



United Nations
Educational, Scientific and
Cultural Organization

Education
Sector

UNITED STATES
HOLOCAUST
MEMORIAL
MUSEUM

2017 International Conference on Education and the Holocaust

Progress report and follow-up

Washington, DC | 4-8 December 2017

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Education
2030

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1. Overview

From December 4-8 2017, UNESCO and the United States Holocaust Memorial Museum (USHMM) jointly organized the second International Conference on Education and the Holocaust (ICEH) in Washington, DC. The conference brought together 26 participants from 10 countries with the goal of strengthening their capacities to advance education about the Holocaust and genocide in their respective countries. Of great importance was the relevance of this education within the teams' national contexts. The conference ultimately led to the development of 10 country-specific initiatives. The 2017 ICEH cohort comprises representatives of institutions from Argentina, Colombia, India, Indonesia, Kenya, Mexico, Namibia, South Africa, Tunisia and Ukraine.

2017 ICEH participants	
Argentina	Samantha Casereto , University of Buenos Aires Maria Jose Kahn Silva , ESMA Memorial Site Museum Martín Tami , National Ministry of Education
Colombia	Alejandra Romero Gonzalez , National Center for Historical Memory Adriana Valderrama López , Medellin Casa de la Memoria Alejandra Cáceres Sánchez , Ministry of National Education
India	Rajendra Kumar Misra , Institute for Research in Media Suryakant Waghmore , Tata Institute of Social Science
Indonesia	Juharyanto , Faculty of Education at State University of Malang Kartika Pratiwi , Kotakhitam Forum Baskara T. Wardaya , Center for Democracy and Human Rights Studies at Sanata Dharma University
Kenya	Lydia Mildred Kataka , Kenya Institute for Curriculum Development (KICD) Dorah M kabili Kitala , Ministry of Education Reuben Nthamburi , KICD and Kenya National Commission for UNESCO
Mexico	Manolo E. Vela Castañeda , Ibero-American University José Luis Gutiérrez Espíndola , National Institute for Education Evaluation Ursula Zurita Rivera , Latin American Faculty of Social Science
Namibia	Ndapewoshali Ndahafa Ashipala , University of Namibia Khomasdal Memory Biwa , Museum's Association of Namibia
South Africa	Linda Hackner , Cape Town Holocaust and Genocide Centre Arlene Sher , Johannesburg Holocaust and genocide Centre
Tunisia	Faten Bouchrara , Manouba University Habib Kazdaghli , Faculty of Humanities at Manouba University Tarak Mahdhaoui , Faculty of Humanities at Manouba University
Ukraine	Tetiana Portnova , Dnipro National University Valeria Shkarlat , Babi Yar Holocaust Memorial Center

The ICEH builds on UNESCO's and the USHMM's long-standing expertise in working with stakeholders on a global level to ensure the permanence of Holocaust memory, to promote education about the Holocaust and genocide, and to foster genocide prevention. The ICEH is designed as a bi-annual capacity building initiative that supports and promotes the efforts of local catalysts for change in the formal and/or non-formal sectors of education with the central aim of contributing to the institutionalization of education about the Holocaust and genocide in countries where such education may be further developed.

The second ICEH was generously supported by the Government of Canada and the Government of the Federal Republic of Germany within the framework of the UNESCO-USHMM *Five-Year Joint Programme to Promote Education about the Holocaust and Its Relevance to Other Genocides Worldwide*.

2. Background

2.1. Conceptual framework

Through the ICEH, UNESCO and the USHMM aim to contribute towards the objectives of global citizenship education (GCED) to equip learners with the knowledge skills and competences that allow them to become critical thinkers and active and responsible global citizens. GCED contributes to the development of respect for all, the rejection of anti-Semitism and other forms of prejudice that can lead to group-targeted violence and genocide and enables learners to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. GCED is one of the strategic areas of UNESCO's Education Sector program for the period 2014-2021 and is guided by the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education).

Each ICEH-program cycle starts with a weeklong conference at the USHMM in Washington DC, which brings together education stakeholders from selected countries. The conference serves to strengthen capacities and to build a network among country participants, external experts and UNESCO and USHMM organizers. It provides participants with training and resources to prepare the second phase of the ICEH, during which country teams develop and implement their own national projects for which UNESCO and the USHMM provide additional support.

The first ICEH took place in December 2015, with participating national teams from ten countries, Chile, Mexico, Namibia, Hungary, Lithuania, Rwanda, India, Republic of Korea, Morocco and Turkey. It gave rise to the development of [national and multi-national initiatives](#) in nine participating countries, which have collectively reached over 2,700 learners with the support of 44 different organizations and continue to have a positive impact on education about the Holocaust in the region.

The second ICEH, organized in December 2017, served to introduce and prepare the 2017 ICEH cohort.



As in 2015, the 2017 ICEH participating teams represented a diverse group of education stakeholders, including academics from the field of humanities and social science, government officials and education policy-makers, educators from the formal and informal sector of education and leaders of civil society organizations. Particular emphasis was placed on composing teams including representatives of both the public and the private sectors. They were supported by experts from UNESCO, Canada and the United States of America as well as participants from the 2015 cohort from Chile, India and Mexico.

2.2. Development of guidance materials

In April 2017, UNESCO published [policy guidelines](#) on Education about the Holocaust and preventing genocide. The publication serves as a resource for policy-makers, curriculum developers, textbooks authors and publishers, and

teacher educators. It provides policy-makers with rationales to teach about the Holocaust, and more broadly the history of genocides and mass atrocities, in a variety of contexts. It also suggests key learning objectives for education about the Holocaust, as well as topics and activities aligned with educational frameworks relevant to Global Citizenship Education (GCED), a priority of the 2030 Education Agenda.

Building on the expertise of leading institutions and organizations engaged in research, education and remembrance of the Holocaust, the policy guide identifies key areas of implementation: curricula, textbooks, professional development, classroom practices, cooperation with museums, memorials and the civil society, adult education, and commemorative activities. It also contains various links to historical and educational resources.

The guide has been translated into French, Spanish and Arabic. In the first year after its publication it was presented and distributed at various training seminars and high-level meetings, including the 2017 ICEH.

3. Conference design and resources

Relying heavily on the country teams' participation, the conference took into account their specific context and identified key challenges to the institutionalization of teaching and learning about the Holocaust in each of the represented country. Through workshops, case studies, discussion rounds, presentations and professional breakout sessions focusing on these challenges and useful pedagogies, the organizers addressed the participants' needs, allowing for a targeted and successful development of the 2017 cohort's national projects. The conference agenda is attached in **Annex I**.

On the first day, participants were welcomed by Sara Bloomfield, Director of the USHMM, as part of a growing community of international Holocaust and genocide educators within USHMM and UNESCO networks. Following the welcome address, Karel Fracapane, Senior Project Officer at UNESCO and Tad Stahnke, Director of the Initiative on Holocaust Denial and Antisemitism at the USHMM introduced the missions of both organizations and their goals for the ICEH.



