, antisemitism and other forms of discrimination in their daily lives were discussed.

"Berlin is where this project began," said Anne Giebel from the OSCE/ODIHR. Following the OSCE's 2004 Berlin Conference on Anti-Semitism, the participating OSCE countries pledged to "intensify efforts to combat anti-Semitism in all its manifestations and to promote and strengthen tolerance and non-discrimination" and acknowledged that "educational programmes for combating anti-Semitism" should be promoted – in addition to raising awareness about the Holocaust. An understanding that specific educational materials are needed led to intensive cooperation between the OSCE/ODIHR, the Anne Frank House and partners in a growing number of countries.

Martin Salm, the chairman of the foundation Remembrance, Responsibility and Future, quoted several of the participants of the 2013 international youth meeting, including Valentina, who said: "I don't understand why the teachers don't take a stand. If they saw a student stealing, they would say something – they'd punish the student. But when students use hurtful language, the teachers don't do anything. It's wrong..."

Tyrell had said: "It's not what the people say that bothers me – it's that they don't react with any sensitivity to how I



Anne Giebel



Martin Salm

feel about their words.”

And Zoe had commented: “The person usually says one of two things: I didn’t mean it that way, or you’re being too sensitive, it’s your fault for feeling upset.”

Salm said *Stories that Move* was not just the title of the youth meeting last year, it was a title that also addresses us – we are the ones who have to be moved, and we are the ones who need to move, too. It was important not to act like the teachers at Valentina’s school. So, we have to challenge derogatory remarks and oppose discrimination. “That is why we are here. That is why we have come together – to collaborate in developing methods of combating prejudice and hostility.”

Kathrin Meyer, representing the International Holocaust Remembrance Alliance, summed up some central elements of the meeting: “This project that all of you are working on is about everything that is important to us: international cooperation, involvement of leading experts and institutions; it targets multipliers and policymakers and is aiming to fight against discrimination. The fight against all different forms of discrimination is our responsibility. This is why we have chosen to support the project.”

Nearly every speaker referred to the youth conference in Berlin in September 2013. Karen Polak, the international project coordinator from the Anne Frank House, presented the outcomes of that meeting, but it was only after four young people reported some of their experiences that the audience really got a feeling what this expert meeting would be about.

Claudia Tran from Slovakia, Miksa Kasza Árpási and Zsófia Bihari from Hungary and Hilga Koschel from Germany talked to Garance Reus-Deelder, the director of the Anne Frank House Amsterdam and Thomas Krüger, the president of the German Federal Agency for Civic Education, in a session chaired by Patrick Siegele,



Patrick Siegele, Garance Reus-Deelder and Thomas Krüger

the director of the Anne Frank Zentrum Berlin. The young people talked about their own experiences with discrimination, especially from adults. They explained beautifully how to move from indignation to action against discrimination. “You have to learn,” Hilga said, “that a sentence can hurt people.” The young people complained about the ignorance of adults. “It is important that we feel you want to hear us,” Claudia said. And Miksa added that young people would only be stimulated to think about their own opinions by discussing politics.

They all agreed that online tools should be used for teaching. “You can reach so many people via the internet,” Hilga said, “and the more people interfere when it comes to discrimination, the more we can make a difference.” Thomas Krüger said: “Online tools can enable new forms of participation, you no longer have to just be the receiver of messages, you can become a broadcaster. This fact is going to change communication fundamentally. It will create new organisational forms.” He was very impressed by the young people and how they deal with their experiences of discrimination. “It is fantastic to learn that an event like the youth conference, in which people share and work on this, empowers them,” he said.



Claudia Tran and Zsófia Bihari

*Blog by Miksa Kasza Árpási, Budapest, written on [www.storiesthatmove.org](http://www.storiesthatmove.org)*

*In April, I had a lovely surprise when I opened my emails: a message from Veronika Nahm at the Anne Frank Zentrum in Berlin. I thought she was just being nice, asking how we were doing, but my jaw dropped when I realised I was being asked to return to Berlin for the Stories that Move expert meeting. Hilga and I, and Claudia and Zsófia representing the youth advisers, were being asked to share our experiences from the perspective of the participants of the conference in September at WannseeForum. We were told we would sit on a podium with the directors of three institutions and discuss our youth conference: what followed it, what do we expect as the result of the whole set of meetings, conferences, discussions that we all have been through?*

*When we arrived at the Federal Foreign Office’s library I was shocked. The library was a gigantic room, much bigger than I expected, and not only the size of the room made me feel that something big and important was going on here but also the people in there. Everybody was dressed in suits, and they were all much older than me, and the whole atmosphere was really formal, not like what we had in Wannsee. So by the time we had to get on the stage, I was terrified.*



Miksa Kasza Árpási

*But soon, as everybody was asking questions and everybody was interested in our answers, I realised I was happy. I was happy because it felt like a real opportunity to help make a difference. All the experts were there that we youngsters need. And the experts need us as well. During the discussion, Claudia said something like “we are all different, small building stones and if we are together we can build a bigger piece”. I hope that we together, as teachers and students, adults and youngsters, won’t only build a bigger piece but build a whole castle. The Castle of Tolerance and Peace.*

## Day 2. Morning

The day started with short “kick-off” statements by Robin Sclafani from the CEJA – A Jewish Contribution to an Inclusive Europe, Shaun Fisher from the Britannica British School in Hungary, Esra Özyürek from the London School of Economics (currently doing research in Berlin), Stanislav Daniel, a Roma activist from Slovakia, and Boris Dittrich from Human Rights Watch, who all shared their thoughts on different forms of discrimination and the special focus each needs in an educational context.

Anne Giebel, the Advisor on Combating Anti-Semitism at the OSCE/ODIHR, introduced the speakers and the important role of education:

“We learn a lot from Jewish communities and other vulnerable groups about the impact hate crimes have on their daily lives. These challenges need to be dealt with by political leaders, by the criminal justice system, by the civil society, by equality bodies, but significantly also by educators.”

Robin Sclafani, from Belgium, expressed her concern about modern manifestations of antisemitism. She spoke about the challenge of showing that antisemitism is relevant to everyone; that it is not just a historical phenomenon but a very real threat today, and how to bring across that antisemitism is not more special than any other forms of discrimination, but that it does have specific



Robin Sclafani



Shaun Fisher

characteristics. She stressed that we need to avoid a sense of “competition of suffering”. CEJI – A Jewish Contribution to an Inclusive Europe is engaged in anti-bias education, focusing on all forms of discrimination.

Shaun Fisher spoke of becoming a history teacher to grasp what he couldn’t understand as a child growing up in London, in a neighbourhood with skinheads and swastikas where racism and xenophobia seemed to be the norm. He said he sees teachers as agents of socialisation. He asked: how can educators provide information that can compete with other influences, such as parents, religion and the internet, and how do we deal with the fact that many educators cannot keep pace with all the changes in our societies, especially technological ones? Living and working in Hungary, he wants to contribute what he can in the educational field, as he doesn’t want his children to go through what he went through.

Esra Özyürek gave an insight into her research into Islamophobia in Germany, and what she sees as interconnected racist, sexist, religious and xenophobic elements. Although the term Islamophobia is controversial, she uses it to emphasise that Muslims are discriminated against on a large scale in Germany. She recommends



Esra Özyürek



Stanislav Daniel

pragmatic definitions of discrimination, based on “I know it when I see it”. Beyond that, she said, we should recognise both the local features and the global aspects of Islamophobia. A worrying aspect is the strong denial of the existence of discrimination against Muslims in Germany. Although the “guilty past” is confronted in a very direct way in Germany, antisemitism, racism and other forms of discrimination are still very strong forces.

Stanislav Daniel from Slovakia told of a village where the Roma neighbourhood was separated by a wall from other neighbourhoods, to protect against trespassing. “Although it was maybe not intended to exclude especially Roma people, it is a strong symbol of the many ways that we are discriminated against.” It is a problem that is largely ignored and the denial is itself a challenge. The police and the courts have sophisticated ways of denying attacks are xenophobic, and young internet users also have ingenious ways to avoid being taken to court for hate crimes against Roma. Educators should take into consideration the ideas of young people in order to combat new “-isms”. Symbols like 44, written to resemble the SS insignia, should be recognised as expressions of hatred and confronted. Later in the week, introducing the film *Just the Wind*, he spoke of personal experiences with the police in Hungary and Slovakia, and the important work of the European Roma Rights Centre in Budapest in tackling the lack of state response to racist attacks.

Boris Dittrich, a Human Rights Watch advocacy director of the lesbian, gay, bisexual and transgender (LGBT) community in Berlin, said the most commonly used term, “homophobia”, was not correct as it does not concern a ‘phobia’ as such and argued for a more fluid idea of sexuality, including transgender. Human Rights Watch publishes lots of reports with facts and figures, but it knows most people do not even read the summaries. So it started a multimedia instrument with videos of “stories that move”. He told of a Ugandan shoe seller whose life was



Boris Dittrich

in ruins after anti-gay legislation was put through and who only got his job back after the Canadian headquarters of the shoe firm intervened. Dittrich also highlighted President Barack Obama’s comments about being discriminated against, in his “It gets better” campaign (see [www.itgetsbetter.org](http://www.itgetsbetter.org)). “We can see that most people click on the video instead of reading the press,” Dittrich concluded. “It is easier for people to remember stories that capture their hearts.”

#### Reflection groups

After the kick-off statements, five reflection groups were formed: on racism, antisemitism, hatred against Muslims, discrimination against Gypsies and discrimination against lesbian, gay, bisexual and transgender (LGBT) people.

