

# Report of the Expert Meeting on Education on the Holocaust and other Genocides

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10-12 April 2011, Amsterdam, The Netherlands

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theater 1892-1942  
deportatieplaats 1942-1943  
**Hollandsche Schouwburg**  
monument  
tentoonstelling

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# Introduction

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On the 8<sup>th</sup> of March 2011, The Netherlands, one of the founding member states of the Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF) accepted chairmanship of the ITF. In preparation for the upcoming chairmanship the Dutch delegation developed an ambitious and widely supported agenda to further professionalize the ITF. Two additional goals were set for the chairmanship year. The first goal was to provide stimulus for professional discussion among experts of the ITF Working Groups and for this, in November 2011, an interdisciplinary conference will be organized in close cooperation with the NIOD Institute for War, Holocaust and Genocide Studies (NIOD). The second goal was to produce a publication in cooperation with the NIOD: a practical guidebook for secondary school teachers, assisting them in their lessons on the Holocaust in combination with other genocides.

For the latter it was agreed that input, experience and knowledge was needed from a group of international experts in the field of education on the Holocaust and other genocides. The Hollandsche Schouwburg (Dutch Theatre) was asked to organize this international expert meeting. The specific aim of the meeting was to bring a group of international experts together to discuss the content of a practical teacher's guidebook like this and to discuss the concept material already developed by the NIOD. In addition to take into consideration that the guidebooks would not only be used in a formal educational context within schools, but also in informal educational settings such as in museums and at memorial sites. The main reason for asking the Hollandsche Schouwburg to organize the expert meeting is that the Dutch delegate of the ITF-EWG Subcommittee on Holocaust and other Genocides is also head of the Hollandsche Schouwburg.

The Dutch Chair decided, in consultation with the organizers, that in order to ensure the greatest efficacy of the expert meeting, it would be vital that the experts invited should be from both within and outside the ITF, and, to invite teachers who are working in the field. Based on this, it was decided that the expert meeting would be organized within the framework of the ITF Dutch Chairmanship, but would not be an official ITF meeting.

The expert meeting took place in Amsterdam from April 10<sup>th</sup> till April 12<sup>th</sup> 2011 and was organized by the Hollandsche Schouwburg in close cooperation with the Anne Frank House (AFH) and the NIOD. The meeting was made possible through the financial support of the Dutch Ministry of Health, Welfare and Sports. This report provides the input and discussions as they took place during the expert meeting. It also includes the suggestions and recommendations that were made for the proposed publication.

Annemiek Gringold

June 2011

# Report

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Participants of the Expert Meeting in front of the Jewish Historical Museum,  
Amsterdam April 12, 2011

# Introduction to the relation between the Holocaust and other genocides in Education

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*I-a Welcome by Marcel de Kort; Senior Advisor to the Directorate of International Affairs at the Ministry of Health, Welfare and Sports. Within this position he is also Chairman Coordinator of Karel de Beer; Chairman of the Task Force for International Cooperation on Holocaust Education, Remembrance and Research.*

A welcoming word was spoken by Marcel de Kort on behalf of the Dutch Chair of the ITF and the Dutch Ministry of Health, Welfare and Sport (VWS). In his introduction he made clear that this Expert Meeting is held within the framework of the ITF but it is not an ITF meeting. He explained the position of the Dutch chair of the ITF with regards to the meeting: That it is not in the mandate of the ITF to go outside the Stockholm Declaration about the Holocaust yet that the ITF also acknowledges the need for the discussion about other genocides and their connection with the Holocaust and the prevention of genocide today.

*I-b Presentation 1: Lecture of Ton Zwaan; Five Major Issues in the Field of Genocide Research and their Relevance to Education*

The presentation of Ton Zwaan illustrated a way in which one could approach education of genocide using genocide research and which embraces the complex processes of genocide. He gave a short introduction to the field of genocide studies stressing the importance of defining and coming to a consensus on the concept of genocide. He suggested to mention Raphael Lemkin's coining of the word genocide and to stress the importance of defining genocide proposing here to refer to Hilbergs definition: That genocide is an organized, deliberate, systematic, state organized persecution and destruction of a large group of particular people targeted by that state group with large groups of bystanders.

He outlined 4 major difficulties and 5 central questions in the study of genocide today and their relevance to education. The 4 major difficulties were:

1. Intellectual difficulties: because the study of genocide is so complex and large it is difficult to develop an overview of the many events and people involved etc. An added intellectual difficulty is the limitation of sources and the concern of their authenticity.
2. Emotional difficulties: finding a balance between involvement and detachment, while both are necessary.
3. Political difficulties: teachers need to take a position on destructive ideologies and radical political ideologies, such as National Socialism or Communism because ideology has had a prominent role in genocide in the 20<sup>th</sup> century.

4. Moral difficulty: Genocide study can seriously affect our view on human behaviour. We can have strong defence mechanisms when confronted with cruelty, collective hate, sadism, and the dark sides of human beings.

The 5 central questions in the study of genocide are:

1. How and why do genocides come about? In what conditions do they come about, in what kind of human society or in which specific historical situations? Which elite, political policy? - Genocide is not inevitable but a deliberate decision by a small elite group.
2. Once a genocidal process has begun, how does it develop? What are the forces and dynamics in a genocidal process? - Paying attention to the structure and direction of the genocide and, to the role of power and ideology as a means elites use to organize a genocide.
3. How do genocides end? - Genocides are not usually stopped by the people who started them, but more typically by an external, elite power and by military force.
4. What happens to a society once the genocide is over? What are the characteristics of a post-genocidal situation/society? Is the genocide acknowledged or denied? Is there real attention for the genocide? - Look at this comparatively; the differences in what happens with perpetrators and victims; whether there has been an institutional change; whether justice has been served; whether compensations and reparations have been made for collective traumas and lost possession. How does commemoration function and is there possibility for reconciliation? Is it possible to return to a more normal relation between the perpetrator group and victim group? - It is a basic Christian concept to be able to reconcile yet in reality it is far harder to achieve reconciliation because of collective memory.
5. Is it possible to prevent genocide? If so, how can we go about it? Prevention of genocide is a complex problem that is underestimated in literature. - Raising awareness through education is a way of prevention.

The aim of genocide education with relevance to these 5 issues were:

- To point out to young people that genocide is not only historical but also happening today. That every society is vulnerable for mass violence and genocide. No society is 'genocide proof' and we may expect more genocides.
- That genocide is a human problem.
- To give more knowledge and understanding of what genocide is about.
- Try to end the isolation of Holocaust studies and connect it with other genocide studies. Giving a history of all genocides up to the present day. To support a comparative approach in education. If you teach the Holocaust as a unique historical event then we miss the relevance of the Holocaust for today. Explain to the student that what happened from 1933-1945 in Europe is related to what is happening today.
- There are 3 strong defences to be looked at that can help prevent genocide.
  - a. A well functioning democracy.
  - b. A constitutional state.
  - c. A stable and strong armed forces that is not able to work autonomously. Authorities must try to prevent forms of violence that may lead to disintegration of society.

This lecture was complementary to the text *On genocide. An introduction* by Ton Zwaan.

