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History for tomorrow.

**Anti-discrimination Education
in Museums**

Catalogue of Good Practices

History for tomorrow.

Anti-discrimination Education in Museums

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POLIN Museum of the History of Polish Jews

POLIN Museum of the History of Polish Jews opened in October 2014, at a symbolic spot in Warsaw: the very heart of a once-thriving district inhabited mainly by Jews, which was transformed by the Germans during the war into a ghetto. The Monument to the Ghetto Heroes, designed by Natan Rapaport, was erected here in 1948. The museum building was built on its plot located amongst the residential buildings of Muranów, a district created after the war on the rubble of the ghetto. Because of this location, the museum has a unique possibility to present – using its core exhibition, as well as the surrounding area – the story of the Holocaust along with the life of Polish and Warsaw Jews before and after the Second World War.

For nearly a thousand years, Polish territory was a place of Polish-Jewish coexistence. In 1939 over three million Jews lived in Poland and Warsaw had the second largest Jewish community in the world. The Second World War marked a breach in their story. Only ten per cent of the pre-war Jewish population survived. Despite this enormous loss, Jewish history in Poland has not ended. Thus POLIN's role is both to recall and preserve the memory of the history of Polish Jews, and to build across the rupture. As a contemporary narrative museum it presents the thousand-year history of Polish Jews, and is open to all who are eager to learn more about Jewish culture of the past and the present. By organising debates, conferences and workshops, the museum encourages visitors to gain knowledge about Jewish culture, and also to confront stereotypes and to face perils of today's world such as xenophobia and nationalistic prejudices. In this way, POLIN contributes *to the mutual understanding and respect amongst Poles and Jews as well as other societies of Europe and the world.*

KAZERNE DOSSIN

Kazerne Dossin: Memorial, Museum and Documentation Centre on the Holocaust and Human Rights

December 2012 marked the opening of Kazerne Dossin: Memorial, Museum and Documentation Centre on the Holocaust and Human Rights, in Mechelen. The museum, in focusing on the Belgian aspect of the Holocaust, uniquely combines Holocaust education on the one hand and human rights education on the other. Its mission statement summarises the objectives of Kazerne Dossin as follows:

Kazerne Dossin draws on the historical account of the Jewish persecution and the Holocaust from a Belgian perspective to reflect on contemporary phenomena of racism and the exclusion of communities and on discrimination for reasons of origin, faith, belief, colour, sex or sexual orientation. Additionally, Kazerne Dossin seeks to analyse group violence in society as a possible stepping stone to genocides. Thus conceived, this museum makes a fundamental contribution to the educational, social project in which citizenship, democratic resistance and the protection of individual basic freedoms are central.

Between 1942 and 1944, 25,484 Jews and 352 Roma and Sinti were deported from the 18th-century Dossin barracks. Just over five per cent returned from Auschwitz-Birkenau. Kazerne Dossin is an intense and unique place of commemoration. The museum deals with the persecution of Jews, Roma and Sinti in Belgium. Until mid-1942, occupation forces were able to rely everywhere on the often supportive cooperation of authorities. How was that possible? Why did this persecution exist? What did it mean for victims, and how did they react? Was there no resistance? These are core questions in the museum.

Kazerne Dossin deals with the 'Belgian case' and is also a museum addressing mass violence. Taking the Holocaust as the basis, Kazerne Dossin searches for persistent mechanisms of group pressure and collective violence that, under certain conditions, can result in mass murder and genocide. This issue touches upon the core of contemporary human rights with an emphasis on freedom and non-discrimination. The behaviour of perpetrators and opportunists serves as the basis for alerting the visitor to collective mechanisms of violence among us, and to the possibility of saying 'no'.

anne frank house

Anne Frank House

The Anne Frank House (AFH), established in 1957, is an independent non-profit organisation dedicated to the former hiding place of the Jewish girl Anne Frank. With her family and four other Jews, Anne Frank lived here between July 1942 and August 1944, at the time when the Netherlands was under German occupation. It is the place where she wrote her famous diary. The museum, located in the Amsterdam city centre, was officially opened in 1960; it now attracts more than a million visitors annually, most of whom are from abroad. The museum offers a range of programmes to school groups which focus on Anne Frank's story and on the relevance of that story to our day.

In November 2018, after a period of renovation, the Anne Frank House was reopened by King Willem-Alexander of the Netherlands. The hiding place has been carefully preserved and, with younger generations particularly in mind – the average visitor's age is well below thirty – the renewed museum more explicitly depicts the connection between the 'micro' history of the period spent in hiding, in the Secret Annexe, and the 'macro' history of the Holocaust in Amsterdam. New exhibitions also highlight the roles and motives of those who helped people in hiding.

The Anne Frank House is also an institution of education. Using Anne Frank's life story as a foundation, set against the backdrop of the Holocaust and the Second World War, the Anne Frank House develops a variety of educational activities aiming to raise visitors' awareness of the dangers of anti-Semitism, racism and discrimination and the importance of freedom, equal rights and democracy. Students can participate in many AFH activities, whilst other materials and seminars focus on professionals including teachers, policymakers and police.

