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HANNAH

CHALLENGING AND DEBUNKING
ANTISEMITIC MYTHS

POLICY RECOMMENDATIONS

**WP 5 DISSEMINATION AND
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Prepared by

Name: Fabian Rühle
Authoring partner: -
Position: Project manager
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HANNAH: CHALLENGING AND DEBUNKING ANTISEMITIC MYTHS

EDITED BY:

CENTROPA E.V. WITH THE CONTRIBUTION OF ALL PARTNERS

PARTNERSHIP CONSORTIUM:

JUGEND- & KULTURPROJEKT E.V. (JKPEV) – GERMANY

CENTROPA ZENTRUM FÜR JÜDISCHE GESCHICHTE DES 20 JAHRHUNDERTS EV - GERMANY

THE JEWISH MUSEUM OF GREECE - GREECE

RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY - GREECE

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1.0. Introduction

By establishing the multinational HANNAH network against antisemitism, we aim to raise awareness about combating discrimination; create a better understanding of Jewish traditions and history, invaluable contributions of Jewish life beyond local community borders and throughout Europe.

A variety of factors are needed to build an effective and sustainable, transnational program that combats antisemitism also on the local level.

The following HANNAH recommendations aim to provide policymakers and educators alike with concrete steps on how to address and combat antisemitism by challenging and debunking antisemitic myths, enhancing Holocaust remembrance, and raising awareness of European Jewish history. Our recommendations consist of experiences and best-practice examples by the HANNAH project consortium in their education practice and the observations partners made through their work with the HANNAH project outputs.

In addition, policy recommendations from the ENCATE network (of which two of the HANNAH consortium partners are members) were used to write these recommendations - see also see also here: https://encate.eu/nct/wp-content/uploads/2022/04/220331_ENCATE_Report_engl.pdf

The following 10 recommendations shall provide a framework for this report. Aside from these more general policy recommendations, each HANNAH consortium partner then provides, under (2), their specific, country-based recommendations.

1.1. General policy recommendations

Multi-perspectivity: the establishment of a transnational network of experts is needed to reflect European remembrance culture(s), and different national narratives and phenomena of antisemitism.

Digital dimension: developing and utilizing innovative, multi-language digital learning tools such as virtual learning platforms, short films, and online educational graphic novels will help reach young target audiences of digital natives. Multi-language online guidelines on how to effectively respond to antisemitic narratives will help educators in different countries.

Local level: include local actors such as Jewish communities, and local stories to engage the target audience; when addressing antisemitism, Jewish history, and the Holocaust, it is critically important to include local history, as educators and students alike: will develop a sense of agency when they engage in local projects.



Teaching outside the classroom is another important aspect: employing out-of-school learning sites such as cemeteries, synagogues, memorials, and museums reinforces the memory of Jewish life and the Holocaust, and helps change attitudes among educators and students

Capacity-building: it is essential to offer regular in-person training programs in both urban and rural areas for education professionals to raise awareness and increase knowledge among the target audience. Rather than meeting online, having personal encounters with colleagues and stakeholders is important for professional development and individual engagement.

Active citizenship: engaging methods such as youth video competitions in order to turn teenagers into active members of society that use digital storytelling – and learn about the Holocaust, European Jewish history, antisemitism, and the importance of human rights for all citizens including minorities.

Transnational dialogue: fostering exchange between educators from different countries helps understand the European, transnational dimension of the Holocaust and contemporary antisemitism.

Curricula reform: Often teachers have limited time to teach about the Holocaust and especially Jewish history, and need to be creative to include these topics, as well as modules on combating antisemitism, in their classroom teaching. National education ministries need to provide local educators with more freedom to choose the materials and working methods, and they need to include teachers in developing these much-needed reforms.

Continuous funding for systemic change: in order to allow long-term development and evaluation of national education programs that focus on promoting Holocaust remembrance and Jewish history and on combating antisemitism, national governments need to provide long-term funding.

2.0. Policy Recommendations

2.1 Recommendations by Centropa, Germany

Efforts by Centropa to combat antisemitism

Centropa believes in the power of personal stories. This is why all our education outputs, ranging from films to exhibitions and podcasts to audiowalks, are based on the biographies and photos we collected from 1,200 Jewish Holocaust survivors whom we interviewed in 15 European countries. Our experience has shown that antisemitism and anti-Jewish stereotypes can best be combated and debunked by using personal stories to show our target groups – teachers and students alike – how the 20th century has impacted the lives of our Jewish interviewees. By using innovative methods of digital storytelling, our materials become more tangible and relevant for younger audiences. By asking teenagers to conduct their own small research projects that include short student films, and by offering competitions, we succeed in turning students into active learners – and active European citizens.