Underlining its strong participatory approach, the conference opened and closed with country teams' presentations. The introductory session on Day 1, featured a short presentation of each national team on regional key challenges of teaching and learning about the Holocaust and genocide. Country teams had prepared these presentations in advance. On the final day, the country teams presented their project ideas in response to the identified key challenges.



To inform and accompany this process, the conference provided four working group sessions dedicated to the development of the country teams' national projects. During the sessions, the teams were given time to meet and consult with Holocaust and genocide education experts from USHMM and elsewhere to discuss and develop their ideas. They also worked in groups that cut across national and regional lines, which helped to facilitate cross-fertilization of project ideas and build relationships among the participants.

The project development process was further informed by expert presentations and case studies of projects implemented out of the 2015 ICEH in Chile, Mexico and India. The presentations covered topics of special relevance to the participants' task of advancing education about the Holocaust and genocide in their national contexts.

A series of sessions highlighted common issues in the context of education about the Holocaust and genocide:

- “Opportunities and challenges when engaging stakeholder communities in developing sites of education and remembrance” by Clint Curle, Senior Adviser in Stakeholder Engagement and Mireille LaMontagne, Manager of Advanced and Professional Programs at the Canadian Museum for Human Rights.
- “Historical contexts and memorialization: the history of the U.S. Holocaust Memorial Museum” by Christine Beresniová, Program Coordinator from the Levine Institute for Holocaust Education.
- “Teaching and memorializing conflict in a regional context: lessons from Latin America” by Alejandra Morales-Stekel, Executive Director of the Jewish Interactive Museum in Chile and 2015 ICEH participant and Yael Siman, Professor in the Department of International Relations at the Ibero-American University in Mexico City and 2015 ICEH participant.
- Panel discussion “Examining the past in the context of contemporary genocide” with Andrea Gittleman, Program Manager at the Museum’s Simon-Skjodt Center for the Prevention of Genocide, Edward Kissi, Professor in Africana Studies at the University of South Florida and Nadine Blumer from the Faculty of History at Concordia University. The discussion was moderated by Jennifer Ciardelli, Director of Civic and Defense Initiatives at the USHMM.

Another series of sessions, including professional breakout sessions on the second day and a presentation on the fourth day, focused on individual decision-making during the Holocaust:

- “Oath and opposition: education under the Third Reich” by Kristin Thompson from Educational Initiatives at the USHMM.
- “Professionals that safeguard society: engaging military, judges and police” by Jennifer Ciardelli, Director of Civic and Defense Initiatives at the USHMM.
- “Redefining how we teach propaganda” by JoAnna Wasserman, Education Initiatives Manager at the USHMM and Professor Renee Hobbs from the Media Education Lab at the University of Rhode Island and founder of the website Mind Over Media.

- “Individual choices and the Holocaust: working with case studies” by Christine Beresniova, Program Coordinator for the Levine Institute for Holocaust Education.

Two additional sessions focused on introducing Holocaust history to new audiences to prompt reflections about local histories:

- “Teaching at the Intersection of History: Nazi Germany and the “Jim Crow” South” by Jake Newsome, Campus Outreach Program Officer at the USHMM.
- “Case Study: India” by Navras Aafreedi, Assistant Professor of History at Presidency University in Kolkata, India and 2015 ICEH participant.



To strengthen and diversify the participants’ knowledge on the history of the Holocaust, William F. Meinecke, historian at the USHMM, presented on Nazi racial ideology and participants were given time to visit each floor of the Museum’s permanent exhibition, which tells the story of why and how the Holocaust happened. The daily exhibition visits were framed by introductory and follow-up sessions to discuss key themes and pertinent political and moral questions raised by each floor’s exhibits. The follow-up sessions served to introduce valuable pedagogical practices, approaches and methodologies linked to teaching about the Holocaust.

A talk with Holocaust survivor Alfred Munzer allowed the participants to learn more about the personal dimension of the Holocaust. Alfred Munzer shared his childhood experiences during the Holocaust in the Netherlands with the participants, including his rescue by a Dutch-Indonesian family.

Finally, two separate sessions highlighted contemporary issues of Holocaust denial and the reoccurrence of mass atrocities:

- In a conversation with participants, Deborah Lipstadt, world-renowned scholar of the Holocaust and author of “Denial: Holocaust History on Trial”, addressed Holocaust denial as a growing problem and engaged participants in an exchange about her experience in combating Holocaust denial and promoting media literacy, including her court case with a well-known Holocaust denier, which has recently been portrayed in the feature film *Denial*.
- On the final day, participants visited the newly opened exhibition “Syria: Please Don’t Forget Us” in the Museum’s Wexner Center. The visit was accompanied by an exchange with Sarah Lumbard, Senior Digital Curator of the Museum Experience and Digital Media department of the USHMM and staff of the Museum’s Simon-Skjodt Center for the Prevention of Genocide on contemporary cases of mass atrocities and world responses to them. Many participants also attended the public opening of this exhibit, which included a talk with Mansour Omari, the subject of the exhibit.

The Embassy of Canada to the United States hosted a reception for all conference participants and other guests in the evening of 4 December 2017.

4. Outcome: country projects

The conference contributed to (a) increased individual capacity of education stakeholders and (b) increased institutional capacity of public and civil society organizations and led to the development of **10 context-specific initiatives** to be implemented in the 10 represented countries.

The initial project ideas of the 2017 cohort were presented on the final day of the conference and were consequently developed into concrete project proposals, which were submitted to UNESCO and the USHMM in February 2018. The proposals were reviewed by UNESCO and USHMM staff and revised by the country teams. All project proposals need to be approved by UNESCO and USHMM before being cleared for implementation.

As of early May 2018, all 10 country teams have submitted their initial project proposals. 3 country-specific initiatives have been launched, 4 more have been approved for seed funding, 2 proposals are being finalized and one proposal is currently being further developed in cooperation with UNESCO and the USHMM.

While the design of each project is determined by each team's professional expertise and country-specific challenges, all projects are expected to increase the visibility, impact, and productivity of education about the Holocaust and genocide and strengthen the national discourse about the Holocaust. To this end, the projects incorporate activities such as curriculum development and revision, creation of educational materials, capacity-building initiatives, cultural projects, academic initiatives and pedagogical research. The projects are expected to deliver outputs that contribute to a sustainable implementation of education about the Holocaust. They are implemented by the country team members in cooperation with identified local key partners, including for instance UNESCO Field Offices, and are designed to run for approximately one year.

