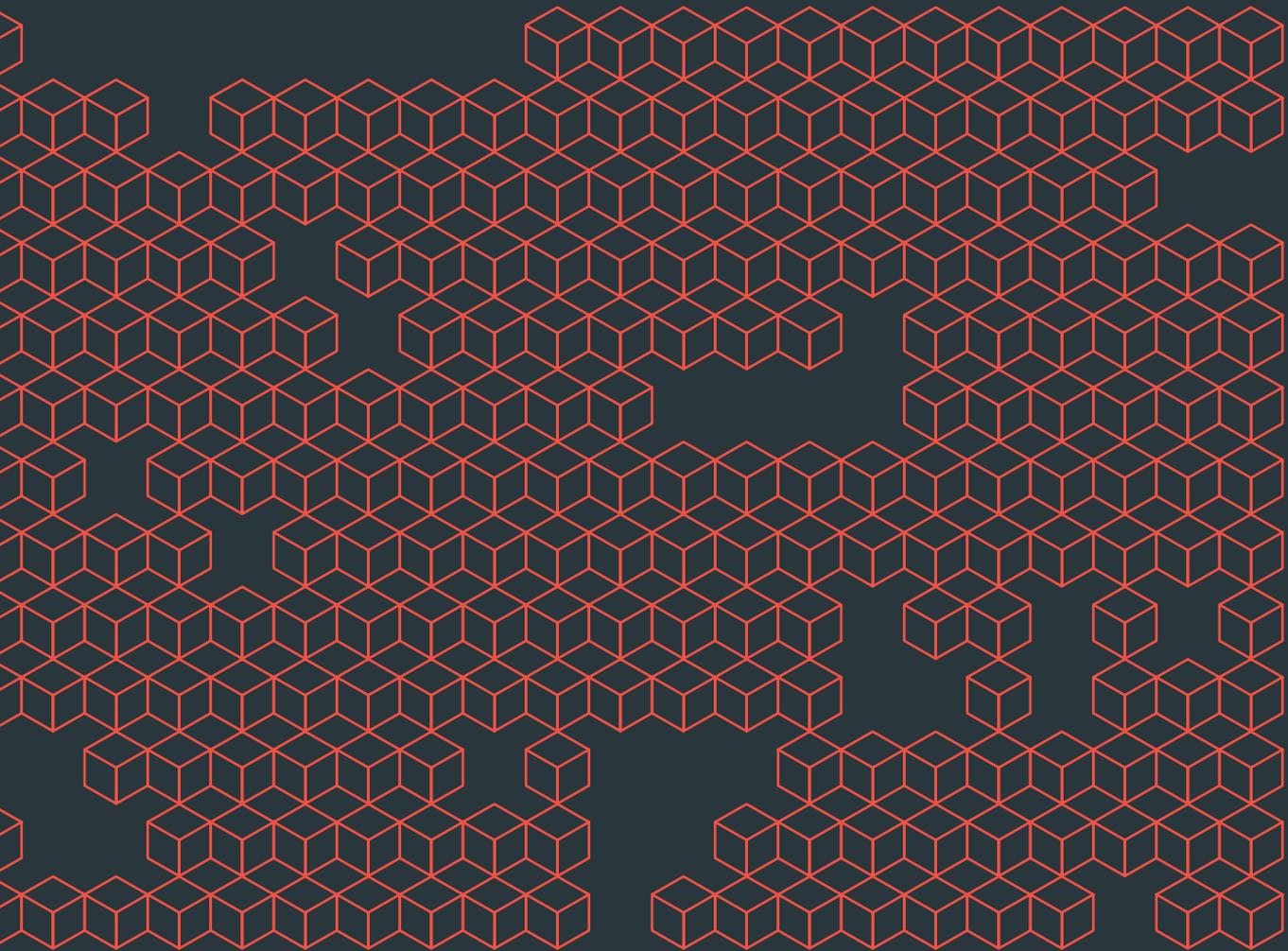


# INTERNATIONAL LIBRARY PLATFORM FOR EDUCATION ABOUT THE HOLOCAUST



With the support of the International Holocaust Remembrance Alliance IHRA; the The Anne Frank House; the Austrian Federal Ministry of Education, Science and Research; the National Fund of the Republic of Austria for Victims of National Socialism; and the Ministry of Foreign Affairs of the Republic of Serbia;

A PROJECT DEVELOPED BY

**TERRA FORMING**

In cooperation with:  
EUROPEANA FOUNDATION; HOLOCAUST MEMORIAL CENTRE FOR THE JEWS OF MACEDONIA; THE ANNE FRANK HOUSE; NATIONAL LIBRARY OF SERBIA;  
and experts from Austria, Germany, Israel, Netherlands, North Macedonia, Poland, Serbia, Spain, the UK, and the USA;

a project by  
**TERRAFORMING**  
 Novi Sad, Serbia  
[www.terraforming.org](http://www.terraforming.org)

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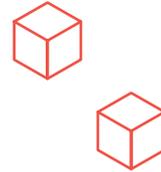
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[www.annefrank.org](http://www.annefrank.org)

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and participating institutions and experts from Austria, Germany, Israel,  
 Netherlands, North Macedonia, Poland, Serbia, Spain, the UK, and the USA



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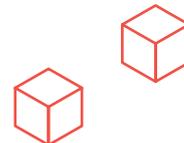
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INTERNATIONAL  
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**anne frank house**

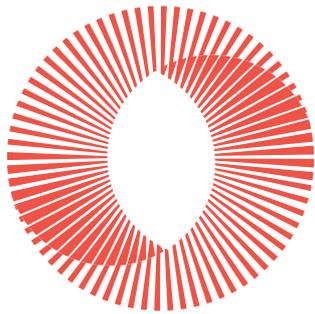


**NATIONAL FUND**  
 OF THE REPUBLIC OF AUSTRIA FOR VICTIMS OF NATIONAL SOCIALISM

**Bundesministerium**  
 Bildung, Wissenschaft  
 und Forschung



Republic of Serbia  
 Ministry of Foreign Affairs



# INTERNATIONAL LIBRARY PLATFORM FOR EDUCATION ABOUT THE HOLOCAUST

Presentation of the concept as a summary of discussions and exchanges between librarians, archivists, teachers, historians and international experts that took place during the project activities, in particular the concluding international seminar at the National Library of Serbia in Belgrade in December 2018.

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Terraforming 2018-2019

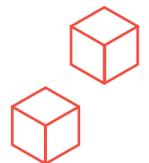


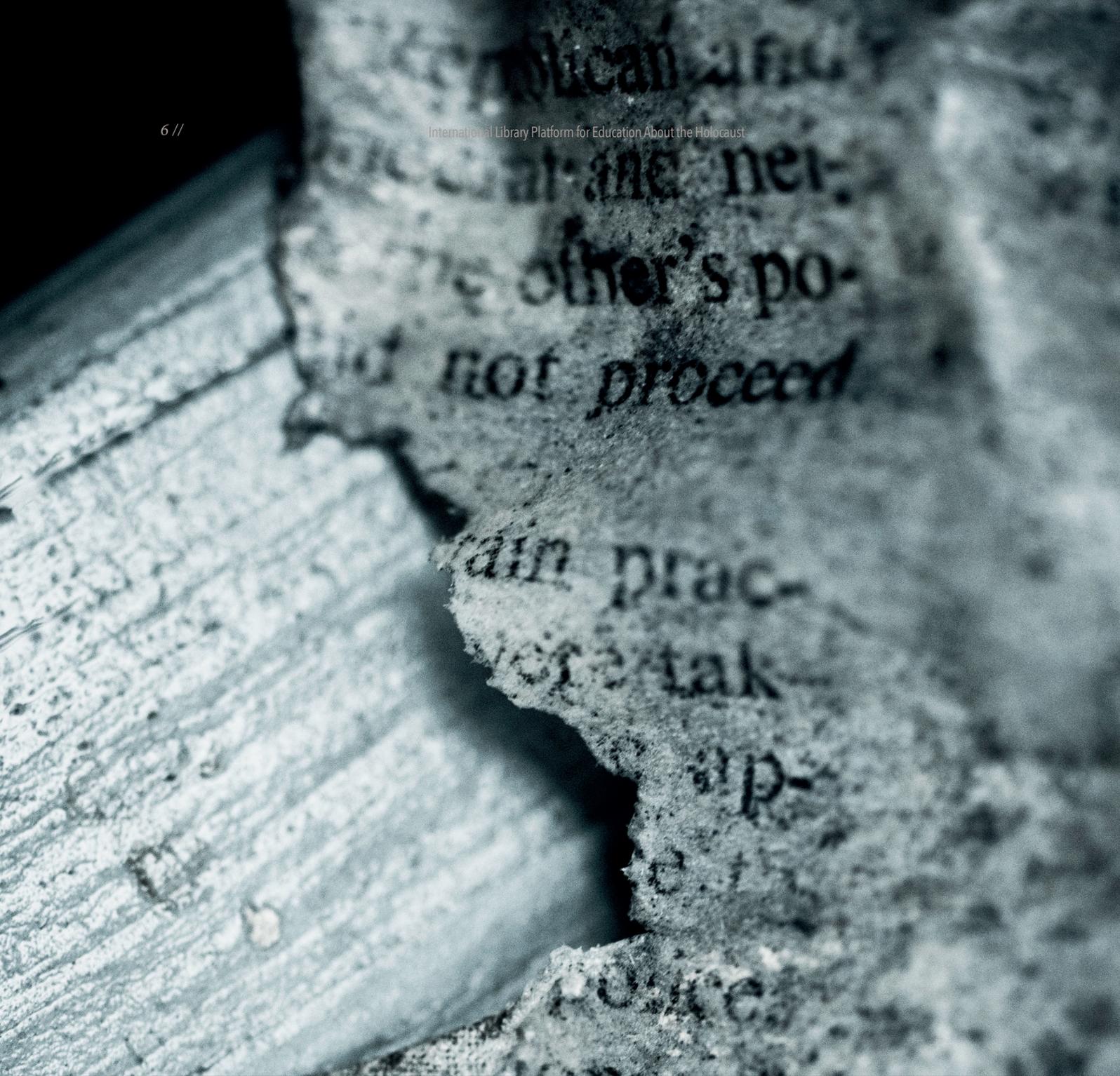
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*“The Holocaust (Shoah) fundamentally challenged the foundations of civilization. The unprecedented character of the Holocaust will always hold universal meaning.”*

From the Declaration of the Stockholm International Forum on the Holocaust, 27-28 January 2000.

”

*The Holocaust is a unique historical event that must stand alone, as any other historical horror must stand alone, and not serve as some measure of another horror. Yes, maybe the mechanisms of the crimes are the same, but circumstances are always different, and I was, in fact my narrator was, interested in an attempt to explore what could have forced Götz and Meyer, who are real and not fictional characters, to become cold-blooded murderers. Everybody, of course, can interpret the book as he wants, but for me there is only a story about a mobile gas chamber and the concentration camp at Sajmište in Belgrade.*

**David Albahari, author,  
talking about his novel "Götz and Meyer"**

*(From the interview published in the Canadian Slavonic Papers/Revue canadienne des slavistes  
Vol. L, No. 1-2, March-June 2008, Damjana Mraović-O'Hare)*

# Introduction

*There is an unexplored and unutilized potential of libraries and librarians in teaching and learning about the Holocaust, particularly given today's digital transformation of museums, cultural heritage and culture of remembrance. We must open existing teacher-training infrastructure for other multipliers, such as librarians and archivists, and prepare them for new, active roles in education about the Holocaust while utilizing their specific expertise, organizational structures and facilities, and the Holocaust-related material to which they have access.*

The project “International Library Platform for Education About the Holocaust” proposes a new strategy for engaging libraries and library infrastructure in education about the Holocaust, to inspire and stimulate important international stakeholders, institutions and experts, and as a next step, to initiate a collaborative platform of international resources for Holocaust education centered around librarians and libraries, their networks and resources.

We don't intend to offer all the answers. Our goal is to present a strategy that, after successful application in the field of Holocaust education with libraries and library networks in Serbia for several years, we strongly believe should be taken to the international level. There are many questions and challenges that still need to be addressed, depending on various local and regional factors, but I am proud to say that after we presented and discussed our idea, many world-renowned experts are intrigued and excited about it.

Between December 2017 and December 2018 we arranged a series of activities in order to present and discuss the idea with stakeholders from different countries, practitioners, theoreticians, professionals and experts in relevant fields: from librarians to teachers, from historians to archivists, from experts in Holocaust education to survivors, from policy makers in culture and education to international centers for teacher trainings, from designers of the new European infrastructure of digital humanities to Holocaust memorial centers and museums. All would play important roles in realizing the proposed strategy; it was very important to hear their responses and ideas.

This publication reflects the exchanges of ideas between project participants, experts and relevant stakeholders that occurred during preparations for project activities and/or during project events, sometimes in the form of online conference calls, sometimes as public debates. The most important source is the final expert seminar, “Librarians and archivists and the new international resources for teaching and learning about the Holocaust,” held 13 December 2018 at the National Library of Serbia in Belgrade.

There, we discussed four aspects of our proposition: 1. Unexplored and unexploited potentials of libraries and librarians in Holocaust education; 2. How to engage libraries and librarians in this field; 3. What new perspectives and opportunities this proposition would bring on an international level; and finally, 4. How to put this idea into practice.

In order to better illustrate the way the proposed concept was developed, as well as the questions and dilemmas we faced in the process, we shaped the publication around the topics and discussions we had during the final seminar in Belgrade, combining our text with citations from seminar participants. In addition, we conducted short interviews with some of the experts in order to better represent their argumentation and standpoints.

I would like to thank project partners and all other organizations that participated and contributed to the project, making this a truly joint effort: Europeana Foundation, the Anne Frank House, Holocaust Memorial Centre of the Jews from Macedonia, and National Library of Serbia,

the Arolsen Archives, Yad Vashem, Errinern.at, Vienna University Library, Foundation Humanity in Action, Historical Archive of the City of Novi Sad, and University Library of Belgrade. Special thanks goes to institutions that funded our project: International Holocaust Remembrance Alliance (IHRA), the Anne Frank House, the Austrian Federal Ministry of Education, the National Fund of the Republic of Austria for Victims of National Socialism, and the Ministry of Foreign Affairs of the Republic of Serbia.

I also would like to thank Jenny Sedov, Deputy Head of Mission, Embassy of Israel to the Republic of Serbia; Sabine Kroissenbrunner, Deputy Head of Mission, Embassy of the Republic of Austria; Dorothea Giesemann, Deputy Head of Mission, Embassy of the Federal Republic of Germany; Jasmina Sinadinović, Ministry of Foreign Affairs of the Republic of Serbia; and Jagoda Stamenković, Ministry of Culture and Information of the Republic of Serbia; for their support and their participation in the seminar in the National Library of Serbia in Belgrade.