Working mostly outside of Germany, we have experienced the best results whenever we team up with strong local partners—NGOs or museums – that can recruit seminar participants from a wide network of teachers. Most important for our success in each country is that local stories are included in our program - meaning that the films and other educational materials we produce resonate on a personal level with the target audience.

Combating antisemitism in Germany

In 2018 the German “Federal Association of Departments for Research and Information on Antisemitism” (Bundesverband der Recherche- und Informationsstellen Antisemitismus e.V., RIAS) set up the reporting portal www.report-antisemitism.de to ensure consistent recording and documentation of antisemitic incidents by civil society throughout Germany, and to encourage Jews and the Jewish community to use civil society reporting and support services, which is a significant gain for the recognition and recording of antisemitic incidents.

RIAS also cooperates with the Central Council of Jews in Germany, local Jewish communities, the Competence Center for Prevention and Empowerment at the Central Welfare Office of Jews in Germany (ZWSt e.V.) and other Jewish organizations, which means they are well-attuned to the needs and concerns of Jewish people in Germany.

Many other local organizations successfully contribute to combating antisemitism in education, three of which are highlighted here:

- the Anne Frank Zentrum has not only a permanent exhibition site in Berlin that offers hands-on workshops for school classes on combating stereotypes and antisemitism; it also organizes teacher training programs and traveling exhibits throughout Germany.
- The Kompetenzzentrum by Zentralwohlfahrtsstelle (<https://zwst-kompetenzzentrum.de>) promotes the empowerment of teachers through regular training programs and study materials on antisemitism and conspiracy theories.
- The Berlin-based artistic exhibition „7xjung – Your Training Ground for Solidarity and Respect” by the NGO “Show your face! Gesicht Zeigen! For an open-minded Germany!” offers interactive approaches for standing up to antisemitism, racism, and exclusion of minorities. The NGO offers interactive workshops for school classes, teachers, and multipliers. Each four-hour workshop is thematically composed from scratch and is adjusted to the specific group situation, utilizing age-appropriate methods in order to work with participants.

The contribution of the HANNAH project

Thanks to the multinational setup of the consortium and the different European narratives employed during the HANNAH training seminars, the project manages to promote a multi-perspective approach to raising awareness of Jewish life and on combating antisemitism. As one participant pointed out in the evaluation survey:

“Learning about antisemitic incidents, but also on the Jewish communities in Serbia, Poland, and Greece allowed me to look at history from a wider perspective- something that I will benefit from in my teaching career.”

Offering hands-on workshops on combating antisemitism was also useful to many participants, as the following statement illustrates: “As a teacher in Germany I encounter antisemitism from Muslim students that equate Jews with Israel. Your workshop helped me to debunk anti-Israeli and antisemitic stereotypes.

Using the Digital Repository of Antisemitic Narratives (DRAN) during the seminars also proved helpful to participants, as they were exchanging and discussing possible responses to debunk antisemitic statements by students.

As one of the seminar participants stated, “I learned that it is extremely important to counter these [conspiracy theories] as early as possible. The exchange with teachers from different schools, especially within Germany [...] is not something that you can do every day. [...] For me, it was very interesting to find out how other German states get along with the challenge of teaching antisemitism, how they do that, and that is something that I really appreciate.”



Further recommendations on a European level

It is advised to take into consideration expertise gathered in transnational networks such as ENCATE (European Network to Counter Antisemitism through Education) was, which was established by the Berlin, Germany-based NGO KIgA e.V. with the financial support of the German government. ENCATE's members, which include Centropa and Terraforming, are European non-profit organizations that work in the education field and are active in the fight against contemporary and historical aspects of antisemitism.

ENCATE adopts and uses the [IHRA's working definition of antisemitism](#), and conveys hands-on experience and everyday needs in the educational work countering antisemitism.