Country-specific initiatives include (depending on project focus and activities):

- the development of educational materials and resources adapted to the national context;
- case studies and empirical evidence on the state of education about the Holocaust and genocide;
- capacity-building of education stakeholders, such as teachers, education policymakers and curriculum developers;
- academic conferences and international meetings on the topic of education about the Holocaust and genocide;
- workshops for students (middle school, high school and university level) and general public on topics related to the history of the Holocaust, genocide and the prevention of atrocities.

An overview table of proposed projects is provided in **Annex II**, followed by more detailed project descriptions in **Annex III**.

5. Conference follow-up

5.1. Ensuring sustainability

The training, resources and guidance provided in the course of the ICEH are targeted towards building context-specific projects with maximum sustainability.

This is attained through ensuring that the initiatives are

- **context-relevant and meaningful**
Detailed background research on the state of education about the Holocaust and genocide, the countries' historical background and current political situation was conducted by the USHMM and UNESCO prior to the ICEH to ensure a complete understanding of the given situation in each of the participating countries. Further, participants were asked to fill out a survey prior to the event to evaluate the specific needs and challenges faced by education stakeholders. Training, resources and guidance were adapted to the participants' responses.
- **supported by relevant key partners**

UNESCO and the USHMM support the ICEH participating teams in reaching out and building partnerships with relevant local partners, including education authorities, civil society organizations and academic institutions as well as international experts that contribute expertise, increase the scope and contribute to long-term institutionalization of the projects. UNESCO also involves field offices to ensure regional oversight and guidance.

- **receive sufficient financial support**

UNESCO and the USHMM provide seed funding of up to USD \$5,000 to all approved country-specific initiatives. Further fundraising is encouraged and supported.

- **effectively implemented**

UNESCO and the USHMM continue to provide backstopping to the 2017 ICEH national teams and their projects. To ensure this cooperation, the USHMM and UNESCO engage closely with the teams through regular conversations and exchanges, and provide technical guidance and resources. UNESCO field offices ensure monitoring at local level. Country teams are accountable for an efficient application of the received training and compliance with the strategic outline of their project proposals and budgetary agreements.

- **critically evaluated**

A thorough evaluation of the conference and the following project development- and review process is currently underway. The results are expected to be available in June 2018. A second evaluation of the project implementation process will be informed by the ICEH 2017 country teams' interim reports, to be submitted by July 2018, and a second evaluation survey to be completed by all participating teams in November 2018. The results of this final evaluation, as well as the national project results will be published in a final report.

5.2. Ensuring visibility

Leading up to the ICEH, UNESCO created a [conference page](#) to inform and report about the one-week conference. To ensure continued visibility via the UNESCO website, a **dedicated project website** on the conference and the related follow-up initiatives will be launched in June 2018.

The website will soon include additional background information on the conference, feature videos of conference sessions and interviews with the participating country teams. It will also serve to provide regular updates and stories about the country teams' achievements.

Starting from June 2018, news stories in the form of feature interviews with ICEH team members will be published on the website (2 country teams/month) to provide visibility to the initiatives and to underline the global relevance of education about the Holocaust.

The visibility of each country-specific project is further ensured through individual **communication plans** tailored to the needs of each project. In cooperation with UNESCO, each national team designs a communication plan that aims to create an environment that is conducive to the success of the national strategies, by stimulating public and educational debate on the subject. The communication plans may include strategies for public event programming, for social media campaigns and for the recruitment of public figures to raise awareness and to contribute legitimacy to the national initiatives.

Country teams have also been authorized to use **UNESCO partnership logo** on their promotional and outcome documents.

6. Annexes

6.1. Annex I: 2017 conference agenda

6.2. Annex II: ICEH project overview table

6.3. Annex III: ICEH project descriptions

Annex I: 2017 conference agenda

Monday, 4 December 2017

8:30 – 9:00am	Welcome and coffee , Classroom A Participants arrive at the 15 th St. entrance of the Museum and proceed to Classroom A for coffee and a light breakfast.
9:00 – 9:30am	Institutional introductions , Rubinstein Auditorium ICEH 2017 country teams join a growing community of international Holocaust and genocide educators within USHMM and UNESCO networks. This session will introduce the missions of both organizations and the goals that each has for the International Conference on Education and the Holocaust. Sara Bloomfield , Director, United States Holocaust Memorial Museum Karel Fracapane , Senior Project Officer, Focal Point for Holocaust Education, UNESCO Tad Stahnke , Director, Initiative on Holocaust Denial and Antisemitism, United States Holocaust Memorial Museum
9:30 – 11:30am	Country team introductions , Classroom B This session will provide a structured, but open conversation about the realities teams face in working on Holocaust and genocide education in their national and regional contexts. The discussion helps to lay important groundwork for dialogue as we learn from each other throughout the week. One member of each team will have 20 minutes to discuss their country's challenges, which includes time for questions from other participants. Argentina 9:30 - 9:50am Namibia 9:55 - 10:15am S. Africa 10:20 - 10:40am Colombia 10:45 - 11:05am Indonesia 11:10 - 11:30am
	This is a closed session open only to conference staff and participants.
11:30 – 12:15pm	Lunch , Classroom A <i>Stipends distributed in Classroom B</i>
12:15 – 2:35pm	Country team introductions , Classroom B This session will provide a structured, but open conversation about the realities teams face in working on Holocaust and genocide education in their national and regional contexts. The discussion helps to lay important groundwork for dialogue as we learn from each other throughout the week. One member of each team will have 20 minutes to discuss their country's challenges, which includes time for questions from other participants. Kenya 12:15 - 12:35pm Mexico 12:40 - 1:00pm Tunisia 1:05 - 1:30pm Ukraine 1:35 - 2:00pm India 2:05 - 2:25pm
	This is a closed session open only to conference staff and participants.