Our deepest gratitude goes to a special group of people, experts and professionals, for investing their time, knowledge and experience to consider, discuss and improve our ideas; for their support; and for their friendship (*in alphabetic order*): Dr. Akim Jah, Biljana Albahari, Prof. Doyle Stevick, Dr. Dragana Milunovic, Goran Sadikarijo, Ivan Obradović, Jan Erik Dubbelman, Dr. Marta Simo, Masha Yonin, Dr. Milan Koljanin, Monika Mazur-Rafał, Prof. Nevena Daković, Olivia Kaiser, Paul Salmons, Richelle Budd Caplan, Dr. Robert Rozett, Rosvita Krajnović, Sara Pećanac, Dr. Vasilije Milnović, Victor-Jan Vos, Dr. Werner Dreier.

Finally, I would like to thank Dr. Vera Mevorah and Sandra Svetlica for all the hard work they invested in the project, as well as Dr. Dawn Skorczewski and Toby Axelrod for proofreading and trying to make sense of our English.

And most of all, I would like to thank Nevena Bajalica, co-founder of Terraforming, my wife, coworker and friend, for her invaluable

contribution, understanding and support, and for taking on such a brave fight and winning against a serious disease just as we were working on this project.

### **Miško Stanišić**

*Co-founder & Director of Terraforming,  
Author of the project concept*



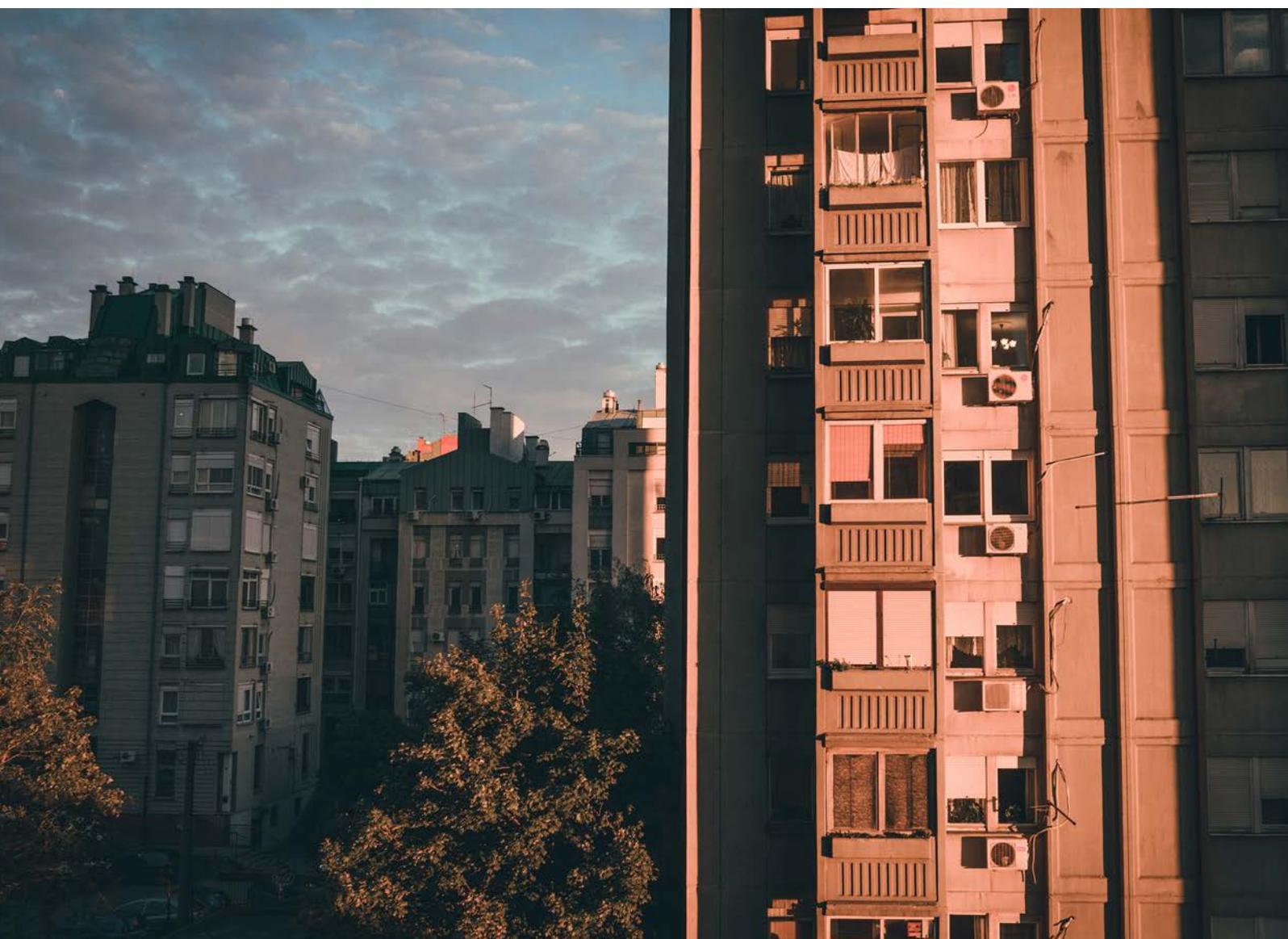
**The project "International Library Platform for Education about the Holocaust" is developed and managed by Terraforming.**

Terraforming is an independent, non-governmental and nonprofit organization from Novi Sad in Serbia, with branches in Amsterdam and Stockholm, and with partners, contributors, associates and project activities all across Europe. Since it was founded in 2008, Terraforming has been committed to promoting and improving teaching and learning about the Holocaust, and combating antisemitism, antigypsyism and other forms of xenophobia.

Terraforming develops educational methodologies and teaching materials, combining best practices in contemporary pedagogy with new-media technologies while facilitating multidisciplinary cross-sectoral international project cooperation and exchange.

**TERRA  
FORMING**

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# YEHUDA BAUER GRANT

awarded for outstanding project proposal submitted under IHRA's Grant Strategy

*The project "International Library Platform for Education about the Holocaust" is awarded the annual Yehuda Bauer Grant by the International Holocaust Remembrance Alliance IHRA.*

*IHRA awards this honor annually to an outstanding project proposal submitted through IHRA's Grant Programme. The recipient of the Yehuda Bauer Grant is selected by the Funding Review Committee from among all proposals recommended to IHRA's member country delegations for funding.*



*In light of its excellent quality, its highly multilateral dimension and efforts to establish an international cooperation using existing infrastructure among a rarely targeted group, it was decided to award this project with the Yehuda Bauer Grant in 2016.*

– the IHRA Funding Review Committee



Professor Yehuda Bauer, Honorary Chairman to the IHRA, and Nevena Bajalica and Miško Stanišić, co-founders of Terraforming.

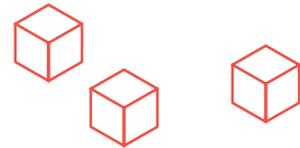




## International Platform

**In this context, the international platform represents a set of shared methodologies and goals, and a sustainable long-term coalition building between relevant stakeholders and experts towards broader engagement of libraries, library networks, and librarians in teaching and learning about the Holocaust.**

In the first phase, we worked on analyzing the existing infrastructure and expertise, creating an international expert team, establishing international partnerships and multilateral cooperation between various libraries, and developing a conceptual framework for the next steps.



## The idea

The idea of an international library platform that would serve to engage library infrastructure, professionals, literature and Holocaust-related library collections in teaching and learning about the Holocaust arose after several years of Terraforming's work promoting this topic with library networks in Serbia.

The project aims to create a contextual, pedagogical, and technical framework for a collaborative platform of international resources for Holocaust education in the evolving cultural heritage infrastructure of digital humanities, targeting national, academic, public, school and special libraries, library networks, and librarians as professionals and experts in their field.



# In focus

## Libraries and librarians in teaching and learning about the Holocaust:

- Reinventing the pedagogical role of libraries in this context – engaging librarians as multipliers and guides to information;
- Involving the existing library infrastructure, collections, professionals and networks in Holocaust education and commemoration;
- Identifying, safeguarding and sharing the local Holocaust records and narratives;
- Exploring innovative ways of using literature as starting point in teaching and learning about the Holocaust;

## Education about the Holocaust in the information age:

- Identifying and utilizing new opportunities and potentials for education about the Holocaust in the evolving cultural heritage infrastructure in digital humanities;
- Creating strategies for teaching and learning about the Holocaust in a new environment of digital transformation of museums, libraries and archives;
- Shaping the future of a digital culture of remembrance;
- Preparing for a world without Holocaust survivors;
- Transferring knowledge about the Holocaust in the post-truth era, and preventing and addressing denial, distortion and manipulation of history;
- Introducing local histories, experiences and narratives of the Holocaust to wide international audiences:
  - ▶ Recognizing and exchanging the shared and specific local narratives;
  - ▶ Better understanding of the local particularities of the Holocaust in the wider European context;
- Identifying and safeguarding records of the Holocaust;
- Identifying Holocaust-related literature and other works in traditional and new media formats, and employing it in education about the Holocaust;



# The genesis of an idea: from libraries in Serbia to the international library platform for Holocaust education

## Memorial days as a context and literature as a starting point for further learning: Introducing libraries as places for learning about the Holocaust

*The Days of Remembrance Project* was based on contributing educational content to Memorial Days commemoration activities – an educational concept built on cooperation between schools and libraries during relevant memorial days, based on Holocaust-related literature as starting points for better understanding of historical context.

*Partners: Terraforming, the Anne Frank House, National Library of Serbia. Supported by the International Holocaust Remembrance Alliance IHRA & the Anne Frank House.*



2013 - 2015

## Librarians as educators – Building a network among librarians and teachers

Designed as an educational workshop for use in libraries, the traveling exhibition “*Reading and Writing with Anne Frank*,” originally developed by the Anne Frank House experts, was translated and managed in Serbia by Terraforming. Since 2015 it has been on tour continuously, hosted in more than 55 venues and more than 40 cities around Serbia. It has been used to introduce and promote education about the Holocaust, and to create a sustainable network among Serbian librarians and teachers.



2015 - ongoing

*Partners: Terraforming, the Anne Frank House. Supported by the Anne Frank House.*

## Archival documentation in education – Reconstructing the pre-war life of Belgrade Jews through archival records, new media and graphic novel in education about the Holocaust

By taking the Holocaust in Serbia as a starting point during six public events in Serbia, Sweden and the Netherlands, the project “*Escalating into Holocaust*” gathered international experts to present and discuss the broader European aspects of the Holocaust as a shared European narrative. Historical Archives of Belgrade developed a database of the Jewish victims killed at concentration camp at Sajmište.

*Partners: Historical Archives of Belgrade, Terraforming, Center for Holocaust Research and Education, NIOD Institute for War, Holocaust and Genocide Studies, University of Rijeka.*

*Supported by EACEA - Europe for Citizens Programme, Ministry of Culture and Information of the Republic of Serbia, and the City of Belgrade.*



2016 - 2017



2016 - ongoing

### Original teaching concept and a collection of educational graphic novels about the Holocaust based on archival records, historical documentation, true events and personal stories

*Ester* is a collection of graphic novels and a teaching material, its most important feature being a series of dramatized and illustrated stories about the young Holocaust victims who perished in the concentration camp Judenlager Semlin at Sajmište in Belgrade. It is created as a reconstruction and dramatization of history based on available fragments of personal stories, archival records and historical documentation. Its original educational concept is based on investigative tasks for students, learning at authentic locations and exploring archival records available online. It also offers rich new media content including maps and historical photographs.

Concept and production: Terraforming.

Supported by OSCE/ODIHR Words into Action to Address Antisemitism.

### Manual on use of graphic novels, literature and archival materials in education about the Holocaust

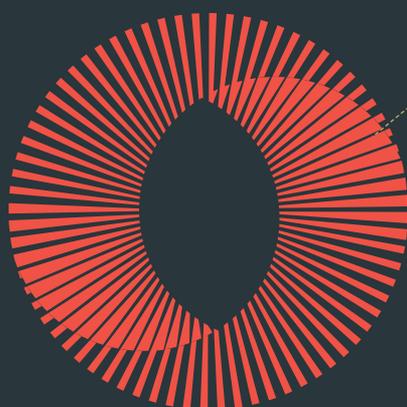
A manual based on the educational concept and the collection of graphic novels *Ester* targets schoolteachers, librarians, archivists, and other potential multipliers. It is intended to serve as a guide for addressing a range of challenges and dilemmas when using graphic novels, literary texts and archival resources for teaching and learning about the Holocaust and addressing antisemitism, and is applicable to other, similar resources. The publication, which is available for free download or as a 64-page book, was part of efforts to sustainably incorporate the *Ester* teaching material into training programs for teachers, librarians and archivists, while contributing new methodologies for cooperation between these professionals.

Partners: Terraforming, UDI Euroclio.

Supported by OSCE/ODIHR Words into Action to Address Antisemitism.



2018 - ongoing



### Building the project coalition

The idea of bringing the practices from Serbia to an international level, generating a platform that would engage library infrastructure in Holocaust education, emerged after several years of work and is built on experiences from the field, direct work with libraries and librarians, and positive feedback from librarians, teachers, historians, survivors and other stakeholders. We decided to reach out to Europeana, the Anne Frank House, the Holocaust Memorial Center for the Jews of Macedonia and the National Library of Serbia, as well as other institutions and experts.



# Project activities

## Training Seminar in Yad Vashem

A training for archivists and librarians from Serbia was organized in Yad Vashem from 4-11 December 2017, in cooperation between Yad Vashem International School for Holocaust Studies, Yad Vashem Libraries, Yad Vashem Archive, and Terraforming. It included participants from the National Library of Serbia University Library Belgrade, Belgrade City Library, Matica Srpska Library, University Library Novi Sad, Subotica City Library, Zrenjanin City Library, Military Archives of the Republic of Serbia, Museum of Genocide Victims, Historical Archives of Belgrade, Historical Archives of the City of Novi Sad, Historical Archives of Subotica, and Archives of Vojvodina. It was a first in many ways, aiming to explore different ways to reach archivists and librarians. The training program combined professional development with the introduction of basic concepts of Holocaust education.



Dec. 2017

## Seminar in Novi Sad: Libraries, Archives and Remembrance in Contemporary Teaching and Learning about the Holocaust



Feb. 2018

The first international seminar "Libraries, Archives and Remembrance in Contemporary Teaching and Learning about the Holocaust" was organized in cooperation with the Historical Archives of the City of Novi Sad and the Arolsen Archives in February 2018, as a follow-up to the initial seminar in Yad Vashem. A key element of the seminar was the presentation on "Documentation research – memory shaping: archival collection about the Holocaust in the Arolsen Archives and its use in education" and practical workshops with librarians led by the Arolsen Archives experts.

## Seminar in Belgrade: Libraries, Archives and Remembrance in Contemporary Teaching and Learning about the Holocaust

The second international seminar in the series "Libraries, Archives and Remembrance in Contemporary Teaching and Learning about the Holocaust" was organized in cooperation with the University Library in Belgrade, the Arolsen Archives and Yad Vashem in April 2018. The key speakers were Dr. Naama Shik, director of the e-Learning Department at the Yad Vashem International School for Holocaust Studies, who presented "Return to life in Holocaust literature," and Dr. Akim Jah from the Arolsen Archives, with his presentation on "Displaced Persons in the Aftermath of the Holocaust and Nazi Forced Labor." Workshops for librarians and archivists focused on the use of archival documentation in education.