For more information, see www.encate.eu

2.2 Recommendations by Jugend- & Kulturprojekt e.V., Germany - HANNAH project coordinator

Efforts of Jugend- & Kulturprojekt e.V. – JKPeV to combat antisemitism

As part of its activities against antisemitism, JKPeV joined in 2021 the “Bündnis gegen Antisemitismus Dresden und Ostsachsen” (“Alliance against Antisemitism Dresden and Eastern Saxony”) and connected with other organisations, professionals, and institutions that combat antisemitism through education and more specifically through conferences, workshops, and awareness-raising campaigns. We participated in such events as well as gave input as to how to make such efforts more sustainable with the support of funding and the use of multimedia, and to continue the work of the Alliance against Antisemitism also the next years. The participation in public events, such as the memorial for the commemoration of the deportation of the Dresden Jews was promoted over our Social Media channels and thus widely shared with the main target group of JKPeV: young people, trainers, educators, artists and people working in the youth field and the CCSs.

In two projects, “HANNAH” and “Jüdisches Leben in Dresden” (“Jewish life in Dresden”), JKPeV has acquired extensive experience in producing documentaries and video recorded oral testimonies, which was used to foster knowledge about Jewish history, traditions and contemporary challenges of the local Jewish community as well as to counter antisemitism by encouraging contemporary witnesses to share their stories and experiences. Local experts such as historians, educators, policy makers, or civil society activists are also invited to share their knowledge, viewpoints and experiences. These video-recorded stories and documentaries involve cooperation



with local public institutions like the Free State of Saxony, the Dresden municipality, the Dresden City museum as well as civil society such as the Jewish communities of Dresden and organizations active in the field of historical and cultural education.

Strategies for countering antisemitism in Germany

The Free State of Saxony offers good practice in how to approach antisemitic crimes and attacks on the Jewish community. In cooperation with the Jewish community and civil society actors with the relevant ministries, the police, and the public prosecutors' office, in order to provide both the police authorities and the public prosecutors' offices with even more targeted information and support in their daily work in recognising and prosecuting antisemitic crimes, as well as to increase victim protection, a "Joint Guideline of the Dresden Public Prosecutor's Office and the Saxony State Criminal Police Office - Recognising and Consistently Prosecuting Antisemitic Crimes" was developed to further improve the consistent fight against antisemitism in the Free State of Saxony. The cooperation between the Jewish community and the Saxon ministries, authorities, and institutions is ongoing. We recommend a similar measure also in other German states as well as European countries.

OFEK e.V. is a non-profit association and an advice center specialising in antisemitic violence and discrimination. OFEK advises, accompanies, and supports those affected, their relatives as well as witnesses to antisemitic incidents and acts of violence. OFEK stands by the side of those seeking advice and sees its task in bringing Jewish perspectives into the social and political debate. OFEK's counseling is based on the quality standards of professional victim counseling and refers to all cases with and without criminal offenses. OFEK offers individual counseling, group formats, a nationwide hotline, and regional support in Berlin, Hesse, Baden-Württemberg, Saxony-Anhalt, and Saxony (currently under construction).

The contribution of the HANNAH project

While video recording one of the oral testimonies as part of the HANNA project, we realized the power of films to teach about the Holocaust, when the interviewee, a second-generation Holocaust survivor, shared with us that films about the Holocaust produced and shown in the GDR had a significant educational and artistic value (such as "Jakob der Lügner" or "Sterne"), especially when compared with movies from the USA. We thus recommend the use of feature films, also historical and from the different European countries for teaching different aspects of the Holocaust that are often neglected, such as how the Holocaust was depicted in various European societies after the war. This opens up new perspectives to learning about the Holocaust. The creation of subtitles, narration, or dubbing in different European languages if those are not available yet is recommended, as well as the creation of an online video platform or channel where those could be viewed. Those movies need to be given a short historical-critical introduction by film historians. Events could be held,



such as film/documentary festivals, where such films/documentaries could be shown and discussed. Public funding for such endeavors is recommended.

JKPeV produced a documentary series about the history, current life, and antisemitism as well as innovative ways to combat antisemitism through education in five cities: Athens, Dresden, Hamburg, Krakow, and Novi Sad. These documentary episodes are available online for free. JKPeV would recommend to the Ministry of Education of Saxony to include them in the curriculum of schools/education institutions with the aim of raising young people's awareness of European Jewish history, and current life, understanding what antisemitism means, and combatting it through education, culture, arts, and sport.

