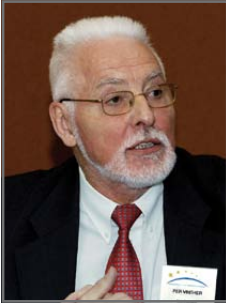


# Education for Remembrance

## Good Practice in Active European Remembrance



## *Preface*



Understanding what compelled the Founding Fathers of the European Community, now the European Union, to wish to embark on the sinuous road towards a peaceful and prosperous future for our continent and its inhabitants requires a closer look at the history of this continent. While remembering the past should not become an impediment to that peaceful future most of us desire, there is nevertheless a need for Europeans to understand and learn from the past in order to avoid a repetition of the horrific and bloody conflicts which have taken place in Europe in particular in the 20<sup>th</sup> century.

The Association of Local Democracy Agencies, ALDA, is heavily engaged in promoting active citizenship within the EU Programme “Europe for Citizens” and in that vein has embarked also on the project E-For, Education for Remembrance, as a natural element of active citizenship.

Local Democracy Agencies were established in the wake of the conflict leading to the break-up of the former Yugoslavia with the objective of helping to build a society founded on democratic principles, rule of law and respect for human and minority rights. Engaging various ethnic groups in this endeavour and at times mediating between them has reconfirmed to the Local Democracy Agencies and their umbrella organisation ALDA that the past plays an important role in shaping a future based on tolerance and reconciliation.

The project Education for Remembrance brings together many partners representing small and medium-sized memorials and associations dealing with the memory of the past and its transmission to the younger generations of Europeans. Their commitment to this task deserves wide recognition and applause not least because remembrance linked to a local event of the past is likely to make its importance for the future more relevant to the local population.

I hope that this booklet will provide inspiration and useful contact details for those who would want to focus on remembrance and education about it as an integral part of active citizenship.

Per Vinther  
*ALDA President*

A handwritten signature in blue ink that reads "Per Vinther".

## **Introduction**

The Programme *Europe for Citizens* describes its motivations to support Active European Remembrance in these terms: "By commemorating the victims, by preserving the sites and archives associated with deportations, Europeans will preserve the memory of the past, including its dark sides. It is particularly important to do so now, as witnesses are progressively disappearing". It expects that "citizens will engage in a reflection on the origins of the European Union, fifty years ago, on the history of European integration, which preserved peace among its members, and finally on today's Europe, thereby moving beyond the past and building the future. This action therefore will play an important role in nourishing the broad reflection on the future of Europe and in promoting active European citizenship."

In this perspective, the project "E-FOR – Education for Remembrance" proposes new learning paths that could allow young and older people to understand the links between the past and the present, leading to the awareness of our common, multifaceted European history. The Association of Local Democracy Agencies (ALDA) in partnership with six organisations wanted to give a historical perspective to their activities in the field of Active European Citizenship and create a network of small and medium-size stakeholders that will enable exchange of good practices in education to Remembrance. Therefore, the objective of E-FOR is threefold:

- To improve remembrance education - E-FOR unites professionals from different countries to think about how education can effectively foster awareness of younger generations;
- To increase awareness on smaller historical sites: citizens can put the local notion of what happened or not into the broader perspective at national and European levels during WW2;
- To create a sustainable network of memorials and organisations involved in remembrance education to foster the exchange of good practices and increase the partners' capacities to convey messages and educate young and not so young interested individuals.

In order to reach these goals, several activities were implemented in 2010:

- An international meeting at Jasenovac Memorial, Croatia, which united professionals of remembrance education who shared their expertise with the partners;
- Local events organised by several partners in their hometowns involved a large number of citizens, increasing awareness on these sites and improving the partners'

organisational capacities at the same time;

- A webpage with more information about the partners' activities in the field of Remembrance;
- This publication created jointly by the project partners and disseminated among teaching professionals.

This educational booklet provides is a user-friendly tool for developing programmes on issues of Remembrance at local level. It provides, on one hand, guidelines inspired by well-established practices among our partners and on the other, an example of a pedagogically tested programme for youth and adults. This booklet could be of help to educational professionals, teachers, curators and pedagogical officers attached to museums and memorials in Europe, project managers interested in working on Active European Remembrance and, ultimately, European citizens concerned by the topic.