*I-c Response to Presentation 1, Discussion on how to introduce genocide in education and questions arising from the lecture of Ton Zwaan*

There was some controversy in this discussion about using the education of genocides and the Holocaust as a prevention tool, although prevention was seen by most of the participants as the most important reason for education, following in the line of the Stockholm declaration. Some argued *how* to go about teaching prevention, while others argued the danger of adding moral lessons or prevention to genocide education. The danger seen was that this influence complicates education and makes bias and therefore harms learning. Also that genocide studies are at their beginnings and a lot of research still must be done in order to understand genocide, whether it is possible to prevent, and therefore consequently not to teach what is not yet understood.

The discussion about a comparative approach to the education of genocides was also contentious among the participants. The question raised was if, how and when to go about this. For example, one concern raised was that teaching about other genocides may overshadow the importance of the Holocaust as part of the European collective consciousness. Also it was brought forward that each genocide should be studied individually because of the complex and unique nature of each and that it is not prerequisite to study them together. Also the danger of jumping from one to the next before understanding a unique case properly was called attention to. On the other hand some argued that teaching about more than one genocide can give teachers and their pupils more understanding and strengthen education of the Holocaust. It was stressed that when teaching comparatively that the unique structures and patterns of each individual genocide should be well understood.

Other important issues raised about genocide education in this discussion were;

- the importance of teaching about genocide in combination with present-day topics such as development aid, human rights, risk factors and atrocity and how to engage on these different issues.
- to stress that the discussion and teaching of genocide began in 1945 with Holocaust education.

# I. Workshop: teaching about the genocide of the Tutsi in Rwanda

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## *II-a Presentation 1: by Dirk Roodzant, teacher at Zeldenrust-Steelant College in Zeeland, The Netherlands*

Dirk Roodzant gave a summary of the Genocide Project (vwo 6) he has set up between Zeldenrust-Steelantcollege and Liceum Ogolnokstace in Lublin, Poland and some important issues that he considers when bringing the topic of genocide to the classroom. He stresses the importance of using eyewitness accounts and both primary and secondary sources in his lessons. To engage his pupils he uses the metaphor of a crime-scene investigation; that it is like detective work to try to find out what happened. Every genocide is both universal and distinctive. It is important to involve pupils in finding out about the systematic process of genocide and how it happened. For example, he lets his pupils work in teams where they investigate 6 points while comparing eye-witness accounts: 1. Stereotyping of the victims, 2. Identification of the victims, 3. Isolation of the victims, 4. Persecution of the victims, 5. The role of the media, and 6. The role of the technique.

In his lessons he believes it is significant to point out to students that eyewitness accounts of survivors are special because perpetrators did not intend there to be any (leaving no one to tell the story). This aspect of the secretive nature of perpetrators and the disbelief of bystanders is discussed. He also stresses on the importance of avoiding a “good guys, bad guys story” and tries to engross his pupils into the complexities of genocide including all shades and dilemmas. There is a danger that our pupils and each of us can straightforwardly look at perpetrators as “them, not us” and to judge the past quickly. He also suggests that it is also very difficult for any of us to comprehend such topics as mass murder and questions whether we can expect our pupils to.

He hopes his lessons will alarm students about crimes against humanity and will actively involve them in thinking about the prevention of violent crimes and also smaller crimes. He warns his pupils that these topics are about us, about the present day; what do we do to stop genocide? What do we do to prevent violence and what is our role in this? Even though this topic is challenging for his students, he hopes to evoke the realisation of the importance of remembrance of the victims and the strive for justice.

The Genocide Project has received the Best Practice Award from the University of Amsterdam.

## *II-b Presentation 2: by Ina van Looy, project director at CCLJ-Centre Communautaire Laïc Juif, Belgium*

The CCLJ is a Jewish Community Centre created in Brussels in 1959 by survivors of the Holocaust that wished to rebuild a Jewish life in Belgium with values of Jewish humanism; tolerance, dialogue and open-mindedness. CCLJ is the largest Belgian Jewish Centre and has 4 departments: A Cultural Centre, A Youth House, Monthly magazine ‘Regards’ and An Education Department. The Resources Centre works together with the *Auschwitz Foundation* and *Les Territoires de la Mémoire* in creating educational material about history and memory for the

Belgian French Community. The educational programmes such as *'To Hatred I say no'* for school children (6-18 years old) is a way to bring memory and history together, stimulating a sharing citizenship and helping in the struggle against discrimination in the current situation of Belgium. 'Live better together' a programme introducing the history of the Holocaust is given at primary level (8-10 years old). For secondary schools programmes includes materials developed to understand genocide in the 20<sup>th</sup> Century; Armenian genocide, Jewish genocide, Tutsi genocide. Belgium has very elite schools and poorer schools. The CCLJ mostly works with poor schools with pupils mostly of immigrant origins. These schools ask for their services because often they are underfunded, lack time and materials therefore cannot reach the same quality. The aim of the programmes is to enrich historical knowledge, to fight racism, anti-Semitism, xenophobia, far right extremism and all discriminations, and to promote citizenship values and develop critical sense.

### *Tutsi genocide educational material*

When talking about the Tutsi genocide with pupils, the following questions are put forward; What is a genocide? Where is Rwanda? What is the landscape? Why and how was the genocide perpetrated? By whom? How did the genocide end? What is the role of national and international justice? What is Rwanda doing today? – victims, survivors, executioners, how to build the Rwandan society? With a topic like genocide it is possible to talk about discrimination in general and the feelings the pupils have about it and to bring up discussions about the freedom of speech. We encourage students to talk and debate with witnesses. And difficult questions come up such as; can we laugh about anything? Are some more equal than others? The CCLJ uses the Jean Hatzfields books and the film *Shooting dogs* by Michael Caton-Jones 2004 and the testimonies of Yolande Mukagasana, Eugene Mutabazi, Ephrem Inganji. In another programme; after receiving a lecture about the Tutsi genocide in Rwanda, pupils are divided into groups to visit the children's drawings exhibition regarding the Tutsi genocide. They then choose one of the drawings analyse and discuss what they see, thereafter presenting it back to the rest of their peers using the historical knowledge they have now acquired.

Other programmes promoting citizenship given at the CCLJ are for example *'I am gay so what?'* and *'Babies are not born in cabbages'* about homosexual issues and mixed marriages. Questions asked such as; what can I do as a citizen to change things?

### ***II-c Presentation 3: by Jens Meierhenrich, London School of Economic and Political Science, England***

Jens Meierhenrich has set up a website memorial for the genocide of the Tutsi called *'Through a glass darkly: Genocide Memorials in Rwanda 1993-present'*. He began working on the Rwandan genocide in 2002. He has written the books *'Genocide: A Very Short Introduction'* and *'Genocide: A reader'* both (Oxford: Oxford University Press, forthcoming 2011).

The website memorial *'Through a glass darkly: Genocide Memorials in Rwanda 1993-present'* that can be found at [www.genocidememorials.org](http://www.genocidememorials.org) was set up as a response to the need of meeting justice and acknowledging suffering in Rwanda. The Rwanda trial and government portrayal of the genocide is not without bias therefore there was a need to provide different views from all parties. Poverty also in the region makes it difficult for the population to visit memorial sites. By

bringing all memorial sites and documenting them here with personal stories makes them accessible to anyone. You can visit the memorials (virtually) based on a google earth, gps system with 2500 photo digitalized on the website.