Jugend- & Kulturprojekt e.V. focused on culture, arts and education, successfully implemented the HANNAH national conference "Jewish Life today", in cooperation with [Centropa](#) on June 13-14 at KulturCentrale in Dresden, Germany. More than 150 guests participated in a wide range of cultural and art activities including oral history workshops facilitated by Centropa, the screening of the documentary episodes about Hamburg and Dresden produced by [Jugend- & Kulturprojekt e.V.](#), round-table discussions regarding the use of innovative tools with the aim of combatting antisemitism and of image sources to discuss and learn about antisemitism and the Holocaust. All HANNAH project results were presented such as the HANNAH online course, the oral testimonies, the Digital Repository of Antisemitic Narratives etc. giving the possibility to guests to learn more about the HANNAH project, Jewish history, culture and traditions and contemporary antisemitism. The music performance by TROJKA trio with a fresh mix of World Music, Polka, Klezmer und Rock, and the art exhibition of the Jewish artist, Marion Kahnemann, BEGEGNUNGEN – TEXTE ALS FUNDSTÜCKE familiarize local people with Jewish history, culture and arts, giving food for thought and encouraging dialogue. Such events promote Jewish history, culture and arts and give the possibility to the local community to learn and become aware.

Further recommendations on a European level

In certain events such as conferences, commemoration events, symposia and other public events that were organized by JKPeV or by other organisations, networks and alliances where the JKPeV participated, it would be highly recommended that policymakers and the authorities support such events through their active participation in order to discuss the current issues that organisations, networks and alliances have to confront with regard to antisemitism and the lack of knowledge concerning Jewish history, culture, and traditions. In addition, in order to implement and sustain projects that challenge antisemitism through education, culture, arts, and sport, funding is needed. European, local, regional, and national funds should support projects and initiatives like HANNAH in order to have a strong impact on the society on a local, regional, national, and European level and to multiply the effect of the project after the project is completed. The "Alliance against Antisemitism in Dresden and Eastern Saxony" was created with the support of a project grant by a federal



foundation (EVZ) [Foundation Remembrance, Responsibility and Future](#). The Alliance is applying again for funding in order to continue its work next year.

Sports can also offer a non-verbal form of common experience. In order to foster the acceptance of Jewish life as it exists today, sports events that include Jewish sports organisations should be supported.

Furthermore, another goal should be the fostering of Jewish life. Jewish life deserves public attention also beyond the topic of Holocaust education. The contribution of past and contemporary Jewish artists should be acknowledged and find space and support. Jewish music and theater festivals or events focusing on cinema or food should receive public support. The [Yiddish Music and Theater Week](#) (Jüdische Musik und Theaterwoche Dresden) takes place annually in October/November since 1995 in the German city of Dresden. The festival presents new contemporary Jewish culture in Europe following two criteria: Jewish culture is flourishing again in Europe and should not be always confused with Israeli culture. Jewish themes are the starting point to creating innovative performances by using interesting artistic means and dealing with more general cultural issues that also address a non-Jewish audience. The festival wants to create a new perception of Jewish issues.

2.3 Recommendations by the Jewish Museum Greece

Efforts by the Jewish Museum of Greece to combat antisemitism

The Jewish Museum of Greece, established in 1977, uses items from its collections to foster and encourage better acquaintance with a religious community through exploration and discovery of common histories and practices. The JMG strongly believes in narrating specific stories based on the museum's collections, i.e. three-dimensional objects (such as prayer books, psalms, the Torah, commentaries on Holy Texts, Kabbalah books, synagogue textiles, household objects), photographs, documents and oral testimonies. Over the last 20 years, the JMG has organized more than 35 training seminars on Jewish culture and the Holocaust for teachers, which constitute a vital basis for fighting antisemitism. JMG has hosted these seminars all over Greece under the auspices of the Ministry of Education and Religious Affairs.

Strategies for combating antisemitism in Greece

The Network for Children's Rights encourages initiatives and actions to ensure that the UN International Convention on the Rights of the Child is implemented in Greece, to guarantee respect for diversity and to put an end to discrimination. Its members



are teachers, parents, university lecturers, authors, artists and children who work on a voluntary basis both within and outside the school community.

The network's activities include the creation of an internet radio (web radio) "Dandelion", as well as the newspaper "Migratory birds", which aim at both the integration of refugees and migrants and the fight against xenophobia. Internet radio broadcasts are produced exclusively by adolescent refugees, immigrants, and Greeks. With these initiatives, the Network aims to convey the principles and values of journalism, promote intercultural dialogue, and help children exercise their basic rights, such as the right to freedom of opinion and expression.