Special gratitude should be given to the partners, who actively engaged in the preparation of this publication by debating, suggesting guidelines and giving advice on educational methods to be included, as well as making it as simple and as user-friendly as possible.



## **Methodology of Remembrance Education**

### **A FEW GUIDELINES...**

#### **→ Adapt your methodology to your target group**

This is an essential rule. Children will have a different approach than adults, as will different groups of adults.

#### **→ Work with stories**

Telling individual stories as an introduction to a topic encourages the participants to react empathically and reduces the risk of negative reactions. This is especially useful when working with prejudiced and/or international audiences. Encourage discussions, but take care to moderate them carefully.

#### **→ Link the past and the present**

Concentrate on similarities between past events and present issues; compare lifestyles; in texts and presentations, include a present-day person accompanying a person from the past to call the participants' attention to differences and similarities.

#### **→ Organise role plays**

Simulative games or discussions will get the participants to put themselves into the situation of people from past times, thus encouraging their empathy and interest in the past. This method is especially interesting when the target group is likely to have prejudices.

#### **→ Transform simple participants into a research community**

Create several smaller groups (in the same town, on interregional or international level), let them do research on a specific subject and then have them exchange about this subject during a mini-conference, online or real.

#### **→ Reflect the complexity of the past**

Include different viewpoints and avoid establishing a hierarchy of victims.

#### **→ Be as tangible as possible**

As often as possible, include eyewitness accounts, field trips to historical sites, recordings and pictures. Make the past seem as real as possible.

#### **→ Localise history**

Feature the effects of historical events for your city and region. Link them to local oral history, folklore/traditions and geography. Concentrate on the lives of local historical persons, visiting the places they lived in.

#### **→ Highlight solutions to historical problems**

Show positive experiences that overcame problems so as to encourage learners to think about solutions to present-day problems.

## **...TAILORED TO EACH AGE GROUP**

### **→ School groups (age 10-14)**

For these “digital natives”, the project partners developed the idea of an international multilingual website presenting an illustrated story from the past (e.g. the story of Anne Frank). The children can discover the story on their own and exchange opinions in a forum moderated by teachers and experts. This tool is to be used in the framework of face-to-face teaching.

As an introduction to a specific era, one can tell the story of a boy or a girl of our time that accompanies a child of the past (story of that period, how people lived and dressed...). In doing so, one should concentrate on everyday life issues that are within the reach of children, but also link these to general events.

### **→ Youth groups (age 14-18)**

This is a good age for widening the pupils’ horizon: organise international exchanges with a historic topic and encourage empathic learning by inviting witnesses and visiting original sites whenever it is possible.

Let the pupils do research themselves: Let them choose a topic that they find interesting, prepare and hold presentations on it (individually or in groups). Accompany them in the research process. Let them discuss their possibly different results.

### **→ Adults**

Keep in mind that adults have previous knowledge, maybe even personal experiences with a historical subject, and that they might have strong prejudices. Encourage role-switching in discussions and other simulative methods.

Avoid political connotations by concentrating on individual stories, e.g. by using carefully chosen works of fiction.

Like for young people, international exchanges are a good way to establish understanding of other opinions about historical events and personal contacts between adults of different backgrounds.



## **Guidelines for a Visit to Memorial**

Drawing on their common competences, the project partners suggest the following approach to a group visit to a memorial or museum:

### **1. Small visitor groups**

Visitor groups should not exceed a dozen persons. If you arrive with a larger group, split it into smaller groups, each of which should be accompanied by a competent teacher.



### **2. Discovery of the memorial**

Start by letting the group discover the exhibition on its own, without any specific questionnaire to follow. This will allow the participants to set their own priorities in the visit and enter the atmosphere of the Memorial.

### **3. Discussion of impressions**

Then gather the (small) groups, let the participants talk about their impressions and ask questions. This exchange should be closely monitored by education professionals.

### **4. Targeted visit of the exhibition**

After thus having allowed for personal experience of the exhibition, let the participants rediscover it, this time guided by questions. These should be prepared in advance according to the educational focus you are targeting with the visit.

### **5. Follow-up**

After the visit, be sure to provide a follow-up involving active involvement of the visitors. Let them produce a presentation of the results of their visit/questionnaire, e.g. as a small text or exhibition, CD-ROM or lecture in front of friends and family (depending on their age and competences).