April 2018



**April 2018**

### **Libraries, archives and survivors' testimonies in educational settings**

The event organized in cooperation with the University Library of Novi Sad, the Historical Archives of the City of Novi Sad and Yad Vashem consisted of two parts. First there was a lecture by Dr. Naama Shik, "Jewish Women In Auschwitz Birkenau," and a discussion on the topic, arranged for librarians and history students at the University Library of Novi Sad. In the second part, at the Historical Archives of the City of Novi Sad, we met with a Holocaust survivor from Novi Sad, Chava Tibor, who immigrated to Israel after the war. It was arranged as a moderated interview and was filmed in front of a small audience. One aim of this meeting was to look at how local archives could collect survivor's testimonies using simple means.

### **Seminar at the National Library of Serbia: Serbian libraries in the international library network for learning about the Holocaust**

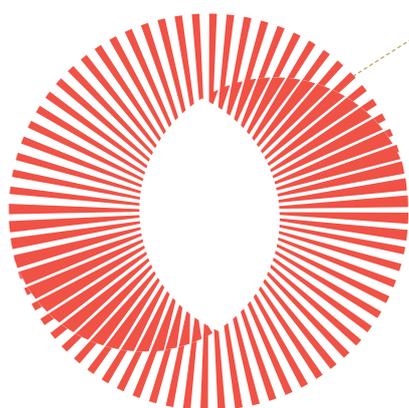
The seminar participants were directors of regional libraries and heads of library collections from the Serbian national library network. The main focus was on identifying Holocaust-related materials in library collections, and best practices in sharing such materials on the regional, national and international level. The key speakers at the seminar were Dr. Milan Koljanin, senior researcher at the Institute for Contemporary History in Belgrade, and Biljana Albahari, senior bibliographer at the National Library of Serbia.



**Dec. 2018**

### **The Final International Seminar in Belgrade**

The final seminar at the National Library of Serbia gathered experts from Austria, Germany, Israel, the Netherlands, North Macedonia, Poland, Serbia, Spain, the UK and the US to discuss the proposed concept of international library cooperation on Holocaust education. Over two days, we discussed various aspects, benefits, challenges and ways in which this concept could complement, contribute to and improve contemporary Holocaust education. This publication is based mainly on the discussions and exchange of ideas generated by this event.



**Dec. 2018**



## Participants of the seminar “Librarians and Archivists and the New International Resources for Teaching and Learning About the Holocaust”



(from left)

- **Nevena Bajalica**, Terraforming, RS
- **Paul Salmons**, independent curator and education consultant, UK
- **Monika Mazur-Rafał**, Humanity in Action Foundation Poland, PL
- **Dr. Vasilije Milnović**, Belgrade University Library, RS
- **Biljana Albahari**, National Library of Serbia, RS
- **Jan Erik Dubbelman**, Anne Frank House, NL
- **Sandra Svetlica**, Terraforming, RS
- **Dr. Dragana Milunović**, National Library of Serbia, RS
- **Dr. Akim Jah**, The Arolsen Archives, DE
- **Dr. Robert Rozett**, Yad Vashem, IL
- **Prof. Nevena Daković**, University of Arts Belgrade, RS
- **Prof. Doyle Stevick**, College of Education, University of South Carolina, US

## 13<sup>th</sup> December 2018, National Library of Serbia in Belgrade



- **Victor-Jan Vos**, Europeana Foundation, EU
- **Dr. Vera Mevorah**, Terraforming associate, RS
- **Dr. Werner Dreier**, \_erinnern.at\_, AT
- **Olivia Kaiser**, Vienna University Library, AT
- **Goran Sadikarijo**, Holocaust Memorial Centre for the Jews of Macedonia, MK
- **Miško Stanišić**, Terraforming, RS
- **Dr. Marta Simo**, Autonomous University of Barcelona, ES
- **Dr. Milan Koljanin**, Institute for Contemporary History in Belgrade, RS
- **Ivan Obradović**, National Library of Serbia, RS *(not in the photo)*

# 1 Unexplored and unutilized potentials of library infrastructure in teaching and learning about the Holocaust

The freedom to “seek, receive and impart information and ideas through any media and regardless of frontiers” is an integral part of the fundamental right of freedom of expression, as recognized by Resolution 59 of the UN General Assembly (1946), as well as by Article 19 of the Universal Declaration of Human Rights (1948).

Technological advances, especially the spread of Internet access, have radically improved means of communication and access to information. Access to information and knowledge enable individual citizens, communities, and citizen's organizations to fully participate in the democratic process. High

quality, open culture coupled with cutting-edge technology is transformative and will lead to both social and economic innovations.

This brings new challenges, too. Anti-democratic forces have learned to play the game and skillfully use the technological advances of the Digital Age to spread hate speech, disinformation, “fake news,” distortion of history, subtle or open antisemitic propaganda, to mention just some of the problems.

The European Union is investing in the Digital Europe Programme in order to shape and support the digital transformation of Europe's society and



economy. It is focused on building the strategic digital capacities of the EU and on facilitating the wide deployment of digital technologies, to be used by citizens and businesses, boosting investments in supercomputing, AI, advanced digital skills, and ensuring a wide use of digital technologies. Digital cultural heritage is an important part of this development.

### Libraries in the 21st century

Through an expansion of services to include free Internet access, audio files, movies and eBooks, public libraries are more popular than ever, becoming cultural centers of a community and the place to go for digital information. While maintaining areas for quiet individual study, the public library now provides spaces for collaborative work as well. The library's new role is to be a learning and knowledge center for users as well as an intellectual commons where people and ideas interact in both the real and virtual environments to expand learning and facilitate the creation of new knowledge – a pillar of the Lifelong Learning concept and goals. Libraries are also essential to the new digital humanities infrastructure. Working with, preserving, safeguarding and providing access to cultural heritage is at the core of the work of libraries.

Properly trained, librarians would be able to identify, preserve and put into educational use their Holocaust-related cultural heritage – historical documents, literature, digital and traditional collections, as well as other relevant resources available in libraries – and engage us as multipliers and partners in Holocaust education. This is what our proposition is all about.

## Teaching and learning about the Holocaust

“Teaching and learning about the Holocaust” is an umbrella term for the field encompassing formal and informal education settings, frameworks, methodologies and research on Holocaust education around the world. It explores topics of history, memory, genocide, victims, perpetrators and bystanders, responsibility, trauma, educational methodologies, etc.

Contemporary Holocaust education promotes multidisciplinary approaches in subjects such as civics and citizenship, social studies, literature, law, philosophy, religion, science, music, and the arts. In times of the growing importance of digital citizenship skills, when information technology is increasingly fundamental for engagement in society, politics, and government, teaching and learning about the Holocaust, too, must be incorporated in media and media literacy education.

Key actors in this field seek ways to improve and implement effective Holocaust education by integrating it into various environments.

*We pledge to strengthen our efforts to promote education, remembrance and research about the Holocaust.*

**From the Declaration of the Stockholm International Forum on the Holocaust, 27-28 January 2000.**



# 1.1 Library = Education

## Library as a center for teaching and learning about the Holocaust

### OVERVIEW

- ▶ LIBRARIES AS RESPONSIBLE AND AUTHORITATIVE SOURCES OF INFORMATION;
- ▶ THE LIBRARY AS A TRADITIONAL LEARNING SPACE – A NATURAL PLACE FOR EDUCATION ABOUT THE HOLOCAUST;
- ▶ OPPORTUNITIES TO EXPLORE LOCAL HISTORIES;
- ▶ LIBRARIES AS AGENTS OF CULTURAL MEMORY;
- ▶ WIDENING THE SCOPE OF TEACHING AND LEARNING ABOUT THE HOLOCAUST;
- ▶ NEW PROGRAMS AND OPPORTUNITIES FOR LIBRARIES AND LIBRARIANS;
- ▶ NEW OPPORTUNITIES FOR FURTHER LEARNING ABOUT AND DEEPER UNDERSTANDING OF THE HOLOCAUST;
- ▶ NEW TARGET GROUPS FOR EDUCATION ABOUT THE HOLOCAUST

The library is a traditional cultural space intended for learning, collecting and storing knowledge, as well as for cultural events. Local public libraries play especially important roles in the cultural lives of local communities. As *Olivia Kaiser* points out, “The library is a meeting point visited both by students and the public at large”. All of this makes libraries natural partners in education about the Holocaust.

#### Reliable sources and trusted places of information

Libraries offer opportunities to further explore the local history. *Prof. Doyle Stevick* frames this well: “Libraries are wonderful guides to sources, to multiple perspectives that are legitimate, to screening out problematic sources. These windows into local history are often unexplored, and where students can make their own discoveries. So in places directly or indirectly impacted by the Holocaust, students and others can explore those local histories and reveal things, original research that no one else has done.”

One of the main challenges of the new information society, in the world of fake news and the endless stream of information, is to

secure responsible and authoritative sources. As *Miško Stanišić* points out: “The library is still a trusted place of information, where librarians as professionals can offer reliable sources and guide you through information. It is one of the most important dimensions of this entire idea.”

#### Librarians are gatekeepers with the task to keep doors open

One of the main obstacles in teaching about the Holocaust in schools is lack of time and limited space in curricula dedicated to this topic. Libraries can contribute to learning unrestricted by time, offering a depth and scope of knowledge limited only by the level of a student's spirit of inquiry and sense of curiosity. Leaning on the knowledge introduced in schools in the framework of the regular school program, libraries can provide the space, opportunity and resources for further exploration and deeper learning about the Holocaust in ways otherwise impossible to implement in schools.

Engaging libraries we can involve new target groups in education about the Holocaust. Learning about this history should not target primary and secondary school students only, but



International seminar "Librarians and Archivists and the New International Resources for Teaching and Learning About the Holocaust" at the National Library of Serbia in Belgrade, December 2018

can turn towards much wider audiences and all age groups. Existing infrastructure and library networks should play a crucial role in this process. **Jan Erik Dubbelman** said: "I think learning is not constricted to school. It's not like school is the only place where you learn, or where you learn about history, or where you develop an interest. The family is important, in particular with young people both in what kids want to think about and want to learn about and how they develop their attitudes. For teenagers their friends are important. And of course, with the average life expectancy of 80-85, after school you have 60, 65, 70 years of learning. So both before, next to and after school there's a lot of learning going on."

***I can't understand how one can learn about the Holocaust without going to a library and an archive. If we talk about students in secondary schools, we should teach them how to interact with libraries and archives when questions arise, particularly on a deeper level, and seek answers and deeper knowledge. These are very useful and important skills for everyone, and particularly for future researchers. For me it is essential. In my case, I wouldn't be able to do what I did on my PhD without libraries and archives.***

**Dr. Marta Simo**

Expert in the field of the Holocaust memorialization, education, and Jewish identity, specialized at the Autonomous University of Barcelona, the Jagiellonian University of Krakow, and Moscow State University



## 1.2 Literature as a starting point for teaching about the Holocaust

### OVERVIEW

- ▶ LITERATURE – INSEPARABLE AND LEGITIMATE PART OF THE NARRATIVE ABOUT THE HOLOCAUST;
- ▶ LITERATURE – POWERFUL SOURCE FOR LEARNING ABOUT THE HOLOCAUST;
- ▶ UNIQUE INSIGHT INTO LIVES AND MINDS OF DIFFERENT PROTAGONISTS OF THE HOLOCAUST;
- ▶ INSIGHT INTO THE CONSEQUENCES, AFTERMATH, REVIVAL OF LIFE AND POST-HOLOCAUST GENERATIONS

The Holocaust is a complex subject. Its scope and cruelty is often difficult to grasp and understand. The Holocaust has confounded philosophers, theologians, psychologists, criminologists and social scientists for decades. Elie Wiesel explains: “Ask any survivor and he will tell you, and his children will tell you. He or she who did not live through the event will never know it. And he or she who did live through the event will never reveal it. Not entirely. Not really. Between our memory and its reflection there stands a wall that cannot be pierced.”

Art created by victims and survivors during the Holocaust, or much later, helps us illuminate its deeper layers and its consequences. It helps us think about the Holocaust in new ways, and to make sense of the multiple histories and complexity of a phenomenon that changed the world.

#### **The human aspect is central in education about the Holocaust**

Teaching about the Holocaust is not only a matter of teaching facts. In order to comprehend those facts, we need to cultivate empathy and sensitivity. Teaching the Holocaust is not a dispassionate and disconnected experience. Emotion is an integral part of Holocaust education and inculcating empathy in learners is a well-used pedagogical tool to encourage learners to connect with the victims.

Literature offers a unique preview of complexity of human experience, permitting us to connect on basic levels of emotion and desire, fear and hope, providing insight into all kinds of aspects of human experience that historical science does not have the means and tools to explore.

#### **Better understanding of personal experiences, perspectives and motivations**

As literature provides insight into the minds of others, both of the author and of the characters he or she brings to life, Holocaust-related literature can provide an opportunity to contemplate and discuss the experiences, perspectives and motivations of victims as well as of perpetrators, helpers, resistance fighters, and bystanders. A personal experience involving complex and unique emotional and psychological layers, including thoughts, feelings and responses within a specific philosophical, religious, cultural or other context goes beyond the scope of historical science. Historical science cannot explore such individual experiences.

Likewise, literature enables better understanding of generations of survivors and their children as they continue to deal with consequences of the Holocaust many decades after the liberation.

*As most historical theorists now acknowledge, the legitimacy and value of historical sources cannot rest solely on their factual element, in which case readers would be endlessly troubled by conflicting versions. Instead of disqualifying competing accounts, the critical reader accepts that every Holocaust writer has a “different story” to tell, not because what happened to so many others was intrinsically “different,” but because how victims and survivors have grasped and related their experiences comprises the actual core of “their story.” ...Once we recognize that the “facts” of history are not distinct from their reflexive interpretation in narrative, and that the “facts” of the Holocaust and their interpretation may even have been fatally interdependent, we are able to look beyond both the facts and poetics of literary testimony to their consequences.*

**James E. Young**

Writing and Rewriting the Holocaust – Narrative and the Consequences of Interpretation, Indiana University Press, 1988

It already has been established that personal stories and testimonies have a greater impact on visitors to memorial centers and in education than do historical facts, numbers, dates and archival documentation alone. Literature has been largely avoided as a source for Holocaust education out of the fear that it could be dismissed as “fictional,” “subjective” and “interpretative.” But as time passes, and the number of eyewitnesses to the Holocaust shrinks, it is clear that we need to accept and use Holocaust literature as an inseparable and legitimate part of the shared narrative about the Holocaust. It is not only a valid source for learning, but also a very strong and powerful one. Such representation of this history is a legitimate part of the totality of the Holocaust narrative.