2:35 – 2:45pm	Coffee break , Classroom B
2:45 – 3:20pm	Country projects, guidelines, resources , Classroom B This session will examine the ways policy can promote the study of the Holocaust through cross-curricular approaches and citizenship education by discussing two possible UNESCO resources: <ul style="list-style-type: none">• The International Status of Education about the Holocaust• <i>Education about the Holocaust and preventing genocide: A Policy Guide</i>. Karel Fracapane , Senior Project Officer, Focal Point for Holocaust Education, UNESCO
3:20 – 3:30pm	Move to the Rubinstein Auditorium
3:30 – 5:30pm	Issues of remembrance through country case studies , Rubinstein Auditorium By examining different approaches in practice, this session will highlight some of the common challenges found in developing educational programs, such as securing stakeholder buy-in, navigating contested memories, and incorporating multiple voices. Opportunities and challenges when engaging stakeholder communities in developing sites of education and remembrance Some sites of memory commemorate events that took place elsewhere, while others recognize events of immediate impact in a community. In some museums, both are represented in the same space. The presence of various memory stakeholders in any community introduces competing narratives about violation, resistance and responsibility that frequently have to be coalesced into one institutional narrative. This session will examine two examples of how a national museum addressed the memory needs of different stakeholder communities in education programs about the Holocaust and narratives about Indigenous communities in Canada. Clint Curle , Senior Adviser, Stakeholder Engagement, Canadian Museum of Human Rights Mireille LaMontagne , Manager, Advanced and Professional Programs, Canadian Museum for Human Rights
	Historical context and memorialization: the history of the US Holocaust Memorial Museum By using the dynamic history of the US Holocaust Memorial Museum as a case study, this session will discuss how the inclusion of various perspectives contributed to the development of Museum exhibitions, architecture, and educational programming. We will also discuss the development of the Museum's <i>Guidelines for Teaching the Holocaust</i> and the guidelines for the ICEH country projects. Dr. Christine Beresniowa , Program Coordinator, United States Holocaust Memorial Museum (USHMM)
	Teaching and memorializing conflict in a regional context: lessons from Latin America Two participants from ICEH 2015 and the UNESCO Latin American Network for Education on the Holocaust and Other Genocides will discuss their country projects, especially how they made important community connections. These participants built on their ICEH projects to create a bi-regional teacher education project, which was awarded a grant from the International Holocaust Remembrance Alliance in 2016. They will share their experiences and will also be on hand during participant work sessions for further discussions. Alejandra Morales-Stekel , ICEH participant 2015, Chile Dr. Yael Siman , ICEH participant 2015, Mexico
5:30pm	Move to the bus
6:00pm	Reception at the Embassy of Canada Participants will need photo ID to enter the Embassy. 501 Pennsylvania Avenue, NW

Washington DC, 20001

Tuesday, 5 December 2017

8:30am	Arrivals and coffee , Classroom A
8:45 – 9:15am	Pre-war Jewish life , Classroom B Prior to visiting the exhibition, this session explores the history and diversity of Jewish life in Europe through rarely seen footage of home movies made before World War II. We will also discuss how antisemitism developed over time and led to the Holocaust. Christine Beresniova , Program Coordinator, USHMM Andrea Bertrand , Project Coordinator, Initiative on Holocaust Denial and Antisemitism, USHMM
9:15 – 9:45am	Daily framing for the exhibition visit , Classroom B Each day before exploring a floor of the Museum's permanent exhibition, we will discuss key themes found on that floor and we will provide a guiding question for discussion during our daily debrief. Guiding question for the fourth floor: What events had to happen and who had to be involved in order for the Holocaust to <i>become possible</i> ? To discuss during the debrief: Identify one event, situation, or key decision within the exhibition that you think was essential in the development of the Holocaust. (Participants are encouraged to take photos with their phones and use the accompanying worksheet to jot down ideas).
	Ramee Gentry , Museum Experience and Digital Media, USHMM Christine Beresniova , Program Coordinator, USHMM
9:45 – 10:45am	Self-guided tour of the fourth floor , Permanent Exhibition <i>Nazi Assault—1933 to 1939</i> The fourth floor of the exhibition explores the rise of the Nazi party in Germany in 1933 through the outbreak of World War II in September 1939. This portion of the exhibition explores turning points in the Holocaust such as the Nuremberg Race Laws, Kristallnacht, and the invasion of Poland. Staff will be available in the exhibition to engage with participants who have questions. Warren Marcus , Educator, Civic and Defense Initiatives, USHMM
10:45 – 11:00am	Optional break. Return to Classroom B by 11:00am.
11:00 – 12:00pm	Debrief of the fourth floor and the timeline activity , Classroom B Together, we'll discuss participants' impressions of the fourth floor and introduce a popular Museum resource to aid in the practical implementation of Holocaust history: The Timeline Activity. This activity provides context for historical events and can be adapted to many different cultural or linguistic settings, as Alejandra and Yael will discuss. Christine Beresniova , Program Coordinator, USHMM Cameron Walpole , Program Coordinator, Educational Initiatives, USHMM Alejandra Morales-Stekel , ICEH Participant 2015, Chile Yael Siman , ICEH Participant 2015, Mexico
12:00 – 1:00pm	Lunch , Classroom A
1:00 – 2:15pm	Nazi racial ideology , Classroom B Dr. Meinecke discusses how ideology framed Nazi ideals and policies. The Nazi belief system established Jews as the primary target of Nazi terror resulting in what we now refer to as genocide. Roma and Sinti were similarly targeted for annihilation. Nazi

ideology provided a framework that favored German dominance and facilitated crimes against many groups deemed inferior or threatening to the Nazi ambition.
Dr. William F. Meinecke, Jr., Historian, USHMM

2:15 – 2:30pm

Coffee Break, Classroom B

2:30 – 3:30pm

Professional breakout sessions

Each member of a country team will select a different session to attend so that every team leaves the conference with three resources about individual decision-making during the Holocaust.

1. *Oath and opposition: education under the Third Reich*, Classroom B

Under the authority of the Third Reich, teachers were obligated to join the National Socialist Teacher's League (NSLB) and take an Oath of Loyalty to the Führer. Within that framework, teachers were still able to make individual choices; some choose to comply with Nazi ideology, while others chose to act in opposition.

Guiding Question: What can close scrutiny of the past provide for discussion on the role and responsibility of teachers in society today?

Kristin Thompson, Program Coordinator, Educational Initiatives, USHMM

2. *Professionals that safeguard society: engaging military, judges & police*, Classroom A

The Holocaust was the result of societal failures on a continental, even global scale. Citizens and leaders in country after country rationalized their actions and inaction with disastrous consequences for the victims. While the circumstances of the Holocaust were unique, the dilemmas and pressures that influenced these behaviors are timeless and pose a threat to any society. This session explores education geared towards professionals serving in institutions responsible for maintaining the "life and liberty" of a society. Resources and approaches intended to challenge adults to critically examine the role their counterparts played during the Holocaust and to examine their own professional responsibilities today will be shared and discussed.

Guiding Question: What insights can historical examination of the past provide about leadership and professional responsibility today?

Jen Ciardelli, Director, Civic and Defense Initiatives, USHMM

3. *Redefining how we teach propaganda*, Rubinstein Auditorium

Propaganda was an essential tool used by the Nazis to advance their political, racist, and genocidal goals. This session will explore propaganda used by the Nazis, tools for analyzing propaganda, and a discussion about connecting this understanding to propaganda today.

Guiding Question: How can examination of propaganda help us to better understand how and why the Holocaust happened? How can learning how to analyze propaganda past and present encourage students to be more critical consumers of information?

JoAnna Wasserman, Education Initiatives Manager, USHMM

Renee Hobbs, Media Education Lab, University of Rhode Island

3:30 – 3:40pm

Return to Classroom B

3:40 – 5:30pm

Country project development (Work Time Session #1)

This session will be the first of four available times for country teams to work on their projects together. During this time, teams are invited to work in one of the spaces listed below. Museum staff with specific expertise will be on hand to work with teams and join the discussions. Due to space limitations, sign up for each session location is required.

