

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	Bic Picture Association
PIC number:	902571615
Project name and acronym:	Remember the Holocaust, Act for Democracy (Remember to Act)

EVENT DESCRIPTION			
Event number:	3		
Event name:	Learning from the Past, Acting for the Future		
Type:	Teacher training		
In situ/online:	in-situ		
Location:	Warsaw, Auschwitz, Krakow - Poland		
Date(s):	25-29 June 2023		
Website(s) (if any):	https://bigpicture.org.pl/en/remember-the-holocaust-act-for-democracy/		
Participants			
Female:	26		
Male:	4		
Non-binary:			
From country 1 Poland:	30		
Total number of participants:	30	From total number of countries:	1
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 Remember the Holocaust, Act for Democracy (Remember to Act), coordinated by Big Picture Association (Poland), in partnership with Documenta (Croatia), Intercultural Institute Timisoara (Romania), The Jewish Museum of Greece and Fondazione CDEC (Italy), co-funded by the European Commission through CERV programme. The seminar was co-funded by TOLI – The Olga Lengyel Institute for Holocaust Studies and Human Rights.</p> <p>A total of 30 teachers, museum professionals and community activists, educators working in the field of Holocaust and human rights education from Poland participated in the event.</p> <p>The aim of the seminar was to contribute to increasing the quality of education regarding the Holocaust and human rights in Poland. The program provided a rich opportunity to integrate national and</p>			

international approaches in teaching about these topics and in understanding the contemporary relevance of this important chapter of modern history.

The objectives of the program 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 the individual, group and societal level;
- Develop teachers' understanding of Jewish life before and after the Holocaust;
- Raise awareness about the Genocide of Roma and Sinti;
- Enrich knowledge of the intergenerational trauma transmission;
- Increase appreciation for innovative, student-centered teaching methods, including extra-curricular activities and partnerships between schools and other institutions and organizations;
- Promote an intersectional approach to teaching about the Holocaust and Human Rights;
- Develop teachers' understanding about Judaism and its culture.

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, etc.

The main theme of this year's seminar was "The Borderland" in the broadest sense. The concept was brought forward through a series of sessions which connected Holocaust education with human rights education and offered opportunities to reflect on what actions can be taken to support the contemporary refugees in Europe.

The first session of the seminar, led by Oana Nestian Sandu, invited the participating teachers to reflect on their own identity, stereotypes and prejudices, as a starting point for examining the field of Holocaust education.

The second day of the seminar started with a session about the situation of refugees on the Polish-Belarusian border. Katarzyna Winiarska from the Border Group made a presentation about who are the people on this border, what humanitarian aid is and what actions people can take in order to improve the situation. Dr. Tomasz Femiak added a philosophical context to this presentation, discussing what it means to promote human dignity and to act for defending life in the name of values. The seminar continued with a presentation of the educational offer of Polin museum, led by Dorota Siarkowska. A "borderland" path through Polin's permanent exhibition was guided by Katarzyna Jakubowicz. The participants also had the opportunity to experience the temporary exhibition titled "Around us a sea of fire". In the next session, Monika Marciniak revealed to the participants the extremely interesting story of the copyists from the Bialystok ghetto, followed by a historic walk in which the participants were offered the opportunity to learn more about the hideouts of the Warsaw Ghetto.

The participants spent the third day of the seminar at the Dialogue and Prayer Center in Oświęcim, where the first session of the day was led by Dr. Manfred Deselaers on the different perspectives and experiences of dialogue at the doorstep of Auschwitz. Afterwards, the participants were offered the opportunity to take a moving Meditation Path in Birkenau. The day ended with a workshop on human rights education in the context of Holocaust education, in which the teachers explored various possibilities to teach these topics in an interdisciplinary manner, which would help their students better understand the Holocaust and the events that led to it, and also the importance of safeguarding human rights today, as well as the importance of taking action when witnessing situations of social injustice in our daily lives.

The fourth day of the seminar took place in Krakow. The day opened with a workshop on non-mainstream literature related to the Holocaust, led by Polish language teacher Justyna Radomska. Afterwards, Dr. Krzysztof Szwejca discussed about the intergenerational transmission of Holocaust trauma and its effects. A presentation about maintaining Jewish culture and traditions in antisemitic contexts, continued with an educational walk through Jewish Krakow, together with a session on good practices for teaching about the Holocaust, concluded the fourth day of the seminar.

On the last day of the seminar, the teachers learned about the Roma Genocide and afterwards they had the opportunity to think creatively and collectively about projects or activities that they would like to organize for their students, based on what they learned from the seminar and on what the experiences lived during the seminar brought to their professional set of competences.

In the last session, participants also had the opportunity to work together to develop creative projects that would allow them to put into practice the competences they gained during the seminar. In the evaluation part of the seminar, after completing the relevant questionnaire, the participants shared their thoughts and feelings and discussed the best ways to stay in touch with each other and learn about materials and strategies they can use in the classroom.