*If we think of libraries as agents of cultural memory, as the national library is an agent of national memory, a local library is an agent of local memory, and a school library is the agent of school local memory. The inclusion of the dark history of the Holocaust into that kind of library would also mean the inclusion of that history into the respective memories. I would say that is a great potential that these resource centers are part of our combined efforts.*

**Dr. Werner Dreier**

Executive Director [erinnern.at](http://erinnern.at), the Holocaust Education Institute of the Austrian Federal Ministry of Education



## Holocaust-related literature

Holocaust-related literature, as we see it, includes novels, stories, poetry, graphic novels or any other literary works that could offer insights into people and societies in times before, during and after the Holocaust, and contribute to better understanding of the processes, causes and consequences of the Holocaust on individual, social, emotional, psychological, philosophical, religious or any other aspect of human experience.

A work that would qualify as Holocaust-related literature, in this context, doesn't necessarily need to be dedicated to the Holocaust or related subjects solely and entirely. It is enough if a reader can find, in some segments and levels, valuable Holocaust-related insights or starting points for further investigation, particularly with proper guidance in educational settings.



*There are many ways to approach education about the Holocaust. We want to build a library in our Holocaust Memorial Center. It's not just a lesson, it's not just a project, but something completely different from what the students are usually facing during the classes and seminars about the Holocaust. We think that a library and a research center, combined, could be an exceptional tool for Holocaust and human rights education. The big problem we are facing is finding expert librarians for the library we want to create. There is a lack of knowledge about the Holocaust literature.*

**Goran Sadikarijo**

CEO of the Holocaust Memorial Center for Jews from Macedonia

## 1.3 Book as a source of knowledge and as artifacts of the Holocaust

### OVERVIEW

- ▶ SOME BOOKS ARE AUTHENTIC ARTIFACTS OF THE HOLOCAUST;
- ▶ BOOKS, LIBRARIES AND BOOKSHOPS TARGETED BY THE NAZIS;
- ▶ LITERATURE AS A WINDOW INTO EUROPEAN SOCIETIES;
- ▶ UNDERSTANDING HOLOCAUST REPRESENTATION;
- ▶ EXPLORING THE IMPACT OF THE HOLOCAUST ON IDENTITY, CULTURE AND SOCIETY, AND WHY IS IT RELEVANT TO US TODAY

Literature connects people with the story of the Holocaust. Books like "The Diary of Anne Frank", the works of Primo Levi, Elie Wiesel, Moshe Flinker and many other national and international authors paved the way. Also, other formats of storytelling, such as graphic novels, including Art Spiegelman's "Maus," introduce readers to different dimensions and aspects of the Holocaust. As professor *Nevena Daković* explains: "Since literature has a huge potential for eliciting empathy, for emotions, for affect, it's the easier way to deal with, to face, to negotiate with the horrors and traumas of the Holocaust." Our understanding of the Holocaust is inseparable from the narratives created by literature, film, music, photography and other forms and formats of artistic expression.

#### **Holocaust-related histories of libraries, bookshops and books**

The narratives we find in literary works are not the only source of information about history. The books themselves sometimes are artifacts of the Holocaust. In educational settings this provides us with previously unknown information about the Holocaust, and with a unique starting point for research and discussion. *Miško Stanišić* says that, "While approaching literary works as representations of history connects the traditional work of librarians with teaching about the Holocaust, there are many Holocaust-related

histories connected to libraries, bookshops, book collections, particular books or library records with huge educational potential." Among others, one such library record is connected to the event known as Kladovo Transport.

Kladovo transport was a convoy of Jewish refugees, mostly from Austria and Central Europe, starting in Vienna with the aim to reach Eretz Israel. The group travelled in boats down the Danube River in November 1939. Due to the early freezing of the Danube during the harsh winter of 1940, the transport was stuck in the Serbian port of Kladovo and forced to overwinter there. In September 1940 the whole group was moved to the city of Šabac, where they settled while waiting to continue their trip. The group lived for several months in relative peace in Šabac until the German occupation of Yugoslavia in 1941, when most of the refugees were arrested by Germans and killed.

During their stay in Šabac, many of the Jewish refugees enrolled in the public library. The library archive shows the names of the refugees, the books they read and the dates when they would return borrowed books and take out new ones. The records also show that during that time the library updated its collection with additional books in the German language.

**Miško Stanišić** thinks that this is a great example of unexploited potentials for engaging libraries and librarians in education about the Holocaust. “Thanks to this unique library record, do we know the names and ages of the Jewish refugees in Šabac, but we also know what and when they were reading through this period. Following this 'timeline' we are able to learn about their life in a small Serbian town at the dawn of German occupation, but also, and this is very valuable for education, following the literature they were reading we can imagine their inner life, their hopes and feelings, frame of mind and emotional state. This could bring another, deeper human dimension, and contribute to more emotional and intellectual engagement of the students, and consequently – to better learning.”

## Following the Trail of Books

Provenance research traces the history of ownership of a valued object, such as a work of art, or – in our case – a book. Alfred Rosenberg, the leader of the Nazi's Office of Foreign Policy, led the eponymous Einsatzstab Reichsleiter Rosenberg task force in pillaging over 6,000 archives and libraries across war-ravaged Europe. Today we are still trying to reunite stolen books with their owners or heirs. “There was more or less no awareness in Austria that we have illegal holdings in libraries and that we were not the rightful owners,” explains **Olivia Kaiser**. Many of these books could be found on shelves of the public libraries, particularly in Germany and Austria, but also in many other libraries around Europe. Only recently, the search for the books has intensified, driven by researchers in America and Europe who have developed a road map of sorts to track the stolen books, many of which are still hiding in plain sight on library shelves.

Librarians' work on provenance research and restitution of the books looted during or after the Holocaust has enormous educational potential, as each identified and returned book is an authentic Holocaust artifact with a personal story of its owners behind it. We need to work with librarians on presenting these stories in educational settings. **Olivia Kaiser** presented the case of the Konrad Mautner collection, which was located with the help of *ex libris* stamps and returned to Mautner's heirs in 2017.



*That is the great thing about ex libris. I think it is one of the things that makes books as artifacts often more special than paintings because there are so many personal hints and insights and intimate ideas that surround it. This could be a starting point for putting the story in the context of history, a starting point for discussion. For instance, the story of a book could be connected to the history of the Jewish community before 1933. It could be connected to persecution, destruction, to the Shoah. It could be connected to the history of looting and also to restitution, to the culture of remembrance and much more.*

### Olivia Kaiser

Member of the Provenance Research team of Vienna University Library examining the so-called "Tanzenberg Collection" of books and objects looted during the Holocaust by the National Socialist regime

At Vienna University Library, provenance research started as a project in 2004. In 2010 a library division was dedicated to this research. Out of 400,000 internationally acquired books investigated by the Vienna University Library, more than 60,000 books were documented as acquired both legally and illegally during and after World War II. This project was particularly important for the Vienna University Library because of the library's past history of antisemitism and its role in the National Socialist system. There was a strong desire to face the difficult past and take part in the formation of a new cultural memory in Austria. As a result, the Vienna University Library developed a special collection consisting of books and visuals, with access to archival databases about the Holocaust, National Socialism and World War II. In the framework of the project, the library regularly hosts exhibitions, book presentations and roundtable discussions. The project resulted in 25 restitutions, including 2,250 books, and the formation of a permanent provenance research unit in the library

### **Books and libraries targeted by the Nazis**

Between 1933 and 1939 the Nazi regime attempted to transform German public libraries into active participants of the aspiring new era, implementing rigorous censorship, employing politically reliable personnel, filling library shelves with propaganda, and encouraging programs to increase library use.<sup>1</sup>

As a result of the Nazi cultural policy, intolerance and antisemitism, and the Nazis' attempt to destroy all traces of Jewish life and culture during the Holocaust, an estimated 100 million books were destroyed in occupied Europe during just twelve years, starting in 1933 in Germany with public burnings of books in the framework of the "Action against the Un-German Spirit."<sup>2</sup>

One example is the destruction of the National Library of Serbia. It was purposely targeted and completely destroyed by Germans during the bombing of Belgrade in April 1941. The entire fund of 350,000 books, invaluable medieval manuscripts, more than 200 old printed books





dating from the 15th to 17th centuries, old maps, engravings, works of arts and newspapers – all were destroyed. Just a couple of weeks later, the German military administration introduced anti-Jewish laws and regulations, effectively starting the Holocaust in Serbia.

Another example is the Geca Kon bookshop in central Belgrade. Between the two world wars, Geca Kon's publishing house brought out more than 5,000 titles, which made it the strongest publisher in the Kingdom of Yugoslavia. Producing works of law, social sciences and literature, as well as high school and university textbooks, Geca Kon published the works of Serbia's most eminent authors and scholars. In 1932 he opened a new bookshop in the building at Knez Mihailova Street in central Belgrade. The bookshop soon became a meeting place of the literary and intellectual world. But during the German occupation of Belgrade in 1941, Geca Kon, as a Jew, was arrested and murdered. His business was taken by Germans, renamed "Südost," and used for producing and spreading Nazi propaganda. His bookshop in central Belgrade was turned into a central point for anti-Jewish propaganda. Today it is the oldest bookshop in Serbia. Most of its original interior and many of the authentic artifacts from Geca Kon's time were preserved; it is both a fully functional bookshop and authentic place of remembrance.

Questions about the actual and symbolic meaning of book burnings, why the Nazis targeted libraries, and why Nazis were so keen to control the information and knowledge available in libraries and in books are very valuable discussion topics for educational settings.

*“Who kills a man kills a reasonable creature, God’s image;  
but he who destroys a good book kills reason itself...”*

John Milton, *Areopagitica*, 1644

## Engaging librarians in teaching and learning about the Holocaust

In order to explore and engage such unutilized historical records, facts and artifacts, we must first engage and train librarians to identify and recognize the educational value of records and artifacts, and secondly we must find the most efficient ways to involve and include librarians in Holocaust education programs.

Researching and utilizing such artifacts is paramount for our understanding of how our cultures changed after the Holocaust. As *Vasilije Milanović* explains, the topic of Holocaust literature has not been researched enough in Serbia. Even though the Holocaust studies field today deals with this topic, in many countries the basic work of cataloging such resources has not been done.



## Disputes and controversies about the Holocaust in art and literature

The world of Holocaust literature is astonishingly rich: It includes testimonies, ghetto diaries, poems, essays, novels, chronicles, short stories, documentary, fiction, created both during and after the Second World War. This great body of fictional, scientific and historical works illuminates the great shift of consciousness that happened in the aftermath of the Holocaust: a rethinking of languages, cultures and identities.

Holocaust literature arises in response to an event that would render the capacity both for response and for literary expression impossible. And yet the response is there. Literary ventures of first, second and third generations explore issues and questions not always dealt with in historical texts.<sup>3</sup>

Even today, writing and generally any creative art about the Holocaust are still disputed and surrounded with controversy. Should graphic details of horrors of the Shoah be depicted? Is it morally defensible to use humor when describing the Holocaust? Why represent the Holocaust in works of fiction, while there



International seminar "Librarians and Archivists and the New International Resources for Teaching and Learning About the Holocaust" at the National Library of Serbia in Belgrade, December 2018

are so many true stories of survivors? Should the Holocaust be represented in the form of a graphic novel with stylized characters?

### Identifying Holocaust literature

The task of defining Holocaust literature is not without its challenges. **Dr. Robert Rozett**, until recently director of Yad Vashem Library, collected more than 80,000 books on the Holocaust during the past 25 years. He explains that while some of the literature clearly fits in this category, as in books directly discussing the history of the Holocaust, the issue gets more complicated when we start talking about fiction and Holocaust-related subjects like

antisemitism and racism.

**Biljana Albahari**, senior librarian at the National Library of Serbia, who researched Holocaust literature in Serbia, emphasizes that one of the biggest problems is related to subject headings. Even though classifying books is part of a librarian's job, there is a lack of uniformity in defining and cataloging Holocaust literature in Serbia and around the world. For Albahari this is the problem that librarians must solve as soon as possible, on an international level. As she says, "A lot of libraries and museums have been working on this classification for a long time; classification that could be translated, appropriated and used."

Although unified formal classification is necessary for any joint research about Holocaust literature, there are many considerations when making a collection related to Holocaust education. As **Robert Rozett** says: , "The idea of creating a basic collection of books is a complex idea, because first of all we are asking: Who are these books for? At which level should they be? And then of course if you are talking about young people, there's the issue of the language. ... There are a lot of questions about the intended audience for a given basic collection of books. We need books that will give background to librarians. We need books that are age appropriate for the group you're working with."

For specific purposes in the field of education about the Holocaust we can reconsider a new



*"Engaging libraries and literature in teaching about the Holocaust could be very significant. Libraries hold historical and cultural information that could contribute to better understanding of the roots of this European genocide. Surely to understand the Holocaust we need to understand the flaws in European society, the dimensions of the European society that created the Holocaust, echoes of which you will find within European artwork and European literature and European cultural products."*

#### **Paul Salmons**

Education & museum consultant.  
Curator of "Auschwitz. Not long ago. Not far away."  
Formerly Programme Director at the Centre for Holocaust Education at University College London



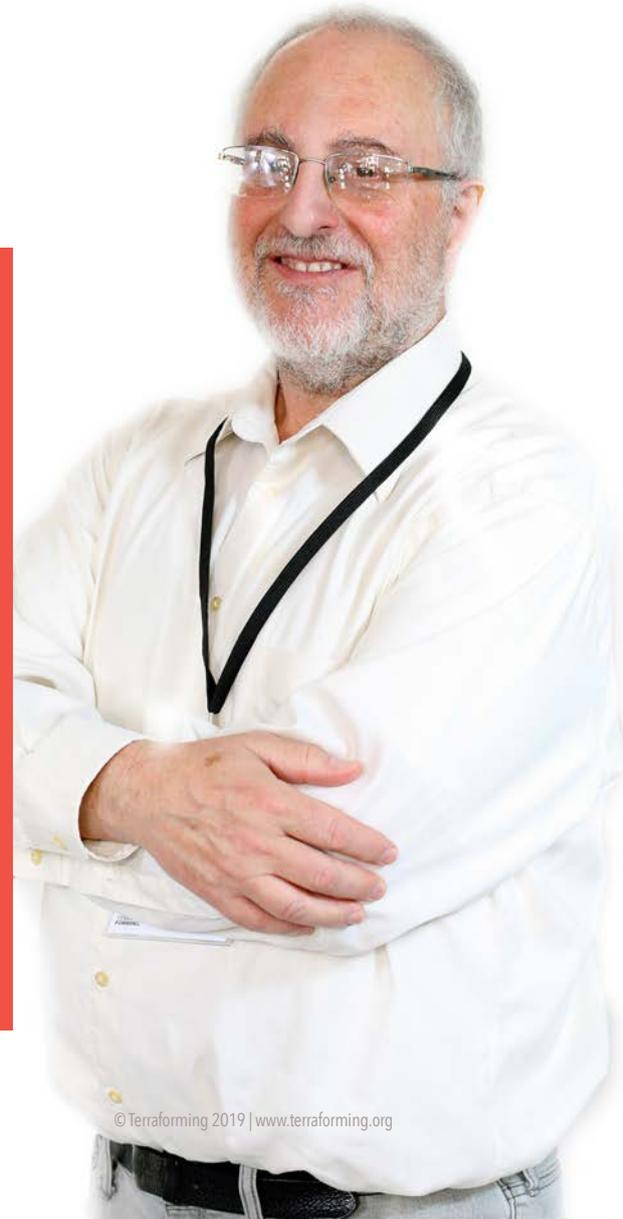
definition. As **Miško Stanišić** says, “Even literature that is not directly or entirely about the Holocaust but in some way depicts certain elements, processes, societies in certain historical times, typical representatives of certain groups, historical protagonists, elements of cultures, religions, roots of antisemitism, the rise of Nazism and Fascism, anti-Jewish sentiments, something that can help improve understanding of Jewish experiences and Jewish life before, during and after the Holocaust, anything that could be used as a starting point for further investigation and discussion in educational settings – in short, anything that could help us better understand any segment of the Holocaust – could serve as Holocaust-related literature.”