Classroom A:

Teacher training and higher education

Christine Beresniova, Program Coordinator, USHMM

Jake Newsome, Campus Outreach Program Officer, USHMM

Classroom B:

Policy and curriculum development

Karel Fracapane, Senior Project Officer, UNESCO

Rubinstein Auditorium:

Professional engagement (such as military/judges/law enforcement officers)

Jennifer Ciardelli, Director, Civic and Defense Initiatives, USHMM

Ross Room 190:

Eugenics and racial ideology

Will Meinecke, Historian, USHMM

5th Floor Conference Room:

Propaganda

Renee Hobbs, Media Education Lab, University of Rhode Island

The Library and the Photo Archives:

Library staff

6:00pm

Opening of Syria: Please Don't Forget Us and reception

Participants are invited to attend the opening of the Museum's new exhibition *Syria: Please Don't Forget Us*. A short program will be followed by time to visit the exhibition and a reception. We will tour the exhibition as a group on Friday. **This is optional for interested participants.**

Hall of Witness

Wednesday, 6 December 2017

8:30am

Arrivals and coffee, Classroom A

8:45 – 9:00am

Daily framing, Classroom A

Before touring the third floor, we will discuss key themes found in this part of the exhibition and present a guiding question that prompts participants to think about how various resources can be integrated into Holocaust and genocide education.

Guiding question for the third floor: How do authentic artifacts, documents, and testimonies from the Holocaust help deepen our understanding of history?

To discuss during the debrief: Identify one artifact, resource, or testimony in the exhibit that you think helped you to connect more fully to the historical event. (Participants are encouraged to use their phones to take pictures and to use the accompanying worksheet to take notes)

Christine Beresniowa, Program Coordinator, USHMM

9:00 – 10:00am

Self-guided tour of the third floor, Permanent Exhibition

The "Final Solution"—1940 to 1945

The third floor examines the evolution of Nazi policy toward the Jews, from ghettoization to mass murder. On this floor, visitors will encounter artifacts, information on the invasion of the Soviet Union, photos of deportations of Jews to camps, and oral testimonies from Auschwitz. Staff will be available in the exhibition to engage with participants who have questions.

Warren Marcus, Educator, Civic and Defense Initiatives, USHMM

10:00 – 10:15am

Optional break, return to Classroom A by 10:15am.

10:15 – 11:30am

Debrief of the third floor: methods and reflection, Classroom A

Participants will reflect on the third floor and discuss ways that authentic objects, documents, photos, and testimonies can deepen our engagement with Holocaust

history. We will also discuss pedagogical guidelines for using artifacts, photographs, documents, and testimony as educational resources by focusing on ways to deconstruct historical photos.

Christine Beresniova, Program Coordinator, USHMM

11:30 – 12:30pm

Lunch, Classroom A

12:30 – 1:00pm

Teaching at the intersections of history, Classroom B

Current USHMM programs are increasingly focusing on interdisciplinary initiatives that engage new audiences and bring Holocaust Studies into broader conversations about histories of racism and antisemitism. The Museum's Mandel Center for Advanced Holocaust Studies will discuss its work engaging college and university students, scholars, and community members in responsible, informed, and meaningful dialogue on the involvement of governments and citizens in two distinct systems of targeted oppression and racial violence: Nazi Germany and the "Jim Crow" South.

Jake Newsome, Campus Outreach Program Officer, USHMM

1:00 – 3:00pm

Country project development (Work time session #2)

This session will be the second of four available times for country teams to work on their projects together. During this time, teams are invited to work in one of the spaces listed below. Museum staff with specific expertise will be on hand to work with teams and join the discussions. Due to space limitations, sign up for each session location is required.

Classroom A:

Working with different resources

Sonia Booth, Program Coordinator, Educational Initiatives, USHMM

Alesia Fishman, Historian, Initiative on Holocaust Denial and Antisemitism, USHMM

Rubinstein Auditorium:

Pedagogy and educational practice (youth and adults)

Christine Beresniova, Program Coordinator, USHMM

Jennifer Ciardelli, Director, Civic and Defense Initiatives, USHMM

Ross 190:

Museum and exhibition development

Ramee Gentry, Museum Experience and Digital Media, USHMM

The Library and the Photo Archives:

Library staff

3:00 – 3:15pm

Coffee break, Classroom A

3:15 – 4:45pm

Group work time continued

Classroom A: **Resources**

Rubinstein Auditorium: **Pedagogy**

Ross 190: **Museum exhibitions**

4:45 – 5:00pm

Move to the Rubinstein Auditorium

5:00 – 6:00pm

Conversation with Dr. Deborah Lipstadt, Rubinstein Auditorium

Holocaust denial is a growing problem all over the world. Dr. Deborah Lipstadt, a world-renowned scholar of the Holocaust, will discuss her experiences combating Holocaust denial and promoting media literacy, including her court case with a well-known Holocaust denier. Participants will have an opportunity to ask questions related to her experiences as a scholar, professor, and an expert on Holocaust studies.

Dr. Deborah Lipstadt, Dorot Professor of Modern Jewish and Holocaust Studies,

Emory University

Tad Stahnke, Moderator, USHMM

6:00 – 6:30pm	Book Signing , Rubinstein Auditorium Dr. Lipstadt will sign copies of her book <i>Denial: Holocaust History on Trial</i> .
6:30pm	End of day; dinner on own

Thursday, 7 December 2017

8:30am	Arrivals and coffee , Classroom A
8:45 – 9:15am	Guided tour of the second floor , Permanent Exhibition The final floor of the exhibition discusses rescue and resistance efforts, the end of the war, and the aftermath of the Holocaust. We will go on a guided tour to highlight specific examples of individual decision-making in the Holocaust and how to address the act of rescue and the end of the war in educational programming. Christine Beresniova , Program Coordinator, USHMM
9:15 – 10:00am	Individual choices and the Holocaust: working with case studies Rubinstein Auditorium The Holocaust was possible because of the action and inaction of individuals. While different contexts, time periods, occupations, and geographical locations influenced the types of choices available, we know that individuals everywhere played a key role in allowing the Holocaust to happen. During this session, we will examine survivor testimonies about the choices people made to help or hinder Jewish survival during the Holocaust. We will then examine two case studies from the Museum's recent temporary exhibition, <i>Some Were Neighbors: Collaboration and Complicity in the Holocaust</i> , to understand the influence that communities, neighbors, and different professional credos can have on decision-making. Christine Beresniova , Program Coordinator, USHMM
10:00 – 11:30am	Survivor testimony , Rubinstein Auditorium Holocaust survivor Alfred Munzer will share his experiences during the Holocaust in the Netherlands, including his rescue by an Indonesian family. Alfred Munzer , USHMM Survivor Volunteer
11:30 – 12:30pm	Lunch , Classroom A
12:30 – 2:15pm	Examining the past in the context of contemporary genocide , Rubinstein This session will explore a variety of pedagogical and practitioner approaches to teaching and learning about genocides and mass atrocities and what such learning offers for preventing genocide today. Of particular relevance is the importance of addressing comparisons responsibly, reacting to early warning signs, and better understanding how remembrance of the past may generate important contemporary dialogues. Jen Ciardelli , Moderator, USHMM Andrea Gittleman , Program Manager, Simon-Skjold Center for the Prevention of Genocide, USHMM Dr. Edward Kissi , Professor, Africana Studies, University of South Florida Dr. Nadine Blumer , Faculty of History, Concordia University
2:15 – 2:30pm	Group photo and team photos , Main Staircase
2:30 – 2:45pm	Coffee break , Classroom A
2:45 – 3:15pm	Case study: India , Classroom A Higher education can offer dynamic ways to introduce Holocaust history to new audiences. An ICEH 2015 participant discusses his experiences introducing Holocaust