The Anne Frank House's activities extend to more than fifty countries through travelling exhibitions that are at the core of the educational-outreach programme. In most countries, the educational concept of the Anne Frank exhibition incorporates 'peer education': young people are trained to be responsible for the implementation of the education programme. In recent years, the Anne Frank House has built on this peer education, establishing an international Anne Frank Youth Network that enables youngsters in different parts of the world to learn from each other.



Why do we as historical institutions work on anti-discrimination?

The project Horizontal Historical Education in Non-Discriminative Activities seeks to create a network of European institutions – POLIN Museum of the History of Polish Jews, Kazerne Dossin and the Anne Frank House – working in the field of non-discrimination. All three institutions are museums dealing with the history of Jews: in the cases of Kazerne Dossin and the Anne Frank House, mostly with the history of the persecution of Jews and the Holocaust, and in the case of POLIN Museum, with the presence of Jews in Poland from medieval to contemporary times. Yet we are not only places of remembrance – in striving to recall the story of the Jewish population and its persecution, we also consider our mission in a broader sense.

We believe that our unique resource – historical exhibitions – can be used for anti-discrimination education and to demonstrate a disturbing repetition of social mechanisms. Taking Jewish history as a starting point, we draw the attention of various groups including schools, individual visitors and professionals to processes underlying discrimination and persecution. We encourage participants of our tours and workshops to reflect on contemporary phenomena of racism, exclusion and discrimination on the grounds of origin, religion, belief, skin colour, gender and orientation, in order to sensitise them and help them adopt an active social attitude that can help prevent escalation of hatred.

We hope that our cooperation will create common ground for anti-discrimination education in our countries and will contribute to greater engagement in the promotion and protection of equal rights in Europe.



Why do we work with police and with teachers?

Law-enforcement and education institutions play key roles in developing a culture of inclusive tolerance. It is crucial, therefore, for police organisations and education professionals to be sensitive to diversity and intercultural issues, and to have knowledge, experience and skills for effectively dealing with discriminatory incidents. In this way, they become role models both in and out of their workplace activities.

POLICE

Part of police work involves intervening in situations of social conflict that could lead both to large-scale and to small-scale lawbreaking. Therefore, it is important to strengthen the responsive skills of police officers, while maintaining principles of equal and professional treatment. Anti-discrimination activities increase the level of awareness to social and cultural differences. Their value is emphasised in evaluations carried out by the project partners of activities of participants in previous anti-discrimination projects.

In **POLIN Museum**, anti-discrimination workshops that are offered for professionals are prepared in cooperation with police experts and Fundacja w Stronę Dialogu (the Towards Dialogue Foundation), specializing in Roma culture and tradition, the Auschwitz Jewish Center, the Anti-discrimination Education Society (TEA) and the Polish Society of Anti-Discrimination Practices (PTPA). This cross-organisational cooperation allows us to reply to specific needs within the police, related to building understanding and trust between police representatives and minority groups. An important part of the internal training process for Polish police officers includes issues related to community policing. To expand their skills and knowledge and to facilitate positive contact with minority groups, POLIN offers educational tools, including workshops, trainings, materials. These cover topics from the situation of minorities in Poland today to activities extending the abilities of police officers to recognise discriminative mechanisms in present-day contexts.



Kazerne Dossin and the integrated police (federal and local forces in Belgium) joined forces in developing trainings in which historical knowledge and experience are used in refining official police strategies for dealing with human-rights issues. Police officers often face human-rights dilemmas and make the tough ethical choices and decisions that are part of their job. This has always been the case: during the Second World War, Belgian police officials had been deployed by the German occupation regime to carry out violent raids on Jews. From their reports, we gain insight into how they handled these assignments: did they willingly obey, or did they resist? Experience with the programme Holocaust, Police and Human Rights designed for the Integrated Police has demonstrated that combining a specific visit to the exhibition with a focused workshop that translates insights from the past into the professional challenges of today has the greatest impact on both our visitors/ users and on the police.

The Anne Frank House offers varied programmes for police officers. One of the goals is to explore the situation of the Dutch police during the Second World War. Participants deal with the cases of police officers who saved Jews or who were involved in rounding them up on German orders, or who did something in between. Participants learn to recognise moral dilemmas faced by their colleagues from that period and gain insight into why police officers chose to collaborate or chose to resist. With this historical background in mind, they discuss dilemmas in their everyday work practice. With the moderation of the Anne Frank House, they also discuss contemporary issues related to discrimination and diversity.



TEACHERS

From primary to high school, teachers are often active leaders in their local communities. Their work is a crucial component in grassroots change. Cooperation with teachers, schools and directors is particularly important for social prevention and for the ability to reach the target audience: young people, whose attitudes are subject to transformation at this formative stage in their lives.

POLIN Museum workshops for education professionals, developed in conjunction with anti-discrimination specialists, aim to establish a safe environment enabling teachers to reflect on their role in countering discrimination in schools. Training programmes provide them with knowledge about mechanisms of discrimination, and also open a discussion about contemporary challenges they meet within school environments. During these workshop, educators introduce various topics and methods of working with a group, according to group needs, inspired by and in cooperation with other institutions including TEA, the Towards Dialogue Foundation, the Auschwitz Jewish Center and Fundacja Drama Way.