They considered spelling (anti-Semitism or antisemitism), and terms. Should the word “Gypsy” (Cigan/Zigeuner) be used at all? Does it not reinforce discrimination compared with more neutral terms such as Roma? The LGBT group agreed “homophobia” is not an adequate term. The reflection group on antisemitism got quite heated about the spelling as a means of challenging the problem. However, as Peter Dral summarised in the discussion on anti-Gypsyism, “changing the word does not change the



Peter Dral

negative phenomenon, nor does it resolve the problem”. Overall, the groups agreed words are important and country or context specific.

One central point was whether one “-ism” is different from another, and how. There was a move to a more holistic perception of discrimination. The antisemitism group discussed educational starting points: whether it was better to promote values in teaching and to engage teachers in changing mentalities and increasing confidence, or to identify different -isms and their specifics?

Another group discussed the relation between Islamophobia and antisemitism. They agreed Islamophobia should be taken more seriously and that people working on either should work together, but that there are differences in the discrimination both groups face.

How much knowledge do you need to have about the history and culture of Roma in order to understand the situation they face now? It was pointed out that using more examples emphasises the diversity within the community. But participants struggled with the question of whether knowing more about the history and culture would change anything, and the related issue of who should present this information. Several pointed out that it matters whose voice is presented on behalf of a community. It was agreed it might help to have input from a variety of sources and people, both belonging and not belonging to the group. Experts and those who have lived the experience should be valued to provide different perspectives.

The groups also addressed practical educational issues. The group on racism, for instance, identified family, religion and school as breeding grounds for racism, but also the media and the internet, and members spoke up for more internet-based tools for the educators. The LGBT group also wanted more tools to raise awareness, particularly in countries with a negative public opinion and restrictive laws. They agreed there is a need for alliances, be it of young people, or parents or other groups that suffer from discrimination, and that educational approaches should take this into account. “A lot of questions – no answers yet”, said one of the participants at the plenary meeting in the evening. But a shared starting point!

#### Day 2. Afternoon

Workshops on Tuesday and Wednesday discussed transferring face-to-face and off-line educational exercises to the projected online tool. Each workshop performed one

or more exercises and gathered opinions for and against the method. The presented modules will be key elements of the online toolkit that the international project team is developing.

### Workshop 1: Identity and diversity

Exploring our own identity is a key precondition for understanding and accepting diversity in the society. In this workshop people were asked to write defining aspects of their identity on the points of a paper star. Participants then chose an anonymous star that seemed to be similar to their personal characteristics, and paired up to discuss the similarities and differences of their personalities.

During the debate afterwards, doubts were expressed about the method because of the very rough and minimal image such simplified terms can create – by missing the complexity of the person it may reinforce prejudices rather than trigger a desire to learn more about them, particularly among young people still struggling with their own identities. All agreed this method needs face-to-face discussion and a trusted environment. There were doubts about using this exercise online, although a moderated forum was discussed and the possibility of creating an online “sheltered room” to express private thoughts.

All also agreed identity is an important issue for coping with unequal treatment, stigma and prejudice. The exercise was seen as a good beginning for dealing with issues of diversity and discrimination in a group, but the issue of the limits of online learning was not resolved.

### Day 3. Morning

#### Workshop 2: Working with historical biographies

To foster a discussion about good practice for history teaching in the context of teaching about identity, diversity and discrimination, Workshop 2 looked at a variety of stories that give an insight into the situation of minorities in Europe in the 20th century.

The biographies were introduced with various background documents, biographical data, letters, photos and maps. Participants were asked to choose a story and explain their choice in small groups. Each group then agreed on one biography and selected a few documents to present that story to the whole group.

Many participants agreed that working on biographies is a good starting point, involving emotional commitment as well as interesting discussions on discrimination,

exclusion and violence. The final choice of one biography to be presented triggered debates about whether a story would be picked because the historical background is relatively unknown or precisely because it is well known. There was concern that using a historical approach would miss contemporary problems, but also that historical and contemporary biographies might be a mismatch. Suggestions were made to add a process of reflection on the choices a group makes and also to change or add photos or materials. There was also discussion about whether this method could be used online, and many ideas were put forward for alternative versions or add-ons.

### Day 3. Afternoon

#### Workshop 3: How to deal with discrimination

The aim of these parallel workshops was to collect ideas on how young people can get a better understanding of what discrimination consists of.

Video segments showed youngsters talking about their experiences with discrimination. Participants, working in small groups, answered the following questions:

1. Which forms of discrimination are mentioned?
2. Who is discriminating?
3. What does discrimination look like? What actions are described?
4. How do young people deal with discrimination? What ideas do they have to combat it?

Participants said the materials covered more than discrimination. “We are talking about different forms of rejection and hatred,” said one. Other experiences described might be defined as bullying, assault, harassment, prejudice, intolerance and non-acceptance.



Another exercise asked participants to identify discriminating situations, such as “the teacher was fired after coming out because of parents’ protests”, “there is no diabetic menu in the school canteen,” “policemen are not allowed to have tattoos” etc. This raised questions about differences between various forms of discrimination, and scales or “levels” of discrimination, and triggered discussion about using videos, graphics and figures on online for the same exercise.

However, a division emerged over terms and definitions. One side argued that it is important to distinguish between terms defined by law (such as “discrimination” or “violence”) and terms that describe feelings or sensitivities. The other side felt defining terms was not a key educational priority as young people might understand

and use the terms differently than adults did anyway.

All groups agreed that the exercises were a good start. Young people’s experiences could always serve as a trigger for discussion. However, for an online tool, it would be important not to leave pupils working on it alone.

### Day 3. Evening

*Just the Wind* is a 2012 Hungarian drama film directed by Benedek Fliegau. It is based on the murder of Roma in Hungary in 2008 and won the Jury Grand Prix at the 62nd Berlin International Film Festival. Participants were invited to watch it at Kino Central.

#### *Just the Wind – A movie about European realities*

*Zsófia Bihari from Hungary was a youth adviser during the 2013 international youth meeting Stories that Move, accompanying the Hungarian participants to Berlin. She has now moved to Berlin for research, and she works as a guide in the Anne Frank Zentrum. During the conference week she wrote this blog on [www.storiesthatmove.org](http://www.storiesthatmove.org).*

*On Wednesday evening there was a public screening of Benedek Fliegau’s film Just the Wind, which most of the participants went to. The story is based on a series of racist attacks against Hungarian Roma in 2008.*

*In the film we meet a Roma family, living under inhuman conditions in a little village. The father has already emigrated to Canada. He hopes to be able to bring over the others so they can leave behind the poverty. The mother, who has two jobs but is still struggling with debts, is a broken woman whose only wish is to give her two children the chance of social advancement.*

*The film shows not only the sad conditions of the biggest ethnic minority of Hungary, but also the attitude of the majority. We see the consequences of hatred, preconceptions, racism and the lack of social responsibility. I have hardly ever felt such a constant pressure, 86 minutes long. I cannot imagine waking up and going to bed with this feeling every day. I was questioning myself: why do I not feel this pressure*



Zsófia Bihari

*every day, when I am reading the news about war, discrimination or poverty? Maybe because I just don’t find it extraordinary. Despite the fact that I’m lucky enough not to face these problems personally, it is around me every time I open my laptop.*

*Mihály Babits, a Hungarian poet wrote: “The mute is an accomplice to the offender”. We – me, most of Hungary and Europe – don’t raise our voices for human rights and equality enough. By staying quiet we legitimise and are accomplices to the status quo. Just the Wind shows this. This is the reason why experts from all over Europe came for the conference Stories that Move to develop online tools and teaching materials, to help young people raise their voice, and not to let such actions happen over and over again.*