<https://ddp.gr/gia-to-webradio-pikralida/>

The program is an initiative of the Network for Children's Rights with the support of UNHCR, the Rosa Luxemburg Foundation – Office in Greece, the Open Society Foundations, John S. Latsis Public Benefit Foundation, and the Netherlands Embassy in Athens.

The contribution of the HANNAH project

The multinational character of the consortium highlighted the European aspects of Jewish culture, during the HANNAH training seminars. Hence, the project successfully promotes a multi-perspective approach to raising awareness of Jewish life and on combating antisemitism.

In addition, through the MOOC evaluation and the training seminars' evaluation questionnaires, we realized that testimonies have the greatest impact. One of the most powerful ways of remembering the Holocaust and countering antisemitism is to listen to the voices of those who have actually experienced the Holocaust and/or postwar antisemitism. These personal stories provide us with an immediate way not only to start comprehending the complexity of the Holocaust but also to evaluate the different kinds and aspects of antisemitism.

Further recommendations on a European level

In the last quarter of a century, museums have acquired a much more active role in informal education as cultural institutions. In this digital age of rapidly spreading fake news that often promote antisemitism and Holocaust distortion, the museums have a vital role to play as institutions fighting antisemitism, xenophobia, racism and any other form of discrimination. Reinforcing this role adjusted to the new forms of technology and especially to social media is imperative.

2.4 Recommendations by the Galicia Jewish Museum Krakow, Poland

Efforts by the Galicia Jewish Museum to combat antisemitism

One of the widest programs by the Galicia Jewish Museum dealing with antisemitic myths and narratives is called “(In)Separable. Difficult Subjects in Polish-Jewish Relations”. The goal of this project, implemented in partnership with Evens Foundation, was to address and overcome key stereotypes and misunderstandings related to Polish-Jewish relations. Through a series of panel debates, some of the most recognisable Polish historians, researchers, and experts explored difficult subjects in Polish-Jewish relations and confronted the most striking misconceptions. The museum took this initiative in 2019 in order to combat misconceptions and antisemitic prejudices that determine the way Jews, and the Holocaust are perceived in Poland.

In the first edition of the project, seven-panel debates were held from March to November 2019 at the Galicia Jewish Museum:

1. Righteous or Shmaltsovniks (blackmailers)? Polish Attitudes towards Jews during the Second World War
2. Strategies of Survival: The Fates of Jews in Occupied Poland
3. Jews and Israel. The Attitudes of Jews from the Diaspora toward Israel
4. Polish Antisemitism. The Sources and Scale of Antisemitism in Polish Society
5. Catholic Church and the Jews
6. Do the Jews Rule the World? Conspiracy Theories
7. The Jews and Communism

Following the great reception of this initiative, the second series of “(In)Separable was held in 2020, dealing particularly with the emotions that Polish-Jewish relations evoke:

1. Betrayal? Anti-Polish Attitudes In Israel
2. Harm? On The Rivalry In Suffering, Commemoration, And Mourning
3. Love? Philosemitism in Poland
4. Responsibility? Jewish Heritage in Poland

The pandemic forced GJM to move the events online, but it turned out that in the online form the numbers of audience increased, and the debates had been watched by over 3,800 viewers.

In 2021, the third edition of the project took place. Each discussion stemmed from concrete visual examples, e.g. press excerpts or photography that was accompanied by information about their societal or historical context. In 2021 the debates were translated into English, which allowed the project to reach audiences all over the world.

The list of the topics in the third edition included:

1. Between Fascination and Hate. The Image of Jews in Contemporary Poland.



2. Between Auschwitz and Oświęcim. Contrary Narratives on Poland.
3. Between Silence and Propaganda. The Evolution of the Narrative on the Righteous Among the Nations in Postwar Poland.
4. Between a Monument and a Product. The Processes of Commemoration and Commercialization of Post-Jewish Spaces.
5. Between Tradition and Modernity. The Contemporary Polish-Jewish Community.
6. Between Desire and Contempt. The Historic and Contemporary Images of Jewish Women.
7. Between Us. Polish Fears in Media and Mass Culture.

The fourth edition of this project, held in 2022, is a different approach to the subjects - it brings forward films dealing with Polish-Jewish history and relations. Before each film screening, there is a short introduction by an expert, presenting the historical and social context, and the screenings are followed by a discussion with the audience.