Jens Meierhenrich also presented some tropes in education of the Tutsi genocide 1. To gain newer insights and avoid simplistic views 2. To avoid moralising or speaking of “good and evil” in genocide because it is detrimental to understanding and explaining of genocide. 3. Not to use colonialism as an explanation for genocide as if it introduced racism to Rwanda, this is too simplistic. 4. Ethnocide (genocide of an “ethnic race”) is not particularly significant to the Genocide of Tutsi or Hutu. It happened rather on account of obedience than on ethnic hatred. 5. There is no evidence to say that the function of radio or broadcast of the inferiority of the Tutsi was central to the cause of genocide behaviour. 6. Rape: the question of the reliability of numbers. The UN states that in 1994 there were 250.000-500.000 victims of sexual violence. How was this figure come to? It was based on a birth-ratio, but highly unreliable. Rwanda proclaims there were 1.000.000 victims of genocide while scholars say 500000 to 750000.

A final note about reconciliation in Rwanda: the Rwandan genocide is different to the Holocaust in that it is politicized and the Rwandan are very often stewards of the government. The government wants to portray the genocide in a certain way that does not always represent all parts. Therefore also gaining the trust of survivors and eventually getting the real story takes time. Survivors do not want reconciliation and do not think it is possible. They coexist because they have no other choice.

#### ***II-d Discussion on the use of the presented educational activities and lessons in combination with the proposed text on Rwanda***

In this discussion ideas were brought forward about the role of the teacher and approaches to the education of genocide. The presentation of Dirk Roodzant gave insight to the classroom situation and the central role of the teacher as a facilitator to raise questions in the minds of his students and create an environment for them to investigate. The teacher needs to be conscious of his subject matter and about human nature in order to have clear objectives in teaching about genocide. For example promoting good citizenship, what it takes to fit in, to act according to democratic principles, and to think about how to prevent genocide. There was a discussion on the use of testimonies (either in written or other form) in the classroom. Most agreed that testimonies add an important, empathic element into the teaching practice. All agreed that testimonies should not replace lessons that offer factual knowledge nor be offered without context.

Ina van Looy was asked about if and how she helped pupils to cope with the emotions evoked by discussing the darker and terrible sides of humanity. She responded it is important not to underestimate that pupils already know about human nature and to take all their emotions seriously. Pupils are interested and she has seldom seen that they do not want to know anything about it. Further it was discussed that as educators we need to gage and take care in how far we can go with a class. To warn pupils that genocide is not a nice subject and it will be difficult when imagining how people felt. Nonetheless it was also suggested as well as speaking about the darker parts to also focus on the strength of human nature. For example to educate about civil

rights stories and the Declaration of Human Rights created after the Holocaust. That there was a life *before* and there is life *after* the genocide.

The genocide archive presented by Jens Meierhenrich was perceived to be a great educational tool because the primary sources presented make it possible for anyone to make their own minds up about the genocide. There was a key discussion how to find a bridge between research and the classroom. Although the complexities may be difficult in this field, every academic field should be able to be made accessible to teachers for example, by making overall views for teachers. The packaging of morals into education was seen as detrimental and it was suggested that in the classroom, like that of academic genocide studies, may be 'unfinished' and to stress to teachers that they do not have to be scared to 'not round off their subject'. There was a plea to challenge pupils to be critical in their thinking about genocide and help them develop concepts and skills to do this.

Other points brought to this discussion were:

- The limits teachers have in means, materials, and time to offer quality and dependencies of age and class size.
- The legitimization of prevention was put forward because: if we listen to survivors they all say they don't want it to happen again.
- Agreement on the significance of survivor testimonies: that students get the feel of what has happened.
- To not under or over emphasize roles played in genocide for example, colonialism or ethnicity.
- To not forget that economic circumstances of society at the time of genocide is an important factor.
- To look at the difference between museum and classroom education. Holocaust Museums are increasingly being looked to as a resource on other genocides.
- It was put forward that until we know more about educating comparative history to be humble with propagating it.

The discussion on the proposed text on Rwanda was rescheduled to the following workshop session.

## II. Workshop: Teaching about Genocide in former Yugoslavia and in Darfur

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### *III-a Presentation 1: by Marc Gudgel, teacher at Lincoln South West Highschool, USA*

As a teacher Marc Gudgel got involved in making lessons about the genocide in Darfur because his students asked him about it. He would like the topic of Darfur to be a part of the educational program in schools. He wrote a manual for teachers, *'Accessing Darfur; A Teacher's Guide to Addressing the Ongoing Genocide in Sudan'* He introduced 5 key issues facing educators when educating about Darfur.

1. From the American viewpoint African problems are seen as one whole. Keeping the widely-known issues facing many African nations distinct.
2. Helping students to connect with topics, understanding what is not fathomable because they have no connection in experience. Also there is a detachment from Africa, Why should we care about Darfur? Important is to keep students from being overwhelmed and making it personal.
3. The desire of students to take meaningful action. This desire to act is characterized by a unique, intercontinental youth movement and educational initiatives. Recognizing that the genocide has yet to end and the need remains.
4. Where to begin – Helping teachers to bridge the knowledge gap about Darfur and educating a problem that hasn't yet ended. Trying to sketch an ever-changing situation of current events in Darfur. The political landscape with investment of America in those countries they are helping. The question whether genocide is still happening now, this controversy. Providing teachers in the US with material in the limited time is a difficult task. Remember to sketch the suffering; that 3 million people are living in camps and the challenge to keep talking about this.
5. Teenagers growing up in America have instant gratification and short attention spans. The need to plant a seed that will grow to the sustainability of actions. Combating indifference by connecting learners to the human element. Also the role that the media plays in this for example; the uprising of Iranians had loud attention in America for two days but then Michael Jackson died. The media only focused on this, so Iran lost attention and only 6 weeks later came back in the media.

Darfur is a difficult topic to engage, both for teachers and students. The best way to help students to connect is survivor testimony. The Darfur women and men that speak about what has happened to them command so much more the attention of his pupils. Although one of the most difficult topics to teach about, it the most important. We have an obligation to teach about the world we live in today. It is essential that we not make the mistake of our predecessors by waiting for decades to make Darfur priority in education.

*III-b Presentation 2: by Bridget Conley-Zilkic, Director of Research,  
Committee on Conscience at USHMM Washington, USA*

The US Holocaust Memorial Museum has been working on genocide since its foundation in 1979. It aspires to Holocaust Survivor Elie Wiesel's statement that "A memorial unresponsive to the future would violate the memory of the past". At the museum there is the belief that international responsibility must be taken against genocide now. The public education programme created at the Museum serves as a model of Holocaust education in the USA. The museum not only has become responsible for providing quality in this education because most teachers do not have the time the museum does, it also has become responsible for the education of this topic in many parts of American society for example for the military and judges. The number of visitors per year is 1.7 million.