## Day 4. Morning

### Workshop 4: Didactical challenges of working with online tools

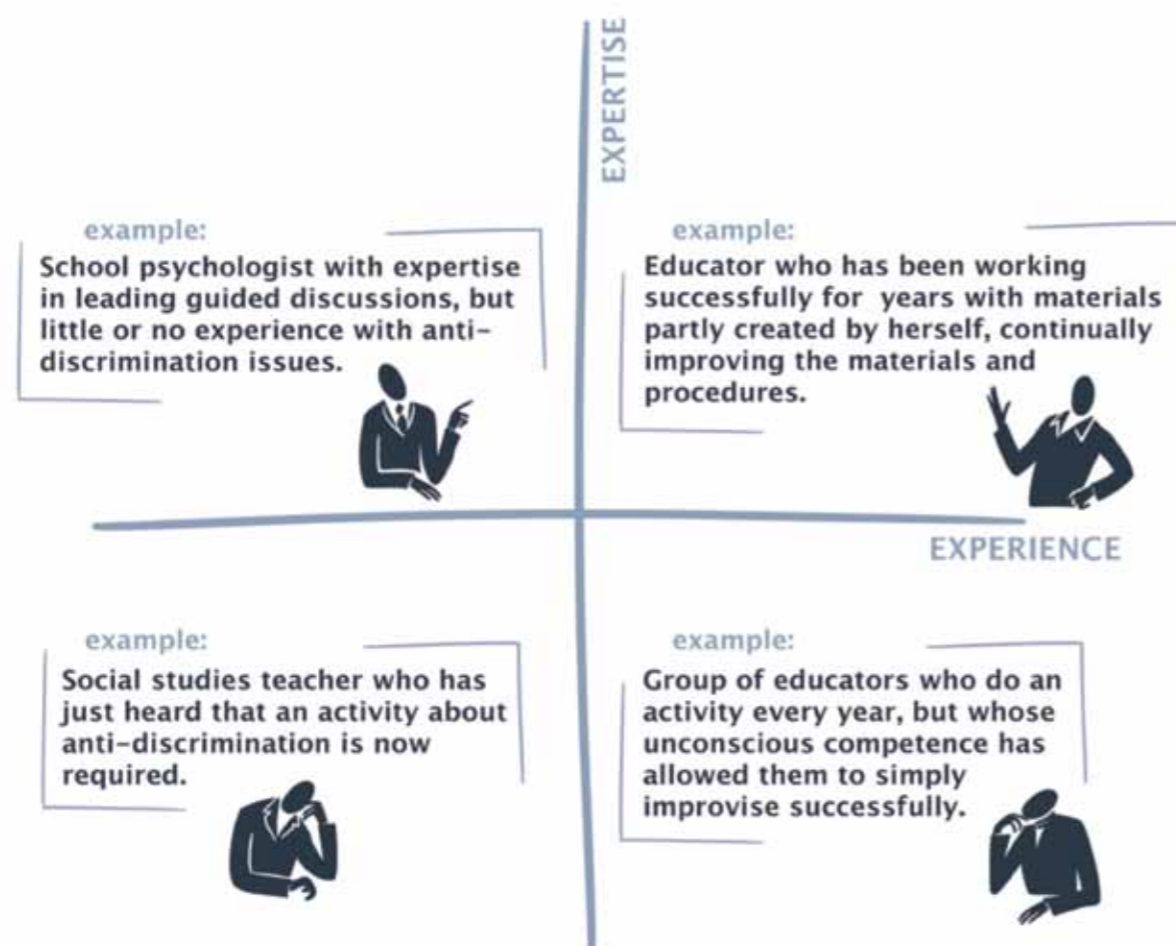
In the final workshop, two experts in online content development – James Boekbinder of the University of Applied Sciences, Rotterdam, and Gerrit Netten of the Anne Frank House – offered insights into the virtual environment educators now have at their disposal when working with the young. They used the expert meeting to observe and research, and develop a profile of their primary users – defining the key characteristics of the future users of the toolkit.

They found the participants had varying levels of competence with online tools such as Google Docs, blogs, Wikimedia etc., and in this way represent educators in general. Some had been involved with designing dedicated



James Boekbinder

websites, others actually came to the conference to get first-hand advice about these matters, but overall the education experts had little or no theory-based, systemic understanding of online media use. There is a lot of



#### Level of experience and expertise of end-users

We define expertise as being in possession of theory-based, evidence-based instruments that the person is skilled in applying. Experience is the amount of time spent teaching in the subject area.

confusion about what “the internet” is, what being “online” represents, and how it works. Social behaviour online, technologies, specific products like games and apps, and other elements, often get mixed up during discussions without any coherent distinctions. Among many educators there is a sense that “online” is a realm largely beyond their control, or even a threat to their control. This needs to be taken into account when designing online learning tools.

Netten and Boekbinder visited several workshops during the week, listening to the discussions and challenging the participants to think “online”, then at their own workshop they outlined their approach to the challenge of developing a tool to help teachers design lessons using the internet. They felt this toolkit should not only be a container for information, such as films, but a dynamic, interactive system, in which feedback and content contributed by users supports the development. They looked at how the toolkit might fit into the teachers’ work processes and goals, not just methodologically and didactically, but also practically. They found a lot of problems hampering education in this field, and concluded “the internet” was not going to be a panacea.

Educators have to overcome certain obstacles in dealing with the topic “discrimination”. These obstacles – whether they concern simple lack of information or are of a more emotional nature – need to be clearly defined before a multi-media tool begins to be put together. Boekbinder and Netten propose that texts, drawings, films and interactive programmes should all address the learners and educators directly by responding to their doubts and concerns. Boekbinder presented ambitious aims for the



online tool, which should be “multinational, multimedial, and multi-perspective”.

An important point of discussion is whether offline learning methodology can or should be transferred online. The online tool should encourage a well-balanced, blended learning methodology, in which the internet adds value, but it should not ignore the importance of the joint learning process and the educational potential of group discussions.

The education experts gathered at this meeting stressed their interest in contributing to the next phase of the development of the online tool and they will be invaluable during the testing, as “early adopters” and in the implementation in their respective countries.

#### Revealing discussion:

“I’ve developed very successful ways of using blogs in my teaching. The problem is, classroom teachers are so old-fashioned and set in their ways that they just refuse to use these new tools ...”

When asked whether the educator above had checked to see if the context the classroom teachers wanted to use them in matched the one the blogs had been designed for (mainly short-term projects) the answer was: “Not really.”

The risk is that this educator can’t spread a useful new method, or assumes too quickly that the attitude of the teachers is impossible to change.



This feeds into a negative stereotype of “backwards” teachers. In fact, there are well-developed methods for profiling users and for getting slow-adopters started, which involve products aimed at learners’ peers. Had he or she known about these, this educator might have been able to overcome the difficulties.

**Market Place with examples of good practice**

Participants were given the opportunity to present and watch good (online) practices, such as textbooks and websites with videos, interactive modules, documentations, and materials. The market, which was very popular, showed a variety of participative and innovative ways to learn. Here are some sites to check out:

<http://ewgprojektblog.wordpress.com/>  
[www.zidovskycintorin.sk](http://www.zidovskycintorin.sk)  
[www.dialog-pheniben.pl](http://www.dialog-pheniben.pl)  
[www.nohatespeechmovement.org](http://www.nohatespeechmovement.org)  
<http://i.witness.usc.edu/SFI/>  
[www.hokjestest.nl](http://www.hokjestest.nl)  
[www.schoolqueer.blogspot.hu](http://www.schoolqueer.blogspot.hu)  
[www.weg-von-hier.at](http://www.weg-von-hier.at)  
[www.youtube.com/user/Free2chooseCreate](http://www.youtube.com/user/Free2chooseCreate)  
[www.levandehistoria.se](http://www.levandehistoria.se)

**Day 4. Afternoon****Excursions**

In the afternoon four educational institutions opened their doors and welcomed the participants to specifically share their online approach to education with them.

**Tour: Anne Frank Zentrum – Online tools to teach about history and the world today**

The Anne Frank House has developed a series of online tools to teach about Anne Frank, the Holocaust and related issues. These tools include a virtual tour through the hiding place in Amsterdam, a virtual timeline on the history of the family Frank, and teaching units for digital whiteboards. The Anne Frank Zentrum has adapted some of these materials for Germany and developed additional online materials on intercultural history education. A new serious or applied game developed by

the Anne Frank House, Fair Play (<http://www.playfairplay.nl/>), was also presented. The game offers opportunities to experiment with different aspects of discrimination. Six young and talented footballers have been selected to go to Rio. They have never met, but share their enthusiasm for street football. When they meet for the first time some awkward situations occur. Discriminatory comments are made, targeting Muslims, gays and Jews. The player must respond.

In the discussion, the relationship between history education and teaching about present-day antisemitism was a central theme.

**Tour: Jewish Museum Berlin – Between the lines: Educational programmes on diversity and antisemitism and media outreach**

Since the Jewish Museum Berlin opened in 2001 tens of thousands of young people have participated in educational programmes, mostly in guided tours through the exhibition. The opening of the Academy of the Jewish Museum in 2013 made an expansion of the educational programmes possible, with a new focus on diversity and the history of migration. The museum is continually looking at how best to reach different groups in society, and what methods, topics and materials are most suitable. The Between the Lines workshop consisted of a guided tour addressing pedagogical and didactic questions, three snap presentations and a discussion. Staff presented workshops on diversity, based on youth literature and theatre pedagogy. They introduced the project Vielfalt in Schulen (Diversity in Schools), which deals with antisemitism on the web and in social media, and discussed the development of an interactive map of Germany – part of the outreach programme “on.tour” in which the Jewish Museum visits schools all over Germany.

**Tour: Memorial to the Sinti and Roma of Europe Murdered under the National Socialist Regime – websites and online tools on the Genocide of the Sinti and Roma**

Half a million people a year have visited the information centre beneath the Memorial to the Murdered Jews of Europe since it opened in 2005, and the foundation that maintains the memorial is also responsible for the Memorial to the Sinti and Roma of Europe Murdered under the National Socialist Regime that opened in 2012. It offers various educational programmes, including The Persecution of the Sinti and Roma, A Workshop with Eye Witness Accounts. After a visit to the Sinti and Roma memorial, staff introduced the contents and the educational aims of the workshop in the video archive

of the Holocaust Memorial. Maria Ecker from erinnern.at then presented [www.romasintigenocide.eu](http://www.romasintigenocide.eu), which provides basic information for teachers and students on the genocide of European Roma and Sinti.

**Tour: audio walking tour of Berlin-Mitte – queer-history.de, multimedia material for a queer approach to history developed by the Department of Public History, Freie Universität Berlin**

The queer-history.de website is a collaboration between the Agentur für Bildung – Geschichte, Politik und Medien eV, Senatsverwaltung für Bildung, Jugend und Wissenschaft Berlin and Professor Martin Lücke from the Department of History Didactics at the Free University of Berlin. By exploring and retracing the mostly unknown,





forgotten or even silenced histories of sexual and gender diversity, Queer History attempts to question today's dominant gender constructions, fight discrimination such as homo- and transphobia, and subvert the primacy of the gendered heterosexual nuclear family. At time of writing, the website offers seven different lesson plans, two audio walking tours, and background information on theory and didactical usage. The two speakers presented a "queer" audio walking tour of Berlin-Mitte, developed in the framework of the project. Afterwards, the group discussed the project at the Berlin department of the Federal Agency for Civic Education.