In targeting groups such as school groups, young people and educators, **Kazerne Dossin** presents itself as a knowledge centre which can translate its expertise on historical and current social processes including cumulative radicalisation and polarisation into concrete actions to be established within learning environments. This offer – tailor-made toolkits, exhibitions, workshops, lectures, training courses – is crafted to cater to specific needs and requests of learning target groups.

The Anne Frank House has been working in schools for years and provides teachers in many countries with learning materials and lesson plans. Teacher-training programmes offered by AFH in the Netherlands provide thematic backgrounds to teachers on Second World War history, and serve as a platform for discussing contemporary problems and dilemmas in teaching.



How do we work?

POLIN Museum of the History of the Polish Jews, Kazerne Dossin and the Anne Frank House have much in common: they are all museums that deal with the history of the Jews. The three institutions seek to inform people about the history of the Holocaust and about its relevance today. Learning from history, all mention in their mission statements the importance of human rights, and the on-going contests against discrimination and for equality. Education in these topics is of great importance. For this purpose, each institution has created a broad variety of education programmes. What makes the three museums unique is that they all reach out to both teachers and police, recognising that these two professional groups are key in promoting a pluralist society in which people can live without discrimination.

POLIN Museum

The heart of the Museum of the History of Polish Jews is its core exhibition: the thousand-year history of Jews in Poland presented in eight extensive galleries, from medieval times to the present day. From the foundation that it provides, we offer a wide array of programmes in education for schools, families, students and the general public. Our programming offers opportunities to discover the history and culture of Polish Jews. We believe that it is an important history, particularly today when we find ourselves living in a diverse society in which we encounter people of different cultures and sensitivities.

The programme of temporary exhibitions, education activities, conferences, academic and artistic residences make the museum a vibrant platform for dialogue and for spreading knowledge of Jewish history and heritage. We would like the museum's education programming to generate a space for reflection upon the legacy of the past and for contemplation of the present and the future.

For professional groups, we offer various workshops and activities on the history and culture of Polish Jews as well as on anti-discrimination. They include training sessions in the museum of two days and of five hours for police officers, as well as lectures and presentations both in the museum and in police academies.



During the two-day trainings, participants learn to categorise current prevailing discrimination narratives, including those which can focus on anti-Semitism, anti-Roma, anti-migrant and gender discrimination. They are presented with the persistence of discriminating practices, with past examples used to explain mechanisms of current discriminatory narratives to produce a set of counter-narratives. Trainers facilitate the process of knowledge exchange between participants and reinforce their skills in recognising and countering intolerance. Five-hour trainings focus on the analysis of historical examples of discrimination from the museum's exhibition, and two-day trainings are also held for groups of professionals working in the education field (teachers, local authorities). Along with this, various activities dedicated to anti-discrimination issues and diversity are offered as a part of the museum programme's accompanying events, such as temporary exhibitions, commemorative anniversaries, conferences.

KAZERNE DOSSIN

As a unique place of remembrance, Kazerne Dossin has consistently aimed to help people to better understand today's world. Kazerne Dossin offers a perspective on the world and humanity, but not only by presenting objects and collections: our institution brings into focus real, human stories from the past and the present.

Kazerne Dossin can and will respond, based on its mission and on a multi-platform approach (as memorial, museum and knowledge centre, both on- and offline), to what the general public in all its diversity deals with in everyday life; and also responds to what specific communities and learning target groups are looking for. In this way Kazerne Dossin, together with cross-genre partners, seeks to develop a successful collaboration that remains accessible to everyone and that establishes connections, above all, despite differences.

Kazerne Dossin also seeks to become a place in the future with even wider possibilities for cooperation and interaction: a place for dialogue and reflection, for inspiration and research, for discovery and meeting, for deepening and for broadening. Kazerne Dossin focuses on growth on emotional, personal and social levels. Within that framework, we offer counter-narratives, stories, methodologies and projects that work progressively against discriminatory mechanisms such as polarisation, radicalisation and racism.



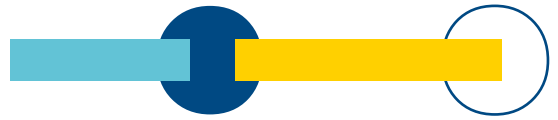
ANNE FRANK HOUSE

The personal story of Anne Frank is the general starting point for educational-outreach work done by the Anne Frank House. Her story is presented to show what an ordinary Jewish family was forced to face during the Holocaust. The Anne Frank House provides historical context, education on historical and present-day anti-Semitism, and education on other forms of discrimination. The Anne Frank House promotes the understanding of patterns of thought and behaviour that give rise to racism and discrimination, which also exist in contemporary society. Ultimately, we encourage people to make an active contribution to the promotion and maintenance of a society that is open, pluralist and democratic.

The Anne Frank House has developed a broad variety of online and offline educational materials for teachers and other professionals, including the police. 'Active learning' is a key element in most of these materials: questions, creative assignments and challenging games are used to encourage reflection on the history of the Holocaust and on contemporary issues.

To assist professionals in their daily work, the Anne Frank House provides seminars about the Holocaust and about discrimination in the past and the present. For example, participants in these seminars are made familiar with strategies and skills to effectively deal with discriminatory remarks and polarising debates.