*I think that ultimately, such programs need to focus on the rule that libraries have learned: that 20 percent of the material is good for 80 percent of the public. So, for the collections we need to look for those items that are focused on the subject and central; otherwise I think library patrons might lose their way. We need to identify the most basic items. But we also know that there are specific publications for and about different countries intended for readers from those countries. These texts are composed by local writers and bring up issues that are very important locally. A book that would be very important for working with Serbian librarians may be less important for French librarians and vice versa. Thus there is no “hard and fast” rule about compiling a basic collection. One cannot say these are the 2,000 or 500 books you must have in your library.*

### **Dr. Robert Rozett**

Senior Historian at the International Institute for Holocaust Research at The World Holocaust Remembrance Center Yad Vashem and former Director of Yad Vashem Libraries



## 1.4 Libraries and social challenges

### OVERVIEW

- ▶ TEACHING AND LEARNING ABOUT THE HOLOCAUST IS STILL RELEVANT AND IMPORTANT TODAY;
- ▶ LEARNING ABOUT THE HOLOCAUST MEANS UNDERSTANDING HUMAN RIGHTS;
- ▶ EDUCATION ABOUT THE HOLOCAUST ADDRESSES MORAL ISSUES AND RESPONSIBLE CITIZENSHIP;
- ▶ LIBRARIES ARE ACTIVE IN COMBATING CONTEMPORARY ISSUES AND CHALLENGES IN SOCIETY;
- ▶ OUR CONCEPT IS COMPATIBLE WITH STRATEGIC GOALS OF IMPORTANT INTERNATIONAL LIBRARY NETWORKS

Teaching and learning about the Holocaust today is at least as important as it was 70 years ago. United Nations General Assembly Resolution 60/7 (2005) and UNESCO General Conference Resolution 34C/61 (2007) on Holocaust Remembrance emphasize the historical significance of the Holocaust and outline the importance of teaching about this history as a contribution to the prevention of genocide and atrocities. Education about the Holocaust and genocide is part of the UNESCO efforts to promote Global Citizenship Education (GCED), a priority of the Education 2030 Agenda.

#### Two important goals: Never forget and never again

Teaching the history of the Holocaust aims to integrate historical knowledge about this event into the general historical narrative. It is crucial for preserving and respecting the memory of the victims, and as such is an important part of commemoration itself, just as commemoration should always have an educational dimension.

Education about the Holocaust addresses basic moral issues and human behavior, and consequently examines what it means to be a responsible citizen. Holocaust education can be seen as a tool for teaching democracy.

*Dr. Doyle Stevick* emphasizes the connection between basic human rights and Holocaust education: “The positive abstract principles in the Universal Declaration of Human Rights were conceptualized against the specific crimes



committed during the Holocaust. For that reason, understanding the Holocaust helps us understand why we have those rights and why they are important.”

Education about the Holocaust proposes topics and activities that can help students to become informed and critically literate, socially connected, respectful of diversity and ethically responsible and engaged.

### **We are still ignorant and uninformed**

Unfortunately, many studies around Europe and North America demonstrate the lack of basic Holocaust knowledge, and that ignorance is growing. Also, there is an expanding trend of distortion, manipulation and politicization of this history. All this is happening in the social environment of increased far-right and populist propaganda, xenophobia and even violence.

### **(In)visible Diversity: Encounter, Empower & Exchange**

*Monika Mazur-Rafał*, Managing Director of the Humanity in Action Poland Foundation, warns that antisemitism is still a challenging problem in Poland. Their program “(In)visible Diversity: Encounter, Empower & Exchange” focused on the Jewish minority in contemporary Poland. Part of the project aimed to explore the educational potential of interactive books. Defying the notion that young people are not interested in books anymore, Humanity in Action Poland produced an educational text, “About Jews: An Interactive Book Against Antisemitism,” and took it as starting point for engaging libraries as well as for working with young people. The quirky-looking book relies on a strong and creative graphic design, and puzzles, games and exercises that fill gaps in knowledge and show Poland’s cultural diversity, with the aim to invite readers to reflect on their own stereotypes and prejudices, those in their surroundings, and on the system level. Over 70 libraries took part and conducted workshops, reaching more than 1,200 young people. This is yet another example of creative collaboration with library networks.

### **Libraries on the forefront of democracy**

The Conference of European National Librarians (CENL) is a network of 48 national libraries in 45 European countries, member states of the Council of Europe. As leading international memory institutions, Europe’s national libraries play an important role in the intellectual, educational, cultural, social and economic development of the Continent, countries and communities they serve. Among other goals, the Conference of European National Librarians works on preservation and conservation of important collections in Europe. One of the four points in its strategic plan for 2018-2022 is to develop national libraries as memory institutions, to improve standards of stewardship and access to physical and digital collections.

The International Federation of Library Associations and Institutions (IFLA) presented its strategy for 2019-2024 as a vision of a strong and united library field powering literate, informed and participative societies. It is based on the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights.

Public Libraries 2030 is an initiative that grew out of the EU program aimed to put public libraries on the EU agenda and raise awareness of the important role they play in life-long learning and literacy. Building on the network of library leaders and European policy-makers, Public Libraries 2030 works to give libraries across Europe an extra edge through the curation of innovative projects and effective advocacy. The initiative sees public libraries as the key to a democratic, socially engaged and digitally inclusive Europe. The goal is creating and sharing knowledge through innovative projects across Europe that help to empower and engage citizens to tackle the global issues facing EU citizens.

These are just some of the examples of strong commitments of library institutions and networks to protecting and empowering democracy and responsible citizenship. Many of the existing strategic goals and policies are perfectly compatible with our concept for engaging libraries in education about the Holocaust.



## Interview: Dr. Robert Rozett

### We must keep redefining the role of libraries and keep learning

What would you say is the role of libraries in the 21st century?

The role of libraries in the 21st century is in some ways the same as it has always been – to collect publications, primarily. Some libraries are also archives, but most collect publications, and give service on those materials to readers. Moreover, there are different kinds of libraries in the world. The newest thing of course is that we are in the digital age, so libraries have also become portals for finding information of other kinds. And lastly, many libraries increasingly have become cultural centers, filling that role as well. They might host exhibits and lectures and other events. Again, there are lots of differences among libraries. A stand-alone library, especially in a smaller place, often fulfills multiple roles.

Is this difference in types of libraries an obstacle for engaging them as centers of teaching and learning about the Holocaust?

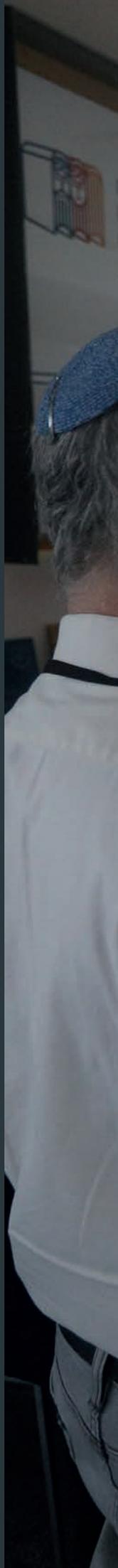
No. I think that maybe not every kind of library everywhere is the right place, but many libraries are very good places for informal education: hosting lectures or teaching of some sort, especially for young people, bringing them into libraries in organized ways, having exhibits in the library, and so on. Many libraries have space for exhibits. If you have an exhibit then you may be able to have another activity based on it. Perhaps a lecture or even a series of lectures, or some sort of interactive activity. I think that the libraries are a very natural place for that.

What are your thoughts about this idea of widening the field of teaching and learning about the Holocaust to include libraries?

When I first heard about the initiative I got in touch with Terraforming and I said “I think this is a very good idea, let's see if we could do something together.” I think that we understand that there is a lot of Holocaust education around, but it is not always as good as it should be, and it doesn't reach as many people as we'd like it to reach. I think libraries, because they are places that deal with information and knowledge, are very good places to get to people with various kinds of educational outreach. In a sense, it is very natural, because people go to libraries looking for some sort of intellectual stimulation, and it makes sense to offer them something educational. The Holocaust is an important subject throughout Europe, since it is about local history as well. Again, it makes great of sense to have Holocaust education in library settings.

In December 2017, Yad Vashem Library, Archive and the International School for Holocaust Studies hosted a unique combined seminar for librarians and archivists focusing on their potential role as educators. This seminar served in many ways as pilot. Tell us about your experience.

So far, we have held one seminar with Serbian librarians and archivists. It was sort of a hyphenated seminar, because some of it was professional training and some of it was more in the subject of providing tools for using libraries and archives as educational places. We had a good experience and we are learning from what we did. We think that there are many possibilities here. We have to learn how to orient such seminars more precisely, especially if we want to focus more on educational aspects. We have to think carefully about what we want to do, whom we invite, and many other aspects of running such seminars. On the whole, we came away thinking that this first seminar was successful.





# 2 Engaging the library

In order to engage libraries and develop fitting educational programs about the Holocaust we need to solve numerous challenges. Librarians need to be introduced to a complex field of teaching and learning about the Holocaust. Library resources, collections and particular expertise need to be engaged in a most efficient way. New tools based on these particular resources have to be developed. New coalitions and networks should be built.

We learned that there are many librarians interested in Holocaust education. Even though these professionals are not always trained in particular education methodologies, they are committed to having an impact and are passionate about it.

## First goal – raise interest and curiosity

Involving libraries in teaching about the Holocaust may broaden our view on goals in formal education. In order to make full use of the potential and capacity of libraries and librarians, education about the Holocaust in schools might strive to raise interest and curiosity in the first place, rather than to attempt to transfer huge amounts of information and facts in the short time available for this complex and difficult history.

Libraries are already connected in long-term partnerships with other institutions through various networks, and traditionally engaged in sustainable exchange and cooperation with different groups and stakeholders. Depending on their kind, size and location, libraries are linked with each other, and with cultural and educational institutions, schools, academia, archives, museums, cultural centers, artists and various cultural operators and influencers, local communities – including minority communities – as well as with authorities, decision makers and others. Their connections include publishers, bookstores – including antiquarians and sellers of

secondhand books – book fairs, and, of course, authors.

All these connections and various networks should be kept in mind, explored and engaged, first when developing educational methodologies and tools specifically adjusted for use in and by libraries, but also for promoting and implementing these educational activities and programs, as well as for the general promotion of the culture of remembrance, commemoration and education about the Holocaust. This is particularly valuable when focusing on local Holocaust histories, sources, personal stories and local narratives.

## Utilizing networks and connecting existing infrastructure

Ultimately, the International Library Platform for Education about the Holocaust is based on utilizing networks and connecting existing library infrastructure with networks of institutions and experts specialized in various aspects of Holocaust education, including teacher trainings and development of pedagogical methodologies and tools. The infrastructure and expertise are already there.

This will bring more qualitative use of new media in learning and provide new prospects for cross-disciplinary, multidisciplinary and interdisciplinary approaches to education about the Holocaust.



**In a new environment of digital transformation of museums and remembrance itself, and evolving cultural heritage infrastructure of digital humanities, engaging libraries in education about the Holocaust will create new possibilities for interconnecting literature, information, remembrance and education.**

## 2.1 New resources for education about the Holocaust

### OVERVIEW

- ▶ UNIQUE LOCAL KNOWLEDGE, EXPERTISE AND MATERIALS AVAILABLE IN LIBRARIES WILL RESULT IN NEW METHODOLOGIES AND MATERIALS FOR HOLOCAUST EDUCATION;
- ▶ PURPOSE OF LIBRARY - IMPROVE SOCIETY THROUGH KNOWLEDGE CREATION;
- ▶ SEEKING KNOWLEDGE IS LEARNING;
- ▶ OPEN-ENDED STYLE OF LEARNING;
- ▶ INSPIRING AND FACILITATING KNOWLEDGE PRODUCTION

Libraries can contribute to education about the Holocaust with their own methodologies and creative approaches.

Within the program “(In)visible Diversity: Encounter, Empower & Exchange” the Humanity in Action Poland Foundation presented the partnering public libraries with working materials and provided introduction to some fundamental educational methodologies. But it was the libraries themselves that developed actual programs for the audience. When encouraged to be creative, librarians brought in cultural workers and representatives of minorities; they brought in various artifacts, explaining through objects basic facts about the Jewish religion, tradition and history.



***Librarians in the small towns, in villages, don't work as educators on an everyday basis. They felt kind of insecure with this topic – what if the students start asking tough questions? For that reason we really worked hard to make them feel safe. ... We managed to attract the libraries that value human rights as important topic, but some other libraries on the opposite political spectrum simply didn't take part in our program.***

#### **Monika Mazur-Rafal**

National Director and President of the Managing Board of the Humanity in Action Foundation Poland



Educating about the Holocaust in libraries could also involve developing completely new educational tools and methodologies tailor-made for specific materials a particular library holds, and adjusted to represent specific local history. The Humanity in Action Poland Foundation's program was based on a book, both in the sense of creating one as methodological tool and later using it as a starting point for learning. This approach offered young people an opportunity to explore the topic by themselves, freely exploring and seeking answers. "When working with historical documents you don't always get the whole and clear picture; most of the time you need to do additional research. It is a challenge – not a disadvantage for learning. A productive effort to understand, put together, is when learning happens," explains **Dr. Akim Jah**.

Democracy depends on an informed population. If the citizens have difficulty in obtaining and understanding some of the information they need to become properly informed, and considering that the mandate of the public library is, among others, to develop an informed citizenry, than the library, too, needs to bear its share of responsibility for increasing citizen access to information.

### Improving society through knowledge creation

**Prof. Doyle Stevick** believes that the main job of a librarian is to be a facilitator. "A facilitator is not telling you where to finish. They're not deciding in advance what the end point is. It's an open-ended process." Speaking of R. David Lankes' impactful work, "Expect More: Demanding Better Libraries For Today's Complex World," Stevick pointed out that one its key conclusions is that the purpose of libraries today is to improve society through knowledge creation. "To facilitate is not to sit back and wait to be asked. No one ever changed the world waiting to be asked. No, you should expect the facilitation of librarians and libraries to be proactive, collaborative, and transformational. Libraries and librarians facilitate knowledge creation, working to make you and your community smarter."<sup>4</sup>



*If you are researching the life story of one person in an archive, you might find, for instance, 50 documents. It might overwhelm you. It's the same with books. A librarian could tell you to read this and that, and you're welcome to read more if you want, but this is the most important information for now. But what is also true for both approaches is that this should only be the starting point. It's different from textbooks. You don't know what's going to happen. You may start with one document, then research more documents, then visit another archive, start with one book and then explore and research more books. And the best thing would be to combine both: You start with, let's say, a historical document; you develop a question and then you stumble on another question; then you get a book and read about it and it will develop like a puzzle. You put together your story.*

**Dr. Akim Jah**  
The Arolsen Archives, Research and Education Department





### Live the "never again"

**Prof. Doyle Stevick** emphasized that both points of Lanke's vision are equally important. . On one hand it changes how we perceive the traditional role of libraries, and on the other it generates actors in creating, producing meaning. He asks what education can do to support democracy, what it means to change society so that we get to live the "never again."