### Day 5. Morning

The last day was dedicated to summaries and outlooks.

James Boekbinder, of the University of Applied Sciences, Rotterdam, said he recognised some of the confusion, suspicion and hesitation of some of the educators he had listened to. On the other hand, he said, educators had to try to keep pace with young people who are used to using new technologies, the internet and media while reading less.

Monique Eckmann, professor emerita of the University of Applied Sciences of Western Switzerland, and a long-standing expert in education on racism and antisemitism, was invited to share her insights and observations on the week's proceedings. Her comments can be found in chapter 3.

### Fishbowl round up

A "fishbowl" round up discussion gave the participants a chance to share their insights and recommendations.

- Some felt empowered by meeting people from all over Europe who are committed and tackling the same issues. This created "a strong sense of community", somebody said.
- Some emphasised the mixture of ages and intergenerational communication, and the benefit of meeting younger people and of learning about their perspective on the issues that were discussed.
- Some appreciated the different approaches and issues, and wanted to use them in their own work.
- Some said they would review their educational approach because of the experiences and discussions during the week.

However, there was also some criticism:

- Some participants felt misled by the title of the

meeting, feeling that antisemitism should have been more in focus.

- Some felt "there were too many -isms", while others mentioned that discrimination against women should have been included, and discrimination against people with special needs or disabilities.
- Some felt there was a "competition of suffering" between the -isms.
- Some felt "the political dimension" and the social contexts of discrimination were missing from the discussions and the discussed educational approaches.
- Some regretted there not being enough discussion about the details of the online tool.

Some questions and issues were discussed throughout the debates in the workshops and plenary sessions. These topics are core questions that need answering before or by creating a new web tool.

1. Should the tool be about antisemitism or also tackle other "-isms"? It should either clearly define what is covered, including whether or not antisemitism plays a special role, or it should be an open and fluid (interactive) work in progress that provides teachers and educators with a variety of materials and exercises from which they can select for their particular educational needs (as the case may be even for a broad interpretation of "discrimination").
2. Should it be a tool on *discrimination*, and should the term be defined or open to negotiation? Or should there be a designated unit on wording and definitions?
3. How important are social context, politics, and the role of the state in relation to biases, prejudice and everyday violence? Should the online tool have more or less material on historical and political backgrounds? Or should it focus on "stories that move", personal stories that are emotionally haunting? How should tools and methodology (exercises, lessons) combine personal fates with historical and contemporary issues?
4. Should the educational material and methodology of the online tool focus on suffering, to provoke identification and empathy? Or should they focus on positive values like equality and human rights, appealing to inclusiveness, recognition and respect?
5. How can prejudices and stereotypes be addressed without giving them substance?
6. Educational exercises that deal with personal and emotional topics need a safe environment, but the internet is an apparently uncontrollable public sphere. Every web-tool for educational purposes

has to take care to protect privacy and data. If (especially young) people reveal their feelings and thoughts online, there must be devices to contain this and protect them. How to create an intimate and at the same time safe situation through an online tool, though much discussed, remained unresolved.

7. Similar questions arise when it comes to follow up matter. Forms of blended learning were recommended to ensure pupils or young people are not left alone with urgent questions and unclear issues.
8. In this context some participants doubted that the exercises tested in the workshops were suitable for schools. They felt they might fit better in non-formal education, where people take part voluntarily, and the atmosphere is less competitive and there is less pressure to perform.

Although there were no clear or unanimous answers to these questions, the workshops produced a lot of concrete recommendations concerning the online tool that may help progress the concept of a new, educational toolkit for tackling discrimination.



## 3. Observer report

### Observer report on the week's proceedings, Monique Eckmann, University of Applied Sciences of Western Switzerland

*I am a researcher, an educator and a member of several population majorities: white, European, with a good social and cultural capital, and a good position in society. But I am also part of minorities: I am a Jew, I'm a woman and maybe other minority categories. So I can look at this week's topics from both sides and identify with the difficulties and the dilemmas of the majority and of the minority. This position has marked my work as a teacher and a researcher over the last 30 years.*

#### What does it mean: "Teaching about antisemitism in Europe in relation to other forms of discrimination?"

One of the major challenges in the project lies in the phrase "in relation to". It can be addressed with three questions:

- What do these different forms of intolerance, hatred or discrimination have in common?
- What separates them?
- And how are they articulated/ interconnected?

We need to see if certain aspects are valid for every form of "-ism" or not, and if so why not.

#### What is the umbrella concept of this project?

Is this project about "antisemitism and other forms of discrimination" or is it about "discrimination"? We cover different -isms, each with its specific mechanisms and history, but they do have to be under one umbrella, otherwise there is no common project.

In my opinion, the umbrella should not be "discrimination". Discrimination is usually defined as unequal treatment of people in equal situations, which restricts access to rights, services and goods. Discrimination requires power on one side and results in loss of power on the receiving end. Then there is also everyday racism, stigmatisation, humiliation, hatred, intolerance, material or symbolic violence. These are not forms of discrimination, but they are intolerance and/or violence. Not every form of violence is discrimination, although we can perhaps say that every form of discrimination is violence.

The first article of the Universal Declaration of Human Rights (1948) says: "All human beings are born free and equal in dignity and rights." Discrimination affects rights, and violence and everyday racism affect dignity. The planned web toolkit should also refer to the definitions and concepts



Monique Eckmann

of international human rights instruments and conventions. This distinction is important, especially when analysing antisemitism. In Europe today antisemitism occurs mostly not as discrimination; it appears as all kinds of intolerance and violence: hatred, hate speech, physical violence, and symbolic violence. When slogans are sprayed on the wall of a synagogue, it's not discrimination. This is a misunderstanding often encountered in pedagogical settings. People argue that Jews are not discriminated against and they are partly right. Muslims are often discriminated against; Roma and black people are discriminated against. But Jews do suffer from many forms of antisemitism.

In this meeting we focused on a number of categories on the grounds of which discrimination is inflicted. But two categories were not addressed: gender and age, although the youngsters did speak of gender in their videos. This needs to be defined, which categories are in the focus of the project, and why.

#### The role of the state

The role of government and law in relation to everyday racism came up when trying to compile a timeline in the workshop on historical biographies. On the one hand, the project wants to show that there is continuity of discrimination and hatred, and of resistance against it. But on the other hand, we cannot say there is a simple continuity, for example between state-sponsored antisemitism during the Nazi era and antisemitism nowadays. What happens today is *despite* the international conventions, and especially the Convention on the Elimination of All Forms of Racial Discrimination (1965), that states have endorsed. The timeline needs to show the changes, the international agreements to fight these phenomena.

#### How are the concepts of majority and minority connected to questions of identity?

The exercise in the identity workshop was powerful and a classical kick-off for group work. The challenge here was: is it possible to work with identity questions on the web? But the concept of belonging might be more relevant than the concept of identity. People do not tend to "feel" their identities; they feel if they belong to a place or to a group, or groups, which can change over time. Let's consider Zygmunt Bauman's concept of liquid identities –changing, negotiated and dependent on contexts. We should use norm-critical education, which allows us to deconstruct the concept of identity. Then we might also introduce more difficult concepts, such as "queer" identity.

And here we should add the concepts of majorities and minorities. We should not only focus on minority identities and belonging. It is important that the web tool should address everybody. There is a need for intergroup encounters, whether online or not, but also for intra-group space where you can address the issues of your own group.

#### When and how do we learn, alone or in a group, and how to learn on the web about conflict and dialogue?

In the workshop on discrimination, we asked how do you create awareness? How do you organise a self-reflecting process?

We know that learning in a group is a particular process. You thought something was nicely done, then people around you say, "You know, I don't feel good with it". And so you have to reconsider. Dialogue is not the only way to raise awareness, but it is a very powerful way. This is really a big challenge for the upcoming web tool, how to organise dialogue online.

Another challenge is to bring together teachers and group facilitators. They do not have the same function, they do not work with the same tools nor in the same institutional framework. Is this a project for classrooms and less formal groups?

#### Summing up

- It is essential to realise how important it is to listen to those who experience discrimination and intolerance. Giving a voice to the victims should be the first concern of anti-racist education and this project is doing precisely that. The opportunity to speak out empowers those who suffer stigmatisation or discrimination.
- We should be inclusive; always giving priority to the victim's perspective, but not forgetting the majority, the bystanders and the aggressors, so that they also are valued, even if we do not value their acts.
- Educationally, it is crucial to address all forms of "-isms", to give space to all experiences of being humiliated, hated or discriminated against, without saying they are all the same.
- How do we deal with top-down and bottom-up strategies? We should talk about individual and collective success stories, such as the human rights convention or new laws for more equality.
- The excellent questions raised in the workshops should be the model for the questions in the web tool. The way to raise awareness and challenge prejudice is not to explain but to help people think for themselves.

## 4. Interviews

### “It’s all about empowerment”

Thomas Krüger is president of the German Federal Agency for Civic Education (bpb), a federal public authority providing citizenship education and information on political issues to all people in Germany, and one of the partners of the expert meeting *Stories that Move*.

*Mr Krüger, what did you like most at the opening evening of the expert meeting?*

I was very much impressed by the young people talking about their experience of discrimination. It is wonderful to learn that an event like the youth conference can empower them like this. That is what we aim for in the field of citizenship education.