Although the museum is mostly focused on the Holocaust, over the last years it has increasingly been responding to other genocides and questioning its role as a museum on how to act on this topic. In education it looks to improve and constantly evaluate how to teach about the Holocaust in a more integrated way. Besides the permanent exhibition on the Holocaust, the museum also produces exhibits on contemporary genocide. To distinguish the permanent exhibition associating to the past from the contemporary exhibitions visual and graphical tools have been used. For the permanent exhibition on the Holocaust, a stonewall is used as a symbol of the permanence of the past. In contrast, in the contemporary installation, there has been chosen for a woven wall to represent the organic feel that history is not yet finished. The interactive installation introduces visitors to the concept and law of genocide, to three contemporary cases of genocide — Rwanda, Srebrenica in Bosnia-Herzegovina, and the Darfur region of Sudan — and to eyewitness testimonies from activists, survivors, rescuers, journalists, humanitarian aid workers, and more (see also [http://www.ushmm.org/genocide/take\\_action/gallery/portraits](http://www.ushmm.org/genocide/take_action/gallery/portraits)). The installation also poses the question to each visitor: "What will you do to meet the challenge of genocide?" On the woven wall pledges can be made. In the educational material and visit of the museum it is aspired to inspire students to become detectives about finding out missing information about the genocide.

*Educating about genocide Bosnia-Herzegovina, Srebrenica July 1995*

Genocide is large concept but has specific sites, cases and stories which, when incorporated, help to connect us with what happened and to understand it better. When educating on the genocide at Srebrenica the process of this genocide is discussed with the use of individual stories and choices, the story of perpetrations, the changing international response, legal developments and prosecution of genocide are discussed. Most important is the discussion about the prevention of genocide by the way of means of noticing the warning signs. While warning signs can vary from case to case, there are common indicators that suggest a growing potential for genocide. This potential increases when leaders decide to heighten tensions between groups and make specific plans to use violence. Warning signs and patterns of crimes can be seen such as, past group violence, scapegoating and armed conflict, preparations such as displacement, use of concentration camps, warfare, rape and finally murder. It is important to educate about the response of the international community to genocide: the sounding alarms, policies, aid given, Armed Forces and Legality. Also important is to teach about the legacy of genocide, the effects of

genocide do not end when violence stops. Survivors live with trauma and loss; infrastructure and institutions must be rebuilt; and, too often, related violence occurs in a new location.

### *III-c Response to the Presentations and discussion on the use of the presented educational activities in combination with the text on Rwanda and former Yugoslavia.*

The discussion following the presentations entailed how to connect students with the topic of genocide with various ways of possible engagement also other than the importance of personal stories and the multiple directions possible to go from there. Dangers about the use of personal accounts were also brought up in this discussion. A response to Marc Gudgel's presentation was that students picking up subjects in the news and using this is a great educational tool and challenges them. To involve them with current events such as justice trials could be an excellent way to do this and bringing the aspect of justice as an important topic to educate about. Taking students to a court or trial can make an impression like the witness testimony does. Another important engagement tool was seen to be memorization, taking part in ceremonies and confronting students with the question of how we remember the past. It was agreed that personal stories need to be explained within the larger context, but getting students interested in the rest by getting them identifying with a personal testimony and suffering. It was stressed using primary sources for the human experience must be used next to other documents and that survivor testimonies can be shaped by what the audience may want to hear. Preparing witnesses depending on situation and recipients was recommended. Also that students can express their emotions about what they have learnt was seen as an important part of using testimonies.

The issue that using the Holocaust as an empowerment tool in education was discussed, that it should not be its aim yet is an important aspect, that students are not left helpless and can do something such as leaving a pledge at the wall at the USHMM. Also it was commented that the USHMM has an incredible amount of documentation and useable material, that other institutions can seek at their institute, and specifically large amount digitalised on the website.

The discussion following was about the way to name a genocide and the confusion different names can cause. For example whether to use the ethnicity (or victim group(s)) to name a genocide or the place where it happened. There was a varying of opinion about this, for example of the ethnicity in the case of the Tutsi; that there were more than one group of victims, also moderate Hutu; and that victims become perpetrators afterward. In the Anglo Saxon world the genocide is named that of Rwanda, and in the French speaking nations that of the Tutsi. Locally in Rwanda 20 terms are being used. We do not call it the Turkish genocide, and the Holocaust has many definitions.

The question of what is genocide was included in this discussion; do we call the killing of 2 million Russian soldiers genocide? Genocide does not include all Nazi prisoners. There was caution to avoid creating a hierarchy of genocide, not one more important than the other however it is important to educate about the history of what has happened unique to that case in all its aspects and the importance that each teacher defines his/her terms he/she uses in the classroom. Also to consider which terms are been commonly used in the location itself. It is important that teachers stress on the different target groups in a genocide if there are more than one and to be cautious of generalizing one perpetrator and victim. It was suggested that teachers

could develop classroom activities about definitions and the different definitions that are used to name the same event. Such an activity can be very helpful for students to realize the specificities of each event.

#### *Discussion of the text on Rwanda*

The text on Rwanda was seen to be a solid, well written, easily read and useable text for education. There is a need for this type of material for teachers. The incorporation of text testimonials is very important and was well done. A criticism was the missing of a larger perspective of international influence, the UN and to include a debate about what happened is important, for example why didn't the international community step in and to extend more extensively on what is happening today for example national and international legal process and trials. What kind of society is living there now? It is important to structure texts for teachers so that they can get a quick overview, as well as, be able to go more in depth. However, the suggestion was to still use academic language and not to underestimate the level of teachers.

#### *Discussion of the text on Yugoslavia*

It was seen that the text on Yugoslavia needed more to be like the text on Rwanda, in clarity of language, activeness of language and inclusion of texts about the background. Criticism was the lacking of information, for example the details of the war in Bosnia, but also on the genocide itself, and the role of and effects of the actions made by the international community. Furthermore it is lacking the use of newer texts and newer sources that provide other numbers. In addition it was advised to be aware of the representation of killers and to include the aftermath and where Bosnia is today.

### III. ITF Guidelines and the film *Wasted Lives*

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#### *IV-a Presentation 1: by Paul Salmons, Guidelines prepared by the ITF-EWG Subcommittee on Holocaust, Genocides and Crimes against Humanity*

The preparation process of the ITF Education Working Group Paper on the Holocaust and Other Genocides has been very demanding. The ITF, with its 27 states, distinguishes the Holocaust as its beginning and end point and is committed to the Stockholm declaration that is core to its establishment and vision. The EWG have been promoting the production of these teacher's guidelines within the ITF. In the past, the topic of other genocides has been part of the remit of the ITF. Yet as the ITF has grown, focus on education of other genocides has become more pertinent to its work. The ITF has given mandate to explore other genocides, although some members were concerned that studying other genocides may diminish the importance of the Holocaust. The EWG has been promoting this and it has been an extensive process also ensuring members that their concerns would be addressed and respected. It is clear to the EWG that teachers will teach about other genocides whether or not they are involved or not. Therefore it is better that the ITF help to do this in a way that prevents the marginalization of Holocaust studies. Furthermore studying other genocides is seen as a way that can deepen our understanding of the Holocaust.