and genocide education to scholars and students in India as part of a way to prompt reflections about local history.

Dr. Navras Aafreedi, ICEH participant 2015, India

3:15 – 5:30pm

Country project development (Work time session #3)

This session will be the third of four available times for country teams to work on their projects together. During this time, teams are invited to work in one of the spaces listed below. Museum staff with specific expertise will be on hand to work with teams and join the discussions. Due to space limitations, sign up for each session location is required.

Classroom A:

Central and Latin America

Jaime Monllor, International Outreach Officer, Curatorial Affairs, USHMM

Rubinstein:

Africa

Christine Beresniowa, Program Coordinator, USHMM

Karel Fracapane, Senior Project Officer, UNESCO

5th Floor Conference Room:

SE Asia

Navras Aafreedi, ICEH participant 2015, India

Krista Hegburg, Program Officer, International Academic Programs

Classroom C

Eastern Europe

Dr. Elena Jakel, Program Manager, Initiative for the Study of Ukrainian Jewry, Initiative for the Study of the Holocaust in the Former Soviet Union, USHMM

Dr. Natalya Lazar, Program Manager, Initiative on Ukrainian-Jewish Shared History, Initiative for the Study of the Holocaust in the Former Soviet Union, USHMM

The Library and the Photo Archives:

Library staff

5:30pm

End of day; dinner on own

Friday, 8 December 2017

8:30am

Arrivals and coffee, Classroom A

8:45 – 9:45am

Syria: Please Don't Forget Us, Wexner Center

Participants will view the newly opened Syria exhibition discussing contemporary cases of mass atrocity and world responses to them.

Sarah Lumbard, Senior Digital Curator, Museum Experience and Digital Media, USHMM

Staff, Simon-Skjeldt Center for the Prevention of Genocide

9:45 – 12:30pm

Country project development (Work time session #4)

This is the final opportunity for participants to work as country teams on their projects. In anticipation of the afternoon project presentations, teams should finalize their ideas on the following: 1) a clear statement about the challenges they want to address; 2) the methods they anticipate using in their projects; 3) the networks and relationships they hope to build with other organizations on the ground; and 4) the outcomes they hope to bring about. Museum experts will also be available to consult on project development.

Classroom A:

Argentina, Colombia, Indonesia

Rubinstein Auditorium:
Kenya, Mexico, India

*5th Floor Conference Room:
Ukraine*

Ross 190:
South Africa & Namibia, Tunisia

12:30 – 1:30pm **Lunch, Classroom A**

1:30 – 3:30pm	Country project presentations , Rubinstein Auditorium The culmination of ICEH 2017 is the preliminary design of a Holocaust and genocide education project that can be implemented in each team's national or regional context. One member of each team will share their team's initial project ideas and explain how they will build on the educational momentum gained during the conference. Friends of the program from diplomatic missions, outside agencies, and Museum divisions will be invited to attend.
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Group 1 (1:30-2:20)
Kenya, Mexico, Tunisia, Ukraine

Group 2 (2:30-3:30)
Argentina, Namibia/S. Africa, Colombia, Indonesia, India

3:30 – 4:00pm	<p>Close of program, Rubinstein Auditorium We will conclude the program by discussing next steps, presenting participants with certificates, and watching Ben Ferencz, chief prosecutor at the Nuremberg Trials, discuss his views on the importance of Holocaust education and remembrance.</p> <p>Tad Stahnke, Director, Initiative on Holocaust Denial and Antisemitism, USHMM</p> <p>Karel Fracapane, Senior Project Officer, UNESCO</p> <p>Christine Beresniova, Program Coordinator, USHMM</p>
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4:00pm End of conference: dinner on own

The International Conference on Education and the Holocaust is presented under the patronage of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and through the generous support of:

*Legacy Heritage Fund
The Government of Canada
The Government of Germany
The SNCF*

Annex II: ICEH project overview table

The project overview is based on project proposals submitted by ICEH teams from February to April 2018.

Country	Team	Project	Expected Output
Launched projects:			
South Africa	<ul style="list-style-type: none"> South African Holocaust and Genocide Foundation Holocaust and Genocide Centres in Cape Town, Durban and Johannesburg 	<p>Addressing the Nazi regime's "science of race" in the South African context through workshops and events linked to the USHMM traveling exhibition "Deadly Medicine: Creating the Master Race" to be displayed in six locations throughout the country.</p> <p>Cooperative project with the Namibian team.</p>	<ul style="list-style-type: none"> 3600 informed high school and university students, trained teachers and tertiary students Evaluation of workshops
Namibia	<ul style="list-style-type: none"> Museums' Association of Namibia University of Namibia Khomasdal 	<p>Teaching about the Holocaust and Namibia's past through displaying the exhibition "The Namibian Genocide- Learning from the Past" in all 14 states and displaying the USHMM traveling exhibition "Deadly Medicine: Creating the Master Race".</p> <p>Cooperative project with the South African team.</p>	<ul style="list-style-type: none"> Informed students and teachers in all 14 states Trained teachers in all 14 states Developed educational materials and activities
Tunisia	<ul style="list-style-type: none"> Manouba University 	<p>Advancing education about the Holocaust and genocides through workshops on the history of Nazi propaganda, training educators to help young people evaluate propaganda and to reflect on the German occupation of Tunisia.</p>	<ul style="list-style-type: none"> Informed public and stimulated public discourse about the Holocaust and the history the Tunisian Jewish community Trained trainers on education about the Holocaust and genocides
Approved project proposals:			
Colombia	<ul style="list-style-type: none"> National Ministry of Education National Center for Historical Memory Medellin Casa de la Memoria 	<p>Introducing education about the Holocaust and genocides as a means to strengthen peacebuilding process through a case study, workshops and an international conference.</p> <p>Additionally: cooperative project with the Argentinian</p>	<ul style="list-style-type: none"> 60 trained teachers Report incl. recommendations on education about memory and conflict Evaluation of workshops Educational toolbox with materials targeting youth