*What do you think about using the experience of different kinds of discrimination as the entry point for young people?*

I agree that antisemitism as it has been manifested in the 20th century is a special kind of discrimination. We should address this in citizenship education. However, in our society we experience many forms of discrimination. Therefore we need to discuss the singularity of antisemitism with young people.

*How can we forge links between individual experiences and the issue of antisemitism?*

For engagement it is crucial to find a personal starting point. This is much more fruitful for the learning process than being taught abstract figures or theories. We should mobilise the power of solidarity against discrimination by making the diversity of experiences of discrimination the subject of discussion. It’s all about empowerment and activating people.



Thomas Krüger

### “We need to move on!”

Robin Sclafani is director of CEJI – A Jewish Contribution to an Inclusive Europe, which campaigns in the EU against antisemitism and discrimination of all kinds.

*What do you think about the concept of “stories that move”, starting from individual experiences of discrimination?*

I think that you need to deal with discrimination broadly. But behind the experiences there are different histories, different institutional issues and sometimes different ideologies, which play a role. I think people need to be educated in understanding those differences.

*Is there no natural connection between being sensitive to one sort of discrimination and another? What has to happen before you transfer your experience?*

I think it is important to get beyond the theoretical. Individual stories are good for the emotional motivation to engage. There is a lot of unconscious bias, you know, quick reactions. Even when we have really good intentions, we can still be discriminating at the same time. Breaking down these unconscious biases is one of the really big challenges.

*What is the specific difficulty when it comes to antisemitism?*

The idea of a Jewish conspiracy, a Jewish lobby still seems very popular in our society. Sometimes there is a very strong identification with the Palestinians, which is linked with this whole conspiracy idea. Jews are blamed for the problems. Jews are blamed for so many things.



Robin Sclafani

*Do you mean that criticising Israel automatically means being antisemitic?*

You can criticise Israel without being antisemitic. You should do it without evoking antisemitic stereotypes or making parallels to the Holocaust or evoking antisemitic images like the political cartoons about Israel showing Jews drinking the blood of children. When you talk about Israel as a state, don’t talk about the Jews as the people.

*There are a lot of young Jewish people living in Berlin nowadays. Is this “normalisation”?*

We need to move on, we need to acknowledge and we need to reconcile somehow. And we also need not to generalise or blame a generation now for what happened three generations ago. It’s not about guilt. It’s about responsibility. If we do nothing, we do something to be guilty about. But if we do something, we move on.

### “We should support problem-solving thinking.”

Lisa Rosa works at the State Institute for Teacher Training and School Development in Hamburg, specializing in civic education and project-based learning.

*Why did you come to the meeting?*

As a history teacher, I am interested in the Holocaust, the history of National Socialism and issues of discrimination. I create projects, which I test with teachers at school. I use blogs a lot. So, one of my expectations here is to learn something about online tools used in education.

*Does “civic education and project-based learning” have a connection to our issues?*

Yes! I am not only interested in new media but in a new kind of learning that focuses on pupils and not only on curricula. “Democracy” is not just a subject for lessons in civic education. It is an issue for the whole organisation of a school. If students do not have a say in their own studies, we do not have a democratic school. This is currently difficult, because the kind of teaching and the kind of school organisation we are used to – the whole system – is not democratic at all.

*Why is this relevant for an issue such as discrimination?*

I am convinced that you do not learn something only because you are taught it. There is no way you can teach the “right ethics” by demanding it, especially when it comes to issues like the Holocaust and antisemitism.

*What should “good teaching” look like?*

Students need two things: firstly, they should develop their own questions to the world – and they should answer them by themselves! Topics and issues that raise their interest shouldn’t be pushed aside because there is a curriculum to be followed. On the contrary, interest should be the guideline for learning! Secondly, students have an



Lisa Rosa

urgent wish to communicate, to exchange thoughts. They want to talk to one another, not only to the teacher. You can initiate and facilitate this by blogs. You can use a blog to help in the process of developing questions; you can upload materials the students have worked out – films, discussions or interviews.

*What role do teachers play?*

The teacher should open up opportunities. He or she should be a facilitator, moderating the learning process. That's not so easy! Teachers are good at teaching. That is, however, something quite different to what I mean: structuring a learning process. You have to coach students or small groups of students, so that they can generate their own questions and tasks. It works fantastically! It supports problem-solving thinking. That is quite different to teaching political correctness.

**If I wasn't keen to make the world a better place, I would not be a teacher**

Türkan Kanbicak works for the Pedagogical Centre of the Jewish Museum and the Fritz-Bauer-Institute in Frankfurt am Main.

*What does your organisation do?*

We offer extracurricular workshops for teachers and students or pupils on the topics of the Fritz-Bauer-Institute and the Jewish Museum, mainly antisemitism and Islamophobia. It is all about group-focused enmity.

*What methods do you use?*

We try to raise awareness of antisemitism and the similarities between Judaism and Islam, especially among Muslim students. We use the permanent exhibition in the Jewish Museum to show everyday Jewish life and the parallels with Islam. They learn that Arabic and Hebrew, and even Turkish, have something in common; we explain the rules concerning circumcision, food or even funeral speeches. After discussing the similarities, we look at living together in Christian Germany. We use different media to show how the Christian majority attributes things to Muslims or Jews, and the other way round. One of my special topics is the development of identity and the media-related construction of otherness. What is most important: we work in a team and teach by dialogue. I am Muslim, my colleague, Manfred Levy, is Jewish.

*How do young people react to this?*

When recognising the similarities of both religions, many have a kind of "aha-moment". Some of them are at first irritated and doubt if it is true. Questions concerning self-perception click, however. The reference to their own biography is thought provoking and raises awareness for the situation of Jewish pupils.



Türkan Kanbicak

*Are you criticised for connecting the issues of antisemitism and Islamophobia?*

There were lots of discussions about the term "Islamophobia". I do not want to compare antisemitism and Islamophobia. But Islamophobia is an important and current issue. We need to address the current mood before it leads to more outbursts of hatred or violence.

*What have you learned here at the conference?*

It is important that these topics are discussed with a wide range of organisations; that organisations work together and support each other working in the different fields of discrimination. And I think we can succeed! If I wasn't keen to make the world a better place, I would not be a teacher.

**"When enough people have a changed attitude, we will have a changed society."**

Robert Furiel is a youth worker and the director of the LGBT organisation Saplinq.

*What do you do?*

My everyday job is activism – although I don't get paid for that. I am also the director of the NGO Saplinq. The name refers to a sapling, a small, growing tree. It symbolizes that if you plant enough small trees, you will eventually have a forest and it will change the landscape, it will change the environment. So for me, this is the symbol of how to change people one by one, or to have ways to change them on a larger scale – but always in a personal way. With enough people with a changed attitude we will have a changed society, a society in which everyone can live freely and be themselves, without fear.

*What is the concern of your NGO?*

I'm gay and since secondary school I have felt isolated and a little bit lost. I come from a town in the eastern part of Slovakia. At that time I thought I was the only gay person within a 100km radius. And then I found a bisexual friend in my class and we started to talk about this stuff with other people. This led me to reading a lot. And that started my destiny as an LGBT activist, because I saw that many people didn't know anything about gays and lesbians, haven't ever even met anyone before.

*So it is not a public issue in Slovakia?*

No, it's very difficult to get a positive or even a neutral image into the media. It's getting better, but very slowly. You still have a lot of prejudices, a lot of misconceptions. Unfortunately, the Roman Catholic church and some conservative organisations are creating a sort of pre-emptive attack. They argue that registered partnership will destroy traditional society. Another part of society, however, is trying to portray the image: "It's OK to be gay; it's OK to have



Robert Furiel

various types of families, various identities.” We are at the beginning of a cultural struggle.

*What does your NGO do about that?*

I started a students’ and youth LGBT organisation in Bratislava, the capital. And now we are developing one in Kosice. So my main focus now is to create and establish small or local communities of young LGBT people. The first step is to establish social space, where they can come. It can be more or less a virtual club. We don’t have a room, but we have a Facebook-group and we meet regularly. And the second step is defined by geographical boundaries like the Bratislava region. So these two features come together and you can create the community around this. But you cannot create a community in the whole country, because the differences are very great.

*Is it more about socialising than political activity?*

Yes. The first goal is to put people together. If people feel okay with their identity, you can start to politicise them. Then you can talk to them about oppression and rights. This is the difficult part, because unfortunately in the past people were told not to be political in my country. So, many people are still afraid to have a political opinion or to speak out.

*Do you also have political goals?*

Last week a constitutional amendment was passed in the parliament, technically banning same-sex marriage. Now we have in the constitution the following definition: “Marriage is a specific bond between a man and a woman”. This technically makes it impossible to pass any equal marriage act without amending the constitution. So we are now struggling to change the constitution. Actually, I think this will take from five to fifteen years...

*What do you think about the plan to create an online tool for young people?*

I see a certain gap between the technology and the teaching, and I am really curious how this gap will be closed, how these two sides will come together. But I see that young people spend a lot of time online, on their mobile phones. And I think that if we cannot incorporate something that is dynamic, that is online, into this teaching system, they will not listen to anyone. It may be a revolutionary step. And it has its challenges.

### “We have many programmes combating stereotypes.”

Stefania Wilkiel works for the Ministry of National Education in Poland.

I started work at the Ministry of National Education with the first government elected in the free elections in Poland in 1989. So, this year I am celebrating 25 years at the ministry. I work in the Strategy and the International Cooperation Department. Since the 1990s, I have cooperated with the Council of Europe on education. I was also involved in Poland’s accession to the EU and in the team implementing the agenda of the Polish EU presidency in 2011. Now I am involved in the Eastern Partnership programme, which is part of the European Neighbourhood Policy.