Because the ITF has different member states, terms of genocide are difficult to define when confronting difficult issues of the past within their states, for example Stalinistic crimes with Eastern European states. Bringing other genocides into the discussion has in some cases helped the discussion on the Holocaust with some states that were less willing to confront issues in the past. The area around different definitions, terms and legal terms of genocide, UN's definitions and war crimes are disputed. Therefore when it comes to education it is suggested that teachers think through these differences with their students.

Genocide and the prevention of genocide is more understood than it was in the past however there is still a lot to be learnt. Although we see that at the ITF more work is to be done about the role of studying other genocides, it has a more open discourse about them and debate about how to relate them with each other.

The ITF-EWG papers are available at: <http://www.holocausttaskforce.org/education.html>

#### *IV-b Presentation 2: by Anat Livne, on the educational use of the film 'Wasted Lives', Ghetto Fighters House Museum, Israel*

In the politically laden Israel *The Ghetto Fighters' House Museum* functions as a forum and educational platform that tries to raise dialogue between different groups in Israel; Arabic, Druze and Jewish students. The museum started as a place of remembrance of the Holocaust and developed from there; combining topics such as other genocides and Human rights studies. The

workshop on other genocides presented here begins with challenging the students in their perspective of the Holocaust, for example Jewish youth that desire to learn about the Holocaust from the perspective of the victims and Arabic youth that see the Holocaust as used as a political tool.

Before viewing the film on genocide 'Wasted lives' the workshop begins with a test based on the cases presented in the film: what do you know about genocides, which, how many, where, when did it end, what is genocide? The expected outcome is a low level of knowledge that can be demonstrated by then watching the film. Followed by a critical discussion about it: Why do we know so little? Should it bother us? Why should we know and care about things that happened far away and long ago? The follow up discussion is based on what is spoken about in the film. Students then can choose a quote about genocide that they identify with and share their views and feelings with the rest of the class. At the end of the workshop students are asked to build an imaginative museum or project that they feel best prevents genocide relevant for the world now. When they present their ideas a facilitator's role is very important speaking openly with them about and questioning their proposal. What will Chinese think about it? Were there warning signals for Libya? What is necessary for preventing it and when? The aim is to actively involve students in questioning and thinking about it.

#### *IV-c Response to the presentations and discussion on the use of the presented text and guidelines in high school education.*

It was responded that the workshop of the Ghetto Fighters' House Museum had a good way of developing discussions and thinking among students. A question was asked how old the students were: The age of students for the workshop is 16-18 years. It is also important to know that students that participate in these programs do so on a voluntarily basis. Also one of the questions relating to the presentation was when asking students to create museums what kind of reactions they get. It was answered that by increased learning and understanding and getting to know the museum during the process of the workshop students begin to learn other points of view and develop their own ideas that can lead to understanding genocide and coming up with interesting results for prevention.

It was responded to Paul Salmons' presentation that within intense constraints it is a progressive step forward for the ITF. Within the ITF the 23rd August also is still disputed. It was agreed that the EWG paper is a valuable document for teachers. Another suggestion for the paper was to add a brief guide how to read and interpret legal definitions. To be able to get a quick overview of what the terms mean, can be immensely valuable. It was put forward that the USHMM has a document that interprets legal terminology. It was commented that the Holocaust led to the definition of genocide basing it as a logical entry point for education. The definition of genocide by the UN was seen to be tedious for 14 year olds, instead it is necessary to start with telling the story and personal accounts set in an historical context. Another suggestion was the importance of including the conditions and risk factors leading to genocide. It was also brought up in this discussion the difficulty of outlawing states destroying their own citizens. It was recommended that the role of colonialism and the association between time in genocides and historical context should not to be underplayed, for example the obsession with race in the 1920s and 1930s.

## IV. Workshop: Teaching about other genocide at Authentic Holocaust sites

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### *V-a Presentation 1, by Ward Adriaens, director of Kazerne Dossin, Mechelen, Belgium*

Kazerne Dossin in Mechelen Belgium is aiming to build a new museum by 2012 as a governmental project on Holocaust and on Human Rights. The Holocaust is a Human Rights issue. The unprecedented history of the Holocaust and expertise about it justifies extending missions about other genocides and Human Rights issues. Yet each institute can only be evaluated by its mission statement and cannot be criticised for not engaging in comparative history if it is not in its mission statement. Nowadays it is universally expected of Holocaust institutions to explain and defend when choosing to educate singly about the Holocaust. However there is no law that Holocaust sites should deal with other events. Holocaust sites should make their own mission statement to deal with remembrance, their resource institute, education and research.

Because of changing times where migration brings tales of conflict we are confronted with global problems and discussions about such things as mass murder come closer to us. In museums we receive political refugees and victims of war as our guests that ask us, why are you talking about the Jews, look at me. Politicians react on this all, and turn to Holocaust institutions because they have the most visible pedagogical expertise on this issue. Holocaust institutes are accused for blindness for not responding to current and other events and even for being puppets of international Jewry. Politicians can ask for experience about human rights issues. We can use the tools of research and expertise that we have for studying the Holocaust to study other genocides. When asked about broadening in Mechelen, politicians wanted a comparative history, 23 papers had been drawn up endorsing "less Auschwitz more Darfur".

#### *The Concept of the New Museum*

Jewish initiators of Kazerne Dossin have agreed to a new concept. We questioned how would we link Holocaust at an authentic Holocaust site with human rights issues? It was decided to build a large-scale project with the original museum building, a new museum building and a park of human rights. It is very important to respect the authentic site, where the Jewish community and gypsy community commemorate. It is a historical building and a place for prayer and remembrance. No other remembrances will be planned except these. The historical building will house the soul and centre of knowledge, the library, a research and documentation centre with capital Holocaust documents. One project is a train with the portraits of the 1200 deportees placed on the outside of each wagon they were transported in, to show faces, not only numbers. In the new museum complex plans are to have four floors out of the five housing permanent exhibitions. The historical narrative will be chronological for example we see in the epilogue of the Holocaust exhibition (on the fourth floor) that the Holocaust is cause for the first Human rights laws. In the descriptions comparative views will be put forward, yet not developed, only pointing them out. Of each case we hope to organize a didactical follow-up and corresponding

educational projects. There will be two classrooms in the museum for this purpose. There is a need for human right teaching and there will be temporary events exhibitions, conferences, seminars and lectures.

### ***V-b Presentation 2, by Christel Tijen, Project Srebenica at Kamp Westerbork, The Netherlands***

The Westerbork Memorial Centre is situated at the site of the former camp Westerbork in the province Drenthe in the Netherlands. Because of its historical location it evokes in visitors more strongly the memory of the past. The camp was originally built in 1939 to hold Jewish refugees from Germany. From 1942-1944 during the occupation of Nazi Germany Westerbork served as a transit camp for Jews before they were deported to Auschwitz, Sobibor, Theresienstadt and Bergen-Belsen. 215 Roma and Sinti were also deported from Westerbork. After the war Westerbork was used to accommodate Ambonese (South Moluccans) and Dutch returning from Indonesia. When the Ambonese left, the buildings were torn down in the 1970's. Today, the camp still has some indications of where the buildings and railroad once stood and memorials have been built for remembrance. The large Appelplatz memorial has been made where stones represent the people who passed through Westerbork and were killed in camps. For each person there is one stone, for the Sinti and Roma victims a silver flame insignia and for Jewish victims the Star of David.