The Anne Frank House especially wants to encourage young people to make a difference in their social environments. This is reflected, for example, in their work with travelling Anne Frank exhibitions worldwide. Most of these exhibitions incorporate the practical working concept of 'peer education': young people giving guided tours to other youngsters. To facilitate the exchange between the many thousands of young people who have acted as peer educators, the Anne Frank House has initiated the Anne Frank Youth Network. This is a worldwide network of young people inspired by Anne Frank to challenge discrimination, prejudice and racism through education.



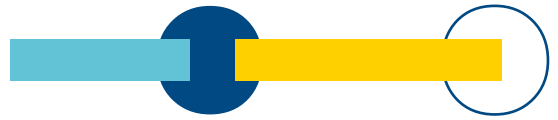
Making meaningful links between past and present

POLIN Museum

In our museum-based anti-discrimination programmes addressed to the police and to education professionals, we use a unique method of retrospective education: the history of the Jews of Poland becomes a point of reference to address current issues relative not only to the Jews, but also other minorities in Poland today. Referring to the situation of other minorities is particularly important in Poland, where an increase in apparent hostility towards so-called strangers is being seen, although the number of immigrants is relatively insignificant, and the society is comparatively mono-ethnic. Combining experience and knowledge of the museum's guide/educator, who is an expert in the field of Jewish contexts, and the anti-discrimination trainer, who is an expert in the field of anti-discrimination group trainings, has resulted in the creation of a method of trainings linking the past and present.

In order to make these links palpable to participants, we decided to select examples from the POLIN core exhibition and analyse them through the lenses of mechanisms of minority-majority interactions. Examples were chosen from different periods within the thousand-year history of Jewish presence on territories of Poland and are used during five-hour and two-day trainings.

Examples of discriminatory social mechanisms drawn from the past are discussed in a contemporary context, allowing participants to look at conflicts from a less emotional standpoint. By referring to the past, we seek to sensitise participants to signs of discriminatory practices, while encouraging them to adopt an active social attitude that could prevent escalating hatred today. Participants thus learn to recognise persistent mechanisms that lead to racism, discrimination and other forms of exclusion.



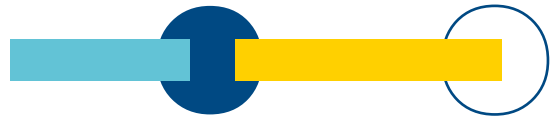
KAZERNE DOSSIN

Our Memorial, Museum and Documentation Centre on the Holocaust and Human Rights is the first Holocaust museum to explicitly include human rights in its name. It is therefore a trendsetter in an international debate that has been going on for some time, about how to embed the history of the Holocaust in a broader context. In the 21st century, Holocaust museums must not only recall historical events, they must also transcend them through an analysis that leads to a pedagogical project. Central to this are values such as tolerance and respect, citizenship and responsibility, which must exist and set the tone. Showing what has already happened is not enough to avoid its being repeated.

Moreover, focusing too exclusively on the unique event of the Shoah can lead us to isolate it, to 'place it outside ourselves' absolutely, and to regard it as an incomprehensible event. Anti-Semitism and intolerance are age-old, yet the introduction of human rights in a Holocaust museum is not self-evident. It must, of course, be an update. But why pay attention or not pay attention to East Congo, Darfur, Guantánamo, Syria? Why focus or not focus on child soldiers, female circumcision, torture, restrictions on freedom of expression, bans on headscarves, child labour in India, lack of political freedom in China?

These are all debilitating, divisive choices. However, a museum exploring human rights must function from a concept. After lengthy reflection and discussion, Kazerne Dossin has opted to link the concept of human rights to the historical event that is so penetratingly present on the Dossin barracks site. Two themes have been derived from this: on one hand there are discrimination and exclusion, with mass violence on the other. These themes are not to be separated.

Kazerne Dossin focuses on discrimination and mass violence. The museum wants to discuss motives and behaviour both of perpetrators and of rescuers, and then integrate this into a human-rights concept seeking to connect with the foundations of the contemporary, democratic, constitutional state. Our museum can call itself successful if it gives the visitor lasting insight into the phenomenon of discrimination and exclusion, into the power of the masses, into freedom of movement that is essential to the individual in every form of group aggression. The message of Kazerne Dossin is that in the face of an agitating mass, in the face of group pressure, the individual must always look for the margin in which to say 'no'. Thus an important educational role is played by the analysis of genocidal action and of the process leading to genocide, in the context of the human-rights project. Both by way of prevention, and also to expose mechanisms of exclusion and discrimination.

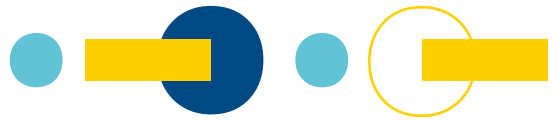


ANNE FRANK HOUSE

The persecution of Jews and other groups of victims during the German occupation was initiated and implemented by human beings, and many ordinary people contributed to the injustice. Since the Holocaust was the result of a man-made, step-by-step process, it has implications for society in our day.