Anti-discrimination workshops included in GJM's educational offer, available for youth and adults, are also an important part of strategies for combating antisemitism undertaken by the Museum. These activities focus on stereotypes, prejudice, xenophobic myths, and on mechanisms behind them. Explaining why people use stereotypes, believe in myths, are susceptible to conspiracy theories etc. is the key to debunking antisemitic myths. During the anti-discrimination workshops, GJM's educators use not only historical knowledge but also refer to sociological and psychological aspects. Other interesting examples in GJM's educational programme are workshops dealing with hate speech, and those focusing on fake news and propaganda in the media. This is a way to provide the participants with tools and knowledge that will help them to recognize and critically deconstruct stereotypes, myths, conspiracy theories, and antisemitic and xenophobic narratives.

Besides that, lectures and workshops on antisemitism and the Holocaust are included in GJM's educational offer for schools since 2008.

The Museum works not only with students but also with teachers and educators. The flagship project of GJM's Education Department is the "Teaching the Holocaust in Context" seminar for teachers, held regularly since 2010 (every year except 2020). More than 600 teachers from Poland, as well as Ukraine and Belarus, took part in this program that deals with Jewish history, antisemitism, and the Holocaust, providing teachers with objective knowledge, tools, and methods allowing them to teach about these subjects and challenge antisemitic myths in their local environment.

Strategies for combating antisemitism in Poland

1. 'NEVER AGAIN' Association

The Association exists to promote multicultural understanding and to contribute to the development of a democratic civil society in Poland and in the broader region of



Central and Eastern Europe. 'NEVER AGAIN' is particularly concerned with the problem of education against racial and ethnic prejudices among the young. 'NEVER AGAIN' was founded by Marcin Kornak (1968-2014), social activist, public life commentator, poet and songwriter, who lived with a physical disability. 'NEVER AGAIN' had existed as an informal group since 1992 and it was officially registered in 1996.

The major objectives of the 'NEVER AGAIN' Association include:

- raising awareness of the problem of racism and xenophobia;
- building a broad and inclusive movement against racism and discrimination, for respect, inclusivity, and diversity;
- eliminating or marginalizing racist, xenophobic and antisemitic tendencies in various spheres of life.

The wide-ranging activity of 'NEVER AGAIN' has achieved broad national and international recognition.

Since 1994 'NEVER AGAIN' has produced a regular publication in the form of 'NEVER AGAIN' ('NIGDY WIĘCEJ') magazine, providing reliable information and in-depth analysis on hate crime and on extremist and racist groups operating in Poland and in the rest of Europe.

Source: <https://www.nigdywiecej.org/en/>

2. AJCF's Academy of Anti-discrimination Education:

The Auschwitz Jewish Center in Oświęcim regularly organizes a professional development course that equips teachers with knowledge and skills to teach respect and confront hatred. During 6-weekend sessions, participants learn to identify and respond to prejudice including, but not limited to, antisemitism, homophobia, and racism.

Source: <https://ajcf.pl/en/programy/academy/>

The contribution of the HANNAH project

Comparing the first and second f2f seminar in Poland, and the way it was conducted, we can say that the second edition was much more successful on many levels and used as an example of good practice. Relying less on presentations for each module and more on the knowledge and skills of the participants brings much better results. Allowing them to discover the history on their own based on provided materials, and to reflect on it, and giving more space for the discussion had a much better effect than conducting the seminars "by the book", like in the first edition, and strictly following the guidelines. The participants of the second edition were much more interested, active, and open to discussing the problems of antisemitic narratives in their local



communities, and to learn about a wider European context, thanks to the participatory learning methods introduced during this seminar.

Combining the content of HANNAH training program, adapting, and incorporating it in GJM's particular approach turned out to be a good idea, and it can be a recommendation for others - the materials and guidelines created in this project are intended to support and help in education. At first glance, their number may seem overwhelming, so it is necessary to note that they offer the possibility of choosing, adapting, shortcuts, content selection, and adjusting to local conditions.

Further recommendations on a European level

See recommendations included in previous paragraphs.

2.5 Recommendations by Terraforming, Serbia

Efforts by Terraforming to combat antisemitism

The idea of an international format that would engage library infrastructure in education about antisemitism and teaching and learning about the Holocaust was developed after several years of Terraforming's work with library networks in Serbia. During that time, we explored ways to utilize librarians' expertise, the literature, historical records (historical photographs, newspapers, etc.), and other relevant library collections. There is an unexplored and unutilized potential for engaging libraries in education, particularly in a new environment of digital transformation of museums and the culture of remembrance. In cooperation with Europeana, the National Library of Serbia, and other experts, we proposed an International Library Platform for Education about the Holocaust that would support librarians and archivists in a new active role in education about the Holocaust and antisemitism while utilizing their specific expertise and relevant material they have access to.