## *An Example of Good Practice in Memorials: Jasenovac Memorial Site*



The Memorial Museum at the Jasenovac Memorial Site exists since 1968. It commemorates the victims of the Jasenovac and Gradiska concentration camps. This was the biggest concentration camp in former Yugoslavia, established by the Croatian Ustasha regime, which collaborated with the Nazis during World War II.

Education is one of the most important missions of Jasenovac Memorial Site: it is important to teach about history, even

about the worst events such as the Holocaust and genocide, to prevent racial and ethnic hatred in the future and to ensure that similar events never happen again.

All visitors to Jasenovac Memorial Site can, in addition to viewing the exhibition in the Memorial Museum, see the site of the former concentration camp – either by themselves, or guided by one of the curators. School groups can also take part in the Jasenovac Memorial Site Education Programme.

The Educational Programme is intended for pupils aged 13 to 18, i.e. those in their last year of elementary school (when World War II is taught as part of the History curriculum) and for secondary school pupils.

School groups are first invited to the Education Centre, where one of the curators welcomes them to Jasenovac Memorial Site and gives them a short introduction to the history of the concentration camp whose victims it commemorates.

The pupils are then divided into groups and each group is given a set of questions on six subjects: the Ustasha, racial laws, the prisoners, everyday life in the concentration camps, dehumanisation, and resistance. They then view the museum for themselves and look





for answers to the factual questions in the exhibition. Besides the factual questions, there are also questions asking for an emotional reaction or an ethical judgement from the pupils; for example, in the set of questions about racial laws, two very important questions are "What is your opinion of state which imposes such laws?" and "Do you think that, in a state like that, abiding the law is always the moral thing to do?".



A discussion with the pupils and their teachers follows, and the Educational Programme ends with a visit to the Stone Flower monument by Bogdan Bogdanović, which expresses symbolically the need to remember the past, but to look towards the future.

Around twenty school groups visit Jasenovac Memorial Site in an average year.

When groups of university students visit Jasenovac Memorial Site, they are offered a guided tour and then a free-form discussion in the Educational Centre, which depends on the subject of the students' study and on their interests.



Pupils under the age of 13 do not participate in the Educational Programme because they do not have the necessary background knowledge yet, and because the subject matter can be too difficult for them to deal with emotionally. Instead, different activities (such as art workshops) are organised for them.

## **Partners and contacts**

### **ASSOCIATION OF LOCAL DEMOCRACY AGENCIES (FRANCE)**

ALDA is a European membership-based non-governmental organisation promoting local governance and citizens' participation as a tool for democracy. Created in 1999 on the initiative of the Council of Europe, it now implements numerous projects with partners from all over Europe in the fields of good local governance, active citizenship and decentralised cooperation. It also coordinates a network of twelve Local Democracy Agencies, situated in the Western Balkans and Georgia.

- Find more information here:

[www.aldaintranet.org](http://www.aldaintranet.org) or contact Biljana Zašova (Project Supervisor): [biljana.zasova@aldaintranet.org](mailto:biljana.zasova@aldaintranet.org)

### **INI - INSTITUTE FOR NATIONAL HISTORY (REPUBLIC OF MACEDONIA)**

The Institute for National History, founded in 1948, is a milestone within the Macedonian scientific research world. Its main fields of research are the history of Macedonia, but also the history of the Balkans in general. It moulds future masters and doctors in history.

- Find more information here:

[www.makedonika.org](http://www.makedonika.org) or contact Teon Dzingo (Assistant): [tdzingo@yahoo.com](mailto:tdzingo@yahoo.com)

### **JASENOVAC MEMORIAL SITE (CROATIA)**

Jasenovac Memorial Site provides education about genocide and the Holocaust in the memorial site itself and its museum. The memorial is in the immediate vicinity of the former Jasenovac concentration camp. Its activities include compiling, researching, scientifically processing, preserving and exhibiting the museum buildings and documents on how the Jasenovac Ustasha camp system operated; an educational programme; organising exhibitions and publications; ongoing co-operation with surviving prisoners and organising commemorative events in honour of the Jasenovac victims.