### Part of the problem or part of the solution

**Dr. Werner Dreier** that librarians as professional gatekeepers also can be part of the problem, as social actors who disseminate some form of ideology. In order to become facilitators, librarians need to gain a certain amount of basic knowledge and go

through a self-reflective process themselves. This is especially important as the Holocaust is often politicized and is still a difficult history to face.



*We can use libraries to challenge what we think we know, to extend what we know, to do original research, to become knowledge producers and to recognize that knowledge isn't just something that comes from other sources. It's things we can learn ourselves. Much of history is erased, and has been erased on purpose. These are things we can recover together through libraries, through archives, in a powerful way that lets us get to know our communities and that helps us fight the trends of denial and distortion.*

### Prof. Dr. Doyle Stevick

Associate Professor,  
Educational Leadership and Policies, College of Education,  
Director, Anne Frank Partnership,  
University of South Carolina



## 2.2 New media / New library

### OVERVIEW

- ▶ LIBRARIES AS GATEWAYS OF THE DIGITAL UNIVERSE;
- ▶ ALREADY DEVELOPED DIGITAL FORMATS AND GUIDELINES FOR HOLOCAUST EDUCATION;
- ▶ NEW APPROACH TO AUDIENCE PARTICIPATION;
- ▶ MULTIMEDIA ENVIRONMENT AND MATERIALS;
- ▶ ACCESSIBILITY, AMOUNT AND QUALITY OF INFORMATION ABOUT THE HOLOCAUST

The digital world can and should be an asset and partner in education about the Holocaust in libraries. Institutions like the United States Holocaust Memorial Museum, Yad Vashem, the Anne Frank House, Auschwitz Memorial and many others rely on a digital ecosystem in approaching young people, and already have developed formats for utilizing these tools.

*Prof. Nevena Dakovic* explains that it is not only books that can launch learning in libraries – all sorts of digital multimedia today are a natural part of library collections, including newspaper articles, films, photographs, music and other art forms. “New forms of ‘digital testimonies’ are a revolutionary mechanism for preserving Holocaust memory and for Holocaust education in the future.”

Projects like Spielberg’s USC Shoah Foundation New Dimensions in Testimony with real-time virtual conversations with Holocaust survivors explore the latest technological marvels for Holocaust and human rights education.

#### Open source approach

Information and communications technology have been successfully and widely used in teaching and learning about the Holocaust for years. Many institutions and producers of educational resources use open source approach to teaching materials.

Yad Vashem uses its “ready2print” solution: high quality exhibitions accessible through the Internet in digital format, prepared for download, print and use. Translated in many languages, these



exhibitions are accessible and usable literally all around the world; production of educational online videos, platforms offering workshops and materials online, etc.

#### Virtual tour of the secret annex

In 2017 almost 1.3 million visitors came to the Anne Frank House Museum to see the secret annex where Anne Frank hid between 1942 and 1944 and where she wrote her diary. Limited capacity of this small space forced the Anne Frank House to come up with other creative solutions: Carefully built and modeled in 3D, the Anne Frank House Virtual Reality application offers a virtual tour through the secret annex. In addition, using this application a visitor can see the rooms as they were furnished when the group was in hiding.

## Educational graphic novels about the Holocaust

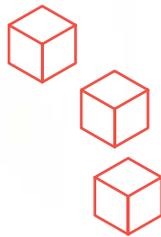
In 2016 Terraforming developed "Ester" – a series of educational graphic novels about the young Holocaust victims who perished in the concentration camp Judenlager Semlin at Staro Sajmiste in Belgrade. The material, including its beautiful color illustrations, is accessible online and available for free download as ready-made digital presentations for use on large screens in the classroom. Each of the graphic novels consists of series of scenes with text and illustrations. Each scene is accompanied with a map of the exact location, date and time. In addition, there are historical photographs, archival documents and links to archival collections where students can continue researching in order to solve tasks and various puzzles embedded in the stories.

The wealth of information about the Holocaust that can be found on the Internet today cannot be measured by any traditional means, or imagined in its entirety. As **Prof. Nevena Dakovic** says, “This concept of [online] collective intelligence holds tremendous power in addressing social issues, because the online community that is later transferred to the offline space, and the online community with the power of knowledge, becomes one working, interacting, shaping offline community.”

## Libraries, education about the Holocaust and media literacy trainings

In many places libraries are Internet gateways, and librarians are gatekeepers and providers of access to a digital world of information. We should keep this aspect in mind when considering the engagement of librarians in Holocaust education, particularly in an age of populist propaganda, fake news, and manipulation and distortion of history.

There is a huge potential in engaging libraries in media literacy trainings with a particular focus on teaching young people to recognize, debunk and counter Holocaust distortion and denial, antisemitic propaganda, manifestations of antigypsyism, as well as other forms of xenophobia.



*The future is undoubtedly in multimedia and transmedia, in the domain of multimedia collections and making various media formats accessible. It will become either a virtual room or an actual room with digital facilities where you can surf and browse through all the digital material. That is the condicio sine qua non for the future of libraries and you can create a library of your own without going to the libraries, cinemas, museums and so on.*

### **Prof. Dr. Nevena Daković**

Professor of Film and Media Studies, Dept. of History and Theory, Faculty of Drama Arts; Head of the Interdisciplinary PhD Art and Media Studies, University of Arts in Belgrade

## Interview: Prof. Doyle Stevick

### Open-ended styles of research and education

#### How important is it to teach about the Holocaust in the US today?

It is very important to teach about the Holocaust anytime, but in times like these with increasing antisemitism, it's even more important. The Holocaust is relevant in the United States in at least two ways. First, because we've played a role in liberating many of the camps and defeated the Nazis. Many of the Jewish survivors ended up immigrating to the US and they played a big role in American society. In addition, the history of racism across the Atlantic, the scientific racism and racist theories that informed the Nazi ideology had a place in American society too, so racial ideology had an impact on both societies.

#### Is there room for developing educational programs about the Holocaust in institutions that are not primarily specialized in this subject?

The Holocaust is a big, difficult, complex topic. At the same time, school teachers have to race through history very quickly. Probably only Israel and Germany dedicate enough time to the Holocaust in schools to get a really meaningful grasp of what happened, why it happened, why it matters. For the other societies we can't count on addressing it adequately in traditional schools, so we look for opportunities to address it effectively through other sources. That's why non-formal education and programs with other institutions are crucial for accomplishing those ends. Consequently, library and archive programs are critical. The Holocaust is one of the case studies in the world for fake news, denial, producing materials that are false, and so it shows us how much people need to develop a critical radar, to be able to be skeptical of information and yet know how to confirm it, to seek evidence.

#### Is there something different that libraries and archives could provide in comparison with the existing frameworks of schools, museums and memorials?

Museums typically address a general audience and they must have programs that share the materials that they have, to put them on display. But few museums really are prepared to support students in their research the way a library or an archive can. So that opportunity to promote original research by students, to nurture interest, to build knowledge from the ground up, from local history – that's a unique contribution that libraries and archives can make. Libraries – because they are available to students outside of school hours, but also in communities – are prepared to make a unique contribution, both in terms of access and regular support. Both libraries and archives can offer an open-ended process where we don't decide in advance exactly what they are going to learn, but we see what there is to be learned through their own work and research, and that offers the promise of taking us in new directions.

#### How can we apply existing methodologies of education about the Holocaust in the future practice of libraries and archives?

It's an interesting question because our problem in most places is how to choose just a few things from everything we have. We often have too many materials, too many programs, and the difficulty is in deciding what to cut. It is not about applying methods that are already used in traditional school and contexts, because we simply don't have time to do what we know how to do. There is the opportunity to approach a more open-ended style of research, not just working within traditional teaching and learning about the Holocaust but adding a new dimension. From one community you get a teacher, an archivist, a librarian, and you bring them together, help them imagine together what's crucial, support them in the process and then track and identify

what works. That combination can be shared, that relationship can be and has been built. It will be implemented first on these materials, but that experience will create opportunities in other fields. As often happens in this field, Holocaust education has been very innovating and path breaking in its use of evidence and materials and testimony. With this approach it will continue to be so, impacting the practice in Holocaust education and beyond.



# 3 New opportunities in international cooperation

The Holocaust has long been treated as an event whose importance and relevance extends beyond the countries directly affected. First of all, our contemporary shared values of democracy and human rights arose in the post-war era upon our realization that this unprecedented genocide took place right in front of our eyes. But many countries only recently have begun to examine their own dark histories and roles, both before, during and after the Holocaust, and to give more space to education about the Holocaust. For example, regarding the importance of commemoration and teaching about the Holocaust in Spain, **Dr. Marta Simo** explains that “Although the Holocaust did not happen physically in Spain, we were involved anyway. First because Spain is part of Europe, and as such Spain was part of the historical, intellectual and social settings that contributed to the rise of antisemitism in Europe at that time. Also, as a fascist state, Spain was a supporter of and collaborator with the German Nazi regime.”

## New coalitions against new challenges

We already know that international cooperation on political, academic, cultural and other levels is crucial as we face new waves of populism, the normalization of the far right, xenophobic fear mongering, rising antisemitism, Holocaust denial and attempts at distortion, manipulation and politicization of history.

As the Holocaust is part of popular culture today, we have to counter the trivialization that contributes to superficial understanding of history, as a form of distortion.

## Why Teach About the Holocaust?

*From IHRA's recommendations for teaching and learning about the Holocaust, 2019*

- The Holocaust was an unprecedented attempt to murder all European Jews and thus to extinguish their culture; it fundamentally challenged the foundations of human values.
- Study of the Holocaust underlines that genocide is a process which can be challenged or perhaps stopped rather than a spontaneous or inevitable event. The Holocaust demonstrated how a nation can utilize its bureaucratic structures, processes and technical expertise while enlisting multiple segments of society to implement policies over time ranging from exclusion and discrimination to genocide.
- Examination of the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights.
- Teaching and learning about the Holocaust is an opportunity to unpack and analyze the decisions and actions taken (or not taken) by a range of people in an emerging time of crisis. This should be a reminder that decisions have consequences, regardless of the complexity of the situations in which they are taken.
- Teaching and learning about the Holocaust may equip learners to more critically interpret and evaluate cultural manifestations and representations of this event and thereby minimize the risk of manipulation.

More info [www.holocaustremembrance.com](http://www.holocaustremembrance.com)  
Full text on <http://bit.ly/teaching-Holocaust>

## 3.1 Future of education about the Holocaust

### OVERVIEW

- ▶ INTERNATIONAL DIMENSION OF HOLOCAUST MEMORY;
- ▶ MEDIATION OF THE HOLOCAUST THROUGH ART, TELEVISION AND THE INTERNET;
- ▶ PREVALENCE OF EDUCATION AND REPRESENTATION OVER MEMORY AND HISTORY;
- ▶ DOMINANT INFLUENCE OF NEW MEDIA AND DIGITAL ENVIRONMENT;
- ▶ ADDRESSING DANGERS OF SUPERFICIAL AND DISTORTED UNDERSTANDING OF HISTORY

More than 70 years after the end of the Second World War most of what we perceive as the Shoah has been mediated through literature, television and the Internet. The first fiction and documentary films about the Holocaust appeared by 1955, followed by a myriad of media artifacts both documenting and reacting to the Holocaust. From heated debates about the pitfalls of Holocaust representation we ended up talking more about communicating this difficult subject than about trying to find appropriate formats for presenting it to new generations.

#### Individual interpretation and the historical truth

*Prof. Nevena Dakovic* postulates that there has been an educational turn in Holocaust memory, one that puts learning methods at the forefront and positions new media and digital environment as the dominant influences. “The educational turn values education over memory, representation over (and at the expense of) history, research of secondary resources over primary ones, and of course new media over traditional media. Individual interpretation becomes more pronounced than historical truth. The student is prompted to reconstruct memory, to reconstruct the past through representations in different media narratives.”

Several generations after the Holocaust, the interest in and relevance of this subject have not waned, but teaching has brought new challenges.

*Jan Erik Dubbelman* explains: “If you are 15 years old now and see a movie about the Holocaust, I feel you would have a hard time connecting. Because it is so far away from your everyday reality, we educators need to work harder to make young people understand. It is neither good nor bad, it is just a fact; we need to work harder, think more about what to present and what to leave out.”

#### Superficial and distorted understanding of history

The presence of the Holocaust in media and art is also something that should be used to initiate a deeper learning about the subject. *Paul Salmons* warns: “Many representations of this history tend to have a cathartic and redemptive narrative, or the Holocaust is appropriated to speak to particular political or moral agendas. Oversimplifications of the past risk a superficial and distorted understanding of history, a challenge that is difficult to meet in the classroom alone.”

Including libraries in education about the Holocaust could contribute to avoiding such dangers, in particular by employing more primary sources and bringing to light local histories. Of course, this must be based on collaboration between libraries on one hand, and training institutions and experts in Holocaust education on the other.

## 3.2 New networks between librarians, archivists and teachers

### OVERVIEW

- ▶ LIBRARY AS A MEETING POINT FOR COOPERATION BETWEEN LIBRARIANS, ARCHIVISTS AND TEACHERS;
- ▶ JOINT PLATFORM FOR EDUCATION ABOUT THE HOLOCAUST;
- ▶ UTILIZING THE NATURAL PARTNERSHIP BETWEEN LIBRARIES, ARCHIVES AND EDUCATION INSTITUTIONS;
- ▶ EXPLORING THE HOLOCAUST ON LOCAL, EUROPEAN AND INTERNATIONAL LEVELS;
- ▶ ARCHIVAL PEDAGOGY AS A STARTING POINT FOR DEVELOPING METHODOLOGIES FOR EDUCATION ABOUT THE HOLOCAUST IN LIBRARIES;
- ▶ BRINGING INFORMATION, HISTORICAL DOCUMENTATION AND TEACHING MATERIALS CLOSER TO THE PUBLIC

Libraries as centers for education about the Holocaust can provide not only different time frameworks for learning, complementing traditional school curricula and time limitations, but also become physical meeting points for collaboration between teachers, archivists and librarians.