Most Anne Frank House education activities take place in societies where people need not fear persecution provoked by the fact that they are part of a minority group. Forms of exclusion and discrimination still exist, however. By reflecting on the history of the Holocaust, the Anne Frank House wants to make its target groups aware of the underlying mechanisms and dangers of stereotypes and discrimination.

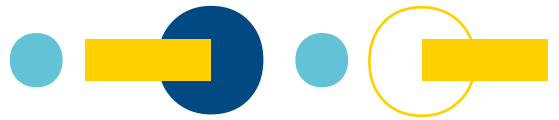
The education programmes of the Anne Frank House focus on the roles of ordinary people by sharing personal stories. Participants learn about the fate of individual victims, including the Frank family members, while also exploring choices made by those who helped, and by those who stood aside and those who collaborated with the Germans. It is not the intention to make easy judgements about the behaviour and actions of individuals who lived under those circumstances. We want to provide a better picture of the dilemmas people faced, discussing them with our participants. Through presenting examples of positive actions from the past, we encourage participants to explore clear-cut possibilities of intervention in the present when confronted with injustice.



Inspiring practices

POLIN Museum

In POLIN Museum, we have created a unique model of anti-discrimination trainings and workshops, using our core exhibition and Jewish history as the starting point to discuss mechanism of exclusion occurring in contemporary society. Museum workshops concentrate both on Jews and on other minorities and groups subjected to discrimination, with one focus on Roma issues. This is related to the fact that for many years the issue of Roma extermination during the Second World War was not included in public discussion, while stereotypes about Roma people who have been present in Europe for centuries have perpetrated a negative image of them in society. To regain the neglected memory, and to contend with Romophobic prejudices, in our trainings we have introduced modules dedicated to the Roma minority. Since 2018, we have also provided lectures in police academies and materials for police officers on anti-Semitism and Romophobia.



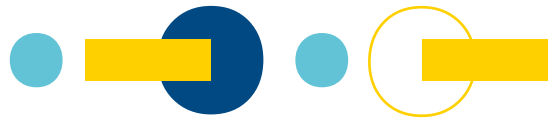
1. Group work in the core-exhibition gallery **On the Jewish Street (1918–1939):**

One of the modules that allows participants to understand discrimination mechanisms takes place in our core-exhibition gallery **On the Jewish Street (1918–1939)**. The reason for choosing the interwar period was our intention to avoid judging extreme events, while maintaining respect toward victims. Examples of discriminatory practices are also less conflicted than those from the Second World War or the post-war period, which enables reflection and discussion. Participants receive worksheets with questions about discrimination in the areas of economy, education and religion, then search for examples in the gallery. The results of their work are then discussed upon returning to the education room. Examples from the interwar period allow trainers to discuss issues including:

- effects of the absence of adequate responses from the state,
- escalation of aggression
(from leaflets and discriminatory speech to physical aggression),
- how a crisis situation lends itself to an increase in discrimination.

These are later used to explain the origin of contemporary anti-discriminatory regulations and actions and to legitimise them in the eyes of the participants. We believe it is necessary to present the participants with what we term “know why” elements: improved understanding leads to more efficient action.

It is worth noting that in choosing examples from the past – ones not referring directly to personal or family memory – we may concentrate on analysing the discrimination mechanisms instead of being drawn into heated discussions about interpreting the past.



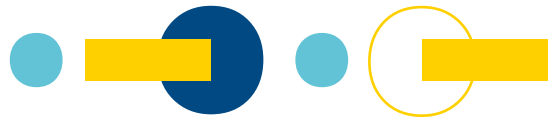
2. Hate speech and micro-inequities: analysis of historical and contemporary examples

Examples of discrimination analysed on the core exhibition lead us to the conclusion that language used when speaking about a minority group may lead to further discrimination. During two-day trainings, we dedicate time to discussing the role of language in the processes of categorisation and stigmatisation, and how it underlines differences and hostility between groups.

Participants work on examples referring to members of various minorities (someone with a disability, for example, or from a 'different' ethnic background or sexual orientation) – formulations that are heard often yet can be misperceived as harmless by those who use them. The analysis of these expressions allows participants to explore perspective of the concerned minority-group members, and to understand that language plays an important role in shaping social perceptions about minority groups and therefore preventing hate-motivated crimes. It also encourages police and teachers – as they have mentioned in training-evaluation interviews – to pay attention to the language they use in their professional lives as well as on private occasions.

3. Taking action: an example of personal engagement by a well-known person

One module, dedicated to reactions to discrimination, is based on an example taken from another core-exhibition gallery, The Jewish Town (1648–1772): an 18th-century painting from a church in the town of Sandomierz, Poland, showing an accusation of blood libel (falsely raised against Jews in Poland from medieval times to the 20th century). This choice is motivated by the fact that on one hand, participants already know the context and had been familiarised during the exhibition visit with the history concerning that painting's creation. This allows us to go further and present them with the case of a well-known person, the Catholic priest Stanisław Musiał (1938–2004), who reacted to the fact that the painting had still been displayed in public, with no explanation, in the church in Sandomierz.