*What is your interest in the issues we are discussing here?*

I was involved in the Council of Europe’s education for democratic citizenship and human rights education programmes, and the Holocaust remembrance programme, which in Poland also covers education



Stefania Wilkiel

about Jewish culture. I supported the first dissemination in Poland of the Anne Frank House materials on antisemitism.

*What do you think about the conference?*

I am happy to meet so many people from different international organisations. It is a good forum for the exchange of experiences. What is innovative is the representation of youth groups. It is a good response to the present challenges: the increase of hate speech on the internet, the increase of violence with racist background, and discrimination.

*What do you think about using the internet or new media for educational purposes?*

It is necessary, because young people spend a lot of time online. Traditional educational tools like textbooks and lectures are not enough to engage with pupils, to make them interested in the subject and allow them to participate actively in the learning process.

*How do Polish schools or educational institutions deal with topics like antisemitism or discrimination?*

Starting from kindergarten or primary school we are trying to create a respectful and friendly atmosphere. The most important thing is that these topics are included in the curricula at every level and in particular in subjects like civic education, history, Polish literature, religion and ethics.

*Are there after-school educational programmes dealing with these topics?*

In Poland we have many programmes combating stereotypes and building new relations with our neighbours – Germany, Ukraine, Lithuania and Russia. This year we also celebrate 10 years of the Polish-Israeli programme implemented by the National In-Service Teacher Training Centre (NTTC) in Poland in cooperation with the Ministry of Education and Yad Vashem Institute in Israel. Thousands of young people from Israel come to Poland every year. They mainly visit memorial sites like Museum Auschwitz-Birkenau and other sites related with the tragic history of the Holocaust. We are trying to expand the programme to include meetings with Polish youngsters. Such meetings should, however, be well prepared. So we are developing a special programme for Polish teachers and Israeli guides. They meet in Poland and in Yad Vashem to learn how to prepare youth meetings and exchanges. As a result, many schools have established direct contacts and cooperation. Every year, the ministry offers grants for schools to strengthen these partnerships.

### Political correctness in the classroom ... friend or foe?

Cihan Tekeli, from Amsterdam, works for the educational projects department at the Anne Frank House. He wrote this blog during the week on [www.storiesthatmove.org](http://www.storiesthatmove.org)

Often when working with young people I notice that some of them hold back on sharing their real thoughts. This might be because they are shy, or they don’t feel safe sharing or because they have strong opinions and they are afraid they might be judged. If our aim is to challenge prejudices and attitudes, we need to find ways to help people to open up about their deeper thoughts. Whether we like what they say or not. This may be painful, but if we want to create a change we need to be able to jump into the deep end. What is crucial is that you need to have well prepared educators and space for thorough reflection and evaluation.

The main challenges in this process are the subtle forms of racism or discrimination. These are attitudes that are difficult to prove. To challenge the minds and to have young people open up, we need to give space for the thoughts we don’t like, too. But again, this needs to be well managed and educators need to make sure it doesn’t go too far. There are boundaries to this process. If we don’t manage diversity in the right way it becomes division. But let’s keep in mind that students know what they are talking about. Sometimes they know to give the “right” answers to avoid getting into trouble or to get the marks they need. But this doesn’t help us to challenge distorted attitudes and perceptions. On the contrary, it keeps up the pretence that there are no issues in our classrooms.

This is not an easy task, but if done well we can achieve a lot and really change attitudes. Sometimes a little bit of controversy can be a good thing. If not, we are just preaching to the choir of the converted, or worse – a choir with masks.



Cihan Tekeli

## 5. Recommendations

### Recommendations on teaching about antisemitism in Europe, in relation to other forms of discrimination

1. It is important to make clear to young people across Europe that antisemitism is still relevant. This can often be achieved most effectively by focusing on different forms of discrimination.
2. Taking the experiences of young people as a starting point is an effective way to explore the meaning of hate speech, exclusion and discrimination. Examples given by peers of their experiences and their responses to particular situations can give important insights and empowerment to young people.
3. To promote a better understanding of the threat to our societies from racism, antisemitism, discrimination of Roma, Muslims and LGTB people, it is necessary to see the common factors, but also to look at the specifics of different forms of discrimination.
4. Educators need to be prepared for the task of both discussing different forms of discrimination on an analytical level and handling the topic with sensitivity, taking into account the vulnerability of their students. Diversity and discrimination awareness needs to be part of the pedagogical training of all teachers.
5. International organisations can play an important role in stimulating and supporting cross-border cooperation. Young people live in a 'glocal' world; both local and global influences play an important role in their lives. The media, the internet, and travel and study abroad connect to the local realities of their daily lives. International exchange programmes should be encouraged to engage with topics such as diversity and discrimination.



## 6. Appendices

### Programme of the Expert Meeting

#### Monday, 16 June 2014

The Opening Event will present the outcomes and results of an international youth meeting that took place in September 2013 in Berlin. Some of the 41 youth engaged in this meeting will discuss with experts what challenges they face when it comes to racism, anti-Semitism and other forms of discrimination in their daily life. The outcomes of the international youth meeting are a starting point for the expert meeting.

**Location: Federal Foreign Office (Lesehof), Werderscher Markt 1, 10117 Berlin**

- 18:00 Welcome remarks**
- Felix Klein, Federal Foreign Office
  - Kathrin Meyer, International Holocaust Remembrance Alliance
  - Martin Salm, Foundation Remembrance, Responsibility and Future
  - Anne Giebel, OSCE Office for Democratic Institutions and Human Rights
- 18:30 International youth meeting "Stories that move. Discussing diversity and discrimination", September 2013, Berlin – Presentation of results and outcomes**
- Karen Polak, Anne Frank House, The Netherlands
  - Peter Dral, Milan Simecka Foundation, Slovakia
- 19:00 Discrimination and ways to deal with it – Forum with participants of the international youth meeting »Stories that move«**
- Hilga Koschel, Germany
  - Zsofia Bihari, Hungary
  - Claudia Tran, Slovakia
  - Miksa Kasza Arpasi, Hungary
  - Garance Reus-Deelder, Anne Frank House, The Netherlands
  - Thomas Krüger, Federal Agency for Civic Education, Germany
- 20:00 Reception**
- Moderation: Patrick Siegele, Anne Frank Zentrum

#### Tuesday, 17 June 2014

**Location: GLS Sprachcampus, Kastanienallee 82, 10435 Berlin-Prenzlauer Berg**

The first day of the meeting is dedicated to different forms of discrimination and the special focus each of these phenomena needs in an educational context. In five kick-off-statements speakers from different fields of expertise address on racism, anti-Semitism, hatred against Muslims, anti-Gypsyism and discrimination against LGBT. In moderated reflection groups the participants discuss the issue with the speakers and will bring in their own expertise and experiences from their field of work.

In the afternoon a workshop on identity and diversity sets the starting point for the concrete work that will be done during the week. After presenting a few examples how to work on these topics in off- and online-formats, the participants will be asked to share their thoughts and recommendations with the group.

- 8:30 Arrival of participants, registration and Welcome coffee**
- 9:00 Opening and welcome**
- Anne Giebel, ODIHR
  - Patrick Siegele, Anne Frank Zentrum, Germany
- 9:30 Kick-off statements on educational challenges when facing anti-Semitism, racism, discrimination against Muslims, anti-Gypsyism and discrimination against LGBT**
- Robin Sclafini, CEJI A Jewish Contribution to an Inclusive Europe, Belgium
  - Shaun Fisher, Britannica British School, Hungary
  - Esra Özyürek, London School of Economics, Great Britain
  - Stanislaw Daniel, Roma Activist, Slovakia
  - Boris Dittrich, Human Rights Watch, Germany/Netherlands
- 10:30 Coffee Break**
- 11:00 Five parallel reflection groups and in-depths-discussions with the kick-off-speakers**
- Moderation:

	- Monika Kovacs, Eotvos Lorand University, Hungary - Piotr Trojanski, Pedagogical University of Cracow, Poland - Karen Polak, Anne Frank House, The Netherlands - Maria Ecker, erinnern.at, Austria - Sasha Voitenko, Congress of National Communities, Ukraine	situations encountered in the teaching practice. In both workshops first ideas to use online learning opportunities will be discussed.
12:30	<b>Lunch Break</b>	
14:00	<b>Workshop 1: Identity and Diversity</b> <i>This workshop takes place simultaneously in four working groups and includes a 30 min break at 15:30. A detailed description of this workshop can be found in the appendix.</i> - Peter Dral, Milan Simecka Foundation, Slovakia - Andrea Szonyi, Zachor Foundation, Hungary - Tali Padan, Mellem Education, Denmark - Guido Gerrichhauzen, Anne Frank House, The Netherlands	<b>9:00 Introduction of the day</b> - Karen Polak, Anne Frank House, The Netherlands  <b>9:30 Workshop 2: Working with historical biographies</b> <i>This workshop takes place simultaneously in four working groups and includes a 30 min. break at 10:30. A detailed description of this workshop can be found in the appendix.</i> - Guido Gerrichhauzen, Anne Frank House, The Netherlands - Maria Ecker, erinnern.at, Austria - Sasha Voitenko, National Congress of the Communities, Ukraine - Piotr Trojanski, Pedagogical University of Cracow, Poland (with Karen)
17:00	<b>Plenary Session to present and discuss the results of the day</b> - Anne Giebel, ODIHR - Patrick Siegele, Anne Frank Zentrum, Germany	<b>12:30 Lunch Break</b>  <b>14:00 Workshop 3: How to deal with discrimination?</b> <i>This workshop takes place simultaneously in four working groups and includes a 30 min. break at 15:30. A detailed description of this workshop can be found in the appendix.</i> - Veronika Nahm, Anne Frank Zentrum, Germany - Karen Polak, Anne Frank House, The Netherlands - Tali Padan, Mellem Education, Denmark - Peter Dral, Milan Simecka Foundation, Slovakia
18:00	<b>Dinner</b>  <i>Evening at free disposal</i>	<b>17:00 Plenary Session to present and discuss the results of the day</b> - Karen Polak, Anne Frank House, The Netherlands  <b>18:00 Dinner</b>  <b>20:00 Film Evening at Kino Central</b> "Just the wind" is a 2012 Hungarian drama film directed by Bence Fliegau. The film competed in competition at the 62nd Berlin International Film Festival, where it won the Jury Grand Prix. The fictional film is based on the murder of Roma that took place in Hungary in 2008.
<b>Wednesday, 18 June 2014</b>		
<b>Location: GLS Sprachcampus, Berlin-Prenzlauer Berg</b>		
Workshops on educational off- and online-formats will continue on the second day of the meeting. In the morning a workshop on historical biographies will foster a discussion about good-practices of history teaching in the context of teaching about identity, diversity and discrimination. In the workshop participants will deal with a variety of stories that give an insight into the situation of minorities in Europe in the 20th century. In the afternoon a special focus will be on discrimination. The aim of this workshop is to collect ideas on how young people can get a better understanding what discrimination consists of. The participants will discuss examples from the field of education and apply these to		