We already have many examples of successful networks and international cooperation and initiatives that have contributed significantly to a higher quality of research, commemoration and education about the Holocaust. The International Holocaust Remembrance Alliance IHRA and European Holocaust Research Infrastructure (EHRI) are among them. Teacher training programs at Yad Vashem, the House of the Wannsee Conference, the Anne Frank House, [\\_erinnern.at\\_](http://_erinnern.at_), or the United States Holocaust Memorial Museum are some of the most well-known actors in the field, but there are many others, and the interest in such training centers is expanding. We know the value of networks created between teachers after attending teacher seminars about the Holocaust, and their ripple effect, in terms of continuous exchange of experiences and ideas, new initiatives for joint projects and, most

importantly, responsible and informed application of teaching methodologies in Holocaust education.

Libraries already are engaged in national and international networks for exchange of information, knowledge and best practices and, with further expansion of informational technologies, for developing joint digital platforms and new methodologies for sharing and presenting local and national collections to international audiences. The infrastructure for bringing education about the Holocaust through these networks is already there.

#### **Librarians are motivated to join the effort**

Librarians are enthusiastic about the opportunity to contribute to the field of teaching about the Holocaust. As **Dr. Dragana Milunović** comments, "Our experience is that Serbian library networks gladly cooperate in the projects and initiatives brought by the National Library of Serbia, as well as with each other. Our colleagues are looking forward to new projects, to widening the circles of associates, especially when participating in activities of undoubted importance for humanity, such as widening the field of learning about the

Holocaust." Many countries have functioning networks capable of disseminating this idea and launching joint initiatives. **Olivia Kaiser** proposes: "Utilizing library networks can be conducted on an international level, including with institutions like the International Federation of Library Associations and Institutions (IFLA)." **Dr. Robert Rozett** adds: "The networking is one of the most important aspects of this idea. Such networking can be on a level of exchanging information and expertise between different actors, but also learning about the Holocaust and exploring it on the European level."

**Joint and complementary efforts of librarians, archivists and teachers in teaching and learning about the Holocaust would create a perfect triangle for Holocaust education.**

### **Holocaust has to be taught in its European context**

It is very important to emphasize that the Holocaust was a European event. Even when presenting its local histories and specifics it is absolutely necessary to put it in its broader European context, including the social and political processes that led to it, as well as its consequences. In addition, the Holocaust was embedded in a broader violence against various groups around Europe, executed in complex settings of a world war, with all its brutality. Only by taking into account all these complex layers we can start understanding the unprecedented character of the Holocaust. This includes the dark histories in every corner of Europe, histories we often prefer to avoid. I believe that working together

internationally we can bring education about the Holocaust to another level, and help each other – by introducing local narratives and our own local histories – achieve better understanding of this genocide as well as our own historical roles and choices. For that reason we see a huge potential in employing library networks in education about the Holocaust on international level.

Libraries, archives, teacher-training institutions, memorial museums – all these different actors can work together and learn from each other. Archival pedagogy will play an important role in this process. As **Dr. Akim Jah** points out, "Archival pedagogy could serve as a starting point for developing special pedagogical approaches for libraries, too. Archival pedagogy is about teaching people to work with historical documents. Historical documents could be a means for learning about the Holocaust. But if you want to work with these



*I believe in working together on an international level. We can train, prepare and motivate librarians, archivists and teachers to build something new, and reach a whole new level in teaching about the Holocaust. The best thing about it is that we can use existing infrastructure, established local and regional cooperation, and elevate the local experiences onto the international level to learn from and about each other.*

**Nevena Bajalica**  
Co-founder of Terraforming

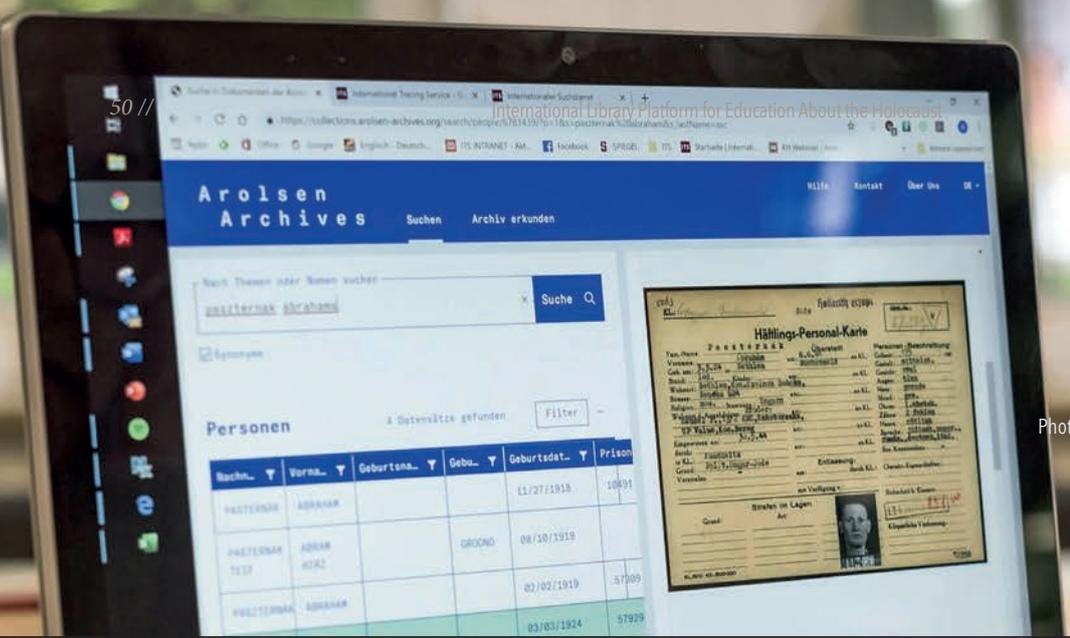


Photo Copyright: The Arolsen Archives

*The Arolsen Archives - International Center on Nazi Persecution is the world's most comprehensive archive and research center documenting National Socialism prosecuting and its victims. Founded as the International Tracing Service (ITS), the archive, containing around 30 million documents, opened its doors to researchers and the public in 2007. In the following years one of the goals of the organization was to develop ways to make documents available to the public, show their importance and use them as educational material. Today millions of documents can be researched and downloaded in the online archive. With the e-Guide the Arolsen Archives developed an online tool to decrypt and read the most typical documents, such as registration cards of the former concentration camps. With this resource it is possible even for target groups without much background knowledge to understand the material and to get background information.*

documents, you have to know how to read them. You have to contextualize them.”

Reflecting on his work with librarians and archivists in Holocaust education training seminars organized earlier in the framework of this project, **Dr. Akim Jah** recalls that there were many similarities and connections between librarians and archivists. “The participants knew exactly what I was talking about. They knew how to read the documents because they were experts themselves and they are familiar on a day to day basis with the challenges.” Many libraries are in fact archives, too. Many of these institutions possess essential documentation for understanding local history. Libraries and archives are already interlinked in their traditional work. One needs an archive for researching a previously unexplored topic, just as research leads to seeking additional information in libraries, and vice versa.

**Don't just consume – you have to think**

“Finding information and putting it together is a kind of puzzle; it could be challenging, but it is a learning experience in itself. Here we have an opportunity to develop skills. So it's not only about reading a document, getting information; it's a productive effort – understand it, contextualize it and go and research other information and put it together. Then you have to think. It's not just consuming," explains **Dr. Akim Jah**.

Utilizing this opportunity, preparing libraries to take a more prominent role in education about the Holocaust will provide teachers and students with materials and methodologies that go far beyond the traditional classroom. This concept could initiate more international exchange of literature. Says **Dr. Marta Simo**, “This could be a unique opportunity to learn about Holocaust-related literature from different countries that we would

otherwise never hear about. This would enrich not only students and teachers, but it would be a great opportunity for inter-cultural learning and better understanding between European nations.”

Many other actors could contribute to such a network. Other organizations that deal with history, education, heritage, remembrance, culture and art, including NGOs and local Jewish and Roma communities, could also find a meaningful role in this network.

**Nevena Bajalica** notes: "This joint platform should not be created with a top down approach. While we all agree that we need the expertise of Holocaust education training institutions and library and archive experts, as we all learned as practitioners, we also need activists who will pull the wheels and do the actual work. This is essentially a grass-roots idea. We all know these people who are so passionate about their work, a small town teacher, a librarian in a small school library, an NGO activist – they can create a snowball effect."

### Invite librarians as experts

In order to introduce new programs for libraries we need close cooperation with professional and experienced training institutions and their experts. As **Dr. Werner Dreier** points out, we need “to apply, make use of the existing methodologies and materials. Also, there is an untapped field of education in libraries and archives as learning institutions. Many libraries already offer

educational programs in various fields and see themselves as learning places. I think that the active communication of the library with the public is a big part of what we are talking about. So it’s not only that these are places waiting for someone to come in. They also offer something actively, an active outreach. Also, very importantly, we should not look at librarians as being in need of knowledge. It is about involving Holocaust experts in developing something new through sharing and tapping into the expertise of librarians, inviting librarians to contribute as experts and not as learners in need.”



***Librarians use materials, and I think you need to invite them to a conversation: meet with them, find out where they are and what they have to offer, what they are interested in and how we can design resources that work. This, of course, has to be done country by country, because there are language specifics, and there are country specifics. You can design a European program tailor made for Serbia, or for the Netherlands. We have found out the hard way that if you want to connect to a target group you need to engage them. There needs to be a two-way dialogue. Librarians will tell you about the possibilities as well as the restrictions.***

### Jan Erik Dubbelman

International Director of the Anne Frank House

## Interview: Paul Salmons

### What kind of Holocaust education do we need?

#### Is there such a thing as too much Holocaust education?

You can have too much of anything. There could be: especially if young people are feeling that they are only going over old ground, things they have already learned. Having said that there could be, that doesn't mean I have seen it in many cases. The research that we did at UCL in English secondary schools indicated a very high degree of interest from young people. A very large percentage thought the Holocaust should be a compulsory part of the curriculum and that all young people should learn about it. So the evidence would suggest that young people are very interested. It also indicates that perhaps there isn't enough Holocaust education – or at least not of the right kind – because we also know that there are large gaps in people's substantive knowledge and those gaps will limit their understanding of this history. Myths and misconceptions are not always challenged. And even after studying the Holocaust, they will often still be confused by key aspects. Many say they still don't really understand, for instance, why the Jews were murdered.

#### What is the future of Holocaust education?

I think one might map or foresee the future based on developments in recent years. But another question would be, what could or should be the future of Holocaust education? In identifying some trends, we seem to be living through a period in which the Holocaust commemoration is taken more seriously. Teachers are exposed to good professional training. There is a certain amount of professionalization that the field needs and it's beginning to happen, with more attention paid to the value of a research-informed approach. And I think there's been a move – again we are still in the early stages – toward better relating the Holocaust to understanding other genocides and to strengthening genocide prevention.

These are all, in my view, positive directions. But all of them remain underdeveloped. In terms of where the field could go, I think the emphasis we have always had, to some extent, has been on a “lessons from the Holocaust” approach, which I have long argued is problematic. I think it can diminish and oversimplify the past in order to serve the needs of the present. If we can find a better, stronger rationale for Holocaust education which doesn't depend on the so-called “lessons” that are supposed to be learned, then we could move towards a disciplinary historical approach that is more based on critical thinking, and confront difficult issues and questions that are currently avoided in much commemorative work.

#### What should the role of memorials, exhibitions, archives, libraries and other cultural institutions be in teaching and learning about the Holocaust?

These are very diverse institutions, with different roles. It is important to think about where they complement each other and how each can contribute differently to the field.

Memorials and museums located on authentic sites play very different roles than those on neutral ground, far from the actual events of the Holocaust. Both are important. Authentic sites have a specific value in terms of thinking about what happened in that place. They can give you different kinds of perspectives. A museum can curate an overarching historical narrative, interpreting the past and presenting authentic evidence of the Holocaust.

If you are visiting a library or an archive, of course you're dealing with different kinds of material. I think one of the valuable things about these last few days is our consideration of the distinctive contribution that archivists and librarians can make. Archives and Libraries can be venues for small, traveling exhibitions, which bring a story to the local community. That's fine. I think more interestingly, though, is that the holdings of libraries and archives – which might include local newspapers or archival documents – can present opportunities for communities to explore their own history.

#### How and why should we raise teaching and learning about the Holocaust to an



### international level?

There is a lot to be gained from knowledge exchange among experts, learning from each other's historical contexts. I think one of the areas, again, which has been underdeveloped in most countries, including my own in the United Kingdom, is that not enough has been done to examine the myths of our own national past and to better confront the more difficult areas in our national history, as they relate to the Holocaust. It might be that on the international level, more willingness to do that would follow when it is recognized that other countries are doing the same.

How you foster that is challenging. I mean, obviously there are bilateral opportunities, such as the one we have been working on together through Terraforming's project, which bring colleagues together on an international level to work collaboratively on difficult issues. That obviously requires funding. IHRA is a possible source of funding. There are other funders as well. Of course funding is always a critical issue; but you also need a willingness amongst partners to cooperate, to work together, to listen to each other, to learn from one another. A certain humility is required, to recognize what others can contribute.

A huge amount of the work that I've done and – I hope – the contribution that I've made wouldn't have happened had it not been for meeting like-minded colleagues through IHRA. I would have been working on a domestic level that hopefully would have been making a contribution in the UK. That's fine. But even that contribution would have been lessened because I wouldn't have been so enriched by the thinking of colleagues from these other nations. And similarly there wouldn't have been the work on the international level, which I hope has been a contribution, because I wouldn't have had the opportunity to exchange with them.



# 4 Our vision of the future international library platform for education about the Holocaust

There are many ways to engage libraries and librarians in teaching and learning about the Holocaust. The first step would be to rethink what we expect from Holocaust education, particularly in the context of cross-disciplinary, multidisciplinary and interdisciplinary approaches, as well as the concept of lifelong learning, with social inclusion, active citizenship and personal development as goals. This is a great opportunity for a new cooperation between libraries, archives, teachers, and experts. With such premises we have to initiate a dialogue with librarians about redefining their role as facilitators in the field of Holocaust education, based on their expertise and resources.

## **Building a new international infrastructure for librarian trainings**

Institutions specialized in teacher trainings in the field of Holocaust education can adjust existing and prepare tailor-made training programs for librarians. This is not a simple task, as we learned during the pilot seminar in Yad Vashem and the follow-up seminars in the Historical Archives of the City of Novi Sad, the University Library of Belgrade, and the University Library of Novi Sad. At the same time, we learned that there is a huge interest and motivation among librarians to get involved. We have to fine-tune our approach to librarians in this matter. Librarians are experts in their fields and should be treated as such. On the other hand, education about the Holocaust is a very complex field, and thorough preparation, even for library experts, is absolutely necessary. Therefore, a serious engagement of major institutions in the field, such as Yad Vashem, the Anne Frank House, the House of the Wannsee Conference, the United

States Holocaust Memorial Museum, the UCL Centre for Holocaust Education, [erinnern.at](http://erinnern.at), Mémorial de la Shoah, the Memorial and Museum Auschwitz-Birkenau, POLIN Museum of the History of Polish Jews, and many others, is crucial.

This could also be an opportunity for relatively new actors to establish themselves as centers that offer specialized trainings for librarians – why not the Seređ Holocaust Museum, Holocaust Memorial Center for the Jews of Macedonia, Lety Memorial Museum, or the future Memorial Center Staro Sajmište? Building a new international infrastructure for librarian training would be one of the major goals ahead.