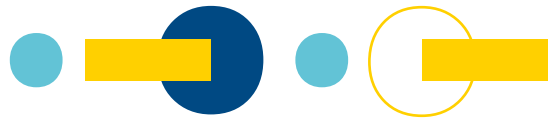
Participants read excerpts from Musiał's articles and his biography then are asked to decide what would have made it simple for him to respond to this case of discrimination, and to consider what could have made his reaction difficult. The point of the discussion is to demonstrate a variety of possible reactions in these circumstances, and motivate participants to respond to discrimination. What participants appreciate – as they state on evaluation forms – is the fact that Stanisław Musiał, as a priest, functioned in a very hierarchical institution with only limited possibilities of opposing his superiors. Teachers and particularly police officers who function on a daily basis in hierarchical organisations can relate to Musiał and find inspiration in his story.

While presenting to participants well-known examples of reacting to discrimination, we try to strengthen in them the feeling that responding effectively is something that everyone can do. We give participants time to share their own experiences of situations when they have faced discrimination and have reacted, even on a small scale. It often turns out that a colleague sitting beside you can be an example and inspiration to act.

4. Reaching broader audiences: materials for police, lectures in police academies

Searching for wide dissemination of anti-discrimination knowledge and attitudes within the police, the museum along with the police commissioner decided to extend out from the museum premises in order to reach police officers directly in their training centres. Lectures on Jewish and Roma minorities have been prepared in consultation with the police commissioner's office. Cooperation with police academies makes it possible to provide key information about the two minority groups to a very large audience (students in basic vocational-training courses and in officer courses). On one hand, the lecture format allows us to present a summary of the past and present situations of both minority groups; on the other, it offers practical knowledge (on cultural backgrounds that may have impact on police officers' work in a given community, for example).

Additionally, experts from the museum, in cooperation with Roma representatives and police consultants, have prepared educational brochures on the Jewish and Roma communities and a hand-out on anti-Semitism with descriptions of basic issues related to it. The brochures and the hand-out are distributed to participants of the lectures, workshops and to the police staff.

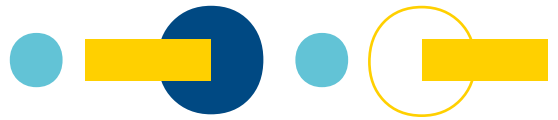


5. Starting early: lectures for students – our future teachers

We believe that an anti-discrimination approach should be a platform for teachers in the entirety of their pedagogic work. To enhance this attitude, we organise lectures for students – our future teachers – as well as teachers engaged in their professional-development studies. To conduct these lectures, we invite teachers active in the field of anti-discrimination education who can share their experience, including on this topic, in teachers' daily work.

6. Learning through experience

In anti-discrimination workshops for teachers, we introduce methods from drama training. Drama introduces learning by way of one's own experiences. This helps to develop empathy and understanding for different people and their behaviours. Through working with the body and space, drama makes it safe to bring experiences related to discrimination into the training group. The results of this work are solutions and reactions to discrimination that participants have discovered and experienced themselves, which reinforces the message of the workshop. The entire process needs to be safe for participants, therefore it requires an experienced drama instructor who uses methods in a conscious manner and adapts them to the needs of a given training group.



7. Inspiring practices in evaluation

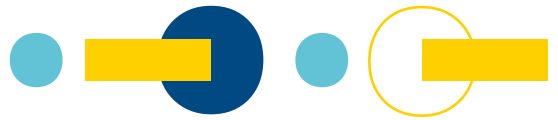
The evaluation of our anti-discrimination programmes must combine formal requirements of the project reports (to evaluate that quantitative indicators have been achieved) with the practical need to gather information on participants' needs, the fulfilment of the learning process and the adjustment of chosen training tools to the needs and expectations of participants (in gathering qualitative information). We also aim to receive feedback on the work of the trainers. To reach these goals, we use four differing methods:

A. Evaluation forms, with this first form of evaluation serving mainly to provide basic quantitative information:

- a. Paper forms are distributed right after the training to the participants of longer two-day trainings. The maximal level of received answers has reached almost a hundred per cent.
- b. E-mail evaluation forms are sent to participants of shorter five-hour trainings, after the training has concluded. About fifty per cent of forms are returned to us.

B. Individual interviews:

This form of evaluation allows us to assess the emotional effect of a workshop and get an inside perspective on transformative moments during the learning process. It is carried out with two to three participants in the longer two-day trainings, who agree to share broader feedback directly after the training session has concluded. This interview method requires an external evaluator, who is experienced in museum education and in the goals of anti-discrimination education.



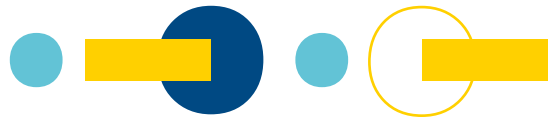
C. Subsequently distributed qualitative forms:

These forms serve as an important tool to analyse the long-lasting effects of the training. The evaluation forms are sent to the participants two to three months after the training. About thirty per cent are returned to us as replies.

Based on the second and third evaluation methods described above, we have implemented major changes in our training programmes. One example is the implementation of case studies gathered from the daily professional practices of participants then extending the framework of the trainings by including modules regarding the Roma, a group who is highly discriminated against in Poland.