**Thursday, 19 June 2014****Location: GLS Sprachcampus, Berlin-Prenzlauer Berg**

In the last workshop of the meeting the participants discuss the opportunities and challenges of working with online tools on the before mentioned topics on a more general level. Experts in the field of online content development will present insights into the virtual environment educators need to face when working with youth. This workshop will also address the question when offline-formats remain preferable to online tools. The workshop will be followed by a Market Place, where the participants themselves get the opportunity to present good-(online)practice examples from their field of expertise.

More good-practice examples of online teaching materials will be presented and discussed in the afternoon. These parallel workshops will be combined with Museum and (N) GO-visits in Berlin.

9:00	<b>Introduction of the day</b> - Patrick Siegele, Anne Frank Zentrum, Germany - Hanna Huhtasaari, Federal Agency for Civic Education, Germany
9:30	<b>Workshop 4: Didactical challenges of working with online tools</b> <i>A detailed description of this workshop can be found in the appendix.</i> - James Boekbinder, University of Applied Sciences Rotterdam, The Netherlands - Gerrit Netten, Anne Frank House, The Netherlands
11:00	<b>Coffee Break</b>
11:30	<b>Market Place of Good-Practice-Examples presented by the participants</b>
12:30	<b>Lunch Break</b>
13:15	<b>Joint Departure from GLS Sprachcampus</b>
14:00	<b>Parallel Excursions with presentations of Online-Materials to teach about diversity and non-discrimination</b> <i>Choices had to be made in advance. Descriptions of the Excursion can be found in the appendix.</i>

**1. Online tools to teach about history and today**

Anne Frank Zentrum, Rosenthaler Straße 39, 10178 Berlin-Mitte  
- Patrick Siegele and Veronika Nahm, Anne Frank Zentrum, Germany  
- Guido Gerrichhauzen, Anne Frank House, The Netherlands

**2. Between the lines: Educational programs on diversity and antisemitism and medial outreach Jewish Museum Berlin, Lindenstraße 9-14, 10969 Berlin**

- Diana Dressel, Rosa Fava and Ariane Kwasigroch, Jewish Museum

**3. Websites and online-tools on the Genocide of the Sinti and Roma**

Memorial to the Sinti and Roma victims of National Socialism, Simsonweg (south of Reichstag)  
- Grischa Zeller, Regina Schulz, Foundation Memorial  
- Maria Ecker, Erinnern.at

**4. »queer-history.de« - multimedia material for a queer approach to history Meeting Point: Brandenburg Gate (in front of Starbucks on "Pariser Platz")**

- Malte Lührs and Courtney Neaveill, Graduates at Department of Public History, Freie Universität Berlin

17:00 **End of Berlin-visits, time at free disposal**

20:00 **Farewell Dinner**

**Friday, 20 June 2014****Location: GLS Sprachcampus, Berlin-Prenzlauer Berg**

Observers of the meeting will share experiences and insights they gained during the week. Whereas one observer will focus on the content-level, the other will give his observations in regard to the online development. A round up discussion organized as a "fishbowl" will give all participants a chance to share their insights and recommendations for the future.

**9:00 Introduction of the day**  
- Karen Polak, Anne Frank House, The Netherlands

- Hanna Huhtasaari, Federal Agency for Civic Education, Germany
- 9:30 **Report of observers**  
- Monique Eckmann, University of Applied Sciences of Western Switzerland, Geneva  
- James Boekbinder, University of Applied Sciences Rotterdam, The Netherlands
- 10:30 **Coffee Break**
- 11:00 **Summary, Conclusions and Recommendations – “Fishbowl” with observers and participants of the meeting**  
**Moderation: Andrea Szonyi, Zachor Foundation, Hungary**
- 12:00 **Looking forward – Wrap up and Farewell**  
- Karen Polak, Anne Frank House, The Netherlands  
- Patrick Siegele, Anne Frank Zentrum, Germany
- 12:30 **Lunch and departure of participants**

## Appendix 1: Workshop Descriptions

### Workshop 1: Identity and Diversity

Tuesday, 17th of June, 14:00 to 17:00

Knowing oneself enables learning about the others and thus exploration of personal identity is a key precondition for understanding and accepting diversity in the society. Exposure of different parts of individual identity requires an intimate, trustful and respectful environment. As practitioners we know and apply different ways to achieve this in face-to-face, offline interactions. But how can we possibly deal with personal identity through online educational tools and not end up with superficial results? How can we create an inspirational but trustful online tool to learn about identities of different co-users? Can we simply skip it and start by exploring diversity of people out there? These and other challenges will be explored in the workshop where you will have several opportunities to share your own experiences, discuss different facets of identity and engage in a creative process of proposing online activities usable in formal and non-formal education.

### Workshop 2: Working with historical biographies

Wednesday, 18th of June, 9:30 to 12:30

“There is properly no history, only biography.” Ralph Waldo Emerson  
As adults, the difference between history and biography is easily discernable. But this is mostly not true for students. To many of them a text is a text. Historical biographies are used to inspire and to set examples, and to order our thinking about the world. In this workshop we use various personal narratives and sources to give shape to phenomenon as antisemitism, discrimination and racism. Via this approach students get new insights in these subjects, but also enhance critical thinking. But how can we use this approach online? How can we adapt this approach to new online technologies? During this workshop the participants will discuss and reflect upon these questions and share their ideas.

### Workshop 3: How to deal with discrimination?

Wednesday, 18th of June, 14:00 to 17:00

The aim of this workshop is to come to a shared understanding of what discrimination consists in and to share ideas how to deal with discrimination in a pedagogical setting.  
The participants will work in small groups. First they will collect and structure the ideas they associate with “discrimination” by charting them on a mind map. In a second step, they will discuss prominent theses and arguments drawn from the academic literature in our field, thus to develop a definition of discrimination. In a third step, they will look at statements of participants of the

youth conference “Stories that move. Discussing diversity and discrimination” where they describe their experiences with discrimination and their ideas how to deal with discrimination. At the end of the workshop the participants will share their ideas how to deal with discrimination in a pedagogical setting - offline and online.

### Workshop 4: Didactical challenges of working with online tools

Tuesday, 19th of June, 9:30 to 11:00

This session aims to help the participants to understand what online tools are and how they work best for teachers and learners. Participants have the chance to ask any question and get answers backed up by solid research and the professional experience of the presenters. We give our vision of how web-based and other digital tools and learning environments work. We also present our first proposal for the European Educational Web Toolkit on Discrimination and Identity. This will take the form of a simulation of the toolkit in action, as we think it will be used by teachers in formal and informal situations. After this presentation, we take questions about internet, media, education, learning and the proposed Toolkit. Our aim is to share as much insight as possible, so all that all participants leave with a shared understanding of what the web and digital media now offer to teachers and learners in these areas.

## Appendix 2: Excursions

Tuesday, 19<sup>th</sup> of June, 14:00 to 17:00

A Choice was made beforehand by the participants. Each group will be guided by two project team members. Meeting point in front of GLS Sprachcampus at 13:15.

### 1. Online tools to teach about history and today

Location: Anne Frank Zentrum, Rosenthaler Straße 39, 10178 Berlin-Mitte

- Patrick Siegele and Veronika Nahm, Anne Frank Zentrum, Germany
- Guido Gerrichhauzen, Anne Frank House, The Netherlands

The Anne Frank House has developed a series of online educational tools to teach about Anne Frank, the Holocaust and related issues. Amongst them is a virtual tour through the hiding place in Amsterdam, a virtual timeline on the history of the family Frank or teaching units for Digital Whiteboards.

The Anne Frank Zentrum has adapted some of these materials for Germany but also developed additional online materials on intercultural history education. After a short tour through the exhibition »Anne Frank. *here & now*« the participants will get to know some of these online materials that are available in several languages. One of the questions discussed in this workshop is the relationship between history education and education on present-day-Antisemitism.