		team	
Indonesia	<ul style="list-style-type: none"> • Sanata Dharma University • State University of Malang • Center for Development of Early Childhood and Community Education West Java • Kotakhitam Forum • Engage Media 	Awareness-raising and capacity-building workshops for teachers on teaching about the Holocaust.	<ul style="list-style-type: none"> • 30 trained teachers • Bi-lingual book with materials on education about the Holocaust and genocide (ENG/IND)
Kenya	<ul style="list-style-type: none"> • Ministry of Education • Kenya Institute for Curriculum Development 	Implementing education about the Holocaust and genocides as part of Global Citizenship Education (GCED) to prevent conflict and atrocities.	<ul style="list-style-type: none"> • Trained policy-makers, teachers, curriculum developers and textbook developers • Reviewed textbooks and education materials • Implementation of customized GCED curriculum
Mexico	<ul style="list-style-type: none"> • Latin American Faculty of Social Science • Ibero-American University • National Autonomous University of Mexico • National Institute for Education Evaluation 	Strengthening education about the Holocaust and genocides in Mexican secondary schools and higher education.	<ul style="list-style-type: none"> • Education materials on online platform hosted by Ministry of Education • UNESCO Chair on Education about the Holocaust at Mexican University • Trained teachers, students
<i>Project proposals currently being finalized:</i>			
India	<ul style="list-style-type: none"> • Tata Institute of Social Science • Institute for Research in Media 	Assessing and improving education about the Holocaust and genocide in Indian schools on the basis of a study and related capacity-building for policymakers.	<ul style="list-style-type: none"> • Study outcome report • Trained policymakers
Ukraine	<ul style="list-style-type: none"> • Babi Yar Memorial Center • Center for Genocide Studies and Mass Atrocities at Taras Shevchenko National University • Dnipro National University 	Organization of a seminar to discuss the role of Museums in addressing and overcoming traumatic pasts and the development of related follow-up activities.	<ul style="list-style-type: none"> • Developed methodological strategies on addressing trauma through cultural institutions • Trained professionals in the field of historical memory • Informed representatives of human rights organizations, students
<i>Project proposals subject to further development:</i>			
Argentina	<ul style="list-style-type: none"> • ESMA Memorial Museum • University of Buenos Aires • Ministry of Education 	<p>[original proposal] Training for teachers and education stakeholders on the history of the Holocaust and the Argentinian military dictatorship with related mapping exercises.</p> <p>-</p> <p><i>Additionally:</i> Cooperative project with the Colombian team</p>	<ul style="list-style-type: none"> • Trained teachers in Buenos Aires and potentially other regions • Digital map of Memory sites • Teacher's Guide on the construction of collective maps - • Educational toolbox with materials targeting youth

Annex III: ICEH project descriptions

All projects are guided and supported by UNESCO and the USHMM.

The project profiles are based on project proposals submitted by national teams from February to April 2018.

Launched projects:

South Africa

Team

- [South African Holocaust and Genocide Foundation](#)
- Holocaust and Genocide Centres in [Cape Town](#), [Durban](#) and [Johannesburg](#)

Partners

- [Stellenbosch University Museum](#)
- Various South African universities

The South African Holocaust and Genocide Foundation will display the exhibition “Deadly Medicine: Creating the Master Race” – originally created by the USHMM - in three South African cities in cooperation with its regional Holocaust and Genocide Centers and local universities. In each city, the exhibition will be accompanied by guided visits and workshops for secondary education students, university students, teachers and nurses in training. The workshops and related materials are anchored in South Africa’s Grade 11 National History Curriculum that focuses on Nazi racial ideology and its links to colonial anthropology in Namibia and eugenics in the United States of America.

The project is carried out in partnership with the Namibian team. In February 2019, the exhibition will be moved to Namibia.

The project will be carried out between February 2018 and February 2019.

Namibia

Team

- [Museums' Association of Namibia \(MAN\)](#)
- [University of Namibia Khomasdal](#)

Partners

- Namibian universities
- Namibian ministries
- National Arts Council of Namibia
- [Namibian Tourism Board](#)
- Namibian Scientific Society

The project of the 2017 team builds on the traveling exhibition “The Namibian Genocide - Learning from the Past”, which has been developed by the Museums’ Association of Namibia as outcome of their participation in the 2015 ICEH. In order to promote education about the Holocaust and genocide in Namibia and to address Namibia’s national history of genocide, the project team envisages to display the traveling exhibition in all 14 Namibian regions over the course of two years. To accompany the exhibition, teachers will be trained as guides and supplementary educational materials will be developed.

The Namibian team has further partnered with the South African team to bring the exhibition “Deadly Medicine: Creating the Master Race” to Namibia in 2019. Namibian educators will also have access to the Deadly Medicine materials developed as part of the South Africa project.

The project will be carried out between late 2018 and early 2021.

Tunisia

Team

- Manouba University

Partners

The project aims to promote and advance education about the Holocaust and genocide in Tunisia through workshops on the history of Nazi propaganda linked to the exhibition “State of Deception: The Power of Nazi Propaganda”, initially created by the USHMM. The Tunisian team is displaying the exhibition in English,

- [French Cultural Institute Tunisia](#)
- [Rosa Luxembourg Foundation North Africa Office](#)
- [U.S. Embassy](#)
- [American school in Tunisia](#)

2 French schools in Tunisia

French and Arabic. A second strong thematic focus of the project is the history of Tunisia during the time of the German occupation and the history of the Tunisian Jewish community. The topics will be approached through exhibitions, film screenings and book presentations, as well as workshops and targeted training sessions for educators and students including academic and training components.

The project is carried out from December 2017 to December 2018. Once the programming has ended, the Tunisia team will hold a conference for education stakeholders to (1) evaluate the methods and outcomes of the use of the exhibit and the teacher workshops and (2) discuss next steps toward the development of supplementary materials for the national curriculum on Tunisia's experience during World War II.

Approved project proposals:

Colombia

Team

- [National Ministry of Education](#)
- [National Center of Historical Memory](#)
- [Casa de la Memorial Museum](#)

The project aims to introduce education about the Holocaust and genocide as a means to strengthen the peacebuilding process in Colombia. The project is based on a case study of displaced person (DP) camps in Germany after the Second World War. The findings of the case study will serve to inform workshops for educators and mediators on confronting trauma through education and will serve to develop educational materials and recommendations that will be published in a final report. The outcomes of the case study and the workshops will be presented at an international conference to be held in November 2018.

Additionally to their national project, the Colombian team has partnered with the Argentinian team to create an educational toolbox that will include testimonies of young people in the context of genocide and atrocities and other teaching materials specifically targeted at youth.