D. Trainer supervisions conducted by experienced trainers:

The method elaborated for the professional group trainings combines the content of the anti-discrimination trainings with historical-education methods. The museum's guides/educators, to internalise interactive methods of leading the two-day trainings, had been leading those trainings in tandem with an external trainer. In order to reflect on trainer skills, these supervisions were introduced along with extended feedback and specific recommendations.



KAZERNE DOSSIN

Educating students about war and conflict is not an easy task for teachers. At the same time, it is possible and necessary to discuss difficult themes with young children, such as the Holocaust and human rights.

These difficult themes can be addressed in lessons through 'world orientation', which involves teachers working on attainment targets focused around people and society, but also around social skills.

Kazerne Dossin offers workshops in the museum as well as tools to use in the classroom.

For secondary-education levels, Kazerne Dossin offers tools to work on key competencies of citizenship that include living together, and on historical awareness. Themes such as the Holocaust and human rights, as well as group pressure, bystander behaviour, polarisation and radicalisation are discussed during museum visits, lectures and workshops.

Due to the interdisciplinary approach of the museum team, a visit to Kazerne Dossin is relevant for different study areas. Not only history students but also students of law, sociology, criminology, art history and anthropology will find programmes in the museum related to their subjects.

The museum's education team is constantly broadening its knowledge of remembrance education. The museum is therefore a learning place for various teacher-training programmes.

Kazerne Dossin is committed to lifelong learning. The museum focuses on historical knowledge, while thinking together with visitors about human rights and improving our capacities to live together.

A guided tour of the permanent exhibition not only gives more insight into the history of the Second World War, it also offers an ideal opportunity to practise language. We have tours designed for the needs of NT2 students.

Further information about our programmes can be found at www.kazernedossin.eu.



1. Ordinary Heroes: a workshop for going from bystander to up-stander

It happens all the time. We see someone being bullied, we hear discriminatory comments, we are confronted with people in need. We want to intervene but we feel blocked.

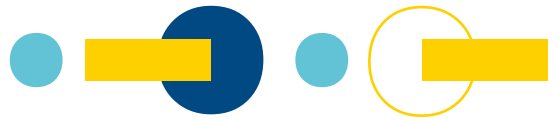
'The road to Auschwitz was built by hate, but paved by indifference', said historian Ian Kershaw. Still, even today, we encounter many situations in which we as 'bystanders' are confronted with a dilemma: to help or not to help?

In the Ordinary Heroes workshop, participants gain insight in the much-cited 'bystander effect'. They formulate their own examples to understand which obstacles block us from intervening in an emergency, and we then discuss how people manage to overcome those obstacles. A step-by-step plan followed by exercises help us to become more regularly active bystanders – what we term up-standers. With this workshop, we are training the competencies of citizenship.

2. Holocaust, Police and Human Rights: a training for the Belgian Integrated Police

Police officers, more than anyone else, face frequent dilemmas regarding human rights. A precise historical example of this is the way Belgian police officers were used to round up Jews, often violently, during the Second World War. Most Belgian Jews were taken by those same police officers to what is today the Kazerne Dossin site, from where they were transferred to Auschwitz-Birkenau. Many revealing records on this subject are found in police archives, especially in Antwerp. These show that diverse strategies were used, as they are still being used today, to cut past ethical issues. They also show that scope for resistance existed. Within the framework of police training, understanding this historical event of collective violence helps to focus on issues at hand today. Anyone who understands how a group can descend into violence is better equipped to deal with and resist this brutal phenomenon.

In December 2012, the Belgian General Commissioner of the Federal Police and her staff were invited to the opening of Kazerne Dossin. Already inspired by a training format for law enforcement developed in the US and by their visits to the US Holocaust Memorial Museum, they recognised the new museum as a golden opportunity to develop the programme Holocaust, Police and Human Rights.



A steering committee was founded with Kazerne Dossin members, the integrated police and UNIA, the official Belgian equality body. This committee began preparations for the new training program in 2013.

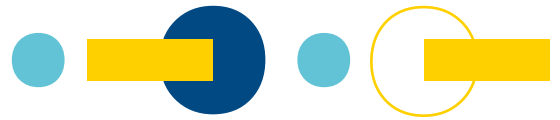
On 27 January 2014, the annual International Day of Remembrance of the Holocaust, all of the involved parties signed an official cooperation agreement.

General objectives formulated in the project approval documents guide the entire training process:

- to provide members of the integrated police with an improved understanding of the phenomenon of exclusion and discrimination, of the power of masses and of individual options for action in the context of group aggression, whatever form it takes,
- to raise awareness among integrated police members of the fact that they can always find a way to say no in the face of movements by mass groups,
- to learn how to autonomously and critically analyse gathered information, events and behaviours,
- to act in a professional manner and according to one's beliefs.

The entire project is organised and carried out by police staff:

- coordination is headed by two police commissioners, on full-time transfer to Kazerne Dossin. They schedule sessions and trainers, organise follow-up meetings for trainers, organise steering-committee meetings and deal with the administration,
- all trainers are members of the integrated police.



Kazerne Dossin and UNIA are members of the steering committee and are involved in a train-the-trainer training: Kazerne Dossin takes care of the historical aspects; UNIA handles the modules on discrimination, racism and diversity. Other modules are given by police trainers.