#### *Project Srebenica*

In 2002 a delegation of 'Women of Srebenica' visited the camp and spontaneously held a small commemoration for the victims of camp Westerbork. This ignited the attention for Srebenica at Camp Westerbork and since collaboration has been made with the Memorial Centre in Potocari, developing an educational programme and giving attention to Srebenica in the museum. There are meaningful parallels between Srebenica and Westerbork; persecution, bystanders, fleeing to find safety and genocide. Camp Westerbork is part of the national curriculum for schools in the Netherlands. Although there is an educational programme for the story of Srebenica it is not added in the regular programme given to schools as they come to learn about the history of the site and it may confuse to combine it. It is important to keep the victims story and memories alive and personal stories are the centre of engaging students. Students learn about the historical context of Camp Westerbork as part of the Holocaust and focus is put on the stories of victims, perpetrators and bystanders.

One project 'All tears are bitter' an exhibition of photographs by Sake Elzinga made at both the Potocari Memorial and Westerbork Memorial are being displayed at each other's site.

### ***V-c Discussion on if and how to teach about other Genocides in Holocaust related Sites***

A first response came from Esther Göbel researcher at the Hollandsche Schouwburg who emphasized the importance that an authentic historic site should communicate first and foremost its own history. The Hollandsche Schouwburg should transmit the story of the persecution of the Jews in the Netherlands during the Second World War within the European framework. The Hollandsche Schouwburg, having plans to renew its current presentation,

researched the public's wish for information on other events, genocides or Crimes against Humanity beside the Shoah. A public survey researched several expectations of the (potential) visitor. This survey concluded that some 88% of the public wants the Hollandsche Schouwburg to stay primarily a memorial site, commemorating Jewish victims of the Shoah. 84% indicated that as an addition to a permanent exhibition on the Holocaust they are in favor (strongly or average) of the organization of temporary exhibitions on topics with some relation to the Holocaust. Only 15% of the public feels the Hollandsche Schouwburg should only give attention to the Holocaust with no attention for other (current) events or issues. In addition this aspect was discussed with students from various universities during guest lectures at the Hollandsche Schouwburg. In this discussion it was concluded that being a "guilty" location, the Hollandsche Schouwburg should primarily focus on the persecution of the Jews in the Netherlands and the role of the building in that event. This is also in accordance with the conclusions of the FRA handbook (Fundamental Rights Agency) that was published last year. According to the FRA findings the main focus during a visit to an original site should be about that particular site and its historical context and not on other genocides and Crimes against Humanity.

In the discussion that followed it was commented that it is good that Holocaust institutes are being asked for their expertise because although they are not expert on educating about other genocides they can lead in the discussion with the skills and years of experience in Holocaust education. Experts are still in the midst of understanding the Holocaust and other genocides.

# V. Recommendations

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## *Introduction*

The meeting was split into two subgroups in order to work and to discuss in further detail the proposed texts, the practical use of them and additional suggestions that might enrich them. Participants were asked to discuss and give recommendations for the development of educational tools, lessons and activities. Participants were asked to give special focus to the role of source material in education. Afterward each group presented their recommendations and outcomes back in a final plenary meeting.

## *Recommendations*

### **Group 1**

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The group concluded that the Expert Meeting was a brave exercise and had lead to a fruitful discussion, especially with the expertise coming from different institutions.

Suggestions and recommendations on the handbook were:

- The group viewed the handbook, with a case study approach, as a good idea and that it would be of encouragement and help to teachers.
- To add an extra chapter specifically about the comparative approach with suggestions on how to go about this and what pitfalls to look out for.
- To mention current places of danger. This brings a preventive and actual aspect to the handbook.
- To refer to websites that are already in existence on areas of concern (current places in danger of genocide'. I.e. crisis forum ([www.crisis-forum.org.uk](http://www.crisis-forum.org.uk)) and the USHMM Committee of Conscience website (<http://www.ushmm.org/genocide/>)
- To add 10 to 20 questions to each chapter. The questions should be defined before the chapters are written.
- Chapters need to be shorter and each chapter needs to be constructed along the same general lines.
- To carefully choose which resources and personal testimonies are included as resources and to add in a 'blurb' why they are included.
- To put a central dilemma into each chapter. It was discussed whether the teaching should be more value orientated or more historical.
- To broaden the 'Justice' chapter to a broader 'Responses' chapter that should include prevention, memorials, denial, response to suffering, aftermath etc. The general part on 'Justice after genocide', including an explanation of juridical texts such as the Convention

on Genocide, should be in this chapter. However specific information for each case study might be added to the case studies (For example Nuremburg trials, ICTY, ICTR and Gagaca).

- Not to have neat closures, but to remind teachers consistently that genocide is a complex topic with no easy explanations or 'all ends well' closures.
- The group questioned whether the 5 or 8 steps of genocide are helpful or not. It is important that teachers are challenged to see the complexity of genocide and some members of the group find the 'steps' to genocide as an out-dated approach.
- The presentation Tom Zwaan made on the 5 major issues in the field of genocide research and their relevance to education was received well and was suggested as the level that teachers will appreciate.
- Resources: An idea would be to use cartoons as a way of checking whether students understand the material because to be able to work with a cartoon they need to understand the case.
- The diversity of each group of people (Tutsi, Jewish, Armenians etc) discussed in a case study of genocide should not be forgotten and they should not be presented as 'victims' only. In order to understand the absence of the people we also have to learn about what was there before. The perpetrator orientation of many textbooks, where claims go unchallenged, should be avoided.
- Acknowledge that this is not the only narrative but explicitly state that there are multiple narratives on genocides.
- Preference for no footnotes, instead a further reading section. For example the ten most useful books on each genocide for teachers.
- It is important that the texts are based on the most recent research.

## Group 2

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The group looked at the overall layout of the handbook; which chapters and areas to include or exclude. The group posed their suggestions and recommendations on the handbook chronologically for each part:

- To begin the book with an eye-catching piece on the etymology of the word "genocide".
- To be transparent by including a short introduction about the ITF organization to introduce the papers produced by the ITF-EWG subcommittee.
- The first chapter should be an introduction on genocide. For the introduction the ITF text was seen as a lot more teacher friendly than the proposed introduction "On genocide. An Introduction" that had inaccuracies and did not use the term "Holocaust". Not using the term "Holocaust" was thought of as problematic, especially if the discussed handbook was to be published on the occasion of the Dutch Chair of the ITF in 2011. It was seen that the latter introduction was written too much from one point of view. The general agreement was that the lecture of Ton Zwaan on April 11, was much more appropriate

for teachers than this introduction text. It was suggested that an overview (of the lecture) could be made in bullet point form to replace the introduction text.