The project will be carried out between February and November 2018.

Indonesia

Team

- [Sanata Dharma University](#)
- [State University of Malang](#)
- Center for Development of Early Childhood and Community Education West Java
- [Kotakhitam Forum](#)
- [Engage Media](#)

Partners

- [Ministry of Education](#)

The project aims to raise awareness about the Holocaust and to train teachers on teaching the Holocaust in Indonesian schools. In the course of the project, two teacher workshops will be held at Sanata Dharma University in Yogyakarta. The first workshop will inform teachers about the Holocaust and will provide them with educational resources. Alfred Munzer, a Holocaust survivor who was rescued by a Dutch-Indonesian family, will share his story with the participants. The workshop will be followed by an evaluation.

- [Nahdlatul Ulama](#)

The second workshop will serve as a follow-up training and will provide a platform for exchange for the participating teachers to share their experiences of teaching the Holocaust in their respective schools. All workshop materials will be gathered and published in a bilingual book, which will be shared with the participating teachers and the Ministry of Education.

The workshops will be held in July and September 2018.

Kenya

Team

- [Ministry of Education](#)
- [Kenya Institute for Curriculum Development](#)

Partners

- [Educate](#)
- [National Cohesion and Integration Commission](#)
- [Teachers Service Commission](#)
- [National Museums of Kenya](#)
- [Ministry of Interior and National Co-ordination](#)
- Civil society and faith-based organizations

The project aims to implement Global Citizenship Education (GCED) in Kenya with a focus on education about the Holocaust to prevent conflict and atrocities. The team will organize and facilitate sensitization meetings and trainings for identified key stakeholders (e.g. curriculum developers, senior managers in Ministry of Education, teachers, and professional associations) to inform about the history of the Holocaust and its legacy and to integrate education about the Holocaust into national curricula. Further, the project foresees a series of designated workshops for curriculum developers and policy makers in relevant fields and a review of textbooks and educational materials.

The project will be carried out between May and December 2018.

Mexico

Team

- [Latin American Faculty of Social Science](#)
- [Ibero-American University](#)
- [National Autonomous University of Mexico](#)
- [National Institute for Education Evaluation](#)

Partners

- Division of Curriculum Development and Division of High School Education at the [Ministry of Education](#)
- Nenemi Paxia – Sinergias Educativas
- [Mexican Council of Education Research](#)
- [Educators Without Boarders](#)
- [Human Rights Commission](#)
- [The National Council to Prevent Discrimination](#)
- [Memory and Tolerance Museum](#)

The project seeks to introduce Holocaust, Genocide and Democratic Education as a new field of study in middle school education in Mexico. The project notably aims to reduce misinformation and indifference regarding the Holocaust among the Mexican general public and within the national education system. To attain this goal, a number of guiding resources will be developed in the course of the project, including educational materials and study guides for middle school teachers in collaboration with the Ministry of Education. The project also envisages the creation of a UNESCO Chair at the Mexican Ibero-American university. As a foundation to this Chair, the team will conduct an international conference on Holocaust and Genocide education with university and NGO partners.

Project proposals currently being finalized:

India

Team

- [Tata Institute of Social Science](#)
- Institute for Research in Media

The project aims to assess and improve education about the Holocaust in Indian schools to further its overall institutionalization. The first phase of the project consists of a qualitative study on Holocaust education in schools in the two Indian states of Maharashtra and Uttar Pradesh. The study will be

Partners

- [National Council of Educational Research and Training](#)
- [UNESCO Chair for Peace and Intercultural Understanding, Banaras Hindu University](#)

based on the evaluation of teachers' and students' perspectives on education about the Holocaust and genocide. In a second phase, a capacity building workshop for policymakers will be organized. Both phases will inform to inform recommendations towards the improvement of education about the Holocaust and genocide in India, including the development of a national syllabus.

The project will be finalized by August 2019.

Ukraine

Team

- [Babi Yar Memorial Center](#)
- Center for Genocide Studies and Mass Atrocities at [Taras Shevchenko National University](#)
- [Dnipro National University](#)

Partners

- [Holodomor Research and Education Center](#)
- [Memorial Complex of History of Ukraine during WWII](#)
- National Historical and Memorial Reserve "Bykovnya Graves"
- [National Historical and Memorial Reserve "Babyn Yar"](#)
- [National Museum of Chernobyl](#)

The Ukraine team, in partnership with the Memorial Complex of History of Ukraine during WWII, the National Historical and Memorial Reserve "Bykovnya Graves," National Historical and Memorial Reserve "Babyn Yar," and the National Museum of Chernobyl, will organize a 4-day long seminar to discuss complex themes pertaining to historical cultural memory, issues with studying traumatic events, and overcoming trauma. This seminar will serve as an event aimed at developing a program of future seminars for academics, civil and human rights NGO activists, artists, museum professionals, students, and civil servants. The team will also work to develop a series on informational brochures and booklets based on the materials and subject matter of the seminars.

The project will be carried out in fall 2018.

Project proposals subject to further development:

Argentina

Team

- [ESMA Memorial and Human Rights Museum](#)
- [Faculty of Philosophy and Humanities, University of Buenos Aires](#)
- Ministry of Education

Partners

Local Memory Sites

[original proposal] The project builds on strengthening ties between governmental and non-governmental educational efforts in the field of history and memory to advance the institutionalization of education about the Holocaust and genocide in Argentina. At its core, it focuses on the incorporation of mapping exercises and collective maps of memory sites for educational purposes.

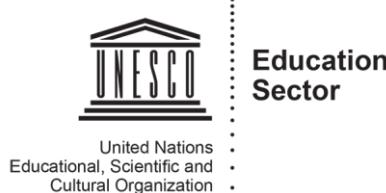
The project envisages three intensive training seminars for secondary school teachers and technical teams in Buenos Aires and other provinces and the creation of an interactive digital map of memory sites. The training seminars and mapping project will result in the development of a teachers' guide on the construction of collective maps.

Additionally to their national project, the Argentinian team has also partnered with the Colombian team to create an educational toolbox that will include testimonies of young people in the context of genocide and atrocities and other teaching materials specifically targeted at youth.

The project will be carried out between April and December 2018.

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The United States Holocaust Memorial Museum

A living memorial to the Holocaust, the USHMM inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Federal support guarantees the Museum's permanent place on the National Mall, and its far-reaching educational programs and global impact are made possible by generous donors. With unique power and authenticity, the Museum teaches millions of people each year about the dangers of unchecked hatred and the need to prevent genocide. The Museum encourages citizens to act by cultivating a sense of moral responsibility so that they will respond to the monumental challenges that confront our world.



The International Conference on Education and the Holocaust receives the generous support of:

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Stay in touch



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<https://en.unesco.org/themes/holocaust-genocide-education/iceh-2017>