Kazerne Dossin also hosts training sessions in the museum.

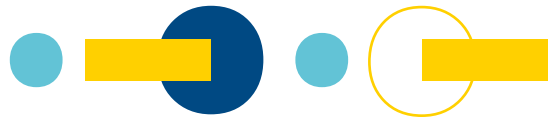
The Holocaust, Police and Human Rights project began with organising a train-the-trainer programme. Motivated candidates from within the police organisation could apply for a trainer position. A five-day intensive training on history, human rights, racism & discrimination, diversity, coaching and didactics prepared candidates for the actual sessions held for all members of the integrated police.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
AM	Introduction: Becoming a trainer – what to expect	Historical part 2	Human Rights: legal framework	Coaching and didactics on the historical part: exercises	Workshop on human rights: exercises
PM	Historical part 1	Museum’s police tour	Discrimination, racism and diversity	Workshop on human rights: exercises	Historical part 3: guided tour

We started with a group of thirty-six trainer candidates. Since 2014, we have organised new train-the-trainer sessions in response to demand from of a police force numbering forty thousand members.

Since April 2014, both civilian and operational staff of the integrated police have had the opportunity to register for the Holocaust, Police and Human Rights training. The training includes a police-guided visit to Kazerne Dossin and a workshop on how they can protect and serve human rights in their daily work.

In 2017, we started conducting impact study on the project. The results were presented in December 2018 and can be found at www.connectinglawandmemory.eu.



Anne Frank House

1. Programme for group visits to the Anne Frank House

Since the reopening of the Anne Frank House in 2018, school groups can book an interactive programme that serves as a preparation to their museum visit. The visit to the former hiding place is self-guided, using a standard audio device available in multiple languages. In an engaging manner, the preparatory programme enables young visitors to relate to one of the individuals who played a role in Anne Frank's story. Without knowing who the person they are exploring is, students look at documents and objects related to him/her. Along with quotations and historical background information, they find out more about the life of 'their person'. They have to search for answers to questions about the person. Each accurate answer results in a clue that they can use to open a small box that reveals who the individual is. In this way, students discover that the Anne Frank House is not only the House of Anne Frank, but seven other people hid there, as well as helpers.

<https://www.annefrank.org/en/museum/group-visits/school-visits/>

2. The discussion tool for police 'Society, That's (for) You!'

Police officers frequently face issues related to equal treatment, diversity and discrimination. The tool 'Society, That's (for) You!', offered by the Anne Frank House since 2016, uses eight short video films about dilemmas in daily police work. Each deals with equality and diversity. For instance, one clip explores the active promotion of the annual gay-pride parade. Another clip highlights ethnic profiling. The film clips constitute the starting point for a discussion with police colleagues on how the police should act in these particular cases, if an opportunity arises for an individual choice, when colleagues have conscientious objections.

<https://www.annefrank.org/nl/educatie/product/45/de-samenleving-ben-jij/>



3. Anne Frank Youth Network

Travelling exhibitions by the Anne Frank House are shown all over the world. In most locations, young people act as peer guides. In this capacity, they are in charge of the educational programme in the exhibition: they show the content to their fellow students and use the exhibition as a starting point for further discussion, thus using materials and concepts developed by the Anne Frank House. Every year, several thousand teenagers act as peer guides, with many of them wanting to continue their work once the local exhibition has concluded. For this purpose, the Anne Frank House has launched the Anne Frank Youth Network. The network, including a closed online platform, enables them to exchange experiences with their 'colleagues' from other countries. Moreover, they can make use of the Anne Frank Toolkit that contains a variety of materials and exercises to be used locally in an educational context. In many countries, trainings take place to make Network members familiar with the Anne Frank Toolkit.

<https://www.annefrank.org/en/education/anne-frank-youth-network/>

4. Teacher training: Responding to discrimination

This training aims to equip Dutch teacher groups in dealing more effectively with cases of discrimination in and outside the classroom. Sometimes these cases are a result of bullying, sometimes they are related to radical opinions expressed by specific students. Along with colleagues, teachers discuss the cases and consider effective strategies and tools to tackle the problems. Using innovative discussion techniques, the Anne Frank House facilitates this professional exchange. Also, teachers are introduced to various learning materials that can be used.

<https://www.annefrank.org/nl/educatie/product/44/training-reageren-op-discriminatie/>

The Catalogue of Good Practices is a result of cooperation between the Museum of the History of Polish Jews POLIN, Kazerne Dossin and the Anne Frank House within the project *Horizontal Historical Education in Non-discrimination Activities*, realized from 2018 to 2020 thanks to the *Rights, Equality and Citizenship (REC) Programme of European Union grant*.

Visit the project website:

<https://www.polin.pl/en/horizontal-historical-education-in-non-discriminative-activities>



Contact us: edukacja@polin.pl

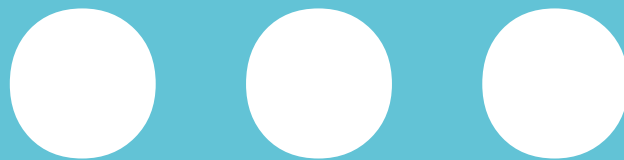


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History for tomorrow.

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