- To make one chapter for each of the 5 case studies. For each case study to have a short intriguing eyewitness case with photographs to capture the teachers attention. So that teachers can read and get motivated to read further.
- To also include a fact file for each case to give a quick overview first at the start of the chapter. With the: who, when, what, how and why. After this to profile key people and what they did in each genocide (on either side of the scale, perpetrators and victims). For example, each pupil could research a different specific person involved in the genocide and afterwards present it to the whole class.
- Imperative to use maps as a way of understanding for pupils. And to present the historical context of why and how the genocide happened.
- To give suggestions of possible activities, that teachers could do with their pupils at the end of each chapter.
- To include a list of sources and websites (with short addresses!) at the end of each chapter.
- It is imperative to include the aftermath. To do this either: in *one* chapter where the aftermaths of all cases are brought together at the end after the 5 case chapters, or: to include the aftermath for each case individually at the end of each chapter. The discussion about the aftermath should include what the reaction was to the genocide, how punishments were and are being made (justice) and how the genocide is or is not recognized and acknowledged within the communities involved.
- The final chapter could be an educational chapter giving an educational guideline and talking about the comparative analysis. For example to talk about commonly made mistakes.
- To possibly add a list of 'Frequently asked questions'. Finding the answers could either be up to the class or could be provided by different institutions.

#### ***VI-a Short Presentation 1 by Klaus Müller 'Salzburg Initiative on Holocaust, Genocide and Human Rights Education', Salzburg Global Seminar and U.S Holocaust Memorial Museum***

From June 28<sup>th</sup> to July 3<sup>rd</sup> 2010, some 50 international experts met at the Salzburg Global Seminar for a conference entitled "The Global Prevention of Genocide: Learning from the Holocaust." Experts came from diverse fields: Holocaust and genocide studies scholars, human rights activists, genocide prevention experts, legal scholars, policy makers, museum practitioners, and a wide variety of representatives from governments, universities, and NGOs. The conversations and presentations during the week focused on three major themes:

1. The educational efforts in the fields of Holocaust education and genocide studies,
2. The relationship between Holocaust education and genocide studies,
3. The related issues of genocide prevention and the protection of human rights.

This Salzburg Initiative on Holocaust Education and Genocide Prevention was developed by the Salzburg Global Seminar in cooperation with the United States Holocaust Memorial Museum. The explicit goal of the 2010 conference was to explore the connections, as well as the divisions, between the fields of Holocaust education, genocide prevention, and human rights.

The conference addressed many topics, including:

- What are the Roots of Genocide?
- What is the responsibility of museums and memorials?
- What are the challenges and successes of Contemporary Holocaust Education?
- How do we address Anti-Semitism and Holocaust denial around the world?
- What are the connections between Justice and Genocide Prevention?
- Is there a blueprint for the Future to prevent genocide?
- How can we link Holocaust Education and Genocide Prevention?
- How do we move from trauma to reconciliation?

The conference developed a number of findings and key recommendations on both education and prevention. These are outlined in our report and are posted on the Salzburg Global Seminar website.

The Salzburg Initiative on Holocaust Education and Genocide Prevention is a long-term initiative of the Salzburg Global Seminar and the United States Holocaust Memorial Museum, which we expect to implement over the next six years (2011-2016). We plan to hold a multi-year series of conferences and working group meetings. The purpose of this initiative is to create a global forum for discussion in which educators, policy makers, and activists can explore what they have in common, develop a common vocabulary, and work on models and best practices for using education to prevent genocide, racism, and xenophobia within particular local and regional contexts.

The link to The Founding seminar is:

[http://www.salzburgglobal.org/2009/sessions.cfm?IDSpecial\\_Event=2598](http://www.salzburgglobal.org/2009/sessions.cfm?IDSpecial_Event=2598)

The Report of the Founding seminar:

(<http://www.salzburgglobal.org/mediafiles/MEDIA58813.pdf>)

Learn more about the genocide prevention work of the U.S. Holocaust Memorial Museum at:

<http://www.ushmm.org/genocide/>

#### ***VI-b Short announcement by Wichert ten Have Multi-disciplinary November Conference, ITF side-event***

Wichert ten Have gave a brief introduction of the scheduled ITF meetings under the Dutch Chairmanship. Important with regards to the Expert meeting is the November conference on Holocaust and other genocides. This will be prior to the plenary ITF December meeting and will be organized in The Hague. The conference will address the same issues as the expert meeting did and take a multidisciplinary approach of academic, educators and memorial museum specialists.

With regards to the input, inspiration and knowledge that was shared during the Expert Meeting Wichert ten Have stated it was an enriching and meaningful experience. This expert meeting is the first one of its sort and we are delighted by and grateful of the contribution that has been made here from experts from the field. Some important issues that have been raised in the meeting were: what the consequence of new insights is for education in schools and museums, and the fear of simplification of this. The reactions here at this meeting have been mostly very

optimistic; to use the new found knowledge and on a high level. In the context of violent societies ideologies, Holocaust education is not the single most important anymore. Even though ITF is about Holocaust research and education, there is a relation to other genocides. A lot has been done on research of the Holocaust, there have been fundamental changes in its research. Other genocides are being compared with the Holocaust although comparison does not mean that the genocides are the same. Comparative studies, in themselves should be constantly evaluated and studied. Let us continue the discussion on developing concepts for education and the objectives for students. Let us continue organising Expert Meetings. Wichert ten Have expressed thanks to the Hollandsche Schouwburg and Jewish Historical Museum and especially to Annemiek Gringold for giving the NIOD the opportunity via this Expert Meeting to think critically on their own work.

*VI-c Concluding remarks by Expert Meeting Organizer Annemiek Gringold*

Much gratitude and thanks were given to all the participants for their involvement in this Expert Meeting. The result of this meeting was as hoped; learning from one another's diversity in disciplines and expertise. Much thought and input was given for the publication, which was very helpful. Still much work needs to be done. Particular thanks were given to those who gave presentations and that all are welcome to attend the ITF November conference and also are welcome anytime at the Jewish Historical Museum and the Hollandsche Schouwburg.

# Annex 1 Invitation to the participants

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**PERSONAL Invitation to participate in  
Expert meeting on Education on the Holocaust and other Genocides  
Amsterdam 10 – 12 April, 2011**

Amsterdam, 17 February 2011

Dear Colleague,

We are pleased to invite you to take part in an expert meeting on the relation between the Holocaust and other genocides within education. We very much hope that you will be willing and able to contribute to this meeting of experts that is being organized by the Hollandsche Schouwburg (Dutch Theatre) together with the Anne Frank House (AFH), the Center for Holocaust and Genocide Studies (CHGS). This meeting is taking place within the framework of the upcoming Dutch Chairmanship of the Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF) in 2011.

The Educational Working Group of the ITF (with representatives from 28 countries) discussed a paper offering a theoretical framework on the relation between Holocaust and other Genocides within education for teachers, drafted by experts, at its meeting in Haifa, December 2010.

During the Dutch chairmanship of the ITF we will have the opportunity, through the support of the Dutch Ministry of Health, Welfare and Sports to work towards a publication aimed at secondary school teachers. The expert meeting will be looking at practical tools for teachers and will discuss several examples in a very concrete way. We are inviting both experts from the Netherlands and from abroad, experts that are related to the work of the ITF and those who are not, experts who teach in schools and at museums and historical sites. All these experts deal with Holocaust education and most have some or extensive experience in the relation between Holocaust and other genocides within education.

The two main outcomes that we hope to achieve with the expert meeting are:

- Input and ideas for the prepared texts by the CHGS, to adapt them into practical, usable materials for educators and have insight in existing lesson plans that might inspire others.
- Input in the discussion on education on historic sites, such as the Hollandsche Schouwburg, that relates Holocaust to other genocides.