Guides: Guido Gerrichhauzen and Veronika Nahm

### 2. Between the lines: Educational programs on diversity and antisemitism and medial outreach

Location: Jewish Museum Berlin, Lindenstraße 9-14, 10969 Berlin

- Diana Dressel, Rosa Fava and Ariane Kwasigroch, Jewish Museum Berlin

Since its opening in 2001, more than 100.000 visitors from all over the world have participated in the educational activities of the Jewish Museum Berlin, mostly in dialogue-orientated guided tours through the historical exhibition. With the opening of the Academy of the Jewish Museum in 2013, a new focus on the themes of diversity and the history of migration have led to an expansion of our educational programs. The museum is continually asking how to reach different groups in society best, and what methods, themes and materials are most suitable. The Workshop “Between the lines” consists of a guided



tour that addresses pedagogical and didactic questions, followed by three impulse presentations and a concluding discussion. Different staff members will present three workshops on diversity, based on youth literature and theater pedagogy, they will introduce the project "Vielfalt in Schulen" (Diversity at Scholls) that deals with antisemitism in web and social media, and they will discuss the development of an interactive map of Germany - part of our outreach program "on.tour" in which the Jewish Museum visits schools all over Germany.

Guides: Andrea Szonyi and Piotr Trojanski

### 3. Websites and online-tools on the Genocide of the Sinti and Roma

**Location: Memorial to the Sinti and Roma victims of National Socialism, Simsonweg (south of Reichstag)**  
- Grischa Zeller and Regina Schulz, Foundation Memorial Maria Ecker, Erinnern.at

Since its opening in 2005 the Information Centre underneath the Field of Stelae of the Memorial to the Murdered Jews of Europe is visited by half a million visitors every year. Apart from the Memorial to the Murdered Jews of Europe the Foundation is also maintaining the Memorial to the Sinti and Roma of Europe Murdered under the National Socialist Regime, that was opened in October 2012.

The Foundation offers educational programs for all the Memorials, among which is the Workshop »The Persecution of the Sinti and Roma; A Workshop with Eye Witness Accounts«, which has been performed since 2011, even before the opening of the Memorial. After a visit to the Memorial, staff members of the foundation will introduce the contents and the educational aims of the workshop in the video archive of the Holocaust Memorial. Maria Ecker from erinnern.at will then introduce the Website [www.romasintigenocide.eu](http://www.romasintigenocide.eu), that provides basic information on the genocide of European Roma and Sinti for teachers and students. It is available in English, French and German.

Guides: Karen Polak and Maria Ecker

### 4. »queer-history.de« - multimedia material for a queer approach to history

**Meeting Point: Brandenburg Gate (in front of Starbucks on "Pariser Platz")**

- Malte Lührs and Courtney Neaveill, Graduates at Department of Public History, Freie Universität Berlin

The "queer-history.de" website is the result of a cooperation-project between the „Agentur für Bildung – Geschichte, Politik und Medien e.V.“, the "Senatsverwaltung für Bildung, Jugend und Wissenschaft Berlin" and Prof. Martin Lücke from the Department of History Didactics at the Free University of Berlin. By exploring and retracing the mostly unknown, forgotten or even silenced histories of sexual and gender diversity, "Queer History" attempts to: question today's dominant gender constructions, fight discrimination such as homo- and transphobia, and subvert the primacy of the gendered heterosexual nuclear family.

To date, the website offers seven different lesson plans, two audio-walking-tours, and background information on queer theory and its didactical usage.

The two speakers will present a queer audio-walking-tour through Berlin-Mitte, which they developed in the framework of the project. Afterwards the group will visit the Berlin Department of the Federal Agency for Civic Education at Friedrichstraße. There they will discuss the walking tour and get more background information about the project's website.

Guides: Tali Padan and Sasha Voitenko

### List of participants

Name	Surname	Organisation
<b>Germany</b>		
Patrick	Siegele	Anne Frank Zentrum
Veronika	Nahm	Anne Frank Zentrum
Stefan Matthias	Pape	Anne Frank Zentrum
Nora	Költö	Anne Frank Zentrum
Boris	Dittrich	Human Rights Watch
Hanna	Huhtasaari	Federal Agency for Civic Education
Helle	Becker	Expertise & Kommunikation für Bildung
Lisa	Rosa	Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg
Türkân	Kanbıçak, Dr.	Pädagogisches Zentrum des Jüdischen Museums und des Fritz Bauer Instituts in Frankfurt am Main
Manuel	Glittenberg	Bildungsstätte Anne Frank
Juliane	Wetzel	Center for Research on Antisemitism
Judith	Blum	Foundation "Remembrance, Responsibility and Future"
Esra	Ozyurek	London School of Economics
<b>Slovakia</b>		
Peter	Drál	Milan Šimečka Foundation
Claudia	Tran	ID Space Team
Daniel	Stanislav	ERGO network
Beata	Nemcová	ICM BS
Róbert	Furiel	Saplinq
Zuzana	Reveszova	Special primary school, Košice, Odborárska 2 Street
<b>Poland</b>		
Piotr	Trojański	Pedagogical University of Cracow
Anne	Giebel	ODIHR
Joanna	Talewicz-Kwiatkowska	The Roma People Association in Poland, Dialog-Pheniben Foundation, Jagiellonian University
Małgorzata	Kolaczek	Dialog-Pheniben Foundation; The Roma People Association in Poland
Aleksandra	Siemionczyk	Paideia
Dominika	Majuk	Brama Grodzka - NN Theatre Center
Stefania	Wilkiel	Ministry of National Education
Maciek	Zabierowski	Auschwitz Jewish Center
<b>Hungary</b>		
Andrea	Szónyi	Zachor Foundation for Social Remembrance
Shaun	Fisher	Britannica International School
Miksa	Kasza Arpasi	ELTE Radnoti Miklos Grammer School
Monika	Kovacs	Eötvös Loránd University - Faculty of Education and Psychology - Center for Intercultural Psychology and Education
Monika	Mezei	Berzsenyi Dániel Secondary School
Kínga Ágnes	Farkas	Zachor Foundation for Social Remembrance
György	Mészáros, Dr.	Eötvös Loránd University
József	Molnar	Hungarian Open Air Museum
Zita	Gonda	ELTE Trefort Ágoston Grammar School

**Netherlands**

Karen	Polak	Anne Frank House
Guido	Gerrichhauzen	Anne Frank House
Gerrit	Netten	Anne Frank House
Paul	Grabenberger	Anne Frank House
James	Boekbinder	Boekbinder Content Strategy / Rotterdam University of Applied Science

Evgeniya	Pashkina	Zhenya Pashkina Visuals
Cihan	Tekeli	Anne Frank House
Hiske	Arts	Critical Mass Foundation
Judith	Whitlau	Joods Historisch Museum

**Austria**

Maria	Ecker	Erinnern.at
Angelika	Schlackl	erinnern.at
Victoria	Kumar	Center for Jewish Studies Graz
Herbert	Brettl, Dr.	erinnern.at
Gernot	Haupt, Dr.	Institut für Sozialarbeit

**Ukraine**

Oleksandr	Voitenko	Congress of National Minorities of Ukraine
Andrii	Knyzhnyy	Congress of National Minorities of Ukraine
Maksym	Ieligulashvili	Kherson academy of life-long learning
Sergii	Kulchevych	Anne Frank House
Chira (Kira)	Creiderman (Kreyderman)	Congress of National Minorities of Ukraine

**Denmark**

Tali	Padan	Anne Frank House
Stine	Thuge	Danish Institute for International Studies

**Croatia**

Loranda	Miletić	Education and Teachers Training Agency
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**Sweden**

Lena	Jersenius	SCAA, Swedish Committee Against Antisemitism
Marcel	Rådström	The Living History Forum
Jonathan	Leman	The Expo Foundation

**Finland**

Alemanji	Aminkeng Atabong	University of Helsinki
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**United Kingdom**

Shona	Gibbs	Anne Frank Trust UK
Chris	Rowe	historiana

**Belgium**

Robin	Sclafani	CEJI-A Jewish Contribution to an Inclusive Europe
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**Switzerland**

Monique	Eckmann	University of Applied Sciences Western Switzerland, Geneva
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## Credits

**Text:** Helle Becke, Karen Polak and Patrick Siegele

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**Illustrations:** Zhenya Pashkina Visuals, all rights reserved

**Design:** Jorrit Schaap, OOIDESIGN

**For more information:** www.storiesthatmove.org

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## Project team

**Anne Frank House:** Guido Gerrichhauzen, Gerrit Netten, Tali Padan, Karen Polak and James M. Boekbinder (Boekbinder Content Strategy)

**Anne Frank Zentrum:** Veronika Nahm, Patrick Siegele  
Conference assistance: Nora Költö, Stefan Matthias Pape

**Congress of National Communities:** Sasha Voitenko

**Erinnern.at:** Maria Ecker

**Federal Agency for Civic Education/bpb:** Hanna Huhtasaari

**Milan Simecka Foundation:** Peter Dral

**ODIHR:** Anne Giebel

**Pedagogical University of Cracow:** Piotr Trojański

**Zachor Foundation:** Andrea Szonyi

A short film (13 minutes, by Susanne Dzeik) on the expert meeting gives insight into the topics raised and the opinions of experts from across Europe.

A short film (12 minutes, by Brigitte Bertele) was also made during the international youth meeting held in Berlin in 2013, featuring stories from young people from nine European countries.

You can find both films on [www.storiesthatmove.org](http://www.storiesthatmove.org)

The project is a cooperation of following partners (in alphabetical order):

anne frank house



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Senate Department for Labour, Integration and Women’s Issues



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