

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	7 - Terraforming
PIC number:	932179022
Project name and acronym:	Combating Holocaust Denial and Distortion through Active Citizenship, Remembrance and Education — CARE

EVENT DESCRIPTION			
Event number:	4		
Event name:	Learning from the Past, Acting for the Future		
Type:	seminar		
In situ/online:	in-situ		
Location:	Subotica and Palic, Serbia		
Date(s):	25-29 August 2024		
Website(s) (if any):	https://terraforming.org/en/seminar-in-subotica-2024/		
Participants			
Female:	21		
Male:	8		
Non-binary:	0		
From country 1 Serbia:	27		
From country 2 North Macedonia:	2		
Total number of participants:	29	From total number of countries:	2
Description			
<i>Provide a short description of the event and its activities.</i>			
<p>This 5-day seminar was organised in the framework of the project <i>Combating Holocaust Denial and Distortion through Active Citizenship, Remembrance and Education (CARE)</i>, coordinated by Intercultural Institute Timisoara (Romania), in partnership with The Jewish Museum of Greece, Fondazione CDEC (Italy), Documenta (Croatia), The Secretariat of the International Commission for the Evaluation of the Crimes of the Nazi and Soviet Occupation Regimes in Lithuania, the Big Picture Association (Poland) and Terraforming (Serbia), co-funded by the European Commission through CERV programme.</p> <p>The seminar was co-funded by TOLI – The Olga Lengyel Institute for Holocaust Studies and Human Rights and by the Dutch Jewish Humanitarian Fund.</p>			

A total of 29 teachers, museum educators, archivists and other educators, out of which 27 from Serbia and 2 from North Macedonia, participated in the event. Lecturers and trainers from Israel, Romania, Serbia and UK supported the teachers in their learning process.

The aim of the seminar was to contribute to increasing the quality of Holocaust and human rights education in Serbia. The program provided a rich opportunity to integrate national and international approaches in teaching about these topics and in understanding the contemporary relevance of this important part of modern history.

The objectives of the seminar were to:

- Develop teachers' awareness of historical and current dialectical discussions concerning the Holocaust and other instances of social injustice;
- Develop teachers' understanding of the impact of stereotypes, prejudices and discrimination at individual, group and society level;
- Develop teachers' understanding of the Jewish life before and after the Holocaust;
- Develop teachers' understanding of the Roma genocide;
- Develop teachers' competences to identify and counter Holocaust distortion;
- Increase appreciation for innovative, student-centered teaching methods, including extra-curricular activities and partnerships between school and other institutions and organizations;
- Promote an interdisciplinary approach of Holocaust Education and Human Rights Education.

The methodology of the seminar was learner centered, based on the principles of experiential learning and a human rights-based approach in education. A variety of methods were used in order to stimulate the engagement of participants, their reflections and a high level of interaction: presentations, analysis, discussions, reflections, group work, videos, visits, guest speakers, survivors' testimonies, etc.

The seminar started on Sunday, August 25, with an opening reception, where distinguished guests and officials delivered welcoming speeches in which they shared personal connections to the topic of the Holocaust, and commanded the teachers for their interest in teaching about the Holocaust and human rights: Robert Sabadoš, President of the Jewish Community in Subotica; Srđan Samardžić, Deputy Mayor of Subotica; Dragana Ćorić, Regional Ombudsman for Vojvodina Province; Pavle Vamošer, representative of the Jewish Community in Novi Sad and member of the Dachau International Committee; and Pawel Voronin, Head of the Culture Department of the Embassy of the Federal Republic of Germany.

The second day started with a session on the role of identity and stereotypes in shaping human interactions, as well as national and international policies. The participants reflected on the meaning of identity and the ways in which it was used as a reason for exclusion and murder during the Holocaust. In the next session, Sandra Rosenfeld talked about Jewish life in Europe before the Holocaust. She presented various aspects of Jewish heritage and traditions, highlighted the value of students learning about Jewish life before and after the Holocaust and emphasized the importance of using primary sources when discussing this topic. In the next session, focused on the Holocaust in Europe, Martin Winstone accompanied the presentation of historical information with an introduction to the IHRA Recommendations for Teaching and Learning about the Holocaust. He emphasized the importance of using evidence-based approaches, avoiding sensationalism and the use of shock factors, focusing on the human experiences of Holocaust victims and survivors and presenting the victims as individuals with agency, not just passive sufferers. The day concluded with a workshop led by Oana Bajka on teaching for combating antisemitism, during which the participants had the opportunity to reflect on antisemitic myths and stereotypes, and the ways in which they have been used throughout European history to shape public perception about Jews and justify discrimination and persecution of Jewish people.

The third day began with a detailed historical presentation by Milan Koljanin about the Holocaust in Serbia, which covered specific conditions in the different regions of the current territory of Serbia. Afterwards, Milovan Pisarri addressed the topic of the Roma Genocide, increasing participants' knowledge regarding this under-researched and often overlooked aspect of European history. The session also looked at the broader topic of Roma history, focusing on historical and contemporary forms of anti-Roma racism. In the next session, led by Misko Stanisic, teachers learned more about the IHRA Recommendations for Teaching and Learning about the Holocaust and reflected on the ways in which they can adjust their educational practice in line with these recommendations. Misko Stanisic also highlighted the importance of teaching and learning about the Roma Genocide, a topic for which IHRA recommendations are currently being developed. In the final session of the day Oana Bajka invited the participants to explore TOLI's interdisciplinary approach which combines Holocaust education, human rights education and intercultural education. Participants engaged in an interactive activity which increased their understanding of how this interdisciplinary approach uses the lens of

human rights to help learners better understand how the Holocaust was possible, and to draw lessons from the Holocaust in order to appreciate the value of human rights and democratic societies.

The fourth day started with two sessions dedicated to the topic of Holocaust denial and distortion, led by Miško Stanišić and Aleksandar Todosijević. During these sessions they guided the participants in an interactive process of identifying manifestations of antisemitism or Holocaust distortion in various sources analyzed, such as textbooks, Holocaust memorials, educational audio-video materials, or discourses of contemporary historians, scientists, politicians, sportspeople or other public figures in Serbia.

The day continued with a guided tour focused on Jewish life in the neighboring town of Subotica, during which participants got first-hand insights into the historical and cultural context of the Jewish community in the region from Branka Banjanin, member of the Jewish Community in Subotica. The tour included visits to key landmarks of local Jewish life, including the Jewish Community and the recently renovated Subotica Synagogue. One of the highlights of the seminar was the meeting with three second-generation Holocaust survivors, who shared their life stories with the participants: Robert Sabadoš, Sandra Rosenfeld and Borka Marinković, who also presented her recent research on interviewing Holocaust survivors and their relatives.

The last day of the seminar was dedicated to exploring further innovative methods and approaches to Holocaust and human rights education. The day started with a workshop on the effective use of graphic novels as teaching tools. Teachers engaged in lively discussions and collaboratively designed educational activities using the graphic novels previously developed by Terraforming. In the following session, Ana Radaković invited participants to create educational activities starting from primary or secondary sources, such as photographs, diaries, memoirs, films, documentaries. In the last session participants learned about TOLI Impact Grant Program and started to think how they can put into practice what they learned during the seminar. They worked in small groups to design individual or collaborative projects and educational activities addressing the Holocaust and human rights. The teachers presented their ideas and received feedback and guidance to avoid problematic approaches in teaching the Holocaust, such as using role play as a method of learning about the Holocaust or choosing methods that run the risk of dehumanizing Jewish people, etc.