The upcoming Dutch chair of the ITF has the intention to publish any result of the expert meeting in a handbook for teachers. In addition the results of the expert meeting will be presented at a conference in November 2011.

We will be able to cover travel and accommodation costs for the participants of this meeting. As the number of participants will be limited to about twentyfive people we hope that you can confirm at short notice if you will be able to attend.

Looking forward to hearing from you soon,

Annemiek Gringold

Head Hollandsche Schouwburg

theater 1892-1942  
deportatieplaats 1942-1943  
**Hollandsche Schouwburg**  
monument  
tentoonstelling

**NIOD**  
instituut voor  
oorlogs-, holocaust-  
en genocidestudies

**anne frank** stichting

## Annex 2 List of the participants

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Name	Organization	Function
Klaus Mueller	USHMM Washington	Representative for Europe
Bridget Conley -Zilkic	USHMM Washington	Director of Research, Committee on Conscience
Marc Gudgel	Lincoln South West Highschool	Teacher: Literature of the Holocaust, American Lit., Literature of Darfur
Anat Livne	GFH Center Humanistic Education	Pedagogical Director
Stine Thuge	DIIS Copenhagen	Head of Section
Tine Brondum	DIIS Copenhagen	Head of Section, Education and information
Jens Meierhenrich	London school Economic and Political Science/Impunity Watch	Senior Lecturer in International Relations
James Smith	Aegis trust	CEO Aegis trust
Paul Salmons	University London	Head of Curriculum and Development, Holocaust Education Dev. Prog.
Ward Adriaens	Kazerne Dossin	Director
Marjan Verplancke	Kazerne Dossin	Pedagogical Head
Ina Van Looy	Centre Communautaire Laïc Juif (CCLJ)	Project Director
Renske Krimp	Nationaal Comité 4 / 5 mei	Project assistant Advice and Research National Committee 4 en 5 may
Christel Tijen	HC Westerbork	Education coordinator
Sanne Bolt	HCK Vught	Education officer
Deidre Byrnes	European School Bergen	Teacher of History, Geography and Human Science
Dirk Roodzant	Zeldenrust- Steeland College	Teacher Secondary school and researcher on Armenian genocide PhD
Maria van Haperen	NIOD-CHGS	Education specialist
Wichert ten Have	NIOD-CHGS	Director
Ton Zwaan	NIOD-CHGS	Researcher
Karen Polak	Anne Frank Stichting	Staff member International Department
Mariela Chyrikins	Anne Frank Stichting	Project coordinator International Department
Esther Gobel	Hollandsche Schouwburg	Museum research / educator
Annemiek Gringold	Hollandsche Schouwburg	Head /Organisation Expert Meeting
Sarah Feirabend	Hollandsche Schouwburg	Educator/ Organisation
Martine van Leeuwen	Hollandsche Schouwburg	Minutes

# Annex 3 Program Expert Meeting

## 10-12 April 2011

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### Program

#### Expert meeting on Education on the Holocaust and other Genocides Amsterdam 10 – 12 April, 2011

#### Sunday April 10

- Afternoon                      Arrival of participants in Amsterdam
- Optional                        Visit Jewish Historical Museum or Anne Frank House
- 18.30 PM                        Welcome and dinner for all participants ( Restaurant Sluizer)

#### Monday April 11

Location: Hortus Botanicus, Plantage Middenlaan 2a.

#### I- Introduction to the relation between the Holocaust and other genocides in education

Chair: Annemiek Gringold

- 09.00                              Coffee at meeting location
- 09.15                              Welcome on behalf of the Dutch Chair ITF and Ministry VWS, Marcel de Kort
- 09.30                              Introduction to the meeting and agenda (Annemiek Gringold)
- 09.45-10.15                      Lecture Ton Zwaan, *Five Major Issues in the field of Genocide research and their relevance to education*. This lecture is complementary to the text *On genocide. An introduction* by Ton Zwaan (text mailed on April 1)
- 10.15-10.30                      Questions arising from the lecture
- 10.30-10.45                      Break

#### II. Workshop: teaching about the genocide of the Tutsi in Rwanda

Chair: Karen Polak

- 10.45-11.35                      Presentations by Dirk Roodzant, Ina van Looy, and Jens Meierhenrich
- 11.35-11.45                      Respondent: Maria van Haperen
- 11.45-12.30                      Discussion on the use of the presented educational activities and lessons in combination with the text on Rwanda (text mailed on April 1)
- 12.30-13.30                      Lunch

#### III. Workshop: teaching about genocide in former Yugoslavia and about genocide in Darfur

Chair: Wichert ten Have

- 13.30-14.10                      Presentations by Marc Gudgel and Bridget Conley
- 14.10-14.20                      Respondent: Karen Polak
- 14.20-15.15                      Discussion on the use of the presented educational activities and lessons in combination with the text on former Yugoslavia (text mailed on April 1)
- 15.15-15.30                      Break

#### **IV: ITF Guidelines and film Wasted Lives**

Chair: Annemiek Gringold

- 15.30-16.10 Presentation Paul Salmons, *Guidelines prepared by the ITF's EWG Subcommittee on Holocaust, Genocides and Crimes against Humanity* (text mailed on April 1); presentation Anat Livne on educational use of film "Wasted Lives"
- 16.10-16.20 Respondent: James Smith (requested)
- 16.20-17.00 Discussion on the use of the presented text and guidelines in highschool education.
- 18.30 Dinner (Restaurant Humpreys)

#### **Tuesday April 12**

Location: Hollandsche Schouwburg Plantage Middenlaan 24, and Jewish Historical Museum

#### **V- Authentic Holocaust sites**

- 09.00-09.45 Visit of the Hollandsche Schouwburg
- 09.45-10.00 Walk to Jewish Historical Museum
- 10.00-10.15 Coffee

#### **Workshop: Teaching about other genocide at Authentic Holocaust Sites**

Chair: Paul Salmons

- 10.15-10.55 Presentations by Ward Adriaens *Kazerne Dossin* and Christel Tijen, Westerbork
- 10.55-11.05 Respondent: Esther Göbel
- 10.05-12.00 Discussion on if and how to teach about other genocides in Holocaust related sites.
- 12.00-13.00 Lunch

#### **VI - Recommendations**

- 13.00-14.15 Group work on input and recommendations for the development of educational tools, lessons, activities to optimize and enrich the casus texts prepared by the CHGS. Special focus on The role of source material in education. (Two groups chaired by Karen Polak or Annemiek Gringold, two locations in JHM)
- 14.15-14.30 Break
- Chair: Karen Polak
- 14.30-15.45 Presentation of suggestions, outcomes of groupwork.  
Concluding recommendations for the content of the handbook for teachers  
Multi-disciplinary November Conference, ITF side-event
- 15.45-16.00 Presentation Klaus Mueller '*Salzburg Initiative on Holocaust, genocide and human rights education*' (*Salzburg Global Seminar and U.S. Holocaust Memorial Museum*)
- 16.00 End of the Expertmeeting
- 16.30-18.00 Optional tour of the Anne Frank House