As a part of a joint project by the Anne Frank House from Amsterdam, ODIHR, Serbian Ministries of Foreign Affairs, the Ministry of Education, and the Ministry of Youth, Terraforming led the team that created the Teaching material to Combat Antisemitism for use in Serbian schools. The materials are divided into three books, covering Jewish history and culture, the Holocaust, and contemporary challenges, such as contemporary antisemitism, hate speech, antisemitism, social media, Holocaust distortion, antisemitism in education, etc. The educational materials are distributed to all schools in Serbia and several teachers have been trained to use them. Terraforming continues teacher training with a focus on promoting these educational materials.



Strategies for combating antisemitism in Serbia

Unfortunately, there is no systematic, centrally organized or coordinated work on addressing antisemitism in Serbia from the side of the state. In education, teaching and learning about the Holocaust is usually mistaken as sufficient substitute for teaching about antisemitism. There are several CSOs that contribute excellent projects, materials, and training about the Holocaust, that only partially deal with antisemitism, and usually the historic antisemitism in the past. However, individual NGOs are active in the effort to combat antisemitism. For example, Haver Serbia is an NGO that works mostly with youth, that promotes a diverse and inclusive society by presenting Jewish culture and history and facilitating intercultural dialogue, including a dialogue between the Jewish community and the majority population.

The contribution of the HANNAH project

Terraforming appreciated working on the oral history interviews during the HANNAH project. In communication with the Jewish community of Novi Sad, we reached out to several seniors who could tell us more about their parents who survived the Holocaust. Very soon, we realized that their personal experiences as second-generation Holocaust survivors have a significant value and a substantial potential for use in education. We continued filming interviews with the second generation to capture and preserve these narratives. Further, they participate in our educational seminars with teachers, archivists, and librarians. In direct dialogue with the participants, they discuss their life experiences and answer questions.

When the first-generation survivors are almost gone, we recommend focusing more on the second generation, particularly through direct encounters in educational settings. Also, we recommend filming interviews to preserve the testimonies about life after the Holocaust and life with survivors.

Further recommendations on a European level

Holocaust distortion and antisemitic myths and propaganda are being introduced to young people mostly online through various social media channels. To address this rising problem, we recommend creating cross-disciplinary teaching resources that will combine media literacy with teaching about antisemitism and new-media content design.

3.0. Conclusion



Antisemitism and the proliferation of antisemitic myths and stereotypes remain a challenge for European society today. The HANNAH project's partners have all been previously active in increasing awareness of Jewish life, culture, and history in their work, which they believe is a first step to combat antisemitism. However, awareness and education to raise attention to Jewish life and the contribution to European culture must not stand alone - policymakers on both local, national, and European levels are encouraged to increase attention to tools and measures to fight antisemitism and integrate them as standard practice.

Specifically, measures to raise awareness of and combat antisemitism must take into account the modern media landscape, in which much opinion-sharing and social interactions occur in the digital sphere. This makes both a digital approach to tracing and recording antisemitic expression necessary, as well as mandating measures that act against hate speech online.

Measures must also consistently attempt to engage all sectors of society, including across socio-economic backgrounds and age groups. Encouraging education to be carried out by different institutions and organizations (for example schools, museums, libraries, and archives) will hopefully reach many segments of society.

To fight against antisemitism effectively, measures taken must occur both on a local (or national) level, taking into consideration the specific situation on the ground. However, to build a strong European community in which Jewish life and appreciation and awareness thereof are essential, supra-national networks and partnerships that share the same goal of combating antisemitism must also be strengthened. One of the measures to do this is to ensure long-term funding to enable continuous monitoring and impact.

Furthermore, a network such as the Hannah project consortium can pool their respective expertise to develop useful outputs to recognize, raise awareness of, and combat antisemitism. Such products created within the consortium include materials such as an online course, documentary films, oral history interviews, and educational graphic novels but also tools such as the Digital Repository of Antisemitic Narratives and forums such as the Facebook Virtual Community. We hope these resources will be noticed and believe they can be beneficial for policymakers in creating strong, resilient measures against antisemitism.