- Find more information here:

[www.jusp-jasenovac.hr](http://www.jusp-jasenovac.hr) or contact Maja Kućan (Curator): [mkucan@jusp-jasenovac.hr](mailto:mkucan@jusp-jasenovac.hr)

### **THE JUNCTION (UK)**

The Junction is a community-relations resource and peace building centre established through a partnership between community relations organisations throughout Northern Ireland. Based in Derry/Londonderry, the centre serves as a gathering place and is a focal point for peace building activities and works to enhance effective networking among practitioners. The aim of the training is to record and hold onto memory in a way that is not destructive but effectively deals with the past, through acknowledgement without returning to cycles of violence.

- Find more information here:

[www.thejunction-ni.org](http://www.thejunction-ni.org) or contact Maureen Hetherington (Coordinator): [mhetherington@thejunction-ni.org](mailto:mhetherington@thejunction-ni.org)

### **LDA SISAK (CROATIA)**

LDA Sisak is non-governmental and non-for-profit organisation established in 1996 with the aim to support local democratic processes and promote human rights. In its work, it uses the specific methodology of multilateral decentralised cooperation in partnership with local and regional self-governments and other non-governmental organisation in and out of Croatia.

- Find more information here:

[www.Lda-sisak.hr](http://www.Lda-sisak.hr) or contact Paula Ruzan (President): [Ldesk-si@sk.t-com.hr](mailto:Ldesk-si@sk.t-com.hr)

### **MEMORIAL OF CAEN (FRANCE)**

The Caen Memorial is a major cultural, educational and tourist attraction of Normandy and one of the first European memorial sites. With an innovative and emotional design, it proposes a historical trip and a reflection on the future through three main themes: international tensions and Second World War, Cold War and Peace. Besides its historical mission, the Caen Memorial seeks to demonstrate the fragility and the requirements of Peace and Human Rights.

- Find more information here:

[www.memorial-caen.fr](http://www.memorial-caen.fr) or contact Isabelle Bournier (Director of Educational and Pedagogic Service) [ibournier@memorial-caen.fr](mailto:ibournier@memorial-caen.fr)

### **MUNICIPALITY OF BRINDISI/MUSEUM OF NARDÒ (ITALY)**

The Municipality of Brindisi organised a study-visit to the museum "Museo della Memoria e dell'Accoglienza" in Nardò, built in a place where a large community of Jews settled for several years immediately after the World War II, before leaving for Israel.

- Find more information here:

[www.comune.brindisi.it](http://www.comune.brindisi.it), [www.comune.nardo.le.it](http://www.comune.nardo.le.it) or contact Francesco Fiera: [francesco.fiera@libero.it](mailto:francesco.fiera@libero.it)

## ***Institutions of Remembrance Education***

For more information on remembrance education, you can contact the following institutions:

### **CROATIA**

Education and Teacher Training Agency, Stomorica 8/23 - 000 Zadar

Contact: Ms. Loranda Miletić (Senior Advisor for History Education): [loranda.miletic@azoo.hr](mailto:loranda.miletic@azoo.hr)

### **ITALY**

Istituto Storico della Resistenza e della società contemporanea, 15, Corso Cavour - 28100 Novara

Contact: [fornara@fausermet.novara.it](mailto:fornara@fausermet.novara.it)

### **NORTHERN IRELAND**

Education for Reconciliation Programme, Irish School of Ecumenics,

683 Antrim Rd/Belfast, County Antrim BT15 4EG

Contact: Rev. Dr. Johnston McMaster (Lecturer and co-ordinator): [mcmastj@tcd.ie](mailto:mcmastj@tcd.ie)

### **MACEDONIA**

PEACE ACTION for peace, always and everywhere, [www.mirovnaakcija.org](http://www.mirovnaakcija.org)

### **FRANCE**

Mémorial de l'Alsace Moselle, 67130 Schirmeck

Contact: Anne Renaud Nguyen (Service éducatif): [ar.nguyen@memorial-alsace-moselle.com](mailto:ar.nguyen@memorial-alsace-moselle.com)

*For further information about the project:* [www.alda-europe.eu](http://www.alda-europe.eu)



**ALDA**  
Association of Local  
Democracy Agencies



Municipality  
of Nardò



LDA SISAK



THE JUNCTION

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Education and Culture DG

'Europe for Citizens' Programme

SPOMEN PODRUČJE **jasenovac** MEMORIAL SITE

CAEN-NORMANDIE  
**Memorial**  
CITÉ DE L'HISTOIRE POUR LA PAIX