## **Let librarians do what they do best**

One of the good starting points would be, as we also learned during the project, to engage librarians through the activities closely tied with their expertise and work, such as, for instance, research on Holocaust-related literature, national authors, or creating particular Holocaust-related collections based on their local library funds, documentation and library archives, with the focus on local history and personal stories. In addition, there is a huge potential in using library spaces for arranging commemorative events, not only tied to national and international Holocaust remembrance days, but also to local commemorations, historical events, dates important for literature, authors, local culture, local communities, with added educational dimensions, designed with local collections, resources and history in mind.



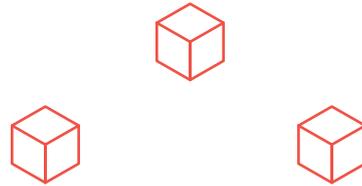
## Involve existing cultural heritage and digital humanities platforms

Established library platforms such as Europeana will play a huge role in elevating this process to the international level. Fortunately, librarians already have a good understanding of the concept and technologies behind Europeana. The National Library of Serbia and the Vienna University Library, institutions that were engaged in our project, already participate in the Europeana platform.

Our goal is to learn from and utilize existing infrastructure. For that reason we are exploring various ongoing international library initiatives. One of them is Public Libraries 2030, which aims to put public libraries on the EU agenda and raise awareness of the important role libraries play in life-long learning and literacy.

There are other international platforms in the field of cultural heritage and digital humanities, some even specializing in collecting Holocaust-related materials, most notably the European

Holocaust Research Infrastructure (EHRI) and various online platforms with testimony collections or educational resources for teachers. Often, libraries are behind such collections, like the Fortunoff Video Archive for Holocaust Testimonies at the Yale University Library. We have to take into account their experiences and know-how, and engage their expertise when taking our idea to the next step.



*The National Library is by definition in charge of preserving knowledge, information and memory, in the broadest sense of the word. Our subject is everything that could be considered the most significant products of our civilization – events, ideas, attitudes that marked history. The Holocaust is one of the greatest tragedies in the history of mankind, the consequences of which are part of permanent collective memory. Apart from the fact that we are the biggest and leading library in a country that has an obligation to remember, this remembering comes not only from duty, but from emotion. For the National Library of Serbia it is an honor to contribute to preserving the memory of the Holocaust. Libraries exist to share information that leads to new knowledge. Networking of resources is doubtless one of the key preconditions for disseminating this knowledge and putting it to good use. This is why every idea which envisages pooling of resources, whether digital repositories of library items or just metadata, is an axiom of library work and a priority for further development.*

**Dr. Dragana Milunović**  
Deputy Director of National Library of Serbia



# 4.1 International dimension and its value for education about the Holocaust

## OVERVIEW

- ▶ EXCHANGING EXPERIENCES AND KNOWLEDGE, WHILE COLLECTING HOLOCAUST-RELATED MATERIALS;
- ▶ UNITING THE EXISTING AND EMERGING NATIONAL COLLECTIONS OF CULTURAL HERITAGE;
- ▶ IDENTIFYING ,PRESERVING AND MAKING AVAILABLE NEW HOLOCAUST-RELATED MATERIALS;
- ▶ REVEALING MICROHISTORIES FOR BETTER UNDERSTANDING OF THE LOCAL AND EUROPEAN CONTEXT OF THE HOLOCAUST;
- ▶ EXHIBITING LOCAL COLLECTIONS TO BE USED IN EDUCATION INTERNATIONALLY;
- ▶ MEMORIAL DAYS AS STARTING POINT TO SHARE LOCAL NARRATIVES AND EXPERIENCES

The main purpose of the new international library platform for Holocaust education will be, on one hand, to exchange experiences and knowledge between librarians, as well as between librarians and experts and other actors in the field. On the other hand, we will work on creating a unique digital collection of Holocaust-related library collections from various countries. This way we will be creating a place for existing and emerging digital cultural heritage collections related to the Holocaust and available in libraries, such as literature, art, historical newspapers, photographs, letters, authentic artifacts, movies, graphic novels, music, and all other materials that could be used in educational settings for better understanding of the Holocaust in all its aspects, and made available for international audiences to be used in education.

### Identifying and preserving new Holocaust-related materials

In this way the platform would also contribute to identifying, preserving and making available different kinds of Holocaust-related material from all corners of the world: Europe, the Americas, and wherever such material may exist in libraries. Through engaging with libraries on all levels, from national to local, particularly in areas where the Holocaust took place, we will be able to reveal

micro-histories, local experiences, local narratives and personal stories, and gather materials that otherwise would be very hard to identify without a deep local knowledge.

### A mosaic of Holocaust micro-histories

This aspect of our concept might be the most valuable one: To grasp the extent of the Holocaust it is crucial to understand its local particularities and different ways this monstrous plan was executed in various local settings. Putting these materials on a joint international platform will facilitate better understanding of its European context, its scope, and its unprecedented character. As Paul Salmons points out, “I think local libraries and archives have the potential to bring something different, particularly in that sense of going deep, but also in terms of the potential to network libraries across towns and countries throughout Europe, to more or less map the micro-histories that together contribute to the bigger picture.”



### It is all about education

It is important to emphasize that the main structure of our concept is educational, and that the main context for making these local collections available for international audiences is to put them into use for educational purposes. For that

reason, the collections exhibited on the platform will be accompanied with tailor-made teaching methodology and tools. This might be considered ambitious, but there already are so many examples of good practices and great experiences of such work with libraries and library collections on the local and national level, that we are absolutely confident that it will work internationally as well.

The digital humanities as an emerging field. There are many collections out there. Some of them are presented as Holocaust related, others might still need to be identified as such. But there is often a question of how to put these collections into use. A joint and systematic approach toward the use of these materials in education, particularly related to the Holocaust, is still lacking. Our concept might be the answer. As *Dr. Robert Rozett* says, “Packaging the information to be used in teaching, to know how to use it and how to present it, as opposed to discovering things by diving into the archive, makes a lot of sense.”

### **Europeana - European digital archive, library and museum in one**

One of the project partners is Europeana. Funded by the European Union, it is a platform for collecting and presenting joint European heritage. The main idea behind Europeana is to serve as a contemporary European digital archive, library and museum in one. Europeana currently gives access to materials from 10,000 cultural institutions, making it the biggest platform of this kind in the world. As do many other cultural institutions, Europeana faces a question of what to do with the millions of exhibited digitized artifacts – how to invite audiences to make use of them. There are several ongoing initiatives that aim to utilize Europeana collections in education, such as the Europeana Education community and Teaching with Europeana. The latter initiative encourages teachers to share their experience in incorporating Europeana resources in their classroom. On the other hand, there are no initiatives that would involve librarians and libraries in education.

While the current collections available through Europeana cover a huge range of topics, it includes

very little about the history of Second World War – so far. When we approached Europeana we proposed that it could also present a pan-European history of the Holocaust, making it a perfect platform for developing new ways of collaboration between librarians, archivists and Holocaust education institutions.

### **It is not all digital**

While accessing the international collections through the online platform is a crucial part of our concept, the work with learners will in many ways still be based in local libraries as physical spaces, and the most important component would still be their own collections – real books and artifacts.

### **National and local Memorial days**

There is another idea implemented in our proposal, pertaining to Holocaust-related memorial days that are commemorated in different countries. The idea is based on a past IHRA-supported project in Serbia, “The Days of Remembrance,” which involved libraries in education about the Holocaust.

In addition to International Holocaust Memorial Day, 27 January, many more Holocaust-related historical dates are commemorated on a national and local level. As cultural centers and spaces, libraries are often involved in such commemorative activities. It is only natural to employ local library resources and collections in local commemorative activities. But what we do not have is a platform to share these experiences internationally. By assembling more knowledge about local and national memorial practices we can learn more about other national narratives, compare it with our own, and better understand our shared European history. *Dr. Marta Simo* emphasizes that this is how “we learn not only about the local histories around Europe, but we gain better understand of what is going on today, how these event were interpreted at the times in history when they happened, and the reasons why this is still important part of our memory today.”



## Interview: Victor Jan Vos

### A platform that provides access to 53 million records

#### What is Europeana?

Europeana is a platform for cultural heritage established by the European Union. We make cultural heritage that has been digitized by the combined institutions of cultural heritage in Europe – libraries, archives, museums – available to anyone for specific or general use, like entertainment or education and research, reproduction, you name it. The objects themselves are housed in the institutions. And currently we provide access to about 53 million records.

#### What is the significance of digital cultural heritage and how did digitization transform institutions like libraries, museums and archives?

That is a deep question. I think digitization is the only way to go. The world is digital and everybody expects the things that a company or an institution provides to be digital. And I truly believe that we're still at the starting point. The potential is enormous. Just think about what you can do with artificial intelligence, with image recognition, with word auto-recognition! You can gain so much more understanding of where we are and where we are going from looking at the history. It's really important.

#### What could be the role of platforms like Europeana in widening of the field of teaching and learning about the Holocaust?

I think we can provide standardization. We can provide expertise about how to deliver those digital materials to your user. If you want to model your data, we know how to do it. If you want to expand your data – add metadata to it – we know how to do it. Then on the other level it's about interoperability. So if you have an archival document or a library document, they don't normally connect to each other, and that's what I think we have done in Europeana.



## Interview: Biljana Albahari

### Now we function as a network

#### What are your impressions of the seminar for librarians and archivists in Yad Vashem?

I have a lot of connections with Judaism and Jewish heritage, Jewish life of Serbia, Bosnia and Herzegovina, and knowledge about the Holocaust. Still, the impressions I came back with from Yad Vashem are really something that cannot be compared to anything else. Even I, who have some experience of this kind of program, was really impressed with the amount of new things and new approaches to teaching and learning about the Holocaust, to which we were exposed. I think that the whole group really came back changed in a way. Especially because after the seminar we remained connected and we have managed to create a small network. So in addition to the educational program we received in Israel, there is a sustainable impact in our own country, as we can now work together.

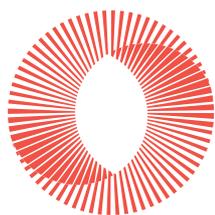
#### How compatible is the work of a librarian with the methodologies of teaching and learning about the Holocaust?

I think we are at the very beginning. I believe that librarians, like the general public, don't know much about the Holocaust. This initiative is just a start and lots of work needs to be done. Librarians should work on education about the Holocaust in the same way that teachers work in schools. That is, first train a group of librarians, create a network so they can pass this knowledge and experience to their colleagues. Make guidelines on how to collect this material.

#### Are there enough libraries in Serbia that are open to taking up the role of educators in general, holding programs of different kinds, becoming cultural centers – as experts believe they should and could in the 21st century?

Absolutely, yes, I think there are. The libraries themselves are ripe for new events and new topics. In Serbia there is a Law on Libraries, a network of libraries that forms a kind of pyramid, with the National Library of Serbia at the top, then the University Library, libraries of institutes, Matica Srpska Library, public libraries and so on. And I think that in each of these levels in Serbia there could be a happening, a lecture, a workshop, an exhibition built from their own collections. For example, I made an exhibition about books related to the Holocaust. I collected around 100 books about the Holocaust published in Serbia. We went to Kragujevac, in the Memorial Center Šumarice, and connected two events: commemoration of Jewish victims in Kragujevac and commemoration of (Serbian) students killed in the reprisal shootings by the Nazis in Kragujevac during World War Two. We held a round table and exhibition. Students from Kragujevac High School came with their teacher, who said that it was great and asked to do something similar in their school.





## ...and last but not least, fixing a common misunderstanding

We often faced one particular problem when trying to explain our idea. We would like to engage librarians in education about the Holocaust as a complement to other forms and sources of knowledge – not instead of it. School education and the role of teachers is still the most relevant, and the training institution's infrastructure is adjusted to this common practice. Teacher training programs are adjusted to a group with a particular preexisting knowledge and experience of pedagogical work. There are no professional training institutions for librarians in the field of Holocaust education. Existing opportunities for librarian trainings are focused on professional development in their traditional roles. The only solution is to engage experts in Holocaust pedagogy and in training institutions to work on Holocaust education training for librarians. No one else can.

The following phone conversation took place during the preparation for the project's final seminar. Miško Stanišić, director of Terraforming, called Dr. Werner Dreier, director of *\_erinnern.at\_*, the Holocaust Education Institute of the Austrian Federal Ministry of Education:

### *Ringling sound.*

- Hello, this is Werner speaking!
- Hi Werner this is Miško, how are you doing?
- Oh, hi Miško! Fine, fine. How are you?
- I'm good, thank you. Listen Werner, I would like to invite you to a seminar in Belgrade. We would like to discuss and exchange some ideas about engaging librarians in teaching and learning about the Holocaust.
- Oh, okay... I am listening.
- Well, we have this idea: We would like to investigate and develop methodologies for libraries and librarians to take a more prominent role as multipliers in teaching and learning about the Holocaust. We would like to explore how libraries could contribute their existing networks, facilities, expertise and collections, such as literature. But we also want to enable them to recognize and collect local Holocaust-related materials to use as a starting point in education about the Holocaust. In order to achieve this we need to train them, obviously, so I am inviting you to join us, as you and your institution have so much experience in this field.
- I see. But I think you should call someone else. As you know, our institution works with teachers, and we are training teachers for education about the Holocaust. We do not work with librarians.
- But Werner, that is precisely my point – nobody does!

### *Five second of silence.*

- You are actually right! I understand. Ok, I'll see you in Belgrade!





## Footnotes

- 1 Margaret Stieg: The Second World War and the Public Libraries of Nazi Germany; Journal of Contemporary History Vol. 27, Sage Publications, Ltd,1992
- 2 The Holocaust and the Book: Destruction and Preservation; Edited by Jonathan Rose, University of Massachusetts Press, 2001
- 3 Encyclopedia of Holocaust Literature; David Patterson, Alan L. Berger, Sarita Cargas, Ackerman Center for Holocaust Studies University of Texas at Dallas, Greenwood Publishing 2002
- 4 Expect More: Demanding Better Libraries for Today's Complex World; R. David Lankes, 2015



INTERNATIONAL  
LIBRARY PLATFORM  
FOR EDUCATION ABOUT  
THE HOLOCAUST

The idea of creating an international format to engage library infrastructure in teaching and learning about the Holocaust, including professionals, literature, Holocaust-related records and other relevant collections available in libraries, arose after several years of Terraforming's work with library networks in Serbia on promoting education about the Holocaust.

The project aims to create a contextual, pedagogical, and technical framework for a collaborative platform of international resources for Holocaust education in the evolving cultural heritage infrastructure of digital humanities, engaging national, academic, public, school and special libraries, library networks, and librarians as professionals and experts in their field.

This publication presents the concept in the form of a summary of discussions and exchanges between librarians, archivists, teachers, historians and international experts, that took place during the project activities, in particular the concluding international seminar at the National Library of Serbia in Belgrade in December 2018.

**anne frank** house



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INTERNATIONAL  
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ALLIANCE

